IDemocracy
Training Activities

iDem⬤cracy

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

iDem⬤cracy

Co-funded by the
Erasmus+ Programme
of the European Union

Module 3. Participation and Engagement of people with intellectual disabilities at the community level

Session Plan (for trainers)		
Guidelines	The session plan aims to guide trainers in the implementation of the training module. Based on the training programme defined for module 3, 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. 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. These activities require additional time for preparation by the trainers. You should show the **vídeo ID.3.0**. at the beginning of the training.	
🧑‍🏫	**Activity 1: Welcome participants activity** **Goal:** This activity aims to welcome and energise the group and contribute to a good training environment. **Methods and Resources:** If the participants already know each other or if this is a continuity activity, the duration of the activity can be reduced. We suggest simple, fun, energetic activities that allow interaction/contact between participants and build their confidence. The goal and methodology of this activity are similar between the different modules and, in particular, with module 2. This option allows the participants to be more confident and autonomous with the exercises along with the curriculum. If the participants only implement module 3, it is clear and simple enough to put in practice and achieve results. Participants will be invited to introduce the community where they live. Each trainee must make a maximum of 3 minutes of presentation.	00h:40m

iDem🌐cracy

Co-funded by the
Erasmus+ Programme
of the European Union

It can be just an oral presentation or using photographs, draws, a visit to the webpage, show a map, a PowerPoint/Prezi presentation, or a video.

To carry out this activity, the trainer must inform and give guidance to the participants to prepare their presentations in advance.

In case the group is composed of trainees from the same community, a suggestion may be made that they work in groups, or individually, as each person has their own vision on the same subject.

Another option could be asking each participant to choose a space in the community where they live that they identify with or that they like to attend. In this case, the trainee must present the space, show some photos; visit the website; show the place in Google Maps and mention the reasons why he/she chose it.

This exercise will serve as the basis for exercise 1 of activity 4. The idea will be to bring trainees as close as possible to their community.

The time to carry out this activity can vary between 20/40 minutes, depending on the type of activity that will be chosen for the group.

ID.3.1.1. Welcome activity

Activity 2: Summary of the previous session

Goal: Summarise the main contents of the previous session and reinforce the key competencies acquired.

Methods and Resources:

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.

This activity should be applied whenever it follows another training session.

Another option for implementing this activity could be the trainer choosing to appoint, at the end of the

00h:20m

<table>
<tr>
<td></td>
<td>

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).

Each trainee can say or write a phrase/word that in their opinion is related to the previous session.

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).

Flipchart; post-it or other support resources would be needed to register the information and leave it visible in the training room.

For online activities, some platforms allow for fun ice breaking activities, like "mural", "mentimeter", "vevox", "AhaSlides", "Slido".

ID.3.2.1. Dynamic session summary

</td>
<td></td>
</tr>
<tr>
<td></td>
<td style="text-align:center">Break</td>
<td>00h10m</td>
</tr>
<tr>
<td></td>
<td>

Activity 3: Social skills, social roles and friendship as a key for community engagement

Goal: To introduce participants to the concepts of self-advocacy, social skills, social roles, friendship and their contributions for community engagement and participation by PwID.

Methods and Resources: 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, social skills and social roles.

Each trainee will be invited to reflect on their relationship circle and present it to the rest of the group. The circle can be made on cardboard, using drawings and collages or using digital tools (e.g. mural; Jam board). Another option might be to ask each participant who has a Facebook account to

</td>
<td>02h00m</td>
</tr>
</table>

Co-funded by the
Erasmus+ Programme
of the European Union

read their "friends list" and build their relationship map based on this information.

If trainees have attended module 2, the result of exercise 1 of activity 4 can be used - Ecomap.

In this case, the idea would be for each trainee to reflect on how their ecomap relationships influences or can influence their relationship and participation in the community.

Some reflection questions:

- How can I be more present in my neighbourhood, in my community, in my city?

- How can I participate in community life?

- How can I become more visible in the community?

- How can I grow my network of relationships?

- How can I contribute? What can I give to others?

- What do I have to learn to achieve what I want?

- What can I do to make others hear my voice?

- What skills do I need to develop?

- What can I do to make my life experiences valued?

- How can I influence other people?

- Who can help me? Who can I ask for support? Who can be my facilitator/ally? Who would I like to have in my network of influence?

The trainer must guide and support the activity.

ID.3.3.1. Self Advocacy, social skills and roles

ID.3.2.2. Relationship circle

Practical Activity 3.3.2A. Relationship circle

ID.3.3.3. Reflection questions of the activity

iDem cracy

Co-funded by the
Erasmus+ Programme
of the European Union

		Break	00h10m
	Activity 4: Inclusive Community Engagement **Goal:** • To introduce participants to the concept of community engagement, their principles and levels of commitment. • To identify the benefits and barriers of participation and community engagement for PID. **Methods and Resources:** 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 principles, levels of commitment, benefits and barriers of community engagement. Each trainee will be invited to reflect about their presence, participation, encounters and engagement at community level; and identify possible areas of participation and limits/barriers of his/her participation. Inclusion has different levels of engagement. People can use some community resources in different ways. Community participation means developing connections and friendships. Presence means physically being in the community but having little or no contact with others. Community encounters are punctual meetings with strangers that may or may not go on to form a relationship. After reflecting about his/her presence, participation and engagement each participant should think of concrete actions that they can put into practice, and for that purpose, they can count		01h00m

iDem⊕cracy

Co-funded by the
Erasmus+ Programme
of the European Union

	on the support of the people/allies they identified in their relationship map.	
	This exercise can be made on cardboard, using drawings and collages or using digital tools (e.g. mural; Jam board).	
	Online voting on the proposals; Conduct a vote on the proposals that they can put into practice through the IDemocracy e-learning platform (Voting tool).	
	Another implementation alternative:	
	Trainers are invited to think about his/her community inclusion experiences.	
	Fill the following spaces with keywords, drawings, collages or using digital tools.	
	The trainer must guide and support the activity.	
	ID.3.4.1. Community engagement process	
	ID.3.4.2. Commitment in community	
	ID.3.4.3. Levels of community engagements	
	Practical Activity 3.4.1A. Organisations working in the community level	
	Practical Activity 3.4.1B. Important notes of the activity	
	Practical Activity 3.4.2A. Voting actions in the community	
	Break	00h10m
	Activity 5: Let's improve my participation and engagement at community level **Goal:** ● To allow participants to explore and know deeper their communities. ● To promote reflection among trainees about their community experiences.	

