

# iDemocracy Training Activities



**iDemocracy**

A project for the right to participation  
of people with intellectual disabilities  
through technology

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# Module 2. Participation and Engagement of people with intellectual disabilities at the organisational level

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<b>Session Plan (for trainers)</b>		
<b><u>Guidelines</u></b>	<p>The session plan aims to guide trainers in the implementation of the training module.</p> <p>Based on the training programme defined for module 2, a set of practical activities is presented which aim to address all the training contents defined for this module; to provide trainers with pedagogical resources to implement the training, adapting it to the needs and profile of the trainees.</p> <p>For each proposed activity, its objective, the resources and methods required for its implementation are presented, as well as a proposal of the time needed to carry it out.</p> <p>These activities require additional time for preparation by the trainers.</p> <p>You should show the <b>vídeo ID.2.0.</b> at the beginning of the training.</p>	
	<p><b>Activity 1: Welcome participants activity</b></p> <p><b>Goal:</b> This activity aims to welcome and energise the group and contribute to a good training environment.</p> <p><b>Methods and Resources:</b></p> <p>If the participants already know each other or if this is a continuity activity, the duration of the activity can be reduced.</p> <p>We suggest simple, fun, energetic activities that allow interaction/contact between participants and build their confidence.</p> <p>Participants will be invited to introduce the organisation to which they are linked to. Each trainee must make a maximum of 3 minutes presentation.</p> <p>It can be just an oral presentation, or using photographs, draws, a visit to the webpage, a PowerPoint/Prezi presentation, or a video.</p> <p>The trainer prepares large post-its with background questions. These questions will be answered during the video about the organisation. The trainer shows the video and asks trainees to answer the questions on the post-it. The trainer has prepared additional post-its with wrong answers. When trainees are finished then the trainer will mix them up. A problem is created for</p>	00h:40m

	<p>participants to solve. Participants have to select post-its in 2 columns (problem solving and critical thinking).</p> <p>Trainees are asked to answer the questions on the post-it and give it to the trainer. We mix up all the answers. Trainees are asked to find a partner and explain their mission. The pair needs to find the story parts.</p> <p><b>ID.2.1.1. Welcome to my organisation</b></p> <p><b>Practical Activity 2.1.1A. Figure me out. Trainers</b></p> <p><b>Practical Activity 2.1.1B. Figure me out. Trainees</b></p>	
	<p><b>Activity 2: Summary of the previous session</b></p> <p><b>Goal:</b> Summarise the main contents of the previous session and reinforce the key competencies acquired.</p> <p><b>Methods and Resources:</b></p> <p>This activity can involve the participants, asking them to collaborate in identifying the contents worked on in the previous session, or it can be conducted by the trainer alone.</p> <p>This activity should be applied whenever it follows another training session.</p> <p>Another option for implementing this activity could be the trainer choosing to appoint, at the end of the previous session, the trainee or group of trainees who will be responsible for ensuring this activity on the following day (the time of this activity may have to be adapted according to this option).</p> <p>Each trainee can say or write a phrase/word that in their opinion is related to the previous session.</p> <p>At the end of the activity, it will be possible to form a cloud of words (online resources such as mentimeter or word clouds can be helpful).</p> <p>Flipchart; post-it or other support resources would be needed to register the information and leave it visible in the training room.</p> <p>For online activities, there are platforms that allow for fun ice breaking activities, like “mural”, “mentimeter”, “vevox”, “AhaSlides”, “Slido”.</p> <p><b>ID.2.2.1. Summary of previous session</b></p>	<p>00h:20m</p>

	<b>Break</b>	00h10m
	<p><b>Activity 3: Self-advocacy as a key for participation and engagement</b></p> <p><b>Goal:</b> To introduce participants to the concepts of self-advocacy, self-determination, systemic advocacy, and person-centred planning and their benefits for participation and engagement of PWID at different life dimensions.</p> <p><b>Methods and Resources:</b> The activity should be supported by a PowerPoint with easy-to-read information. Pictures/ photos/ magazine clippings/ cards/videos may also be used to show concrete examples of what is meant by advocacy and person-centred approach.</p> <p>Videos, photographs and stories of activists (e.g. Eunice Mary Kennedy Shriver) and/or self-advocates (e.g. identify a national personality) who have contributed/contribute to strengthening the rights of PWID, can be presented.</p> <p>The trainer must guide and support the activity.</p> <p><b>ID.2.3.1. Self-advocacy superhero</b></p>	00h30m
	<b>Break</b>	00h10m

