



# HELPFUL RESOURCES

QUICK AND EASY

**AMNESTY  
INTERNATIONAL**



# Activist skills and experience questionnaire

|          |   | EXPERIENCE            |                       |                       | SKILL                 |                       |                       |                       |
|----------|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
|          |   | None                  | Some                  | Lots                  | Weak                  | Fair                  | Strong                | Expert                |
| <b>A</b> | <b>Self-education/educational outreach</b>                    |                       |                       |                       |                       |                       |                       |                       |
| 1        | Educate yourself about an issue                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2        | Clearly present your ideas to another person                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3        | Discuss your ideas with someone who disagrees                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4        | Attend a group meeting or workshop                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5        | Plan a group meeting or workshop                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6        | Arrange a speaker for a group                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7        | Speak to a small group  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8        | Give a formal speech to a large group                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9        | Engage in street activism, speaking to passersby              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10       | Pass out leaflets on an issue                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11       | Staff a stall and pass out information                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12       | Make a sign, banner, poster etc.                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13       | Write a flyer announcing an event                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14       | Interview someone for publication/broadcast                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 15       | Perform a play or skit (street theatre)                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16       | Write a social change play/skit                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 17       | Create social change artwork                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 18       | Write a social change short story or novel                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 26       | Create a video presentation                                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <b>B</b> | <b>Internet activism</b>                                      |                       |                       |                       |                       |                       |                       |                       |
| 1        | Use the internet for activism                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2        | Use YouTube   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3        | Use Facebook  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4        | Use MySpace   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5        | Use Twitter   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6        | Upload content onto the internet                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7        | Host groups sessions on the internet                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <b>C</b> | <b>Background research</b>                                    |                       |                       |                       |                       |                       |                       |                       |
| 1        | Research a specific problem or solution                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2        | Statistically analyse data to learn about an issue            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3        | Write an informational leaflet or article explaining research | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

|          |  | EXPERIENCE            |                       |                       | SKILL                 |                       |                       |                       |
|----------|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
|          |  | None                  | Some                  | Lots                  | Weak                  | Fair                  | Strong                | Expert                |
| <b>D</b> | <b>News media outreach</b>                                 |                       |                       |                       |                       |                       |                       |                       |
| 1        | Write a letter to the editor                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2        | Speak on talkback radio                                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3        | Write a media release and send it to the media             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4        | Be interviewed by the media representing an organisation   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5        | Represent Amnesty International in a media interview       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <b>E</b> | <b>Legislative work</b>                                    |                       |                       |                       |                       |                       |                       |                       |
| 1        | Write a letter to your Member of Parliament                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2        | Sign a petition  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3        | Coordinate a letter writing/petition campaign              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4        | Lobby a Member of Parliament or public official            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <b>F</b> | <b>Demonstration/protest/direct action</b>                 |                       |                       |                       |                       |                       |                       |                       |
| 1        | Attend a rally   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2        | Participate in a vigil                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3        | March or parade for a cause                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4        | Plan a non-violent demonstration                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <b>G</b> | <b>Demonstration/protest/direct action</b>                 |                       |                       |                       |                       |                       |                       |                       |
| 1        | Volunteer for an organisation                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2        | Encourage someone to join an organisation                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3        | Organise a local group                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <b>H</b> | <b>Demonstration/protest/direct action</b>                 |                       |                       |                       |                       |                       |                       |                       |
| 1        | Teach or lead a group in a game or activity                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2        | Organise or facilitate a group outing (party, picnic, etc) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3        | Organise or facilitate a community ceremony or celebration | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <b>I</b> | <b>Meeting management</b>                                  |                       |                       |                       |                       |                       |                       |                       |
| 1        | Plan a meeting agenda                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2        | Facilitate a small meeting                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3        | Facilitate a meeting of more than 30 people                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <b>J</b> | <b>Personal skills/conflict resolution</b>                 |                       |                       |                       |                       |                       |                       |                       |
| 1        | Sympathise with another person's perspective               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2        | Mediate a dispute between individuals/groups               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3        | Support another person when they are upset                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4        | Encourage and support another person to reach a goal       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

