WORLD PULSE™

A MANUAL FOR DIGITAL EMPOWERMENT TRAINERS

SECTION I:
INTRODUCTION & OVERVIEW

© Ericsson Images

WHAT IS DIGITAL EMPOWERMENT?

Digital empowerment is having the knowledge, tools, and resources to use digital technology to achieve one's full human potential.

WORLD PULSE fosters women's digital empowerment by increasing access to opportunities through technology; broadcasting solutions to challenges online; giving voice to personal and collective vision; and creating new global connections.

OUR MISSION is to accelerate the global changes women seek by using digital communication to unite and amplify women's voices and solutions worldwide.

WELCOME TO OUR TRAINERS' NETWORK.
We want to listen, learn, and share what women are doing around the world. Your ideas, enthusiasm, and passion are what will make this training come alive. Thank you.

WORLD PULSE

WHO CAN USE THIS MANUAL?

Women and men everywhere can support global women's empowerment by becoming World Pulse Digital Empowerment Trainers! You're ready to be a trainer today if...

1. You are a member of the World Pulse online community (you have a personal profile and journal) at *www.worldpulse.com/pulsewire*

2. You have basic to advanced computer skills, plus the ability and desire to teach these to others

3. You are excited to help women take steps to join World Pulse, share their voices, and see the benefits of digital empowerment

4. You are willing and able to actively communicate by email (training@worldpulse.com) with a World Pulse team member about your trainings (information such as participant data, successes and challenges, and other feedback) so that we can better meet the needs of our global women's community

© Darcy Kiefel

WHO CAN YOU TRAIN?

People receiving digital empowerment training are called **"participants"** in this manual.

Participants could be your friends, family, neighbors, members of your religious group, school, or social club—anyone in your community with an interest in gaining digital literacy skills and joining a global online network for positive change.

Most members of the World Pulse online community are women and girls, and we welcome male supporters, too!

Please feel free to customize this training to the specific needs of your participant community, and share the details of your training with World Pulse so that we can support your efforts!

3

FROM THE FOUNDER

When I first had the vision of World Pulse—an online space where women like us could connect, speak out, and create solutions to global problems—many told me it was unrealistic.

Yet, I knew deep in my bones that it would be like a lightning bolt to hear women's voices awakening across the planet. I knew you would come and help. I knew that together we would create a safe global community that has soul and power!

And now, you are here, carrying the flame forward. No matter a sister's first language, grammar or spelling, she has vision and voice to share with the world, and you can help her. Although the challenges will be many, I believe you will find the rewards to be worth it. No matter the outcome, you will have gained new skills, a new community of friends, and opened new doors for others.

Never stop believing in yourself. Your community and the world needs your voice and leadership! The real journey starts now. The world can't wait. Let's shake the earth with the power of women's connected voices!

- Jensine Larsen

WELCOME, TRAINERS!

Congratulations on beginning a new journey of leadership. You are taking a big step by making the choice to train and support women in your community to discover their voices and speak to the world.

© Darcy Kiefel

TABLE OF CONTENTS

We'll learn digital ways to...

Tell Our Stories

Find & Share Solutions

Take Action!

Make Connections

TRAINING GOALS

Using digital tools to join the World Pulse network, we'll help participants learn to...

1 **Tell our stories** to a global audience

2. **Connect** to new friends, allies, and resources across borders

3. **Generate and share solutions** to our challenges

… so that together, we can **take meaningful action** for positive change!

HOW TO USE THIS GUIDE

This guide is divided into three sections:

(1) Overview - Information that provides the framework of the overall objective, key points of the training, and a definition of digital empowerment.

(2) World Pulse Digital Empowerment Training - A collection of activities to facilitate the World Pulse Digital Empowerment Training.

(3) Trainer's Resources - Planning Suggestions, Logistics, Training Follow-up, and Additional Materials, both required and optional.

We have outlined three different training options:

- 1 Hour training (Powerpoint slides + notes)
- 5 Hour training
- Resources & Supplemental Activities

1 HOUR   5 HOUR   ++ HOURS

Getting Started
Now that you've learned about the impact World Pulse can have in your life, here's how you can get started today!

Why Women, Why You?
You have unique and essential ideas to offer. You have solutions. We need your voice as we make decisions for ourselves, our communities, our planet, and each other.

YOUR VOICE MAKING A DIFFERENCE
Digital Action Campaign

World Pulse Community Member Auma found out about an event organized by a local Center for Human Rights in Nairobi, CREAW, and decided to share the news with the entire network. With our large network in Kenya, it is no surprise that many members were excited to participate! Leah was able to meet up with her World Pulse sisters at the event, and take her online community offline!

THE 1 HOUR TRAINING & "ACTIVITY 2" OF 5 HOUR TRAINING REQUIRE POWERPOINT MATERIALS

Pages 49 - 78 include pages & links to everything you need for this presentation and related activities.

The manual will outline

- Activity name and goals
- Time required
- Method (type of activity)
- Materials required
- Supplemental materials, if any

Note:
"Minutes" are always abbreviated as "min" in this manual.

ABOUT	TIME	METHOD	MATERIALS	++

INSPIRATION TO ACTION

Look for these activity icons:

Inspiration

DIGITAL ACTION
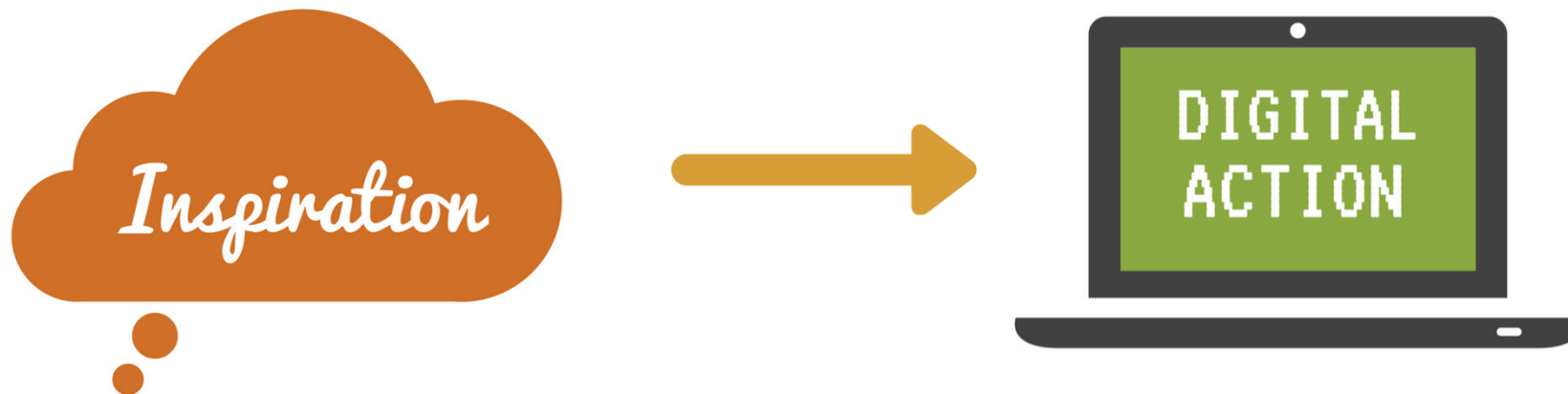
Inspiration comes first! Trainers will help participants ask themselves questions such as:

- What is important to me?
- What are my dreams for myself and my community?
- Why is this important to me?
- What experiences in my life brought me here?
- What could I learn from—or offer—people in my community?

These activities can spark our ideas and passions, so that we can begin to outline what we want to share with a global network. Next, we begin using digital tools to move from Inspiration to Action!

Action is key to creating positive change! But it's okay to start with small steps, especially if we're new to using computers and the internet. The "Digital Action" section will outline steps that participants can take to begin using the World Pulse online community on their way to digital empowerment.

