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Destigmatize Disability

Changing Attitudes and Behaviors
through Inclusive "Edutainment" in Lebanon



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for every child

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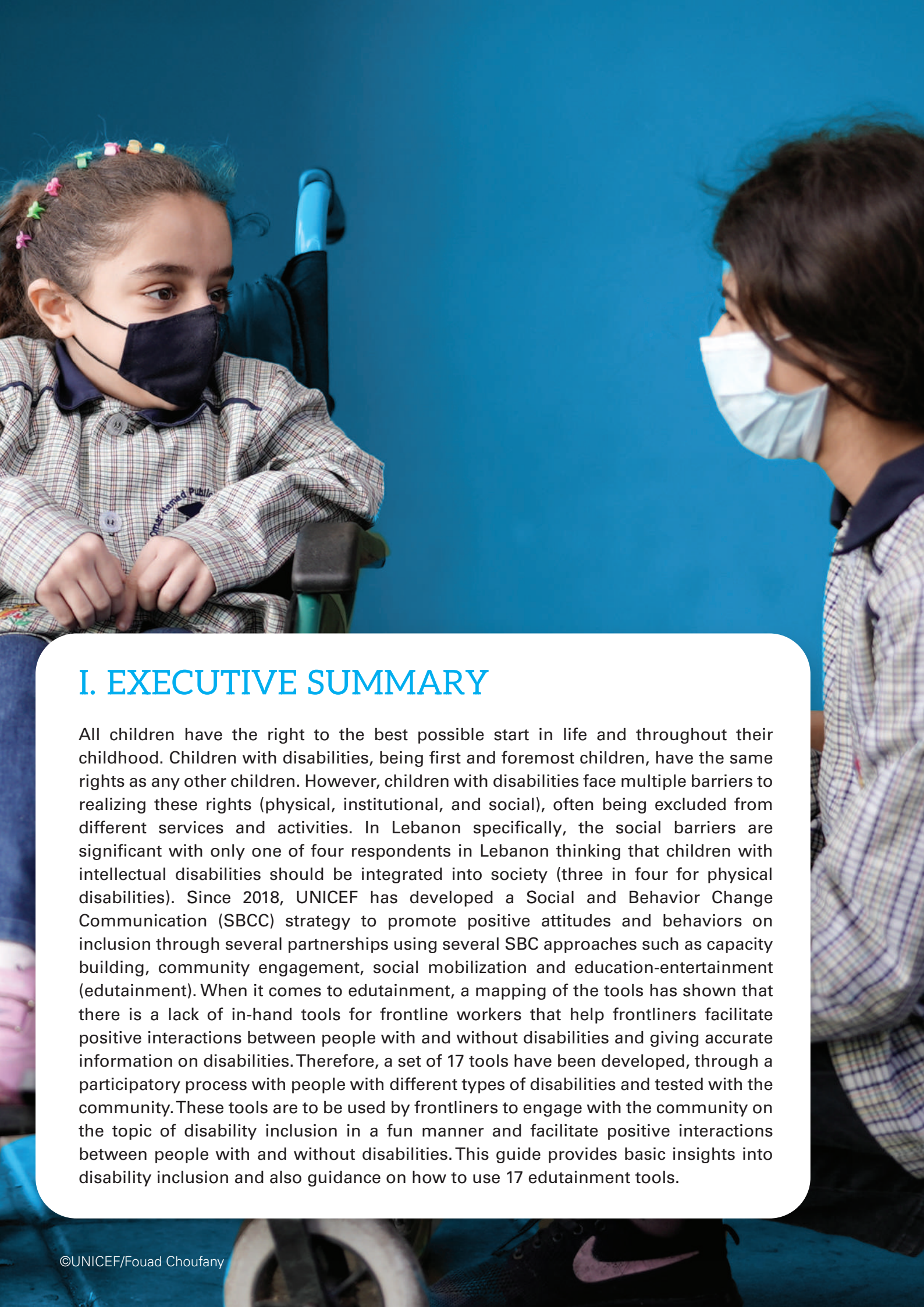
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I. EXECUTIVE SUMMARY

All children have the right to the best possible start in life and throughout their childhood. Children with disabilities, being first and foremost children, have the same rights as any other children. However, children with disabilities face multiple barriers to realizing these rights (physical, institutional, and social), often being excluded from different services and activities. In Lebanon specifically, the social barriers are significant with only one of four respondents in Lebanon thinking that children with intellectual disabilities should be integrated into society (three in four for physical disabilities). Since 2018, UNICEF has developed a Social and Behavior Change Communication (SBCC) strategy to promote positive attitudes and behaviors on inclusion through several partnerships using several SBC approaches such as capacity building, community engagement, social mobilization and education-entertainment (edutainment). When it comes to edutainment, a mapping of the tools has shown that there is a lack of in-hand tools for frontline workers that help frontliners facilitate positive interactions between people with and without disabilities and giving accurate information on disabilities. Therefore, a set of 17 tools have been developed, through a participatory process with people with different types of disabilities and tested with the community. These tools are to be used by frontliners to engage with the community on the topic of disability inclusion in a fun manner and facilitate positive interactions between people with and without disabilities. This guide provides basic insights into disability inclusion and also guidance on how to use 17 edutainment tools.

II. ABOUT DISABILITY

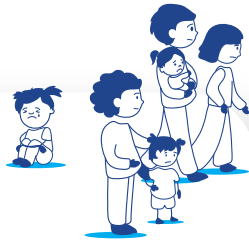
1. What is disability?

Disability is an evolving concept ... disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others."

Preamble, United Nations Convention on the Rights of Persons with Disabilities

Historically, disability has been understood using three models. To best explain these models and how we came to the above definition of disability let us go walk through the three models and apply each to a fictional character, Hiba who was born with an intellectual impairment.

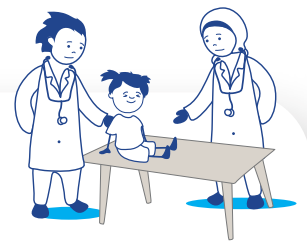
The Charity Model



Persons with disabilities are seen as inferior, useless, dependent, a result of divine punishment, a burden to society, and are not expected to contribute to society in any way.

Example: It is very unfortunate that Hiba is born abnormal. She is such a burden to her family and society is ashamed. She was sent by God as a punishment for the parents' sins. It is best to keep Hiba at hidden and limit her exposure. That is the best way to keep her and others away from harm. It is useless to invest in her.

The Medical Model



Disability is seen as a purely medical condition of an individual that should be "fixed". The focus is on "correcting" the person, so they can be accepted and integrated into society. This approach sets low expectations for children with disabilities. It labels a child as "abnormal".

Example: Hiba is an abnormal child, born with Down Syndrome. All efforts should go to treatment for Hiba in special care institutions. It is best to keep Hiba secluded with specialists who know how to take care of her.

These two models state that exclusion happens because the child has a disability.

The Social Model



Disability is seen as part of human diversity. This model shifts the focus from the individual's impairment to the relationship between the individual and society. It is the interaction between impairment and existing barriers that hinder inclusion (e.g., inaccessible environment, stigma, lack of access to assistive technologies).

Example: Hiba, as every child, should exercise her rights. Her intellectual impairment should not be a reason for her exclusion from society, schools, healthcare, etc. Hiba only has a disability when her impairment is met with physical, institutional, and social barriers.

For example, Hiba is currently not in mainstream school, not because she cannot learn, but because there are institutional and social barriers hindering her participation as the curriculum is not adapted to her needs, the teachers aren't equipped and there is stigma, and she does not receive the needed support.

This model states that exclusion happens because of physical, institutional, and social barriers.

Hence, As stated in the Convention on the Rights of Persons with Disabilities, people with disabilities include:

“...those who have long-term physical, mental, intellectual or sensory impairments which, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others” (Article 1, UN Convention on the Rights of Persons with Disabilities).

Moreover, it is endorsed by the General Comment 4 to Article 24 of the UNCRPD on the Right to Inclusive Education. See, for example, paragraph 9 that says: ' inclusive education seeks to enable communities, systems and structures to combat discrimination, including harmful stereotypes, recognize diversity, promote participation and overcome barriers to learning and participation for all by focusing on well-being and success of students with disabilities.'

It is important to note that the impact of a disability on a child's life may not be directly proportional to the severity of the impairment or the functional limitations at a basic activity level. For example, consider a child whose vision is correctable with glasses. Her functional limitation is small – and easily accommodated – but if she does not have access to glasses, and as a result drops out of school, the impact on her life can still be substantial. The key factor in determining disability is not the underlying medical condition or its extent, but the interaction between the functional limitation and the environment of the child.

2. Why should we Include Children with Disabilities?

- For every child, every right.
- Persons with disabilities have the same rights to be included in society as anybody else.
- The Convention on the Rights of the Child¹ and the Convention of the Rights of People with Disabilities² both articulate these rights.
- Inclusion benefits everyone.
- When children interact with their peers with disabilities, they are learning important social, emotional and life skills.
- When teachers use inclusive teaching methods, everyone learns better.
- When an employee has a disability, the work culture is enriched.
- The additional cost of inclusion is negligible compared to the impact of lifetime exclusion and underemployment³ and the opportunity costs of exclusion.

1 United Nations Convention for the Rights of the Child, 1989. <https://www.unicef.org/sop/convention-rights-child-text>

2 United Nations Convention for the Rights of Persons with Disabilities, 2006. <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html>

3 ASAN. (n.d.). Position Statements: Overview. Retrieved October 23, 2018, from Autistic Self Advocacy Network: <http://autisticadvocacy.org/about-asan/position-statements/>

III. ABOUT SOCIAL AND BEHAVIOR CHANGE

1. What is Social and Behavior Change?

Social and Behavior Change is a set of approaches and strategies, that are systematic, planned and evidence based, which promote positive and measurable changes towards the fulfilment of women and children's rights. SBC works with communities, partners, and authorities to understand and influence the cognitive, social, and structural drivers of change.

It relies on social and behavioral evidence as well as participatory approaches to co-design solutions to development.

2. Why Do we Need Social and Behavior Change in Lebanon?

In Lebanon, a lot of physical and institutional barriers exist. However, the emphasis of Social and Behavior Change is primarily working towards reducing the social barriers which take the form of stigma. In Lebanon, the social barriers are significant with only one of four respondents thinking that children with intellectual disabilities should be integrated into society (three in four for physical disabilities)⁴. Discriminatory attitudes and behaviors are widespread across groups in the community, and this is also a contributing factor to the existence of physical and institutional barriers⁵. The intersections of gender, age, and disability result in multiple, intersecting and aggravated forms of discrimination and human rights violations against women and girls with disabilities, which often remain invisible and unaddressed.

Examples of social barriers in Lebanon:

- People view disability like a disease and feel pity, fear, or indifference
- Parents of children with disabilities hide them for fear of bullying⁶
- Children with disabilities are often victims of assault, both victims of physical and sexual assault, within and outside the family circle

The ultimate goal of Social and Behavior Change is for people to practice inclusive behaviors.

3. How Does Social and Behavior Change Happen?

To achieve positive attitudes and behaviors towards inclusion in different target populations, a multi-layered SBC intervention employing different approaches is needed. Examples of SBC approaches include community engagement, social mobilization, behavioral insights, etc. However, in this guide, we will focus on one SBC approach, education-entertainment (edutainment) which frontline workers can easily employ and integrate in their work.

⁴ Knowledge Attitude and Practice Study, UNICEF 2017.

<https://www.unicef.org/lebanon/reports/knowledge-attitude-and-practices-lebanese-syrian-and-palestine-refugees-lebanon-2017>

⁵ Social and Behaviour Change Communication Strategy, UNICEF 2018.

<https://www.unicef.org/lebanon/social-and-behaviour-change-sbc>

⁶ UNICEF has created a crucial resource to support parents, ensuring that our endeavors align harmoniously with it. Parental Engagement Curriculum for Parents of CWD and Facilitator's Guide

En: <https://uni.cf/3uLqTMz> <https://uni.cf/36JJFfa> Ar: <https://uni.cf/3Ny0s5H> <https://uni.cf/3x2Mbl6>

4. What is Education-Entertainment?

Edutainment is an SBC strategy where entertainment formats are used to tackle serious social issues in an innovative and entertaining way. Here, 17 education-entertainment (edutainment) tools, in the form of games, have been developed to be used by frontliners, as an SBC tool to reduce stigma on people with disabilities.

5. How Does Education-Entertainment Help Us Decrease Stigma?

A. Intergroup Contact

There is good evidence in the literature showing that interventions involving contact between people with and without disabilities have an impact in reducing stigma. This helps people see others beyond the stereotypes.

This is in line with Allport's Intergroup Contact Theory⁷ that states there needs to be four conditions for positive intergroup contact to occur:

- Equal status
- Intergroup cooperation
- Common goals
- Support by social and institutional authorities

All the tools in this guide are based on the Intergroup Contact Theory, where people with and without disabilities are brought together in a situation that meets the above four listed criteria in aim to decrease stigma.

More recent research also pinpointed that for children to feel safe and comfortable in an environment, the following criteria need to be met⁸:

- Feel consulted, listened to and understood
- Have good relationships with adults present
- Are treated equally
- Have friends present
- Have and understand clear structures of help
- Have freedom of expression and participation
- Trust is present both vertically (between peers/participants) and horizontally (between teachers/facilitators and participants/students)
- Everyone is included in activities to the best of their ability
- There is an absence of violence and bullying, both vertical and horizontal

B. Social Learning

One of the ways people learn behaviors is by seeing others performing them⁹. Therefore, the participants do not only engage in positive contact with each other, they also learn from the facilitators how to behave inclusively. So, make sure as a facilitator, you are modelling inclusive behaviors.

⁷The Nature of Prejudice, Allport G.W. 1954
https://faculty.washington.edu/caporaso/courses/203/readings/allport_Nature_of_prejudice.pdf

⁸Towards a child-led definition of social cohesion, UNICEF 2019.
<https://www.unicef.org/jordan/reports/towards-child-led-definition-social-cohesion>

C. Norms Framing

Social norms influence how we behave. A social norm is when a number of individuals prefer to act in a certain way because they expect others to do the same (empirical expectations) or/and because they think that others expect them to act in this way¹⁰. In Lebanon, there is no study to pinpoint the norm when it comes to disability inclusion. However, we can leverage on existing cultural sayings to help people refer to existing positive cultural influences on inclusion. Therefore, during the activities, we can mention the following Lebanese, Syrian and/or Palestinian sayings to highlight to the participants the cultural significance and reference of being inclusive:

- The meeting of hands builds a nation, and the meeting of hearts eases hardships. اجتماع اليادين بيني وطن واجتماع القلوب بخفف محن
- Cooperation is strength, while division is weakness. التعاون قوة والتفرقة ضعف
- One hand alone cannot clap. إيد وحدة ما بتزقف
- Your neighbor before your home. الجار قبل الدار
- A friend in need is a friend indeed. الصديق وقت الضيق
- Small streams make a big river. السواقي الصغيرة بتعمل النهر الكبير
- A brother is a gift your mother didn't give birth to. رب أخ لم تلده أمك
- Patience is the key to relief. الصبر مفتاح الفرج
- Blessings come in abundance. البركة بالكثره
- Hand in hand, we reach far. إيد على إيد بترمي لبعيد
- One hand washes the other, and both wash the face. الايد بتغسل ايد، والاثنين بيغسلوا وجه
- Your brother is the one who supported you. أخاك من واساك
- A mountain doesn't need another mountain, but a person needs another person. الجبل ما بيحتاج لجبل، أما الانسان بيحتاج لانسان
- Give your blood and your wealth to your friend. إبدل لصديقك دمك ومالك
- One bee cannot produce honey. نحلة وحدة ما بتجني العسل
- One stone doesn't build a wall. حجر واحد ما بعمر حيط
- Together, we stand; divided, we fall. مجتمعين بنوقف بس مفترقين رح نوقع
- Cooperation is the secret to success. التعاون سر النجاح
- In unity, the matches are hard to break, but when separated, they break easily." في الاتحاد قوة: عيدان الكبريت لما يكونوا سوا كثير
- The complexity of social relationships: Each stranger to the other is a relative. صعب ينكسروا، بس لما عود يكون وحده كثير سهل ينكسر
- When ants gather, they can kill a scorpion. تشعب العلاقات الاجتماعية: كل غريب للغريب نسيب
- Unity ignites the coal, while division extinguishes it. النمل إذا اجتمع قتل السبع
- But when brothers unite, they turn a mountain into gold. الاتحاد بولع الفحم، والتفرقة بتطفيه
- Ten men working together can do what a tribe cannot. بس يتكاتفوا الاخوة بحولو الجبل لذهب
- A single hand can break a stick, but it cannot break a bundle. عشر رجال متضامنين بيعملوا يلي ما بتقدر عليه قبيلة
- Live long, and you will see much. الإيد بتكسر عود بس ما بتكسر شملة (مجموعة أو رزمة)
- My finger is a part of me, even if it's detached. عيش كثير بتشوف كثير
- Paradise is not tainted when it's empty. اصبعتي مني ولو انقطعت
- As long as there is loyalty among people, there will be people for people. الجنة بلا ناس ما بتنداس
- A sweet word opens iron doors. ناس للناس ما دام الوفا فيهن
- The meeting of hands builds a nation, and the meeting of hearts eases hardships. الكلمة الحلوة بتفتح أبواب الحديد

*Please note that these sayings can be adapted according to each community and country.

9 Social Learning Theory, Bandura 1971. http://www.asecib.ase.ro/mps/Bandura_SocialLearningTheory.pdf

10 Norms in the Wild. How to Diagnose, Measure, and Change Social Norms, Cristina Bicchieri 2017. <https://journals.openedition.org/oeconomia/2980>

D. Vested Interest

People are more likely to act on attitudes when the issue at stake is something that will affect them personally¹¹. Hence, in discussions, it is very important to really stress what the benefits of inclusion are for everyone. Please refer to section 2 part 2, “Why should we include Children with Disabilities?”

E. Rehearsal, Practice, Pledge

A person putting the idea into words, defining it in public and practicing it is more likely to do it¹². Therefore, if the goal is for people to practice inclusive behaviors, then if they pledge out loud to do so, then they are more likely to go through with it. This is why it is very important at the end of each activity to allocate time for the pledge to occur.



11 Vested interest as a moderator of attitude-behavior consistency, Sivacek, J., & Crano, W. D., 1982.

12 Attitude accessibility, attitude-behavior consistency, and the strength of the object-evaluation association, Fazio, R. H., Chen, J., McDonel, E. C., & Sherman, S. J., 1982.
The significance of insecure attachment and disorganization in the development of children's externalizing behavior: A meta-analytic study Fearon, R. P., & others., 2010.
Pledges and how social influence shapes their effectiveness, Ann-Kathrin Koessler, 2022.

IV. ABOUT INCLUDING CHILDREN WITH DISABILITIES

1. What are the different disabilities?

As per the social model of inclusion, disability exists only as a result of the interaction between a functional difficulty and barriers. The main types of functional difficulties are:

- Mobility
- Hearing
- Seeing
- Communication
- Cognitive
- Learning

The tools developed are made to be inclusive of the different types of functional difficulties, gender and age.

While in-depth knowledge of all impairments is not required, it is important to understand if and how the child's ability to use speech and body language is affected, and what specific methods of communication best suit the child. You can do this through asking the child or his/her caregiver beforehand.

Annexes 1,2,3,4 and 5 provide tips for including people with hearing, visual, mobility, intellectual and learning, autism psychosocial and communication difficulties respectively.

