

## Workshops for Civic Education



## myPart – Participatory Approaches in the Civic Education with and for People with Intellectual Disabilities

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

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## Preface

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These Workshops for Civic Education were developed as part of the project myPart – Participatory Approaches in the Civic Education with and for People with Intellectual Disabilities. The project received funding from the European Commission, within the framework of ERASMUS+, from November 2019 until April 2022 and was carried out by four organisations from European countries:

**LEBENSHILFEN SOZIALE DIENSTE GMBH**, Austria, is an important service provider that assists and accompanies people with disabilities and/or other social disadvantages and society in dismantling barriers with the focus on a socially inclusive society. Lebenshilfe's roots are in the 1960s and in the disability field. During the last two decades it widened the range of services to young people at risk (e.g. NEETs, school dropouts) and is, nowadays, focusing generally on people at risk of social exclusion or people who are socially excluded.

**ZAVODA RISA, THE CENTRE FOR GENERAL, FUNCTIONAL AND CULTURAL LITERACY**, Slovenia, is a non-governmental organisation created for the purpose of independent and user-driven research, development, counselling, communication, cultural and educational activities for people with disabilities. The organisation works in the field of human rights. They give voice to deprived people who are most often silent or overheard. It is the first organisation in Slovenia to systematically develop the concept of easy-to-read in Slovenian.

**FENACERCI**, Portugal, represents more than 50 CERCI's spread throughout the country, was created with the objective of representing its Associates, namely with institutional interlocutors and the community in general. The Federation provides legal assistance and technical advice to its members, provides a wide range of information and technical and pedagogical documentation and carries out multiple training and research activities. In order to meet the needs of children, young people and adults with intellectual disabilities, FENACERCI has sought to create conditions for the implementation of diversified responses aimed at school, social and professional integration and, at the same time, full participation in the exercise of citizenship.

**LATERNA MAGICA**, Hungary, was established in 1998 to create demanding and unique cultural and educational projects in Hungary and abroad as well. Beside the attendance of its collection (Hungarian Slide-film Collection), the organisation gives a helping hand to cultural and educational institutions to achieve their goals more effectively and efficiently. During the implementation of its projects and programs, Laterna Magica pays special attention to international cooperation and cross-border joint works.

The aim of the project myPart was to enhance political participation of people with intellectual disabilities.

Article 29 of the UN Convention on the Rights of Persons with Disabilities states that people with disabilities have the right to fully participate in political and public life. But still, people with intellectual disabilities face severe limitations in exercising their political rights due to various situations. One of the reasons is that there is a lack of appropriate and accessible material or information. One of the most important requirements for political participation is to understand oneself as a citizen with the right to actively participate in public and political life.

The project emphasised on the role of all people as citizens and strengthened this understanding amongst people with intellectual disabilities and amongst society. The leading principles in the project were participation and inclusion. Therefore, people with disabilities were involved in the development of all products and results throughout the whole project's lifetime. Each partner organisation established a so-called Cooperation Group. In these groups, people with intellectual disabilities worked together with the project partners in developing the four products:

- myPart Workshops for Civic Education: The curriculum prepares the topics Civil Rights, Basics of Democracy, European Values, Choice and Decision-making Processes, Political Participation: Having a voice for workshops in five modules.
- myPart Handbook (easy-to-read): The Handbook is the practical tool for the workshops and for self-study purposes and is available in easy-to-read.
- myPart Videoclips: Five videos seize the workshop's topics and present them for people with intellectual disabilities but also for the general public.
- myPart Policy Recommendation: This product collects information and recommendations about civic participation of people with intellectual disabilities on regional, national and European levels.

## Introduction

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The **myPart Workshops for Civic Education** contain a curriculum for a series of workshops in terms of Civic Education. It is addressed to people with intellectual disabilities who want to gain more and/or learn new citizenship competences. With this tool people with intellectual disabilities...

- ...will enhance their citizenship competences;
- ...will learn critical thinking;
- ...will gain problem-solving skills, skills to develop arguments, and decision-making.

The myPart Workshops for Civic Education are tailor-made for the needs of people with intellectual disabilities and contain aspects of experimental learning, cooperative learning and co-working.

The workshops include five modules that can be delivered as a whole workshop series or as separate workshops.

Topics that are addressed in the modules of this curriculum are:

1. Human Rights and Civil Rights (My Rights)
2. What is Democracy?
3. European Values
4. Choice and Decision-Making Processes
5. Political Participation – Having a Voice

For an integrated approach, it is recommended to use the myPart Workshops for Civic Education together with the myPart Handbook (easy-to-read), which was developed together with the workshops and whose content is coordinated with the individual modules. The myPart Handbook is suitable for self-study purposes and can also be used as a supplementary learning tool in the group during the workshop sessions.

In addition, it is also highly recommended to use the five myPart Videoclips as a possible consolidation of the contents. The video clips with discussion questions are offered in each individual module as a separate exercise or as a supplement to the implementation.

Some types of experimental learning (role plays, improvisational theatre and co-working parts) can only emerge efficiently in a face-to-face situation. Other parts of the curriculum can also be done in online settings, such as presentations of the content, discussions on the myPart Videoclips, working with the myPart Handbook and some of the exercises. The myPart project was largely developed in phases of the COVID19-Pandemic and therefore includes settings that have been tested online with participants.

## GUIDELINE FOR FACILITATORS

The learning process of the workshops is based on the principles of adult education. The aim is to provide participants with the knowledge, skills, values and attitudes that enable them to become more active citizens.

Each theme is addressed in a stand-alone module and implemented in a four-step approach combining different modalities, activities and methods.

## THE FOUR STEPS OF THE MYPART WORKSHOPS FOR CIVIC EDUCATION

**Step 1. Initial Icebreaker:** This step contains team building activities to support members of a group to get to know each other and to start the process of learning together.

**Step 2. Reflective Learning:** In this step, the facilitators provide an input with regard to content, supported by a presentation or an exercise. Furthermore, the participants start to relate what they have learned to their own lives and experiences in a reflexion process.

**Step 3. Intermediate learning:** In personal experiences in the group, for example in the joint development of a case study or in role plays, the participants implement what they have learned and apply acquired skills.

**Step 4: Final learning:** In the last section of the module, knowledge is consolidated and the content learned is deepened. With the help of experimental learning methods such as improvisation theatre or the active development of a campaign, participants can experience the possibilities of actively participating in public or political life.

## THE CONTENT OF THE MYPART WORKSHOPS FOR CIVIC EDUCATION

Each module contains a description of the content. This description can be found in the module either as section "content" or in form of a myPart power point presentation.

The content of the modules is comprehensively described in the curriculum and in the power point presentations. It is recommended to shorten the content of the presentations if necessary and to adapt it tailored to the knowledge and skills of the participants in order to reach their potential.

## PLANNING THE MYPART WORKSHOPS FOR CIVIC EDUCATION

The workshops are composed with a duration of 6 hours per module, making a total of about 30 hours. The workshop series can be conducted as a whole, but it is also possible to offer only individual modules.

In case the whole workshop series is conducted, it is recommended to review the learning content of the previous module at the beginning of each module. A review makes it easier for the participants to establish links between the modules.

Concerning the participants, a maximum of 10 persons is recommended.

Each module starts with an overview plan containing the summary, the objectives, the session plan, the estimated duration and recommended resources.

Before starting the training, the facilitators should check the session plan of each module to be familiarised with the contents, the exercises and to prepare the materials needed by each learner.

It is highly recommended to plan enough breaks within the modules for the participants. These are not specified in the curriculum, but should be set by the facilitator according to the needs of the participants. Some of the materials and exercises can be used flexibly by the facilitator and also can be repeated during the workshops. At the end of each module the participants have the possibility to fill in an evaluation form.

## THE FACILITATORS

The curriculum should be delivered by professionals who have a knowledge about Human Rights, democratic processes and politics. To enable an integrated approach, it would be advisable to acquire content about the following myPart tools: the myPart Handbook in easy-to-read, the myPart Videoclips, and also the myPart Policy Recommendations. The recommendations are not directly linked to the developed learning and teaching material, nevertheless, give for the facilitators an insight into the political situations in Europe.

The facilitators should be recruited considering pedagogical skills like:

- Knowledge on how to deliver training content to adult people with intellectual disabilities,
- Communication skills, especially in terms of an easy understandable language,
- Ability to adapt adequate solutions and contents if necessary,
- Recognition of individual learning pace.

## THE LEARNERS

The workshops are addressed to adult people with intellectual disabilities who want to gain more and/or learn new citizenship competences.

The learners should be interested in...

- ...understanding and exercising their rights,
- ...speaking for themselves,
- ...participating in public affairs,
- ...gaining a critical understanding in politics,
- ...developing values of fairness and social justice.

## Module 1:

# Human Rights and Civil Rights (My Rights)

### Content Module 1

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## Summary

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A basic knowledge concerning Human Rights will be conveyed. In role plays the participants expand their ability to assess situations in which Human Rights are at risk and to react on these situations.

## Objectives

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- To use team building activities to get to know each other;
- To get an input concerning Human Rights and civil rights;
- To realize the connection between own lives and Human Rights;
- To put a special focus on things to undertake to achieve rights;
- To create open mind, a sense of justice, and historical knowledge;
- To emphasise the participation of people with intellectual disabilities in civil and political life.

## Session Plan and Duration

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Recommended time (including several breaks and evaluation phase) is 6h but it can be adjusted according to the participants.

<b>Welcome:</b> Check-In with a brief outline of the training session	10min
<b>Initial Icebreaker:</b> Option 1: Four Corners Option 2: True or False?	30min
<b>Reflective Learning:</b> The Universal Declaration of Human Rights Exercise: A good life with Human Rights	60 min
<b>Intermediate Learning:</b> How can I achieve my rights? Video clip "The Carpentry Workshop"	60 min
<b>Final Learning:</b> Part 1: Role play: Human Rights Part 2: Fighters for Human Rights	120 min

## Training Contents

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- The Universal Declaration of Human Rights
- Declaration of Human Rights and Covenants
- Civil and Political Rights
- Human Rights Activists

## Resources Recommended

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- Flipchart, markers, moderation cards;
- Pictures of the scenarios for ice breaker 1;
- Roleplay cards;
- Copies of the Universal Declaration of Human Rights (UDHR) in easy to read;
- United Nations Convention on the Rights of Persons with Disabilities in easy-to-read (pictures and posters of the UNCRPD);
- myPart Handbook;
- A map of the world;
- Laptop/tablet, projector.



## Step 1. Initial Icebreaker

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Two ice breaker possibilities are suggested, it is scheduled to choose only one. The first one is suitable for participants who do not know each other. In this exercise the participants move in the room. The second one is suggested for participants who know each other. It can be done without moving.

### ICE-BREAKER 1: FOUR CORNERS

#### TIMING:

30 minutes

#### MATERIALS:

Room with 4 corners, pictures/photos of the scenarios mentioned in the questions. Statements to choose:

- Those born in spring; summer; autumn; winter;
- Those with eyes that are coloured: blue; brown; green; other.
- Those whose preferred food is: pizza; pasta; fish; apple pie;
- Those whose favourite weather is: rainy; sunny; windy; snowing.

#### GOALS:

To get the participants to know each other and to get people moving and becoming familiar with each other.

#### KEY IDEAS:

The facilitator points out the four corners of the room and explains that the participants should go to the appropriate corner once the facilitator reads a statement. At this point it is only necessary to get the people involved and become comfortable and familiar with each other.

#### DEVELOPMENT:

- The facilitator has pictures with four possibilities for each theme in the questions. The pictures or answers are fixed in the corners of the room with a tape.
- The facilitator reads the questions, one by one and asks the participants to move to the corner with the right answer.
- For example, in the first question: One corner is spring, the second is summer, the third is autumn and the fourth is winter. So, the people born in spring move to the first corner, the people born in summer move to the second corner and so on.
- When the participants are in the suitable corner, they have some minutes time to feel comfortable and chat about the choice.
- The facilitator can start reading the second question and the participants will look for the suitable answer and corner again.

## ICE BREAKER 2: TRUE OR FALSE?

### TIMING:

30 minutes

### MATERIALS:

Room with chairs and paper

### GOALS:

To get the participants to know each other and to become familiar with each other.

### KEY IDEAS:

This ice breaker is appropriate for groups where some of the participants already know each other because then it is even more fun to find out the false statements. The facilitator can moderate this exercise by supporting the participants in finding some funny misleading statements.

### DEVELOPMENT

- The facilitator will ask each participant to introduce herself or himself and to tell three things about her/him or to write these things on a piece of paper. Two statements have to be true facts and one has to be a false statement.
- The rest of the group has to vote which of the statements is false. (Instead of writing them on paper, participants can simply say the statements out loud to the group.)