If you have time in your training, you can demonstrate these steps on Worldpulse.com, and help individuals complete them. If not, these can be "homework" assignments for participants to try on their own.

What can be accomplished during your training will vary depending on the digital resources you have available, the size of your group, and the level of their computer skills. Just do your best! Small steps lead to big transformation..

✓ Checkmarks are suggested "homework" actions

WORLD PULSE™

SECTION II:
DIGITAL EMPOWERMENT
TRAINING ACTIVITIES

© Darcy Kiefel
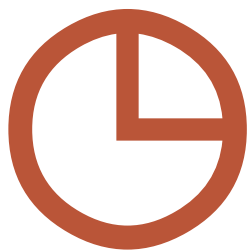
1 HOUR TRAINING:
WORLD PULSE OVERVIEW

The 1 hour training is a brief introduction to World Pulse and the digital tools offered.

For the 5 Hour training, skip to Activity 1.

WORLD PULSE LIVE | www.MeredithHutchisonPhotography.com

1 HOUR TRAINING: PREPARATION & OUTLINE

ABOUT	TIME	METHOD	MATERIALS	++ SUPPLEMENTAL
1. Who is World Pulse? 2. Why does your voice matter? 3. How to get involved!	60-90 min	Facilitator Presentation Group Brainstorming	• Sign-in sheet (contact information from all participants)* • Computer with Digital Empowerment Overview PowerPoint* • Digital Projector (or large monitor) • Screen, white wall, or big paper for projection • Blackboard, whiteboard, or paper for notes • Chalk or markers for note-takers • Feedback forms* *See Section III	+ Nametags + Participant Slide handouts* + Participant Manuals* (copies or printed books, for all participants) *See Section III

PREPARATION: See Resources & Supplemental Activities at the back of this manual for a helpful Trainer's planning guide.

If available, please set up your digital projector and screen. Otherwise, you may use a computer monitor that the group can easily see. There are notes below each slide for the presentation which include various activities. These are for the trainer's reference only.

If you have budget for printing & photocopies, you may print a copy of the Participant's Slide Handout and/or the complete Participant's Manual for each participant.

(See Resources & Supplemental Activities Section at the back of this manual.)

TIME: The presentation and activities will take approximately 60 min. However, we recommend that you allow at least an additional 15 min before and after for check-in and socializing. (At least 90 min total for event.)

REVIEW: As a Trainer, you should review each slide/activity in advance. If you have personal examples or photos, please add these to the training.

SIGN IN SHEETS, FEEDBACK FORMS, CERTIFICATES: These documents are all in Section III of this manual. It is important to track who is attending, what they are learning, and how we can continually improve this training. Thank you for communicating with World Pulse about your experience!

1 HOUR TRAINING:
WORLD PULSE OVERVIEW

This training requires a Powerpoint presentation (20 slides with trainer instruction notes and activities on each slide). SEE SECTION III, RESOURCES & SUPPLEMENTAL ACTIVITIES AT THE BACK OF THIS MANUAL or visit: http://links.worldpulse.com/training-manual-links to view and download all related materials,
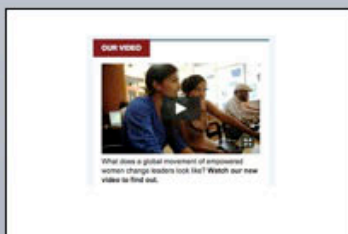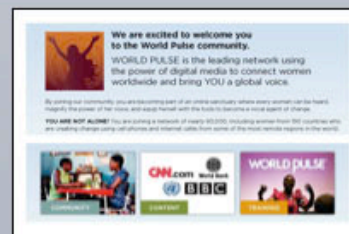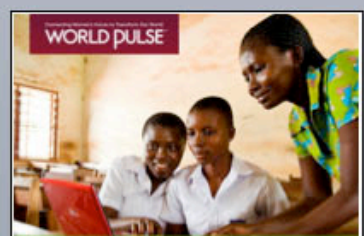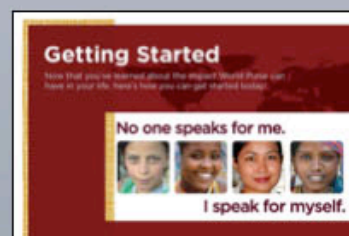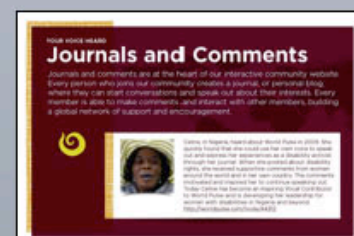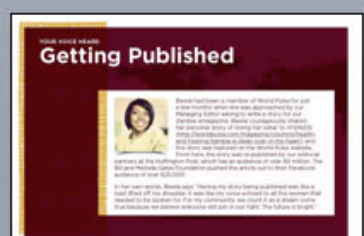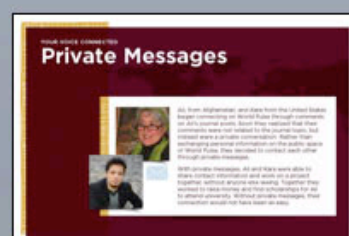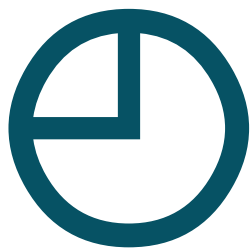
5 HOUR TRAINING:
Introduction to DIGITAL EMPOWERMENT

The following 1-6 activities take approximately 5 hours to complete, depending on the size and skill level of your group.

If you have additional time, see Resources & Supplemental Activities (Section III) for more ideas.

© Heidi Hoffman Photography

5 HOUR TRAINING

{INDEX OF ACTIVITIES 1-6}

ACTIVITY	GOAL(S)	TIME	METHOD	MATERIALS	++ SUPPLEMENTAL
1	Training agenda, objectives, introductions, setting tone	35 min	Trainer presentation	• Sign-in Sheet • Agenda and goals • Objective Handout • Training goals written on large paper • Setting the Tone example • Large paper, markers, tape	+ Invocation + Intention tree activity + Music + Refreshments + Nametags
2*	World Pulse Overview: (Same material as 1 Hour Training, but time will be less)*	40 min	Trainer presentation	• Computer • Digital Empowerment Powerpoint & Notes (available in Section III) • Screen/Large White Paper • Projector	+ Slide handouts + Manual handouts
3	Share our stories	60 min	Individual and large group Activity	• Pencils, pens, large paper, markers, tape • Copies of "Where I'm From," Template* • Copies of "We Are From" Template* *See Section III for Templates	+ I am poem + Making a journal + Writing prompt + My life is a river + Interview story
4	Identify a challenge & possible solution	50 min	Small and Large Group Activity	• Large paper from "Share our stories" • Blank Large paper, markers, tape	+ Skit activity
5	Understand digital safety	55 min	Large and Small Group Activity	• Note cards with 3 scenarios (write or print from materials in Section III)	None
6	Closing	10 min	Trainer's choice	None required	Closing activity A or B

ACTIVITY 1
introductions

ACTIVITY 1: Agenda & Introductions

GOAL(S)	TIME	METHOD	MATERIALS	++ SUPPLEMENTAL
Training agenda, objectives, introductions, and setting tone.	35 min	Trainer presentation	• Agenda and goals • Objective Handout • Training goals and objectives written on large paper • Setting the Tone examples • Large paper or whiteboard / blackboard, markers, tape	+ "Invocation" activity + Intention tree activity

PREPARATION: See Section III, Resources & Supplemental Activities at the back of this manual for a helpful Trainer's planning guide.