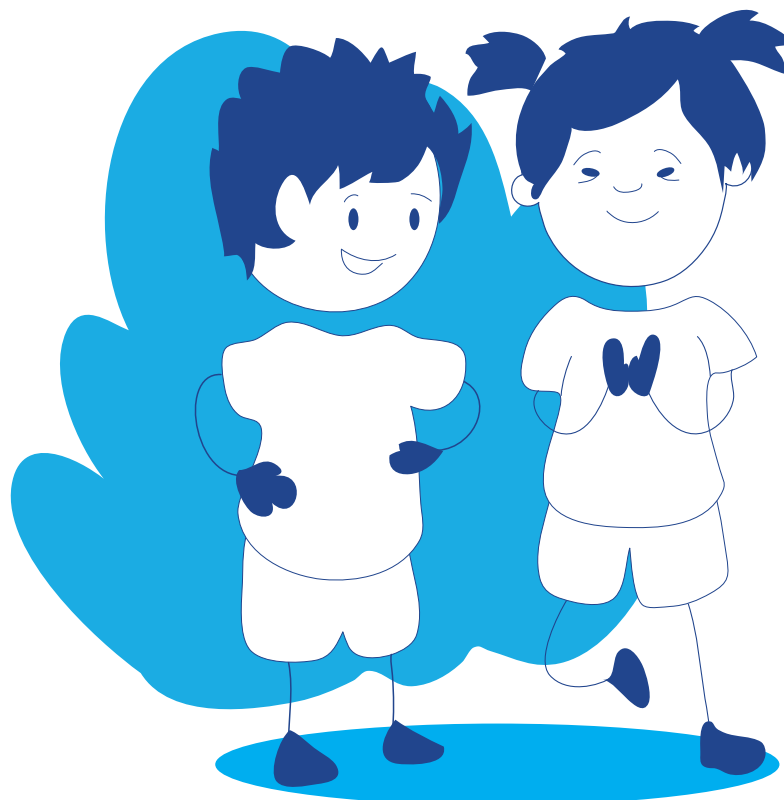
It is advised that you read all the annexes because on many occasions, a child can have more than one functional difficulty. Also, adhering to the tips would create an overall more inclusive environment that would benefit everyone.

2. What are some overall practical considerations to ensure inclusion?

In each tool, specific recommendations are made to ensure inclusion of the different types of disabilities; however, there are overall recommendations to keep in mind:

- Read this guide very carefully in preparation for any activity. The details are very important.
- Ensure diversity of participants. Make sure that the groups are mixed. Do not segregate groups by gender, age or functional difficulty.
- Knowing the functional difficulty of people who will participate will help you plan better for your activity. Try your best to collect information on required reasonable accommodation ahead of the session and provide it (e.g., sign language, accessible transportation, materials in easy-read format).
- Always ask children with a disability how to best meet their needs: consider the child is the best expert about her or his disability.

- Always ask if and how a child wants or needs to be assisted. Do not insist or be offended if your offer is not accepted.
- Make sure the location of the activity is safe and accessible, especially for people with mobility difficulties and girls. You can even ask participants beforehand if the location is accessible and safe for them. It is always better to ask than to assume.
- Ensure volunteers are available and trained to provide support on site, e.g., assist someone who has a visual impairment, guide to accessible bathrooms etc.
- Reinforce the active participation of each individual present. It is not unusual that sometimes people speak or participate on behalf of children with disabilities. It is your role as a facilitator to make sure that everyone participates. Always address the child with a disability and not the child's assistant or caregiver.
- Allow children with disabilities to take the same risks as other children in order to help them to gain confidence. Overprotection denies them the chance to explore, discover what is possible and learn how to keep themselves safe.
- Do not help children with disabilities unless they need it. Too much support denies them the chance to become independent and can make them feel patronized.
- Give people all the time they need to understand the game and to participate.
- Make sure you consistently articulate the proper vocabulary used for disability.
- Be attuned to the participants' words and subtle or explicit actions that are exclusive by nature. Continuously clarify and correct words and actions.
- Elicit discussions and debates between participants on disability and inclusion- this is where change happens.



V. ABOUT THE TOOLS

1. Why were these Tools Created?

The mapping of existing education-entertainment tools shows a scarcity of education-entertainment tools that allow frontliners to facilitate positive interactions between people with and without disabilities and give accurate information on disabilities. Hence, a set of 17 tools have been developed to serve as ready-made tools for frontliners to:

- Engage the community on the topic of disability inclusion in a fun manner
- Facilitate positive interactions between people with and without disabilities

2. How were the Tools Developed?

The tools were developed in a participatory approach, pretested and piloted within the community and Organizations of Persons with Disabilities (OPD) and finalized based on the feedback received. The process is indicated in the right column.



- ↳ Mapped existing edutainment tools
- ↳ Brainstormed with a group of children with different functional abilities on fun games
- ↳ Drafted the tools
- ↳ Revised the tools with Organizations of Persons with Disabilities
- ↳ Conducted a Training of Trainers (ToT) to frontliners
- ↳ Coached the frontliners and pilot the tools in all governorates in Lebanon with a diverse group of adults and children
- ◆ Refined the tools and the guidelines

3. Who are the Target Audiences of these Tools?

The tools are made inclusive! That means they should be used with mixed groups of adults and children with and without disabilities.

4. Who can implement the Tools? What does this guide provide?

These tools can be used by anyone who wants to work on inclusion of people with disabilities. However, it is preferred that frontliners have already received training on disability inclusion beforehand. You can benefit from a short free online course on Agora called “Disability Orientation”¹³.

This guide offers frontliners with:

- Basic insights into disability inclusion
- Guidance on how to use 17 edutainment tools

It is highly recommended that one of the facilitators has a disability. This will enrich the discussions and make the learning process representative and diverse.

You can also connect with local Organizations of Persons with Disabilities and ask for advice and support.

5. What are the steps of each tool?

Each tool entails the following steps:



Step 1:
Prepare



Step 2:
Welcome and Explain



Step 3:
Play



Step 4:
Share and Discuss



Step 5:
Reflect together and Pledge

6. What are these Tools?

The education entertainment tools are:

#	Tool	Objective	Duration	Energy Level
1	The Talking Puppet	Self- express and connect with other through puppets	Minimum 2 hours	Moderate
2	Self-Portrait	Self-express Relate to each other	Minimum 2 hours	Moderate
3	If you...	Notice and appreciate similarities and differences between each other	1 hour and 40 minutes	Moderate to high
4	Clothesline Game	Distinguish between inclusive vs exclusive disability terminology and statements.	90 minutes	High
5	Snakes and ladders	Discuss different scenarios of disability inclusion and exclusion	90 minutes	Moderate
6	Creative writing	Experience inclusion and work together towards a common goal	3 hours 3-4 hours	Low to moderate

#	Tool	Objective	Duration	Energy Level
7	Story telling and Performance Booth	Experience inclusion and work together towards a common goal	2 to 3 sessions of 2 hours	Low to moderate
8	Scavenger hunt-Puzzle	Explore together ways to solve problems, test new ideas, and make new friendships	Minimum 1 hours	Moderate
9	Memory game	Explore and understand the concept of children's rights	Minimum 1 hours	Moderate
10	Bocce game-sports	Have fun and play together while discussing important topics such as inclusion, exclusion, empathy, pity, support and inaction	Minimum 1 hours	High
11	Music to our ears	Allow people to experience inclusion and work together on a common goal	Minimum 100 minutes	Moderate to high
12	The talent Show	Allow people to appreciate the skills in each other	1-2 hours	Moderate to high
13	Forum Theater	Allow people to think and act out different pathways to disability inclusion in specific scenarios	2 hours	Moderate
14	Murals	Create a community-based arts initiative by transforming a public space into a work of art	Option 1: 2 hours of preparation, 4 hours of execution. Option 2: 3 to 4 sessions of preparation, 10 to 15 hours of execution.	Moderate
15	Street Parade	Advocate and celebrate disability inclusion	Preparation time: 1 hour The Parade: 15 to 45 min Reflection and pledge: 15 to 30 min	High
16	Video Discussion	Foster open and inclusive dialogues, and participation among individuals, including those who may be less inclined to speak up.	45 min to 1 hour	Low
17	Planning an event	Improve cultural acceptance of children with disabilities	3-4 hours	High

VI. HOW TO USE THE TOOLS¹⁴

1. Let's Get Started

- **Know about disability inclusion and SBC:**

Read all the sections in the guide, including all the annexes (1 to 5). If you still have questions on disability inclusion, reach out and ask a disability expert.

- **Choose an ice breaker**

Go through Annex 6 and choose the appropriate ice breaker. It is important for people to get to know each other!

- **Choose the tool**

Refer to the table in section V.6.

- **Prepare, prepare, prepare**

Read the tool guide very carefully, prepare the material, practice section IV.2 and Annexes 1 to 5

- **Implement the activity**

- **Receive Feedback and enhance for next time**

2. Choose the tool

A. Tool Grid

Choosing which tool to use should depend on the set objective, duration available and the energy level required.

[\(see the grid in previous page\)](#)

B. Mixing and Matching Tools

You can mix and match different activities on the same day. The general recommendations are:

- Do not compromise on quality for quantity. It is better to take time on one or two tools than to squeeze in several. The richness of each of the tools is in the debates and conversations they trigger.
- Start with low level energy tools and build your way up.

¹⁴ Make sure to work with your M&E person to prepare questions focusing on the specific conveyed messages about the change in attitudes and norms about people with disability. Questions should mainstream gender as well, meaning try to look at specific questions to monitor how many girls/ boys were reached and qualitatively assess their feedback and attitudes (have specific questions for boys different from girls' questions and assessments to identify if they have specific feedback relating to them).

THE TOOLS

“

“Inclusion is not just about being in the same room, but about being part of the same conversation, the same community, and the same world.”





Tool #1

THE TALKING PUPPET



What?

People create their own puppets, choose their character and personality, and then improvise and interact with each other



Why?

Allows people to express and connect with each other through puppets



How long?

A minimum of 2 hours



Where?

In a closed quiet and safe space



For Whom?

Anyone over the age of 3, including adults (Young children can watch or support the puppet making) | Recommended participant number is 15



By Whom?

It is recommended to have a minimum of 5 or more facilitators for a faster process



Energy level:

Moderate

How?

Step 1: Prepare (Ahead of time and before the session)



A. Gather Materials and Equipment Needed

- Fuzzy socks
- Hot glue and glue gun
- Cardboard
- Felt
- Googly eyes
- Sticks
- Music speaker
- Pom poms (optional)
- Pipe cleaners (optional)

B. Set the Scene

- ↓ Have at least 20 cardboards glued on the socks and ready to go. Participants can make new ones but keep them aside for the next participants to use (glue needs time to cool down).
- ↓ have 20 additional cardboards cut and ready to be glued.

- ↓ Make several puppets to show the participants what they will be making and keep them just in case some participants find it hard to finish theirs on time or have technical problems .
- ↓ Prepare puppets on sticks for kids who are not comfortable using the sock puppet and would not like to play the voices or the other person. <https://www.youtube.com/watch?v=uW0RnxjxLp0>

Step 2. Welcome and Explain

 15 minutes

- ↓ Choose and implement an icebreaker from Annex 6, let each participant select a place to sit.
- ↓ Explain to the participants that each person will be making their own puppets
- ↓ Choose from the following resources how you would like the participants to make the puppets and explain the steps. The following includes links to various methods for making sock puppets ranging in complexity levels:

<https://www.wikihow.com/Make-a-Sock-Puppet>

https://crafts.lovetoknow.com/wiki/Kids_Crafts:_Sock_Puppets

<http://oneofakindgiftideas.blogspot.com/2010/01/i-see-monster-sock-puppets.html>

<https://www.theparentspot.com/crafts-and-diy/make-your-own-adorable-diy-monster-sock-puppet/>

<https://www.youtube.com/watch?v=1Nh0n2LcU7I>



Step 3. Create and Play

 65 minutes

While the participants are drawing:

A. Create the Puppet (30 minutes)

- ↓ Help those who have questions.
- ↓ People with cognitive difficulties might find it hard to start from scratch, hence make sure that there is cut-out material in their reach that they can just glue to the puppet
- ↓ Ensure you explain to children with visual difficulties the different material they have in front of them. A facilitator or another participant can support a person with a visual impairment create a puppet.
- ↓ When having children and their caregivers in the same activity, sometimes the caregivers tend to instruct their child and do things for them. As a facilitator, re-articulate that this is an exercise for self-expression and it is important to keep room for each person to let their imagination guide them.

B. Practice Basics of Manipulation (10 minutes)

- ↓ While waiting for the eyes and mouth to dry on the puppets, gather the participants in a circle and give them the basics of hand puppet manipulation.
- ↓ Have them hold their hands up, flap their fingers, and thumb a few times. Tell them to make sure only the thumb is moving. Use the table for practice (put hand under table, with the back against the bottom; this way they are forced to only use the thumb).
- ↓ Let them try speaking. With each syllable there needs to be some slight movement, but the mouth will not continually open and close.
- ↓ Let them have fun experimenting with sound effects trying to make their hand laugh, sneeze, yawn, chew, scream, act shy, act angry etc.
- ↓ Remind them that their face should always be looking at their hand puppet.
- ↓ To include more people with disabilities, you can pair people people together.
 - One manipulates while the other talks.
 - One manipulates without words and the other can play the translator.
 - One manipulates and talks and the other can play the puppet's friend.

C. Bring the Creations to Life

- ↓ Participants are now ready to wear their puppet. Let them try all the moves they discovered with the puppet on. Then ask them the following questions for each participant to contemplate:
 - What type of personality does your puppet have (e.g., shy, angry, sweet, etc.)?
 - How old is your puppet?
 - Does your puppet have friends?
 - What does your puppet like to do?
 - How does your puppet sound?
 - What is the name of your puppet?
 - What is something special about your puppet?
 - Does your puppet have an impairment?

Let them play with their puppets a bit then ask for everyone's attention and have the puppets introduce themselves.

Hello, my name is, I am Years old. My favorite food is My hobby is Today I feel very ... but usually I feel

Puppets should not lean forward or to the side. Check to make sure that everyone is holding their puppet correctly.



Note to facilitator: Make sure that puppets do not reproduce gender stereotypes. For example, have the girl puppet all in pink, and her personality is gentle, soft, shy, etc. Mention when such puppets are created that it is important to open our horizons and explain that not all girls like pink and not all of them are shy and gentle. Boys can also like pink, and many of them are shy, emotional and gentle.

D. Explore and Improve (10 minutes)

Facilitators can decide which of the 2 following options fit better depending on the participants' age, performance, and engagement/excitement.

Plan A:

- ↓ Ask participants to stand in groups of 4. They can have up to 4 puppets and a minimum of 2. One facilitator needs to be assigned to each group.
- ↓ Each participant will then go around their group and talk through their puppets to the other members.
- ↓ The puppets will introduce themselves and ask people about their day and about what they did at the event so far.
- ↓ Let the puppet get the insights about what people learned from the event and see where the conversation goes.
- ↓ The recommended time for this is 10 minutes.

Plan B:

- ↓ Mark a small stage with masking tape.
- ↓ Ask two puppeteers (It can be 4 people) to go on stage and improvise.
- ↓ They can start with meeting each other and asking about their day, about the event and what they learned.
- ↓ The facilitators who were following up the process can suggest themes depending on the characters of the puppets, The audience can also suggest themes to help.
- ↓ The facilitators must make sure that the themes are not very specific and that they serve to start the improvisation without limiting it.
- ↓ Remember that the idea is to use the puppets as a means of free expression for people.

Finally, let participants take the puppets home (unless not everyone will receive one)

Step 4. Share and Discuss



 20 minutes

A. Ask and Listen

- ↓ Allow each participant to briefly share:
- ↓ One thing their puppet loved today
- ↓ One feeling their puppet felt today
- ↓ One short story or new thing that happened with their puppet today

↓ Ask the participants three key questions to reflect on:

- How did you feel during the activity?
- What did you learn?
- Why do you think we did this activity?

↓ Give time for participants to share and discuss their thoughts with each other.

B. Articulate and Discuss

In your own way, articulate and discuss the following:

- Today we were all able to play and have fun together
- The game was inclusive, meaning that we have people of different abilities participating today.
- Everyone, when given an inclusive and supportive environment can participate and this does not only apply in social setting for recreational purposes.
- An inclusive society is a stronger society. This includes inclusive education, health care, recreational activities, etc.
- When children interact with their peers with disabilities, they are learning important social, emotional and life skills.
- When teachers use inclusive teaching methods, everyone learns better.
- When an employee has a disability, the work culture is enriched.
- The additional cost of inclusion is negligible compared to the impact of lifetime exclusion and underemployment, as well as the opportunity costs of exclusion.
- Inclusion benefits everyone, people with and without disabilities.
- The exercise today also helped us gain a new perspective on the other person. Everyone can express themselves in a way that they want and we all must respect each other. That is what makes a resilient, cohesive, and strong society.
- Everyone is different and it is that difference that enriches a society. Just reflect on today's session, the diversity of what we like about ourselves, just made the activity much more interesting and beneficial for everyone.
- Select and say relevant culture sayings from section 3-part 5 A "Norms Framing" to better articulate why being inclusive is culturally supported and idealized

Step 5. Reflect together and Pledge

 20 minutes

A. Reflect

Ask each participant to share if:

- They enjoyed participating in an inclusive activity and why
- If they think inclusion is important and why

B. Pledge

Ask participants to say one thing they will personally do to include persons with disabilities out loud. This needs to be a behavior and the sentence in the form of "I will...."

The behavior does not need to be drastic; they can be very simple acts such as:

- I will arrange a play date between my daughter and Sara (the girl with a disability who they just met in the activity)
- I will stop the kids from bullying our neighbor with a disability
- I will say hello to a girl with a disability in my school, etc.

Take your time with this section and allow participants to really think about what is feasible for them. You can also help them think as a group by giving them ideas.

C. Raise your hand if:

Ask participants to raise their hands if:

- They enjoyed making a puppet
- They learned how to manipulate a puppet and will try to make one at home
- They had fun
- The activity was better than they had expected
- The activity was worse than they had expected
- They are looking forward to doing what they pledged to do

“

**“Inclusion is a universal right,
not a privilege.”**





Tool #2 SELF-PORTRAIT



What?

An activity where everyone expresses and shares what they like about themselves through art



Why?

Allows people to express what they appreciate about themselves and in turn prompts others to also appreciate differences and similarities



How long?

A minimum of 2 hours



Where?

A closed and safe space that is relatively quiet and allows for immersion in the art



For Whom?

Anyone over the age of 7, including adults
Recommended participant number is 15



By Whom?

Minimum 1 facilitator is required for each 5 people
Hence for 15 people, minimum 3 facilitators are needed



Energy level:

Moderate

How?

Step 1: Prepare



A. Gather the material needed:

- 1 canvas or drawing paper for each participant
- 1 chair for each participant
- Gouache
- Clay and big wide bowls to put them in
- Sponges (sea sponges and different shapes)
- Palette
- Cut out pictures from magazines, books, etc.
- Cut out different colored papers into different shapes (hearts, circles, etc)
- Glue

B. Place all the material on the table, and one canvas or drawing paper in front of each chair



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C. Download an hour worth of music and have a music speaker ready

Options for music include:

[Andrew Bird's Bowl of Fire – 50 Pieces](#)

[Dmitri Shostakovich - The Second Waltz](#)

[Andrew Bird – Nuthinbutan Waltz](#)

[https://www.youtube.com/](https://www.youtube.com/watch?v=suA682WYEIM&list=PLyJgTtz3s3inGU8CbeqhaHzcAxWK2dgE4)

[watch?v=suA682WYEIM&list=PLyJgTtz3s3inGU8CbeqhaHzcAxWK2dgE4](https://www.youtube.com/watch?v=suA682WYEIM&list=PLyJgTtz3s3inGU8CbeqhaHzcAxWK2dgE4)

Step 2. Welcome and Explain

 15 minutes

- ↓ After implementing an icebreaker from Annex 6, let each participant select a place to sit.
- ↓ As soon as the participants are seated, explain the exercise. Ask the participants to:
 - Think about one thing they LOVE and appreciate about themselves. It is important to stress on the positives. The intent is for each participant to look beyond the physical characteristics by going deeper into emotional expression.
 - Fill the whole paper with colours without leaving any white space.
 - Not to try to draw something nice or beautiful. Let their hands move the way they want. In fact, people do not need to use their hands to draw, they can use their mouth, their feet, or any other body part they wish.
- ↓ Assure participants that they will do great even if they do not believe they have artistic talents. This exercise is for self-expression, and whatever they come up with will be great. Nobody will be judging the pictures or what anyone would like to express in this activity.
- ↓ Keep the conversation positive and reinforce that everyone is different and each one of us can appreciate at least one thing about themselves.
- ↓ Provide time, around 3-5 quiet minutes, for the participants to just think about what they appreciate about themselves. You can help them by giving examples such as, "I see myself as a very joyful person and I love the sun so I can draw a sun or maybe just fill the paper with yellow or orange color".
- ↓ After the quiet time, play the music and begin.