	<p><b>Activity 4: Knowing myself and my network</b></p> <p><b>Goal:</b></p> <ul style="list-style-type: none"> <li>• To allow the participants to know better their own skills, strengths, and opportunities.</li> <li>• To let participants, reflect on their relations and the importance of the network they have.</li> <li>• To illustrate how PwID can get more engaged with their network and reinforce their levels of participation.</li> <li>• This activity gives a general overview about areas of knowledge, reference persons and level of intervention that the participants can use to promote better participation and engagement at organisational level.</li> </ul> <p><b>Methods and Resources:</b> To put in practice this activity is recommendable the use of person-centred planning materials and methodologies.</p> <p><b>Exercise 1. Ecomaps</b></p> <p>Everybody has a different ecomap.</p> <p>Each participant can identify his/hers/they ecomap.</p> <p>The map depends on your relationships, life experiences and social roles.</p> <p>Knowing your ecomap is important, so you can understand who the people around you are, and what kind of relationship you have with each other.</p> <p>Wider ecomaps enable us to live different life experiences, increase the sense of belonging and the opportunities of social inclusion.</p> <p>Questions for reflection:</p> <ul style="list-style-type: none"> <li>• Who is important in your life?</li> <li>• Who do you spend most time with?</li> <li>• Who do you call when you have an emergency?</li> <li>• Who do you talk to in your neighbourhood?</li> </ul>	<p>02h30m (with one 5 minutes break)</p>
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- To what memberships or groups do you belong to?

- Who do you talk to when you are there?

Trainees can answer these questions with keywords, drawings, or collages.

#### **ID.2.4.1. Let's do the ecomaps**

##### **Exercise 2. Me, Myself and I**

The exercise aims:

- To promote reflection about the tastes and preferences of each person.

- To identify personal aspects that will be useful for reinforcing participation and engagement at organisation level.

- This exercise can be done comprehensively or focus on specific areas. That is, participants can think of their tastes and preferences globally, or think of a specific context, such as the organisation or the community. The trainer should guide the trainees according to the goals they want to achieve, taking into account the group profile.

To help participants to build and learn about their map, the trainer can guide the exercise through the following questions:

- What are the person's tastes and preferences?
- What are your strengths? What can be improved?
- How can a person's tastes and preferences promote active participation?
- Who can support you to promote your participation?
- What do you like to be changed?
- What skills should be enhanced?
- What support do you need? What resources are required?
- What strategies can you develop?

	<ul style="list-style-type: none"> <li>• What needs to change at organisational level?</li> </ul> <p>The participants will be invited to do the following reflection:</p> <ul style="list-style-type: none"> <li>• What makes me feel good?</li> <li>• What makes me feel bad?</li> <li>• What skills and strengths do I have?</li> <li>• What do I need to improve or strengthen?</li> <li>• What others should know and do about my tastes and preferences?</li> <li>• Trainees can answer these questions with keywords, drawings, or collages.</li> <li>• Other examples can be explored, such as: “Presence to Contribution”; “What’s Working? / What’s not working?”, etc.</li> </ul> <p>(Font: <a href="http://helensandersonassociates.co.uk/person-centred-practice/">http://helensandersonassociates.co.uk/person-centred-practice/</a>)</p> <p><b>Practical Activity 2.4.1A. Me, myself &amp; I</b></p> <p><b>Practical Activity 2.4.1B. What my relationship circle thinks of me</b></p> <p><b>Practical Activity 2.4.1C. Passport</b></p> <p><b>Practical Activity 2.4.1D. My passport</b></p>	
	<p><b>Break</b></p>	<p>00h10m</p>