1. Write the schedule and training objectives on a large paper or white/ black board (see following page)

2. If possible, set up chairs so participants are sitting in a half-circle and everyone can see and hear each other

3. Volunteers: Note-takers, Time-keepers, Photographers:

If you do not already have an assistant to help you take notes, ask for 1 or 2 volunteers who are comfortable writing clearly and quickly to be "note-takers,"one "time-keeper," and perhaps a volunteer photographer. Note-takers can stand to write on a blackboard or whiteboard, or large sheet of paper if available, so the notes are seen by the whole group.

Trainers, please save your group's notes and photos (if possible) to share with World Pulse if you can! These will be a valuable part of your feedback to shape future trainings. Thank you.

4. Introductions & Welcome. (10 -15 min)

Participants may introduce themselves by telling their name and answering one other brief question that would help the group learn something about her. You may choose an original question, or ask participants to come up with the question. Or, simply ask:

i. What is your name?
ii. What is one thing you are excited to learn today?

(Start by answering these yourself, then prompt the circle to begin.)
If group is small, each person can tell her first name one by one to the group, and perhaps one reason they came today. Model this by introducing yourself:

"My name is…" "I am here today because…"

Ask Note-takers to summarize "why I'm here" reasons from participants by writing on board as participants introduce themselves. If the group is large, suggest each participant take one minute to exchange introductions with someone sitting next to them. After the minute, Trainers can ask for up to three people from larger group to introduce the person next to them and why their neighbor came today (or other answer).

ACTIVITY 1: Notes A

WHAT IS DIGITAL EMPOWERMENT?

"Digital empowerment is having the knowledge, tools, and resources to use digital technology to achieve one's full human potential."

INTRODUCTIONS
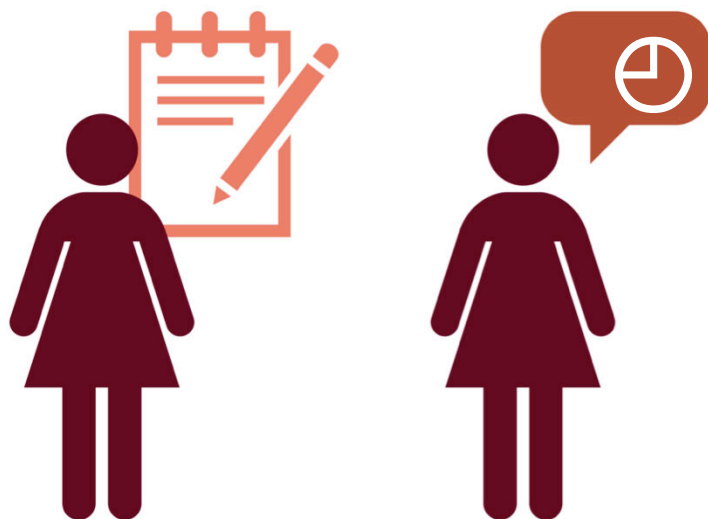
VOLUNTEERS?

Ask for volunteer Note-takers, Time-keepers, or other helpers you might need.

My name is… I'm excited to learn about…

ACTIVITY 1: Notes B

SCHEDULE

ACTIVITY	GOAL(S)	TIME
1	Training agenda, objectives, introductions, setting tone	35 min
2	World Pulse Overview: Digital Empowerment	40 min
3	Share our stories	60 min
4	Identify an issue, commit to one step towards solution	50 min
5	Understand digital safety	55 min
6	Closing	10 min

Don't forget to plan breaks! After introductions, you may let participants know how (or if) what they are expecting from the training meets with the planned agenda.

OBJECTIVES

1. Tell our stories to a global audience

2. Connect to new friends, allies, and resources across borders

3. Generate and share solutions to our challenges

… so that together, we can **take meaningful action** for positive change!

ACTIVITY 1 continued...

AFTER INTRODUCTIONS:

4. Reminders to participants (2 min)

Such as:

• Schedule: Remind group of start time and end time for the day's activities, and decide when you'll take breaks, etc.

• Please fill out the sign-in form (if you have not already)

• There will be a feedback form to give your ideas at the end—don't leave before doing this!

• If you complete the registration and the feedback form, you are eligible to receive a Certificate of Completion by email from World Pulse (More about this in Activity 2 Slideshow)

5. Why are we here today? (2 min)

"The mission of World Pulse is to accelerate the global changes women seek by using digital communication to unite and amplify women's voices and solutions worldwide."

We will be sharing tools, ideas, and activities in order to strengthen our own connections in our communities and with women around the world. Our community matters and is helping create positive changes. Your participation in this training is vital.

(Review goals on board. Training objectives will be reviewed in more detail in Activity 2.)

6. Questions? (5 min)

Allow participants to ask any other questions about the day ahead. If there are questions that can't be answered at this time, have note-takers write them down for future reference.

6. "Setting the Tone" Activity (15 min)

Let's decide how we will interact as a group. What are guidelines that we can all agree to?

You may get the suggestions started by offering some of your own guidelines for a respectful training space. Here are some ideas for guidelines that might help you. Feel free to add to or take away anything from this list:

● Be respectful of others and of yourself
● Raise your hand to speak
● Try not to interrupt another person
● Introduce yourself to at least one person you don't already know
● Ask questions
● Have fun!

You can be creative about how the group chooses to agree collectively on training guidelines. Keep the expectations posted throughout the training. You might want to check in periodically throughout the training to see how everyone meeting the agreements.

ACTIVITY 2
video & slide presentation

ACTIVITY 2

WORLD PULSE OVERVIEW

worldpulse.com • DIGITAL EMPOWERMENT TRAINING MANUAL

1 HOUR TRAINING:
WORLD PULSE OVERVIEW

NOTE: This activity contains the same material as the 1 Hour Powerpoint Training. See Section III: Resources & Supplemental Information

ACTIVITY 2

This activity requires a Powerpoint presentation (20 slides with trainer instruction notes and activities on each slide). SEE SECTION III, RESOURCES & SUPPLEMENTAL ACTIVITIES AT THE BACK OF THIS MANUAL or visit: http://links.worldpulse.com/training-manual-links to view and download all related materials,
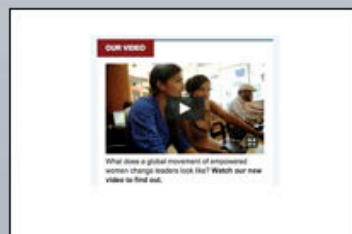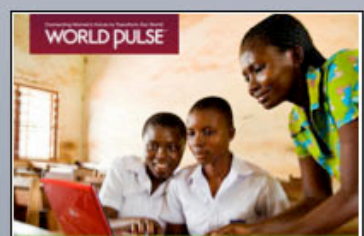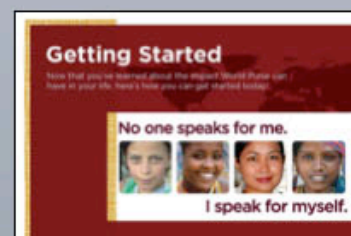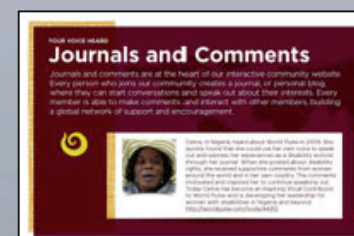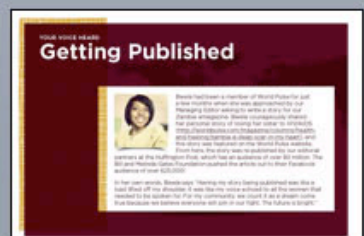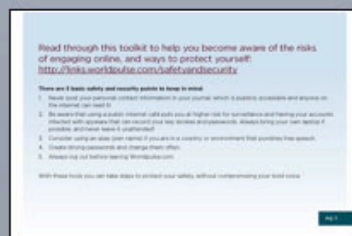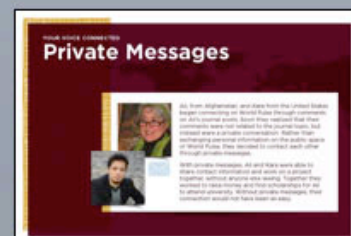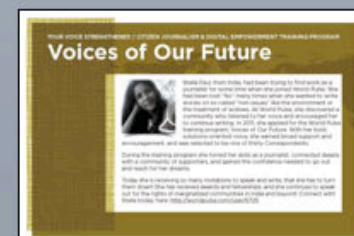
ACTIVITY 3 share our stories