|          |   | EXPERIENCE            |                       |                       | SKILL                 |                       |                       |                       |
|----------|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
|          |   | None                  | Some                  | Lots                  | Weak                  | Fair                  | Strong                | Expert                |
| <b>K</b> | <b>Multicultural Connection</b>                               |                       |                       |                       |                       |                       |                       |                       |
| 1        | Teach someone else about your group's culture                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2        | Learn the background of someone from another culture          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3        | Work closely with someone from another culture                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4        | Resolve conflicts between people of different cultures        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5        | Participate in developing cultural awareness                  |                       |                       |                       |                       |                       |                       |                       |
| <b>L</b> | <b>Fundraising</b>  |                       |                       |                       |                       |                       |                       |                       |
| 1        | Arrange a fundraiser  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2        | Sell raffle tickets   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3        | Collect donations at a stall/event                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <b>M</b> | <b>Office work</b>  |                       |                       |                       |                       |                       |                       |                       |
| 1        | Mail requested literature                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2        | Answer correspondence for a group                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3        | Copy, collate, and staple documents                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4        | Use a computer for email and web research                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5        | Use a computer for word processing                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6        | Use a computer for page layout                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7        | Solicit articles, photos, graphics for a newsletter/newspaper | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8        | Prepare a flyer, leaflet, newsletter or newspaper             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9        | Have a flyer, leaflet, newsletter or newspaper printed        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10       | Prepare a bulk mailing  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11       | Perform basic bookkeeping (cheque deposit, recording etc)     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12       | Manage petty cash   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13       | Manage a mailing list   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <b>O</b> | <b>Supervising others</b>                                     |                       |                       |                       |                       |                       |                       |                       |
| 1        | Recruit a volunteer/intern                                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2        | Work with people with diverse backgrounds                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <b>P</b> | <b>Teaching skills to others</b>                              |                       |                       |                       |                       |                       |                       |                       |
| 1        | Attend a skills-building workshop                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2        | Teach a person one-on-one                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3        | Present activist skill information to a group                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4        | Facilitate a short workshop using existing materials          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

# Activist knowledge questionnaire

This is a list of social change philosophy, history, issue topics, and methods of which activists should have at least some knowledge. It can be used for self-assessment, goal setting, or progress evaluation. Tick the box that best describes your level of experience and skill for each of the following.

|          |  | KNOWLEDGE             |                       |                       |                       |
|----------|--|-----------------------|-----------------------|-----------------------|-----------------------|
|          |  | Weak                  | Fair                  | Strong                | Expert                |
| <b>A</b> | <b>Amnesty International campaign issues</b>         |                       |                       |                       |                       |
| 1        | Human Rights Act for Australia                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2        | Poverty and human rights                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3        | Maternal mortality                                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4        | Death penalty  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5        | Slums  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6        | Indigenous rights                                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7        | Violence against women                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8        | Corporate accountability for human rights violations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9        | Refugee and asylum seeker rights                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10       | Torture  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12       | Arms control   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13       | Terrorism, security and human rights                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 15       | Prisoners of conscience                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16       | Human rights education                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 17       | Internet repression/censorship                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 18       | Human rights defenders                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <b>B</b> | <b>Area-specific human rights issues</b>             |                       |                       |                       |                       |
| 1        | Africa   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2        | Asia   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3        | Australia and the Pacific                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4        | Europe   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5        | Middle East  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6        | North America  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7        | South America  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Source: adapted for use from 'Activist Skills and Experiences Questionnaire' by Randy Schutt, Vernal Education Project, [www.vernalproject.org/papers/change/ActQuest.pdf](http://www.vernalproject.org/papers/change/ActQuest.pdf).

## WEB-BASED TRAINING MATERIALS AND COURSES ON ACTIVISM AND GROUP FACILITATION

### Activism

Activist online resources  
[www.planetfriendly.net/active.html](http://www.planetfriendly.net/active.html)

Activist related blogs from around the world  
[www.blogcatalog.com/directory/activism/](http://www.blogcatalog.com/directory/activism/)

Teaching and learning online – guides to setting up and using a Wiki to communicate with your group  
[www.ascilite.org.au/conferences/perth04/procs/augar.html](http://www.ascilite.org.au/conferences/perth04/procs/augar.html)  
[www.ibritt.com/resources/wp\\_blogs.htm](http://www.ibritt.com/resources/wp_blogs.htm)

Guide to online activism  
[www.netaction.org/training/](http://www.netaction.org/training/)

Activist resource kit  
[www.defendingjustice.org/](http://www.defendingjustice.org/)

Do it yourself guide to campaigning – focuses on animals rights but still contains a lot of good information  
[www.animalsaustralia.org/take\\_action/DIY\\_guide.php](http://www.animalsaustralia.org/take_action/DIY_guide.php)

Activist survival handbook – focuses on non violent action. Some good tips for getting involved in large protest actions  
[http://nonviolence.org.au/downloads/activist\\_survival\\_handbook.pdf](http://nonviolence.org.au/downloads/activist_survival_handbook.pdf)

Bottoms up – guide to grassroots activism. Great site with downloadable resources for organising activist events and activities  
[www.november.org/BottomsUp/public/index.html](http://www.november.org/BottomsUp/public/index.html)

Youth Activist resources  
[www.misled-youth.org/resources/activism](http://www.misled-youth.org/resources/activism)

Ripples in the water – rights-based approach to activism  
[www1.umn.edu/humanrts/edumat/IHRIP/ripple/toc.html](http://www1.umn.edu/humanrts/edumat/IHRIP/ripple/toc.html)

The citizen's handbook for community organising  
[www.vcn.bc.ca/citizens-handbook/](http://www.vcn.bc.ca/citizens-handbook/)

The Change Agency – group activism tips and resources  
[www.thechangeagency.org](http://www.thechangeagency.org)

Tools for evaluating social change  
[www.organizationalresearch.com/publications\\_and\\_resources.htm#tocm](http://www.organizationalresearch.com/publications_and_resources.htm#tocm)