## Step 2. Reflective Learning

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### A GOOD LIFE WITH HUMAN RIGHTS.

#### TIMING

60 minutes

- Part 1: collection of expectations and ideas concerning the topic
- Part 2: The Universal Declaration of Human Rights
- Exercise: A good life with Human Rights

#### MATERIALS:

Board or flipchart where moderation cards can be attached; moderation cards; one copy of the Universal Declaration of Human Rights (UDHR) in easy-to-read<sup>1</sup> or cards with articles of the UDHR in easy-to-read or posters with pictures of the UDHR, hanging on the walls.

Content of the module, with PPT's or any other approach that the facilitator feels convenient.

#### GOALS:

To get an idea about the trainees' expectations and to offer an input concerning Human Rights.

#### KEY IDEAS:

It is necessary to have a basic knowledge concerning Human Rights. Although Human Rights will be in the focus of the curriculum in almost every module, it is important to convey in this module basic contents concerning Human Rights.

#### DEVELOPMENT:

- Expectations: The facilitator asks participants to explain their expectations of the topic of module 1 and takes notes on a flipchart.
- Provide the copy of the Universal Declaration of Human Rights in easy-to-read or cards with articles of the UDHR in simple language or posters with pictures of the UDHR, hanging on the walls.
- Present the content input concerning Human Rights by using a flipchart or PowerPoint. Find the basic information that should be provided and more detailed information in the chapter CONTENT at the end of the module.

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<sup>1</sup> For example: <https://www.amnestyusa.org/wp-content/uploads/2017/11/Simplified-UDHR.pdf>

### DEVELOPMENT EXERCISE:

#### A happy life with Human Rights

- A good life and the Universal Declaration of Human Rights.
- Explore with the participants the things that are important to lead a healthy and happy life.
- Ask them to complete the sentences: "In order to be happy, everyone should...". Some of their answers can be "...be able to go to work," "...have enough food to eat," "...have a place to live," "...have friends and family"; "...be able to say her/his opinion"; to visit ordinary places" "...be allowed to visit ordinary places".
  - Write down their answers on moderation cards and fix them on the board.
- Give to each participant a copy of the UDHR and make the cards or posters visible on the board.
- Read through the simple language version of the UDHR. When you read through the articles, ask the participants to link any of the rights in the UDHR with the list they created concerning what is needed to be happy.



## Step 3. Intermediate Learning

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### HOW CAN I ACHIEVE MY RIGHTS?

#### TIMING:

45 minutes

#### MATERIALS:

UN Convention on the Rights of Persons with Disabilities in easy-to-read

#### GOALS:

The participants understand that political and civil rights are the most important guarantees of Human Rights and opportunities in the society.

#### KEY IDEAS:

To choose one certain right and to reflect on possibilities how this right can be enforced. In this reflection the facilitator should stimulate a thought process about the possibilities that civil and political rights offer to support people with disabilities.

*For example: Art 27 UNCRPD: Disabled people have a right to work, equal with others. Countries will do more to get disabled people work and will help do this by making laws that make sure disabled people are treated equally and fairly at work.*

#### DEVELOPMENT

- Present to the participants the easy-to-read language version of the UNCRPD. For this purpose, use cards and cluster them on the pinboard.
- Each individual participant can choose one right that is most important for him or her at the moment.
- Collect the chosen rights and write them on the flipchart.
- Ask the participants to reflect about their experiences and about what they can do as citizens to achieve this right.
- Write the participants' ideas on the flipchart.
- Point out that the governments or the public authorities are responsible for the realization of Human Rights.
- Introduce to the participants civil and political rights and for this purpose, use the easy-to-read Materials of Module 1 "My Rights" of the myPart Handbook.

- Discuss with the participants the following questions:
  - Do we already have this right or do we have to fight for it?
  - Is it possible for us as citizens to do something?
  - Is there an ombudsman or legal counsellor where we can get advice?
  - Does anyone want to share experiences in speaking out loud for rights in an assembly?

### **VIDEOCLIP "CARPENTRY WORKSHOP"**

On the homepage of the myPart project you can find the video clip "The carpentry Workshop". We use this video clip for this exercise.

#### **DEVELOPMENT:**

- Show the participants the video on the homepage.
- Ask the participants questions about the video clip:
  - Did I immediately understand what the video was about?
  - What happened?
  - My first reactions to the video!
  - Why does Brandon take the tools away from Peter?
  - Why is it important for Peter to explain to Brandon that he wants to work and has a right to work?
  - How did you feel when you saw the video? How would you feel in the situation?
- Start a discussion with the participants.

## Step 4. Final Learning

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### **PART 1: ROLEPLAY: HUMAN RIGHTS**

#### **TIMING:**

60 minutes, one role play takes about 25 minutes.

#### **MATERIALS:**

Role play cards, UN Convention on the Rights of Persons with Disabilities in easy-to-read

#### **GOALS:**

The participants develop, reflect or change attitudes concerning Human Rights in different roles.

#### **KEY IDEAS:**

The role play should mirror a realistic situation and give the participants the chance to reflect on Human Rights. The participants will learn how to be assertive and that there are different ways to stand up for their rights.

#### **DEVELOPMENT:**

- Explanation to the participants: If a person has been treated badly or unfairly, we have to identify if a human right has been breached.
- Explain what a role play is and that the participants will act out an own simple story.
- Choose together with the participants a story idea. The idea can be taken from the role play cards but could also be a suggestion of the participants, as long it is linked to a human right.
- Ask volunteers to act the play out in front of the group. Give volunteers enough time to prepare their roles and support them to think what they could say.
- It is up to them whether the play ends up with a solution or not.
- The proposed solution is discussed in the group and alternative solutions can be added by the group.
- Ask all participants whether in the role plays a human right has been breached.
- Try to find out together which human right maybe was breached in the cases.

## ROLE PLAY CARDS:

### **Getting health care**

Actor: a woman in a wheelchair needing health care

Co-actors: the person's friend who supports her

Co-actor: a doctor

Scene: local hospital

The woman needs treatment for a minor injury on her arm. She has a cut which heals badly. The doctor looks only at the person's friend. The doctor asks the friend about the problem. The doctor does not ask the person who has the problem. The person tries to talk anyway, but the doctor keeps talking to the friend.

### **Getting justice**

Actor: a young guy (18 years), wearing a cap and having tattoos all over his arms.

Co-actor: the police-officer

Co-actor: the elder sister (24 and student) of the young boy

Scene: police department

The young guy wants to report to the police that he was badly hidden by a man when he refused to stop skateboarding in the park. The police officer obviously does not want to accept the complaint and tries to convince the guy that nobody would believe this story. The elder sister supports her brother in getting his right.

### **Getting married**

Actors: a woman and a man, with learning disabilities who want to get married

Co-actor: registrar

Scene: registry office

The couple has been living together for one year and they have been engaged for half a year.

They are now at the registry office for the first interview. The registrar usually does not ask questions for a wedding. He wants to discourage them from getting married because of the learning disability.

## PART 2: FIGHTERS FOR HUMAN RIGHTS

### TIMING:

60 minutes

### MATERIALS:

Stories, pictures or a video of fighters for Human Rights; a big map of the world.

### GOALS:

The overall goal of step 4 is to create an open mind and a sense of justice and to build up historical knowledge. This activity should put a special focus on how important Human Rights are.

### KEY IDEAS:

The acceptance of Human Rights today would not be possible without Human Rights activists fighting for these rights. Therefore, stories about individual heroes should be told to the participants. The stories can show that throughout history people stood for important rights. In the curriculum five Human Rights activists can be found but it depends on the facilitator to mention more than these activists.

### DEVELOPMENT:

- Based on the former exercise explore with the participants the importance of exercising one's rights.
- Tell the participants some stories about activists who fought for Human Rights.
- Ask the participants if they want to contribute some things they know about Human Rights activists.
- Complete the stories with pictures and biographies of famous activists for Human Rights.
- Show on the big map in which countries the activists lived.
- Discuss with the participants the following questions:
  - What kind of lessons we can take for our societies?
  - What did you learn about Human Rights activists?
  - In which countries and continents did these persons live?
  - What did they do? Fight, talk, hold speeches ...
  - Is there anything we can learn from them for our lives?

Find the information in the chapter content: Human Rights Activists.

## Content

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### THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

#### IMPORTANT DOCUMENTS FOR HUMAN RIGHTS

- The Universal Declaration of Human Rights (1948)
- International Covenant on Civil and Political Rights (1966)
- International Covenant on Economic, Social and Cultural Rights (1966)
- Convention on the Rights of Persons with Disabilities (2006)
- European Convention on Human Rights (1950)

#### PRINCIPLES OF HUMAN RIGHTS

Art 1 Universal Declaration of Human Rights: **All human beings are born free and equal in dignity and rights.**

Human Rights are the basic rights and freedoms that **belong to every person all over the world.** They cover the most fundamental needs of human beings in order to have a safe and good life and to fully participate in society.

Human Rights are the rights that everyone is entitled to, regardless of who you are or where you are born and live, meaning they are **universal in nature.**

Human Rights cannot be taken away, which means they are **inalienable.** All Human Rights are equally important, there is no hierarchy, making them **indivisible.**

They have a long history (starting with the ancient Greeks) but after the Second World War the protection of Human Rights was made to an international priority.

#### WHY ARE HUMAN RIGHTS SO IMPORTANT TO US?

They give protection and provide standards for behaviour in the society.

#### WHO IS RESPONSIBLE FOR HUMAN RIGHTS?

- Governments, ministries and courts of the states  
All governments and public authorities of the member states are obliged to protect these rights by law.
- European Human Rights System
  - The European Court of Human Rights
  - The European Committee of Social Right
  - The Council of Europe Commissioner for Human Rights
- United Nations:
  - Office of the High Commissioner for Human Rights
  - Human Rights Council: consisting of 47-member states
  - Human Rights Treaty Bodies

## DECLARATIONS OF HUMAN RIGHTS AND COVENANTS

### IMPORTANT DOCUMENTS

**The Universal Declaration of Human Rights**, initiated by the UN was adopted in 1948 by 50 member states.

**International Covenant on Civil and Political Rights:**

was adopted in 1966. The covenant states to respect the civil and political rights of individuals, including the right to life, freedom of religion, freedom of speech, freedom of assembly, electoral rights and rights to due process and a fair trial.

**International Covenant on Economic, Social and Cultural Rights:** it was adopted in 1966 commits the countries to work for the granting of economic, social, and cultural rights including labour rights and the right to health, the right to education, and the right to an adequate standard of living.

**The Universal Declaration of Human Rights and the two Covenants are together known as the International Bill of Human Rights.**

**European Convention on Human Rights (ECHR):** in Europe there is also the European Convention on Human Rights, which was adopted in 1950. With this Convention first steps in Europe were taken to secure fundamental civil and political rights to everyone.

### WHY ARE HUMAN RIGHTS SO IMPORTANT TO US?

They give protection and provide standards for behaviour in the society.

### WHO CARES ABOUT THE IMPLEMENTATION OF HUMAN RIGHTS?

- **All governments and public authorities of the member states** are obliged to protect these rights by law. In most of the countries Human Rights are defined in the constitution.  
The constitution is the most important document of a state in which its basic structure, the rules for the government and the basic rights of the citizens are defined. The constitution can only be changed by a difficult amendment process in order to have stable ground rules in the state.
- The European Court of Human Rights:  
If Human Rights have been violated in one of the member states, the first step is to appeal to all responsible national authorities. The next step is to appeal directly to the European Court of Human Rights in Strasbourg.
- The United Nations
  - **United Nations Human Rights Council:** The Human Rights Council is the most important body of the United Nations to promote and protect Human Rights around the world. It is an intergovernmental body, consisting of 47-member states, whose main task is to protect Human Rights. Every four years it reviews the international Human Rights obligations of all UN member states and makes recommendations.

- **High Commissioner for Human Rights:** The Office of the High Commissioner for Human Rights is the leading UN entity on Human Rights. It has the unique mandate to promote and protect all Human Rights for all people.
- **UN Security Council:** Responsibility to ensure that there is peace all over the world. The Security Council decides on the use of peacekeepers (blue helmet soldiers) or punitive measures against certain countries that endanger peace.

### COVID 19: WHAT HAPPENED WITH THE HUMAN RIGHTS DURING THE CORONA CRISIS?

In the last year the COVID-19 pandemic presented a global health risk and period of emergency in many European countries.

In times of emergency that threaten the life of the nation, states can take measures that restrict certain Human Rights.

Governments had to use exceptional measures and restricted some Human Rights in order to protect people from COVID-19.