	<p><b>Activity 5: Let's improve my participation and engagement at organisational level</b></p> <p><b>Goal:</b></p> <ul style="list-style-type: none"> <li>• To promote reflection among trainees about their organisations.</li> <li>• To identify barriers and possibilities of participation at organisational level.</li> <li>• To create an action plan for improving participation and engagement at organisational level.</li> </ul> <p><b>Methods and Resources:</b></p> <p><b>Exercise 1: Mapping areas of participation and engagement at the organisational level.</b></p> <p>To introduce this activity, the trainer can follow the next topics: a. Participating in decision-making processes (e.g. membership on Boards, Committees and Advisory groups); b. Promoting advocacy (e.g. speaking engagements, being a media spokesperson, participating in pre-election activities, organising a public awareness event); c. Working in programmes (e.g. peer mentorship, group leadership or facilitation, participating in fundraising activities, developing volunteer training materials); d. Publication and reviewing materials (e.g. articles; newsletters; reviewing drafts of publications; videos, etc.); e. Assisting on organisation management (e.g. participative budget; general assemblies and decision meetings; participating on a staff hiring team, facilitating a component of new staff orientation; delivering ongoing staff training); and digital tools as promoter and facilitator of participation and engagement at organisational level.</p> <p>For each discussion topic, the trainer can ask questions to the participants; present good practices for each topic; show videos and pictures. The main idea is to promote self-reflection and give the trainees the opportunity to know new areas of participation and empower them to exercise the right of participation at organisational level.</p>	04h:40m (with one 5 minutes break)
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	<p>At the end of this activity, the trainees must be able to identify barriers and possibilities of participation at organisational level.</p> <p>To carry out this exercise, different options can be used:</p> <ul style="list-style-type: none"> <li>- Completion of a matrix (e.g. SWOT analyse) that allows the written record, drawing or collage of the trainees' responses.</li> <li>- Design of the matrix on a large sheet of paper and collage of coloured post-it notes;</li> <li>- Use of digital options such as the Jamboard application (google).</li> </ul> <p>Some examples of “guide questions”:</p> <p><b><u>a. Presence and representation</u></b></p> <ul style="list-style-type: none"> <li>- Do you feel represented at different levels within the organisation?</li> <li>- Are your perspectives and points of view considered? When? Where? How?</li> <li>- Is there available support, space, and time to encourage your participation? When? Where? How?</li> <li>- Is there a strategic plan to make PwID visible in the community? Including users with different needs of support?</li> <li>- The organisation promotes, trains and empowers PwID for self-advocacy?</li> <li>- Are you a member of Boards, Committees and/or Advisory groups?</li> <li>- Do you attend or participate (in person or online) in general meetings? Assemblies?</li> <li>- Are you participating individually in community activities and assume socially valued roles in these activities?</li> </ul> <p><b><u>b. Respect and add value</u></b></p> <ul style="list-style-type: none"> <li>- Are you encouraged to make decisions? Give examples.</li> <li>- Are you involved in problem-solving? Give examples.</li> </ul>	
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	<p>-Do you feel that your opinions, suggestions are heard? When? Give examples.</p> <p>- What areas would you like to see your participation improved?</p> <p>- Do you feel encouraged to express yourself? Give examples.</p> <p>- The representation of people with disabilities is anchored in the guiding principles of the organisation, based on the principle “nothing about us, without us”, where people with disabilities or its representatives are always involved in the strategic and operational development of the organisation.</p> <p><b><u>c. Recognition</u></b></p> <p>- Professionals are working closely to meet each person’s needs so that they can be in valued roles in valued settings.</p> <p>- The organisation has a Person-Centred Approach as a strategy, which is established at all levels of the organisation and all people in the organisation actively work on its implementation.</p> <p>- Everyone in the organisation was involved in the vision development and mission statement, which clearly reflects the goal of social inclusion and the Person-Centred Approach.</p> <p>- Professionals and PwID are working together to create joint resources, e.g. training materials and community resource directories for PwID and their families.</p> <p>- Professionals are facilitators to make sure that people with disabilities have a life of their choosing, with support in their community.</p> <p><b><u>d. Digital inclusion</u></b></p> <p>Digital inclusion is an important part of broader efforts to create strong, inclusive communities and improve opportunities and quality of life of PwID.</p> <p>It is important to select adequate digital tools for ensuring access and inclusivity for PwID that have</p>	
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	<p>historically been discouraged in the digital engagement process.</p> <p>Digital tools are defined as software platforms for teaching and learning that can be used with computers or mobile devices to work with text, images, audio, and video.</p> <p>What kind of digital tools are used or made available at the organisational level? Which makes sense to develop and put into practice?</p> <ul style="list-style-type: none"> <li>- <u>Online Survey or Questionnaire Tools</u> (Surveys or questionnaires can be used to assess thoughts, opinions, and feelings on any particular topic);</li> <li>- <u>Live Polling</u> (enable interactive participation of the audience in meetings, conferences, events, training, and educational programs);</li> <li>- <u>Mapping and Data Visualisation Software</u> (software that uses data to capture, store, and display data to help organisations better understand spatial patterns and relationships. Mapping and data visualisation software includes ArcGIS, Tableau, and Datawrapper);</li> <li>- <u>Gamification</u> (any tool or platform that applies game-like features and mechanics to non-game contexts in order to encourage engagement. Some examples of gamification software used for virtual engagement include Metroquest, Gamitize, Engagedly and Kahoot.);</li> <li>- <u>Web conferencing software</u> (e.g. Cisco WebEx; Zoom Meeting, etc);</li> <li>- <u>Social Media and Community Forum platforms</u> (using social media to disseminate information, connect, and engage can be effective because most are easy to use and they are already popular with community members. E.g. Facebook; Twitter; etc);</li> <li>- <u>Digital Assistive Technology or Adaptive Tools</u> (are devices, software, or equipment that helps people with disabilities to fully participate and complete tasks. Tools include closed captioning, text to speech, screen readers, and screen magnification software);</li> <li>- <u>Live streaming services</u> (online streaming media</li> </ul>	
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simultaneously recorded and broadcasted in real-time. Streaming services commonly used for virtual public engagement include YouTube, Facebook Live Vimeo, and Public Input.)