Step 3. Express



 70 minutes

While the participants are drawing:

- ↓ Help those who have questions.
- ↓ Keep an eye for gender and disability stereotypes. For example, make sure that girls do not focus alone on their appearance and characteristics such as pretty and kind while boys only focus on strength. You can nudge them to think beyond stereotypes by mentioning that for example, girls can also be strong or smart and boys can also be gentle and kind.
- ↓ People with cognitive difficulties might find it hard to start from scratch, hence make sure

that there is cut-out material in their reach that they can just glue to the paper.

- ↓ Have some bowls of clay ready for people who prefer to use this media, especially people with visual difficulties. Ensure you explain to children with visual difficulties the different material they have in front of them. When the others are painting, they can be making shapes and enjoying playing with and feeling the clay. Alternatively, you can have a supply of tactile paint for children with visual impairments. Encourage them to draw themselves using their self-imagination, even if it is in an abstract way. If they feel uncomfortable, you can encourage them to draw something they love.
- ↓ Ensure that each participant has their own paper. When having children and their caregivers in the same activity, sometimes the caregivers tend to instruct their child and do things for them. As a facilitator, re-articulate that this is an exercise for self-expression and it is important to keep room for each person to let their imagination guide them.

Step 4. Share and Discuss



 25 minutes

A. Ask and Listen

- ↓ Allow each participant to briefly share what they liked about themselves and show the painting. They do not have to explain their painting. They can say, "here's my painting and what I like most about myself is"
- ↓ Participants may keep their portrait or choose to hang it on a wall that you would have prepared specifically for all paintings.
- ↓ Ask the participants three key questions to reflect on:
 - How did you feel during the activity?
 - What did you learn?
 - Why do you think we did this activity?
- ↓ Give time for participants to share and discuss their thoughts with each other.

B. Articulate and Discuss

In your own way, articulate and discuss the following:

- ↓ Today we were able to each identify something we like about ourselves.
- ↓ This is to show that we all, no matter our differences, whether we have a disability or not, have something that we can appreciate in ourselves.
- ↓ The exercise today also helped us gain a new perspective on the other person. When we hear what a person likes about themselves, we are drawn to appreciate what that person appreciates about themselves.
- ↓ This is a reflection of what we need more in a society, to see beyond the differences, look at the beauty in the other person in a way that that person likes to express it.
- ↓ Everyone is different and it is that difference that enriches a society. Just reflect on today's session, the diversity of what we like about ourselves, just made the activity much more interesting and beneficial for everyone.

- ↓ An inclusive society is a stronger society. This includes inclusive education, health care, recreational activities, etc.
- ↓ Inclusion benefits everyone, people with and without disabilities.
- ↓ When children interact with their peers with disabilities, they are learning important social, emotional and life skills.
- ↓ When teachers use inclusive teaching methods, everyone learns better.
- ↓ When an employee has a disability, the work culture is enriched.
- ↓ The additional cost of inclusion is negligible compared to the impact of lifetime exclusion and underemployment, as well as the opportunity costs of exclusion.
- ↓ Everyone has the right to belong and to be included. An ideal society is one where we all take care of each other. Select and say relevant culture sayings from section 3 part 5 A "Norms Framing" to better articulate why being inclusive is culturally supported and idealized.

Step 5. Reflect together and Pledge

 20 minutes

A. Reflect

Ask each participant to share one or more super power/characteristic they discovered today and are happy about (you can give examples to prompt them such as, "you discovered you are very joyful and make everyone around you happy, you have big sparkly eyes, you can paint with your mouth, you love the red colour, etc")

B. Pledge

Ask participants to say one thing they will personally do to include persons with disabilities out loud. This needs to be a behavior and the sentence in the form of " I will...."

The behavior does not need to be drastic, they can be very simple acts such as:

- I will arrange a play date between my daughter and Sara (the girl with a disability who they just met in the activity)
- I will stop the kids from bullying our neighbor with a disability
- I will say hello to a girl with a disability in my school, etc.

Take your time with this section and allow participants to really think about what is feasible for them. You can also help them think as a group by giving them ideas.

C. Raise your hand if:

Ask participants to raise their hands if:

- They discovered beautiful things about themselves
- They discovered something beautiful about someone else

- They enjoyed painting
- They think the painting they did is very beautiful and unexpected
- They are looking forward to doing what they pledged to do

“

“Disability is a part of human diversity, not a source of shame.”



Tool #3

If you... Simon Says



What?

An activity where people do certain moves in relation to certain commands based on what they like. It is a variation of Simon Says



Why?

Allows people to notice and appreciate similarities and differences between each other



How long?

A minimum of 1 hour and 40 minutes (100 minutes)



Where?

A quiet space that allows people to listen, focus and notice each other



For Whom?

Anyone over the age of 5, including adults
Minimum 5 and maximum 40



By Whom?

2 facilitators for each 5 people



Energy level:

Moderate to high

How?

Step 1: Prepare



A. Gather the material needed:

↓ **Prepare** 40 commands in the format of:
If you "similarity", then "verb"

Examples are the following:

Similarities	Verbs
Love bread	Eat bread
Know how to swim	Swim

Hence, examples would be:
if you love bread, then eat bread
if you know how to swim, then swim

for more prompts refer to the list at the end of this section on page 41

- ↓ Be mindful to choose similarities and verbs that are appropriate to your target audience:
- Avoid choosing similarities that have to do with materialistic possessions when your target audience is vulnerable. For example, “if you have a car, turn around”
 - if you are expecting people with physical impairments, make sure that the verbs are feasible for the participants. For example, if the participant is in a wheelchair you may say, “move forward” rather than “take two steps.”
 - if you are expecting people with visual impairments, make sure that your words are very clear and that people know where their left and right is if you’re using commands involving directions.
 - if you are expecting people with hearing and intellectual impairments, make sure that you act out your words, that you use props and you can write out the commands on paper or print relevant pictures.

Actually, being very clear, using props, printing relevant pictures, and acting out the similarities and verbs would help everyone understand better! You are advised to do so, regardless if there is someone with a disability present or not.

Step 2. Welcome and Explain



 10 minutes

- ↓ After implementing an icebreaker from Annex 6, ask people if they know Simon Says or Jaques a dit or “Kal al Mou3allem”



Note to the facilitator: the initial game is as follows. The facilitator or any other person from the participants serves as Simon, while the others are the players. The leader, Simon, stands in front of the group and calls out the actions for the players to perform. Players should only follow the direction when they hear “Simon Says.” If Simon says, “Simon says touch your nose,” then players must touch their nose. But, if Simon says, “jump,” without first saying, “Simon says,” players must not jump. Those that do jump are out.

- ↓ Explain to the group that we will play a variation of the initial game. The facilitator will ask questions and give commands. The variations are:
- Each person must pay attention throughout the game because each person must say one new thing they learned about a group member
 - In this game, no one loses
- ↓ Model the game between 2 facilitators.
- ↓ Have one facilitator give a command that includes Simon Says
- ↓ For example, “Simon Says if you like Tabboule, shout”
- ↓ The other facilitator shouts
- ↓ Then the facilitator says, “if you like dabke, then do it”
- ↓ The other facilitator does not move
- ↓ Re-articulate the rules of the game and then run with the group through some examples
- ↓ When you feel the group is comfortable with the game, start!

Step 3. Play

 40 minutes

- ↓ Lead a game of “If you...” by providing directions that everyone will be able to do, ensuring you accommodate children with disabilities
- ↓ Speak and act the movements of every command, and where possible, using props
- ↓ Allow sufficient time in between commands for people to interact with each other
- ↓ Make sure the pace of the game is comfortable for everyone
- ↓ Do not help children with disabilities unless they need it. Too much support denies them the chance to become independent and can feel patronizing
- ↓ Keep reminding people that they should look around and learn something about each other because they will be discussing this at the end
- ↓ Allow participants, adults and children, to stand next to the main facilitator and give commands too



Note to facilitator: If gender stereotypes were mentioned, make sure to tackle them! For example, if someone mentioned that girls can't like football, you can respond by “boys and girls can play football. Sometimes we notice that more boys do or like certain things more than girls, but this does not mean that girls and boys cannot do the same things. For example, girls are able to play football and other active activities and enjoy them. Moreover, you can ask the participants if they would like to switch up the name “Simon” (or “mou3allem” in Arabic) to alternating between a male and female name at each round.”

Step 4. Share and Discuss

 30 minutes

A. Ask and Listen

- ↓ Ask players to share something they have learned about a group member. They should describe at least one new trait they did not know before playing the game.
- ↓ Ensure that every person was noticed by others.
- ↓ Ask the participants three key questions to reflect on:
 - How did you feel during the activity?
 - What did you learn?
 - Why do you think we did this activity?
- ↓ Give time for participants to share and discuss their thoughts with each other.

B. Articulate and Discuss

In your own way, articulate and discuss the following:

- ↓ Today we were all able to play and have fun together

- ↓ The game was inclusive, meaning that we have people of different abilities participating today. Because of clear communication and props, everyone was able to participate and have fun
- ↓ We noticed that despite us having our differences, we probably have more in common than we have differences. Many of us enjoy similar things
- ↓ The more diverse a group is, the more fun and rich it is
- ↓ By looking more at what unites us than at what divides us, we become a stronger society
- ↓ An inclusive society is a stronger society. This includes inclusive education, health care, recreational activities, etc.
- ↓ Inclusion benefits everyone, people with and without disabilities
- ↓ When children interact with their peers with disabilities, they are learning important social, emotional and life skills
- ↓ When teachers use inclusive teaching methods, everyone learns better
- ↓ When an employee has a disability, the work culture is enriched
- ↓ The additional cost of inclusion is negligible compared to the impact of lifetime exclusion and underemployment, as well as the opportunity costs of exclusion
- ↓ Everyone has the right to belong and to be included. An ideal society is one where we all take care of each other. Select and say relevant culture sayings from section 3 part 5 A “Norms Framing” to better articulate why being inclusive is culturally supported and idealized

Step 5. Reflect together and Pledge

 20 minutes

A. Reflect

Ask each participant to share if:

- They enjoyed participating in an inclusive activity and why
- If they think inclusion is important and why

B. Pledge

Ask participants to say one thing they will personally do to include persons with disabilities out loud. This needs to be a behavior and the sentence in the form of “ I will....”

The behavior does not need to be drastic, they can be very simple acts such as:

- I will arrange a play date between my daughter and Sara (the girl with a disability who they just met in the activity)
- I will stop the kids from bullying our neighbor with a disability
- I will say hello to a girl with a disability in my school, etc.

Take your time with this section and allow participants to really think about what is feasible for them. You can also help them think as a group by giving them ideas.

C. Raise your hand if:

Ask participants to raise their hands if

- During the game, they noticed someone who shared 3 similarities with them
- They discovered something interesting about someone else
- In the future, they will try to interact with people who are different from them
- They are looking forward to doing what they pledged to do

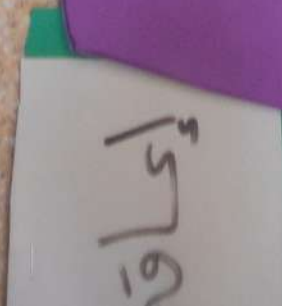
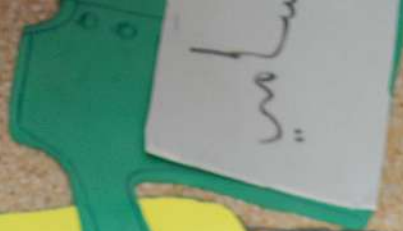
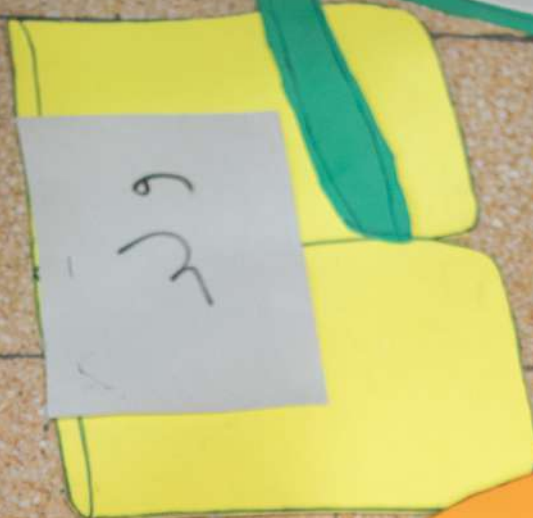
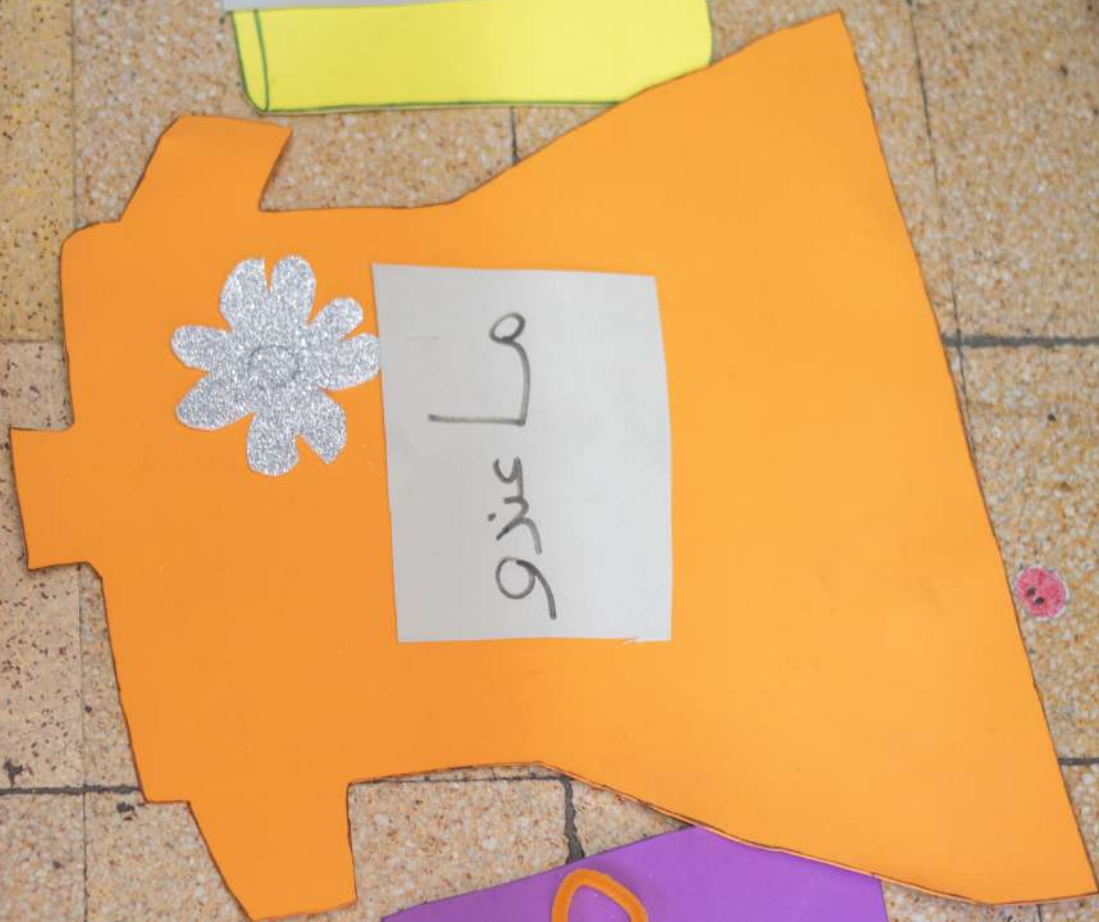
Additional List – If you Similarities and Verbs

Similarities	Verbs
Laugh a lot during the day	Laugh out loud
Are wearing white	Scream out loud
Have long hair	Touch your shoulders
Enjoy drawing	Spin in circles
Like to tell jokes	Stick your tongue out
Love stories	Read
Like football	Move forward

- If you love popcorn, then eat popcorn
- If you love apples, eat one
- If you like love, blow a kiss
- If you love football, score a goal
- If you had your breakfast, put your hand on your shoulder
- If you have a pet at home, say its name
- If you love to paint, draw something in the air
- If you love winter, move forward
- If you love the color green, take a deep breath
- If you love eating fries, show us how you eat it
- If you love gardening, water the plant
- If you love singing under the shower, show us how
- If you love summer, then dance
- If Mloukhiyeh is your favorite meal, show us how you eat it
- If you have a house in the mountain, walk back
- If you love Mathematics, count till 5 loudly
- If you have siblings, say your name loudly
- If you know how to ride a bicycle, then pretend you are doing it
- If you love to play games on phones, then say "Hello" (Allo)
- If you like listening to music, then sing
- If you love birds, then fly
- If you love drinking juices, put your hand on your stomach
- If you love eating Mankouche, then prepare one (like re2 l 3ajine and put zaatar for example)
- If you love strawberry cake, then prepare the recipe
- If you love hide and seek, freeze for 3 seconds
- If you love to play with your parents, swing your arms
- If you love yourself, hug yourself
- If you love fish, open and close your mouth like a fish
- If you love your friends, give a high-five to who is next to you
- If you like ice cream, lick your favorite flavor scoop
- If you love the moon, wash your face
- If you love to travel, turn around
- If you love to run, point to a shoe
- If you love shopping, lookup
- If you are thirsty, pretend to drink a glass of water
- If you are happy, then smile
- If you are sleepy, then sleep
- If you are hungry, tickle your belly
- If you love monkeys, pretend to eat a banana
- If you are tired, then snore
- If you like to watch a movie, dance around
- If you love the nature, pretend to be a tree
- If you love cars, pretend you are driving
- If you love your family, sing "al ghazala rayqa" (or any other popular song)
- If you are tired, look down

“

“Our differences make us stronger; inclusion makes us whole.”





Tool #4 Clothesline Game



What?

An activity where participants, in teams, hang pieces of clothes with words on them on a clothesline to form a sentence using correct disability inclusive terminology.



Why?

Allows people to themselves distinguish between inclusive vs exclusive disability terminology and statements.



How long?

90 minutes



Where?

In a closed or open quiet and safe space



For Whom?

Anyone over the age of 7, including adults. Recommended participant number is 12



By Whom?

Minimum 1 facilitator is required each team



Energy level:

High

How?

Step 1: Prepare (Ahead of time and before the session)



A. Gather the Materials and Equipment Needed:

- 2 clotheslines (use a string or a rope in between two trees/poles)
- Many clothespins
- Different pieces of fabric with words written on them



B. Prepare the Fabric with Words on Them:

- Find old fabrics and cut them into different shapes to look like clothes (e.g., pants, shirts, skirts, shorts, etc.)