ACTIVITY 3

GOAL(S)	TIME	METHOD	MATERIALS	++ SUPPLEMENTAL
Share our stories	60 min	Individual and Large Group Activity	• Pencils, pens, large paper, markers, tape • Copies of "Where I'm From," Template (Modified)* • Copies of example Poem, "Where I'm From"* • Copies of "We Are From" Template* *(See Section III)	+ "I am" poem + Making a journal and writing prompt + My life is a river + Interview story

Getting Started:

1. Introduce the topic: Sharing our stories.
(Remember VOICE! from our goals in the presentation.)

Read or have a participant read the World Pulse member's "Where I'm From" poem (5 min)

2. Discuss with group. (5 min)
You might ask:

● What did you like?
● Was there anything you didn't understand?

3. Participants may now write their own poem about themselves. (10-15 min)

Trainers, watch participants to see if they are needing more or less time as they write. Let them know when there are 5 minutes remaining.

Note: When you look at the materials in Section III, The "I Am" template works well with beginning and advanced English writers, and the "Where I'm From" template works well with advanced writers. Choose one of these two options for your group. Hand out the appropriate template and ask participants to fill in the blanks. This activity can be done in silence and individually.

ACTIVITY 3

4. Share poems. (10 min) Ask participants to share their poem with the group. Large groups, make groups of 2 or 3 so that every individual has a chance to read their poem to someone.

Trainers, write and share your own poem so the group gets to know you, too.

Suggested Questions: (5 min)
- What did it feel like to share your poem?
- Did you learn anything new?
- What was it like to write a poem?
- Challenging? Easy? Why?

5. Next ask people to gather in small groups (2, 3, or 4 people) and pass out one "We Are From" template to each group. Give the group 15 min to fill in the blanks together and to decide who will read the poem to the larger group. Encourage participants to be creative in how they present (more than one of them could recite it, or sing, or act it out, for example.) (20 min)

6. End with a discussion with the group about the CHALLENGES and SOLUTIONS that arose in the group poems, both in creating them and in the poem itself. (Trainers, see Niken's example at right to better understand this idea of "challenges" and "solutions" in the poem itself. Sharing this example poem with participants is optional.)

Questions: (5-10 min)

- What challenges did people hear in these poems?
- Are there challenges that more than one of you experience or have experienced?
- What solutions did people hear?
- Are there solution ideas that any of you have in common?

Note-takers: Write these on a big piece of paper. Save this to paper to use in the next activity.

I am from one dot in the sky,
from gravels and ripe starfruit
I am from the crowded housing complex
I am from the scent of jasmine, the guava tree
I am from reading stories and round face,
from Aditya and Lestari
From "hide your feeling" and "every women must endure this"
I am from Jakarta, East Java and farmers,
karedok and rujak cingur
From praying together and take care each other
From unemployment and saving my pocket money
I am from Jakarta suburb,
from Betawi neighborhood,
from embracing diversity that shape my country

by Niken Lestari, July 20, 2014 https://worldpulse.com/node/91396
World Pulse community member name: famm.indonesia

Trainers, above is an example of how to "listen" for challenges and solutions in a poem. In Niken Lestari's example, she gives hints about some challenges, such as:

- "Crowded housing complex…"
- "Every women must endure this…"
- "Unemployment…"

Participants might ask group members to explain things in each others' poems. ("What does every woman endure?")

There are also "solutions" that we might discover in the poem, such as:
- "Praying together, take care each other…"
- "...embracing diversity…"

After identifying these in their own poems and in their group's poems, participants could identify what challenges or solutions they share.

There are no "right" or "wrong" answers in this discussion. Encourage participants to express themselves.

INSPIRATION TO ACTION

Take 3-5 min for a quick group brainstorm about Activity #3. Encourage participants to write down their Inspiration and their next Action.
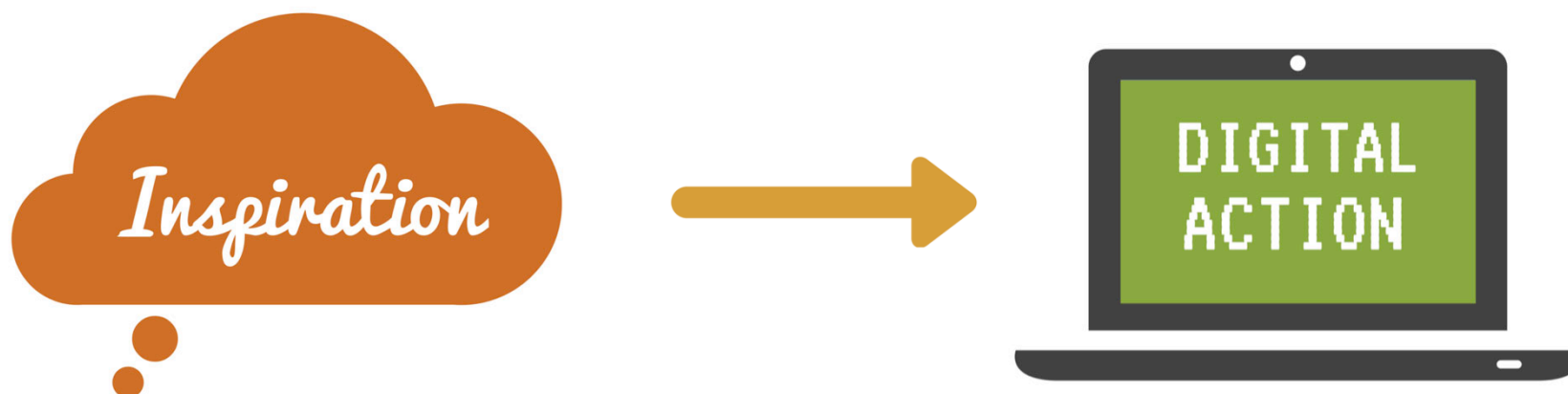
Activity #3 is an opportunity for women to talk about their lives, struggles, and solutions in a focused way. It can help participants experience the significance of their own personal story, and how they might choose to tell it.

Brainstorm Question:
What inspired you the most in the Share Your Stories activity?

Brainstorm Question:
Do you have ideas about how you could take DIGITAL ACTION on World Pulse from this inspiration?

Remind participants that they have created something they can post on their individual journal. (Remember: VOICE and Journals slide from the Powerpoint presentation.) This is an opportunity to practice self-publishing—one of the steps in digital empowerment.