The measures were necessary to protect human lives but, the High Commissioner for Human Rights (Michelle Bachelet Jeria) stated in this context rules, that are important in order to protect Human Rights:

- The restrictions have to be necessary, proportionate to the need, non-discriminatory and time limited.
- Certain rights - including the right to life, the prohibition of torture and ill-treatment, protection from slavery, the right to be recognized by law, the right to thought, conscience and freedom of religion and the right not to be arbitrarily detained – can never be restricted.

<https://www.unmultimedia.org/tv/unifeed/asset/2543/2543770/>

Apart from the Universal Declaration of Human Rights there are other international Declarations:

### UNITED NATION CONVENTION ON THE RIGHTS OF PERSONS WITH DISABILITIES:

The Convention on the Rights of Persons with Disabilities was adopted on 13 December 2006. It is the first Human Rights convention which was open for signature by regional integration organizations. The Convention entered into force on 3 May 2008.

The aim of the Convention is to change attitudes and approaches to persons with disabilities. Persons with disabilities are no longer viewed as “objects” of charity, medical treatment and social protection but persons with disabilities are seen as “subjects” with rights, who are capable of claiming those rights and making decisions for their lives based on their free and informed consent as well as being active members of society.

### UNITED NATION CONVENTION ON THE RIGHTS OF THE CHILD:

The Convention on the Rights of the Child was adopted 1989 by the United Nations General Assembly. It recognizes the Human Rights of children, defined as persons up to the age of 18 years. States Parties ensure that all children – without discrimination in any form – benefit from special protection measures and assistance; have access to services such as education and health care; can develop their personalities, abilities and talents; grow up in an environment of safeness, happiness, love and understanding. The Convention recognizes the roles of children as social, economic, political, civil and cultural actors.

### THE 1951 REFUGEE CONVENTION AND 1967 PROTOCOL:

The convention defines the term 'refugee' and outlines the rights of these people and the legal obligations of states to protect them. The core principle is non-refoulement, which asserts that a refugee should not be returned to a country when there are serious threats to their life or freedom.

### VIENNA DECLARATION AND PROGRAMME OF ACTION:

Result of the World Conference on Human Rights. The Vienna declaration was adopted by 171 states on 25 June 1993. It strengthened the Human Rights work around the world.

## CIVIL AND POLITICAL RIGHTS

Civil and political rights guarantee the freedom of private individuals from violation by government, social organizations, and private individuals.

They ensure one's ability to participate in the civil and political life of the society without discrimination or repression.

Civil rights are citizen rights. They are about individual rights and citizen liberties.

Some of the civil rights are:

- Right to freedom
- Right to life
- Right to religious choice
- Right to privacy
- Right to property

Every citizen of a country should have the same rights. Political rights ensure that every citizen can take part in society and political rights including natural justice (procedural fairness) in law.

- Right to vote
- Right to fair trial
- Right to seek a legal remedy
- Right to assemble (to get together with others)
- Right to petition
- Right to due process

## HUMAN RIGHTS ACTIVISTS

### MARTIN LUTHER KING, JR.:

Dr. Martin Luther King, Jr., was born in Atlanta, Georgia, in 1929 and he was a preacher. At the time when he was young, segregation — or the separation of races in places like schools, buses, and restaurants — was the law. He experienced racial prejudice, therefore he dedicated his life to achieve equality and justice for Americans of all colours. He believed that peaceful refusal was the best way to reach social change. King and his wife, Coretta Scott King, lead big demonstrations and he held very important speeches. The "March on Washington" in August 1963, where Martin Luther King held his most important speech: "I Have a Dream", was really important for the development of civil rights movement. More than 250,000 people, including white people, took part in this peaceful demonstration. This speech was also important for the realisation of civil rights all over the world.

Martin Luther King was arrested several times in his life. Finally, he convinced the politicians, especially the President John F. Kennedy to practise equality and justice for all people. Racial segregation was considered illegal.

On July 2, 1964, the "Civil Rights Act" passed. In the same year, Martin Luther King received the Nobel Peace Prize and was named "Man of the Year" by the American news magazine "The Times."

Martin Luther King was assassinated, probably by white racists, on April 4, 1968.

### ROSA PARKS:

Rosa Parks was born on February 4, 1913 in Alabama (USA). She worked actively for the civil rights movement, which campaigned for the equality of blacks, among other things. She became famous when she refused to give up her seat to a white man on a Montgomery, Alabama bus in 1955.

In this time racial segregation was also dominant in public buses. The front four rows were for white people only. Coloured people were allowed to use the middle rows. If a white passenger wanted to sit down there, all coloured people had to go to the back rows of the bus.

Rosa Parks was sitting in one of the middle rows of a bus when a white passenger wanted to sit right there. Rosa should have got up and went to the back, but this time she refused. She was arrested and charged with "disturbing public peace".

Her arrest led to the so-called "**Montgomery Bus Boycott**", that was supported by Martin Luther King.

Coloured people no longer took the bus but went on foot or organised carpools. Coloured taxi drivers lowered their prices to support this campaign. The coloured people in the USA wanted to show that they disagreed with the racial segregation. Organisations were founded and the case was taken to the federal court. On November 13, 1956, the court ruled that segregation was prohibited on Alabama's buses. This was an important milestone for the black civil rights movement and the trigger for many other protests.

In 1965, Rosa Parks started to work as a member of the American Parliament. She later joined associations that campaigned for the rights of people and better schools. She wanted to encourage other people to fight for justice.

Rosa Parks died on October 24, 2005 at the age of 92. Her story has not been forgotten, there is even a famous musical, called "Rosa" based on her life.

#### ELEANOR ROOSEVELT:

Anna Eleanor Roosevelt was born in New York City in 1884, she married Franklin D. Roosevelt in 1905 and became active in public service. When he arrived in the White House in 1933 as President, she was the very First Lady who actively fought for Human Rights and social justice issues.

She advocated equal rights for women in the workplace, the civil rights of African Americans and Asian Americans, and the rights of World War II refugees. Even after her husband's death in 1945, Eleanor Roosevelt remained active.

In 1946, Eleanor Roosevelt was appointed as a delegate to the United Nations by President Harry Truman. As head of the Human Rights Commission, she was very involved in formulating the Universal Declaration of Human Rights, which she submitted to the United Nations General Assembly with these words: "We stand today at the threshold of a great event both in the life of the United Nations and in the life of mankind. This declaration may well become the international Magna Carta for all men everywhere."

#### NELSON MANDELA:

Nelson Mandela was a South African anti-apartheid revolutionary, political leader and was elected President of South Africa from 1994 to 1999.

The South African anti-apartheid movement brought to the end a racially-dominated government where non-whites had fewer rights than other people.

He was the first black president in South Africa and the first one who was elected in a democratic election.

Nelson Mandela was born in Transkei, South Africa, 1918, a son of a tribal chief, later he educated himself with a university degree in law. In 1944, he joined the African National Congress (ANC) and actively worked to abolish the apartheid policies of the ruling National Party.

He was imprisoned many years in his life as a punishment for his political activities. In spite of being in prison, Nelson Mandela became an important symbol of resistance for the rising anti-apartheid movement. Finally, he was released in February 1990.

In May 1994, Mandela was elected as South Africa's first black president, a position he held until 1999. His government focused on throwing out the legacy of apartheid by ending racism, poverty, inequality, and on improving racial understanding in South Africa.

In 1996 he adopted the new Constitution of South African that prohibits all discrimination, based on language, religion, handicap and sexual orientation, not only on race. Mandela died on 5 December 2013 in Houghton Estate, South Africa.

### EUNICE MARY KENNEDY SHRIVER

Eunice Mary Kennedy Shriver was born in 1921 and was an American member of the Kennedy family.

She attended schools in England and studied sociology at a famous University, which she completed in 1943 with a bachelor's degree in sociology.

Eunice Kennedy Shriver had a sister, Rosemary, who had an intellectual disability. She and Rosemary grew up playing sports together and with their family. The sisters swam, they sailed, they skied, they played football together. But in those days, there were limited programs and options for someone like Rosemary.

She was convinced that if people with intellectual disabilities were given the same opportunities and experiences as everyone else, they could reach much more in their lives than anyone ever thought possible.

Therefore, she invited young people with intellectual disabilities to a summer day camp in her backyard. She called it "Camp Shriver". Her aim was to teach to the children skills in a variety of sports and physical activities.

Some years later in 1968 the first world's largest event for people with disabilities was founded, the Special Olympics Games in Chicago. Eunice Kennedy Shriver received numerous awards at home and also in Europe for her commitment for people with disabilities.

## Evaluation

I enjoyed participating in the workshop.			
I learned important things about Human Rights.			
Now, I understand that Human Rights and civil rights are important for my life.			
Now, I know that I could undertake some things to achieve my rights.			
The exercises we did were useful			
After the workshop, I know a lot about Human Rights activists and the history.			
Comments:			

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## Module 2:

# What is Democracy?

### Content Module 2

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## Summary

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Basic knowledge concerning the history of democracy and its principles will be conveyed. Decision making processes will be introduced and tried out. The participants get an insight into practical democratic processes and the connection between power, rights and responsibilities.

## Objectives

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- To get an idea about history of democracy and its main principles;
- To understand how democracy works;
- To put a special focus on the representative democracy;
- To take a look at democracy in practise;
- To put a special focus on civil rights;
- To develop an understanding of the importance of rules and laws;
- To connect civil rights with responsibilities;
- To work collaboratively and critically on decision making processes.

## Session Plan and Duration

---

Recommended time (including several breaks and evaluation phase) is 6h but it can be adjusted according to the participants.

<b>Welcome:</b> Check in with a brief outline of the training session	10min
<b>Initial Icebreaker:</b> Option 1: Tall Story Option 2: Good Questions	30min
<b>Reflective Learning:</b> What is Democracy?	60 min
<b>Intermediate Learning:</b> Part 1: My Rights, my Responsibility Part 2: Decisions	80 min
<b>Final Learning:</b> Option 1: Survivor Island Option 2: Video clip "Dance Club"	90 min

## Training Contents

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- History of democracy
- Understanding of how democracy works
- Principles of democracy
- Participatory democracy
- Indirect and direct democracy
- Framework of democracy
- Distribution of power
- Decision making process
- Civil rights and responsibilities

## Resources Recommended

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- PowerPoint-Presentation myPart Democracy;
- myPart Handbook;
- Cards with questions;
- Flipchart, markers and blank sheets;
- Laptop/tablet, Projector.



## Step 1. Initial Icebreaker

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### ICE-BREAKER 1: TALL STORY

#### TIMING:

30 minutes (depends on the group's size).

#### MATERIALS:

No material needed.

#### GOALS:

To create a good story together.

#### KEY IDEAS:

The icebreaker is designed to form a group and to listen to each other.

#### DEVELOPMENT:

- The facilitator starts to tell a short story. The following is one example that could be used.  
"It was a cold wintery night. The telephone had just rung and I ran as fast as I could...."
- Each participant has to add one sentence to the story.
- The story goes on until everybody has contributed.

## ICE BREAKER 2: GOOD QUESTIONS

### TIMING:

30 minutes

### MATERIALS:

Cards with questions.

### GOALS:

To stimulate imagination and phantasy.

### KEY IDEAS:

To get to know each other; learning specific information about each other.

### DEVELOPMENT

The facilitator supports the participants to open up to each other. There are some fun questions asked that allow them to express their personality or interesting things about them. These questions could be distributed as a copy to a group of 2 or 3 people or could be read in front of the group. Then the participants can discuss their favourite answers from one person to the next or just discuss one question in front of the group.

- When you were a child, who was your favourite superhero and why?
- What's your favourite thing to do in the summer?
- If someone would make a film about your life, what would it be about and which actor would you want to play your role?
- If you could visit any place in the world, where would you choose to go and why?
- If you had to describe yourself using three words, they would be...



## Step 2. Reflective Learning

---

### WHAT IS DEMOCRACY?

#### TIMING

60 minutes

#### MATERIALS:

PowerPoint-Presentation **myPart Democracy**

#### GOALS:

To get an idea about the history and to get to know the main principles of democracy.

#### KEY IDEAS:

A basic knowledge concerning democracy should be conveyed. The presentation is the starting point for discussions concerning democracy.

#### DEVELOPMENT:

Present PowerPoint slides 1-7. After slide "Representative democracy", explain the system of your country.

**Political discussions concerning political parties** in your country could be answered by explaining the very general ideologies:

- **Liberalism:** classical liberalism is committed to individualism, liberty, and equal rights. Liberalism favours a free economy with minimal government interference.
- **Conservatism:** stands for tradition and is against radical changes. Seeks to preserve society institutions such as religion, parliamentary government, and property rights.
- **Socialism:** favours a political and economic system in which the ways of production, distribution and exchange are partly controlled by the public sector or government. Some forms of economically valuable property or resources are owned by the public sector or the state.
- **Green politics or ecopolitics:** strengthens an ecologically sustainable society rooted in environmentalism, nonviolence, social justice and grassroots democracy.