- Refer to the table at the end of this tool's section to choose at least 8 sets of sentences
- Write each word in the set on a different piece of clothing
- Then, write all the words on the same piece of paper and keep it on top of the basket
- Do this for 8 different sets and put each in a different basket

C. Hang the Clotheslines

- Hang 1 clothesline for each team
- Make sure the clothesline is reachable for people of different heights and people in wheelchair

Set	 Say	 Don't Say	Words on the clothes
1	The school is not equipped to be inclusive of all children	Handicapped children cannot be included in school	The, school, inclusive, to be , be included in, Handicapped, equipped, is not, of all children , cannot be included in.
2	Sami does not have a disability	Sami is a normal kid	Sami, kid, does, a, normal, disability, is, not have.
3	Lamis uses a wheelchair	Lamis can't walk	Lamia, wheelchair, a, uses, can't walk
4	Children with disabilities can do things for themselves	Handicapped children can't do lots of things for themselves	Handicapped, disability, has, can't, can, do, things, children, for themselves, children with disabilities, lots of
5	Children with disabilities like to make friends.	Handicapped children don't like to make friends.	Friends, Handicapped children, children with disabilities, don't, make, like to.
6	A man walks with crutches	A man is crippled	Man, a, crutches, crippled, walks, with, is
7	People with an intellectual disability are not scary, they are just people	Mental Retards are scary	Mental, People, with, Mental Retards, scary, are, not, just, an, are, people, they, intellectual disability.
8	Children with disabilities as like all children, enjoy play	Handicapped children don't have much fun	Handicapped children, Children with disabilities, enjoy, fun, much, don't, all children, as, like, play, have.
9	The best place for children with disabilities is mainstream school	The best place for children with disabilities is in specialized schools	The best, school, specialized, with disabilities, mainstream, children with disabilities, place, is, for, in.
10	It is possible for a person with a disability to lead a normal life.	It is almost impossible for a handicap to lead a normal life.	Impossible, possible, handicap, person with a disability, lead, life, normal, it is, almost, for a, to, a.
11	Inclusive education benefits everyone	The extra attention students with disabilities require in the classroom will negatively affect other children	Inclusive, The extra attention, education benefits, students with disabilities, everyone, require in the classroom, negatively affect other children, will.
12	It is everyone's role to support the rights of people with disabilities	It is up to the government to take care of the disabled	take care of the disabled, to, It is up to, It is everyone's role, support the rights of people with disabilities, the government.

Step 2. Welcome and Explain



 15 minutes

- ↓ Choose and implement an icebreaker from Annex 6
- ↓ Form the teams:
 - Divide the players into two teams
 - Each team can have up to 6 players and at least 2
 - Both teams must have the same number of players
 - Make sure both teams are inclusive and diverse
 - Allow each team to decide their name
- ↓ Explain the rules in plenary: in the fastest time possible,
 - Each team picks a laundry basket and reads has what is on the paper
 - Players in each group decide on the appropriate sentence structure and arrange the words in it
 - Then players find the appropriate clothes with the words and hang them on the clothesline in the correct order
 - Emphasize that this is a team game, that means, the whole team needs to work together to identify the best sentence possible
 - The team who finishes first waits for the other team and then the discussion starts
 - Take your time in explaining and make sure everyone is comfortable with the rules
 - You can demonstrate by modelling the game for them

Step 3. Play



 45 minutes

- ↓ Make sure to create a positive environment where everyone is participating and excited
- ↓ Encourage discussions and consensus between members of the team and help everyone participate
- ↓ Refer to Annexes 1 through 5 for guidance on including people with different abilities
- ↓ Since not everyone might be able to read, make sure that someone reads all the words out loud
- ↓ Wait for both teams to finish their sentences. Teams can compete but remember at the end you can count the time it took both teams to put the clothes on the clothesline and celebrate the combined win



Note to facilitator: because the activity involves hanging clothes, make sure that girls and boys equally participate in doing so – reinforcing, if it is mentioned, that hanging clothes is not a girls' job, rather everyone's responsibility in the household

Step 4. Share and Discuss



15 minutes

A. Ask and Listen

Ask the participants three key questions to reflect on:

- How did you feel during the activity?
- What did you learn?
- Why do you think we did this activity?

Give time for participants to share and discuss their thoughts with each other

B. Articulate and Discuss

In your own way, articulate and discuss the following:

- Today we worked together in teams to gain points for inclusion
- If people feel empathy towards people with disabilities and they support them, then people with disabilities will be included in society. This starts with every one of us here
- The other words on the mark associated with exclusion are pity and inaction. If people feel pity towards people with disabilities and do not take any action, or even bully, then people with disabilities will be excluded
- We need to be able, as a society, to create a space for everyone to contribute in a way that they can and want to
- An inclusive society is a stronger society. This includes inclusive education, health care, recreational activities, etc.
- You can choose and stress on relevant messages mentioned in the facilitator cards

Step 5. Reflect together and Pledge



15 minutes

A. Reflect

Ask each participant to share if:

- They enjoyed participating in an inclusive activity and why
- If they think inclusion is important and why

B. Pledge

Ask participants to say one thing they will personally do to include persons with disabilities out loud. This needs to be a behavior and the sentence in the form of " I will...."

The behavior does not need to be drastic, they can be very simple acts such as:

- I will arrange a play date between my daughter and Sara (the girl with a disability who they just met in the activity)

- I will stop the kids from bullying our neighbor with a disability
- I will say hello to a girl with a disability in my school, etc.

Take your time with this section and allow participants to really think about what is feasible for them. You can also help them think as a group by giving them ideas.

C. Raise your Hand if

Ask participants to raise their hands if

- They had fun
- They will use the right disability terminology moving forward
- They will correct people when they use negative terminology
- They are looking forward to doing what they pledged to do



Note to facilitator: you can also create your own sentences depending on the sentences you used in the game

Facilitator Cards for Clothesline

Questions:

- What is the role of schools? Is it not to provide education for children with different abilities?
- Is the problem with the child or with the school?
- Should children with disabilities be locked away with only specialists to take care of them?
- Do specialized schools further seclude and isolate children with disabilities? Or do they allow for further inclusion and integration in society?
- Don't children with disabilities, as every other child, have the right to inclusion in different areas of life?

Set	 Say	 Don't Say
1	The school is not equipped to be inclusive of all children	Handicapped children cannot be included in school
9	The best place for children with disabilities is mainstream school	The best place for children with disabilities is in specialized schools
11	Inclusive education benefits everyone	The extra attention students with disabilities require in the classroom will negatively affect other children

Key Messages:

- All children have the right to be in mainstream education
- Schools need to be equipped to teach all children
- With some extra training, teachers can be equipped to use inclusive teaching methods, and that helps everyone learn better
- When teachers use different inclusive teaching methods, then all children learn better
- Education is not only to help children with cognitive development. It also plays an important role in shaping characters through social and emotional development
- When children interact with their peers, they are learning important social, emotional and life skills

Set	 Say	 Don't Say
2	Sami does not have a disability	Sami is a normal kid
3	Lamis uses a wheelchair	Lamis can't walk
5	Children with disabilities like to	Handicapped children don't like to make friends.
6	A man walks with crutches	A man is crippled
7	People with an intellectual disability are not scary, they are just people	Mental Retards are scary
8	Children with disabilities as like all children, enjoy play	Handicapped children don't have much fun

Questions:

- What is normal?
- Is having a disability normal?
- Do you think it is okay for children with and without disabilities to play together? All types of Disability?
- Are they actually able to play together? Do they enjoy children?
- Is it good for the kids to play together? Why?
- Why can children with disabilities can be scary?

Key Messages:

- People with disabilities add diversity to humanity. We all exist on a spectrum
- Everyone is different and it is that difference that enriches a society.
- People are people first. So it makes sense, when referring to people, to refer to their humanity first. For example, instead of saying this is an autistic kid, we say, this is a child with autism
- Children with disabilities are children first. All children have the same rights
- All children love and enjoy playing
- Inclusion benefits everyone, people with and without disabilities
- When children interact with their peers with disabilities, they are learning important social, emotional and life skills

Set	 Say	 Don't Say
4	Children with disabilities can do things for themselves	Handicapped children can't do lots of things for themselves
10	It is possible for a person with a disability to lead a normal life.	It is almost impossible for a handicap to lead a normal life.
12	It is everyone's role to support the rights of people with disabilities	It is up to the government to take care of the disabled

Questions:

- Do children with disabilities need help in doing everything?
- How can children with disabilities do things for themselves?
- Is it possible for a person with an intellectual impairment to work? How?
- Who has a role to play in protecting and empowering children and people with disabilities?

Key Messages:

- People with disabilities do not need pity, they need support
- If young persons with disabilities are given work opportunities that match their skills, they will build their social network, be more independent and contribute to the community
- A good community takes care of all its people. An inclusive society is a stronger society.
- Everyone has the right to belong and to be included. An ideal society is one where we all take care of each other
- Select and say relevant culture sayings from section 3 part 5 A "Norms Framing" to better articulate why being inclusive is culturally supported and idealized
- Everyone has a role to play to ensure that no one is left behind
- We all live in communities where people with disabilities exist, and we all have a role and can take active steps to support them and their families so all children realize their rights

“

“It’s not about what you can’t do; it’s about what you can achieve.”





Tool #5 Snakes and Ladders



What?

A human-sized snakes and ladders where the pictures on snakes and ladders are scenarios about either disability inclusion or exclusion



Why?

Allows people to discuss different scenarios of disability inclusion and exclusion



How long?

A minimum of 1 hour and a half



Where?

In an open quiet space



For Whom?

Anyone over the age of 7, including adults

Recommended participant number playing on the mat is 5. The rest can cheer and participate in the discussions



By Whom?

Recommended number for facilitators: 3 to 4



Energy level:

Moderate

How?

Step 1: Prepare



A. Gather the Materials and Equipment Needed:

- Snakes and Ladders game printed on a 3x3 or 4x4 piece of flex and preferably laminated (Refer to <https://bitly.ws/33Pwe>)

NB: It is suggested that the mat be big enough for a wheelchair user to comfortably participate; however, make sure the mat will fit in the room/space you are planning to use it in

- Each picture on the mat printed on A1 and preferably laminated (Refer to end of this tool's section)

NB: The pictures have to be big enough for people to see from a couple of meters

- Jumbo inflatable die (make it the size you want by following this template: <https://bitly.ws/33PwA>)

Step 2: Welcome and explain



 15 minutes

- ↓ Choose and implement an icebreaker from Annex 6
- ↓ Welcome everyone and visually describe the mat by saying that in front of you is a huge snakes and ladders mat that has pictures that illustrate different everyday scenarios
- ↓ Then, explain the game. It is a race and the goal is to reach the last square
- ↓ Players take turns and throw the dice to get a number. Then, they move forward that number of spaces. For example, if the player rolls a two, they move to square two. On the next turn, if the player rolls a five, they move forward five squares, ending up on square seven
- ↓ On the mat are snakes and ladders. On the bottom of each ladder and the top of each snake is a picture that illustrates a situation. If participants land on a square where a ladder starts, then they discuss the picture they're on, and they climb up the ladder. If they land on a square where a snake's head is, then they discuss the picture, and slide down the snake
- ↓ To decide who starts, each player rolls the die to see who gets the highest number. Whoever rolls the highest number gets to take the first turn. After the first player takes a turn, the person positioned to that player's left will take a turn. Play continues in a circle going left. If two or more people roll the same number, and it is the highest number rolled, each of those people roll the die an additional time to determine who gets to go first
- ↓ Not everyone is familiar with the game, hence take time to explain the rules and model the game if needed

Step 3: Play



 40 minutes

- ↓ Ensure reading out loud all the numbers from 1 to 6 that are present on the Dice.
- ↓ A child with visual impairment might not need additional help navigating, they can take the number of steps you articulate out loud
- ↓ Someone who has difficulty standing up for the time of the game can use a cone to move about squares
- ↓ The gist of the game is in the pictures on the mat. Every picture illustrating disability exclusion is on the square of the snake's head and every picture illustrating disability inclusion is on the square of the bottom of the ladder. In other words, disability inclusion helps you get ahead in the game; while disability exclusion slows you down
- ↓ Refrain from explaining this to participants and allow them to figure out this pattern on their own
- ↓ When each participant lands on a square with a picture, make sure another facilitator

holds up the printed picture and walks around it with for all participants to see

↓ On each picture, ask a variation of the following:

- Describe the picture. What is happening?
- Do you think this picture is illustrating a good or bad situation?
- Why so?
- Do you think this is applied in our current context?
- What do you think should/can be done instead?
- Is it feasible? What can we do?

NB: Gradually replace words good and bad to say inclusive and exclusive instead

- ↓ Refer to the end of this section for specific description, stimulating questions and key messages of each picture. It is recommended that you print and hold these cards during the activity
- ↓ Make sure you give participants enough time to reflect and answer the questions before articulating the description and the key messages
- ↓ Make sure to allow people to really share their genuine opinions. Do not hesitate to ask more probing questions.

For example, if someone says they do not support inclusion,

 Ask Why?

If their answer was because they were scared,



 Ask what they are scared of,

Allow them to articulate their fears,

And then give them the facts that would help them lessen their fears

Step 4: Share and Discuss



 15 minutes

A. Ask and Listen

Ask the participants three key questions to reflect on:

- How did you feel during the activity?
- What did you learn?
- Why do you think we did this activity?

Give time for participants to share and discuss their thoughts with each other

B. Articulate and Discuss

- If there were any pictures that weren't mentioned during the game, discuss them
- Allow the participants to recall the main key messages from the game

Step 5: Reflect together and Pledge

 15 minutes

A. Reflect

Ask each participant to share if:

- They enjoyed participating in an inclusive activity and why
- If they think inclusion is important and why

B. Pledge

Ask participants to say one thing they will personally do to include persons with disabilities out loud. This needs to be a behavior and the sentence in the form of "I will...."

The behavior does not need to be drastic, they can be very simple acts such as:

- I will arrange a play date between my daughter and Sara (the girl with a disability who they just met in the activity)
- I will stop the kids from bullying our neighbor with a disability
- I will say hello to a girl with a disability in my school, etc.

Take your time with this section and allow participants to really think about what is feasible for them. You can also help them think as a group by giving them ideas

C. Raise your Hand if:

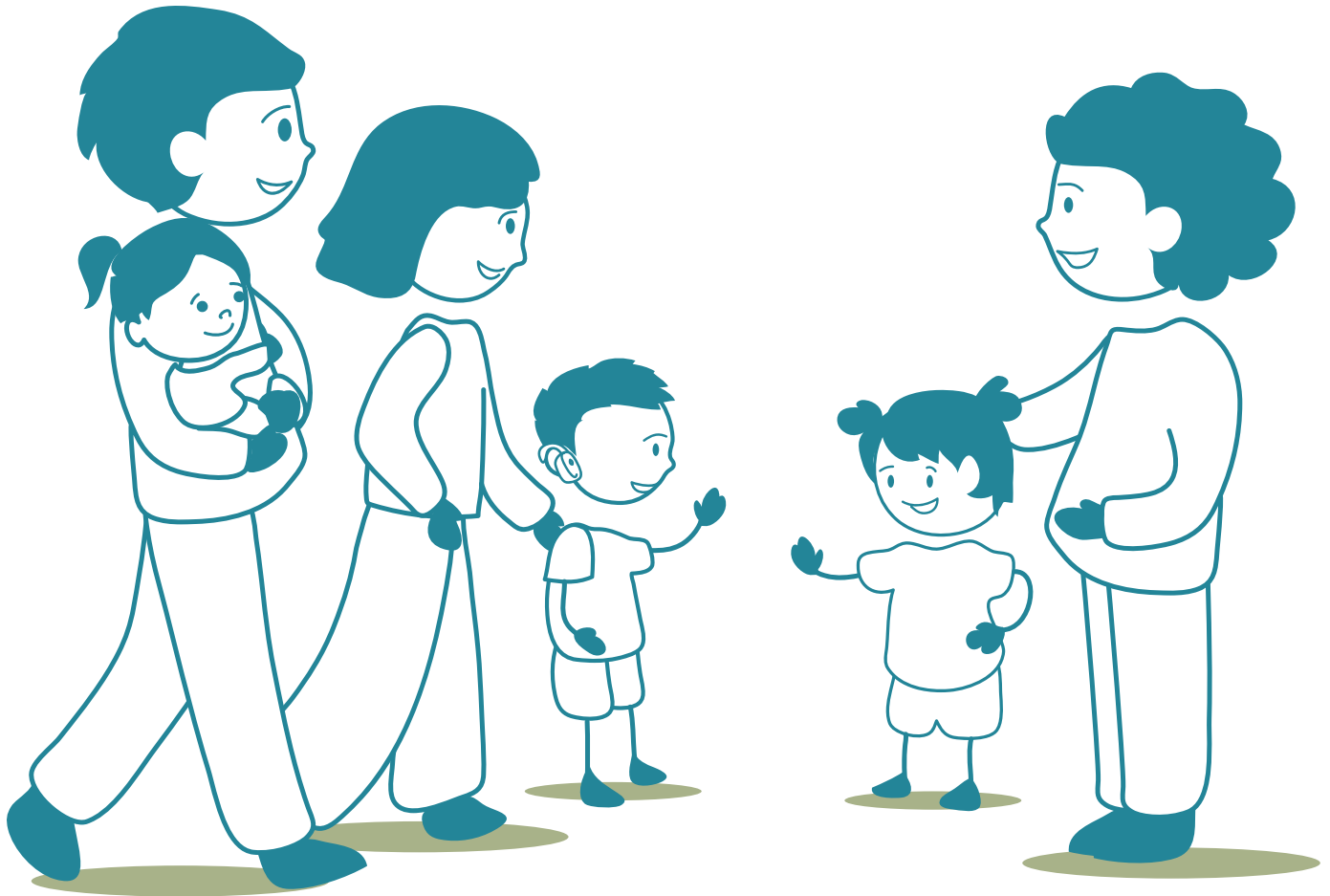
Ask participants to raise their hands if:

- They had fun
- They learned something new
- They are looking forward to doing what they pledged to do

Snakes and Ladders Facilitator Cards

Description:

Two families are getting together. On one side, there is a couple. The father is carrying a little girl and the mother is standing next to him. They also have another child, a little boy. On the other hand, there is a mother with her little girl. The two families are greeting each other with smiles on their faces. The little boy has a device on his ear.



NB: it might take some time for participants to notice the hearing aid

Questions:

- Describe the picture. What is happening?
- What does the child have on his ear? What does it do?
- Do you think this picture is illustrating a good or bad situation?
- Why so?
- Do you think it is okay for children with and without disabilities to play together? All types of Disability?
- Are they actually able to play together?

- Is it good for the kids to play together? Why?
- Why do you think the parents are okay with the kids playing with each other?
- Do you think this is applied in our current context? Do children with and without disabilities play together? When have you seen it?
- What do you think should/can be done for that to happen more often?
- Is it feasible? What can we do?

Key Messages and discussion points:

- Some people have hearing loss. This ranges from mild difficulty in hearing to profound deafness. They may use a number of ways of communicating, for example, a hearing aid or hearing loop, sign language, lip reading, speaking or a combination of these methods. What you see in the picture is a hearing aid which helps the child hear
- All children love and enjoy playing
- People with disabilities do not need pity, they need support
- Inclusion benefits everyone, people with and without disabilities
- When children interact with their peers with disabilities, they are learning important social, emotional and life skills
- Parents need to be role models for their children. Children tend to mimic their parents' actions. Therefore, if you want your child to be inclusive, you have to show them how. For example, if you see a child with a disability, you can engage them and say hello. You can set up play dates

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Description:

There are red curtains coming down, as in a theater. In the middle are two children. One is a girl standing on one foot with a red crown on her head. Her arms are up in the air. The other child is a boy in a wheelchair, also with his hands in the air. They are both smiling

**Questions:**

- Describe the picture. What is happening?
- Do you think this picture is illustrating a good or bad situation?
- Why so?
- Do you think it is possible for children with and without disabilities to rehearse and perform a play together?
- Will the play be better or worse if everyone participated?

- Do you think this is applied in our current context? Do children with and without disabilities play and perform together? When have you seen it?
- What do you think should/can be done for that to happen more often?
- Is it feasible? What can we do?