If participants have computers, they might post their poems as journal entries (after they have completed the safety and security portion of the training and set up personal profiles). If time and technology allow, show participants how to publish their journal entry. If not, encourage this as "homework" for taking a step towards Digital Empowerment:

☑ Create my Worldpulse.com Profile

☑ Copy my original poem to my Journal

ACTIVITY 4 challenges & solutions

ACTIVITY 4

GOAL(S)	TIME	METHOD	MATERIALS	++ SUPPLEMENTAL
Identify an issue, commit to one step towards solution	50 min	Small and Large Group Activity	• Large paper from the "Share our stories" session • Blank Large paper, markers, tape	+ Picture Activity + Skit activity

Getting Started:

1. Introduce the topic: Identifying an issue (or challenge), and committing to one step towards a possible solution.

Bring back the sheet of paper that you used for the "sharing our stories" activity and remind participants about the themes that arose.
(5 min)

> *Example: Three participants talk about violence in their community. Talk about their solutions. Their solutions could vary from walking home together in a group to _____(participants always have much better solutions due to they have a "lived " experience).*

> *Example: Five participants talk about not having a voice in their community. Talk about their solutions. Their solutions stem from joining World Pulse to _____(participants always have much better solutions due to they have a "lived " experience).*

ACTIVITY 4

2. As a group, decide on at least 3 main themes (for example: gender based violence, access to education, land rights). You might have to help the group see and find these. Or these might be clearly discussed already. Please choose themes that are appropriate to talk about considering local safety and security risks. (For example, you would not want people to discuss a current political uprising if this might put them at risk outside of the training environment.) Ask the participants to get into small groups around those themes. (10 min)

3. Ask each group to discuss their group challenge and possible solutions. (15 min)

4. Bring participants back into a large group. Ask them to pick a representative(s) from their groups and share their community challenge and potential solutions. Ask time-keeper to make sure each group respects equal time limits. (15 min)

5. As a group, discuss how digital tools, especially tools on World Pulse, could support these solutions.
Be as specific as possible. You may want to review digital tools from the Powerpoint presentation/Activity #2.
(5 min)
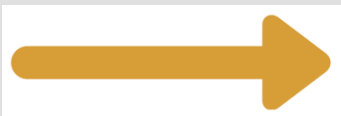
INSPIRATION TO ACTION! Take 3-5 min for a quick group brainstorm about Activity #4. Encourage participants to write down their Inspirations, and commit to their next Action.

Inspiration

Brainstorm Question:
What inspired you the most in the Challenges & Solutions activity?

Brainstorm Question:
Do you have ideas about how you could take DIGITAL ACTION on World Pulse from this inspiration?

DIGITAL ACTION

If participants have computers, invite everyone to visit Worldpulse.com's Resource Exchange and Resource Library. Ask participants what they might be able to post to the resource exchange? What might they look for from the resource exchange? (Refer to ideas from Activity #2/slide 17.) "Homework" or next steps to do:

☑ Go to Resource Exchange & Resource Library

☑ Post an Offer or a Request on Resource Exchange

ACTIVITY 5
digital safety

ACTIVITY 5

GOAL(S)	TIME	METHOD	MATERIALS	++ SUPPLEMENTAL
Understand Digital Safety	55 min	Large and Small Group Activity	3-4 scenarios written or printed on separate sheets of paper	none

Preparation:

Write each of these scenarios on a separate sheet of paper (or print them from Supplementary Materials in Section III):

Scenario #1 Online Security: Maria was using the internet at a cyber cafe. She checked her emails, said hi to a few friends on Facebook and wrote a journal entry on World Pulse to update everyone about her latest endeavor. What are the 3 most important safety and security concerns Maria should think about?

Scenario #2 Writing Journals: A woman in Fatima's community was recently raped. A local elected official, a woman, come out publicly blaming the victim of the rape. Fatima wanted to write a journal entry on World Pulse with her point of view to describe what she thinks is wrong with victim blaming. Do you think Fatima should use the name of the elected official in her post? Why or why not?

Scenario #3 What not to disclose about others and yourself: Antoinette received a private message from someone on World Pulse that she doesn't know. They are asking her to check out their website and to email her contact information so that they can tell her more about what they do. What should Antoinette do?

Scenario #4: Attachments. Helen has received an email from a friend. The email says only "Hi! Hope you are well! Please see my idea by opening the attachment below." There is a file attached that looks interesting, but Helen is not sure what is in the actual attachment. She is curious. What should Helen do?

ACTIVITY 5

1. Introduce the topic of digital safety and why it is important (2-3 min)

- We have the responsibility to be proactive about safety and security at all times: both individually and within our community. Arming ourselves with information and knowledge (and then staying updated) is the first step.

- What feels safe is an individual choice and can vary from person to person.

- We want to ensure that all individuals (1) are armed with the knowledge that they need and (2) feel safe at all times

- If they don't feel safe, we want to provide ways for them to communicate this

2. Work in small groups. Divide the group into 4 groups. Give each group a different scenario card. Participants read the scenario, discuss what the person should do, and what are the safety concerns (Scenario topics: Online Security, Citizen Journalist Safety, and What not to disclose about others and yourself). (10 min)

3. Invite everyone back into the larger group and ask participants share their answers and questions to the scenarios (20 min)

4. Brainstorm as large group each of the suggestions that arose. Note-takers record these. (10 min)

5. Go through this list and add any suggestions that did not come up during the brainstorm– (10 mins)

Example: Online Security
- Make a strong password (explain how)
- Do not share password
- Make sure you sign out of all accounts (scenario #1)
- Use well-known web browsers (Mozilla Firefox, Google Chrome, or Apple Safari)
- If possible use a computer that has anti-virus software
- Do not open emails that you don't know or trust
- Never open an attachment if you are not sure what it is or that it was actually sent by someone you know.

Example: Writing Journals
- Make sure to consider potential harm of naming someone publicly (i.e. harassment, threats, etc.) in scenario #2
- How does the story impact your community, yourself and others?
- Use a pseudonym.

Example: What not to disclose about others and yourself
- Don't give out personal information (name, age, address, your email address, phone number) to strangers
- Never meet in person with an online stranger
- If online interaction makes you uncomfortable or you feel threatened, stop the conversation.

You may also wish to revisit the Digitral Safety information and ideas that arose from Activity 2 / slides 12-13.

INSPIRATION TO ACTION

Take 3-5 min for a quick group brainstorm about Activity #5 / Digital Safety. Encourage participants to write down their Inspiration and their next Action.

Note to participants: Your safety online and offline is important. There are steps you can take to protect yourself. Know the risks and evaluate the consequences of what you post on World Pulse and elsewhere. The landscape of the internet is always changing, so stay updated about online security.

Brainstorm Questions:

What inspired you the most in the Digital Safety activity?

Did you learn something new?

Brainstorm Question:
Do you have ideas about how you could take DIGITAL ACTION on World Pulse from this inspiration?

This would be a good time for everyone to create their profiles/accounts. They can now make an educated decision about how to choose their username, password, etc.

☑ Create my Worldpulse.com Profile

☑ Explore the complete worldpulse.com Digital Safety Toolkit at worldpulse.com/pulsewire/solutions/48368

ACTIVITY 6
closing & next steps

ACTIVITY 6

GOAL(S)	TIME	METHOD	MATERIALS	++ SUPPLEMENTAL
Closing & Connection	10 min	Trainer's Choice	• Feedback forms Additional materials required depending on chosen activity A or B, as follows.	+ Closing activity A and B + Participant Manuals

Preparation:

Gather everyone together.
For trainings longer than 5 hours, see Section III for optional learning activities prior to Closing.

Trainer shares any closing words with the group.
Hand out the feedback forms (or provide the link if participants each have computers and can do this online now.) Option: provide copies of the World Pulse participant manual to each person.

Optional closing activities A and/or B, following.

ACTIVITY 6

**Closing Activity A
(Choose A or B)**

Time: 20 min
Materials: Paper, Pens, Basket. Two small pieces of paper for each participant

- Ask participants to think about one way they can take something they learned in the workshop today forward. Their intention should be something specific and doable. Example sentences: "I will Take Action by…." or "My first step toward Digital Empowerment will be…." or "I will help another woman become digitally empowered by…"

- Ask participants to write their intention twice, on two separate pieces of paper.

- Pass basket around the circle and ask each participant to state their intention to the group, then place one paper in the basket. This is the "collective intention" of the group. The other paper they can keep as a reminder.

- Collect the basket. (Trainers, it would be excellent if you could share all or some of these intentions with World Pulse to help us know more about your training.)

- Option: You may also choose to share a culturally-appropriate ritual with the basket intentions. For example you could bury them in the dirt and plant a tree, or burn them (safely!) with the idea that the smoke rises and spreads across the globe, just like our connections!