Present PowerPoint slides 8-15.



## Step 3. Intermediate Learning

---

### PART 1: MY RIGHTS, MY RESPONSIBILITIES

#### TIMING:

60 minutes

#### MATERIALS:

ART 29 UN Convention on the Rights of Persons with Disabilities in easy-to-read Flipcharts with questions to be worked on – see below (Development, 3.); markers.

#### GOALS:

By doing the exercise participants receive and give information and have various opportunities. Participants reflect about their civil rights and responsibilities.

#### KEY IDEAS:

Participants learn to understand that in order to realize civil rights they need information and that civil rights also include responsibilities.

#### DEVELOPMENT

- Work with the whole group. Remind the participants of their civil rights using the UN Convention on the Rights of Persons with Disabilities in easy-to-read. Put the focus on Art 29.
- Make Art 29 UN Convention on the Rights of Persons with Disabilities in easy-to-read visible for the participants. Use a poster or printed cards.
- Place large sheets of flipchart paper in four corners of the room with the following questions:

**Flipchart 1:** Which information is necessary to vote? Where can I find information?

**Flipchart 2:** How can I involve myself in a political party or a non-governmental organisation? Is this possible in my city? Where can I find information about parties or organisations?

**Flipchart 3:** Are there citizens' initiatives or public meetings in my city? Where can I find information about them?

**Flipchart 4:** When I feel affected by a law, whom can I contact in my organisation? How can I make my opinion public?

- Divide participants into four groups and ask them to find some information concerning the questions and to collect them on the flipcharts. The groups have 5 to 10 minutes to find the information/answers. If necessary support the participants to make notes on the flip chart.
- After the time expires, the groups move on to the next corner/ flipchart and work on the next set of questions. Change two more times so that each group has the possibility to work on all topics.
- Ask the groups to present their work in sequence. Elaborate the results/answers and discuss.
- Pose additional questions for discussion.

### CONTENT:

What does the UN Convention on the Rights of Persons with Disabilities say about political life?

#### ART 29: Being involved in politics

- We have the right to take part in politics as everyone else.
- We have the right to vote. If necessary, we have a right to have someone help us vote. The voting process is easy to do and understand.
- We have a right to a secret vote.
- If we want we can be involved in non-government organisations and political parties.
- If there are public meetings, we should get information about them.
- We can join organisations of disabled people.
- We should have a say in policies and laws affecting our lives.
- We have the right to stand for elections.

## PART 2: DECISIONS IN A GROUP

### TIMING:

30 minutes

### MATERIALS:

Cards with explanation about different ways to decide; flipchart, markers.

### GOALS:

To experience decision making processes; To connect rights and responsibilities in daily life.

### KEY IDEAS:

Categorising and ranking possible ways of decision making.

### DEVELOPMENT

- At the beginning explain to the group the three ways to make decisions in a group:  
AUTOCRATIC: one person decides for the group.
- DEMOCRATIC: everyone has a say or vote, but the final decision is determined by the opinion of the majority.
- CONSENSUS: group members discuss options and all must come to an agreement to support a decision in the best interests of the entire group.
- In the next step present the following situations to the group and ask them which form of decision would be appropriate for which situation.
- Let the participants choose two situations and perform them as a role play. At the end of the role play there has to be a decision.
- Work out with the participants the advantages and disadvantages of the different decision-making processes. Take notes on the flip chart using the template below.
- Reflect the activity with the following questions below:
  - Which of the forms to decide is the easiest?
  - What types of rules and decisions are needed for people living in a community (e.g., education/schools, roads and traffic laws, health care/hospitals)?
  - Who is responsible for making decisions in the community?
  - ...

**CONTENT:**

*Possible situations (for 2. and 3.):*

- This afternoon you and your friends try to decide whether you play cards or go out to make a walk together.
- Together with two other colleagues you have been assigned to take part in a workshop for self-advocacy. You should prepare a speech together. Each of you has very good ideas, yet the issues are different. The workshop starts tomorrow, you only have this afternoon to prepare for the speech.
- It is movie night with your family or friends. You need to figure out which film to choose. Luckily, there are many good choices. You have only ten minutes time to decide for a movie.
- You are planning a group activity with some colleagues. There is only one car available. Some of you want to go for a walk and then to a restaurant in the country side. The others want to go to a thermal indoor swimming pool and spa.
- You are buying poster board for group work at a workshop. The store has two colours to choose from and a decision must be made quickly because the store is closing.

*Template for discussion about advantages and disadvantages (for 4.):*

	<b>AUTOCRATIC</b>	<b>DEMOCRATIC</b>	<b>CONSENSUS</b>
<b>advantages</b>			
<b>disadvantages</b>			

## Step 4. Final Learning

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### OPTION 1: SURVIVOR ISLAND

#### TIMING:

90 minutes

#### MATERIALS:

One bigger room or two rooms, two flipcharts.

#### GOALS:

- To experience the democratic process;
- To connect rights and responsibilities in daily life;
- To emphasize participation in the creation and protection of rights;
- To create an agreed set of rules and responsibilities for the group.

#### KEY IDEAS:

Categorising and ranking possible solutions of leadership. This role play can be performed in various levels of difficulty. It is recommended to discuss questions a, b, d and f. In order to go deeper into decision making processes the items c and e can be discussed optionally.

#### DEVELOPMENT:

- At the beginning explain to the group that they will step into a newly invented situation where they have to make decisions.
- Tell the following story to the group:

#### **Survivor Island**

*Your group is on a holiday trip to a wonderful big island by ship. Your ship encounters a bad storm and you become stranded on a remote island. It will be several weeks until you are rescued. The crew of the ship and some of your assistants have decided to travel to the nearest island for help. As a group you have to figure out now how everyone will try to live together and survive.*

- Together with your group, figure out how you will answer the following questions:
  - In order to find food and shelter for the night (build up a tent, for example) will the group work together as a team or in small groups? Explain the reasons behind your choice.
  - Will you need a leader/leadership team? If so, how will they be selected?
  - What happens if the group disagrees with the leader? Who has the final say? (optional)
  - Are rules necessary? If so, which rules are needed?

- How do you make the rules? Who is involved in the decisions? (optional)
- Will there be consequences for those who break the rules?

### *Reflecting the Activity*

Ask the participants to discuss their experience of this activity.

- Was it easy for your small group to develop rules and to take responsibilities? Was it necessary to have a leadership?
- Was it easy to work together in a group? What are the advantages and disadvantages of working together in a group?
- Were there any ideas for rights or responsibilities which were not agreed on by the whole group? Why?
- What did you do with the ideas that were not agreed on? Did anybody try to convince the rest of the group in order to get agreement? Were there any ideas reconsidered?
- What did you learn about yourself in this activity? What did you learn about rules and responsibilities?
- How do the things we have learned relate with democracy?

### **OPTION 2: VIDEOCLIP "DANCE CLUB"**

On the homepage of the myPart project you can find the video clip "Dance Club". We use this video clip for this exercise.

#### **DEVELOPMENT:**

- Show the participants the video on the homepage.
- Ask the participants questions about the video clip:
  - Did I immediately understand what the video was about?
  - What happened?
  - My first reactions to the video!
  - Why do the security guards refuse Adam entry to the dance club?
  - How can Adam defend himself against this unequal treatment?
  - How did you feel when you saw the video? How did you feel in the situation?
- Start a discussion with the participants.

## Evaluation

I enjoyed participating in the workshop.			
I learned about the main principles of democracy.			
Now, I understand the importance of rules and rights.			
Now, I know that I also have responsibilities in a democracy.			
The exercises we did were useful			
In the workshop we had the opportunity to try out different decision-making processes.			
Comments:			

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## Module 3:

# European Values

### Content Module 3

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## Summary

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Module 3 will introduce the basic knowledge concerning the European values. The participants build up their ability to cope with situations in which these values are negated and to respond well to these situations.

## Objectives

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- To get information about the European Union and European values;
- To understand the connection between own lives and the protection of these values;
- To put a special focus on the European values of human dignity and equality/ non-discrimination;
- To develop and reflect or change attitudes concerning dignity;
- To recognize discriminatory behaviour;
- To learn about the reasons for discrimination;
- To react and respond adequately to cases of discrimination;
- To raise awareness concerning equality.

## Session Plan and Duration

---

Recommended time (including several breaks and evaluation phase) is 6h but it can be adjusted according to the participants.

<b>Welcome:</b> Check in with a brief outline of the training session	10min
<b>Initial Icebreaker:</b> Option 1: Origin of Names Option 2: Packing my Suitcases	30min
<b>Reflective Learning:</b> The European Values and the Treaty of Lisbon	60 min
<b>Intermediate Learning:</b> Inherent Dignity. Philosophy and Case study.	60 min

**Final Learning:**

90 min

- Option 1: Improvisational theatre
- Option 2: Role Play: Taxi Driver
- Option 3: Video clip "Job Interview"

## Training Contents

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- The European Union's fundamental values
  - Respect for human dignity and Human Rights
  - Freedom
  - Democracy
  - Equality and
  - Rule of law.
- Personal/individual values;
- Treaty of Lisbon;
- EU Charter of Fundamental Rights.

## Resources Recommended

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- PowerPoint-Presentation myPart European Values;
- myPart Handbook;
- UN Convention on the Rights of Persons with Disabilities in easy-to-read;
- Flipchart, markers, moderation cards;
- Pictures/photos with examples;
- Laptop/smartphone/tablet, projector.



## Step 1. Initial Icebreaker

---

### ICE-BREAKER 1: ORIGIN OF NAMES

#### TIMING:

40 minutes

#### MATERIALS:

Laptop/smartphone/tablet; flipcharts.

#### GOALS:

The participants get to know each other and learn about the origin of their names.

#### KEY IDEAS:

This exercise is related to the topic Equality and Non-Discrimination. The participants listen to each other and get information about their names, actively work out the meaning of their names and their origins. The exercise makes the participants familiar with each other.

#### DEVELOPMENT:

- This exercise includes the origin and the meaning of your own name. Explain that there are different dimensions of discrimination, for example cultural origins.
- Ask the following questions to the participants:
  - What's your name?
  - Do you have a nickname?
  - What do you know about your name?
  - Who gave you the name?
  - Where is your name from?
  - What is the meaning of your name? Do you know it?
- Tell participants:

Please answer the questions. If you need help to answer the questions, you can take your smartphone, tablet or laptop for the research. The facilitator will help you when you need help.

Tell the answer to the facilitator, he/she will write the answers on cards.
- Everyone tells the story of their own name origin in the group.

## ICE BREAKER 2: PACKING MY SUITCASE

### TIMING:

30 minutes

### MATERIALS:

No material needed.

### GOALS:

The participants get to know each other and become familiar with each other.

### KEY IDEAS:

The participants listen to each other. The icebreaker will create a pleasant/ familiar atmosphere among the participants. People get information about the others.

### DEVELOPMENT

Explain to the participants:

Imagine you´re going on a journey. You can take three things with you.

If you were going to travel now, tell me:

- Where do you want to travel?
- What are your three favourite things, that you would take with you and why?

It is up to you to start the game by saying "I go to ... and I am packing my bag". Each participant tells a very short story, where he or she is travelling and which three things they would take with them and why they take these three things with them.



## Step 2. Reflective Learning

---

### THE EUROPEAN VALUES AND THE TREATY OF LISBON

#### TIMING

60 minutes

#### MATERIALS:

PowerPoint-Presentation **myPart European Values**  
**myPart Handbook**

#### GOALS:

To get an idea about European values and to get to know the most important European institutions.

#### KEY IDEAS:

Basic knowledge concerning the EU Charter of Fundamental Rights and the European Values should be conveyed. Exercises and role plays concerning freedom and democracy are available in modules 1 and 2.

#### DEVELOPMENT:

- Present the power point slides 1-10.
- Explain to the participants that in this workshop they will deepen their experiences in the following European values: Dignity and Equality / Non-discrimination

In order to work more deeply on the meaning of values use the myPart Handbook.



## Step 3. Intermediate Learning

---

### CASE STUDY HUMAN DIGNITY

#### TIMING:

60 minutes: 10 minutes to introduce the case, 40 minutes to discuss within the frame of questions, 10 minutes to summarize.

#### MATERIALS:

The story, UN Convention on the Rights of Persons with Disabilities in easy-to-read.

#### GOALS:

The participants develop, reflect or change attitudes concerning human dignity.