Key Messages and discussion points:

- Some children have mobility difficulties because of limited physical function of one or more limbs. They may or not have access to assistive devices such as a wheelchair, cane or prosthetic limb
- All children love and enjoy playing
- People with disabilities do not need pity, they need support
- Everyone is different and it is that difference that enriches a society. We do things better when we do them inclusively
- Inclusion benefits everyone, people with and without disabilities
- When children interact with their peers with disabilities, they are learning important social, emotional and life skills

Select and say relevant culture sayings from section 3 part 5 A “Norms Framing” to better articulate why there is richness in diversity

Description:

A mother and a father have brought their young child to a healthcare worker. The healthcare worker is greeting the child as he sits on a chair. They are all smiling warmly and the mother is gently tapping the child's shoulder

**Questions:**

- Describe the picture. What is happening?
- Do you think this picture is illustrating a good or bad situation?
- Why so?
- Why did the parents bring the child to a healthcare center?
- Do all children need healthcare?
- Can healthcare provide services to all children?
- Is it feasible? What can we do?

Key Messages and discussion points:

- All children have the right to access healthcare
- All children need health care
- Healthcare should be accessible to all. Children with disabilities do not always need separate health services
- There are several reasons why one might take their child to the healthcare provider. For example, for their routine immunization, their regular check-up, etc
- If you notice any delays in developmental milestones such as walking and talking, consult your healthcare provider. The earlier the interventions, the better the outcomes
- Make sure to map and reference nearest primary healthcare centers

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Description:

There are four people in the picture. The setting is green with a couple of bushes. One is a child in a wheelchair playing on a balancing game with another child in front of them. There is one person in front of the game holding in one hand, a hammer, and in the next, has his thumb up. Another person is planting a tree.

**Questions:**

- Describe the picture. What is happening?
- Do you think this picture is illustrating a good or bad situation?
- Why so?
- Where are the children playing?
- What are the adults doing?
- Do we have such spaces here?
- Where do children usually play together?
- Can we create safe inclusive spaces? What can we do?

Key Messages and discussion points:

- This is a picture of an inclusive garden that community members are building
 - All children love and enjoy playing
 - Inclusion benefits everyone, people with and without disabilities
 - When children interact with their peers with disabilities, they are learning important social, emotional and life skills
 - Having a space where children can meet up and play is very important
 - Local authorities have a role in ensuring these spaces
 - However, the community does not need to wait for other people to take action
 - They can come together and using available resources, come to find a way to create a safe inclusive playing space. A few simple inclusive games can be put in place
-

Description:

In a minimarket setting, there are 2 people in the picture separated by a table. On one side of the table, there is a man, smiling and raising his arm. The man's face is round and flat, his eyes are almond-shaped and small and his tongue is protruding. Behind him is a stand of bags and cups. On the table in front of him is a cash register. The other person on the other side of the table is a person with their back to us, seemingly talking to the man.



Questions:

- Describe the picture. What is happening?
- Do you think this picture is illustrating a good or bad situation?
- Why so?
- Is it possible for a person with an intellectual impairment to work? How?
- Why would an employer hire someone with an intellectual impairment?
- How will the customers feel?
- Would you go to a minimarket employs people with disabilities? Why or why not?

Key Messages and discussion points:

- The man in the picture has Down Syndrome which is a medical condition that has several features. One of the features is intellectual impairments. That means that they take more time to learn and face some difficulties with complex reasoning
- The man in the picture is actually the employee at the cash register in a mini market
- People with disabilities do not need pity, they need support
- If young persons with disabilities are given work opportunities that match their skills, they will build their social network, be more independent and contribute to the community
- Everyone is different and it is that difference that enriches a society. We do things better when we do them inclusively
- When children interact with their peers with disabilities, they are learning important social, emotional and life skills
- When teachers use inclusive teaching methods, everyone learns better
- When an employee has a disability, the work culture is enriched
- The additional cost of inclusion is negligible compared to the impact of lifetime exclusion and underemployment, as well as the opportunity costs of exclusion
- Everyone has the right to belong and to be included. An ideal society is one where we all take care of each other

Select and say relevant culture sayings from section 3 part 5 A “Norms Framing” to better articulate why being inclusive is culturally supported and idealized

The facilitator, verbally, can replace the man at the cashier by a woman with disability. This would reinforce the message that a woman with disability can work and earn an income.

Description:

There are 5 people in the picture. A boy and a girl are running happily with a kite. In a tent there is a boy in a wheelchair and 2 adults behind him speaking to each other. The boy looks sad and is looking at the kids happily playing. There are stairs separating the tent and where the 2 kids are playing.



Questions:

- Describe the picture. What is happening?
- Do you think this picture is illustrating a good or bad situation?
- Why so?
- Where are the children playing?
- What are the adults doing?
- Why is the boy in the wheelchair not playing with them?
- How can the child play with them?
- What can the adults do to help the children play together? What can the children do?
- Do you know someone in your community that doesn't play with the other kids? Why? What can be done about it?

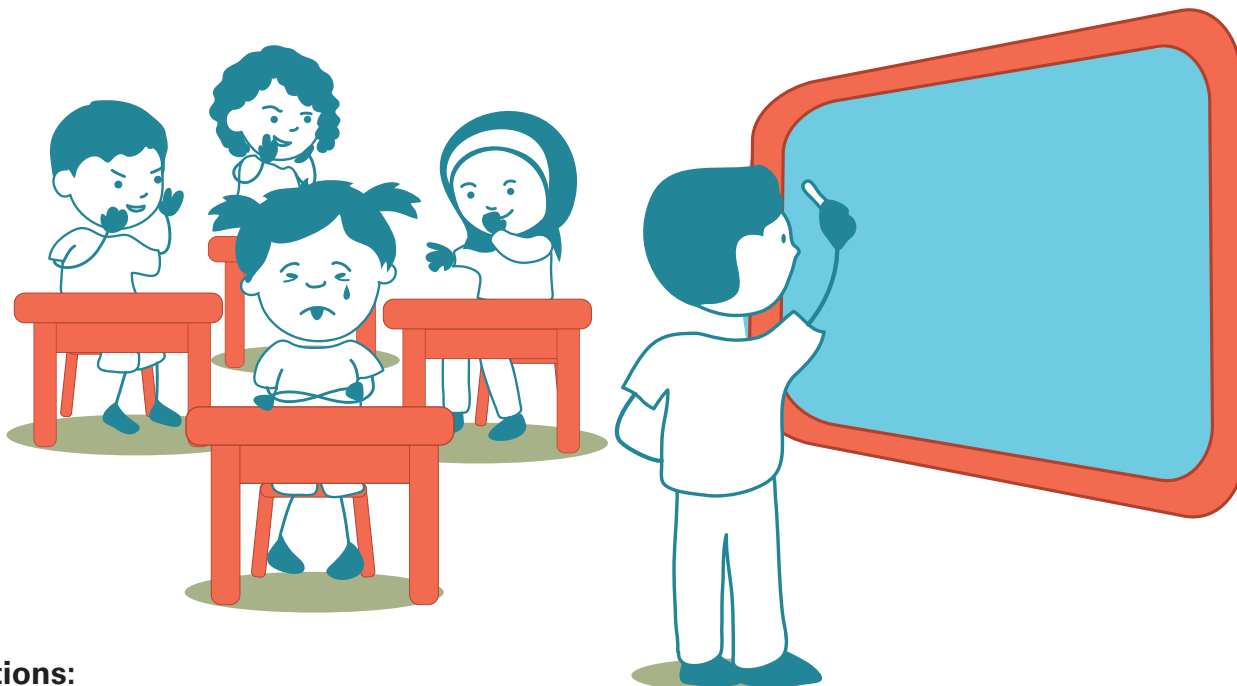
Key Messages and discussion points:

- Some children have mobility difficulties because of limited physical function of one or more limbs. They may or not have access to assistive devices such as a wheelchair, cane or prosthetic limb
- All children love and enjoy playing
- People with disabilities do not need pity, they need support
- Everyone is different and it is that difference that enriches a society. We do things better when we do them inclusively
- Inclusion benefits everyone, people with and without disabilities
- When children interact with their peers with disabilities, they are learning important social, emotional and life skills
- The parents in this picture are talking to each other. They might have not noticed what is happening. Their child can let them know that he is feeling upset and that he wants to play with the other kids. How can the parents help in making that happen?
 - They can organize with the neighbors a safe path for the child to move around
 - They can help the child down the stairs
 - They can call the kids up to play in a space that is accessible
- The boy in the wheelchair could have also called the kids himself to make the above happen
- Also, the parents and the kids could have noticed themselves, without the boy telling them, that he is upset; and they could have taken action to be make sure he is playing with them

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Description:

There are 5 people in the picture; 4 students and 1 teacher. The teacher is writing on the board and has his back to the students. The students are sitting on their desks. 3 of these students are looking at one student sitting in front, in the middle of the picture. They are all laughing. One girl has one hand on her mouth and her other hand is pointing at the student in the middle. The other two students have their hands covering their mouths. The student in the middle has a sad face and a tear coming down her eye. Her face is round and flat, her eyes are almond-shaped and her tongue is protruding



Questions:

- Describe the picture. What is happening?
- Do you think this picture is illustrating a good or bad situation?
- Why so?
- Why is the child crying? What are the effects of bullying on the child?
- Do you think children with intellectual impairments should be in mainstream school? Why?
- What is the teacher doing?
- Why is the teacher not stopping the bullying?
- Why are the children bullying?
- What can the teacher do to create more inclusion in the classroom?
- How can the school help?
- What is the role of the parents and the children themselves?
- Does this happen in education today? What can we do to stop it?

Key Messages and discussion points:

- The girl in the middle of the picture has Down Syndrome which is a medical condition that has several features. One of the features is intellectual impairments. That means that they take more time to learn and face some difficulties with complex reasoning
- The children are laughing at the girl with Down Syndrome and the teacher has his back to the students
- All children have the right to education
- All children learn better when they are in inclusive education, with people of different abilities being in the same classroom
- With some extra training, teachers can be equipped to use inclusive teaching methods, and that helps everyone learn better
- Education does not only help children with their cognitive development. It also plays an important role in shaping characters through social and emotional development
- When children interact with their peers with disabilities, they are learning important social, emotional and life skills
- The child is crying so she is obviously hurt. She could be too scared or embarrassed to tell the teacher or her parents. She might not enjoy the school and actually drop out.
- The teacher in the picture might not be intervening for many reasons. Maybe he didn't notice the bullying, or he doesn't feel capable to stop it, etc.
- The children might be bullying for different reasons. It could be that they do not understand the girl's condition and so they laugh at her. Maybe they are scared of her, etc.
- However, it is everyone's responsibility to make sure that education is safe for all.
- The teacher and school can make active efforts to create a more inclusive environment. They can organize in and out of classroom activities where the kids interact more positively together. They can invite the parents to participate in these inclusive activities and discuss important things they can do at home to foster more inclusive attitudes in their children, etc.

NB: do not reinforce punitive measures such as expelling the kids who are bullying from school

- The parents however, do not need to wait for the school to take action. If a parent notices that their child is being either the bully or the bullied, they can reach out to the school and other parents to find a solution

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Description:

There are 3 people in the picture. 2 students that are sitting on their desks behind each other. The teacher in front of them has an angry face. She has one hand pointing to the letter on the board and the other hand pointing to the student in the front seat. The boy in the front seat looks disturbed with his hands covering his face. He has glasses and a cane. The student in the second row has a sad face and has her hands in front of her.



Questions:

- Describe the picture. What is happening?
- Do you think this picture is illustrating a good or bad situation?
- Why so?
- What is the teacher doing? Why?
- Why does the boy need a cane?
- Should the boy be in mainstream school? Why?
- What can be done better in this situation?

Key Messages and discussion points:

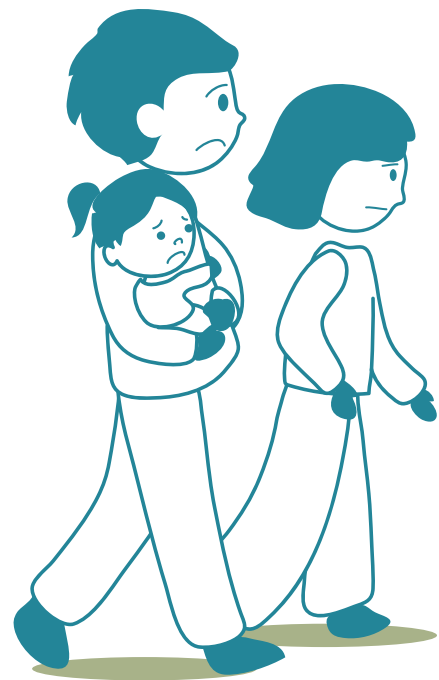
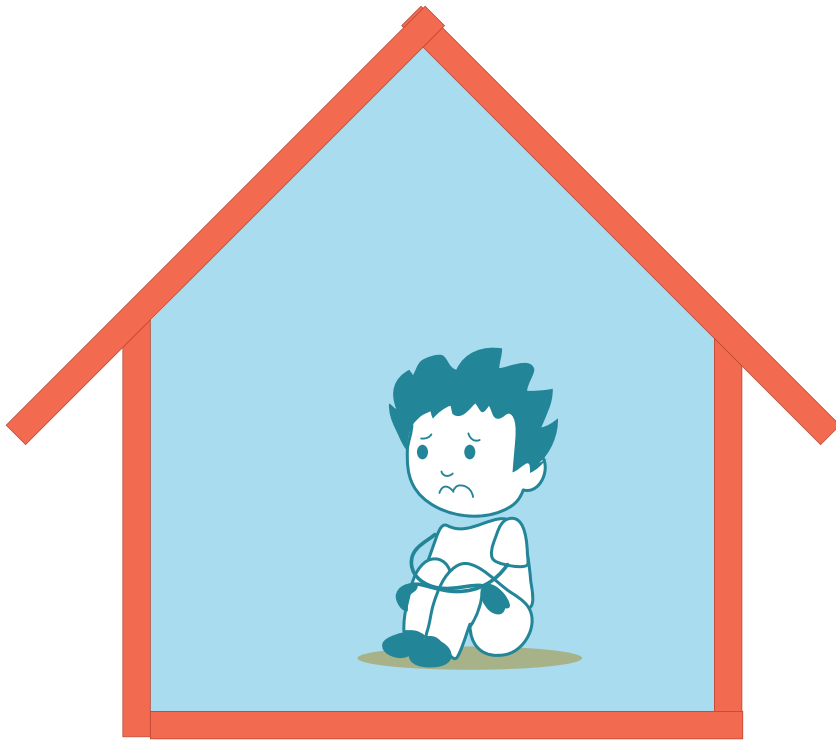
- The boy in the picture has a visual impairment. Some children are born with visual difficulties and others get it later in life. This ranges from mild difficulty in seeing to blindness. They may or may not use assistive devices such as glasses, cane, braille, etc.

*Braille is a system of raised dots that can be read with the fingers by people who are blind or who have low vision.

- The teacher is frustrated at him as she wants him to understand something he cannot see
- Including people with disabilities in mainstream education does not require major adjustments in teaching. With some extra training, teachers can be equipped to use inclusive teaching methods, and that helps everyone learn better
- Children with disabilities have a right to an inclusive education
- All children have the right to education
- All children learn better when they are in inclusive education, with people of different abilities being in the same classroom
- Education is not only to help children with cognitive development. It also plays an important role in shaping characters through social and emotional development
- When children interact with their peers with disabilities, they are learning important social, emotional and life skills
- People with disabilities do not need pity, they need support
- People with disabilities need to be given the resources to be able to eventually lead an independent life
- If young persons with disabilities are given education and then work opportunities that match their skills, they will build their social network, be more independent and contribute to the community

Description:

There are 4 people in the picture. 2 adults, a mother and a father, are leaving a house carrying a toddler. They are sad. And, there is a little boy sitting in the house alone, sad.

**Questions:**

- Describe the picture. What is happening?
- Do you think this picture is illustrating a good or bad situation?
- Why so?
- Where are the people leaving the house sad?
- Why is the boy in the house sad?
- Why would the parents leave their child at home?
- What can be done to avoid this?
- Do you know someone in your community that goes through this? How can you help?

NB: you can hint that the boy has a disability – intellectual or psycho-social

Key Messages and discussion points:

- Not all impairments are visible. Many intellectual and psycho-social impairments are invisible
- The family goes out and leaves the child with disability at home
- There are several reasons for the family to leave their child with disability at home They could be ashamed of him, they might be afraid of what people might say to and about them. Many people hide that they have a child with a disability
- However, there is no reason to be ashamed of the child. Children are children. Children with disabilities have the same rights as any child. That includes the right to education, health, protection, etc.
- People with disabilities need to be given the resources to be able to eventually lead an independent life
- Sometimes, the community makes it hard for parents to bring out their kids because of stigma. They can be bullied or shamed
- However, a good community takes care of all its people. An inclusive society is a stronger society.
- Everyone has the right to belong and to be included. An ideal society is one where we all take care of each other
- Select and say relevant culture sayings from section 3 part 5 A “Norms Framing” to better articulate why being inclusive is culturally supported and idealized
- Everyone has a role to play to ensure that no one is left behind
- We all live in communities where people with disabilities exist, and we all have a role and can take active steps to support them and their families so all children realize their rights

- - - - -

Description:

There are 3 people in the picture. 1 child is in a house/ institution. And there are 2 adults, a mother and a father, saying goodbye from the window. They are all sad.



Questions:

- Describe the picture. What is happening?
- Do you think this picture is illustrating a good or bad situation?
- Why so?
- Where are the people leaving the house sad?
- What is the house?
- Why is the girl in the residential institution sad?
- Why would the parents make such a choice?
- What can be done to avoid this?
- Do you know someone in your community that goes through this? How can you help?

NB: you can hint that the house is a residential institution and that the girl has an intellectual/ psycho-social disability

Key Messages and discussion points:

- Not all impairments are visible. Many intellectual and psycho-social impairments are invisible
- There are several reasons for the family to place their child with an intellectual or psychosocial impairment in a residential institution. They could be ashamed of him, they might be afraid of what people might say to and about them. Many people hide that they have a child with a disability
- They could also feel that the residential institution is the best place for the child, providing the child with the specialized care that he/she needs
- However, every child has the right to a family. The family is the fundamental unit of society and the natural environment for the child
- A lot can be done to provide the family with the skills and resources to be able to raise the child at home
- The surrounding society and community members can play a great role in helping the family care for the child
- A good community takes care of all its people. An inclusive society is a stronger society.
- Everyone has the right to belong and to be included. An ideal society is one where we all take care of each other

Select and say relevant culture sayings from section 3 part 5 A “Norms Framing” to better articulate why being inclusive is culturally supported and idealized

- Everyone has a role to play to ensure that no one is left behind
- We all live in communities where people with disabilities exist, and we all have a role and can take active steps to support them and their families, so all children realize their rights

- - - - -

Description:

There are 3 people in the picture. 2 adults, a mother and a father, are holding a shield, protecting the third person, a son. They are all smiling.

**Questions:**

- Describe the picture. What is happening?
- Do you think this picture is illustrating a good or bad situation?
- Why so?
- What are the parents protecting the family from?
- What is the role of the mother?
- What is the role of the father?

NB: you can hint that the child has an intellectual/psycho-social disability

Key Messages and discussion points:

- Not all impairments are visible. Many intellectual and psycho-social impairments are invisible
- A lot can be done to provide the family with the skills and resources to be able to raise the child at home

- The surrounding society and community members can play a great role in helping the family care for the child
- A good community takes care of all its people. An inclusive society is a stronger society
- Everyone has the right to belong and to be included. An ideal society is one where we all take care of each other

Select and say relevant culture sayings from section 3 part 5 A “Norms Framing” to better articulate why being inclusive is culturally supported and idealized

- Everyone has a role to play to ensure that no one is left behind
- We all live in communities where people with disabilities exist, and we all have a role and can take active steps to support them and their families, so all children realize their rights

Description:

There are 2 groups of people meeting in a green space with bushes. On one side is a girl and a boy. Her face is round and flat, her eyes are almond-shaped and small. She is clapping her hands and has one foot raised off the ground. The boy next to her is speaking and looking at the other group. He has both hands on his waist. They both have a smile on their face. On the other side, there is also a boy and a girl. They are also smiling and walking towards the other group. The boy has glasses and a cane. The girl has a device on her ear.