Closing Activity B

Time: 20 min
Materials: Ball of string or yarn

- This activity serves as a closing and gives a visual representation of how we are all connected.

- Ask the participants to join in a circle. Explain that this ball of yarn/string is our connector. Gently throw the ball of string to someone, and tell that person something you learned from them. You could suggest statements that begin like:
  "Thank you for …"
  "I was inspired by…"
  "I learned something new about __ because of you."

- Ask participants to choose someone who has been named yet. You will hold onto the end of the string and the next participant will hold onto the string and gently throw the ball to the next participant. Saying her name and one thing she learned from her. Eventually you will have a web. Make sure everyone has the opportunity to be valued and noticed.

Brainstorm Questions:

- What is it like to be connected?
- How can digital tools connect us after this workshop?
- How can digital tools connect us with other communities globally?
- What can we learn about each other this way?

Encourage each participant to think about how they will use digital tools to connect to their community (current and new).

INSPIRATION TO ACTION

Activity #6, Supplemental for Closing: Some thoughts to help us create our Intentions...

Some questions we could ask...

- What is important to me about Digital Empowerment?
- Why is this important to me?
- What wisdom could I share with others?
- What could I learn from—or offer—people in my community?

My intention is my commitment to myself and the world.
One simple action I could take toward positive change through digital action is...

- "I will Take Action by…."
- "My first step toward Digital Empowerment will be…."

"The journey of a thousand miles begins with one step."
- Lao Tzu

WORLD PULSE™

37

WORLD PULSE™

SECTION III:
RESOURCES & SUPPLEMENTAL
INFORMATION

BEFORE YOUR TRAINING

- PLANNING SUGGESTIONS

- TRAINING INFORMATION FORM

- PARTICIPANT INFORMATION FORM

- PARTICIPANT PREPARATORY

  QUESTIONS

PLANNING SUGGESTIONS FOR TRAINERS

1. Identify co-organizers. It can be helpful to establish a team to help you. Ideas for team tasks include:

- note-taking,
- facilitating activities (things like asking questions and prompting ideas),
- keeping time, or
- taking photos and video.

Can you assign volunteers to provide some food or drinks?

Would it be helpful to have background music as guests arrive, during breaks, and as they socialize after the training?

Do you speakers or someone who would perform life music?

Do you want to have nametag stickers for participants and trainers/helpers?

Make sure that everyone is clear about their role and responsibilities ahead of time.

2. Audience size: We recommend a minimum of 5 participants and maximum of 30.

3. Pick a Venue: The location and venue of the event will depend on the event format and the expected number of participants. We recommend that you visit the venue ahead of the training. Places to consider:

- Community or neighborhood center
- Library or school
- Hotel or restaurant with private room/area
- Business meeting space
- Internet Café

Questions to consider when assessing a venue:

- Is the training location easy to access for all attendees, including those with disabilities?
- Is the training location free?
- Is the training location safe?

- Does the training location have internet access?
- Is the learning environment free from outside interruptions?
- Is the training time convenient for the participants who have been invited? (For example, if it is held during school hours, women attending the university may not be able to attend.)

5. Do you have the equipment needed (example: computers, chairs, projectors, board or flipchart)?

6. Is the learning material gender and age appropriate (Are there pictures and examples that women identify with in the training)?

7. Do you have enough copies of learning materials, pens, paper or other supplies ready for all of the participants?

8. Do you know the skill level of the attendees?
        a. Have they used a computer before?
      b. What is the literacy level of the participants?

9. Did you take into account different cultural needs within the group (example: language preferences and translation, visual aids that represent the participants, time and location of the training).

10. Did you draw on local practices for holding meeting (bringing food, dancing, singing, sitting in a circle, taking turns to speak)?

11. Did you plan different strategies for different types of learners? Examples:

- Visual aids for visual learners (pictures, video)
- Incorporating learning by doing
- Using both small group and large group discussions for different comfort levels

DO YOU HAVE MORE IDEAS TO HELP TRAINERS GET PREPARED? PLEASE LET US KNOW! Email training@worldpulse.com

TRAINING INFORMATION FORM

Please provide complete information about your training as outlined below, plus detailed information for every participant (see next pages). Please submit this information to training@worldpulse.com when your training takes place. If you have questions prior to your training, please let us know! By providing these details, we are able to track and improve our digital empowerment training, and provide you with better support, before during and after your training. Thank you!

Date of Training:

Name(s) of Trainer(s):

Name of partner organization(s) (if applicable):

Location of Training (city, district, country):

Topics Covered:

Length of Training (1 hour, 1 day, etc.):

Other information about your training you wish to share with World Pulse?

Please submit this information via email to training@worldpulse.com

PARTICIPANT INFORMATION FORM / "SIGN-IN SHEET"

Please provide complete information for every participant. Additional sheet next page. Print this sheet, or request digital forms that can be filled out online. Participants can complete this form as they arrive to the training. Please submit this information to training@worldpulse.com after training. Thank you!

NAME OF TRAINER:	DATE OF TRAINING:	LOCATION OF TRAINING:

PARTICIPANT INFORMATION / SIGN-IN SHEET:

	Complete Name	Email Address	Your Gender: Male, Female, Other (M/F/O)	Age	City or Village and Country of Residence	If you are affiliated with a government, business, or other organization,please give the name and/or website of your organization.
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

NAME OF TRAINER:	DATE OF TRAINING:	LOCATION OF TRAINING:

PARTICIPANT INFORMATION / SIGN-IN SHEET

YOUR NAME	EMAIL ADDRESS	Your Gender: Male, Female, Other (M/F/O)	AGE	City or Village and Country of Residence	If you are affiliated with a government, business, or other organization,please give the name and/or website of your organization.
#					

PARTICIPANT PREPARATORY QUESTIONS

Asking your participants what they already know and what they hope to learn before the training will help guide you as a trainer. If you have email addresses for your participants in advance, you can ask these questions online before they arrive. Otherwise, you can ask participants to write down their answers on a whiteboard or on a piece of paper like this at the beginning as you collect their contact information.

----

1   What do you know about World Pulse? (Have you ever visited the WorldPulse.com website?)

2   Why do you want to take this training?

3   What do you hope to learn?

DO YOU HAVE MORE IDEAS FOR HELPFUL PARTICIPANT QUESTIONS? PLEASE LET US KNOW! Email training@worldpulse.com

SUPPLEMENTAL MATERIALS

ACTIVITY 1:
- INVOCATION ACTIVITY
- INTENTION TREE ACTIVITY

ACTIVITY 2:
- POWERPOINT PRESENTATION/NOTES
- LINKS
- OPTIONAL POWERPOINT HANDOUT
- OPTIONAL PARTICIPANT MANUAL

ACTIVITY 3:
- "I AM" POEMS
- "WE ARE" POEM
- MAKING A JOURNAL & WRITING PROMPT
- MY LIFE IS A RIVER
- INTERVIEW STORY

ACTIVITY 4:
- SKIT ACTIVITY

ACTIVITY 1 - SUPPLEMENTAL:
"Invocation"

GOAL(S)	TIME	METHOD	MATERIALS
Invocation activity	2-3 min	Trainer or participants	A poem, song, short dance or quote.

As a facilitator be prepared to share a poem, song, etc if a participant is not willing to volunteer

Ask a participant to share a 2-3 min song, poem, dance, piece of writing, etc.

This is an opportunity to begin with something to evoke creativity, imagination, and beauty into the room.

Ask participants: how could this be recorded through writing, audio or video and posted on World Pulse?