#### KEY IDEAS:

The case study will offer the possibility to explore with the participants a situation where a challenging situation is presented, with background information given. By receiving all this information and targeted questions, the participants will find their own opinions and also solutions for the case.

#### DEVELOPMENT

Explain to the participants the concept of human dignity:

Human dignity is inviolable. It must be respected and protected (Art 1 EU Charter of Fundamental Rights). Human dignity is the core of Human Rights.

The concept of human dignity is the belief that all people hold a special value that's tied solely to their humanity. It has nothing to do with their social class, race, gender, religion, abilities, or any other factor other than them being human.

- Tell the story "I had to take my father to the hospital"
- Give as much background information as needed by the participants for them to understand the story.
- When telling the story, do not tell the participants what do think about the story. They will find their own opinions.
- Reply to all questions that are asked about the content of the story, since it is crucial to understand what happened.
- Start the reflection process with the following questions:
  - What happened here?
  - What do you think about what happened?"?
- To go deeper into the discussion, ask the participants the following questions:
  - Did the policemen behave in accordance with the law?
  - What is the problem in this situation for Emily and Tim?
  - Why are they so affected?
  - Could the policemen react differently?

- What could they have done instead?
  - If you were judging this case, what would you decide?
- Explain to the participants that:  
Even when the police are legitimated to step in, in situations like this one, it is important to be respectful and careful when they do it. The lockdown situation made situations that are part of a normal life, illegal. State organs must be prepared for certain situations and develop a sensitive eye to assess situations like this one. Human dignity is inviolable and must be preserved, and this is relevant for all official interventions.

### CONTENT:

Emily, a young woman with learning disability, lives with her father in an apartment in a city. She has a boyfriend, Tim, who has a learning disability, too. Very often the boyfriend stays overnight or spends some days with Emily. They are in love with each other.

It is March 2020 and this month, there is a lockdown in the city due to the corona crisis.

So, there are some rules in force due to Covid 19:

- People are not allowed to leave their house without a valid reason.
- Activities outside are only allowed alone or in the company of people living in the same household.
- A safety distance of two metres has to be kept whenever you meet people from other households outdoors.

Emily's father is about 70 years old and suffers from a heart disease. It happens that he gets a heart attack during the night, when Emily and Tim are at home. A heart attack means that not enough blood is pumped into the heart. This may seriously damage the heart muscle and can be life threatening.

Emily and Tim are shocked about the situation, the father is short of breath and feeling weak. They do the best thing that could be done in this situation and call for an ambulance.

The ambulance gives emergency aid and brings the father to the closest hospital. Emily is allowed to go with him in the ambulance, and Tim decides to go to the hospital by taxi, because he wants to be with his girlfriend. Emily and Tim have to wait for hours at the hospital until they get good news. Emily's father is on the way to recovery but he has to stay in the hospital for some days.

So, in the early morning hours, Emily and Tim want to go home to the apartment, and they decide to take the bus. They sit down at the bus station and this is the moment where Emily begins to cry, as the pressure calms down and she is very tired and exhausted. Tim takes her into his arms and tries to calm her.

A police car comes and two officers get out. They do not say hello, but only speak out very loud and rudely: "It is a lockdown. You are not allowed to leave your house at this time." Tim tries to explain the situation with Emily's father and the

hospital, but one officer interrupts him by saying: “Do not tell me any stories. Are you married? Are you living together?” Emily answers that Tim is her boyfriend and was supporting her on this difficult night. The officers do not care about Emily, who is still upset. One of them asks for the registration paper which should prove that Emily and Tim are legally registered in one apartment.

When Emily and Tim say that they do not have such a paper, the policemen state that they will get a fine administrative penalty because they did not keep the social distance rules. The policemen issues then a fine of € 300. Without any more questions or discussion, the policemen asked them to go home and keep the safe distance.

Emily and Tim are upset, because they cannot understand what happened this night. They heard about fines during the lockdown, but now they do not know why they were fined. Because they were in an emergency situation. And they do not understand what they did wrong.

## Step 4. Final Learning

---

### **DISCRIMINATION**

All individuals are valued equally and should have equal opportunities. They must not be discriminated against on the basis of gender, sexual orientation, ethnic background, religion, disability, nationality, citizenship or other status.

Discrimination is when a person is not given the same opportunities, he or she is treated unfairly because of gender, age, ethnic background, culture, religion, disability, sexual orientation, social class or any other characteristic.

People with disabilities are often exposed to discrimination in everyday life and at work.

#### **TIMING:**

40 minutes

#### **MATERIALS:**

- Pictures and photos to choose: with examples
- Videoclips
- Flipcharts

#### **GOALS:**

The aim of the exercise is to reveal the wide range of possibilities to recognise discriminatory behaviour and to do something against discrimination. The discussion with the participants will demonstrate that they have had similar experiences in their own life or have seen similar situations. The exercise will reveal different cases of discrimination and, as a consequence, the participants will learn about the reasons for discrimination and about ways to react in these situations.

#### **KEY IDEAS:**

The suggested practical methods should mirror a realistic situation and give the participants the chance to reflect on discriminatory behaviour and equal treatment. The participants will learn how to recognize discrimination and that there are different ways of opposing discriminatory behaviour and pointing out unfair treatment, exclusion and inequality. Awareness of equal treatment should come out of this activity.

#### **DEVELOPMENT:**

- The facilitator sets the scenario. He/she explains to the participants that, if a person is not treated right or is mistreated based on different grounds, this is discrimination. Together we can do something against discrimination on different grounds/dimensions.

- Explain the discrimination grounds/dimensions: (Treaty of Lisbon 2009)
  - age
  - disability
  - ethnic origin
  - gender
  - religion orientation
  - sexual orientation
  - or other status.
- Ask the participants:
  - What are indicators of wrong behaviour? How can we recognize unfair behaviour?
  - Explain also about visible and invisible features/characteristics (like the colour of the skin, disability, gender, age or intelligence, disability, sexual or cultural orientation).
- Explain to the participants where discrimination comes from and explain prejudice and stereotypes.
  - Where discrimination comes from?  
Origin and meaning of the word discrimination. The word discrimination comes from the Latin “discriminare” and means “distinguish”. Discrimination is the practice of treating people differently, based on certain characteristics, e.g. colour of skin.
  - What are prejudices and stereotypes?  
A prejudice is a judgment /attitude towards people or things without any background knowledge. People assign negative characteristics, based on, e.g. external characteristics. Prejudice is socially acquired and leads to discrimination and is often associated with fear. Discrimination in everyday life is associated with prejudice and is closely related to ignorance.
  - The word “stereotype” comes from Greek and means “fixed/rigid type/pattern”. A stereotype is a wrong idea or belief, people have about a thing or group. This idea is based upon how a thing/group looks on the outside, which may be untrue or only partly true.
- Ask participants if they have ever observed any situation where someone was treated unfairly or badly because of a difference.
- Ask them to describe the situation, briefly.

## OPTION 1: IMPROVISATIONAL THEATRE

- Explain the basics about an improvisation's theatre. An improvisational theatre is a form of theatre without staging/production. In the improvisational theatre, the participants create spontaneously their own actors/characters and scenes by working together.
- In our case, the subject areas are at "development point 2" (grounds/dimensions of discrimination).  
Note: The facilitator decides whether this option is possible for the participants. The facilitator supports the participants in their selection.
- A brainstorming session follows: Collect the ideas together with the other participants. Write down the ideas.
- The story idea is based on brainstorming: We choose the characters and the situation together.
- Ask volunteers to act the play out in front of the group.
- The participants will act out a simple story.
- After the theatre, we start the reflecting process and open a group discussion.

To start the reflection process, ask the following questions:

- Ask the debriefing questions to the actors.
  - What happened here?
  - How did you feel? Is this situation comfortable or uncomfortable for you?
  - How did you treat others? Fairly or unfairly?
- Ask the reflecting questions to the whole group.
  - What do you think of this scene?
  - Is this discrimination?
  - What kind of discrimination is it?
  - What can be the reasons for discrimination and why are people treated differently?
- If someone is treated in a discriminatory way, what can we do? Together we try to find an approach on how we can proceed against discrimination and which possibility/option is the right one.
- In the reflection process, we collect ideas on the example played. And now we will try to resolve it.
  - What can we do together against discrimination?
  - What are our resources? For example: We work with our resources, like moral courage, communication skills, experience, knowledge, self-confidence, responsibility, support.
  - What could be said or done in a similar situation? For example: We look for suggestions and arguments in case of discrimination. We make the person aware of the wrong behaviour e.g. your behaviour is wrong.

- Collect the ideas on a flipchart:  
Collect the ideas together with the participants in a brainstorming session and write the ideas down on a flipchart.
- Together we cluster the ideas and at the end we have a poster with solutions.

## OPTION 2: ROLE PLAY: TAXI DRIVER

Why is there an option 2? A role play is easier than improvisational theatre, because there is a script for the role play.

- Tell the group the following story:

*An elderly lady calls a taxi. The first taxi arrives and the lady refuses to get into the taxi because the taxi driver is "dark-skinned". Annoyed, she calls a new taxi. After a long time, a new taxi arrives. At the wheel of the taxi sits a woman (fair-skinned). Happily, the lady gets into the car. She begins to grumble about the previous taxi driver. Afterwards, the taxi driver begins to speak and she speaks with an accent ...*

- Ask volunteers to act the play out in front of the group. The participants will act out the story.
- After the theatre, we start the reflecting process and open a group discussion.

To start the reflection process, ask the following questions:

- Ask the debriefing questions to the actors.
  - What happened here?
  - How did you feel? Is this situation comfortable or uncomfortable for you?
  - How did you treat others? Fairly or unfairly?
- Ask the reflecting questions to the whole group.
  - What do you think of this scene?
  - Is this discrimination?
  - What kind of discrimination is it?
  - What can be the reasons for discrimination and why are people treated differently?<sup>2</sup>
- If someone is treated in a discriminatory way, what can we do? Together we try to find an approach on how we can proceed against discrimination and which possibility/option is the right one.

---

<sup>2</sup> People are discriminated against because of their personal/individual characteristics (e.g. skin colour, cultural characteristics such as name or language).

- In the reflection process, we collect ideas on the example played. And now we will try to resolve it.
  - What can we do together against discrimination?
  - What are our resources?  
For example: We work with our resources, like moral courage, communication skills, experience, knowledge, self-confidence, responsibility, support.
  - What could be said or done in a similar situation?  
For example: We look for suggestions and arguments in case of discrimination. We make the person aware of the wrong behaviour e.g. your behaviour is wrong.
- Collect the ideas on a flipchart: Collect the ideas together with the participants in a brainstorming session and write the ideas down on a flipchart.
- Together we cluster the ideas and at the end we have a poster with a solution.

### OPTION 3: VIDEO CLIP "JOB INTERVIEW"

On the homepage of the myPart project you can find the video clip "Job Interview". We use this video clip for the option III in this exercise.

- Show the participants the video on the homepage.
- Ask the participants questions about the video clip:
  - Did I immediately understand what the video was about?
  - What happened?
  - My first reactions to the video!
  - Did you recognise forms of discrimination?
  - How did you feel when you saw the video? How did you feel in the situation?
- Start a discussion with the participants.

## Evaluation

I enjoyed participating in the workshop.			
I learned about the European Union and European values.			
Now, I understand that it is necessary to protect the values.			
Now, I know more about human dignity and discriminatory behaviour.			
I learned about the reasons for discrimination.			
The exercises we did were useful.			
In the workshop we had the opportunity to try out reactions to cases of discrimination.			
Comments:			

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## Module 4:

# Choice and Decision-Making Process

### Content Module 4

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## Summary

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Module 4 will introduce the basic knowledge concerning choice and decision-making process. The participants will realize that making decisions and choices about their life it is very important.

## Objectives

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- To use team-building activities so people will get to know each other.
- To get information about choice and decision-making process.
- To understand the importance of making own decisions and thinking about outcomes.
- To put a special focus on ways and structures for decision making.
- To reflect on the right to choose.
- To identify personal competencies for making their own decisions.
- To describe specifically support and information needs in terms of decisions.
- To get an insight into the work for an election campaign.
- To think about active participation in society as a political candidate.
- To convey an important message to other people.
- To raise the awareness that a change and improvement can be created by developing own visions.

## Session Plan and Duration

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Recommended time (including several breaks and evaluation phase) is 6h but it can be adjusted according to the participants.