Questions:

- Describe the picture. What is happening?
- What does the child have on his ear? What does it do?
- Why does the boy need a cane?
- Do you think this picture is illustrating a good or bad situation?
- Why so?
- Should children with disabilities only play with each other?
- How can they all communicate with each other?
- Are they actually able to play all together?
- Is it good for the kids to play together? Why?
- Why do you think the parents are okay with the kids playing with each other?
- Do you think this is applied in our current context? Do children with and without disabilities play together? Where have you seen it?

- What do you think should/can be done for that to happen more often?
- Is it feasible? What can we do?

Key Messages and discussion points:

- The boy in the picture has a visual impairment. Some children are born with visual difficulties and others get it later in life. This ranges from mild difficulty in seeing to blindness. They may or may not use assistive devices such as glasses, cane, braille, etc.
 *Braille is a system of raised dots that can be read with the fingers by people who are blind or who have low vision.
- Some people have hearing loss. This ranges from mild difficulty in hearing to profound deafness. They may use a number of ways of communicating, for example, a hearing aid or hearing loop, sign language, lip reading, speaking or a combination of these methods. What you see in the picture is a hearing aid which helps the child hear
- The girl in the middle of the picture has Down Syndrome which is a medical condition that has several features. One of the features is intellectual impairments. That means that they take more time to learn and face some difficulties with complex reasoning
- All children love and enjoy playing
- Children with and without disabilities should play together because that interaction will teach them important social, emotional and life skills

“

**“Diversity includes disability;
embrace it.”**





Tool #6

Creative Writing Tool

**What?**

An activity where in groups, people create and act out stories together about important topics

**Why?**

Allows people to experience inclusion and work together towards a common goal

**How long?**

A minimum of 3 hours

**Where?**

In a closed quiet and safe space

**For Whom?**

Anyone over the age of 7, including adults. Recommended participant number is 15

**By Whom?**

Minimum 1 facilitator is required for each 5 people
Hence for 15 people, minimum 3 facilitators are needed

**Energy level:**

Low to moderate

How?

Step 1: Prepare



A. Gather the Materials Needed:

- Pens
- Paper
- Clothes
- Hats
- Random props
- Music instruments

Step 2: Welcome and explain



15 minutes

↓ Choose and implement an icebreaker from Annex 6

↓ Open the workshop with a warm greeting to make them feel welcome and comfortable. Use props and change your voice to imitate a character (a grandmother, a grandfather, Chouchou, Charlie Chaplin, etc.) and say the following:

“This activity is about storytelling! Storytelling has been an integral part of life since the beginning of time. Through stories, we connect with each other by sharing our dreams and thoughts in wondrous ways. How nice is it to dream? And to be connected? And to have the power to create together? Today all of you will create stories using the power of imagination. And then, we will become actors and act out these stories.”

↓ Ask 2 volunteers to share a brief description about their favorite stories

↓ Explain the activity in plenary:

- Groups of 5 will be formed
- Each group will be assigned an overall theme. The options include:
 - Inclusion
 - Exclusion
 - Fictional
 - Funny



Note to facilitator: these themes are optional and you can choose and try out new themes that fit your participants. The theme itself is not as important for inclusion as the process of participants creating the story together, so feel free to choose stories that are not directly related to inclusion/exclusion.

- Each group will follow a simple process for developing a story that fits one of the themes assigned by creating the following elements of their story:
 - Name of a person
 - Place (e.g., house, center, street, etc.)
 - Time (e.g., morning, night, year, etc.)
 - Action verb (e.g., eating, speaking, playing, crying, etc.)
 - Sudden event
 - Solution

↓ Then, divide the group into subgroups of 5 people each and allow groups to choose their themes. Make sure that there is one facilitator with each group assisting and/or leading the creative writing process.

↓ Explain the instructions slowly and clearly and ensure that everyone understands. Read thoroughly Annexes 1 through 5 to help you ensure equal participation throughout this activity.

Step 3: Play

 45 minutes

- ↓ Each facilitator leads the process of creation by ensuring:
- All the elements are there
 - Everyone is participating

- Asking prompting questions
- The story is in-line with the theme

- ↓ Explain to the group the theme they have chosen (refer to the end of this section)
- ↓ After the group agrees on their elements, the facilitator will read the opening narrative to their story.

“Once upon a time, (the name of the person) was at (name of the place) in the (time). This person was (verb) ... and SUDDENLY”

- ↓ Give the group time to create the story and ask prompting questions such as,

“Then what happened?,” “Was it bad or good?,” “What were the colors?,” “Who came?,” etc.

 Note to facilitator: Make sure that the story does not reproduce gender or disability stereotypes. Try guiding the group to show girls and people with disabilities in active positive roles.

- ↓ After the story is created, make sure to re-read it to them for final tweaks.
- ↓ Then, allow the group to prepare for acting out the scene. The scene shouldn't take more than 10 minutes and should have a storyteller (someone reading out the story) and other people acting out the characters using available props.

Step 4: Share and Discuss



1 hour and 15 minutes

 Note to facilitator: feel free to contextualize step 4 and 5 based on the stories presented

A. Ask and Listen

- ↓ Give each group 10 minutes to act out their story.
- ↓ Make sure to clap and reinforce each group.
- ↓ Ask the participants three key questions to reflect on:
 - How did you feel during the activity? How was the process of creating the stories?
 - What did you like about the scenes that were played today?
 - What did you learn? Why do you think we did this activity?
- ↓ Give time for participants to share and discuss their thoughts with each other.

 Note to facilitator: if there was a scene that doesn't really represent inclusion, then make sure you discuss this in plenary in a subtle constructive manner, re-articulating what inclusion really means.

B. Articulate and Discuss

In your own way, articulate and discuss the following:

- Today we worked together in teams to create stories.
- At first, many of us couldn't even imagine that we could come up with such creative stories and act them out so well.
- But that is what happens when we work together in teams. And the more diverse the team is, the more creative it can be, because diversity adds richness.
- This diversity means people of different ages, different backgrounds and places of origins, and different abilities. Everyone has something to add to the group.
- We need to be able, as a society, to create a space for everyone to contribute in a way that they can and want to.
- Just as in today's session, inclusion yielded creative stories; in today's society, inclusion will yield a better life for everyone.
- The problems we have today in our society require everyone to work together to find solutions.
- An inclusive society is a stronger society. This includes inclusive education, health care, recreational activities, etc.
- Inclusion benefits everyone, people with and without disabilities.
- When children interact with their peers with disabilities, they are learning important social, emotional and life skills.
- When teachers use inclusive teaching methods, everyone learns better.
- When an employee has a disability, the work culture is enriched.
- The additional cost of inclusion is negligible compared to the impact of lifetime exclusion and underemployment, as well as the opportunity costs of exclusion.
- Everyone has the right to belong and to be included. An ideal society is one where we all take care of each other. Select and say relevant culture sayings from section 3 part 5 A "Norms Framing" to better articulate why being inclusive is culturally supported and idealized.

Step 5. Reflect together and Pledge

 20 minutes

A. Reflect

Ask each participant to share if:

- They enjoyed participating in an inclusive activity and why
- If they think inclusion is important and why

B. Pledge

Ask participants to say one thing they will personally do to include persons with disabilities out loud. This needs to be a behavior and the sentence in the form of " I will...."

↓ The behavior does not need to be drastic, they can be very simple acts such as:

- I will arrange a play date between my daughter and Sara (the girl with a disability who they just met in the activity)
- I will stop the kids from bullying our neighbor with a disability
- I will say hello to a girl with a disability in my school, etc.

↓ Take your time with this section and allow participants to really think about what is feasible for them. You can also help them think as a group by giving them ideas.

C. Raise your hand if:

Ask participants to raise their hands if:

- They are amazed that, as a group, they created a beautiful story
- They laughed today
- They are looking forward to doing what they pledged to do

Creative Writing – Templates

Theme: Exclusion

This theme is about someone who wasn't accepted or respected for s/he is and has been denied participation.

Name of a person:

- Place (e.g., house, center, street, etc.):
- Time (e.g., morning, night, year, etc.):
- Action verb (e.g., eating, speaking, playing, crying, etc.):

"Once upon a time, *(the name of the person)* was at *(name of the place)* in the *(time)*.....

This person was *(verb)*..... and SUDDENLY

.....

.....

Then *(solution)*.....

.....

Theme: Inclusion

This theme is about someone who was accepted or respected for s/he is and was able to participate

Theme: Completely Fictional

This theme is about completely using one's imagination to create an usual fun story. The sky is the limit.

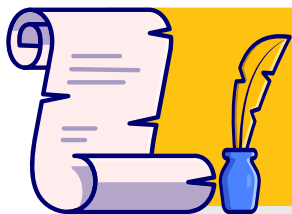
Theme: Funny

This theme is about creating an entertaining story. "Funny" can describe a joke, a situation, or even a person's behavior that brings joy or amusement. It's often associated with the unexpected or clever twists that deviate from the norm, leading to a positive emotional reaction.

“

“Equality is everyone’s right,
regardless of ability.”





Tool #7

Storytelling and Performance

**What?**

An activity where in pairs, people create and perform stories

**Why?**

Allows people to experience inclusion and work together towards a common goal

**How long?**

Two to three sessions of 2 hours each

**Where?**

In a closed quiet and safe space

**For Whom?**

Anyone over the age of 10, including adults. Recommended active participant number is 12.
The rest can be spectators

**By Whom?**

Minimum 1 facilitator is required for each pair
Hence for 15 people, minimum 3 facilitators are needed

**Energy level:**

Low to moderate

How?

Step 1: Prepare**A. Gather the Materials Needed:**

- Masking tape to mark a small stage around each pair

Step 2: Welcome and explain

15 minutes

↓ Choose and implement an icebreaker from Annex 6

↓ Gather the participants in a circle

↓ Model the game for them with another facilitator: **Facilitator 1: I am** **Facilitator 2: I am**

The facilitators will face each other and A starts speaking while simultaneously, B says the same thing. A makes a movement and simultaneously, B makes the same movement.

- ↓ Explain that B needs to understand what A is doing so they can simultaneously do the same.
- ↓ Divide people into random pairs. Make sure they are diverse.
- ↓ Each pair gets to decide who is A and who is B- knowing that in the game, they will alternate
- ↓ There are 4 stages to this game and the facilitator will walk participants through them

Step 3: Perform

 **1 hour 10 minutes**

- ↓ Go through each stage with the participants. Try not to skip stages
- ↓ Each stage has 2 options or variations, the facilitator chooses one or can employ both simultaneously for different couples who might have different abilities
- ↓ Check in with participants while they are going through the steps and help out when needed.

Stage 1: Simultaneous Storytelling (15 minutes)

Option 1:

Participant A tells about their day or anything they want and the other says the same thing at the same time, as if they were a mirror (i.e. speaking at the same time, not listening and repeating, but speaking together). Make sure to continue even if it feels strange

Option 2:

Participant A tells about their day or anything they want and animates it with big movements. The other participant must now mirror the gestures at the same time.

After 2 min the facilitator asks them to switch so B leads and A follows.

Stage 2: Word by Word or Movement by Movement (10 minutes)

Option 1:

A and B stand together face to face. One participant says a word, then the other adds another word and so on to come up with a story. Neither participant knows where it will lead, nor can they control the story.

Option 2:

B and A stand together face to face. One participant does one movement, then the other adds another movement and so on to come up with a story. Neither participant knows where it will lead, nor can they control the story.

Stage 3: Sentence by Sentence or Movements by Movements (10 minutes)

Option 1:

The group builds a story without preparation, sentence by sentence. One participant starts by saying a sentence, the next adds a sentence and so on to create a story.

Option 2:

The group creates a story without words by miming actions. One participant begins by doing a series of movements telling a story, the other adds a series of movements.

Stage 4: Invent your Story or Share your Story (35 minutes)

- ↓ Everyone is invited to sit and face one direction to watch as an audience.
- ↓ The facilitators ask for a volunteer to share their story or improvise a new one following step 4.
- ↓ The audience claps as two participants enter the stage, each coming from one part of the stage. They start their story (whether miming it or telling it). As soon as they are finished, they salute the audience and exit the stage from the same place they entered.
- ↓ In case the participants want to make up a story, on the spot, the audience can suggest a theme, a genre, a setting and/or requirements for certain words to be mentioned.
- ↓ Be supportive and help by giving positive suggestions like: party, blue sea, open world, inclusive living. For example, the audience could decide on an action story set in the forest.
- ↓ If needed, have some signs and props that may help tell a story. Music instruments are a plus.
- ↓ Remind participants about the importance of having a beginning and an end for their stories.

Step 4: Share and Discuss

 20 minutes

 Note to facilitator: feel free to contextualize step 4 and 5 based on the content that came out of the step 3

A. Ask and Listen

- ↓ Ask participants to share what they liked most about the story and why.
- ↓ Ask the participants three key questions to reflect on:
 - How did you feel during the activity? How was the process of creating together?
 - What did you like about the exercise today?
 - What did you learn? Why do you think we did this activity?

↓ Give time for participants to share and discuss their thoughts with each other.

B. Articulate and Discuss

In your own way, articulate and discuss the following:

- Today we worked together in teams to create stories.
- At first, many of us couldn't even imagine that we could come up with such creative stories and act them out so well.
- But that is what happens when we work together in teams. The more diverse the team is, the more creative it can be, because diversity adds richness.
- Diversity means people of different ages, different backgrounds and places of origins, and different abilities. Everyone has something to add to the group.
- Communicating is not always through words but can be through physical movements as well. And when people want to communicate with each other, they will find a way that works for them.
- We need to be able, as a society, to create a space for everyone to contribute in a way that they can and want to.
- We need to find ways to communicate and really work together.
- Just as in today's session, inclusion yielded creative stories; in today's society, inclusion will yield a better life for everyone.
- The problems we have today in our society require everyone to work together to find solutions.
- An inclusive society is a stronger society. This includes inclusive education, health care, recreational activities, etc.
- Inclusion benefits everyone, people with and without disabilities.
- When children interact with their peers with disabilities, they are learning important social, emotional and life skills.
- When teachers use inclusive teaching methods, everyone learns better.
- When an employee has a disability, the work culture is enriched.
- The additional cost of inclusion is negligible compared to the impact of lifetime exclusion and underemployment, as well as the opportunity costs of exclusion.
- Everyone has the right to belong and to be included. An ideal society is one where we all take care of each other. Select and say relevant culture sayings from section 3 part 5 A "Norms Framing" to better articulate why being inclusive is culturally supported and idealized.

Step 5: Reflect together and Pledge



15 minutes

A. Reflect

Ask each participant to share if:

- They enjoyed participating in an inclusive activity and why
- If they think inclusion is important and why

B. Pledge

Ask participants to say one thing they will personally do to include persons with disabilities out loud. This needs to be a behavior and the sentence in the form of "I will...."

The behavior does not need to be drastic, they can be very simple acts such as:

- I will arrange a play date between my daughter and Sara (the girl with a disability who they just met in the activity)
- I will stop the kids from bullying our neighbor with a disability
- I will say hello to a girl with a disability in my school, etc.

Take your time with this section and allow participants to really think about what is feasible for them. You can also help them think as a group by giving them ideas.

C. Raise your hand if:

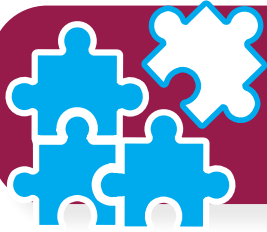
Ask participants to raise their hands if:

- Building language together was easier than they expected.
- They think language and communication is not only through words.
- They feel like they communicated well during the activity.
- They laughed together.
- They enjoyed the process and will use it again to come up with more stories
- They are looking forward to doing what they pledged to do

“

“See the person, not the disability.”

لاقوني تحت شي
أخضر حلو يساعدنا
على التنفس.



Tool #8

Scavenger Hunt Puzzle Game



What?

An activity where in teams, people work together to find all pieces of a huge puzzle and meet at the end of the hunt to put it together



Why?

Allows people to explore together ways to solve problems, test new ideas, and make new friendships



How long?

A minimum of 1 hour



Where?

Anywhere



For Whom?

Anyone over the age of 7, including adults
Recommended number in each team is 4 to 6



By Whom?

Minimum 1 facilitator is required for each team



Energy level:

Moderate

How?

Step 1: Prepare



A. Gather the material needed:

- ↓ Prepare at least 5 puzzle parts printed on big cardboard pieces for each team.
- ↓ The pictures you choose are very important. It is recommended to choose either from the mural exercise or the snakes and ladders game
- ↓ Place and hide the puzzle pieces around the space. Create contextualized cues for each piece for them to find the next.

It is recommended that you use easy clues so people of all ages and abilities can play the game.

The clues will depend on your location. Examples of clues to follow:

- Find me under a beautiful green thing that helps us breathe. (A tree)
 - Glad you found me. Now, turn around and count 10 tiles. If you can't find me, go back and change direction.
 - I am hidden next to something that smells beautiful that might be yellow, red or white. (A flower)
 - Wow, that was fast! You can find me behind a bin.
 - Look at how quick you moved! The next clue is where the music source is. (A stage or speaker)
 - I am hidden under a table.
 - Go ask a facilitator, I am hidden in their pocket.
 - Every day, you step on me. All I require is the bend of the knee. Where am I? (Stairs)
 - You use me when you have to wash your hands. Where am I? (Toilet)
- ↓ Ensure to place the clues and puzzle pieces in areas that accessible for people with different disabilities including individuals using wheelchairs, canes, etc.
- ↓ It might be difficult for people with visual disabilities to look for the puzzle pieces, so make sure that as a facilitator, you give them an active role in analyzing the riddles and guiding their friends
- ↓ Keep the hints simple and straightforward so everyone can play the game and enjoy finding pieces of the puzzle
- ↓ Print the image of the final puzzle on A4 size papers to be given to the teams during their search.

Step 2: Welcome and Explain



 10 minutes

- ↓ Implement an icebreaker from Annex 6
- ↓ Gather the participants and divide them into groups of 4 to 6 people. In case the number is low, they can be divided into groups of 2.
- ↓ Each team is given an A4 paper with the image of the final puzzle. They are also given a first clue to find their first piece.
- ↓ Set a time limit for the hunt depending on your timeline. Inform everyone about it. Tell them that the main aim is to get the pieces and put together the puzzle on time. But the most important part is our conversation at the end of the game that will depend on group work.

Step 3: Hunt



 15 minutes

- ↓ Let them scavenge around and find all of the hidden things.
- ↓ Make sure to remind each team to be considerate so
 - When someone finds a piece, make sure they read out loud so everyone can think together
 - When a team finds a piece, clap
 - Make sure no one is left behind
- ↓ Sometimes a team finds a clue by accident. This might mess up the flow of the game and they will miss finding the intended piece. So, ask them to put it back in place and to go look for the other one.
- ↓ Players come back when time is up. If they are not in place, then call them
- ↓ Give participants time to put the puzzle together

Step 4: Share and Discuss



 30 minutes

A. Ask and Listen

Allow players to show their puzzles and ask the following questions:

- What do you see in the pictures?
- What do you think about what you see?

Ask players to describe how the roles were distributed in the team. Examples of questions can be:

- How did you work together as a team? Who did what?
- Can you share one strength or quality you learned about a group member that you didn't know before playing this game?
- Was anyone left behind in your hunt?
- What could you have done better to be more inclusive and allow everyone to enjoy and participate?

Ask the participants three key questions to reflect on:

- How did you feel during the activity?
- What did you learn?
- Why do you think we did this activity?