**Exercise 2: Personal Action Plan**

The performance of this exercise will be based on the conclusions of the last activities (activity 4 and exercise 1 from activity 5).

From the individual and collective analysis of the results achieved, it will be possible to draw an individual action plan aimed to improve participation and engagement at organisational level of each trainee.

To implement this exercise it is recommended the use of person-centred approach tools such as PATH (e.g. <http://helensandersonassociates.co.uk/person-centred-practice/paths> ).

Each trainee must identify at least one area of interest, which must be worked on in the training.

Other implementation alternatives:

- Create a grid with 4 interaction areas:
  - a. Personal characteristics and skills;
  - b. Areas/topics/ issues of interest;
  - c. Resources and support needed;
  - d. Action proposal.
- Create a table with all areas of intervention and define measures, attitudes and commitments. Example:

Interest Areas	Measures/Attitudes / Commitments	1 year after
Promoting advocacy	Participate in upcoming board elections	Integrate one of the lists to the board as a member
	Participate in the organisation's management activities	Be an advisor in the preparation of the activity plan

The activity can offer different possibilities of implementation and the trainer can opt to explore all the

	<p>contents or choose the most relevant for the group and training context.</p> <p><b>ID.2.5.1. Thinking on your feet vs reflective practice</b></p> <p><b>Practical Activity 2.5.1A. Reflective practice cycle</b></p> <p><b>Practical Activity 2.5.1B. Johari window</b></p> <p><b>ID.2.5.2. Decision making tree</b></p> <p><b>ID.2.5.3. Mapping areas of participation and engagement</b></p> <p><b>Guide for trainer 2.5.3A. SWOT analysis of participation in the organisation</b></p> <p><b>Practical Activity 2.5.3B. SWOT analysis. Participation in the organisation</b></p> <p><b>Practical Activity 2.5.3C. How to make google forms</b></p> <p><b>ID.2.5.4. Personal Action Plan</b></p> <p><b>Practical Activity 2.5.4A. Action Planning Tool. Bubble sheet</b></p>	
	<p><b>Break</b></p>	<p>00h10m</p>

	<p><b>Activity 6: Participating in my organisation</b></p> <p><b>Goal;</b> To promote the real participation of the trainees at organisation level, as a result of the previous work done along the module.</p> <p><b>Methods and resources;</b> The trainees will identify, select and discuss issues important for them in their organisations and will vote proposals to address the issues. Selection of representatives to present the selected proposal to organisation representatives will be promoted, and all the trainees will be trained in representation and communication skills.</p> <p><b>Exercise 1. Group reflection and selection of representatives for the group.</b></p> <p>The group reflects on their role in their organisation and agrees on several proposals to improve participation in their organisation.</p> <p>Before the end, the group chooses one person from the group to be the spokesperson to go and present their proposals to the person in charge or management of their organisation.</p> <p><b>Exercise 2. Online voting on the proposals.</b></p> <p>Conduct a vote on the proposals to be presented to the organisation through the IDemocracy e-learning platform (Voting tool).</p> <p><b>Practical Activity 2.6.1A. Group reflexion and selection of representative</b></p> <p><b>Practical Activity 2.6.1B. Voting proposals</b></p>	00h40m
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	<p><b>Group Reflexion</b></p> <p><b>Goal:</b> The trainer should promote a synthesis of the session, in which trainees should play an active role.</p> <p>The trainer should promote sharing on decisions made by the participants; review the topics covered; ask questions and if applicable/necessary define homework.</p> <p><b>Methods:</b></p> <p>Participants will be invited to sit in a circle.</p> <p>The trainer gives 3 minutes for participants to think about a thing/an aspect that each one learnt about him/herself during the training session.</p> <p>After that, the trainer should ask if there is a volunteer to start sharing his/her thoughts. All the trainees should share their thoughts.</p> <p>The trainees can just say/write and, if he/she wants, can have a minute to speak/explain what they found out about themselves.</p> <p>The trainer can register the thoughts on a flipchart (or Jamboard).</p> <p>At this moment, space and time should be given for all trainees to participate and express their opinion. Since not all participants may feel comfortable freely expressing their opinion, the trainer may ask each participant to say or write only one word about this session.</p> <p>The trainer can write each word on a board or build a word cloud, for example.</p>	00h40m
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**Duration**

	<p>9h00m</p> <p>This is just a proposal, and the duration must be flexible enough to allow for learning diversity.</p>
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