

TOGETHER WE LEARN

**DIDACTIC MANUAL FOR INCLUSIVE NON-
FORMAL EDUCATION ACTIVITIES FOR YOUNG
PERSONS WITH AND WITHOUT DISABILITIES**

In To  ch



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the European Union

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BEYOND BARRIERS
We believe in what we do.



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Four hands are shown from the top, bottom, left, and right, holding a large, semi-transparent grey circle. The hands are positioned as if they are supporting or presenting the circle. The background is a soft, out-of-focus grey.

In Touchch



**"Empowering all young people through inclusive education is not just an obligation under the European Pillar of Social Rights; it is an investment in a stronger, more cohesive society."
- European Commission -**



1. What is “InTouch” project

“In Touch” is an Erasmus+ funded project which aims at bringing innovation in the field of inclusion of youngsters with mobility and sensorial disabilities using non-formal education approach.

Despite the major progress that has been made in the past decades in the field of acknowledgement of the rights of persons with disabilities, the situation is still in need of more drastic improvements, especially when it comes to the much-needed change of perspective of disability in itself. Persons with disabilities, especially youngsters, are often excluded from the most basic services and commodities, and the situation gets even more challenging when dealing with more advanced services, such as tourism, hobbies and leisure.

The world of non-formal education has made efforts over the years, to fill the gap between the needs of youngsters with disabilities and the services they need, but often the criticalities and obstacles that are often encountered in their efforts resulted in stagnation of the practices employed and therefore in low engagement rates when compared with their peers without disabilities.

For these reasons, the major outcome that is expected from the development of this project is the improvement of the quality of the activities that are currently being carried out by civil society organizations that are committed to working with youngsters with disabilities.

There are two main project outputs:

- The development of two researches that collected some of the best practices already developed across the consortium’s national realities and all over Europe, which results are condensed in the present didactic manual;
- The creation of an accessible mobile APP that will serve as a common hub for persons with disabilities to find and map accessible/free-barrier services, activities and opportunities in their own countries.

The consortium, formed by 3 EU countries (Italy, Cyprus and Malta), and 3 Western Balkans countries (Albania, Bosnia & Herzegovina and Montenegro) involving NGOs and associations with widely different backgrounds and expertise such as working in advocacy on human rights for people with disability, direct work in grass root level, in vocational education, the development of non-formal education activities with young people with and without disability, and the development of analogue and digital tools in youth field.



2. Laying the groundwork

Developing a comprehensive manual for inclusive youth work

The first step taken in order to develop this manual was to carry out an in-depth research on the existing best practices in the world of inclusion of youngsters with disability. For the scope of the manual, we focused on the national research that was carried out in each partner's country by employing three different methodologies, each one of them aimed at assessing a different aspect of these best practices.

The mixed methodology used was intended as a tool to increase the reach of the manual, but also to give it a more all-round perspective, integrating the theoretical and practical aspects of the analysis of the practices found. To summarize the workflow that led to the development of this manual, we can separate 3 main phases, with each one carried out independently by each partner on their respective national environment:

Desk research aimed at providing to the audience a deeper insight on the world of inclusion, while also producing a comprehensive toolkit of practices that can be employed by NGOs, educators, and trainers that are looking to involve more youngsters with disabilities in their activities. Each partner carried out research that aimed at exploring:

- The state of the art of the inclusion of youngsters with disabilities in each of the countries involved.
- A collection of national best practices in the field of inclusion of persons with disability originating from the world of non-formal education.
- A collection of national best practices in the field of inclusion of persons with disability originating from other fields that can be in some way transferred and adapted to fit youth work and non-formal education.

The second part of the research was carried out through the methodology of two types of focus groups:

- Rehearsal focus-groups aimed at putting into practice with youngsters with and without disabilities the best practices that were found during the desk research phase, in order to assess its transferability while also exploring the possibility for changes and improvements with the main beneficiaries of the project.
- Conclusive focus groups involving professionals at different levels of the youth work field, and mainly aimed at conducting a more in-depth analysis of the



practices while giving inputs that stem from years of experience in youth work.

The last step of the research served as consolidation of the outputs from the focus groups by asking the participants to answer several questions on their level of satisfaction related to the activities that they were involved in. The administration of the surveys served also as a tool for the involvement of the participants in the next parts of the project “In Touch”. The end result was a rundown of each practice, containing an introduction to the practice in itself, a brief analysis of its strengths and weaknesses and a short chapter on the relevance of the practice to the project, along with recommendations on improvements and changes that can affect its transferability.

All the work outlined thus far has been foundational for one of the primary goals of the In-Touch project: ***creating a manual that effectively supports youth workers in engaging young people with disabilities.***

The development of focus groups was crucial for evaluating the strengths and weaknesses of existing practices. From these evaluations, our team crafted new practices that are included in the next section of this manual. We are confident that educators and youth workers of any experience level will find this manual a valuable addition to their resources, helping them design new activities rooted in diverse best practices. These activities, detailed in the manual, follow a uniform structure to ensure consistency and ease of implementation. Furthermore, this manual has been enriched with insights and knowledge from an additional phase of research, which involved gathering more best practices from across Europe.



3. What is this manual about and what is its value?

In today's diverse societies, the need for inclusive education extends beyond traditional formal education to address the unique needs of all individuals, including those with disabilities. "The Didactic Manual for Inclusive Non-Formal Educational Activities for Young Persons with and without Disabilities" serves as an essential resource in youth work, contributing to fostering inclusion and solidarity. It provides youth workers and interested practitioners with a comprehensive guide to raise awareness among youth, to advocate for the most challenging issues in relation to disability and to create environments that are welcoming and accessible to all.

This manual is a valuable tool in the field of youth work, emphasizing the importance of disability rights and inclusion through non-formal education. Its primary aim is to enhance the competencies of youth workers and practitioners, equipping them with the necessary tools and knowledge to effectively incorporate inclusive practices into their activities. Youth workers and practitioners can utilize this manual as a resilient framework for understanding and advocating for disability rights within the context of non-formal education. By incorporating the principles of the Convention on the Rights of Persons with Disabilities (CRPD) and other critical frameworks, the manual not only educates but also empowers practitioners to champion inclusion in their practices.

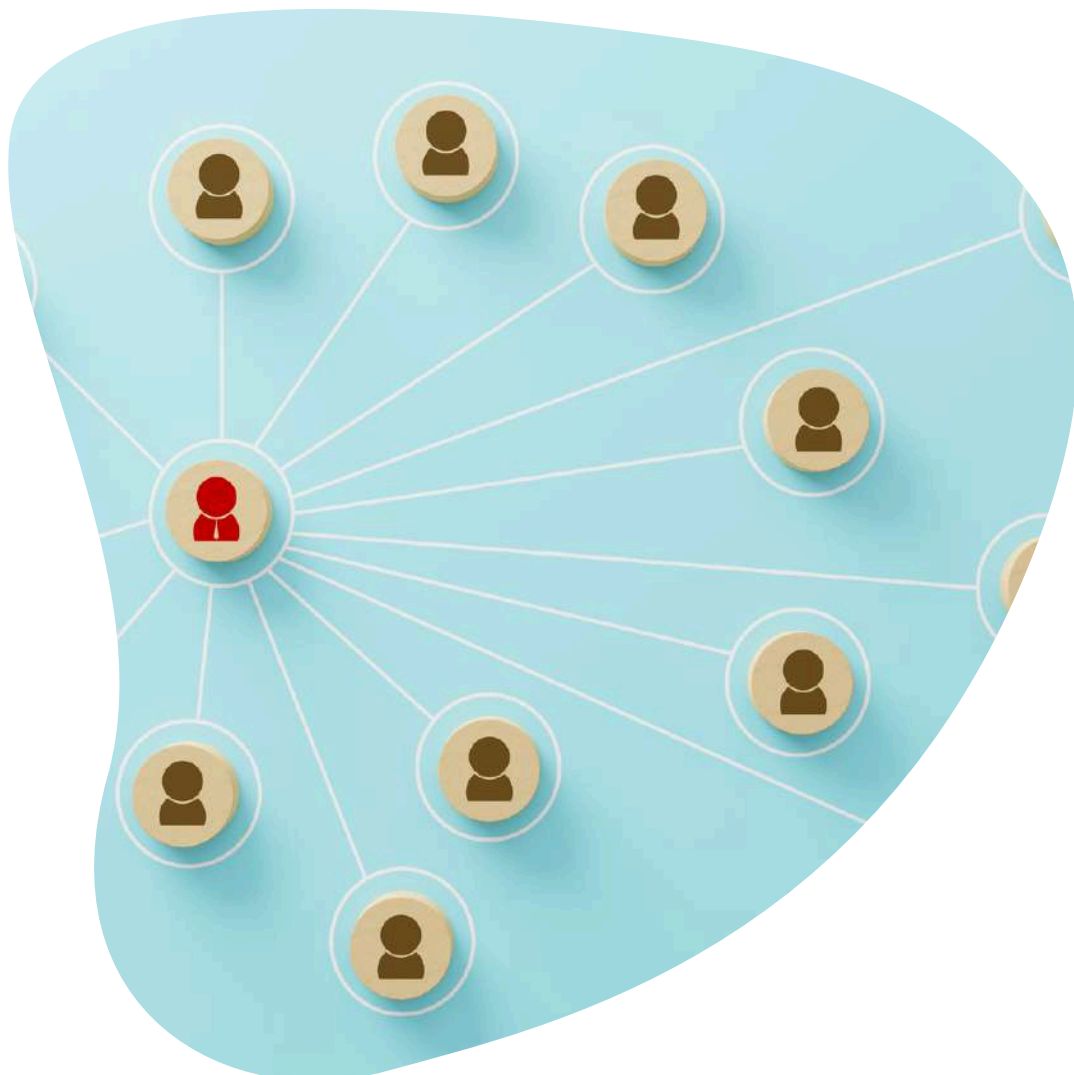
The value of this manual lies in its ability to foster empathy, understanding, and a sense of responsibility among youth, encouraging them to advocate for inclusivity and equality. Central to this manual are non-formal learning methods that offer interactive activities requiring reflection and discussion. Each exercise is designed not just to educate, but also to inspire critical thinking and self-reflection about diverse experiences, particularly regarding disabilities. These activities range from role-playing to interactive exercises, each crafted to simulate the experiences of persons with and without disabilities, thereby raising awareness and deepening participants' understanding. The activities are designed to challenge participants' opinions, break stereotypes and prejudices, and promote a culture of respect and empathy.

By engaging in these activities, youth workers and practitioners can effectively educate young people about the significance of inclusivity and the challenges faced by persons with disabilities in everyday life. The manual advocates for a continuous learning and improvement approach toward the inclusion of persons with disabilities.



It encourages practitioners to remain learners themselves, constantly seeking new knowledge and strategies to foster an attitude of lifelong learning among the youth they work with every day.

We hope that the "Manual for Inclusive Non-Formal Educational Activities for Young Persons with and without Disabilities" will be an useful tool for any youth worker or practitioner committed to creating inclusive, engaging, and empowering educational experiences. Its comprehensive content, rooted in the best practices from our organizations and legal standards, provides a foundation for building more inclusive communities through non-formal education and the improvement of the youth work field.



4. Competencies gained through the manual

The "Didactic Manual for Inclusive Non-Formal Educational Activities for Young Persons with and without Disabilities" significantly enhances the competencies of youth workers and practitioners across diverse fields, including human rights and advocacy, media literacy, employment, art, sports and leisure. This manual employs a competence model that integrates knowledge, skills, and attitudes, specifically designed to deepen understanding and address issues related to disability. This approach draws inspiration from the human rights education frameworks developed in the Compass manual by the Council of Europe, ensuring a comprehensive and effective educational experience that promotes inclusivity.

The competence model, widely recognized in both formal and non-formal education in Europe, has been carefully adapted in this manual to focus on disability, providing youth workers and practitioners with essential tools to foster inclusivity and empowerment in their educational practices.

Knowledge and Understanding



- Introduce important concepts such as inclusion, empathy, accessibility, equality, and dignity within the context of disability rights and non-formal education.
- Explain how disability rights fit within the broader framework of human rights, emphasizing the interdependence and universality of these rights.
- Provide background on significant social changes and disability models which have shaped the recognition and protection of disability rights.
- Detail the rights recognized under major international instruments like the United Nations Convention on the Rights of Persons with Disabilities (CRPD) and relevant national laws. Discuss the function of various local, national, and international bodies, including NGOs, in supporting and protecting the rights of persons with disabilities.



Skills



- Enhance skills to listen and respond to different perspectives, advocate for oneself and others, and communicate effectively across diverse groups.
- Cultivate the ability to engage in and manage challenges constructively and work cooperatively in diverse teams.
- Foster the ability to analyze information, challenge biases, and make informed decisions regarding disability rights and inclusivity.
- Encourage skills to participate in and organize community activities that promote disability awareness and inclusion.
- Teach young people to recognize violations of disability rights and equip them with the skills to act in defense of these rights both locally and globally.

Attitudes and Values



- Encourage empathy towards persons with disabilities and foster a sense of solidarity with those whose rights are threatened.
- Instil a deep respect for human dignity and a continuous drive to achieve justice, equality, and respect for diversity.
- Develop a sense of responsibility for one's actions and a commitment to personal and social change towards a more inclusive society.
- Promote curiosity about different life experiences and maintain an open mind towards all aspects of diversity.

5. Tailoring the manual activities to your needs

The activities in this manual have been tested with young people ensuring their effectiveness across diverse group dynamics and settings. Since it is difficult to create tools which fit all needs it is understood that not every activity will suit every target group perfectly at all times.

This manual is designed to serve as a flexible guide in your work, providing a foundation upon which activities can be built and adapted, rather than a strict set of rules to follow. We advise you as user to adapt or further develop these activities to better align with the specific needs of the young people you are engaging with. As a facilitator, you hold the responsibility to finely tune and adjust the activities to ensure they not only address the issues relevant to your group but also resonate with and engage your participants effectively. This might involve altering the complexity of the tasks, the topics discussed, or the expected outcomes to better suit the age, background, and experiences of your participants.





The below table will help you understand how each workshop is constructed and how to read each specific step so you can multiply the workshops in real life and in your work with youth with and without disabilities.

Elements	Description
Name of the activity	Title
Difficulty	Activities are rated in difficulty of preparation and execution, using a scale of: beginner/intermediate/expert.
Group size and composition	The minimum and maximum number of participants to be involved in the activity.
Time	Measured in minutes and hours per each workshop.
Brief overview	A very brief description on the scope and goals of the activity.
Objectives	Specific objectives focused on learning components.
Materials	Materials you will need to prepare and run each activity.
Activity	A detailed explanation of all the phases of the activity, focusing on preparation and execution.
Debriefing and evaluation	Guidelines and questions for you to run the debriefing.
Tips for the facilitator	Beginner-friendly tips for the execution of activity.
Accessibility	Tips on how to make the activity accessible.
Handouts	Templates and other relevant materials needed to run the workshop. (optional)

6. Activities table

Title of the activity	Difficulty	Group size
Human Rights Awareness Workshop	Intermediate	15-25
Understanding Disability Models	Beginner/Intermediate	15-20
Exploring Disability: Understanding and Empathy	Beginner/Intermediate	15-24
Discovering the CRPD: A Learning Journey	Intermediate/Expert	15-20
Discovering Inclusivity in SDG through creative learning	Beginner	15-25
Empowering Voices: A Workshop on Advocacy for Disability Rights	Expert	15-24
Media Advocates: Exploring Disability Through Journalism	Beginner	20-25
Stories of Ability	Beginner	15-24
Career Pathways: Disability and Employment Card Game	Beginner/Intermediate	20-30
Innovate & Empower: Brainstorming Social Enterprises for Disabilities	Intermediate	20-30
Rock Climbing for Visually Impaired Youth	Expert	06-08
Breaking Stereotypes in Disability	Beginner	10-15
International Sign language (basics)	Beginner	03-18
Yoga for All	Intermediate	10-12
Baking Activity	Beginner/Intermediate	05-15
Music and Harmony	Beginner	05-15
Introduction Scuba Diving for People with Visual Impairment	Expert	3+3

Title of the activity	Difficulty	Group size
Kayak for visually impaired people	Intermediate	8-10
Hiking for visually impaired people	Beginner	15-20
Inclusive Vision Soccer	Intermediate	10-20
Accessibility Mapping	Intermediate	20-25
Where do you stand? Voices and Views!	Beginner	15-25
Inclusive Play: Sports for All Abilities	Intermediate	06-18
Inclusive Lens: Multimedia Storytelling	Beginner	15-24
Empathy in Action: Understanding Disability Experiences	Intermediate	12-15
Empathy in Employment: An Interactive Experience	Intermediate	12-16
Inclusive Communication Workshop	Intermediate	10-20
Inclusive Cyberbullying Awareness	Intermediate	08-24
The Power of Language in Disability Perception	Intermediate	08-24
Football with Goggles	Beginner	06-24
Understanding Invisible Disabilities	Intermediate	10-16
Independent living roadmap	Intermediate	10-12
Accessibility Analysis Handbook	Expert	20-25
Forum Theatre for Disability Awareness	Intermediate	16-24
Basics of Personal Assistance for people with disabilities.	Beginner	20-25



Human Rights Awareness Workshop

Difficulty: Intermediate

Time: 120 minutes

Group: 10-25



Brief overview

This workshop aims to educate participants about key documents on human rights, relevant to persons with disabilities, promoting understanding and empathy. This workshop is designed to be informative, engaging, and accessible, promoting a deeper understanding of disability rights among young people.