iDem◉cracy

Co-funded by the
Erasmus+ Programme
of the European Union

- To create an action plan for improving participation and engagement at community level.

- To identify potential resources that may support efforts to promote community engagement of PwID.

- To empower democratic participation of PwID.

Example:

Methods and Resources:

Exercise 1: My contribution to my community

Goal:

- To allow participants to identify community places, services and facilities.

- To know how well trainees know their community and what is around them.

- To empower community engagement.

This is a group exercise to get the participants involved with a clear idea of community engagement.

This exercise wants to strengthen the team spirit and, simultaneously, provides an opportunity for each one to think about their feeling of community engagement.

To accomplish the aim of the exercise, all of the trainees must know/live in the same community area and the exercise can be done in a community

04h:00m (with one 5 minutes break)

iDem🌍cracy

Co-funded by the
Erasmus+ Programme
of the European Union

environment (e.g. garden; main street/square; etc) or online (e.g. with the support of digital tools (e.g. Google Maps or the website of the city council) which provide a view and interaction with the map and the places of the community).

This exercise must be prepared by the trainer before the training session.

In order to plan the sessions, the trainer must:

Take/collect photos of different places and services in the community (city council; parish council; organisation, school, monuments, public services, shops, post office, church, hospital, library, gardens, transport station, cultural and leisure spaces, etc);

Prepare a community map.

The trainer will invite the trainees for a walk around the community centre and choose a place where they have logistics conditions to do the exercise. The trainer shows the photos and invites trainees to identify the different places/services and put them on the community map. Alternatively, an online tour can be done. The trainer should give some support if needed.

The trainer can ask the trainees to identify:

● Their favourite place in the community (and the reasons).

● What each place/service does and what is it for.

● Problems they feel or live in the community.

● Aspects that need intervention or change. Why? What can be done?

● Other aspects could be added.

After this reflection, the group will have gathered a set of information and proposals that they can present to the Parish Council or City Council, as well as to all parties with political representation in their community.

iDem⬤cracy

Co-funded by the
Erasmus+ Programme
of the European Union

	For this purpose, they should identify and select the questions and suggestions they would like to present as a group. Next, they should identify the key people to whom they want to share this information. These people can be invited to an online meeting (or in-person). Trainees must address the invitations to all identified people; define the aims of the meeting; divide tasks and responsibilities; and identify a spokesperson who will present the joint reflection. The exercise preparation can last from 2h to 2:30h, the remaining time will be for the meeting. The management of the meeting and its conclusions must be accompanied by the trainer. **Practical Activity 3.5.1A. Community map** **Practical Activity 3.5.1B. Notes of community map** **ID.3.5.2. Invitation for a meeting** **Practical Activity 3.5.3A. Outdoor activity card**	
	Activity 6: Participating in the community **Goal**: Identify mechanisms for participation in their communities. **Methods and resources**: ● The group search the internet for open participation processes in their community. ● Select one of the online processes to participate in. ● The group discusses which proposals to present in that process. ● Share the group's proposals in the online process. **Practical Activity 3.6.1A. Participating in the community**	00h40m
	Break	00h10m

![iDemocracy logo]

Co-funded by the
Erasmus+ Programme
of the European Union

Group Reflexion **Goal:** The trainer should promote a synthesis of the session, in which trainees should play an active role. The trainer should promote sharing on decisions made by the participants; review the topics covered; ask questions and if applicable/necessary define homework. **Methods**: Letter to Myself ● The trainer shows how to write or draw email to future selves. ● Each trainee will receive this email letter in a few months. ● The trainees identify an area where they can become more involved in the community. ● Identify the person or allies for your influence group. ● Define an action that you felt prepared to do. **Practical Activity 3.5.4A. Letter to myself** **Goals**: To support trainees in applying their insights and learning, by writing a message and sending it to their future selves. As active citizens, they can define key actions that they would like their future self to take and express their reasons why change needs to happen. **Methods**: Explain that trainees are going to write/draw an email to their future selves and that this will help them to apply their insights and learning from the session. Tell them that you will send the email in X	00h40m

iDem🌐cracy

Co-funded by the
Erasmus+ Programme
of the European Union

	number of months and that they should take that into account when writing them. Ask trainees to reflect on one (or more, according to the participant's profile) of the following topics:	
	• Identify an area where you felt/can participate more in the community.	
	• Identify a person(s)/allies that you want to have as a member of your influence group.	
	• Define an action that you felt prepared to put into practice.	
	• Give the participants about 15 minutes to complete their emails. At the end of the exercise, save all the messages, and send them on the agreed date.	
	This exercise can be as opens or closed as the trainer think is appropriate. The trainer could restrict the participants to writing about one topic or give them the freedom to write/draw whatever they want to themselves. Evaluate the needs of the group and the purpose of the session.	

Duration

	9h 20m This is just a proposal, and the duration must be flexible enough to allow for learning diversity.