<b>Welcome:</b> Check in with a brief outline of the training session	15min
<b>Initial Icebreaker:</b> Funny news about me...	30min
<b>Reflective Learning:</b> Spoilt for Choice – Decision-Making Process	60 min
<b>Intermediate Learning:</b> Would you rather...? Videoclip "Coffee House"	60 min
<b>Final Learning:</b> We do an Election Campaign	120 min

## Training Contents

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- Choice and decision-making-Process;
- I have to decide;
- Election campaign;
- Vision and message.

## Resources Recommended

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- Surprise Eggs for each participant;
- PowerPoint-Presentation Choice and decision-making process;
- myPart Handbook;
- Flipchart, markers, moderation cards;
- Worksheet page 66
- Pictures/photos with examples;
- Laptop/tablet; projector.



## Step 1. Initial Icebreaker

---

### ICE-BREAKER 1: FUNNY NEWS ABOUT ME...

#### TIMING:

30 minutes

#### MATERIALS:

Surprise Eggs for each participant.

#### GOALS:

The participants get to know each other and learn about their personalities.

#### KEY IDEAS:

This exercise is about sharing something about your own personality – what makes you tick and what can you tell/say about yourself when you look at the figure which is in your surprise egg. Participants think about themselves and try to say something about themselves in a short statement. The participants listen to each other and receive information about each other. The purpose of this exercise is to get the participants familiar with each other.

#### DEVELOPMENT:

- Explain to the participants how they should proceed with this exercise.
- Everyone gets a surprise egg from the facilitator.
- Ask them who would like to start the exercise.
- If there is no volunteer, then the facilitator starts the exercise:
- “What is the first thing I think about when I see this figure? Could there be any connection to me or my life? What defines me?”
- All participants have their turn and talk about themselves with relation to their surprise egg figure.



## Step 2. Reflective Learning

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### SPOILT FOR CHOICE – DECISION-MAKING PROCESS

#### TIMING

60 minutes

#### MATERIALS:

myPart PowerPoint-Presentation **Choice and decision-making process:** Information and basic knowledge on the topic and pictures.

#### GOALS:

Making decisions is not always easy, so we need a structure and/or steps that contribute to decision-making. The participants should be supported in their decision-making process.

#### KEY IDEAS:

The decision-making process is a cognitive process. There are usually two factors that lead to a decision:

1. The desire to take advantage of a new opportunity.
2. To solve a problem.

This exercise shows that it is important to think about what you want and why you want something, and that there are supportive ways (e.g. steps) to facilitate a decision. At the beginning of a decision-making process, I have to find out what I want so that I can decide at the end.

#### *Theoretical input and basic knowledge/tools to make your own decision:*

It is about achieving a goal or solving a problem. I have to realise that I have to decide. To do this, relevant information about the problem is searched for, this information includes personal concerns and other information. It also involves asking why I want to solve this problem and why it is important for me to achieve this goal. Different techniques and tools can be used in decision-making.

#### DEVELOPMENT:

##### *Description: I have to decide.*

These methods allow you to think more in detail about the advantages and disadvantages of the different options and to identify the benefits of the option.

- To decide, you first have to analyse the situation.  
Analysis of the situation. (The facilitator asks the participants):
  - What do you want?
  - What do you expect from it?
  - What can you implement?
- Explain to the participants that in this workshop they will be able to make their decisions more easily with the following steps:

Presentation and description of a helpful method:

- **CAF** – Consider All Facts: This is a helpful method.  
We refer here to the method of Edward de Bono to make a decision. It is a preparatory method.  
This is a kind of checklist by Edward de Bono, in which all (influencing) factors for the decision (such as problem, question and situations) are collected.
- **PMI** – Plus Minus Interesting: The aim here is to identify and record positive and negative aspects and then to weigh them up. It is also a method by Edward de Bono.
- Do the CAF method first and then the PMI method with the checklist and you will come to a decision. Find helpful definitions and explanations in the myPart PowerPoint

*Example:*

Situation: I would like to become politically involved. I would like to actively participate in politics.

Question: Do I want to become a politician? What do I have to do about it?

CAF: Collecting the factors:

- ✓ time commitment (I have to be there every week);
- ✓ goal (with which political goals can I identify?)
- ✓ party (which political party do I want to belong to?)

PMI:

<b>PLUS +++</b>	<b>MINUS ---</b>
<ul style="list-style-type: none"> <li>• Participation</li> <li>• interesting topics</li> <li>• social interaction and networking</li> </ul>	<ul style="list-style-type: none"> <li>• commitment</li> <li>• large investment of time (weekly, events...)</li> </ul>

*Further steps/help/tips:*

- ✓ Pro and con list (arguments for each option; number of arguments).
- ✓ Random decisions (flip a coin).
- ✓ Good feeling/intuition
- ✓ Award points (criteria)

These further steps are well suited for certain situations and for decisions you are not quite sure about yet and just need some support, coin flip e.g.



## Step 3. Intermediate Learning

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### WOULD YOU RATHER...?

#### TIMING:

60 minutes

#### MATERIALS:

Flipchart, worksheet page 72 for each participant.

#### GOALS:

The participants develop awareness concerning everyday decisions and important choices or decisions for their lives. They understand that for bigger decisions some support may be needed, but this support must not stop them from making their choices themselves.

#### KEY IDEAS:

The participants will reflect on their right to choose and will identify personal competencies for making their own decisions and will be able to describe concretely possible needs of supports for a decision.

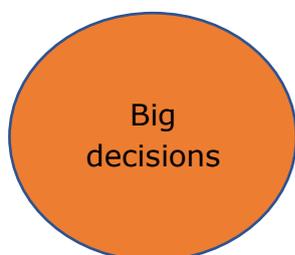
#### DEVELOPMENT:

- Write the list of the following questions about choices on a flip chart and on sticky notes.

Example:

- Would you like to live in the countryside or in the city?
  - Do you prefer to live far away or right next door to your family?
  - Would you choose to live alone in your apartment or together with friends?
  - Would you like to go on a trip or stay comfortably at home for the next vacation?
  - Do you prefer to take a public bus or a taxi?
  - Would you rather go for a walk or go swimming?
  - Would you rather go to the theatre or to the cinema in the evening?
  - Would you like to learn new skills for a new job or go straight to work?
  - Do you prefer to learn a musical instrument or take a painting class?
  - Would you rather eat meat or vegetables today?
  - Would you like to invite your friends to your home or to meet them in the city?
  - Would you rather eat chocolate or biscuits?
  - Would you rather drink beer or water?
- Show the list to the participants and motivate them to continue the list.

- Explain to the participants the difference between little decisions, big decisions.
- Put a poster on the wall with two big circles. And explain the difference between what are small and big decisions.



Big decisions are decisions that need more thinking, like:

“Will I continue to go to school?”



Small decisions are everyday decisions, like:

“What would I like to have for breakfast?”

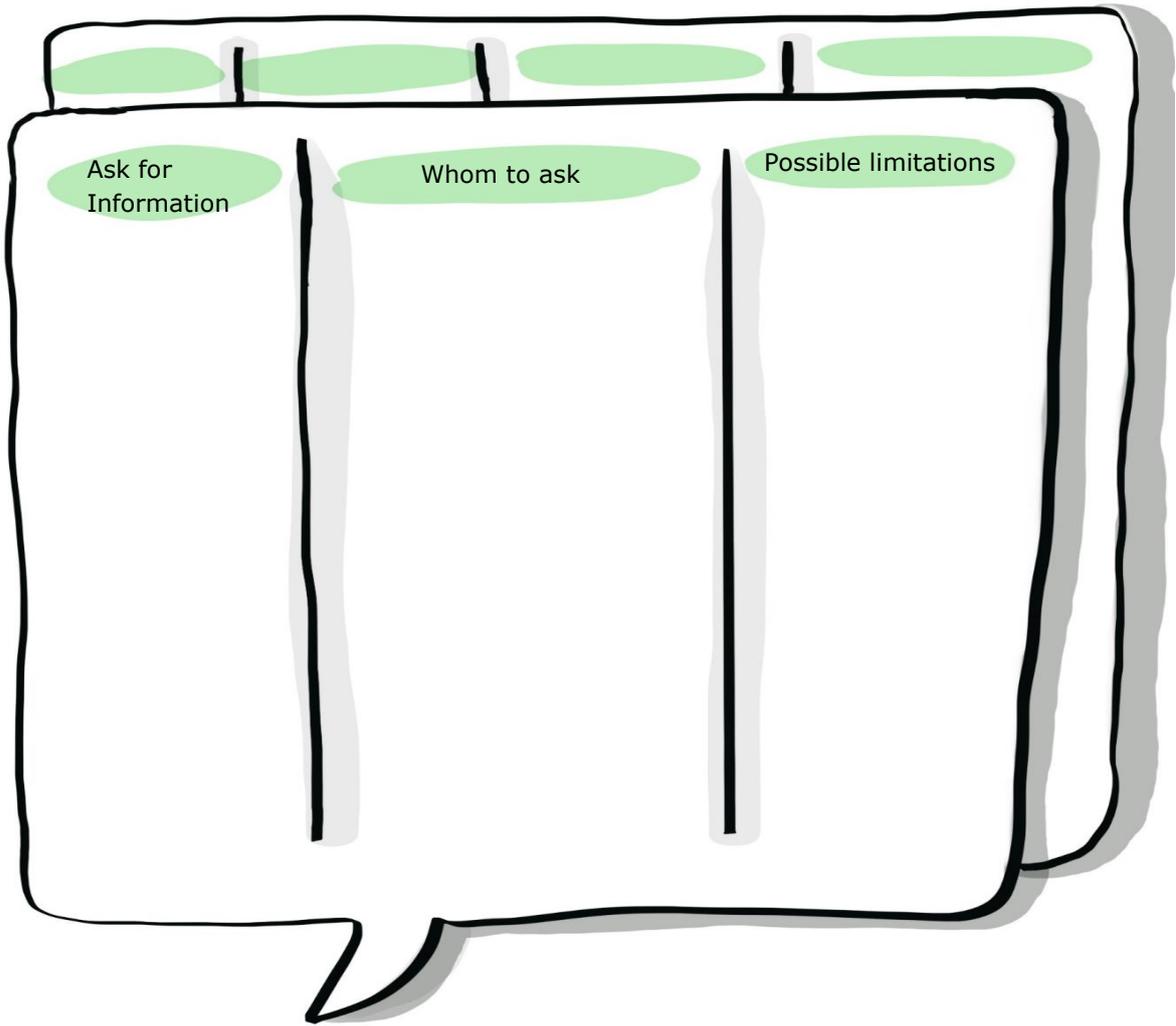
“What am I going to wear today?”

- Ask the participants to put the sticky notes into the correct circle.
- Start a discussion with the participants and emphasize the following important themes:



Option:

- Introduce the exercise reflecting on how we are taking decisions.
- Distribute the exercise sheet to all participants.
- The main idea is to allow participants to reflect on how small or big decisions can be taken and what is important for the process.
- To do this exercise, participants should think about the decisions or choices they know from their daily life.
- Each participant was asked to describe a situation in which he or she had to make a decision.
- Summarize together with the participants the following aspects of their decisions:
  - I think about knowledge or experience that I already have.
  - Which information do I need?
  - Whom can I ask for information in this situation?
  - Where can I get the best support for this decision?
  - Are there limitations in my decision and are these limitations acceptable for me?
  - Are there similar limitations for everyone?
- Introduce the table below on the flipchart or on the paper.
- Ask the participants to use the table below and collect their ideas.



Ask for Information	Whom to ask	Possible limitations

## VIDEOCLIP "COFFEE HOUSE"

On the homepage of the myPart project you can find the video clip "Coffee House". We use this video clip for this exercise.

### DEVELOPMENT:

- Show the participants the video on the homepage.
- Ask the participants questions about the video clip:
  - Did I immediately understand what the video was about?
  - What happened?
  - My first reactions to the video!
  - Why does somebody else decide for me?
  - In which situations does someone else decide for me?
  - How can I make my own decision?
  - How did you feel when you saw the video? How did you feel in the situation?
- Start a discussion with the participants.

## Step 4. Final Learning

---

### **WE DO AN ELECTION CAMPAIGN**

An election campaign is important and an inseparable part of our democracy. Voting is very important to have a voice in our society. In this exercise we will reflect on how we need to run a successful election campaign.

#### **TIMING:**

60 minutes.

#### **MATERIALS:**

- Laptop/Projector
- Pictures and photos
- Flipchart

#### **GOALS:**

The aim of the exercise is to show how important a vision and a message are for an election campaign.

This activity will show participants what they can personally improve and change by actively participating in society. The participants think about how they can present themselves and why they are the right persons to do so.

#### **KEY IDEAS:**

Creating an election campaign is intended to present a realistic situation and give participants the opportunity to think about their own visions and future goals and how they would like to be perceived by other voters.