Objectives

- To increase awareness of the main human rights documents which protect persons with disabilities.
- To foster an understanding of the rights and challenges faced by persons with disability.
- To encourage empathy and inclusive attitudes among young people about persons with disability.



Materials

- Copies of the Universal Declaration of Human Rights (UDHR), Convention on the Rights of Persons with Disabilities (CRPD), and other relevant human rights documents.
- Projector and screen for presentations.
- Handouts summarizing key points of each document.



Activity

- Introduction (10 min): Brief introduction of the workshop and its objectives by the facilitator/trainer.
- Presentation (20 min): Present key aspects of the UDHR and CRPD, highlighting how they protect the rights of individuals with disabilities.
- Group Discussion (35 min): Participants discuss in small groups the following questions:
- How these documents impact the lives of persons with disabilities in their respective countries?
- What is the situation of people with disability in their communities/town?

1. Discuss about specific documents (policies, laws, strategies) which protect the rights of persons with disability in respective countries.
2. Where do participants receive the information about persons with disability?
 - Presentation of group work. (25 min)
 - Debriefing and feedback (30 min): Summarize key lessons learned close of the workshop.

Debriefing and evaluation



Facilitate a discussion on how the participants' understanding of disability rights has changed in their countries. Questions you may use:

- What new insights did you gain about the rights of persons with disabilities from this workshop?
- How do the UDHR and CRPD relate to the real-life situations of persons with disabilities in your community or country?
- How has your perspective on the issue of disability rights changed after participating in this workshop?
- What are some actionable steps you can take to promote the rights and inclusion of people with disability in your community?
- How can we apply the principles learned today to foster a more inclusive society and better future?

Tips for the facilitators



- Ensure all materials are accessible (e.g., Braille versions, sign language interpreters).
- Encourage active participation and respect differing viewpoints.
- Use simple language and concrete examples for clarity.
- It is recommended to use Padlet Tool or any other digital tool for the presentations.

Accessibility



- Venue should be accessible for wheelchair user.
- Provide materials in multiple formats (e.g., large print, electronic format).
- Offer sign language interpretation if needed.

Handouts



- Universal Declaration of Human Rights (UDHR): This foundational human rights document can be accessed at the Office of the High Commissioner for Human Rights (OHCHR) website [UDHR](#)



Convention on the Rights of Persons with Disabilities (CRPD): This crucial document focusing on the rights of persons with disabilities is available at the OHCHR website [CRPD](#).

Understanding Disability Models

Difficulty: Beginner/Intermediate

Time: 90 minutes

Group: 15-20

Brief overview



This session is designed to provide information and educate young people about various models of disability, enhancing their understanding of how society perceives and interacts with different types of disabilities.

Objectives



- To explain different models of disability: Charity, Medical, Social, Biopsychosocial, and Human Rights Models.
- To analyse how these models impact the perception and treatment of persons with disability in our communities.
- To encourage critical thinking about the implications of each model in the life of persons with disabilities but not only.

Materials



- Descriptions and examples of each disability model.
- Case studies or scenarios for group analysis.
- Whiteboard/ flip chart for notes.

Activity



- Introduction (5 min): Overview of the session's objectives.
- Presentation by trainer/facilitator (20 min): Describe each disability model, using concrete examples.
- Group Work (25 min): Divide participants in 5 groups and give each of them one case study. Participants analyse case studies, identifying which model applies to each scenario. Participants discuss which model is mostly applied in their country/community for persons with disabilities.
- Group Presentations and Discussion (20 min): Groups present their analyses and discussions, followed by questions and answers.
- Reflection and Debriefing (20 min): Reflect on how different models influence attitudes and policies towards persons with disabilities.



Debriefing and evaluation

Discuss the impact of understanding these models on participants' perceptions. You may use the following questions:

- How do the different models of disability shape our understanding and attitudes towards persons with disabilities?
- Which model do you think is mostly used in our society, and why?
- Can you think of any real-life examples where changing the disability model approach might lead to better outcomes for persons with disabilities?
- How might the bio-psycho-social and human rights models improve the way we address disability issues compared to the charity and medical models?
- Reflecting on the case studies, how do you think policies and practices should change to better support persons with disabilities?



Tips for the facilitators

Ensure explanations are clear and accessible.
Encourage participation and respect for diverse perspectives.
Be prepared to provide context and clarification as needed.



Accessibility

Ensure the venue is accessible.
Provide materials in various formats, including digital and large print.
Consider the need for sign language interpreters or other accommodations.



Handouts

Go to the next page for the handouts. Copy and print them.

Handout 1 - Models of Disability



(to be used by trainer/facilitator)

The Charity Model

The charity model is one of the oldest models that has been formulated to create an understanding of persons with disabilities. It claims that persons with disabilities are not able to meaningfully contribute to the development of society and thus, they have to depend on the State or their families for support. Under this model, persons with disabilities are institutionalized or forced to stay at home with their families. This model triggers deep negative attitudes and stigma relating to persons with disabilities, as members of society view them as outsiders.

The Medical Model

The medical model is another old model of viewing and portraying disability, as members of the medical profession contend with ways and means of dealing with the issue of disability. In this model, it is postulated that the problem stems from the disease affecting the individual. The approach to disability thus entails a focus on curing the disease. No attention is placed on the varied contextual factors that would impact on the ability of the individual to function in society on an ongoing basis. Indeed, the medical model embraces aspects of the charity model, as it supports the institutionalization and isolation of persons with disabilities. The model has been rejected by scholars and activists in the community of persons with disabilities. It is seen as an antiquated means of assessing and understanding disability.

The Social Model

The social model of disability came about in the 1980s. It came within the context of years of advocacy by persons with disabilities and some scholars for greater inclusion and participation of persons with disabilities in mainstream society. These advocates and scholars rejected the charity and medical models of disability as they were considered to contribute to the exclusion of persons with disabilities from mainstream society. Consequently, in the early 1980s, Professor Mike Oliver developed the social model of disability. In the social model of disability, it is indicated that a disability comes about when the person with an impairment, interacts with various contextual factors in society and these serve to restrict the participation and inclusion of persons with impairments in society on an equal basis with others. Such contextual factors include social, economic, environmental, and attitudinal. The social model has contributed to the greater acceptance and respect of persons



with disabilities in mainstream society, although there is a lot of work that needs to be done. The establishment of the Standard Rules and the Convention on the Rights of Persons with Disabilities for example, have emanated from the social model of disability. Similarly, subsequent models of disabilities such as the bio-psycho-social and human rights models of disability have been influenced by the social model of disability.

The Bio-Psycho-Social Model of Disability

The bio-psycho-social model of disability was developed in the mid-1980s. It sought to create a middle ground between the medical model and the social models of disability. In this model, the issue of functioning is foundational. It treats disability from the perspective of the extent of the individual to function in society on a daily basis with an impairment.

The Human Rights Model

The human rights model came about during the mid-2000s. It was formulated during the negotiations on the Convention on the Rights of Persons with Disabilities (CRPD). Along with the social model of disability, the human rights model constitutes the core paradigm of the CRPD. The human rights model postulates that all persons with disabilities are human beings and as such, are subject to the fundamental rights and freedoms espoused in diverse international treaties relating to human rights. The Universal Declaration on Human Rights and the International Covenant on Civil and Political Rights are two such instruments that come immediately into play. The CRPD has not prescribed any new rights for persons with disabilities. It has, however, reaffirmed the rights contained in distinct human rights treaties. The human rights model is the predominant paradigm adopted by members of academia and policy-makers. Contextually, countries that have signed and ratified the CRPD are obligated to honour the provisions contained in the Convention. Persons with disabilities are therefore able to enjoy the same rights and privileges accorded to individuals without disabilities.

References: Training manual for the meaningful inclusion of people with disabilities- UNESCO

Handout 2: Scenarios



Charity Model Case Study - Scenario 1

A local community organizes a fundraiser for children with disabilities. The event portrays these children as helpless and in need of charity, focusing on their limitations rather than abilities. Participants are encouraged to donate out of pity.

Medical Model Case Study - Scenario 2

A school insists that a student with ADHD (Attention deficit hyperactivity disorder) must be medicated to attend regular classes. The school's policy does not consider any alternative educational approaches or accommodations, focusing solely on "treating" the student's condition.

Social Model Case Study - Scenario 3

A city undertakes an initiative to make all public transportation wheelchair accessible. This change comes after advocacy groups highlighted how the lack of access prevented individuals with physical disabilities from participating fully in society.

Biopsychosocial Model Case Study - Scenario 4

A rehabilitation center adopts a holistic approach to treating individuals with spinal cord injuries. The program includes not only medical care but also psychological counseling, social reintegration support, and vocational training, recognizing the multifaceted impact of the disability.

Human Rights Model Case Study - Scenario 5

A national campaign is launched to promote the employment rights of persons with disabilities. The campaign emphasizes the legal rights to fair employment and reasonable accommodations in the workplace, as outlined in international human rights treaties like the CRPD.

Exploring Disability: Understanding and Empathy

Difficulty: Beginner/Intermediate

Time: 90 minutes

Group: 15-25



Brief overview

This activity aims to deepen understanding of what constitutes a disability and the different categories of disabilities, promoting empathy and awareness for persons with disabilities.



Objectives

- To define and understand who a person with a disability is.
- To identify and explain the major categories and types of disabilities.
- To encourage empathy and respect for persons with disabilities.



Materials

- Role-play scenarios for different disabilities.
- Interactive elements for learning stations (blindfolds, earplugs, information posters).
- Experiential tools (e.g., wheelchairs, text in Braille).
- Space for setting up learning stations.



Activity

- Introduction (10 min): Briefly introduce the topic and objectives of the activity.
- Role-Playing (55 min): Participants engage in role-play, simulating daily life challenges of different disabilities.

Preparation:

- Use the role-play scenarios for different disabilities (use the handouts), focusing on daily life challenges (or other e.g., navigating a public space as a visually impaired person, attending a class with a hearing impairment).
- Prepare relevant support/aids relevant to each scenario (e.g., blindfolds, earplugs).

Execution:

- Divide participants into small groups and assign each group a specific

- disability scenario.
- Give them enough time to plan how they will act out the scenario.
- Each group performs their role-play in front of others, demonstrating the challenges faced by individuals with that disability.
- After each performance, allow a brief discussion where participants reflect on the experience and share insights.
- Group Discussion (25 min): Reflect on this learning experiences and discuss the impact of societal barriers faced by persons with disabilities.

Debriefing and evaluation



Facilitate a group discussion on learnings and changed perceptions for people with disabilities. Encourage sharing of personal reflections and insights. You can use the following questions:

- Did participating in the role-play scenarios change your understanding of the daily experiences of people with disabilities?
- Which disability scenario was most eye-opening for you, and why?
- How do societal barriers and attitudes contribute to the challenges faced by people with disabilities, as observed in the scenarios?
- What actions can we take as individuals or a community to improve inclusivity for people with disabilities?
- Reflecting on today's activity, how do you think we can better support and respect the rights and needs of persons with different disabilities?

Tips for the facilitators



- Ensure discussions are sensitive and respectful.
- Be prepared to offer guidance and clarification on disabilities.

Accessibility



- Ensure all activities and materials are accessible to participants with various disabilities.
- Provide assistance and adaptations as needed.

Handouts



Go to the next page for the handouts. Copy and print them.



HANDOUT 1 - Disability

Visual impairment scenario: Participant navigates a makeshift obstacle course wearing a blindfold. The course could include tasks like finding an object, pouring a glass of water, or reading a sign in Braille.

Hearing impairment scenario: Participants try to follow a story or instructions through lip-reading alone or with headphones playing distracting noises, simulating hearing loss.

Physical disability scenario: Participants perform tasks like opening doors or writing, either in a wheelchair or with limited use of their hands to simulate physical mobility challenges.

Speech disorder scenario: Participants communicate a message to others without using verbal speech, simulating conditions like aphasia or stuttering.

Intellectual disability scenario: Engage in an educational game or puzzle designed for a much younger age group, simulating the challenges faced by individuals with intellectual disabilities in understanding complex concepts.

Neurological disorder scenario: Participants perform a task requiring coordination and fine motor skills, such as threading a needle, while wearing gloves that hinder dexterity.

Handout 2 - Definition and terminology for trainer/facilitator



Reference: United Nations Convention on the Rights of Persons with Disabilities (CRPD)

Blind or Visually Impaired

A disabling condition where an individual has no or limited sight. Cataract, glaucoma, and diabetes are the main causes of blindness.

Deaf or Hard-of-Hearing

A disabling condition where an individual has no or limited hearing. Measles, excessive noise, and accidents are leading causes of deafness.

Speech Disorder

A disabling condition that impacts on the ability to speak clearly or speak at all.

Physical Disability

A disabling condition where an individual has an impairment of a limb or loses a limb or more than one limb. Diabetes, poliomyelitis, strokes, and accidents are leading causes of physical disabilities.

Learning Disability

A disabling condition that contributes to an individual's inability to comprehend Mathematics, English, or any academic subject.

Mental Illness

Any disabling condition that contributes to an obscuring of reality by an individual.

Intellectual Disability

A disabling condition that sees an individual performing below regular Intelligence Quotient (IQ) function and this can be deemed as mild, severe, or profound.

Neurological Disorder

A disabling condition that emerges as a result of malfunction in the Central Nervous System. Epilepsy and birth defects are leading causes of neurological disorders.

Discovering the CRPD: A Learning Journey

Difficulty: Intermediate/expert

Time: 120 minutes

Group: 15-20



Brief overview

This activity uses interactive stations to explore the CRPD (Convention on the Rights of Persons with Disabilities), its challenges, and essential features, promoting an understanding of disability rights.



Objectives

- To educate about the CRPD's role in addressing challenges faced by persons with disabilities.
- To understand the acronym "PINE" representing Participation, Inclusion, Non-Discrimination, and Equality.



Materials

- Information posters or digital displays about the CRPD.
- Case studies or real-world scenarios illustrating the CRPD in action.
- Interactive elements (e.g., quizzes, puzzles) related to each feature of "PINE".



Activity

- Introduction (20 min): Facilitator provides an overview of the CRPD and explains to participants the station method.
- Station Rotation (80 min):
 - Station 1 (Participation): Case studies showing how the CRPD promotes participation of persons with disabilities in various aspects of life.
 - Station 2 (Inclusion): Interactive examples demonstrating how inclusion is facilitated by the CRPD.
 - Station 3 (Non-Discrimination): Discussions on non-discrimination principles.
 - Station 4 (Equality): Engaging tasks that highlight equality in the context of the CRPD.
- Group Discussion (20 min): Reflect on each station's learnings and how they contribute to understanding the CRPD.

Debriefing and evaluation



Facilitate a discussion on the impact of the CRPD on society and the lives of people with disabilities. You may use the following questions:

- What new insights did you gain about the CRPD and its impact on the lives of persons with disabilities from each station?
- How do you think the principles of Participation, Inclusion, Non-Discrimination, and Equality are interconnected in promoting disability rights?
- Can you share an example from the activity that particularly resonated with you or changed your perspective?
- How can the concepts discussed in this activity be applied in real-world situations to improve inclusivity for persons with disabilities?
- What steps can you personally take to advocate for the implementation of CRPD principles in your community or workplace?