Give time for participants to share and discuss their thoughts with each other

B. Articulate and Discuss

In your own way, articulate and discuss the following:

- Today we were all able to play and have fun together
- The game was inclusive, meaning that we have people of different abilities participating today. Because of clear communication and props, everyone was able to participate and have fun
- Everyone has something to add to the group. As a society, we need to create a space for everyone to contribute in a way that they can and want to
- The more diverse a group is, the more fun and rich it is
- It is important to be inclusive because a diverse community is a stronger community. Diversity adds richness. The more diverse the team is, the more creative and innovative it can be
- An inclusive society is a stronger society. This includes inclusive education, health care, recreational activities, etc.
- Inclusion benefits everyone, people with and without disabilities
- When children interact with their peers with disabilities, they are learning important social, emotional and life skills
- When teachers use inclusive teaching methods, everyone learns better
- When an employee has a disability, the work culture is enriched
- The additional cost of inclusion is negligible compared to the impact of lifetime exclusion and underemployment, as well as the opportunity costs of exclusion
- Everyone has the right to belong and to be included. An ideal society is one where we all take care of each other. Select and say relevant culture sayings from section 3 part 5 A "Norms Framing" to better articulate why being inclusive is culturally supported and idealized

Step 5: Reflect together and Pledge

 20 minutes

A. Reflect

Ask each participant to share if:

- They enjoyed participating in an inclusive activity and why
- If they think inclusion is important and why

B. Pledge

Ask participants to say one thing they will personally do to include persons with disabilities out loud. This needs to be a behavior and the sentence in the form of "I will...."

The behavior does not need to be drastic, they can be very simple acts such as:

- I will arrange a play date between my daughter and Sara (the girl with a disability who they just met in the activity)
- I will stop the kids from bullying our neighbor with a disability
- I will say hello to a girl with a disability in my school, etc.

Take your time with this section and allow participants to really think about what is feasible for them. You can also help them think as a group by giving them ideas.

C. Raise your hand if:

Ask participants to raise their hands if:

- They had fun
- They liked their team
- They laughed today
- They learned something new
- They interacted with new people that they liked
- They are looking forward to doing what they pledged to do

“

“Breaking barriers, building inclusion.”





Tool #9 Memory Game



What?

This is a flipped cards memory game, also known as a matching game, is a popular activity where participants play individually or in teams to find cards with the same pictures.



Why?

Through engaging gameplay and interactive challenges, children, including those with disabilities, can explore and understand the concept of children's rights, empowering them to become aware of their own rights and those of others. It promotes teamwork and cooperation among all players, fostering a sense of unity and understanding. By encouraging players, including those with disabilities, to collaborate, communicate, and solve problems together, the game nurtures essential social skills and cultivates an inclusive environment. Through this inclusive approach, children can learn to appreciate and respect the abilities and perspectives of individuals with disabilities, fostering empathy and inclusion. Overall, the game provides a fun and educational experience that promotes children's rights, teamwork, and the inclusion of persons with disabilities.



How long?

Minimum 1 hour (depends on group size and discussions)



Where?

Closed or open safe and accessible place



For Whom?

Children from the age of 6 and older. Adults are also included.
Around 6 to 40 or 50 participants



By Whom?

Trained Facilitators Two to three (one with each group of 10 to 12 people) Hence for 15 people, minimum 3 facilitators are needed



Energy level:

Moderate

How?

Step 1: Prepare



A. Gather the Materials Needed:

- 12 Children's Rights cards printed on 18 x 28 cm paper and laminated, 24 cards in total. The back of the cards can all have the same color and state "Children's Right"

- The Cards to be printed can be found on this link: <https://bitly.ws/33Py> (add a number on the inside of each card from 1 to 24) **and inclusion messages are included on each card**
- Masking Tape
- Big rope

B. During the implementation day.

- ↓ Gather all the materials and prepare the set-up. The guidelines are described as follow.
- ↓ Prepare the Space
- ↓ Find a space that is at least 6 x 6 cm and with the rope or masking tape, mark the periphery of a semi-circle so people know where to stand. Inside the rope use the masking tape to mark a space for the 24 cards.
- ↓ You can have 3 columns and 8 rows with the space of each box 19 x 29 cm. Put all cards face down.
- ↓ If you have younger participants, use less than 24 cards. Sometimes 5 to 9 are enough.

Step 2: Welcome and explain



 **10 minutes**

Choose and implement an icebreaker from Annex 6

Introduce the game to them by telling them that this game is about memorization and help us discuss our rights and the PWD rights.

Explain the game:

The game begins with all the cards face down, and players take turns turning over two cards. The objective is to remember the position of each card and match pairs with identical pictures. When a player successfully matches two cards, they keep the pair. If the cards do not match, they are turned face down again. The winner of the game is determined by the player or team with the most collected cards when all the cards have been taken.

Form the Teams:

Let participants stand behind the rope. Divide them into teams of 2 to 10 people or more. If the number of participants is not too high, you can have individuals play against each other. Have one facilitator with each group to make sure that they're doing teamwork and including everyone. Make sure to have teams that are not only of girls and teams of boys, rather ensure they are mixed.



Each team will have one round of guessing every time. When a team finds the matching cards, they get one point. Each time a team gets a point, you pause the game to discuss what everyone is seeing in the picture.

For information about children's rights and topics to be discussed with the participants you can watch the following videos or [read this document](#).

- | | |
|---|---|
| 1- Right of family | 8- Right to play |
| 2- Right to identity | 9- Protection from guns |
| 3- Right to self expression | 10- Name and nationality |
| 4- Protection from child labour | 11- Drug free world |
| 5- Right to Education | 12- Disability and Child protection |
| 6- Right to freedom of thought | 13- Children's rights in general |
| 7- Right to appropriate information | |

Modification Tips:

- You may build a wooden background to display the cards facing the participants.
- Match the time and rhythm of leading the game in accordance with the participants and the types of disability.
- When a card is turned, make sure to describe in detail what picture is on it, which right and what number it is, so people with visual impairment can follow the game and get the information.
- For people with hearing impairment, you can show them the back of the UNICEF cards so they can read the information.

Step 4: Share and discuss



 20 minutes

A. Ask and Listen

Ask the participants three key questions to reflect on:

- How did you feel during the activity?
- What did you learn?
- Why do you think we did this activity?
- What children's rights you remember the most?
- Was there a right you know that was not mentioned here in the game today?

Give time for participants to share and discuss their thoughts with each other.

B. Articulate and Discuss

In your own way, articulate and discuss the following:

- Today we worked together in teams to gain points for rights and inclusion
- Equality and Respect: all individuals, regardless of ability, deserve equal rights, respect, and dignity.
- Understanding Children's Rights: players learn about the fundamental rights that every child should enjoy, including those with disabilities.
- Inclusion and Collaboration: work together and collaborate, fostering an inclusive environment where everyone's abilities and perspectives are valued and respected.
- Empathy and Acceptance: Through interactive challenges, cultivate empathy and acceptance towards individuals with disabilities, promoting a more inclusive and compassionate society.
- Overcoming Challenges: determination and resilience required to overcome obstacles, emphasizing the importance of persistence and supporting one another to achieve common goals.
- Celebrating Diversity: celebrate the diversity of abilities and embrace and appreciate differences.

Step 5: Reflect together and Pledge



 10 minutes

A. Reflect

Ask each participant to share if:

- They enjoyed participating in an inclusive activity and why
- If they think inclusion is important and why

B. Pledge

Ask participants to say one thing they will personally do to include persons with disabilities out loud. This needs to be a behavior and the sentence in the form of "I will...."

The behavior does not need to be drastic; they can be very simple acts such as:

- I will arrange a play date between my daughter and Sara (the girl with a disability who they just met in the activity)
- I will stop the kids from bullying our neighbor with a disability
- I will say hello to a girl with a disability in my school, etc.

Take your time with this section and allow participants to really think about what is feasible for them. You can also help them think as a group by giving them ideas.

C. Raise your Hand if:

Ask participants to raise their hands if:

- They had fun
- They're tired
- They liked their team
- They laughed today
- They learned something new
- They agree that all children have rights with no exceptions
- They are looking forward to doing what they pledged to do

“

**“Inclusion is not a choice;
it’s a necessity.”**





Tool #10 Bocce Game



What?

An activity where through a game of roll and throw of a Bocce ball, groups gain points by landing the ball on terms related to inclusion



Why?

Allows people to have fun and play together while discussing important such as inclusion, exclusion, empathy, pity, support and inaction



How long?

A minimum of 1 hour



Where?

In an open and safe space



For Whom?

Anyone over the age of 7, including adults
Recommended number in each team is 4 to 6



By Whom?

Minimum 1 facilitator is required for each 4 people
Hence for 12 people, minimum 3 facilitators are needed



Energy level:

High

How?

Step 1: Prepare



(Ahead of time, and in case you need to make the bocce balls with the participants, please allocate an extra 30 min)

A. Gather the material needed:

- 8 Bocce Balls with two different colors.

Refer to this video on how to make the balls <https://www.youtube.com/watch?v=LTLjXmzgcw>

- It is recommended that the participants themselves make their own balls as part of the activity. This will add around 30 minutes to the time of the activity
- Printed words, each on A4 or Bigger Paper: Empathy, Inaction, Inclusion, Exclusion, Pity and Support. or colored chalk or paint for the floor or 3 different dimensions of hula hoops
- Masking Tape
- Scoreboard, flipchart or large white paper and marker to keep score

B. Prepare the mark

↓ Print the image below in 3x3 meters (refer to: <https://bitly.ws/3442g>)

OR

Use 3 hula hoops, masking tape, chalk or paint colors to draw the below the image

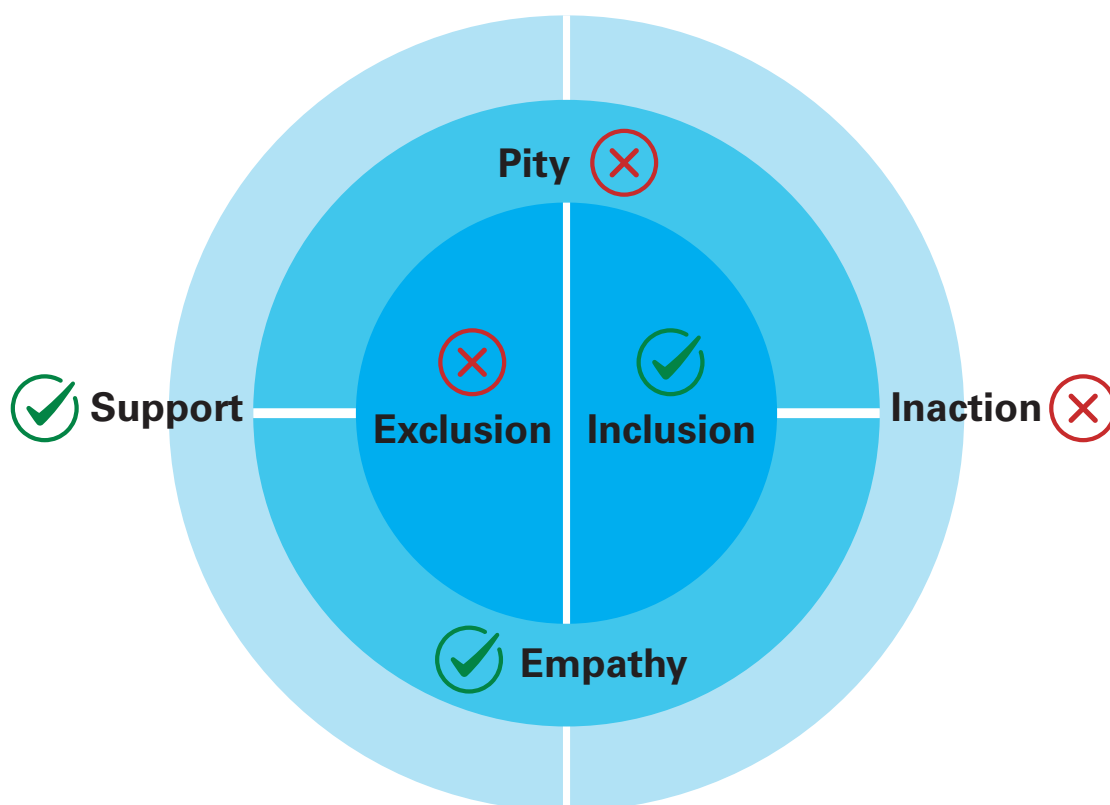
↓ Write or print words of exclusion, inclusion, pity, support, inaction, apathy and empathy

↓ You can even print the pictures of snakes and ladders and place them in the different circles to better articulate the words in the mark

OR

You can use thumbs up and thumbs down signs on the words to better visualize the positive and negative ones

↓ Use masking tape or chalk to draw a line for all players to stand behind



Step 2: Welcome and explain



 20 minutes

- Choose and implement an icebreaker from Annex 6
- Introduce the game to them by telling them that this game is about inclusion and exclusion of people with disabilities

Form the teams:

- Divide the players into two teams
- Each team can have up to 4 players and at least 1
- Both teams must have the same number of players
- Make sure both teams are inclusive and diverse
- Allow each team to decide their name, slogan and the color of their bocce balls

Explain the rules in plenary:

- ↓ Each team starts with zero points. The aim is for each team to gain 10 points
- ↓ Teams must throw the ball to the mark. They will gain 1 point if the ball lands on inclusion, support and empathy. They will lose 1 point each time the ball lands on exclusion, pity and inaction:

+ 1 point

- Inclusion
- Support
- Empathy

- 1 point

- Exclusion
- Inaction
- Pity

- ↓ When the ball reaches a word or an image, participants will be asked to further elaborate on the idea
- ↓ Participants can choose to either roll or throw the ball
- ↓ Take your time in explaining and make sure everyone is comfortable with the rules
- ↓ You can demonstrate by throwing the ball and asking the participants to score the throw

Step 3: Play

 **20 minutes**

- ↓ Start the game by agreeing on the team who start (using heads or tails)
- ↓ Make sure to create a positive environment where everyone is participating and excited
- ↓ For people in wheelchairs, make sure the wheels are locked when they are playing
- ↓ For people with walking aids or who experience difficulties balancing, provide them with firm support like chairs to lean on and/or another person can provide that support
- ↓ For people with visual impairments, you can either assign a partner to give verbal instructions or you can put a small radio or your phone to give a sound of where the ball should be thrown
- ↓ If there are players finding the game too easy, especially with adults around, then you can add challenges by adding obstacles or increasing the distance between the player and the target

The gist of this activity is in the discussions that happen when the ball lands on a word. Make sure you initiate discussions with the participants by asking questions such as:

- What does this word mean?
- What is an example that helps illustrate this word?
- Where do we see this happening?

↓ You can give different examples in different settings. For example, in work settings, education, healthcare, recreation, etc.

↓ Refer to the end of this section for specific description, stimulating questions and key messages of each picture. It is recommended that you print and hold these cards during the activity

↓ Make sure you give participants enough time to reflect and answer the questions before articulating the visual description and the key messages

↓ At the end, remember to avoid having winning and losing teams. Instead, combine the total number of each team's score and say for example, "At the end we were all able to collect 16 points for inclusion, support and empathy!"

Step 4: **Share and discuss**



 **10 minutes**

A. Ask and Listen

Ask the participants three key questions to reflect on:

- How did you feel during the activity?
- What did you learn?
- Why do you think we did this activity?

Give time for participants to share and discuss their thoughts with each other.

B. Articulate and Discuss

- In your own way, articulate and discuss the following:
- Today we worked together in teams to gain points for inclusion
- If people feel empathy towards people with disabilities and they support them, then people with disabilities will be included in society. And this starts with every one of us here
- The other words on the mark associated with exclusion are pity and inaction. If people feel pity towards people with disabilities and do not take any action, or even bully, then people with disabilities will be excluded
- We need to be able, as a society, to create a space for everyone to contribute in a way that they can and want to
- An inclusive society is a stronger society. This includes inclusive education, health care, recreational activities, etc.
- You can choose and stress on relevant messages mentioned in the facilitator cards

**A. Reflect**

Ask each participant to share if:

- They enjoyed participating in an inclusive activity and why
- If they think inclusion is important and why

B. Pledge

Ask participants to say one thing they will personally do to include persons with disabilities out loud. This needs to be a behavior and the sentence in the form of "I will...."

The behavior does not need to be drastic; they can be very simple acts such as:

- I will arrange a play date between my daughter and Sara (the girl with a disability who they just met in the activity)
- I will stop the kids from bullying our neighbor with a disability
- I will say hello to a girl with a disability in my school, etc.

Take your time with this section and allow participants to really think about what is feasible for them. You can also help them think as a group by giving them ideas.

C. Raise your Hand if

Have all participants have one ball in hand and ask them to throw it high if:

- They had fun
- They're tired
- They liked their team
- They laughed today
- They are looking forward to doing what they pledged to do

Bocce Game Facilitator Cards

WORD: Inclusion

Questions:

- What does this word mean?
- Who do we need to be inclusive of?
- Inclusion means ensuring people with differences are part of a group or an action. What might these differences be?
- Why is it positive to be inclusive?
- Does someone want to share a time when they felt included? What was the result for everyone?
- How can someone be inclusive in the way they speak?
- How can someone be inclusive in the way they think?
- How can someone be inclusive in the way that they act?
- Where do we see examples of inclusion of people with disabilities?
- What other words on the mark are associated with inclusion?
- In this activity, are we being inclusive? How?

The ball might land on this word several times, so you can stress on inclusion in different settings each time. Example of settings: education, employment, healthcare, recreation, etc.

Key Messages:

- This game is inclusive. Because of clear communication, teamwork and the fact that the game is developed in a way that allows everyone to participate, then this game is inclusive
- Hence, whatever allows everyone to participate and not only simply be present, is inclusive
- People can be different in many ways, in the color of their skin, their nationality, their hair color, their height, their gender, their abilities, etc.
- It is important to be inclusive because a diverse community is a stronger community. Diversity adds richness. The more diverse the team is, the more creative and innovative it can be
- Everyone has something to add to the group. As a society, we need to create a space for everyone to contribute in a way that they can and want to
- Everyone has the right to belong and to be included. An ideal society is one where we all take care of each other

Select and say relevant culture sayings from section 3 part 5 A “Norms Framing” to better articulate why being inclusive is culturally supported and idealized

- Inclusion benefits everyone, people with and without disabilities
- When children interact with their peers with disabilities, they are learning important social, emotional and life skills

- When teachers use inclusive teaching methods, everyone learns better
- When an employee has a disability, the work culture is enriched
- The additional cost of inclusion is negligible compared to the impact of lifetime exclusion and underemployment, as well as the opportunity costs of exclusion
- We can be inclusive in the way that we speak, think and act. Terminology is important, especially when it comes to disability inclusion. We can always use person-first terminology

For example, instead of saying this disabled child, we say this child with disability
Similarly, instead of saying this blind child, we say this child with a visual impairment

- We can be inclusive in the way that we think by making sure we plan for inclusion, by really believing that everyone has a role to play in society, and that people with disabilities should and can be included in all facets of society
- You can be inclusive in the way that you act by not only believing by people with disabilities should and can be included in all facets of society, but also taking actions to help achieve an inclusive society. That can start by making sure that you include people with disabilities in the ways that you can
- Additional words, closely associated with inclusion are empathy and support. If people feel empathy towards people with disabilities and they support them, then people with disabilities will be included in society
- People and places can be/are inclusive around us

Refer to places that are inclusive in society, inclusive school, Primary Health Centers, gym, etc.

WORD: Exclusion

Questions:

- What does this word mean?
- Who can be subject to exclusion?
- Does someone want to share a time when they felt excluded? What was the result?
- Exclusion is the opposite of which word?
- Why is it negative to exclude others? How does it impact the other person? How does it impact the person who is excluding?
- Why do people exclude others?
- Is it enough to counter exclusion by just having people with disabilities present?
- Where are people with disabilities excluded from, in our society?
- What other words on the mark are associated with inclusion?

The ball might land on this word several times, so you can stress on exclusion in different settings each time. Example of settings: education, employment, healthcare, recreation, etc.