The participants should learn how to convey an important message to other people. They will also be made aware that they can bring about change and improvement through their own vision.

## DEVELOPMENT:

If you want to be elected, you need convincing arguments – and good advertising material!

- The facilitator asks the participants:
  - What do we need to run a successful election campaign?
  - How can you let people know about your ideas?
- Explain to the participants: Every election campaign needs a message and a vision.
  - Explain: Vision and message (For the explanation in easy-to-read use the myPart PowerPoint Choice and decision-making process)  
It is important to find a meaningful message for an election campaign. The message is, for example, a statement that the person/candidate chooses to draw attention to themselves and why they are the right person.  
The message is created at the beginning of an election campaign. As a basis for finding and formulating this message, we need to have a vision (a vision is an idea) and collect information about the person.
    - What is a good message?
    - What do I want to convey?
  - Explain: Steps for a campaign. ....
- We find a message/vision together with the following questions:  
Ask the participants and let them first find answers by themselves before stepping forward in the group:
  - Why do you want to run for election?
  - What would you personally like to do to change or improve in the city?<sup>3</sup>
  - What is your theme?
  - Why exactly are you the right person?
- A brainstorming session follows: we develop arguments together.  
Collect the ideas from all participants.  
The facilitator supports the participants in their choices/ in selecting arguments.  
Write down the ideas.
- How/where do I spread my message? How do we want to spread the message?<sup>4</sup>
  - Suggestion 1: We make a short video with the smartphone.

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<sup>3</sup> It depends on the group.

<sup>4</sup> The facilitator decides (together with the group) which option they will choose for the presentation of the message.

- Together we make a video of a person (candidate) – in the video the person presents him/herself with a statement. (Duration of the video approx. 1-2 minutes).
- Suggestion 2: We make a poster.
  - Together with the participants we make an (election) poster.
- Other (complementary) options: Print media, social media, events; (e.g. give away).
- We present the result.

## Evaluation

I enjoyed participating in the workshop.			
I learned about choice and decision-making process.			
Now, I understand that it is important to make own decisions and to think of outcomes.			
Now, I know more about ways and structures for decision making.			
I got an insight into the work for an election campaign			
The exercises we did were useful			
In the workshop we had the opportunity to act as a political candidate.			
Comments:			

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## Module 5:

# Political Participation – Having a Voice

### Content Module 5

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## Summary

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The following module is about political participation and having a voice. It gives an insight into Self-Advocacy and is person-centred. The Participants will realise how important it is to have one's own voice. We explore the question: How do I know and how can I assert my interests?

## Objectives

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- To use team building activities so people will get to know each other;
- To get an overview and information of the topic of self-advocate;
- To understand the relationship between Self-Advocacy and one's own interests;
- To put a special focus on person-centred methods.
- To get an insight in to active learning;
- To put a focus on active networking and where to find support;
- To recognize how important, it is to stand up or speak for oneself;
- To develop a sense of self-determination.
- To raise awareness of the needs.

## Session Plan and Duration

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Recommended time (including several breaks and evaluation phase) is 6h but it can be adjusted according to the participants.

<b>Welcome:</b> Check-In with a brief outline of the training session	10min
<b>Initial Icebreaker:</b> Exercise about my feelings	30min
<b>Reflective Learning:</b> Meditation	60 min
<b>Intermediate Learning:</b> Self-Advocacy and Self-Awareness	80 min
<b>Final Learning:</b> Circle of Supportive Friends Video clip "On the exhibition"	90 min

## Training Contents

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- Political participation;
- Self-advocacy, Self-awareness;
- Having a voice;
- Mediation – self-knowledge;
- Person centred planning.

## Resources Recommended

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- Cards with questions;
- myPart Handbook;
- Handout for relationship circle;
- Flipchart, markers;
- Basket;
- Photos/Picture;
- Laptop/tablet, projector.



## Step 1. Initial Icebreaker

---

### ICE-BREAKER 1: EXERCISE ABOUT MY FEELINGS

#### TIMING:

30 minutes

#### MATERIALS:

Photos in envelopes, basket.

#### GOALS:

The aim of this exercise is to help participants to get to know each other and to prepare for a discussion of the issues.

#### KEY IDEAS:

Political participation, Self-Advocacy and having a voice are the central concepts of this module because, in order to be able to stand up for ourselves and others, it is important to know ourselves. We want to find out our strengths and characteristics and describe our personality, and for this, our own feelings are also very important.

#### DEVELOPMENT:

- Ask participants to stand or sit in a circle.
- Pass a basket with envelopes around the circle. Each participant takes out two.
- In every envelope, there is a photo/picture. The participant should look at the two photos calmly.
- Ask the participants which photo makes them feel more comfortable.
- Ask participants to explain why they chose this photo and why it makes them feel more comfortable. Through this photo they can express their current feelings, there will be a personal exchange and each participant will tell something about themselves.



## Step 2. Reflective Learning

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### MEDITATION

#### TIMING

80 minutes

#### MATERIALS:

Recorder, Laptop, Tablet, projector, sound-bowl e.g.

#### GOALS:

With this exercise, we want to get to know ourselves better in an alternative way. Meditation has a known positive effect on personality development and self-awareness and self-acceptance.

#### KEY IDEAS:

Meditation is a technique to increase mental and physical well-being. This module is also about self-knowledge and getting to know oneself, so we have deliberately chosen a meditation exercise here. Studies also show that meditation increases learning and memory, improves self-awareness, increases brain activity, improves attention and mindfulness and helps maintain emotional health. In our case, we would like to refer to the fact that meditation helps us to know ourselves better. We focus on self-awareness and self-image.

#### DEVELOPMENT:

##### *Introduction of the concept of meditation*

- Explain what meditation is.  
Meditation is the generic term for training and mindfulness exercises. In the past, it was assigned to esotericism and associated with religion and spirituality. Numerous studies from neuroscience show that regular meditation has a positive effect on cognitive processes. It is known that meditation is very often used to treat physical and mental illnesses, and mindfulness skills are improved.
- Explain to the participants, meditation is a suitable method to get to know one's own personality and oneself better and to get focused attention on yourself. It is worth mentioning that the advantage of meditation is that it can be used anytime and anywhere.

- Explain there are two main types of meditation:
  - Focused attention meditation: Attention is drawn to a single object, thought, sound or visualisation. In this type of meditation, you practise focusing and concentrating. For example, in this meditation one focuses only on breathing, a mantra or a soothing sound.
  - Open-observing meditation: Promotes an expanded awareness of all aspects of the environment, training of thinking and self-awareness. This session is about becoming aware of thoughts, feelings or impulses.
- After explaining the term of meditation, the facilitator points out that our exercises are meditation exercises.
- At the beginning of the exercise we look for the appropriate form of meditation exercise, it has to fit your personal goals.
- Depending on the participants, the facilitator chooses the appropriate type of meditation exercise. Here it is still important to mention, our meditations are exercises, a professional meditation is guided by an expert.
- All participants do the same meditation. Only one is guided. This choice is made by the facilitator.

### *Meditation*

In the following section, there are presented three options of meditations. Please, choose one. Guide the participants either in form of sound, audio file and/or read the following text. The exercises are guided step by step. The trainer demonstrates the exercise and thus actively participates.

#### *Option 1: Breathing exercise*

This is a focusing breathing exercise. Through controlled breathing we can better feel our bodies. We want to find relaxation.

- Assume a comfortable posture in which you can breathe freely.
- Close your eyes.
- The breath is our anchor and we focus all our attention on the breath.
- Breathe deeply in and out, be aware of your breathing, feel how your belly changes with each breath.
- Try to disconnect and let go of your previous daily events.
- Breathe in deeply and let the breath glide through your body.
- As you breathe out, you can clearly feel your breath.
- Repeat the in and out breathing.
- Open your eyes and return to the present. Feel welcome and relaxed.

### Option 2: Mindfulness exercise

This exercise is a mindfulness exercise, we want to improve our awareness and attention.

- Assume a comfortable posture.
- Close your eyes for one minute.
- Breathe in and out deeply.
- Try to disconnect and let go of your previous daily events.
- Walk through a peaceful scene. Feel very comfortable and part of the scene.
- After a few minutes, open your eyes and return to the present.

### Option 2: Mindfulness exercise with guided imagery

This exercise requires more time and attention. We go on a guided journey together. We want to sharpen our senses and our perception. Experience new impressions and allow feelings.

The exercise we have chosen is a mindfulness exercise with the senses. Guided imagery can be done with a recording of you listening to someone guiding you through a peaceful scene.

- Assume a comfortable posture. Close your eyes. Breathing is your anchor and you bring all your attention to it.
- Try to disconnect and let go of your previous daily events. Arrive with your thoughts in the room.
- Take a minute to let go.
- We are now going on a short holiday together to a happy place. We have arrived:
- Imagine you are sitting on the beach and you are listening to the waves and the sound of the sea. Can you hear it?
- Can you smell the sea? Doesn't it smell wonderful here?
- Can you taste the salty flavour in your mouth?
- Let your hands glide through the fine sand. Can you feel the sand under your fingernails? Do you feel how soft and fine the sand is?
- Enjoy the peace and let yourself drift with the waves.
- Now concentrate on seeing, let your gaze glide through your surroundings. Take a good look around you. What do you see? Where have your eyes stopped? Is it the bright blue sky? Or the red sailboat... (?)
- Now return to the starting point of our exercise. Breathe deeply in and out. Breathing is our anchor.
- Are you calm or a little excited?
- Accept your current posture and slowly open your eyes.



## Step 3. Intermediate Learning

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### SELF-ADVOCACY AND SELF-AWARENESS

#### TIMING:

100 minutes

#### MATERIALS:

Laptop, Cards with the Questions.

#### GOALS:

The first goal is for the participants to find out their personal strengths and interests. The second goal is to find out what they need in addition to being able to act in a self-determined way. The focus is on commonalities, common support, interests, representation of one's own interests, teamwork, tolerance and standing up for others. The exercise shows how to find out your own strengths and interests. This section, step 3, is structured in two parts. The first exercise indicates that Self-Advocacy can be achieved through self-knowledge and the second exercise uses a tool/questionnaire to work on one's strengths and self-awareness.

#### KEY IDEAS:

The exercise shows the importance of self-awareness. By asking questions, the participants find out their strengths and interests. The central element of this module is to connect these strengths and interests with common interests. In this way, the participants find out the extent to which they can speak/stand up for their own and others' interests.

In the myPart modules 1 to 4, important basics and inputs were given on all relevant topics, such as Human Rights, democracy, decision-making, elections. Module 5 extends this knowledge with self-reflexive and empowering methods in the sense of the person-centred approach.

#### DEVELOPMENT

##### *Part 1: Self-Advocacy*

- Explain what Self-Advocacy is and what do you need for Self-Advocacy. Self-Advocacy is about independent groups of people with disabilities and we need also to focus on individual self-advocacy, namely because political participation is an individual act and working together for justice by helping. They are shown how to make decisions that affect their lives so that they can become more independent. People are educated about their rights, but they also learn what their responsibilities are. They learn to stand up for themselves by supporting each other and having the confidence to stand up for their beliefs (cf. Theunissen 2001, 1n; Dybwad 1996, 2).

Self-Advocacy and the decision-making process belong together. People with intellectual disabilities must have the certainty that their voice counts and is heard.

“**Inclusive communities** are the foundation of inclusive political participation. Unless and until the root causes of marginalization are not addressed, people with intellectual disabilities will continue to have low levels of political participation” (Inclusion International 2015, 26).

**Living and participating in the community:** There is a need to transform communities to be inclusive. People with intellectual disabilities and their families told us that living and being included in the community is about: choice, support and inclusion in the community. Choices about where and with whom they want to live; support for individuals and families; and for communities (education systems, health systems, recreation, transport, etc.) to be organised in inclusive ways (cf.: Inclusion International 2015, 27).

- Ask the participants what can we achieve with self-advocacy. The ideas are collected on a flip chart.
  - Together we want: *we want to become politically active, speak for ourselves, assert interests, organise interests ourselves...*(examples)
- Ask the participants what skills are needed for Self-advocacy. The ideas are also collected on a flip chart.
  - Empowerment, recognition, mutual support, education, self-reliance, travel, political action, information (these examples can support the facilitator).

### Part 1: Self-Awareness

Self-awareness is the key component of social emotional learning. Self-awareness is to learn to get to know ourselves including our interests, strengths, irritations, emotions, behaviours, identity, likes, feelings and options.

- In the beginning, ask the participants what they think about the skills needed for Self-awareness? Collect together the ideas on flip chart.
  - *Courage, Recognition, Determination, Education, Self-confidence, Mutual support, Proud and being well informed (examples).*
- Explain that this exercise involves a questionnaire. When you want to find out your strengths, this is done by asking about your personality. This Tool collects basic information about yourself and you will learn more about yourself.
- You start with questions about your feelings.
  - How you are feeling?
  - What you are thinking about?
  - What do you need? (These three questions are related to the moment – they can be adapted to fit).
- Explain that one should be asking himself these questions. The following questions gather essential information about your personality.
  - What is important to you?
  - What makes you special?
  - What things do you like?
  - Why do you like them?
  - Describe your abilities
  - Describe your strengths
  - You are brave/courageous because?
  - Do you have a goal for the future?
    - Describe the steps for the future (in 3 steps)!
    - Describe where would you live in the future.
- Explain that, when you find out the basics about yourself, you will see how easy it is to find common ground, interests and perspectives and it will also help to stand up for others.
  - Ask, how do you feel now? Ask for volunteers to give feedback.

## Step 4. Final Learning

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### **CIRCLE OF SUPPORTIVE FRIENDS**

#### **TIMING:**

100 minutes

#### **MATERIALS:**

Handouts for Relationship circle.

#### **GOALS:**

The participants learn the basics of the person - centred planning and experience how these basics can support a Self-Advocacy process.

#### **KEY IDEAS:**

Every person has wishes or dreams for the future, sometimes people want to realise a change in their life and do not know where to begin. In this exercise, participants can choose whether to work on their own dreams or to support a colleague to get closer to the realisation of his/her wishes for the future.

#### **DEVELOPMENT:**

1. Ask the participants about their wishes or dreams or about changes they plan for their lives. Of course, this part of the exercise is purely voluntary. If a participant does not contribute with any wish or dream, this must be accepted.
  - Make a collection of these wishes or dreams on cards and put the cards on a flip chart.
  - Ask the participants if anyone in the group would like to continue working on his/her wish or dream.
  - Explain to them that, in this case, they will talk to the group about it and also create a plan or drawing that might help them.
  - Explain to the participants that you need for this exercise also some advocates, that will support the process by listening, thinking and supporting others in the realisation of their wishes.
  - If you have one or two cases from participants, ask for the advocates who will support the case.
  - Introduce to the group the circle of friends who support will support the wish or plan.
  - Explain, that the participants should try to find reasons why persons could be supportive of a wish.
  - The case bringer works together with her/his advocates on the circle of supportive friends.
  - They find out who the friends are and why they will support the wish of the person.

*Option 1:* The small group researches whether the case brought is related to one of the Human Rights.

*Option 2:* If nobody wants to speak in the group about his/her big wish or dream, introduce the following case to the group.

*Mark is a man with an intellectual disability who attends a day-care centre. His wish is to become a cook. Mark has heard that he could do an internship at a restaurant nearby for 4 weeks and that this could also turn into an apprenticeship if he proves suitable during the internship. His dream would be to do a real apprenticeship and then get a real job.*

### *Circle of supportive Friends*

*The circle will give a picture of how close the people are to the person. In the first circle near the person, you find the people with close relationships to the person or persons who meet him regularly in their free time and do something together; in the second circle, there are people who have a working relationship with the person. In the third circle, there can be people that the person knows from former times or meet only sometimes.*

*Mother: We cook very often together, she knows that I can cook and has new ideas.*

*Sister: She always supported me when I wanted to learn something new.*

*Paul: He can write good job application.*

*Jan, assistant: He has experience in organising things for me and he is somebody who knows me very well.*

*Aunt Mary: She worked in a restaurant before she was retired*

*Host of the favourite inn: He is a role model for me.*

*Football coach: He believes always in my strengths and he motivates me always to be strong and assertive.*

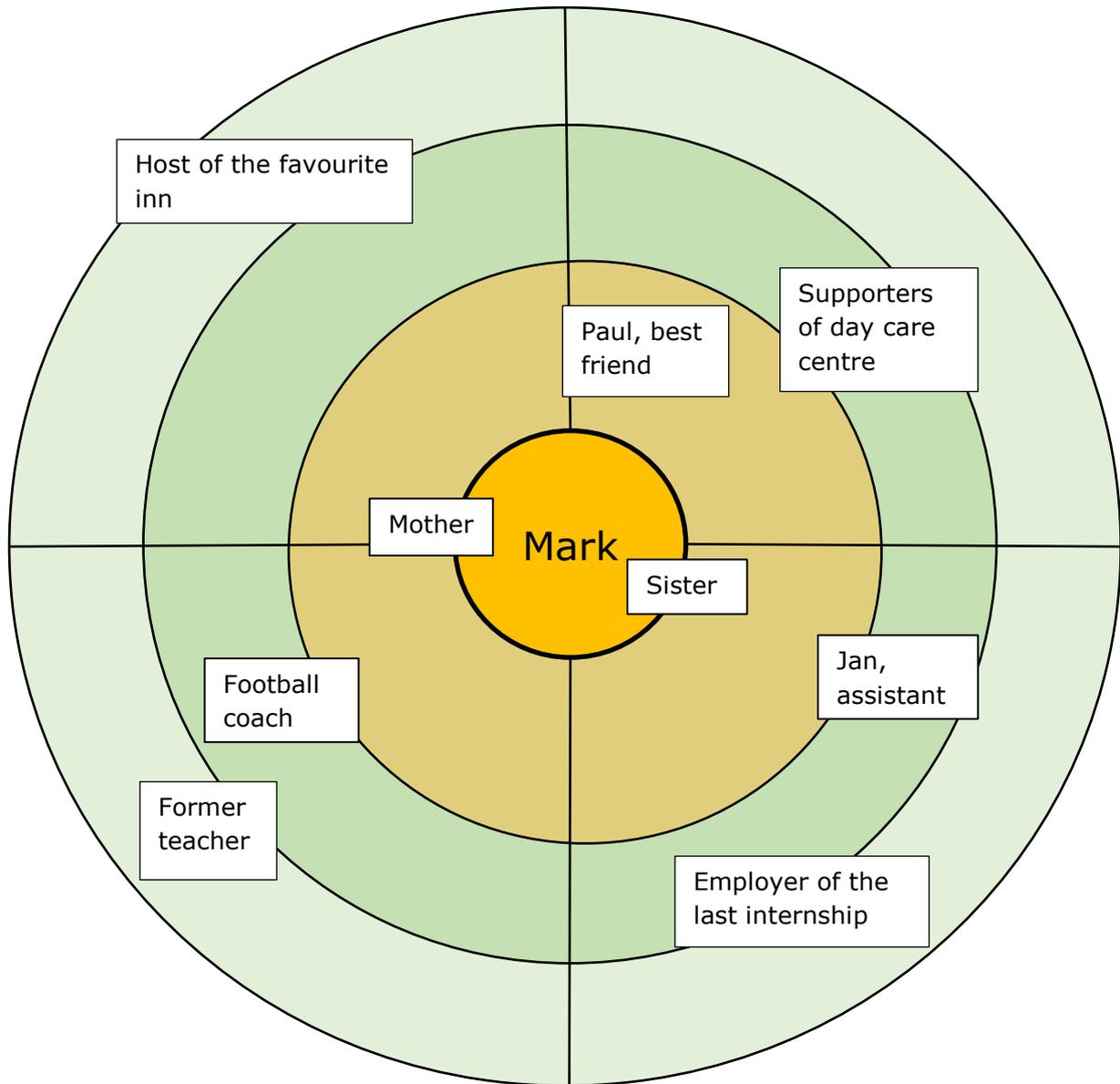
- Work with the group on ways in which friends can support the plan.
- Focus on how the person's friends can help speak up and stand up for the cause.
- Let the small groups present their results.

### *Final reflection of the exercise:*

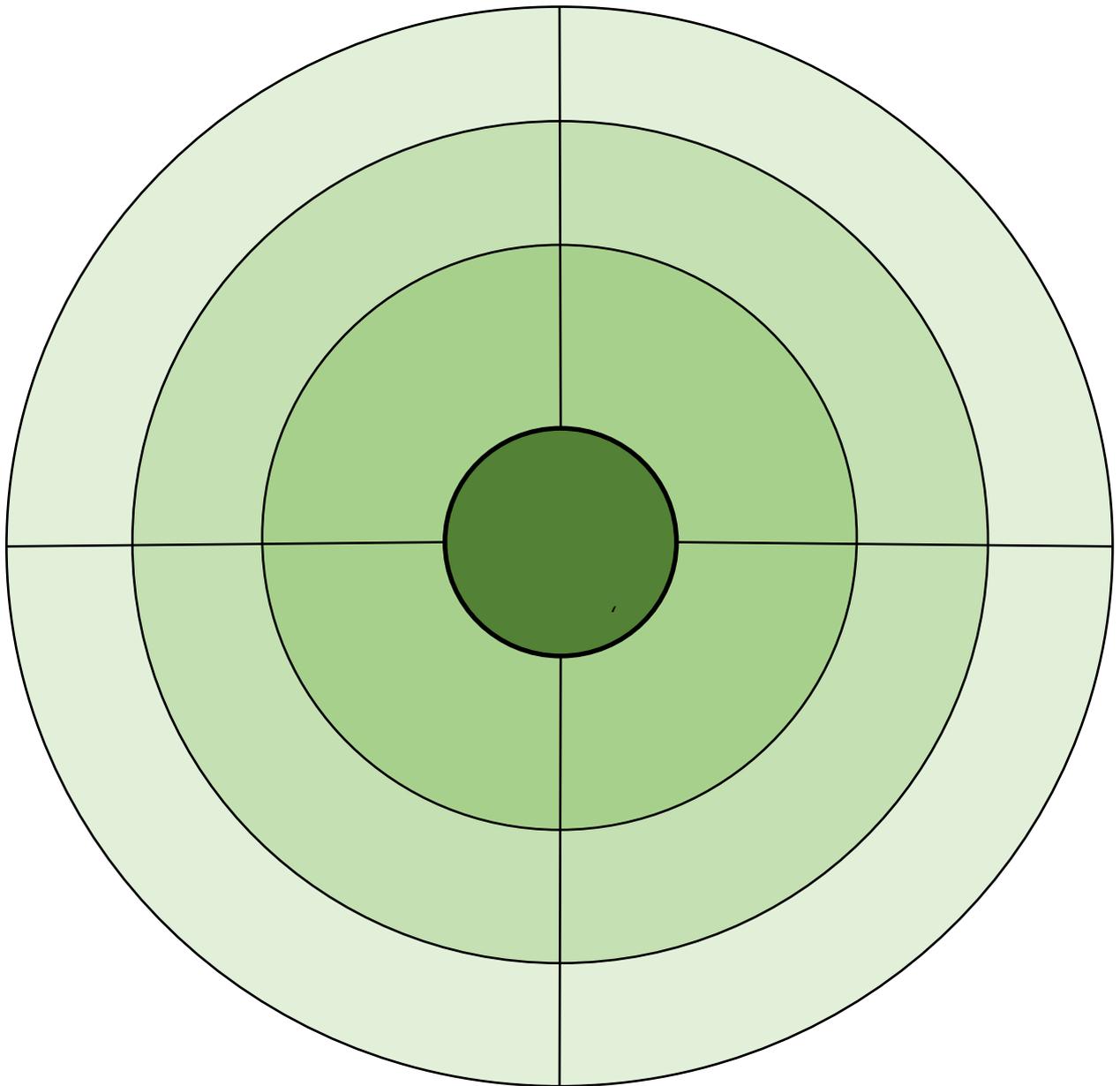
Discuss in the plenary how useful it can be to get supporters for good arguments as self-advocates.

Ask the participants about their experiences.

*Mark's circle of supportive friends*



*Circle of supportive friends*



## VIDEOCLIP "ON THE EXHIBITION"

On the homepage of the myPart project you can find the video clip "On the exhibition". We use this video clip for this exercise.

### DEVELOPMENT:

- Show the participants the video on the homepage.
- Ask the participants questions about the video clip:
  - Did I immediately understand what the video was about?
  - What happened?
  - My first reactions to the video!
  - Why is the security guy shocked?
  - Why is it important to have your own voice and do you always have to express yourself through speeches? What other possibilities do you have?
  - How did you feel when you saw the video? How did you feel in the situation?
- Start a discussion with the participants.

## Evaluation

I enjoyed participating in the workshop.			
I learned important things about Self-Advocacy and Self-Awareness.			
Now, I know why political participation is important for my life.			
Now I know what I have to do if I want to participate actively.			
The exercises we did were useful			
Now I know how important the relationship between Self-Advocacy and my own interests is.			
Comments:			

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## Partnership

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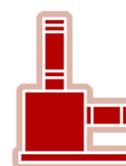
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Co-funded by the  
Erasmus+ Programme  
of the European Union

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