Tips for the facilitators



- Ensure clarity in explaining the CRPD and its features.
- Encourage active participation and respectful discussions.
- You would need one facilitator in each station to deal with respective tasks.

Accessibility



- Ensure that all stations and materials are accessible for various disabilities.
- Provide assistance as needed.

Handouts



Go to the next page for the handouts. Copy and print them.



Handout

Reference: Convention on the Rights of Persons with Disabilities (CRPD): This crucial document focusing on the rights of persons with disabilities is available at the OHCHR website [CRPD](#).

Station 1 (Participation)

Handout: Case studies of individuals with disabilities participating in various social, educational, and workplace settings due to CRPD's influence. Examples include a person with a physical disability being able to access higher education due to improved campus accessibility, and a person with a hearing impairment participating in local governance with the aid of sign language interpreters.

Station 2 (Inclusion)

Handout: Interactive scenarios demonstrating inclusion, such as a redesigned public park that's accessible to all, including play areas for children with disabilities, or an inclusive workplace policy that benefits employees with various disabilities.

Station 3 (Non-Discrimination)

Handout: A discussion prompts based on real-life situations where the principles of non-discrimination are applied or violated, helping participants identify discriminatory practices and understand their impact from their life examples.

Station 4 (Equality)

Handout: Engaging tasks /puzzles that illustrate the concept of equality, such as a story problem where participants identify inequalities in a given scenario and propose CRPD-aligned solutions to ensure equal rights and opportunities.

Participants receive a puzzle in the form of a short story describing a day in the life of Alex, who has a mobility disability.

The story includes various scenarios, such as difficulties Alex faces using public transport, challenges in accessing buildings without ramps, and barriers to participating in a work meeting held in a non-accessible location.

Identify the inequalities Alex faces in each scenario.

Propose solutions aligned with the CRPD to address these inequalities, ensuring equal rights and opportunities for Alex.

Discuss how these solutions benefit not just Alex, but the broader community.

Discovering inclusivity in SDGs through creative learning

Difficulty: Beginner

Time: 150 minutes

Group: 15-25

Brief overview

This interactive activity helps youngsters understand the SDGs (Sustainable Development Goals), focusing on inclusivity and the rights of persons with disabilities as highlighted in the CRPD. This activity uses theatre method to educate youngsters about the SDG-s and their connection to disability rights, emphasizing participation and inclusivity.



Objectives

- To educate about the SDGs and their relevance to disability rights.
- To explore the intersection of SDGs with the CRPD's principles.
- To encourage active participation in achieving inclusive Sustainable Development Goals.



Materials

- Information posters or digital displays about specific SDGs and their targets.
- SDG 4: Guaranteeing equal and accessible education by building inclusive learning environments and providing the needed assistance for persons with disabilities.
- SDG 8: Promoting inclusive growth, full, productive and decent employment allowing persons with disabilities to fully access the job market.
- SDG 10: Emphasizing the social, economic and political inclusion of persons with disabilities.
- SDG 11: Creating accessible cities and water resources, affordable, accessible and sustainable transport systems, providing universal access to safe, inclusive, accessible and green public spaces.
- SDG 17: Underlining the importance of data collection and monitoring of the SDGs, emphasis on disability disaggregated data
- Case studies or scenarios depicting SDG challenges and achievements.
- Props and accessibility tools for inclusive participation.





Activity

- Introduction (20 min): Introduction of workshop and to the SDGs (above SDG focused on disability) and their relevance to inclusivity and disability rights by trainer/facilitator.
- Group work (50 min): Participants are divided in 5 groups and receive one of the SDG which are related to disability (see materials). Participants discuss respective SDG script and how it applies to people with disabilities in their countries. After discussions, participants use theatre to perform to other part of the group and they have to guess which SDG it correspond. Participants chose their roles as they see appropriate including narrators, characters facing challenges, and characters offering solutions.
- Rehearsal (30 min): Participants rehearse their assigned skits, with facilitators assisting in directing and ensuring inclusive practices.
- Performance (30 min): Each group performs their skit, showcasing their understanding of the SDGs and how they promote inclusivity.
- Group Discussion (20 min): Reflect on each case and performance and discuss how they relate to real-world challenges and solutions.



Debriefing and evaluation

Facilitate a group discussion on insights gained and the importance of inclusive actions towards the SDGs. You may use the following questions:

- How did the process of acting out SDG-related scenarios deepen your understanding of the challenges faced by persons with disabilities?
- Which SDG do you feel most connected to after this activity, and how can you contribute to its goals in your community?
- What were some key insights you gained from other groups' performances about inclusivity and disability rights?
- How can we apply the principles learned today to make our communities more inclusive for people with disabilities?
- Reflecting on the SDGs, what actions can you take as an individual or a group to support the rights and inclusion of persons with disabilities?



Tips for the facilitators

- Ensure the venue and all materials are accessible for various disabilities.
- Provide necessary adaptations and assistance.



Accessibility

- Ensure the space is accessible for all participants.
- Provide scripts in various formats (e.g., large print, Braille) and offer assistance as needed.



Handout

[Inclusive SDGs](#)

Empowering Voices: A Workshop on Advocacy for Disability Rights

Difficulty: Expert

Time: 120 minutes

Group: 15-24

Brief overview

This workshop is designed to teach participants the steps and strategies of effective advocacy in the context of disability rights at various levels- local, regional, and international. This interactive workshop aims to inspire and equip young people to become effective advocates for disability rights.



Objectives

- To understand what advocacy is and its importance in advancing disability rights.
- To learn about different levels of advocacy: local, regional, and international.
- To equip participants with the skills to plan and execute advocacy campaigns.



Materials

Templates for planning advocacy strategies.



Activity

- Introduction (10 min): Define advocacy and its relevance to disability rights.
- Learning Advocacy level (10 min): Present different levels of advocacy with examples (local, regional and international).
- Group Activity (50 min): Divide participants into 4-5 groups, let them chose a level of advocacy for persons with disabilities, and have them develop a mock advocacy campaign based on handout templates.
- Group Work Presentation (25 min): Presentation of group work
Debriefing (25 min): Discuss the challenges of process, questions and answers



Debriefing and evaluation

Facilitate a discussion on the key learnings and gather feedback on the workshop. You may use the following questions:



- What were the key challenges you encountered while planning your mock advocacy campaign?
- How did this activity change or enhance your understanding of advocacy for disability rights?
- Which advocacy level (local, regional, international) did you find most relevant or impactful, and why?
- Can you think of a real-world scenario where the strategies discussed could be effectively applied?
- How do you envision applying the skills and knowledge gained from this workshop in your community or professional life?



Tips for the facilitators

- Encourage creativity and critical thinking.
- Ensure all participants understand the basics of advocacy.
- It is recommended to use Padlet Tool or any other digital tool for the presentations.



Accessibility

Ensure materials are accessible (e.g., Braille, large print, sign language interpreter).



Handout

Go to the next page for the handouts. Copy and print them.

Handout -Template for planning advocacy strategies



Define the change you want to make:

Identify the specific issue or problem you want to address. This involves understanding the needs and rights of persons with disabilities in your context and determining the goal of your advocacy.

Articulate the change you want to make:

Clearly state your advocacy goal. It should be specific, measurable, achievable, relevant, and time-bound (SMART). This clarity helps in communicating your objectives to others.

Prepare for action and gather information:

Research the issue thoroughly. Understand the legal, social, and political context, gather evidence, and identify allies and opponents. This step is crucial for building a strong foundation for your advocacy.

Make the advocacy plan:

Develop a detailed strategy that outlines your actions. This includes identifying target audiences, choosing tactics (like public campaigns, lobbying, etc.), setting timelines, and allocating resources.

Take action:

Implement the activities outlined in your plan. This could involve public speaking, organizing events, media engagement, and direct lobbying with decision-makers.

Follow up:

Monitor the progress of your advocacy efforts and evaluate their impact. Adjust your strategies as needed based on feedback and changing circumstances. Continue to engage stakeholders to maintain momentum.

Media Advocates: Exploring Disability Through Journalism

Difficulty: Beginner

Time: 90 minutes

Group: 20- 25



Brief overview

This activity encourages participants to explore how the media covers disability issues, enhancing their understanding of media's role in advocacy. This tool facilitates understanding of the media's essential role in shaping views on disability rights, encouraging participants to become more discerning consumers and possibly contributors to media content.



Objectives

- To analyze how disability is portrayed in various media outlets.
- To develop critical thinking skills regarding media representation of disability rights.
- To encourage discussion on the impact of media in shaping public opinion and policy.



Materials

- Access to the internet for article research.
- Projector or large screen for group presentations.
- Guidelines on evaluating media articles.



Activity

- Introduction (15 min): Brief introduction about media's influence on disability advocacy.
- Group Work (30 min): Each group finds and selects an article on disability rights or issues.
- Article Analysis (30 min): Groups analyze their chosen articles, focusing on portrayal, bias, and impact.
- Presentations (15 min): Groups present their findings and analysis to others.
- Group Discussion (15 min): Discuss the varied representations and their potential impact.

Debriefing and evaluation



Encourage participants to reflect on what they learned about media's role in disability rights advocacy and how it can influence public perception and policy. You may use the following questions:

- How did the portrayal of disability in the articles you found compare to your own understanding or experiences of disability?
- What impact do you think media representation has on public attitudes towards disability rights?
- Did you notice any common trends or biases in how disability issues are reported in the media? How do these impact advocacy efforts?
- How can media be used more effectively to advocate for disability rights and create positive change?
- Reflecting on the activity, how do you think you can contribute to more accurate and respectful representation of disability in the media?

Tips for the facilitators



- Guide participants on how to critically analyse media content.
- Encourage respectful discussion and diverse viewpoints.
- It is recommended to use Padlet Tool or any other digital tool for the presentations.

Accessibility



- Ensure online resources are accessible for all participants.
- Provide any necessary accommodations like sign language interpreters.

Stories of Ability

Difficulty: Beginner

Time: 90 minutes

Group: 10-24



Brief overview

This activity uses storytelling to explore the lives, challenges, and achievements of persons with disabilities, fostering empathy and understanding. This storytelling tool allows participants to connect personally with the realities of living with a disability, thereby fostering a deeper understanding and respect.



Objectives

- To share and listen to stories about living with a disability.
- To foster empathy and understanding towards persons with disabilities.
- To break down stereotypes and misconceptions about disabilities.



Materials

- Collection of short stories or personal accounts related to various disabilities.
- Storytelling prompts.
- Audio/visual equipment for participants who wish to present their stories digitally.



Activity

- Introduction (15 min): Introduce the concept of storytelling and its impact on understanding diverse experiences.
- Story Sharing (45 min): Participants are divided in 4 groups and chose a story. Either share their own experiences or friends, or read/relay stories of individuals with disabilities. Encourage the sharing of diverse experiences, including successes and challenges.
- Group Discussion (30 min): Reflect on the stories shared. Discuss common themes, new insights gained, and how these narratives differ from common perceptions of disability.



Debriefing and evaluation

Ask participants to share what they learned and how the activity changed their

views on disability. You may use the following questions:

- How did the stories shared today change or reinforce your understanding of living with a disability?
- What common challenges or triumphs did you notice in the stories, and how do they relate to broader societal perceptions of disability?
- Were there any moments or stories that particularly resonated with you? Why?
- How can we use storytelling as a tool to advocate for and support persons with disabilities in our communities?
- What actions can you take to contribute to a more inclusive and understanding environment for persons with disabilities?



Tips for the facilitators

- Create a safe and respectful environment for sharing personal stories. Participants can sit together in comfortable places they chose appropriate.
- Be sensitive and supportive, especially when discussing personal or challenging experiences.



Accessibility

- Ensure that the venue is accessible to participants with disabilities.
- Provide options for participants to share their stories in different formats (written, spoken, video, etc.).



Career Pathways: Disability and Employment Card Game

Difficulty: Beginner/Intermediate

Time: 60-90 minutes

Group: 20-30



Brief overview

This card game explores various employment scenarios for persons with disabilities, aiming to educate about challenges, opportunities, and rights in the workplace. This card game combines education with interactive problem-solving, providing an engaging way to understand the dynamics of disability in the employment context.



Objectives

- To understand the employment challenges and opportunities for persons with disabilities.
- To promote awareness of the rights of disabled persons in the workplace.
- To encourage creative problem-solving and empathy.



Materials

- Cards depicting different employment scenarios for people with disabilities.
- Cards with problem-solving tasks, rights, and accommodation options.
- Information cards about relevant laws and best practices.



Activity

- Introduction (15 min): Brief the participants on the importance of inclusive employment with focus on persons with disabilities.
- Card Distribution (10 min): Distribute scenario cards to small groups or pairs. (use the handouts)
- Discussion and Problem-Solving (30 min): Participants read the scenarios and use the problem-solving cards to discuss and propose solutions or accommodations for respective cards.
- Group Presentations (25 min): Groups present their scenarios and solutions.
- Interactive Discussion (10 min): Discuss the solutions, focusing on practicality, inclusivity, and legal rights.

Debriefing and evaluation



Facilitate a discussion on what was learned about disability and employment, and how participants can apply this understanding in real-world situations. You may use the following questions:

- What did you learn about the unique challenges and opportunities that individuals with disabilities face in the workplace from the scenarios discussed?
- How can understanding these scenarios help in creating more inclusive and accommodating work environments?
- Which scenario resonated most with you, and why?
- How can the solutions proposed during the activity be implemented in real-world employment settings?
- What actions can you take, either as an individual or collectively, to support the employment rights of persons with disabilities?

Tips for the facilitators



- Guide discussions to ensure they are respectful and inclusive.
- Provide insights on legal rights and accommodations in employment.

Accessibility



- Ensure all materials are accessible (large print, Braille, digital formats).
- Provide an accessible venue and consider the need for sign language interpreters. Personal assistance if needed.

Handouts



Go to the next page for the handout. Copy and print them.



Handout Scenarios

Visual impairment in a tech company

An employee with visual impairment needs accessible software to perform their IT job effectively.

Hearing impairment in customer service

A customer service representative with hearing impairment requires a specialized headset and visual alert systems.

Wheelchair accessibility in an office

An office worker using a wheelchair struggles with inaccessible office spaces and restrooms.

Autism in a creative agency

An employee on the autism spectrum finds the open-plan office overwhelming and needs a quieter workspace.

Learning disability in administration

An administrative assistant with a learning disability requires assistive technology for organizing tasks and managing time.

Deafness in a law firm

A legal assistant who is deaf needs real-time captioning services for meetings and courtroom proceedings.

Mobility impairment in a school

A school teacher with mobility impairment requires modifications to the classroom layout to move freely with their mobility aid.

Intellectual disability in a grocery store

A grocery store employee with an intellectual disability needs structured routines and clear, visual instructions for tasks.

Dyslexia in a publishing house

An editor with dyslexia needs text-to-speech software and additional proofreading support for reviewing manuscripts.

Innovate & Empower: Brainstorming Social Enterprises for Disabilities

Difficulty: Intermediate

Time: 90-120 minutes

Group: 20-30

Brief overview

This activity encourages participants to brainstorm and develop ideas for social enterprises that can be set up by or for persons with disabilities, aiming to promote inclusivity and empowerment. This tool not only educates about social enterprises but also empowers participants, especially those with disabilities, to think creatively about entrepreneurship and social change.



Objectives

- To understand the concept of social enterprise and its potential for social impact.
- To brainstorm social enterprise ideas that are inclusive and accessible to persons with disabilities.
- To encourage entrepreneurial thinking among participants, especially those with disabilities.



Materials

- Projector for the video
- Informational handouts on social enterprises
- Whiteboards, markers, and sticky notes for brainstorming



Activity

- Introduction (20 min): Brief introduction to social enterprises and their role in empowering people with disabilities. Present the video in handout.
- Group Brainstorming (40 min): Participants form groups and brainstorm social enterprise ideas that could be initiated by or benefit individuals with disabilities. Encourage creative and feasible ideas.
- Idea Development (30 min): Groups pick one idea and further develop it, considering aspects like business model, target market, and inclusivity. (use the handout template)
- Presentations and Feedback (30 min): Groups present their social enterprise ideas. Facilitate a constructive feedback session.