ACTIVITY 1 - SUPPLEMENTAL: Intention Tree

GOAL(S)	TIME	METHOD	MATERIALS
Intention tree activity	10-20 min	Large Group Activity	• Branch • String/tape • Pieces of paper cut as leaves for each participant (cut out extra)

1. Obtain a branch (big enough to hold the paper leaves)

2. Put the branch on a chair, container, or a table in the middle or front of the room

3. Each participant writes a personal intention/goal for the workshop. (3-5 min) They one by one walk up to the branch.

4. They read their goal out loud and tie/tape their leaf on the branch (10-15 min).

This gives everyone an opportunity to have their voice heard, ownership over their own goals, and immediately starts the process of what they want out of the time together and how to make this happen.

If you can, at the end of the workshop go back to the intention tree and see how effective it has been. Ask participants to consider thinking through their intention in the World Pulse community, moving forward. *What do they most want to get from their involvement with World Pulse? How can they keep this intention always at the forefront?*

SLIDESHOW PRESENTATION

- 1 HOUR TRAINING
- 5 HOUR TRAINING (ACTIVITY 2)

Links to File Downloads For Trainer:

http://links.worldpulse.com/training-manual-links

- Powerpoint Presentation (20 slides with notes)
- Presentation Trainer's Notes (20 pages)
- Presentation Participant Handouts (7 pages)

Alternative file types:

- **Powerpoint (.PPT) file with notes**
- **"Google Slides" online version (for use with Google Doc accounts)**

TIPS & TROUBLE-SHOOTING FOR USING POWERPOINT PRESENTATIONS:

http://www.pragmaticmarketing.com/resources/presentation-tip-using-screen-notes

Or visit http://office.microsoft.com/

ACTIVITY 3 - RESOURCES:
"I AM" Poem and additional options

i. EXAMPLE
(this page, by Stella Paul)

ii. POEM TEMPLATES
(next 3 pages)
    1. Where I'm From
    2. I am
    3. We Are

Where I'm From
by Stella Paul, World Pulse Community Member

I am from the pail of water,
from wooden dolls and rice balls.
I am from the mud hut by the river.

I am from the water lily,
the touch-me-not.
I am from singing all night and
playing 'cold & hot'.

From Renu and Paul
from stay indoor and
shut up, you are too small.

I am from Assam, India and Bangladesh,
from herbal soup and flower fritters.
From surviving and sharing laughter

I am from poor eyesight and eating right.
I am from blue hills, from people on the move
I am from spreading hope and love.

ACTIVITY 3

Where I Am From

I am from 1) _____ (an everyday item), from

2) _____ (an item from childhood) and 3) _____ (an everyday item).

I am from the 4) _____ (description of home).

I am from the 5) _____ (plant or flower), the

6) _____ (plant, flower, or natural element).

I am from 7) _____ (family tradition) and

8) _____ (family trait), from 9) _____ (name of family member)

and 10) _____(another family name).

From 11) _____ (something you were told as a child) and

12) _____ (something else you were told as a child).

I am from 13) _____ (place of birth and family ancestry),

14) _____ and _____ (two food items representing your family or community).

From 15) _____ (positive characteristic of your community) and

16) _____ (another positive characteristic of your community).

From 17) _____ (a challenge in your community) and

18) _____ (solution(s) to that challenge).

I am from 19) _____ (location of your community), from

20) _____ (description of your community), from

21) _____ (one thing about your community that gives you hope).

ACTIVITY 3

I Am Poem

I am _____

I wonder _____

I hear _____

I see _____

I want _____

I am _____

I need _____

I worry _____

I cry _____

I am _____

I understand _____

I say _____

I hope_____

I am _____

ACTIVITY 3

We Are Poem

We are _____

We wonder _____

We hear _____

We see _____

We want _____

We are _____

We need _____

We worry _____

We cry _____

We are _____

We understand _____

We say _____

We hope_____

We are _____

ACTIVITY 3 - SUPPLEMENTAL:
Writing A Journal

GOAL(S)	TIME	METHOD	MATERIALS
Writing prompts for your journal	50 min	Trainer	• 5 sheets per participant 8.5 x11 or A4 paper • 1 Single hole, double or triple puncher • Pens, pencils, something to write with

1. Choose **one** of these prompts and write it out on a large piece of paper:

❏ Your Name

What does your name mean?
What names were you given since birth?
What names have you taken on or changed? (nicknames, titles, married names, etc!)
What do they mean to you?
How have your names shaped your life?

❏ Opportunity

Do you consider Opportunity as something that comes to you, or something that you create for yourself? What are some opportunities that you can act upon? Try to come up with three opportunities. Are there areas that you could create opportunity for someone else?

❏ Three Things That Matter

List three things that are important to you. Continue the exercise by writing about what motivates, or prompts, you to push forward in different areas of your life
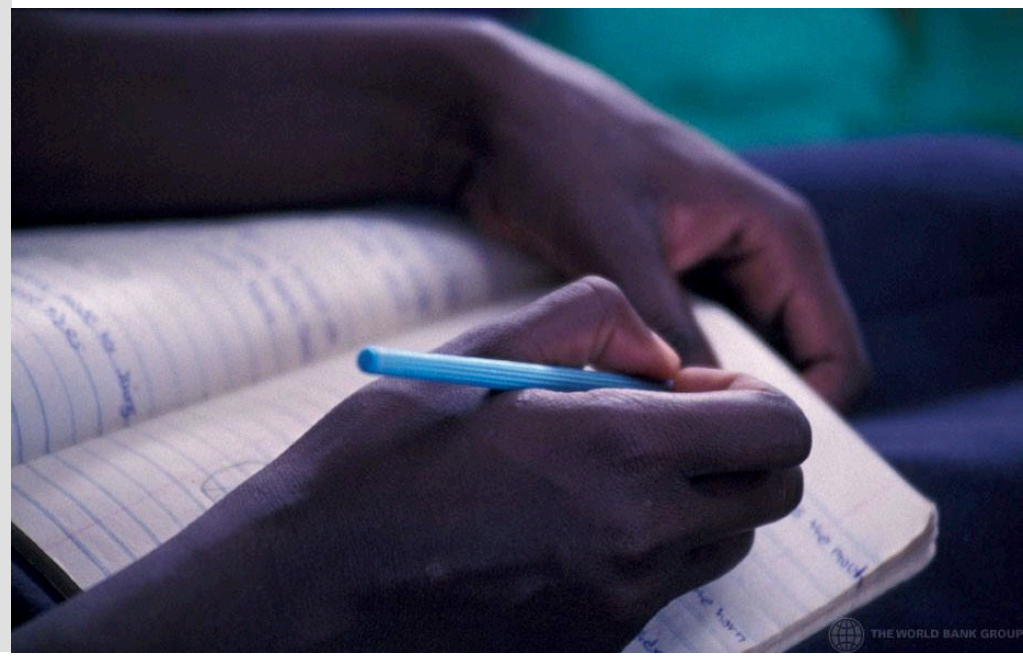
ACTIVITY 3 - SUPPLEMENTAL:
Writing A Journal (continued)

2. Ask participants to take 5 sheets of paper each. Ask them to put the sheets on top of each other and then fold them in half. Take the hole puncher and make at least two holes. Use the string to tie the papers together (10 min.). They will have a 10-page journal.

3. Bring out the writing prompt on the large piece of paper. Ask them to write to the writing prompt in their journal (15 min).

4. Ask participants to share with the large group what they wrote. Write down on another large piece of paper what you are hearing. Then ask participants if they see any themes and talk about them (20 min.).

5. Tell them at the end that they now have their own journal to write down their thoughts. Include that with World Pulse they will have an electronic version, too.

Trainer's Note

Participants will have the opportunity to bring home a journal and opportunity to write down their thoughts. Also note, like the electronic version, they will need to keep their journal in a safe place. Complete the session by making sure to make a connection to World Pulse by explaining that they have just come up with ideas for writing in their journal posts or within group conversations.