Preventing activist burnout  
[www.radpsynet.org/docs/wollman-burnout.html](http://www.radpsynet.org/docs/wollman-burnout.html)

Group activism techniques – comprehensive online manual  
[www.earthshare.org.au/training/manual/manual.htm](http://www.earthshare.org.au/training/manual/manual.htm)

The movement action plan – non-violence training project. Excellent, inspiring article about the future of social change and activist movements  
[www.socialinclusion.sa.gov.au/files/Day2b\\_MovementAP.pdf](http://www.socialinclusion.sa.gov.au/files/Day2b_MovementAP.pdf)

### Facilitation

Free facilitation and training manual  
[www.thiagi.com/games.html](http://www.thiagi.com/games.html)

Refugee protection training project  
[www.icva.ch/ro\\_28\\_toolkit.pdf](http://www.icva.ch/ro_28_toolkit.pdf)

Guide for developing training resources for adults in the community sector  
<http://unesdoc.unesco.org/images/0012/001242/124239eb.pdf>

Actionable learning handbook – good for learning to use cases in training of groups  
[www.adbi.org/files/2001.06.books.actionable.learning.pdf](http://www.adbi.org/files/2001.06.books.actionable.learning.pdf)

Great site for training resources on leadership, problem solving, decision making and stress management  
[www.mindtools.com](http://www.mindtools.com)

The human rights education handbook – comprehensive manual on human rights training with adult learners  
[www.eycb.coe.int/compass/en/contents.html](http://www.eycb.coe.int/compass/en/contents.html)

Conflict resolution network – excellent site with free downloadable courses and books on conflict management  
[www.crnhq.org/pages.php?PID=77](http://www.crnhq.org/pages.php?PID=77)

Successful strategies and tactics for the common good – case studies in activism that can be used as a source of discussion in groups  
[www.dbsst.org/](http://www.dbsst.org/)

Changing minds – great resources on communication and persuasion  
<http://changingminds.org/disciplines/disciplines.htm>

Everyday democracy – excellent resources on how to set up and facilitate an activist learning circle  
[www.everyday-democracy.org/en/DiscussionGuides.aspx](http://www.everyday-democracy.org/en/DiscussionGuides.aspx)

Facilitator training materials and forms – resources on communication, leadership and meeting management  
[www.oakridge.doe.gov/fac/factrain.htm](http://www.oakridge.doe.gov/fac/factrain.htm)

Free management library – huge range of resources including a free mini-MBA for not-for-profit managers  
[www.managementhelp.org/](http://www.managementhelp.org/)

Groupwork Institute of Australia  
[www.groupwork.com.au/](http://www.groupwork.com.au/)

Inspiring speeches and talks from world leaders  
[www.ted.com/index.php/themes/list](http://www.ted.com/index.php/themes/list)

Training for change – resources for activist training  
[www.trainingforchange.org/](http://www.trainingforchange.org/)

Free manuals on volunteer training  
[www.volunteeringaustralia.org/](http://www.volunteeringaustralia.org/)

Learning styles questionnaire – understand your own learning preferences and those of your group participants  
[www.engr.ncsu.edu/learningstyles/ilsweb.html](http://www.engr.ncsu.edu/learningstyles/ilsweb.html)

Open training network – UNESCO free training resources for the NGO sector  
<http://opentraining.unesco-ci.org/>

Amnesty International UK youtube site – multimedia clips on our campaigns  
[www.youtube.com/user/HumanTV](http://www.youtube.com/user/HumanTV)

Free audio books – participate in this global project to record books  
<http://librivox.org/>

Conflict resolution – training manual on conflict management  
[www.crnhq.org/pages.php?PID=77](http://www.crnhq.org/pages.php?PID=77)

### Courses

Human rights online course  
[www.hrea.org/index.php?base\\_id=321](http://www.hrea.org/index.php?base_id=321)

Areol action research and evaluation  
[www.uq.net.au/action\\_research/areol/areolhome.html](http://www.uq.net.au/action_research/areol/areolhome.html)

Community organising course  
[www.educationaction.org/online-organizing-course.html](http://www.educationaction.org/online-organizing-course.html)

Free email courses on various topics – do include advertising links  
[www.emailcollege.co.uk/categories.php?id=4](http://www.emailcollege.co.uk/categories.php?id=4)

Free university podcast lectures from Harvard, Berkeley and MIT. Of special note is the Introduction to nonviolence lecture podcasts from Berkeley University.  
[www.openculture.com/2007/07/freeonlinecourses.html](http://www.openculture.com/2007/07/freeonlinecourses.html)

Free education courses  
[www.free-ed.net/free-ed/](http://www.free-ed.net/free-ed/)

START – activist learning circle resource, adapted from the activist learning circles held in San Francisco in the 1960s  
[www.startguide.org/read/list.html](http://www.startguide.org/read/list.html)

Nonviolence training project  
<http://nonviolence.org.au/links.html>

Cover: Human Rights Act team volunteer Lucy posts a blog during the human rights consultation public hearings. © James Fehon