Debriefing and evaluation

Discuss the potential impact of these social enterprise ideas and how they can be actualized. You may use the following questions:

- What innovative ideas did you come up with during the brainstorming session, and why do you think they are effective for empowering persons with disabilities?
- How did the concept of social enterprises change or enhance your understanding of inclusivity and entrepreneurship?
- What challenges do you foresee in implementing the social enterprise ideas you developed, and how might you overcome them?
- How can social enterprises contribute to the broader societal change regarding the perception and inclusion of persons with disabilities?
- What key insights did you gain about the potential impact of social enterprises on the lives of persons with disabilities?



Tips for the facilitators

- Encourage innovative thinking while ensuring ideas are practical and inclusive.
- Provide examples of successful social enterprises for inspiration.
- Trainer/facilitator can use Canvas Model as well.



Accessibility

- Ensure that the venue and materials are accessible to all participants.
- Consider providing sign language interpreters or other accommodations.



Handouts

Video link: [What is social entrepreneurship?](#)

Questions to guide the participants:

- WHAT? – What is your enterprise's core offering?
- WHY? – What societal need does it address? Why is it innovative?
- HOW? – What resources are needed? What's the launch strategy and slogan?
- WHEN? – Timeframe for launching and potential evolution.
- WHERE? – Scope of the enterprise (local, national, international) and potential external resources.

Rock Climbing for Visually Impaired Youth

Difficulty: Expert Time: 3-4 hours Group: 8 (with/without disability); 4 instructors

Brief overview

This activity is designed to introduce visually impaired youth to rock climbing, bringing together participants with and without disabilities for a comprehensive and inclusive experience. It focuses on teaching basic rock climbing skills, safety rules, and equipment use, with an emphasis on rotating roles like belayer, safety, and climber. The session provides a practical rock climbing experience, fostering trust and exploration among participants. This innovative approach not only makes rock climbing more accessible to visually impaired youth but also builds understanding and collaboration among all participants, highlighting the unifying power of sports.



Objectives

- To enhance social inclusion and interaction between visually impaired and sighted youth through a shared sporting experience.
- To teach essential rock climbing skills, adapting techniques for visually impaired participants.
- To foster a sense of trust, confidence, and exploration in participants, highlighting the potential of sports as a unifying and empowering activity for inclusion.



Materials

- Rock climbing equipment including ropes, harnesses, and climbing shoes.
- 4 Professional rock climbing instructors are required.
- Implemented in areas that climbing is feasible.



Activity

- The preparation phase is crucial for setting a welcoming and inclusive environment. Participants, both with and without visual impairments, gather in a safe and comfortable environment. This initial meeting serves to introduce everyone, allowing for socialization and a sense of community. A detailed briefing on the day's activities and objectives





ensures clarity and alignment of expectations.

- A crucial component of this phase is a detailed presentation on guiding visually impaired individuals. The presentation stress and educates participants about the nuances of assistance and communication, fostering empathy and understanding. Following this, a hands-on session acquaints everyone with the rock climbing equipment and its proper use. A simulation exercise is conducted to demonstrate the day's activities in a controlled environment, ensuring everyone feels confident and prepared.

Execution Phase

- The actual rock climbing day commences with engaging warm-up activities, designed to loosen up the participants and create a lively atmosphere. Warm-up activities are conducted, refreshing and reinforcing knowledge about equipment usage and safety protocols. These presentations might include practical demonstrations on knot tying and safety measures, ensuring everyone's well-being.
- A key feature of this phase is a team-building exercise. This exercise is designed to ease participants into the concept of rock climbing and to strengthen trust and collaboration within the group. As the main activity unfolds, it's imperative that certified rock climbing instructors closely supervise the participants. Pairs, consisting of one visually impaired participant and one sighted participant, take turns in different roles such as climber, belayer, and safety spotter. This rotation allows for a holistic and empathetic understanding of each role's challenges and rewards.
- This collaborative and supportive approach underscores the spirit of inclusivity and mutual respect.



Debriefing and evaluation

- The debriefing phase is a vital component for the participants to reflect on their experiences. It is suggested to start with a circle formation, fostering a sense of unity and openness. Each participant is invited to express one word their emotions felt during the activity.
- Following this, the trainer facilitates a more in-depth discussion. Here, participants are encouraged to share their personal experiences, challenges faced, and what they achieved. This discussion aims to deepen understanding, foster empathy, and highlight learning moments from the activity. The trainer guides this conversation, ensuring every voice is heard and respected, and drawing connections between the activity and broader themes of inclusion and empowerment.

Tips for the facilitators

- Avoid pressuring participants to complete the climb, focusing instead on comfort and safety.



Accessibility

- The activity is accessible through guided assistance, preparatory simulation, and a one-to-one approach for visually impaired participants.
- Throughout the activity, additional climbers are positioned strategically to offer assistance, ensuring safety and providing encouragement.



Breaking stereotypes in disability

Difficulty: Beginner

Time: 120 minutes

Group: 10-15



Brief overview

This activity focuses on identifying and challenging stereotypes related to disability. Participants explore how stereotypes are formed and how they can be deconstructed.



Objectives

- To identify common stereotypes associated with various disabilities.
- To understand the origins and impacts of the stereotypes related with disability.
- To foster open discussions to challenge and break down these stereotypes among young people.



Materials

- Flip chart, markers, magazines for collage making, and resources for desk research.



Activity

- Introduction and Ice Breaker (20 min): Participants share why they joined the workshop. Facilitator explain the concept of stereotypes.
- Discussion on Disability (15 min): Engage in a conversation about the concept of disability and stereotypes related to it.
- Exploring Stereotypes (25 min): Participants list known stereotypes on a flip chart, followed by a discussion on their origins and societal normalization.
- Collage Creation and further discussions (60 min): Using magazines, participants create collages representing their evolved views on disability post-discussion. Invite participants to present their collages and share how their perceptions of disability have changed.
- Facilitate a discussion on how these new insights can be applied in their personal and professional lives.

Debriefing and evaluation



Facilitate a discussion on how the participants felt during this workshop. Questions you may use for the debriefing:

- How has your understanding of disability stereotypes changed after this activity?
- What was the most surprising stereotype you encountered and discussed?
- How can you apply the insights gained today in your daily interactions?
- Can you think of ways to actively challenge stereotypes in your community or workplace?
- How do you think breaking down these stereotypes can contribute to a more inclusive society?

Tips for the facilitators



- Encourage inclusive and respectful dialogue between the participants.
- Be prepared to mediate and guide constructive debates.
- Ensure the participation of all participants, providing necessary support.

Accessibility



- **Venue Selection:** Choose a location that is fully accessible to people with various disabilities. This includes wheelchair accessibility, clear signage ect.
- **Assistance for Visually Impaired Participants:** Ensure that facilitators are available to assist visually impaired participants in creating their collages. This assistance can include describing images, helping with selection and placement, and providing verbal guidance throughout the activity.
- **Inclusive Environment:** Strive to create an inclusive environment where all participants feel comfortable and valued. This includes being mindful of language, encouraging participation from everyone, and respecting individual needs and preferences.

International Sign language (basics)

Difficulty: Beginner

Time: 60 minutes

Group: 3-18



Brief overview

This activity focuses on teaching participants the basics of the International Sign alphabet, with an emphasis on learning to sign names correctly through engaging exercises.



Objectives

- To familiarize participants with the correct positioning for signing.
- To learn how to spell names using International Sign Language, enhancing communication skills.
- To progressively understand and utilize the International Sign alphabet.



Materials

- Printed or digital copies of the International Sign Alphabet for each participant.
- The activity should be conducted in a quiet, distraction-free room.



Activity

- Introduction (5 min): Begin with an oral and sign language introduction, allowing participants to meet and familiarize themselves with each other. The facilitator explains the upcoming steps and objectives of the activity.
- Sign Alphabet Practice (20 min): Participants pair up in twos, combining one Deaf or Hard of Hearing (DHH) individual with one hearing person. Each pair writes their first names in capital letters on paper. Using printed or digital copies of the International Sign Alphabet, they learn and practice spelling their names in sign language.
- Mingle Activity (20 min): Once pairs have mastered spelling their names, they are encouraged to mingle and find new partners. This process continues, with participants learning and signing new names, until almost everyone has interacted and practiced with each other. This phase not only reinforces the learned signs but also promotes social interaction and inclusivity.
- Discussions and closure of the workshop (25 minutes): Conclude by having participants sign the names of others in the room, ensuring everyone's

name is signed by at least one participant. Facilitate a discussion to encourage participants to reflect on their experience, the importance of inclusive communication, and the potential impact of their learning on fostering more inclusive environments.

Debriefing and evaluation



Facilitate a reflective discussion on the learning experience and any challenges faced. Consider asking the following questions to facilitate reflection and evaluation:

- How did you feel when trying to communicate using sign language for the first time?
- What challenges did you face while learning and using the International Sign Alphabet?
- How has this activity changed your perception of communication barriers faced by the Deaf and Hard of Hearing community?
- What was the most interesting or surprising thing you learned during the mingling activity?
- How do you think learning sign language can contribute to more inclusive communication in your daily life or community?

Tips for the facilitators



- Encourage active participation and ensure everyone is comfortable with the pace of learning.
- Be attentive to the needs of both DHH and hearing participants, facilitating effective communication.

Accessibility



- The activity is adaptable for larger groups if additional trainers are available or if some hearing participants have prior knowledge of International Sign Language.
- Consider incorporating diverse themes beyond names for advanced sessions.

Handouts



- Necessary materials for the International Sign Language Alphabet.

Yoga for All

Difficulty: Intermediate

Time: 90 minutes

Group: 10-12



Brief overview

This yoga session aims to unite persons with and without disabilities in a calm outdoor setting, fostering interaction and emphasizing the universal benefits of exercise and healthy lifestyle.



Objectives

- To create an inclusive environment where participants with diverse abilities can interact and socialize.
- To demonstrate that certain exercises, like yoga, are accessible and beneficial for a wide range of individuals.
- To promote inclusion and a healthy lifestyle for persons with disabilities.



Materials

- Yoga mats (one per participant or shared between two).



Activity

- Introduction (20 min): Yoga instructor conducts an ice-breaking session for participants to meet and interact.
- Yoga Session (40 min): Conduct a guided yoga session suitable for all, focusing on relaxation and basic poses.
- Cool Down and Interaction (10 min): Gentle cool-down exercises followed by a casual interaction session amongst participants.
- Debriefing and Evaluation (20 min): Facilitate a group discussion led by the instructor, focusing on participants' experiences, the suitability of the space, the difficulty level of exercises, and suggestions for improvement.



Debriefing and evaluation

- How did participating in this yoga session make you feel in terms of physical and mental well-being?
- What aspects of the session did you find most inclusive or exclusive?
- How can we further adapt yoga practices to be more inclusive for all abilities?

- What did you learn about the importance of exercise in promoting social inclusion?
- How can activities like yoga bridge the gap between persons with and without disabilities?



Tips for the facilitators

- Ensure the yoga session is beginner-friendly and adaptable for different abilities.
- Maintain an inclusive and supportive environment throughout the session.



Accessibility

- Choose a flat, accessible indoor or outdoor space that can accommodate the group comfortably.
- Consider providing modifications or alternative poses for participants with specific needs.



Handouts

- Flashcards with animal images for a fun exercise where participants imitate the animal poses. These can be easily sourced online for printing or purchase.



Baking activity

Difficulty: Beginner to expert

Time: 1.5-2 hours

Group: 5-15



Brief overview

This baking activity offers a unique opportunity for persons with and without disabilities to bond and build self-esteem through the shared experience of baking. It's designed not just as a culinary exercise, but as a space for fostering teamwork, enhancing sensory engagement, and breaking down barriers. Participants will engage in creating delicious baked goods while nurturing a sense of community and inclusivity. The activity emphasizes the joy of collaborative effort and the satisfaction of creating meals together, promoting a positive and inclusive atmosphere where every participant contributes and learns in a supportive environment.



Objectives

- To encourage teamwork and social interaction among persons with and without disabilities.
- To develop creative thinking skills through baking processes.
- To enhance precision, following instructions, and sensory skills.



Materials

- Kitchen equipped with utensils for each participant.
- Option for participants to bring their own ingredients or provided by the organizer.



Activity

- Introduction (10 min): Gather participants, explain the baking task, and distribute recipes (digital or printed).
- Preparation Phase (20 min): Organize participants into pairs or small groups. Start the timer for a sense of competition and efficiency.
- Baking Phase (20-40 min): Monitor progress, assist as needed. Ensure safety in the kitchen.
- Cooling and Presentation (10 min): Safely remove baked goods from the oven and set them to cool.
- Tasting and Feedback (20 min): Each participant or group exchanges their baked item with another for tasting and feedback.

Debriefing



- What did you enjoy most about the baking process?
- How did working in pairs or groups influence your baking experience?
- Did you encounter any challenges during baking, and how did you overcome them?
- What have you learned about teamwork and following instructions through this activity?
- How can we make this baking experience more inclusive for all participants in future sessions?

Tips for the facilitators



- Prioritize kitchen safety and accessibility.
- Be aware of potential food allergies.
- Ensure the counter height is suitable for wheelchair users.
- Chose simple recipes.
- Allow participants to choose roles in the baking process that best suit their abilities and comfort level.

Accessibility



- Adjustable counter heights for wheelchair users.
- Ensure clear, numbered instructions on the recipe handouts.
- Visual Aids: Use large print and high-contrast text on recipe handouts for visually impaired participants.
- Sign Language Interpreter: Include a sign language interpreter for participants who are deaf or hard of hearing.
- Sensory-Friendly Environment: Reduce sensory overload by minimizing loud noises and strong smells in the baking area.
- Step-by-Step Audio Instructions: Offer audio recordings of the recipe steps for participants who benefit from auditory learning.

Handouts



- Recipe sheets with simple ingredients, measurements, and step-by-step instructions.

Music and Harmony

Difficulty: Beginner

Time: 60 minutes

Group: 5-15



Brief overview

This engaging activity uses the universal language of music to foster inclusion and fun, allowing participants to explore various music genres and express themselves creatively.



Objectives

- To enhance fine and gross motor skills through instrument play and rhythmic movements.
- To boost social and emotional intelligence by collaborating and sharing musical preferences.
- To improve mnemonic skills through musical memory games and song recognition.



Materials

- Tambourine; Drum; Chestnuts; Loudspeaker (mp3 player)



Activity

- Music Introduction (10 min): Play diverse music genres (classical, folk, rock, etc.) from an MP3 player. After each 1-2 minute snippet, participants guess the genre.
- Favorite Song Sharing (10 min): Participants share their favorite songs by humming or murmuring, with others guessing the song titles.
- Group Musical Performance (20 min): Choose a popular song by group vote. Use simple instruments like tambourines, drums, and chestnuts to recreate the song's refrain or a selected fragment collectively.
- Debriefing and Evaluation:(20 min). Ask participants if they enjoyed the activity and gather suggestions for improvement (e.g., space, duration, level).
- Encourage sharing of experiences and feelings during the music session.



Debriefing and evaluation

- How did participating in the music activity make you feel, and were there

- any moments that stood out for you?
- What did you learn about music and its ability to bring people together, regardless of their abilities?
- If we were to repeat this activity, what changes or new elements would you suggest to enhance the experience?



Tips for the facilitators

- Choose a quiet, comfortable space free from major external noise.
- Prepare equipment and song selections in advance.



Accessibility

- The activity is broadly accessible and engaging. Ensure all instruments and materials are easy to use and adapt as needed for participants with different abilities.



Handouts

- The activity is broadly accessible and engaging. Ensure all instruments and materials are easy to use and adapt as needed for participants with different abilities.



Introduction Scuba Diving for People with Visual Impairment

Difficulty: Expert

Time: 10 hours

Group: 3 visually impaired

individuals paired with 3 certified open water diving instructors.



Brief overview

This activity is designed to offer visually impaired individuals an exhilarating experience of scuba diving in open water, fostering inclusivity in adventure sports. This specific activity fosters empowerment, mental well-being, awareness and inclusion.



Objectives

- To foster personal growth and build self-confidence among visually impaired participants.
- To highlight scuba diving's benefits for mental health and stress reduction for visually impaired individuals.
- To promote understanding and acceptance of visually impaired individuals' capabilities in adventure sports like diving.



Materials

- Professional diving gear, audible signalling devices, and adaptive equipment specifically designed for visually impaired divers.



