IDemocracy
Training Activities

Module 4. Exercising citizenship political participation

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 4, 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 an indication of the time needed to carry it out. These activities require additional time for preparation by the trainers. You should show the **vídeo ID.4.0.** at the beginning of the training.

	Activity 1: Welcome participants activity **Goal:** This activity aims to welcome the group, 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. Music. Put music in the room and invite the participants to listen, dance, move around the room, relax and unwind (just an example but other ideas are welcome). **ID.4.1.1. Group welcome activity**	00h:20m
	Activity 2: Summary of previous session **Goal:** Summarise the main contents of the previous session and reinforce the key competencies acquired. **Methods and Resources**:	00h:20m

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	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 precedes another training session. Flipchart; post-it or other support resources to register the information and leave it visible in the training room. **ID.4.2.1. Summary of previous session**	
	Break	00h10m
	Activity 3: What is democracy and democratic participation? **Goal:** To introduce participants to the concepts of democracy and democratic participation. **Methods and Resources:** The activity should be supported by a PowerPoint with easy-to-read information. Pictures/ photos/ magazine clippings may also be used to show concrete examples of what is meant by democratic participation. **ID.4.3.1. Democracy and democratic participation** **Practical Activity. 4.3.1A. Examples democratic participation**	00h40m
	Break	00h10m
	Activity 4: Political participation of persons with intellectual disabilities **Goal:** • To give trainees some knowledge about the articles of the United Nations Convention on the rights of People with Disabilities (CRPD) relating	01h:30m (with one 5 minutes break)

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them to the right to participation in political and public life - articles 12 and 29.

- To give trainees an overview on the European Disability Strategy, focused on participation in political and public life.

- To reflect with the participants on the current national situation, experienced in their countries, on participation in political and public life.

Methods and Resources:

The activity can offer different possibilities of implementation and the trainer can opt to explore all the contents or choose the most relevant for the group and training context.

PowerPoint presentations are easy to read for the different training contents.

CRPD in easy to read for consulting by the trainees. Concrete examples of implementation of articles 12 and 29.

To introduce and enable trainees to contact the European Disability Strategy, explaining its role and importance at European and national level**.**

Easy-to-read digital or physical copies of CRPD to distribute among participants.

A board card game with information about how the rights enshrined on the Convention and the Disability Strategy impact on political participation (this can also be a matching game to be done online).

ID.4.4.1. Articles 12 and 29 of the CRPD

ID.4.4.2. European Disability Strategy

Practical Activity. 4.4.2A. Search information on the European Disability Strategy

ID.4.4.3. Voting rights of people with intellectual disabilities

	Break	00h10m
	Activity 5: Make decisions and solve problems	04h00m (divided 5 in blocks and making 5 minutes breaks between the blocks)
	Goal:	
	● To understand what it is to decide and how we decide.	
	● To know the steps of the decision-making process.	
	● To Know how to solve problems effectively.	
	Methods and Resources:	
	For each activity that involves working in groups, the participation of a facilitator who can accompany each group should be ensured.	
	PowerPoint presentation; guidelines and materials for each activity (cards; exercise files; etc) and support documents for trainers and trainees.	
	Make Decisions – introduction of the concept; involvement of the trainees and reflection on concrete examples in daily life of decision-making process.	
	Duration: 00h45m	
	ID.4.5.1. Make decisions	
	Role playing about cooperation; make decisions and solve problems (eg. Cooperative and team games).	
	Group discussion: What was most difficult about this activity? What strategies were used?	
	Duration: 00h15m	
	ID.4.5.2. Role Play	
	Practical Activity. 4.5.2A. Group discussion role play	

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Having a Problem – introduction of the concept. This activity aims to work on the ability to identify and clarify problems in various situations.

This activity requires de involvement of the trainees; register the participant´s answers and explore the similarities and differences between answers.

Duration: 01h00m

ID.4.5.3. Having a problem

Practical Activity. 4.5.3A. Sharing problems

Solving Problems – introduction of the concept. Explore each step of the decision making process and reinforce the importance of each one for a successful solution.

Example: Problem Scenarios - role playing

Duration: 01h00

ID.4.5.4. Solving problems

ID.4.5.5. Make decisions and solving the problems

Practical Activity. 4.5.5A. Role play decision making

Problem identification and resolution.

Trainees work in group and must identify a problem, list solutions and their consequences.

Each group should present their findings to the larger group.

The problems can be suggested by trainers or identified by trainees and related with their life experiences.

Duration: 01h00m

Practical Activity. 4.5.5B. Card Game Identifying and solving problems

Practical Activity. 4.5.5C. Card Game Decision making

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	Break	00h10m
	Activity 6: Exercise Citizenship **Goal:** This activity aims to strengthen citizenship skills and the role of self-representation in the exercise of the right to political participation and public life. It aims to address key aspects of citizenship like: accessibility of information; critical thinking; solving problems; asking for advice/support; solving problems; making decisions; having a voice; effective communication and building social networks. **Methods and Resources:** Meeting with politicians, mayor/parish councillors/different councillors; residents' association. Invite different interlocutors to participate in an information session to expose ideas, problems and suggestions which trainees encounter in the exercise of their citizenship. Another option will be to carry out this activity through social networks. To do so, trainees must have a Twitter and/or Facebook account and know the safety and communication rules on these two platforms. Through these platforms it is possible to convey information, ensure space to express opinions. Duration: 1h30 **ID.4.6.1. Dissemination meeting with politicians** **Practical Activity. 4.6.1A. Preparation meeting** **ID.4.6.2. Minutes of the meeting** Simulate an election campaign: Preparing a campaign; choosing a list/candidate; preparing an electoral programme; preparing the polling station, the ballot box and the ballot paper**;** registering for voting; gathering important information; voting; follow the electoral results; preparing speech for the person elected.	03h30 (divided in 2 blocks and making a 10 minutes break between blocks)

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	Duration: 1h30	
	These activities should be previously prepared and worked on by the trainees and trainer, so that everyone can participate.	
	Powerpoint presentation, short videos with key messages, white board, colour markers, a computer with internet access, flipchart, ballot box, datashow	
	Materials for the activity of election campaigns (e.g. electoral programme, ballot paper) and meeting politicians (e.g. mobile phone/computer; internet access; Twitter and Facebook account).	
	Conduct a vote within an electoral process through the IDemocracy e-learning platform (voting tool).	
	ID.4.6.3. Preparation of election campaign	
	ID.4.6.4. Candidates for campaign. Form 1	
	ID.4.6.4. Candidates for campaign. Form 2	
	Practical Activity. 4.6.4A. Candidate photography and election campaign	
	ID.4.6.5. Electoral programme form	
	ID.4.6.6. Ballot papers. Form 1	
	ID.4.6.6. Ballot papers. Form 2	
	Practical Activity. 4.6.6A. Steps to vote online	
	Practical Activity. 4.6.6B. Online voting	
	ID.4.6.7. Voting results form	
	ID.4.6.8. Speech elected person form	
	Break	00h10m
	Group Reflexion	00h40m

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 and Resources:** At this moment space and time should be given for all trainees to participate and express their opinion. Since not all participants may feel free to express their opinion, the trainer may ask each participant to say only one word about this session. The trainer can write each word on a board or build a word cloud, for example. A set of cards with key information on topics and relevant information will be used to promote the discussion. This can also be an online activity. **ID.4.7.1. Reflexion cards** **ID.4.7.2. Reflexion summary form**	

Duration

🕐	12h30 (11 hours with 90 minutes breaks) This is just a proposal, and the duration must be flexible enough to allow for learning diversity.

The IDemocracy project partners are the following: