

My community, my voice

This learning scenario builds civic understanding, practical participation skills, and confidence to act on local issues. Learners use simple digital tools, practise community decision-making, and share ideas together.



Learning objectives

This scenario will help learners to

- understand one's rights and responsibilities
- learn how to participate in local life
- develop empowerment around important issues in the neighbourhood or community

Target group

Adults with low level of qualifications who generally encounter difficulties in reading, writing, numeracy, and digital skills.

Level

Easy ★

Length

3 x 90 min

Mode

In-person



To study before the scenario



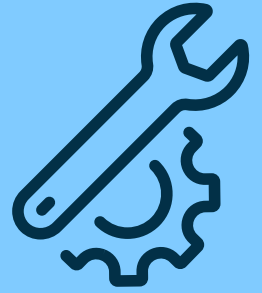
- Adult education and citizenship
- Citizens' Curriculum Activity Pack for Participatory Learning
- Facilitation Skills and Methods of Adult Education

Emerging Technology tools used

Padlet
Mentimeter
WhatsApp
Perplexity
Notebook LM

Teacher / learner

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	
<input checked="" type="checkbox"/>	



Description of the learning scenario

Context and objectives

The learning scenario focuses on democracy in everyday life and civic engagement, specifically designed for adults with low qualifications and basic skills. The aim is to provide a friendly, flexible, and safe learning environment using participatory and non-formal methods tailored to the learners' needs.

Structure and activities

The modules are organised around several activities:

- Icebreaker: each participant shares a recent personal decision to start the conversation
- Small group work: identifying community resources and key people (town hall, associations, mediators, etc.)
- Reading short illustrative situations followed by discussions on topics like participating in elections
- Role play: practising collective decision-making (choosing an activity or organising an event)

- Practical project: collectively writing a letter or petition to express a concrete local need
- Discovery of simple digital tools, such as Padlet or Mentimeter, to collect everyone's opinions and ideas

Resources

Simplified visual documents, adapted digital tools, and testimonial videos from local officials or volunteers are used to make the content accessible and concrete for the target audience.

How does the teacher have to prepare before the learning session(s)?

Before the session: AI is used to generate visual aids, simplified illustrated stories on civic scenarios (such as “Should I vote?”), rephrasing options for instructions, formative assessment grids, and initial lists of local resources (which must then be manually validated).

During the session: The teacher keeps the AI-generated rephrasing options and facilitation scripts handy.

The teacher should

- prepare illustrated materials and visual supports adapted to the learners' reading level to reduce literacy barriers
- set up digital tools (tablets, smartphones, Padlet, Mentimeter) and ensure they are accessible and functional
- select and prepare testimonial videos from local officials or volunteers, ensuring they are subtitled and simplified for comprehension
- identify local community resources (town hall, associations, mediators) relevant to the learners' neighbourhood
- create or gather short illustrated stories on civic topics (e.g. “Should I vote?”) for discussion activities
- Prepare self-assessment tools such as visual scales (smileys, thermometer) to measure confidence levels
- Arrange the learning space to be friendly, safe, and flexible (community centre or social insertion association setting)



- **Identifying local resources and key actors:** Use Perplexity to generate an initial list of institutions, key roles, and plausible problem situations, then manually validate and localise it (e.g. town hall, associations, mediators, community centres).

Example prompt to generate a local list: “Propose 10 local resources/key actors relevant for civic engagement of low-qualified adults in a small Swiss municipality; output as a table: generic name, role, example of contact, possible activity.”

- **Designing simplified visual materials:** Ask AI to suggest concept images, pictograms, and poster templates adapted to adults with low literacy skills, then revise the wording and layout. You can use Notebook LM to create an infographic or a quiz.

Example prompt to create 3 A1–A2 visual stories: “Write 3 situations of 80–120 words about voting, contacting the town hall, organising a neighbourhood action; simple language, 6–8 short sentences, with 3 oral discussion questions.”

- **Creating illustrated stories:** Use AI to generate short scenarios such as “Should I vote?” or “Should I sign this petition?” with low text load, at several levels of difficulty, with options to rephrase in plain language.

Example prompt to simplify an official text: “Rewrite this text in easy-to-read language, with short sentences, frequent words, bullet points, and concrete examples.”

- **Developing self-assessment tools:** Ask Notebook LM or Perplexity to propose visual scales (smileys/thermometer) and simple oral questions for before/after the session, ready to print or project.

Example prompt to design an observation grid: “Create a formative observation grid for participation/communication during the session, with criteria in plain language, a 0–2 scale, and examples of observable indicators.”

- **Preparing step-by-step digital instructions:** Use AI to create very detailed, illustrated instructions for registering and using Padlet/Mentimeter/WhatsApp poll, including “pictogram-only” versions.



Example prompt to create oral scripts for instructions: “Write oral instructions in a maximum of 4 sentences for a group decision-making activity, with possible reformulations if learners do not understand.”

Steps to take during the sessions

Session 1 (90 minutes)

1. Icebreaker Activity - “My Opinion Counts”: Facilitate sharing of recent personal decisions to build confidence and connection
2. Small Group Work: Guide learners to identify local community resources and key people in their area

Session 2 (90 minutes)

1. Reading Activity: Present illustrated situations about democratic participation with visual supports. Lead discussion on civic topics.
2. Role Play: Facilitate collective decision-making exercises where learners practise choosing activities or organising events

Session 3 (90 minutes)

1. Civic writing: Collaboratively write a letter or petition about a local issue (e.g., requesting a crosswalk or green space)
2. Digital Discovery: Introduce and guide the use of simple digital tools like Padlet and Mentimeter to collect and share ideas

Assessment and evaluation

1. Formative assessment - Ongoing observation of participation and communication during activities
2. Summative assessment - Oral feedback sessions after the session to assess knowledge gained and confidence developed
3. Self-assessment - Learners use visual scales (smileys, thermometer) to track their own confidence levels before and after the training



Things to note

How can the teacher adjust the scenario to different learner needs?

To make tasks easier:

- Use more visual supports and reduce text
- Provide one-on-one guidance during digital activities
- Simplify the letter-writing activity to shorter statements or sentence completion
- Allow oral contributions instead of written ones
- Use more concrete, familiar examples from learners' immediate environment

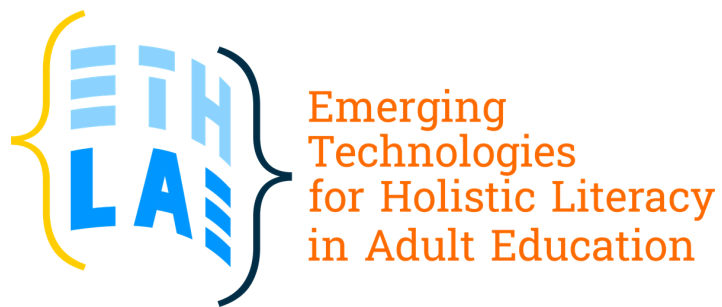
To make tasks more difficult:

- Include more complex civic concepts (voting systems, local government structure)
- Ask learners to research additional community resources independently
- Require longer, more formal written communications
- Introduce more sophisticated digital tools
- Add presentation components where learners share findings with the larger group

What else should the teacher take into account for this target group?

- Remember to give time and guidance to learners who are registering to new platforms for the first time
- Use non-formal, participatory methods that respect adults' life experience
- Create a friendly, safe, and flexible learning environment that reduces anxiety
- Be sensitive to the fact that many participants have been distanced from training or employment and may lack confidence
- Acknowledge multiple barriers - reading, writing, numeracy, and digital skills difficulties
- Build on existing knowledge - participants have valuable lived experience with community and decision-making
- Allow flexible pacing - some may need more time with reading or digital activities
- Foster peer support - encourage learners to help each other
- Celebrate small successes to build confidence and motivation
- Make connections to real life - ensure all activities relate directly to participants' daily experiences and community needs





Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



**Co-funded by
the European Union**