Activity

- *Preparation Phase (7-8 hours):* The preparation for diving is of the utmost importance to ensure that the participants are familiar with the concept of the activity. Therefore, considerable time should be invested outside the open water in order for the participants to get to know each other and acquire basic skills, knowledge and competences to be prepared for the diving activity. Comprehensive training in a controlled environment (e.g., a swimming pool) to familiarize participants with diving principles, gear usage, safety protocols, and effective communication techniques underwater. During the sessions, a communication system between the visually impaired people and the instructors should be developed and tested and a detailed explanation of what to expect underwater should be discussed. Training should be conducted by instructors experienced in working with visually impaired individuals.
- *Execution Phase (2-3 hours):* Open water diving in pairs, each consisting



- of a visually impaired individual and an instructor. The instructor provides tactile and auditory guidance, ensuring continuous physical contact and communication for safe navigation.



Debriefing and evaluation

- The following questions may be used during the debriefing phase:
- What aspects of the dive did you find most enjoyable or empowering?
- How did the underwater experience differ from your expectations, especially in terms of sensory perception?
- What improvements or changes would you suggest for future diving sessions to enhance the experience for visually impaired participants?

Tips for the facilitators

- Ensure instructors are well-trained in assisting visually impaired divers.
- Maintain a safe, supportive, and patient approach throughout the activity.



Accessibility

- One-on-one pairing of visually impaired divers with experienced instructors.
- Use of specialized diving gear adapted for visually impaired individuals.
- Ensure dive locations are accessible and safe for all participants.



Handouts

- Instructional materials on scuba diving principles and safety protocols adapted for visually impaired individuals.



Kayak for Visually Impaired People

Difficulty: Intermediate

Time: 3-4 hours

Group: 10-12



Brief overview

This kayaking activity aims to provide visually impaired persons with a unique and inclusive water sports experience, fostering a sense of adventure and connection with nature.



Objectives

- To enable visually impaired individuals to participate in kayaking, promoting inclusivity in recreational activities.
- To enhance physical strength and well-being through kayaking.
- To offer a unique tactile and auditory interaction with nature, enriching the sensory experience of visually impaired participants.



Materials

- Kayaks, paddles, life jackets and dry bags.



Activity

Preparation (1 hour):

- Assess participants' swimming abilities.
- Distribute life jackets to all.
- Explain safety rules, including procedures in case of capsizing.
- Form pairs between visually impaired participants and sighted individuals.
- Conduct an ice-breaking session for pairs to bond and become acquainted.

Instruction and Practice (1 hour):

- Demonstrate kayaking components and techniques.
- Provide a tactile and auditory training session on kayaking basics, including paddle strokes, balancing, and safety procedures.
- Establish a clear communication system between paired participants.

Kayaking Session (1 hour):

- Assist visually impaired participants in seating within kayaks.
- Sighted buddies guide and support their partners, offering positive reinforcement and encouragement.
- Staff members patrol the area for safety.

Debriefing and evaluation



- The following questions may be used during the debriefing phase:
- How did the kayaking experience compare to your initial expectations?
- What aspects of kayaking did you find most enjoyable or challenging?
- How can we further enhance the accessibility and enjoyment of kayaking for visually impaired participants in future sessions?

Tips for the facilitators



- Ensure a strong focus on safety and effective communication. Allow ample time for participants to familiarize with their partners and kayaks.

Accessibility



- Use auditory cues and establish a clear buddy system for safety and equipment familiarity. Emphasize sensory experiences like feeling the water and hearing nature.

Handouts



- Instructional materials on kayaking techniques and safety protocols, adaptable for visually impaired individuals.

Hiking for Visually Impaired People

Difficulty: Beginner

Time: 2-3 hours

Group: 16-20 (mixed)



Brief overview

This activity aims to provide visually impaired individuals with an enriching outdoor experience, connecting them with nature through a guided hiking adventure.



Objectives

- To facilitate equal access to outdoor activities for visually impaired individuals, fostering inclusivity and camaraderie.
- To enhance participants' orientation and mobility skills in a natural setting.
- To promote physical fitness, mental wellness, and the therapeutic benefits of nature.
- To reinforce the role of hiking as an inclusive and accessible recreational activity.



Materials

- Hiking boots suitable for all participants.
- Tactile maps and audio guides for trail navigation.
- A comprehensive first aid kit for emergencies.
- Communication devices for maintaining contact.



Activity

Preparation Phase (50 minutes):

- Identify a hiking trail that is both safe and accessible for visually impaired individuals. The trail should be relatively even with minimal obstacles and clearly defined paths.
- Establish and communicate clear safety guidelines and emergency procedures. This includes instructions for potential scenarios such as weather changes or medical emergencies.
- Ensure the activity is supervised by certified hiking leaders experienced in guiding visually impaired hikers. These leaders will be responsible for overall safety and providing assistance throughout the hike.
- Prepare tactile maps and audio guides detailing the trail layout and

- features. These guides will help visually impaired participants to familiarize themselves with the trail and enhance their hiking experience.

Hiking Phase (30 minutes):

- Provide a comprehensive overview of the hiking activity, including the chosen trail, expected duration, and specific goals of the hike. Check that all participants have the necessary equipment, such as proper footwear and hydration packs.
- Pair each visually impaired participant with a sighted partner. Conduct a brief tutorial on how to effectively guide visually impaired hikers, focusing on communication, navigation techniques, and responding to the needs of the visually impaired hiker.
- Begin the hike, ensuring each pair works together and that everyone is comfortable with the pace and conditions. Leaders and staff should be positioned strategically along the trail to provide assistance as needed.

Debriefing and Evaluation (40 minutes):

Debriefing and evaluation



Encourage participants to provide feedback on the trail's accessibility, the quality of the audio guides and tactile maps, and the effectiveness of the guidance provided by their sighted partners. Discuss potential areas for improvement to enhance the experience for future hikes, focusing on accessibility, safety measures, and participant enjoyment. The following questions may be used:

- What aspect of the hike did you find most enjoyable or challenging?
- How effective were the orientation materials (tactile maps, audio guides) in navigating the trail?
- In what ways did this activity enhance your understanding of accessibility in outdoor activities?
- Could you provide suggestions how to improve this activity?

Tips for the facilitators

- Choose trails that are visually impaired-friendly, avoiding steep or challenging terrains.
- Ensure all hiking paths are well-marked and obstacle-free.
- Provide clear, simple instructions and constant support throughout the hike.



Accessibility

- Opt for trails that are easy to navigate with distinct landmarks for orientation.
- Consider having additional volunteers to assist with larger groups.



Inclusive Vision Soccer

Difficulty: Intermediate **Time: 2 hours**
visually impaired and sighted individuals

Group: 16-24; mixed group of



Brief overview

This activity provides blind football training to both visually impaired and sighted participants, promoting physical activity and social inclusion.



Objectives

- To enable visually impaired individuals to participate in a team sport, enhancing physical fitness and social integration.
- To create an inclusive environment for developing sensory skills, teamwork, and physical fitness.
- To challenge misconceptions about the abilities of visually impaired individuals in sports.



Materials

- Adapted football field for blind football
- Footballs designed for blind football
- Blindfolds for all participants



Activity

Preparation Phase (30 min):

- Select an appropriate football field adaptable for blind football.
- The instructor, familiar with a blind football manual, introduces participants to each other.
- Discuss the rules, regulations, and safety measures of blind football, emphasizing accident and collision avoidance.
- Ensure every participant wears a blindfold to simulate visual impairment.

Warm-Up Routine (15 min):

- Conduct stretching and mobility exercises for all participants, preparing them physically for the game.

Skill Training (20 min):

- Focus on exercises to enhance participants' spatial awareness and tactile skills, crucial for navigating the field and tracking the ball by sound.

- Train participants in essential team tactics such as positioning, effective communication, and coordinated field movements.

Match Play (15 min however it can be extended if necessary):

- Divide participants into two mixed teams, comprising visually impaired and sighted individuals.
- Facilitate a friendly match, ensuring fair and equitable participation from all players.
- Debriefing and Evaluation (30 min):

Debriefing and evaluation

Post-match, gather participants to discuss their experiences during the activity. Encourage sharing of feelings, challenges encountered, and strategies used to overcome them. Seek feedback for improvements, focusing on both the enjoyment and accessibility aspects of the game. The following questions may be used during the debriefing phase:

- How did wearing a blindfold affect your experience of playing football?
- What challenges did you encounter during the game, and how did you overcome them?
- How did this activity alter your perception of inclusion in sports?
- Please provide any suggestion for improvement of this activity?

Tips for the facilitators

- The main tip for facilitators is to prioritize safety over the game itself.
- Ensure that all players are familiar with the field and rules. Encourage clear communication among participants.

Accessibility

- The use of blindfolds for all outfield players, except the goalkeeper, creating a level playing field between visually impaired and sighted players.
- Footballs equipped with bells, allowing players to locate and track the ball through sound.
- Structured teams comprising both visually impaired and sighted individuals, fostering an inclusive environment.
- Rotating roles and providing tailored guidance, enabling more participants to engage in various aspects of the game.
- These modifications ensure that the activity is accessible and enjoyable for individuals with diverse abilities, emphasizing fair play, teamwork, and equal participation.



- To further enhance accessibility and accommodate a larger group, additional measures such as more frequent player rotations, varied role assignments, and increased support and instruction can be implemented.



Handouts

- Include a simplified guide to blind football rules and safety protocols.

Accessibility Mapping

Difficulty: Intermediate

Time: 150 minutes

Group: 15- 25

Brief overview

This activity involves a group discussion about accessibility requirements, followed by an outdoor survey to evaluate local services' accessibility. It is designed to raise awareness about diverse accessibility needs in community services.



Objectives

- To foster understanding that different people require varying levels of accessibility.
- To evaluate and compare the accessibility of local environments and services.
- To raise awareness about real-world accessibility versus theoretical expectations.



Materials

- Pens
- Flipcharts
- Notebooks



Activity

Phase 1: Discussion (20-30 minutes)

- Begin with an open discussion on the essentials of accessibility. Encourage participants to consider various disabilities and the unique accessibility requirements each presents.
- Facilitate the creation of a comprehensive list highlighting key accessibility features, such as ramp availability, braille signage, auditory assistance, and staff training in disability awareness.
- Use this session to sensitize participants to the diverse needs within the community and the importance of inclusive environments.



Phase 2: Survey (90 minutes)

- Post-discussion, organize participants into small groups, ensuring a mix of abilities in each. This helps foster empathy and understanding.

- Equip each group with the brainstormed list and survey materials. Assign different local areas or services for each group to assess, focusing on the accessibility criteria established earlier. Instruct groups to observe and note the presence or absence of physical barriers, staff's readiness to assist, and the overall environment's suitability for persons with diverse needs.

Phase 3: Results Presentation and Reflection (30 minutes)

- Reconvene in the working room for groups to present their findings. Encourage a comparative discussion between the survey results and initial expectations. Ask for shifts in perceptions about accessibility and discuss novel solutions or approaches identified during the survey.
- Invite participants, especially those with disabilities, to share personal experiences and insights. Discuss the practicality of the suggested accessibility features in their daily lives.
- Reflect on the group dynamics and the challenges faced in accommodating diverse needs during the survey. Emphasize the importance of empathy, flexibility, and creative problem-solving in fostering accessible communities.



Debriefing and evaluation

Suggested questions for debriefing:

- How did your perception of accessibility change after the survey?
- Were there any accessibility aspects that surprised you during the survey?
- How do the survey results align with the daily experiences of participants with disabilities?
- What challenges did you face in accommodating diverse needs during the activity?



Tips for the facilitators

- Encourage open discussions and value all contributions.
- Guide the brainstorming session but allow for organic development of ideas.
- Be prepared to adapt the activity based on participants' needs.
- Provide guidelines or templates for surveying if needed.



Accessibility

- Ensure diverse abilities are represented and supported within each group.
- Consider the physical and sensory needs of participants during the outdoor survey.
- Be ready to modify the activity for inclusiveness, such as conducting a desk research alternative if necessary.

Where do You Stand? Voices and Views!

Difficulty: Beginner/Intermediate

Time: 90 minutes

Group: 15-25

Brief overview

The workshop is an interactive activity designed to foster critical thinking and awareness among participants about disability issues. It involves expressing and debating varied opinions on specific themes, particularly focusing on understanding the perspectives and needs of persons with disabilities.



Objectives

- To raise awareness about the needs and experiences of persons with disabilities.
- To enhance empathy and promote an inclusive mindset among participants.
- To deepen participants' understanding of the key themes, especially concerning accessibility and disability rights.
- To encourage respectful dialogue and appreciation for diverse perspectives, contributing to a more inclusive community understanding.



Materials

- Copies of statements to be read aloud.
- A line marking tool.
- Spacious area for movement.



Activity

- Introduction (20 minutes): Introduce the workshop topic, providing context and essential knowledge. Begin the session by providing an overview of the key concepts and challenges related to disability inclusion and accessibility.
- Acknowledge any previous sessions or discussions that have taken place on the topic. This step is crucial for workshops that are part of a series, as it helps link the current activity to past learning. For participants who are new or haven't been part of earlier discussions, offer a concise yet comprehensive background.





- This might include defining key terms, presenting fundamental issues related to the theme, and explaining why these discussions are important.
- Clearly outline what the activity entails and what you hope the participants will gain from it. Emphasize the importance of open-mindedness and respectful dialogue during the activity.
- Realization (40 minutes):
 - Draw a line dividing the room into 'Agree' and 'Disagree' sections.
 - Read out statements related to the workshop topic.
 - Participants position themselves in the area corresponding to their opinion. Facilitate discussion, encouraging participants to share their opinions.
 - Allow participants to change their positions based on evolving discussions.
- Reflection (30 minutes): Invite participants to reflect about the activity. Discuss how they felt about information shared, guiding conversation with prepared questions for debriefing.



Debriefing and evaluation

Suggested questions for debriefing:

- How did your perspective on the statements change after hearing others' viewpoints?
- Were there any moments you felt challenged or surprised by others' opinions? How did you handle that?
- What insights have you gained about disability and accessibility from this activity?
- How can the discussions from today influence your actions or beliefs moving forward?
- Did participating in this activity change your understanding of inclusivity? In what way?
- Which statement sparked the most thought-provoking discussion, and why do you think it had that impact?



Tips for the facilitators

- Prepare divisive statements to spark meaningful discussion or use the statements provided in the handouts.
- Ensure statements cover different aspects of the topic.
- Allow ample space for all participants, especially those with disabilities.



Accessibility

- Adjust time & space to accommodate participants with mobility impairments.
- Offer auditory or visual assistance for sensory disabilities.
- Simplify explanations for participants with cognitive impairments.

Handout



The following statements can be used by the facilitator. Feel free to use more statements:

- Businesses should not be legally obligated to make their premises accessible to people with disabilities, as it can be financially burdensome for small companies.
- Providing separate schools for children with disabilities is better than integrating them into mainstream education.
- Advanced technology for aiding persons with disabilities should not be funded by the government but should be a personal expense.
- Disability quotas in the workplace lead to tokenism rather than genuine inclusivity.
- Public awareness campaigns about disabilities do more harm than good by emphasizing differences rather than commonalities.
- Recreational facilities need not prioritize accessibility modifications, as they are not essential services.

Inclusive Play: Sports for All Abilities

Difficulty: Intermediate

Time: 120 minutes

Group: 8-16



Brief overview

This activity involves participants with and without disabilities engaging in sports while simulating various disabilities. The goal is to foster understanding and empathy towards the challenges faced by persons with disabilities in sports.



Objectives

- To raise awareness about the diverse needs of persons with disabilities in sports.
- To encourage inclusive participation and adaptability in sports activities.
- To enhance teamwork and cooperation among participants, regardless of ability.



Materials

- Varies based on chosen sport and simulated disabilities (e.g., blindfolds, ropes, wheelchairs).



Activity

- Introduction and Discussion (15 minutes): Begin with a conversation on the challenges faced by persons with disabilities. Discuss how these challenges impact participation in sports.
- Choosing Disabilities (10 minutes): Participants without disabilities select a disability to simulate from options provided.
- Adapting to Disabilities (15 minutes): Distribute necessary items (blindfolds, ropes to tie up limbs, wheelchairs etc.) to simulate chosen disabilities.
- Playing the Sport (40 minutes): Engage in the chosen sport, applying the adaptations. Observe the dynamics and interactions.
- Cool Down (10 minutes): Allow participants to return to normal and prepare for debriefing.
- Debriefing and Evaluation (30 minutes).

Debriefing and evaluation



Start with asking the participants their opinion on the activity, whether they liked it and eventual changes that they would do.

Move on to the debriefing on their impressions of the game they played. The following questions are suggested:

- How did simulating a disability change your approach to the sport?
- What new perspectives or challenges did you discover through this activity?
- How can sports be made more inclusive based on your experience today?
- What did you learn about teamwork and cooperation in an inclusive sports setting?

Tips for the facilitators

- Ensure a respectful and safe environment.
- Focus on fostering understanding and adaptability.
- Prepare a variety of disability options for simulation.
- Guide discussions to enhance empathy and inclusive thinking.



Accessibility

- Adapt the choice of sport and disability simulations based on participants' abilities.
- Ensure that all adaptations are safe and respectful.
- Be prepared to modify the activity for diverse needs.



Inclusive Lens: Multimedia Storytelling

Difficulty: Beginner/Intermediate

Time: 90 minutes

Group: 15-25



Brief overview

In this workshop, participants collaborate to create multimedia content focused on disability awareness. This engaging and creative process fosters a deeper understanding of disability issues and challenges preconceptions. This approach ensures that participants not only learn about disability issues but also contribute actively to the discourse through creative digital expression.



Objectives

- To foster informed discussions and enhanced awareness on disability topics through various multimedia formats.
- To develop teamwork and assign specific roles, emphasizing the importance of diverse perspectives in understanding disability issues.
- To encourage participants to articulate their viewpoints and ideas on disabilities digitally, thus contributing to broader community awareness and understanding.



Materials

- Pens and paper for brainstorming and planning.
- Multimedia devices (phones, computers, etc.) for content creation.
- Backup digital devices for groups without access to personal devices.



Activity

Phase 1: Introduction (20 minutes)

- Present the main aim of the workshop and invite participants to brainstorm 4-5 themes related to challenges faced by people with disabilities in areas such as education, employment, accessibility, human rights, and inclusion etc. Divide participants into 4 groups and ask them to choose one topic they would like to focus on.
- Also, encourage participants to consider various perspectives and digital media formats that they may choose to express the challenges that people with disabilities face (as chosen by each group) and to propose possible solutions

Phase 2: Workshops (70 minutes)

- Each small group should gather together and brainstorm to develop multimedia content using any method they prefer, relevant to the theme they chose.
- Encourage experimentation with different media (photography, video, collage, podcast). Support each group with resources and facilitate brainstorming if necessary. Allow groups to create content, ensuring active participation from all members.
- After content creation, gather groups for presentation and feedback.
- Reflection (30 minutes): Facilitate discussion on the content, process, and group dynamics. Encourage feedback on the workshop experience. Discuss challenges faced and how they were overcome. Highlight the importance of teamwork and creativity in multimedia projects.

Debriefing and evaluation



Questions that could be used for debriefing:

- How did the chosen medium (photography, video, etc.) influence the way you expressed the challenges faced by persons with disabilities?
- What new insights did you gain about the selected disability theme through this creative process?
- Were there any surprises or unexpected challenges you encountered while creating your multimedia content?
- How did your group collaborate to incorporate diverse perspectives and solutions into your project?
- What aspect of your project do you think most effectively communicated the message or challenge you were addressing?
- How do you think your multimedia piece can contribute to raising awareness or prompting action on the issue of disability?

Tips for the facilitators

- Adapt facilitation style to the group's proactivity and creativity.
- Offer a balance of freedom and guidance in content creation.
- Ensure inclusive participation, considering the diverse abilities of participants.
- Assist groups with technical aspects of multimedia creation if needed.



Accessibility

- The workshop is flexible to accommodate various disabilities.
- Support participants in choosing appropriate media formats based on abilities.
- Ensure all multimedia devices are accessible and provide assistance when necessary.



Empathy in Action: Understanding Disability Experiences

Difficulty: Intermediate

Time: 90 minutes

Group: 12-15



Brief overview

This workshop focuses on understanding the varied experiences of individuals, including those with disabilities. It aims to discuss and reflect on societal life experiences, advantages, and disadvantages.



Objectives

- To raise awareness about how disabilities impact lives.
- To foster empathy and inclusivity for persons with disability.
- To encourage discussions on making communities more accessible.



Materials

- Customized checklists, pens, and resource materials. (digital or printed checklists)



Activity

- Introduction (20 min): Discuss the concept of societal privileges and disadvantages, with a focus on disabilities. Briefly discuss empathy among participants.
- Individual reflection: (15 min) Provide the handouts to the participants and ask them to read the statements in the form and tick if it applies to them.
- Group Work: (30 min). Divide participants in small groups composed from 4 to 6 persons. Participants review and discuss the checklist, reflecting on their experiences and the situation of people with disability in their local communities.
- Discussion and reflection (25 min): Begin by inviting participants to express their initial thoughts and feelings after engaging with the checklist. This can include any realizations, surprises, or discomfort experienced during the activity. Share insights and foster a dialogue on inclusivity and disability awareness. Facilitate sharing of personal insights and discuss steps to promote inclusivity. Use the questions suggested for the debriefing.

- Emphasize the importance of continuing these discussions beyond the workshop, highlighting the role of awareness in fostering an inclusive and empathetic community.

Debriefing and evaluation

The following questions may be used to guide the debriefing discussion:

- Which statements in the checklist generated the most discussion or reflection in your group? Why do you think that was?
- In what ways can recognizing diverse experiences and privileges lead to positive changes in our personal and professional lives?
- Did your group encounter differing perspectives on certain experiences? How did you navigate these differences?
- What are some key insights or lessons you've taken from today's activity?
- How can we foster an ongoing, constructive conversation about diversity and inclusion?

Tips for the facilitators

- Encourage open dialogue and focus on understanding and empathy.

Accessibility

- Ensure materials are accessible (large print, screen reader-friendly), and the venue is accessibility.





Handout: Checklists with statements

- I have never been unable to access a building due to physical barriers.
- I have always found educational materials that cater to my learning needs.
- I can be sure that my voice will be heard in a group discussion.
- I don't have to worry about my children being negatively stereotyped in school.
- My “(medical)” needs have never been ignored or misunderstood due to a lack of awareness.
- I have never faced “disability based” discrimination in the work place. Public transportation in my area is fully accessible to me, regardless of my physical abilities.
- I have never felt excluded from social activities due to accessibility issues.
- I have never had to worry about affording basic necessities like food or housing.
- I have never been questioned or doubted because of my abilities due to my age.
- I don't feel the need to downplay my intelligence to fit in or avoid judgment.
- I can comfortably express my political or social views without fear of backlash.
- Technology I use daily is designed considering my specific needs.
- I have always been able to express my needs and have them understood by others without difficulty.
- I have never been discriminated against.

Empathy in Employment: An Interactive Experience

Difficulty: Intermediate

Time: 120 minutes

Group: 12-16

Brief overview

This activity focuses on exploring workplace inclusivity through role-play scenarios. Participants take on the roles of employers and potential employees in customer service job interviews, each scenario introducing challenges and considerations for diverse abilities. The goal is to shed light on the importance of reasonable accommodations and inclusive hiring practices.



Objectives

- To explore the nuances of disability-related needs in the workplace.
- To provide a platform for practicing self-advocacy skills.
- To enhance awareness about the right to work and human dignity.



Materials

- Role-play cards detailing different scenarios.
- Pens and papers for notes.



Activity

- Introduction (30 minutes): Discuss the concept of the right to work and its implications for people with disabilities.
- Reference international human rights documents that underscore this right. You can mention various instruments in international level for human rights which state the right to work such as: Universal Declaration of Human Rights; International Covenant on Economic, Social and Cultural Rights; The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), (handouts).
- Execution (50 minutes): Organize participants into small groups for role-plays (two employers, one employ, two observers). Assign roles of employers and potential employees and observers and provide 15 minutes for preparation. Observers should take notes on the interaction dynamics. After finishing, participants can change the roles among them and try different roles.
- Each scenario should reflect a unique challenge related to workplace





- accommodation for disabilities.
- Encourage authenticity and sensitivity during role-play.
- Discussion and Reflection (40 minutes): Discuss factors contributing to the high unemployment rate among persons with disabilities. Explore misconceptions about the capabilities of disabled individuals in the workplace.



Debriefing and evaluation

Discuss the perspectives and experiences shared during the role-plays. Reflect on the impact of inclusivity and reasonable accommodations in the workplace. Address how various countries implement the right to work for people with disabilities. The following questions can be used for the debriefing:

- How did participating in these role-play scenarios affect your understanding of the challenges faced by people with disabilities in the workplace?
- As an employer in the role-play, what considerations did you find most challenging when thinking about accommodations?
- For those in the employee role, how did it feel to advocate for your needs in the workplace setting?
- What are some key takeaways about the importance of empathy and understanding in creating an inclusive work environment?
- How do you think these experiences could influence your approach to employment and inclusivity in real-world settings?
- What strategies can be employed to improve communication and understanding between employers and employees with disabilities?
- How can employers and colleagues better support the integration and success of persons with disabilities in the workplace?



Tips for the facilitators

- Guide participants to understand each role and scenario accurately.
- Maintain an environment of respect and sensitivity.
- Use role-play as a tool to foster empathy and understanding.



Accessibility

- Ensure all materials are accessible (e.g., large print, digital format).
- Adapt role-play scenarios to accommodate the diverse abilities of participants.
- Provide a comfortable environment for open and inclusive dialogue.

Handout 1- Key human rights documents pertaining to the right to work.



Important documents to refer to:

- **Universal Declaration of Human Rights, United Nations General Assembly**

<https://www.un.org/en/about-us/universal-declaration-of-human-rights>

- **The Universal Declaration of Human Rights states in Article 23.1:**

(1) Everyone has the right to work, to free choice of employment, to just and favorable conditions of work and to protection against unemployment.

- **International Covenant on Economic, Social and Cultural Rights, United Nations General Assembly**

<https://www.ohchr.org/en/instruments-mechanisms/instruments/international-covenant-economic-social-and-cultural-rights>

- **The International Covenant on Economic, Social and Cultural Rights states in Part III, Article 6**

(1) The States Parties to the present Covenant recognize the right to work, which includes the right of everyone to the opportunity to gain his living by work which he freely chooses or accepts, and will take appropriate steps to safeguard this right.

(2) The steps to be taken by a State Party to the present Covenant to achieve the full realization of this right shall include technical and vocational guidance and training programmes, policies and techniques to achieve steady economic, social and cultural development and full and productive employment under conditions safeguarding fundamental political and economic freedoms to the individual.



- **The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)**

<https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-persons-disabilities>

Handout 2 - Role-play scenarios detailing various disabilities and workplace situations.



Scenario 1: Hearing Impairment

Employer Role: You're an employer conducting an interview. You're aware of the candidate's hearing impairment and prepared to communicate effectively, ensuring clear visibility for lip-reading and considering the use of an induction loop if available.

Employee Role: You're a candidate with a hearing impairment, skilled in lip-reading. You expect clear communication and the use of any necessary assistive devices during the interview process.

Scenario 2: Visual Impairment

Employer Role: As the interviewer, you understand the candidate's visual impairment and have prepared accessible digital materials in advance. You're ready to discuss workplace accommodations like screen-reading software and braille documents.

Employee Role: As a visually impaired candidate, you use screen-reading software and braille. You expect the employer to provide accessible interview materials and are prepared to discuss how you navigate digital environments.

Scenario 3: Mobility Impairment (Wheelchair User)

Employer Role: You're an employer interviewing a wheelchair user. You have ensured that the interview location is accessible and are open to discussing workplace adaptations for mobility.

Employee Role: As a wheelchair user, you look for an accessible interview setting. You're prepared to discuss how workspace adaptations can facilitate your productivity.

Scenario 4: Neurodivergent (Autism Spectrum)

Employer Role: You're interviewing a candidate on the autism spectrum. You've created a comfortable interview environment with minimal stimuli and are open to discussing flexible work arrangements and a quiet workspace.



Employee Role: Being neurodivergent, you're sensitive to overstimulation. During the interview, you seek to convey how a supportive work environment can enhance your performance.

Scenario 5: Speech Impairment

Employer Role: Interviewing a candidate with a speech impairment, you exhibit patience and understanding. You're prepared to explore alternative communication methods for effective workplace interactions.

Employee Role: You have a speech impairment and approach the interview with the expectation of patience and respect. You're ready to discuss how alternative communication methods can be integrated into your work routine.

Inclusive Communication Workshop

Difficulty: Intermediate

Time: 120 minutes

Group: 10-20

Brief overview

This workshop aims to foster understanding and effective communication strategies in interactions with people with disabilities. Participants engage in various exercises to enhance awareness and learn inclusive communication techniques.



Objectives

- To develop empathy and understanding for persons with disabilities.
- To use effective and respectful communication with persons with disabilities.
- To promote inclusivity in personal and professional environments.



Materials

- Scenarios for role-play, guidelines on inclusive language, feedback forms.



Activity

Activity Phases:

- Introduction (30 min): Presentation on inclusive communication's importance.
- Role-Play Exercises (60 min): Guided Walk with Eyes Closed: In pairs, participants guide each other through an obstacle course, one blindfolded and the other guiding, to simulate visual impairment.
- Setup: Create a safe path with small, non-hazardous obstacles.

Activity:

- The 'Guide' leads the 'Blind' along the path, ensuring they don't stumble.
- Communication and trust are key. The 'Guide' should give clear verbal instructions.
- After reaching the endpoint, switch roles.
- Role Play 2: Navigating in a Wheelchair: Participants experience navigating an obstacle course in a wheelchair to understand mobility





- challenges.
- Participants: Pairs (One as 'Wheelchair User', the other as 'Assistant').
- Setup: Design a course with turns, small ramps, and doorways.

Activity:

- The 'Wheelchair User' navigates the course with the help of the 'Assistant'.
- Focus on cooperation and understanding the physical effort required.
- Discuss after completion: How did it feel? What challenges were unexpected?
- Group Discussion and Reflection (30 min): Share experiences, discuss challenges, and brainstorm inclusive strategies. Reflect on personal learnings and discuss the impact of the exercises. Encourage participants to share their thoughts on the exercises and discuss how these insights can be applied in real-world settings.



Debriefing and evaluation

The following questions can be used for the debriefing:

- How did it feel to experience the world as a person with a visual impairment or mobility challenge during the role-play exercises?
- What communication challenges did you encounter, and how did you overcome them?
- What insights did you gain about the everyday experiences of persons with disabilities through these exercises?
- How can you apply what you've learned today to improve your communication and interaction with persons with disabilities in your personal and professional life?
- How have these activities affected your understanding of and empathy for the challenges faced by persons with disabilities?
- What are some practical steps you or your organization can take to improve accessibility and inclusivity for persons with disabilities?



Tips for the facilitators

- Ensure a respectful and open environment.
- Encourage active participation and honest feedback.



Accessibility

- Ensure the venue is wheelchair accessible.

Inclusive Cyberbullying Awareness

Difficulty: Intermediate

Time: 90 minutes

Group: 8-24

Brief overview

This activity explores cyberbullying with a focus on its impact on persons with disabilities. Participants analyse case studies that include scenarios where individuals with disabilities face online harassment, understanding the unique challenges they may encounter.



Objectives

- Raise awareness about cyberbullying's impact on persons with disabilities.
- Understand the importance of inclusive online behaviour.
- Develop strategies to support persons with disabilities who experience cyberbullying.



Materials

- Customized case studies, pens, papers.



Activity

- Introduction (20 minutes): Brainstorming about the concept of Cyberbullying. Discuss cyberbullying, emphasizing its impact on persons with disabilities. Ask participants to share any stories they encountered in their life/community/local environment.
- Case Study Analysis (40 minutes): Divide participants in small groups and provide them with the prepared scenarios to analyze. Participants have to discuss the following questions:
 - How might cyberbullying exacerbate the daily struggles of a person with a disability?
 - What role can peer and online community members play in preventing or stopping cyberbullying against individuals with disabilities?
 - What specific actions or strategies can be implemented to protect and support individuals with disabilities from cyberbullying?
 - How can social media platforms and online forums be made safer and more inclusive for persons with disabilities?
- Group Discussion and Reflection (30 minutes): Share findings and



discuss inclusive strategies to combat cyberbullying. Reflect on the role of bystanders and the importance of inclusive online communities. Discuss the potential long-term impacts of cyberbullying on persons with disabilities. What support systems are crucial for their well-being? Explore ways to promote inclusivity and empathy in digital spaces.