ACTIVITY 3 - SUPPLEMENTAL:
My Life Is A River

GOAL(S)	TIME	METHOD	MATERIALS
My Life Is A River	50 min	Large Group and individual	• Paper • Color pencils, markers, etc.

Ask participants to take a piece of paper and draw a river as a timeline of their lives. The beginning of the river is the beginning of their life. The end of the river is the present moment. Ask them to draw representations of each of the most significant moments in their lives along the river. This could be through a symbol, a word, a color that represents a feeling, etc. (20 min).

She may draw, for example, a picture of herself and a newborn at the place in her life when she had her first child. Or a picture of herself as a mathematician at 4—the first time in her life that she realized she loved math.

Ask the group to wrap up their drawing and grab a partner to share their drawing (10 min). Then have them report back to the large group on the differences, similarities, opportunities, and challenges they found out about each other.

Trainer's Note

This activity allows participants to get to know each other on a deeper level. Ask participants how this might connect to the World Pulse community. How do we both share our own story, as well as learn about others' on World Pulse (e.g. through journal entries, comments)? You can use this activity also to talk about the transformative power of listening. What happens when we are truly heard? What happens to the person who is heard? What happens to the listener?
You can explain more here about the World Pulse Listener volunteer role and let participants know how to sign up if they are interested. Visit http://worldpulse.com/node/64293 for more information.

ACTIVITY 3 - SUPPLEMENTAL:
Interview Activity

GOAL(S)	TIME	METHOD	MATERIALS
Interview Activity	1 hr 20 min	Small Group	• Paper • Pen

1. Ask participants to gather in groups of 3-4. This can also work in pairs. Once participants have found groups, ask each group to find one person who is willing to be interviewed, and one person who is willing to be the interviewer for (5 min).

2. Tell the interviewer and interviewee that they should agree on a topic to discuss. It is the interviewer's role to think of, and ask the questions, as well as to take notes about the answers. Tell the interviewer that it is important to – as much as possible – write down someone's exact words. Since they can not write down everything a person says, they will have to choose what is most important to write. (15 min)

3. When the time is up, gather everyone together as a larger group, and ask those who were the interviewer to choose 2 of their favorite quotes and shares these with the rest of the group. (10 min)

4. Let participants know they will now switch roles and do the same activity, so that each person has an opportunity to try the other role. (15 min)

ACTIVITY 3 - SUPPLEMENTAL: Interview Activity (continued)

5. Gather everyone together as a larger group, and now ask the second interviewer to choose 2 of their favorite quotes to share with the rest of the group (10 min).

6. End by facilitating a discussion about interviewing. Example questions:

- What worked well? What didn't?
- What was it like for the interviewee?
- What what it like for the interviewer?
- Why would it be important to write down an exact quote, as opposed to summarizing what someone says in your own words?
- What ethical issues might arise when interviewing and sharing information?
- How would you need to prepare in advance in order to address ethical considerations?
- Would there be some things that you would choose to share with others after the interview and other things you might choose not to share?
- Why or why not?

(25 min)

Trainer's Note

This activity gives participants an opportunity to explore oral interviews and how these can be used to understand and share a story and perspective. Oral interviews can be a great way to start a personal journal entry, an "OpEd" style article, or to help with creative brainstorming.

ACTIVITY 4 -
SUPPLEMENTAL:
SKIT Activity

GOAL(S)	TIME	METHOD	MATERIALS
Skit Activity (A short play)	1 hr 20 min	Small Group	• Props (optional). Potential props include: furniture, items in the room, costumes, etc.

1. Ask participants to brainstorm a few of their own real community challenges (e.g. lack of water, employment opportunities, gender based discrimination, etc). Have a couple of topics depending on the size of the group (10 min).

2. Move into small groups to create original 5 min skits (short plays). The play depicts both the problem AND shows a potential solution. Encourage creativity and having fun. (20+ min)

3. Each group shares their skit with the larger group, without an introduction or explanation. See if the rest of the group can figure out both the challenge and the solution that is suggested by the skit. How does it compare to the skit groups' intended idea? Take opportunities for further questions, ideas, brainstorming solutions and other discussion. (40 min)

4. Relate the activity to World Pulse. Both the scenarios and the solutions can be shared on World Pulse via different writing methods (personal narrative, journal, creative writing) and the use of multimedia (audio, video, photography). (10 min)

Trainer's Note

This activity gives participants an opportunity to look at their own community challenges and find solutions that are culturally relevant. Brainstorming can help inform writing, audio (i.e. radio interviews or podcasts), public service announcements, and videos that could be posted onto World Pulse. In addition, this discussion can lead to ideas for searching and posting onto the resource exchange. For example, if the group identifies gender based violence as a key community challenge, what resources are available on this topic?

ACTIVITY 5 SUPPLEMENTAL: DIGITAL SAFETY SCENARIOS

Scenario #1 Online Security: Maria was using the internet at a cyber cafe. She checked her emails, said hi to a few friends on Facebook and wrote a journal entry on World Pulse to update everyone about your latest endeavor. What are the 3 most important safety and security concerns you want Maria to be considering?

Scenario #2 Writing Journals: A woman in Fatima's community was recently raped. A local elected official, a woman, come out publicly blaming the victim of the rape. Fatima wanted to write a journal entry on World Pulse with her point of view and describing what she thinks is wrong with victim blaming. Do you think Fatima should use the name of the elected official in her post? Why or why not?

Scenario #3 What not to disclose about others and yourself: Antoinette received a private message from someone on World Pulse that she doesn't know. They are asking her to check out their website and to email her contact information so that they can tell her more about what they do. What should Antoinette do?

Scenario #4: Attachments. Helen has received an email from a friend. The email says only "Hi! Hope you are well! Please see my idea by opening the attachment below." There is a file attached that looks interesting, but Helen is not sure what is in the actual attachment. She is curious. What should Helen do?

AFTER YOUR TRAINING

Follow-up Materials & Resources

ACTIVITY 6:
- PARTICIPANT FEEDBACK FORM (REQUIRED)
- TRAINER FEEDBACK FORM (REQUIRED)
- CERTIFICATE OF COMPLETION

PARTICIPANT FEEDBACK FORM

Trainers: Please make sure every participant fills out a feedback form (either on paper or online) before they leave the training. If participants all have computer and internet access at the time of training, this form may be conveniently submitted online.

Go to: **http://links.worldpulse.com/training-manual-p-feedback**
(You will be re-directed to a "Google Form")

If your participants cannot do the feedback form online, please go to the link and use the PRINT command. Please ask each participant to fill out a printed version manually before they leave the training.

 You may scan or copy their forms, and email these to training@worldpulse.com. This feedback is essential as we continue to develop our training program. Thank you!

TRAINER FEEDBACK FORM

Trainers: Please tell us more about your experience as a World Pulse Digital Empowerment Trainer. Your input on these materials is essential.

NOTE: If you have computer and internet access, this form may be conveniently submitted online, here:

http://links.worldpulse.com/training-manual-t-feedback
(You will be re-directed to a "Google Form")

If you cannot do the feedback online, please go to the link above, and use the PRINT command to print and complete it manually/on paper.

You may scan or copy your information, and email it to training@worldpulse.com. This feedback is essential as we continue to develop our training program. Thank you!

CERTIFICATE OF COMPLETION

Participants who have verified their completion of the digital empowerment training are eligible to receive a digital Certificate of Completion from World Pulse. Requirements: participants must be included in the trainers' class list, fill out a feedback form, and start a World Pulse Community profile in order to be eligible. Trainers who have fulfilled all requirements may also receive a certificate of completion. Email training@worldpulse.com to request your certificate or ask a question. Thank you!

Certificate of Completion

This document certifies that

Your Name Here

Has completed _____ hours of training based on the World Pulse Digital Empowerment Curriculum, as presented by trainer: _____
on this date: _____

WORLD PULSE™