Debriefing and evaluation

The following questions may be used to guide the debriefing discussion:

- How did exploring these scenarios change your understanding of cyberbullying's impact on persons with disabilities?
- What were some key takeaways about the specific challenges faced by individuals with disabilities in online spaces?
- In your opinion, what are the most effective strategies to prevent and address cyberbullying against persons with disabilities?
- How can we as individuals contribute to creating safer and more inclusive online communities for everyone, including those with disabilities?
- What role do empathy and understanding play in combating cyberbullying, particularly when it involves persons with disabilities?
- Based on today's activity, what steps can you personally take to support persons with disabilities who might be experiencing cyberbullying?



Tips for the facilitators

- Ensure the scenarios are realistic and sensitively portray the experiences of individuals with disabilities. Encourage empathy and understanding during discussions.



Accessibility

- Provide case studies in accessible formats (e.g., large print, audio). Ensure the venue accommodates all participants, including those with disabilities.

Handout 1



The facilitator can create different scenarios or use the followings:

Social Media Exclusion: A teen with autism is repeatedly left out of online group activities and mocked for their social posts. The bullies create memes ridiculing their behaviour and communication style.

Mockery of Physical Disability: An individual with a physical disability becomes the target of online harassment. Videos mocking their manner of walking are circulated, and derogatory comments are made about their physical capabilities.

Online Harassment for Learning Disability: A high school student with dyslexia faces cyberbullying after their struggles with reading and writing are exposed on a social media platform. Peers share their written work online to ridicule their spelling errors.

Threats Against Mental Health Conditions: An adult with a mental health condition is targeted in an online forum. They receive threatening messages and comments belittling their condition, exacerbating their anxiety and stress levels.

The Power of Language in Disability Perception

Difficulty: Intermediate

Time: 90 minutes

Group: 8-24



Brief overview

This workshop explores how language influences perceptions of disability. Participants analyse different narratives around disability-related events or achievements. The activity highlights the impact of word choices, tone, and framing in media on shaping societal attitudes towards disabilities.



Objectives

- Recognize and understand different language types used in media related to disability.
- Understand the power of language in shaping opinions about disabilities.
- Promote critical thinking about media representation of persons with disabilities.



Materials

- Copies of various media narratives focusing on disability.
- Pens and papers for notes.



Activity

- Introduction (20 min): Discuss how language nuances affect perceptions of disabilities. Present different media narratives on disability-related events. To the facilitator: Please make sure to make this activity as accessible as possible, make sure to use different visualization methods. (computer screening, flipcharts etc)
- Group Analysis (40 min): Divide into small groups and ask them to check in internet to the different mass media: TV, radio and, especially, written press, find articles about people with disabilities and to analyse narratives. Focus on identifying language that empowers, stigmatizes, or patronizes individuals with disabilities.
- Group Discussion and reflections (30 min): Share findings and discuss how different portrayals affect societal attitudes towards disabilities. Ask participants to provide suggestions how to use media in youth work while working with persons with disabilities.
- You may use the suggested questions for debriefing.

Debriefing and evaluation



The following questions are suggested for debriefing:

- What are the main features by which the minority groups around us are portrayed in the media?
- Which narrative styles influenced your perception of the events most strongly?
- How can we promote more empowering and accurate representations of disability in the media?
- How did your group's perspectives on disability change through this activity?

Tips for the facilitators

- Encourage respectful and open discussions.
- Emphasize the goal of understanding, not judgment.
- Guide participants to think about the broader impact of language on disability inclusion.



Accessibility

- Provide materials in accessible formats (e.g., large print, digital).
- Ensure the venue is accessible to participants with various disabilities.
- Offer verbal descriptions of any visual materials used.





Handout 1

Facilitator can use the following examples or others who can be found in internet:

Positive and Empowering Narrative:

Headline: "Inspiring Athlete Overcomes Challenges to Excel in Competitive Sports"

- (This article focuses on the individual's achievements, dedication, and passion for sports. It highlights their journey, emphasizing resilience, hard work, and the positive impact of inclusive sports programs. The narrative includes quotes from the athlete and their supporters, conveying determination and challenging stereotypes about disability.)

Neutral and Informative Narrative:

Headline: "Local Athlete Competes in Regional Sports Event"

- (This version provides a straightforward account of the athlete's participation in a sports event. It details the competition, the athlete's performance, and relevant facts, without overly emphasizing their disability. The tone is neutral, with inclusive language, treating the athlete like any other competitor.)

Sensationalized and Pity-Focused Narrative:

Headline: "Courageous Disabled Athlete Defies Odds in Quest for Normalcy"

- (This narrative sensationalizes the athlete's disability, using emotionally charged language and framing the involvement in sports as a heroic struggle against overwhelming odds. The focus is on the challenges rather than the achievements, which could evoke pity or reinforce stereotypes of disability as a tragic condition.)

Stigmatizing and Patronizing Narrative:

Headline: "Disabled Sports Enthusiast Tackles Athletic Challenges Despite Limitations"

- (This narrative subtly reinforces stereotypes, portraying the athlete as attempting feats "despite limitations." The emphasis is more on perceived constraints than on abilities, contributing to a patronizing tone that may inadvertently reinforce societal biases.)

Football with Goggles!

Difficulty: Beginner

Time: 90minutes

Group: 6-24

Brief overview

This activity uses “homemade goggles” to simulate vision impairments during a game of football. Participants experience the challenges faced by persons with visual disabilities, promoting empathy and understanding.



Objectives

- To foster empathy for persons with visual impairments.
- To understand the challenges faced by visually impaired persons in everyday activities.
- To promote teamwork and communication in a modified environment.



Materials

- Twine, plastic cups, scissors, football, and space for playing.



Activity

- Preparation (20 minutes): Guide participants to create goggles using twine and plastic cups, simulating vision impairment.
- Team Formation and Role Assignment (20 minutes): Divide participants into two teams, assigning roles for the football game.
- Playing Football (20 minutes): Conduct a football match where all participants wear the goggles. Monitor safety and encourage communication among players.
- Wrap-up and Reflection (30 minutes): Gather participants to share their experiences and discuss the challenges they faced.
- Ask participants how the experience changed their understanding of visual impairment. Discuss what strategies were effective in adapting to the new challenges. Reflect on the importance of empathy and inclusion for individuals with disabilities.



Debriefing and evaluation

- The following questions can be used for the debriefing:
- How did playing football with vision-impairing goggles change your



- perspective on visual impairment?
- What were the biggest challenges you faced during the game, and how did you adapt to them?
- How did the visual impairment simulation affect your communication and teamwork on the field?
- In what ways did this activity increase your empathy for persons with visual impairments?
- How can the insights gained from this activity be applied to make everyday environments more inclusive for persons with visual impairments?
- If you were to play this game again, what strategies would you use to improve your performance and teamwork?
- What lessons can be learned from this activity about the importance of designing inclusive activities and spaces?



Tips for the facilitators

- Prioritize safety throughout the activity.
- Encourage participants to express themselves and share their feelings openly.
- Facilitate discussions that link the activity to broader themes of inclusivity and empathy.



Accessibility

- Adapt the football game rules to ensure safety and inclusion for all participants.
- Be mindful of the physical space to accommodate all participants, including those with mobility challenges.



Handouts

Steps to create goggles:

- **Prepare the Cups:** Take two plastic cups and make two small holes opposite each other at the top of each cup (near the rim).
- **Cut the Twine:** Measure and cut a piece of twine long enough to comfortably go around a participant's head. The length will vary based on the age and size of the participants.
- **Assemble the Goggles:** Thread the twine through the holes in each plastic cup, tying knots at each end to secure the cups in place. Ensure the cups are positioned like goggles over where the eyes would be.
- **Fit to Participants:** Adjust the length of the twine so the goggles fit snugly but comfortably around each participant's head. The cups should mimic impaired vision without causing discomfort.
- **Safety Note:** Remind participants to move cautiously when wearing the goggles. Monitor the activity closely to ensure safety at all times.

Understanding Invisible Disabilities

Difficulty: Intermediate

Time: 90 minutes

Group: 10-16

Brief overview

This activity focuses on increasing awareness and understanding of invisible disabilities. It involves group discussions on specific invisible disabilities, emphasizing the challenges individuals face and exploring supportive strategies. Participants will learn to recognize the impact of these disabilities and discuss ways to create more inclusive environments.



Objectives

- To promote understanding of various invisible disabilities.
- To identify and discuss challenges faced by persons with these disabilities.
- To explore strategies for creating supportive and inclusive environments.



Materials

- Handouts on different invisible disabilities, markers, flip charts or whiteboards.



Activity

- Introduction (10 min): Facilitator provides an overview of invisible disabilities. Discuss common misconceptions and the impact these disabilities can have on individuals' daily lives. Discuss the right to privacy versus the potential benefits of disclosure for fostering understanding and support. Examine the societal balance between promoting awareness of invisible disabilities and respecting individuals' choices to keep such information private.
- Group Discussion and presentation (50 min): Participants divided into groups to discuss assigned invisible disabilities, focusing on challenges and support strategies. Each group presents their findings, highlighting key challenges, successful stories from famous people and potential supportive actions.
- Reflection (30 min): Discuss the similarities and differences in



- challenges and support strategies across various invisible disabilities. Encourage participants to share personal insights or changes in perception about invisible disabilities. Discuss the importance of empathy and understanding in diverse environments. Should we as a society promote the revelation of such cases? Or for society it's better – less troubling if these people keep it to themselves? If they choose to keep it to themselves – does it create exclusion feelings in those people? Do people choose not to disclose such things about themselves, because they fear not to be accepted by others? Or there might be other reasons as well?



Debriefing and evaluation

Use the following questions for debriefing:

- Did anyone in your group share personal connections or experiences related to the examples discussed?
- How did these personal stories contribute to the conversation?
- How do you think people with such disabilities should be addressed in a workplace, school etc. Should they receive special treatment?
- What about cases, when a person chooses not to inform anybody about their condition?



Tips for the facilitators

- Encourage respectful listening and open dialogue.
- Use real-life examples to illustrate points.
- Address any misconceptions or stereotypes.



Accessibility

- Offer diverse formats for handouts and forms, like large print, Braille, and screen-reader-friendly digital versions.
- Select an accessible venue equipped with ramps, elevators, and other necessary facilities for physical accessibility.
- Cultivate a welcoming atmosphere that respects diverse cultural backgrounds. Ensure inclusivity in content and examples.
- Create a supportive space where participants can comfortably seek accommodations or assistance. Implement proactive strategies to cater to diverse needs, ensuring everyone's active participation.

Handout 1 - Invisible disabilities



Chronic Pain:

- Persistent pain that lasts for an extended period.
- Discomfort, soreness, or aching in muscles or joints.
- Fatigue and sleep disturbances.

Anxiety Disorders:

- Excessive worry or fear that is difficult to control.
- Restlessness or feeling on edge.
- Rapid heart rate, sweating, trembling, or shortness of breath.

Depression:

- Persistent feelings of sadness or emptiness.
- Loss of interest or pleasure in activities.
- Changes in appetite and sleep patterns.

Dyslexia:

- Difficulty in reading, spelling, and recognizing written words.
- Challenges in phonological processing and decoding.

Attention-Deficit/Hyperactivity Disorder (ADHD):

- Inattention, impulsivity, and hyperactivity.
- Difficulty sustaining attention and staying organized.
- Restlessness and impulsive decision-making.

Autoimmune Disorders (e.g., Rheumatoid Arthritis, Lupus):

- Joint pain, stiffness, and swelling.
- Fatigue, weakness, and malaise.
- Inflammation affecting various organs.

Migraines:

- Intense, throbbing headaches often accompanied by nausea and sensitivity to light and sound.
- Visual disturbances (auras) before or during migraines.
- Inflammatory Bowel Disease (e.g., Crohn's Disease, Ulcerative Colitis):
- Abdominal pain and cramping.
- Diarrhea or constipation.
- Fatigue and unintended weight loss.

Fibromyalgia:

- Widespread musculoskeletal pain and tenderness.
- Fatigue and sleep disturbances.
- Cognitive difficulties (fibro fog).

Post-Traumatic Stress Disorder (PTSD):

- Intrusive memories, flashbacks, or nightmares related to a traumatic event.
- Avoidance of reminders of the trauma.
- Hyperarousal, including heightened startle response.

Independent Living Roadmap

Difficulty: Intermediate

Time: 4 hours

Group: 10 -12



Brief overview

This workshop is addressing challenges faced by young adults with disabilities in achieving independence. This activity is suitable for educational settings, youth camps, and organizations focusing on disability support and empowerment.



Objectives

- To equip participants with essential skills and knowledge for transitioning to independent adulthood.
- To foster the development of a supportive community for navigating adult life's complexities, emphasizing mutual aid and collaboration.
- To encourage proactive seeking and embracing of available support, enhancing informed decision-making and autonomy in their life journey.



Materials

- Paper baskets, papers, writing materials.
- Budget simulation materials (play currency, expense cards)
- Accessibility tools (sign language interpreters, assistive reading devices)
- Handouts/templates from the “Lotos” organization's Independent Living Handbook [LINK](#)



Activity

Warm-Up exercise (20 min):

- Conduct an energizer/exercise suitable for the group's dynamics, ensuring accessibility and after present the objectives of the activity.

My best scenario (40 min):

- Participants individually imagine their ideal life in 10 years.
- Encourage them to visualize details about location, company, activities, and emotions. Share some of these visions with the group.

Self-assessment - Where am I now? (20 min):

- Participants receive paper baskets and papers.
- Self-assess their current resources and needs for future goals.
- Items representing current resources go into the basket, needs lay

- outside.

Group collaboration - Call a friend or ask the audience (40 min):

- Participants list and share two unmet needs.
- Group members offer solutions or resources they have.
- Discussions on potential long-term solutions or mitigating consequences.

Budgeting exercise - time is money, Part 1 (40 min):

- Participants in groups of three manage a simulated budget.
- The goal is to allocate funds effectively for monthly needs.

Goal planning - Time is money, Part 2 (40 min):

- Participants set personal goals in health, skills, and social life.
- Incorporate these goals into yearly and weekly plans for accountability.

Final reflection (30 min):

- Discuss contributions made and insights gained, and the opportunities provided for participants to acknowledge their growth. Debriefing should come in the final circle, and it should have space to reflect on things learned but also on things that this workshop could not provide.

Debriefing and evaluation

The following questions are suggested for debriefing:

- What was your key takeaway from today's workshop?
- How do you feel about the resources and support discussed today?
- What strategies or ideas will you implement in your journey to independence?
- How can we improve this workshop to better address your needs?

Tips for the facilitators

- Emphasize active listening and create a non-judgmental space.
- Encourage facilitators to share their own experiences if relevant.
- Be mindful of the diverse needs and backgrounds of participants.

Accessibility

- Ensure the venue is wheelchair accessible.
- Provide materials in multiple formats (Braille, large print, digital).
- Consider the varied cognitive abilities of participants in the design of activities.

Handouts

- Relevant templates and materials based on the Handbook. Handouts/templates from the “Lotos” organization's **Independent Living Handbook** [LINK](#)



Accessibility Analysis Handbook

Difficulty: Expert

Time: 4 hours

Group: 20-25



Brief overview

This activity serves as an architectural accessibility and analysis tool. It includes comprehensive descriptions and examples of assessable objects, elements and methods of assessment, forms, and requirements, as well as reporting examples and formats. The activity dynamically adapts to the specific needs of its users and covers a wide range of topics, including the assessment of entrances, interiors, staff training, elevator availability, and more.



Objectives

- To provide essential training to young activists, enhancing their understanding of accessibility requirements.
- To provide invaluable resources for architecture and design students, broadening their perspective on inclusive design.



Materials

- Essential training tools, presentation equipment, flipcharts, markers, stickers, and papers.
- The venue should be fully accessible and spacious enough for group activities.



Activity

- Icebreaker and Introduction of the workshop and its objectives (10 min): Establishing the session's purpose.
- The Principle of Universal Design (20 min): A PowerPoint presentation explaining universal design and its societal benefits.

Exercise 1: Different Aspects of Accessibility (50 min):

Divide participants into four groups focusing on:

- Building Entrances
- Building Interiors
- Streets and Outdoor Spaces
- Online Spaces

- Assign each member a role representing different disabilities (e.g., visual impairment, hearing impairment, wheelchair user, autism, short stature, etc.). Encourage participants to step into the shoes of unfamiliar roles to better understand diverse needs.
- Groups identify and discuss the access needs for each role.
- Present and discuss the results.



Exercise 2: Walk the Reality (50 min):

- Present four audio-visual examples of different actual spaces and events, such as an apartment, a public space (school or hospital), an event (protest or concert), and a website.
- Participants are tasked to identify accessibility barriers and propose corrections.
- Encourage recognition of the limits of reasonable adjustments.

Accessibility Quiz (20 min):

- Utilize online tools to create a quiz with approximately 10 questions.
- Reward the top three scores with symbolic gifts.

Debriefing and Evaluation (30 min): Facilitate a reflective discussion on the process and insights gained.

Debriefing and evaluation



The following questions are suggested for debriefing:

- What was the most impactful insight you gained about accessibility from today's activities?
- How do you plan to apply the knowledge of architectural accessibility and universal design in your professional or personal life?
- Which accessibility challenge discussed today resonated with you the most, and how would you address it?
- How has this workshop influenced your approach to understanding and advocating for inclusive design?
- What elements of the workshop did you find most effective, and what improvements would you suggest for future sessions?

Tips for the facilitators

- Use practical examples, videos, images, and participant presentations to illustrate accessibility requirements.
- Ensure the content is relatable and easily understandable, even for beginners.





Accessibility

- Host the activity in an accessible space with personal assistance available.
- All written information should be read aloud.
- Provide translation services if necessary.

Forum Theatre for Disability Awareness:

Difficulty: Intermediate

Time: 5 hours (break included)

Group: 16-24

Brief overview

Forum Theatre, also known as "Theatre of the Oppressed," is a dynamic and interactive form of theatre designed to promote social change and raise awareness about issues, particularly those related to disabilities. In this activity, real-life situations concerning disability are dramatized. After the initial performance, the audience is encouraged to engage actively, either by replacing actors on stage or offering suggestions, to alter the outcome of the scenarios, fostering a deeper understanding and empathy towards disability-related challenges.



Objectives

- To increase understanding and sensitivity towards the challenges faced by persons with disabilities.
- To inspire empathy and advocate for inclusive practices by allowing participants to experience and react to disability-related scenarios.
- To use interactive drama as a tool for highlighting and addressing the barriers faced by persons with disabilities in society.



Materials

- An accessible stage setup.
- Simple scenography to depict the various scenarios.
- Basic sound and lighting equipment to enhance the performance.



Activity

- Preparation Phase (Up to 2 hours): Participants are asked to recall or imagine scenarios where they or others felt oppressed or faced disability-related challenges. Select 3-4 diverse stories that cover a range of issues like discrimination, accessibility challenges, and social exclusion. Assign roles for each scenario, including the individual with a disability, oppressors, bystanders, or neutral characters. Scripts should be concise and impactful.
- Performance (80 min): Perform each scene as rehearsed. Following the performances, engage the audience by inviting them to modify the



- outcomes by suggesting alternatives or stepping into roles themselves. This interactive element allows for a natural and heartfelt response from both actors and audience members.
- Debriefing and Reflection (40 min): Express gratitude to the participants and audience. Facilitate a discussion where attendees can share their experiences and insights from the activity, focusing on how their perceptions or attitudes towards disability might have changed.



Debriefing and evaluation

The following questions can be used for the debriefing:

- How did participating in or observing the forum theatre scenes affect your understanding or perception of the challenges faced by persons with disabilities?
- For those who stepped into a role, how did the experience of embodying a character with a disability or facing discrimination influence your empathy or awareness?
- As an audience member, what did you learn from the alternative outcomes suggested or acted out by other participants?
- Which solutions or changes proposed during the performance do you think are most feasible and impactful in real-life scenarios?
- How do you envision applying the insights gained from this activity in your daily life or community to promote inclusivity and support for persons with disabilities?



Tips for the facilitators

- Ensure each scene is straightforward with only a few sentences and clear imagery, making it easy for the audience to grasp the core problem.
- Motivate audience members to engage, reminding them that no professional acting experience is necessary.
- Highlight the emotional and social impact of each scenario to foster a deeper understanding of disability-related issues.



Accessibility

- Provide sign language interpreters to ensure accessibility for deaf and hard-of-hearing participants.
- Utilize sound effects and simple narrations to enhance understanding, especially for visually impaired attendees.
- Ensure the stage and performance area are accessible for participants with mobility challenges, with assistants available to help as needed.

Basics in Providing Personal Assistance for People with Disabilities.

Difficulty: Beginner

Time: 180 minutes

Group: 10- 25

Brief overview

This is a practical workshop designed to teach basic skills in providing personal assistance to individuals with various disabilities. The workshop aims to introduce participants, particularly new staff and volunteers in organizations, to the philosophy of independent living. Through demonstration and active participation, attendees learn the proper ways to offer assistance, ensuring safety, respecting dignity, and supporting individuals in their work environment.



Objectives

- To ensure participants grasp the principles of independent living and the importance of autonomy for persons with disabilities.
- To develop practical skills in providing assistance to individuals with various disabilities, such as those using wheelchairs, individuals who are blind, deaf, intellectually, or psychosocially disabled.
- To train participants in ways to prevent accidents and ensure the dignity and boundaries of those they assist are respected.



Materials

- Presentation, different aids (wheelchair, cane, blindfold)



Activity

- Introduction to Independent Living Philosophy (30 min): A presentation focusing on what constitutes assistance and what does not. Key rules like never assuming, always asking, prioritizing safety, and respecting boundaries are highlighted.
- Practical Demonstrations (80 min):
 - Assistance to wheelchair users: Demonstration of dos and don'ts, with role-playing opportunities.
 - Assistance to blind individuals: Practice and role-play to understand appropriate assistance methods.





- Assistance to deaf individuals: Exercises on effective communication strategies.
- Assistance to individuals with intellectual disabilities: Role-playing dialogues and accessible communication techniques.
- Assistance to individuals with psychosocial disabilities: Understanding and practicing respectful and open dialogue.
- Participant Demonstration (30 min): Each participant randomly selects a task and demonstrates their understanding of providing assistance.
- Debriefing and Reflection (40 min): Create a supportive environment where participants can practice and ask questions. Encourage sharing of personal boundaries and any insecurities. Emphasize that this is a foundational training and learning will continue through experience.



Debriefing and evaluation

The following questions can be used for the debriefing:

- What was your key takeaway from practicing the different forms of assistance?
- How did the experience of switching roles between providing and receiving assistance influence your understanding of the needs and boundaries of persons with disabilities?
- Were there any aspects of providing assistance that you found particularly challenging or enlightening?
- How do you envision applying these skills in your work environment to support colleagues or clients with disabilities?
- How has this workshop impacted your approach to interacting and communicating with persons with disabilities?



Tips for the facilitators

- Ensure participants experience both roles of giving and receiving assistance to better understand and articulate these perspectives.



Accessibility

- The activity is designed to be fully accessible, allowing participation from everyone.

Handout



Guidelines for Providing Personal Assistance to Persons with Disabilities

Introduction: This guide is designed to assist staff and volunteers in understanding and effectively providing personal assistance to individuals with disabilities. Our goal is to promote independence, respect dignity, and ensure safety for all parties involved.

Key Principles:

Respect and Dignity:

- Always treat individuals with disabilities with the utmost respect and dignity.
- Understand that providing assistance is about enabling independence, not taking over tasks.

Communication:

- Always ask before providing assistance; never assume that help is needed or wanted.
- Use clear, respectful, and direct communication.
- For individuals who are deaf or hard of hearing, ensure your face is visible for lip reading or use an interpreter if necessary.

Safety First:

- Be aware of safety for both the individual and yourself.
- Understand and follow any specific instructions related to the individual's mobility aids or assistive devices.
- Understanding Boundaries:

Respect personal space and boundaries.

- Avoid unnecessary physical contact.
- Responding to Needs:
- Be attentive and responsive to the needs and requests of the individual.
- Adapt your assistance based on feedback and the individual's preferences.

Guidelines for Specific Disabilities:

- Assisting Wheelchair Users:
- Do not lean on or move the wheelchair without permission.
- Ensure pathways are clear and accessible.

**Assisting Individuals Who Are Blind or Have Low Vision:**

- Offer your arm for guidance rather than grabbing theirs.
- Clearly describe the environment and any obstacles in their path.

Assisting Deaf or Hard of Hearing Individuals:

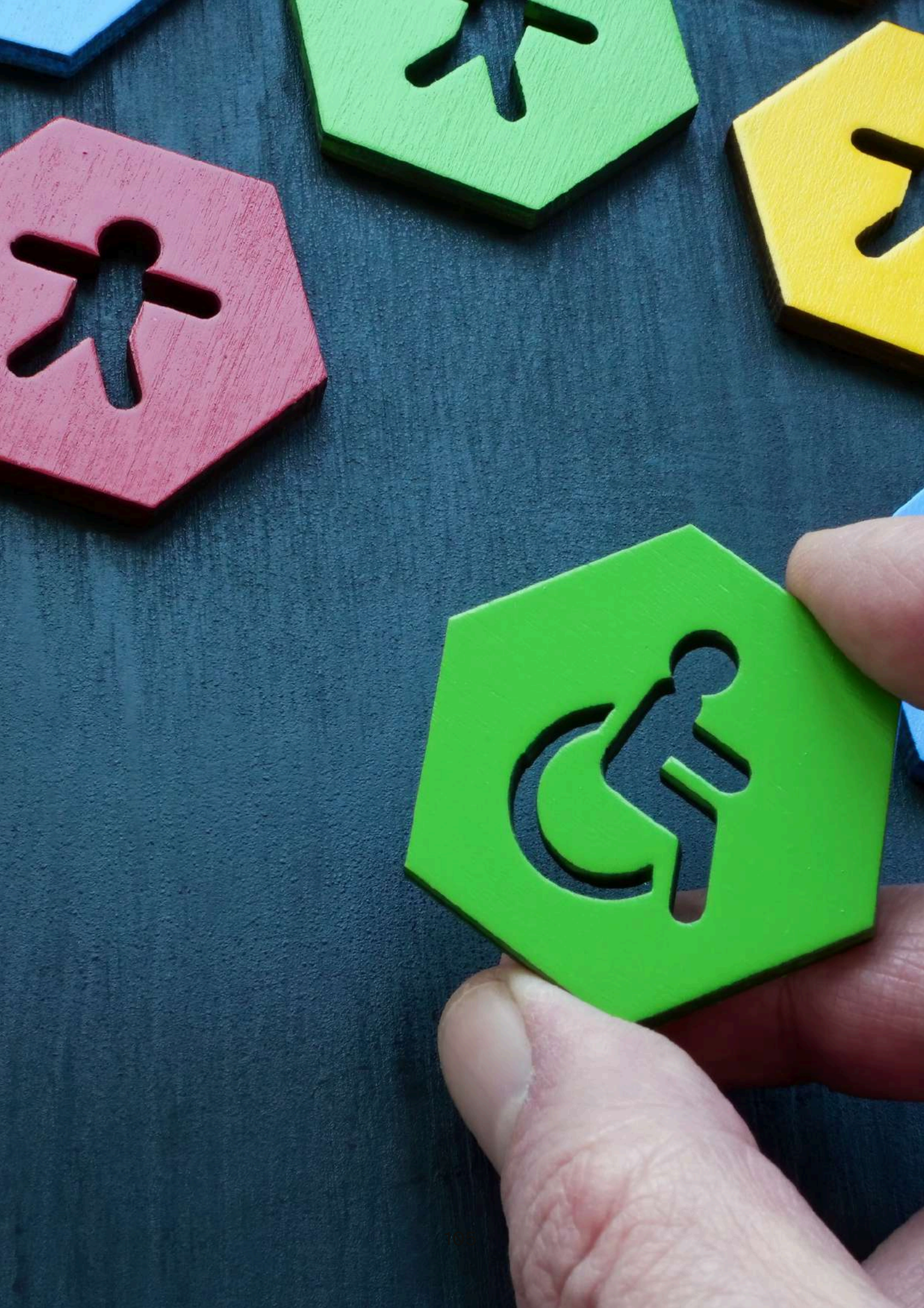
- Use visual cues and gestures where appropriate.
- Do not shout; speak normally and clearly.

Assisting Individuals with Intellectual Disabilities:

- Use simple, clear language and be patient.
- Encourage independence by allowing time for them to understand and respond.

Assisting Individuals with Psychosocial Disabilities:

- Be patient and understanding.
- Avoid making assumptions about their abilities and preferences.



7. Project partners



Associazione AbiCi

Abici is an Italian youth organization established in 2010. It mainly works in the field of media literacy and inclusion of disabled youth. In the framework of disability, the organization plans and implements socio-educational activities aimed to boost work inclusion of youth with sensorial disabilities and afflicted with mental illness. Furthermore, the NGO publishes a daily magazine Sardegnagol where it promotes youth policies and human rights.

Web: <https://www.associazioneabici.eu/>

Beyond Barriers Association

Beyond Barriers Association (BBA) is a non-profit, civil society organization, established in 2004 in Tirana, Albania. BBA works with young people in national, regional and European levels, by fostering empowerment through non-formal education. The mission of BBA is to promote inclusion, equal chances and better quality of life for all young people and support the foundations of building a better society for the present and the future generations.

Web: <https://beyondbarriers.org/>

The Association of Youth with Disabilities of Montenegro

The Association of Youth with Disabilities of Montenegro is an NGO dedicated to improving the level of guarantees and the respect of the human rights of people with disabilities, with a special focus on youth with disabilities. Through various programs, activities, and initiatives, the organization advocates for the rights of persons with disabilities and inclusion in society. The Association offers a range of programs and initiatives aimed at improving the lives of people with disabilities through advocacy, employment and training opportunities, educational support, support services, awareness-raising campaign, and social inclusion activities.

Web: <https://umhcg.com/en/>



Active Zone Outdoor

Active Zone Outdoor is a Cyprus based non for profit, non-Governmental organization with a mission to facilitate the enhancement of a better mental health and wellbeing of young people through active engagement in outdoor and sports activities and participation in the society. Social inclusion of young people with medical disabilities with priority to be given to people with visual impairment constitutes a core strategic goal in the agenda of the organization.

Web: <https://www.activezoneoutdoor.cy/>

Information Center for people with disabilities Lotos

The Information Center for People with Disabilities "Lotos" is a non-profit organization that operates throughout Bosnia and Herzegovina. Through its actions, the organization influences the creation of a democratic civil society in Bosnia and Herzegovina in which issues of disability will be considered as issues of human rights, and people with disabilities will not face barriers during exercising the rights that belong to them as human beings.

Web: <https://www.ic-lotos.org.ba/>

TDM 2000 Malta

TDM 2000 Malta aims to increase active youth participation in society on a local and an international Difficulty. It supports local institutions working with youth coming from lesser opportunity backgrounds through raising awareness, fundraising and volunteering. It also gives young persons the opportunity to participate in a variety of Erasmus+ mobilities in Malta and abroad.

Web: <https://tdm2000malta.org/>

8. References



- Universal Declaration of Human Rights (UDHR): This foundational human rights document can be accessed at the Office of the High Commissioner for Human Rights (OHCHR) website [UDHR](#)
- Convention on the Rights of Persons with Disabilities (CRPD): This crucial document focusing on the rights of persons with disabilities is available at the OHCHR website [CRPD](#).
- Accessibility manual (Lotto Organisation)
- Training manual for the meaningful inclusion of people with disabilities- UNESCO <https://unesdoc.unesco.org/ark:/48223/pf0000380382>
- https://www.un.org/en/content/disabilitystrategy/assets/documentation/UN_Disability_Inclusion_Strategy_english.pdf
- International Covenant on Economic, Social and Cultural Rights, United Nations General Assembly
- <https://www.ohchr.org/en/instruments-mechanisms/instruments/international-covenant-economic-social-and-cultural-rights>
- https://www.un.org/disabilities/documents/sdgs/disability_inclusive_sdgs.pdf
- [Compass Manual for Human Rights Education with Young people, https://www.coe.int/en/web/compass](https://www.coe.int/en/web/compass)

In Touch



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