Key Messages:

- People can be different in many ways, in the color of their skin, their nationality, their hair color, their height, their gender, their abilities, etc. People can be excluded for being different
- There are several reasons why people can exclude. Fear and lack of appreciation of diversity are possible reasons
- When people do not know the real value of diversity and richness in a group, then they tend to exclude the people who are different
- Exclusion damages the person who is being excluded, the person who is excluding and the overall situation
- Let us take an example of a group of children who didn't let a child with disability to play with them

A child with a disability can get sad, lonely and feel secluded. S/he lost the opportunity to benefit from the play

The children without disabilities on the other hand lost the opportunity to interact with someone different from them – and that is also a great loss. They lost the opportunity to learn important communication, social and emotional skills

The overall situation, which is the game, only became less interesting because of its players are not as diverse as they could be

You can develop similar examples for different settings such as in education, employment, etc.

- As a society, we need to create a space for everyone to contribute in a way that they can and want to

- It is important to be inclusive because a diverse community is a stronger community. Diversity adds richness. The more diverse the team is, the more creative and innovative it can be
- Everyone has the right to belong and to be included. An ideal society is one where we all take care of each other

Select and say relevant culture sayings from section 3 part 5 A “Norms Framing” to better articulate why being inclusive is culturally supported and idealize

- Inclusion benefits everyone, people with and without disabilities
- When children interact with their peers with disabilities, they are learning important social, emotional and life skills
- When teachers use inclusive teaching methods, everyone learns better
- When an employee has a disability, the work culture is enriched
- The additional cost of inclusion is negligible compared to the impact of lifetime exclusion and underemployment, as well as the opportunity costs of exclusion
- The other words on the mark associated with exclusion are pity and inaction. If people feel pity towards people with disabilities and do not take any action, or even bully, then people with disabilities will be excluded

WORD: Pity

Questions:

- What does this word mean?
- Is it a good or bad emotion?
- Does someone want to share a time when they felt pity towards someone? What was the result?
- Does someone want to share a time when someone felt pity towards them? What was the result?
- Can the people who like when others pity them, raise their hands?
- Does pity usually lead to inclusion or exclusion? How?
- What groups of people are usually more likely to be treated with pity?

The ball might land on this word several times, so you can ask different people for experiences of pity or give examples yourself to re-iterate the negative consequences of pity

Key Messages:

- Pity is an emotion. It is the feeling of sorrow and compassion caused by the suffering and misfortunes of others
- While it is good to feel with someone else, pity usually is associated with feeling like the situation is unchangeable. It also gives a sense of inferiority to the person being pitied
- Many people do not want pity. In fact, they might hide issues that would elicit pity from others
- People with disabilities do not need pity, they need support
- People with disabilities are often not included in education, recreation, employment, etc. not because it is not possible, but because not enough efforts are done from the institution and the community to include them
- Inclusion benefits everyone, people with and without disabilities
- An ideal society is one where we all take care of each other

Select and say relevant culture sayings from section 3 part 5 A “Norms Framing” to better articulate why being inclusive is culturally supported and idealized

WORD: Support

Questions:

- What does this word mean?
- Is support a good or bad action?
- Why would someone support another person?
- Does someone want to share a time when they supported someone else? Why and how?
- Does someone want to share a time when someone else supported them? Why and how?

The ball might land on this word several times, so you can ask different people for experiences of support or give examples yourself to reiterate the positive consequences of support. Also, you can elaborate on how support looks like in different contexts: education, recreation, health, etc.

Key Messages:

- Support is an action.
-
- Everybody requires support at different points of time
-
- An ideal society is one where we all take care of each other

Select and say relevant culture sayings from section 3 part 5 A “Norms Framing” to better articulate why being inclusive is culturally supported and idealized

- As a society, we need to create a space for everyone to contribute in a way that they can and want to
- Ensuring that we support people with disabilities to be includes in the different aspects of life

WORD: Empathy

Questions:

- What does this word mean?
- Is it a good or bad emotion?
- Does someone want to share a time when they felt empathy towards someone? What was the result?
- Does someone want to share a time when someone felt empathy towards them? What was the result?

The ball might land on this word several times, so you can ask different people for experiences of pity or give examples yourself to re-iterate the negative consequences of pity

Key Messages:

- Empathy is the ability to understand and share the feelings of another. Hence, you feel what the other person is feeling
- When you put yourself in someone else's shoes, then you are more likely to do something to support that person. Therefore, empathy leads to support
- We all want and need empathy and support
- It is when we all connect with each other that we become stronger individuals and a stronger society
- Inclusion benefits everyone, people with and without disabilities
- An ideal society is one where we all take care of each other

Select and say relevant culture sayings from section 3 part 5 A "Norms Framing" to better articulate why being inclusive is culturally supported and idealized

WORD: Inaction

Questions:

- What does this word mean?
- Is it good or bad?
- When is it good to take no action?
- When is it bad to take no action?
- What are some topics in our society today that need more action?

The ball might land on this word several times, so you can ask different people for experiences of inaction or give examples yourself. Also, you can elaborate on the consequences of inaction in different contexts: education, recreation, health, etc.

Key Messages:

- Inaction means no action at all
- Taking no actions can sometimes be to one's benefit. For example, it can be good to ignore someone's negative comments or reactions
- However, in other times, action must be taken
- The thin line between action and inaction usually lies in what is at stake to lose

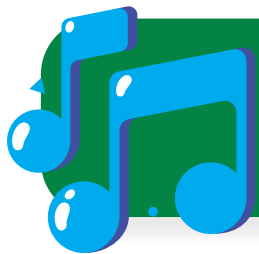
For example, if you are walking on the street and someone got angry and passed you saying you are walking too slow, it would be good to take no action. After all, you didn't lose anything. And by reacting, you wouldn't gain anything

- However, if a car is racing towards you, it would be good to take action and move. You might lose your life and by acting, moving, you would gain it
- The cost of exclusion of people with disabilities is too high. There is a cost implication for the person with disabilities themselves, for their family and for society as whole. There is a cost implication for each one of us here
- By not taking any action towards inclusion, we are losing the benefits of inclusion
- Inclusion adds diversity and diversity adds richness to society. The more diverse the society is, the more creative and innovative it can be
- Inclusion benefits everyone, people with and without disabilities
- When children interact with their peers with disabilities, they are learning important social, emotional and life skills
- When teachers use inclusive teaching methods, everyone learns better
- When an employee has a disability, the work culture is enriched
- Everyone here loses when inclusion is lost. Therefore, each one of us can take small measurable actions towards inclusion of people with disabilities

“

**“When you include,
you empower.”**





Tool #11

Music to Our Ears

**What?**

An activity where in groups, people create music

**Why?**

Allows people to experience inclusion and work together on a common goal

**How long?**

A minimum of 100 minutes

**Where?**

In an open or closed space quiet and safe space to ensure the focus on the music and group work

**For Whom?**

Anyone above the age of 6, including adults

2 to 5 years old can be there to dance and enjoy the music

Recommended participant number is 2 to 5 in each group and you can have as many groups as you want depending on how many musical instruments you have

**By Whom?**

Recommended number of facilitators is a minimum of 1 facilitator per group

**Energy level:**

Moderate to high

How?

Step 1: Prepare



A. Gather the Materials Needed:

Any instruments you can find that have different sounds and are not too large or loud. You can upcycle most instruments using cardboard, bottles, papers and so on. Examples include:

- Bells
- Flutes
- Whistles
- Kazoo
- Hand percussion
- Egg shakers
- Drums
- Guitar or Ukulele

- Metallophone
- Timbales Sticks
- Rainmakers
- Tam tam
- Thunder maker
- Other instruments can be made from upcycling material

Step 2: Welcome and explain



 20 minutes

- ↓ Choose and implement an icebreaker from Annex 6
- ↓ Gather all participants and tell them we are going to make music today
- ↓ Make sure that they are comfortable with music and loud sound. If not, assure them that they can be in a different group with less loud sounds
- ↓ Have all instruments laid on the ground
- ↓ If there are not too many participants, give them 5 min to experiment with the sounds of the instruments. If the group is too large, show them the sound each of the instruments makes.

Step 3: Create



 50 minutes

Choose and implement one of the 3 options:

Option 1:

- ↓ Ask the participants to line up according to the season they like best and divide them into groups with a minimum of 2 in each group. Ask them to individually choose a musical instrument.
- ↓ Once the groups have decided on their instruments, ask them to gather in a corner and choose a sound that describes the season they like.
- ↓ Provide enough time to practice until all groups are confident that they know their 'musical sentence.'
- ↓ Then, gather everyone and have them play the outcome to each other.
- ↓ If there is enough time, the facilitator can become the "conductor." You can start playing with the intensity of the volume and build up a composition of these four different sentences.
- ↓ Invite participants to lead the orchestra as well.

Option 2:

- ↓ Have everyone sit or stand in a circle
- ↓ Divide them into groups of 2 to 6 people.

- ↓ Have one facilitator with each group.
- ↓ In each group, assign a number to each participant such as 1 to 6. Have the groups stay a bit far from each other. Tell them that they will be using their instruments to convey a feeling, and each instrument will keep doing the same sound/rhythm all the way through such as the sound of love.
- ↓ Participants one will start with a rhythm and keep doing it. (pa pa pa pa).
- ↓ Participants two will add to this rhythm by doing one rhythm and keep doing it. (pa pa rshhhh pa pa rshhhh)
- ↓ Participants three will add a different one (pa pa rshhhh tak pa pa rshhhh tak) and so on until the group plays love.
- ↓ You can suggest feelings like happiness, fear, excitement, anger, etc., and let the participants suggest more feelings.

Option 3:

- ↓ Have everyone sit or stand in a circle.
- ↓ Divide them into groups of 2 to 6 people.
- ↓ Have each group decide on a song they all like.
- ↓ Give them 10min to rehearse singing it or play it with their instruments.
- ↓ Then, gather everyone and have a concert with different chorus groups.

Game Rules

- As in all activities, make sure the groups are diverse in gender and disabilities
 - Make sure that it is not only children without disabilities and boys who are leading on taking decisions in the groups.
 - Make sure to make the commands are easy without complications.
-
- Have a sign explaining the activity and include people with hearing impairment by asking them to improvise dance movements with the 3 options.
 - Have lightweight instruments.
 - Provide breaks from the music from time to time. Stop and have a conversation with the participants.
-
- For kids with neurodiversity, loud sounds may be triggering, so try softer instruments (bells/flutes) and/or check with child/caregiver before the activity. You can have as many groups as you want and as big or small as needed.

**A. Ask and Listen**

- ↓ Allow the groups to perform for each other
- ↓ Encourage asking questions about the music they are hearing and to express positive things about what they hear
- ↓ Ask the participants three key questions to reflect on:
 - How did you feel during the activity?
 - What did you learn?
 - Why do you think we did this activity?
- ↓ Give time for participants to share and discuss their thoughts with each other

B. Articulate and Discuss

In your own way, articulate and discuss the following:

- Today we were all able to play and have fun together
- The game was inclusive, meaning that we have people of different abilities participating today. Because of clear communication and props, everyone was able to participate and have fun
- Everyone has something to add to the group. As a society, we need to create a space for everyone to contribute in a way that they can and want to
- The more diverse a group is, the more fun and rich it is
- It is important to be inclusive because a diverse community is a stronger community. Diversity adds richness. The more diverse the team is, the more creative and innovative it can be
- An inclusive society is a stronger society. This includes inclusive education, health care, recreational activities, etc.
- Inclusion benefits everyone, people with and without disabilities
- When children interact with their peers with disabilities, they are learning important social, emotional and life skills
- When teachers use inclusive teaching methods, everyone learns better
- When an employee has a disability, the work culture is enriched
- The additional cost of inclusion is negligible compared to the impact of lifetime exclusion and underemployment, as well as the opportunity costs of exclusion

- Everyone has the right to belong and to be included. An ideal society is one where we all take care of each other. Select and say relevant culture sayings from section 3 part 5 A “Norms Framing” to better articulate why being inclusive is culturally supported and idealized

Step 5: Reflect together and Pledge

 20 minutes

A. Reflect

Ask each participant to share if:

- They enjoyed participating in an inclusive activity and why
- If they think inclusion is important and why

B. Pledge

Ask participants to say one thing they will personally do to include persons with disabilities out loud. This needs to be a behavior and the sentence in the form of “ I will....”

The behavior does not need to be drastic, they can be very simple acts such as:

- I will arrange a play date between my daughter and Sara (the girl with a disability who they just met in the activity)
- I will stop the kids from bullying our neighbor with a disability
- I will say hello to a girl with a disability in my school, etc.

Take your time with this section and allow participants to really think about what is feasible for them. You can also help them think as a group by giving them ideas.

C. Raise your Hand if

Ask participants to raise their hands if:

- They had fun
- They liked their team
- They laughed today
- They learned something new
- They interacted with new people that they liked
- They heard beautiful sounds
- They are looking forward to doing what they pledged to do

“

**“Stigma isolates;
inclusion unites.”**





Tool #12 Talent Show



What?

People collaborate together to bring out the talents in the local community



Why?

Allows people to appreciate the skills in each other



How long?

Preparation starts two weeks ahead of the event

The duration of the talent show is recommended to be one hour to two hours



Where?

A closed space that is relatively quiet and allows for immersion in the show



For Whom?

Anyone over the age of 6, including adults

It is recommended to have no more than 5 shows. Each show can be performed by one or more persons



By Whom?

It is recommended to have a 2 to 3 facilitators



Energy level:

Moderate to high

How?

Step 1: Prepare



A. Gather the Materials and Equipment Needed:

- A stage. If there is no stage you can mark one using masking tape
- Chairs
- Sound equipment

B. Create a Committee and Select a Host:

- Create a committee of the people from the community. Make sure the committee is inclusive of gender and disability. People who have a background in theater, art and music can be very helpful

- Pick a main presenter of the talent show, and make sure this person hosts the “show” and does not highlight or even mention participant’s disabilities, but only focuses on the talent itself



Note to Facilitator: Make sure that the talent show does not reproduce gender stereotypes: as in have girls who are dancing and only boys who are doing stand-up comedy. These are only examples, but the idea is to explain to girls and boys that they can all perform what they like and spell out specifically that boys can also dance; and incite them to perform non-gender stereotypical talents.

C. Call for Talent:

At least 2 weeks before the event, prepare a call inviting local volunteers to perform in the talent show. The call should invite:

- People with artistic talents - Anyone interested in presenting a 3 to 5 min talent demonstration must send their videos to the committee. Talents can include music, poetry, singing, acrobatics, dancing, stand-up comedy, theater performance by a group of people, etc. You can also contact people you know are talented and invite them to apply.
- Make sure to also invite those who would like to perform on stage but haven’t found their talent yet. These people are invited to work together with a facilitator (no one in the committee) throughout the two weeks to create some piece of art to be able to perform in the talent show.



Note to facilitator: Make sure that everyone who expresses interest gets a role in the talent show. Actively encourage people with disabilities to participate.

D. Organize the Talents:

- ↓ Let the committee screen the videos to determine the following:
 - There is enough good talents to fill in a 20 to 30 min show
 - The show is inclusive, minorities, females and people with disabilities are represented
 - Girls and boys perform in non-gender stereotypical talents
 - There is a variety of different talents
- ↓ Remember it is not a contest and the committee is not a judge. The aim is to put together a 30-minute show that would be enjoyable to everyone. So be creative and make sure not to reject anyone. They could be added to the common talent show scene that would be worked on with a facilitator.
- ↓ As soon as the talents are selected, let them know and ask them to arrive 15 to 30 min in advance on the event day. If not possible, advise them to be by the stage 30 min before the start of the show.
- ↓ For you to be prepared, have the participants send you a list of technical materials they require (e.g., microphones, HDMI cables, chairs, tables, etc.).

E. Arrive Early :

At least 30 min before the show, all participants should be gathered by the stage and use the microphones to conduct a sound check.

Step 2: Welcome and explain



 20 minutes

- ↓ A few minutes before the show, the technician can blast the music and the host can start inviting everyone to take their seat as they begin the countdown. While waiting for people to take their seats, the host welcomes the audience and shares information about the event.
- ↓ To make the event more interactive throughout the event and before the show, the host can lead small competitions and games on stage including the following suggestions:
 - Have a contest of who can name all “Tabbouleh” ingredients in the shortest time
 - Play “Don’t forget the lyrics” game by having one or more contestants come on stage (usually kids and their parents love doing that).
 - The team (or contestant) will be asked to sing and continue the song when it is muted. When the song is played again, they must match the rhythm, melody, and lyrics. It can be a collective or a solo challenge. You can play Arabic or any trendy songs. Everyone will be singing with all power, and it will be fun.
 - And if you want more in depth questions you can call people on stage from time to time and ask them questions regarding the theme of the event. An alternative for inclusion, you may ask general knowledge questions about people with disabilities and etiquette by using true/false answers.

Examples include:

- You can tell by looking at someone if they have a disability.
- Individuals with disabilities are not assets to the workplace and/or workforce.
- Some people who are deaf do not use sign language.
- Shouting at a person who is deaf will enable them to hear you better.
- People with disabilities always need help to accomplish everyday activities.

Step 3: Perform



- It is advisable to have segments in between the talents. This allows participants time to prepare themselves. Have a small cup hidden under 5 audience member’s chairs. At each interval, ask people to look under their chairs, the one who finds the cup, comes on stage, checks the message in the cup that will contain a specific challenge that serves inclusion, whether it is an action or an answer. It is an entertaining and useful segment for the public to discuss inclusion.
- The show is not intended to so people feel pity or surprise seeing people with disabilities perform. It’s a talent show of people from the community. Keep it inclusive and fun
- If performers get nervous, make sure to stir the crowd to encourage them

Step 4: Share and Discuss



 20 minutes

A. Ask and Listen

↓ Ask in plenary and give the floor to those who would like to answer to share:

- The show that surprised them the most
- The segment/challenge they liked the most

↓ Ask the audience two key questions to reflect on:

- How entertaining was the show?
- What is something new they learned?

↓ Give time for participants to share and discuss their thoughts with each other.

B. Articulate and Discuss

In your own way, articulate and discuss the following:

- The show was inclusive, meaning that we have people of different abilities participating today.
- Two weeks ago, we sent out a call for talent. Everyone who expressed interest, even though they didn't know their talent at first, participated in some form or another today
- Everyone, when given an inclusive and supportive environment can participate and bring out the best in them
- Everyone is different and it is that difference that enriches a society. Everyone has something to offer. And it our role as a society to find out how we can all contribute
- And this does not only apply in social setting for recreational purposes
- An inclusive society is a stronger society. This includes inclusive education, health care, recreational activities, etc.
- When children interact with their peers with disabilities, they are learning important social, emotional and life skills
- When teachers use inclusive teaching methods, everyone learns better
- When an employee has a disability, the work culture is enriched
- The additional cost of inclusion is negligible compared to the impact of lifetime exclusion and underemployment, as well as the opportunity costs of exclusion
- Inclusion benefits everyone, people with and without disabilities
- Select and say relevant culture sayings from section 3 part 5 A "Norms Framing" to better articulate why being inclusive is culturally supported and idealized

Step 5: Reflect together and Pledge

 20 minutes

A. Reflect

Ask in plenary, leaving space for whoever wants to answer:

- They enjoyed participating in an inclusive activity and why
- If they think inclusion is important and why

B. Pledge

- Ask in plenary, leaving space for whoever wants to answer:
- Ask participants to say one thing they will personally do to include persons with disabilities out loud. This needs to be a behavior and the sentence in the form of "I will...."
- The behavior does not need to be drastic; they can be very simple acts such as:
 - I will arrange a play date between my daughter and Sara (the girl with a disability who they just met in the activity)
 - I will stop the kids from bullying our neighbor with a disability
 - I will say hello to a girl with a disability in my school, etc.
- Take your time with this section and allow participants to really think about what is feasible for them. You can also help them think as a group by giving them ideas.

C. Raise your hand if:

Ask participants to raise their hands if:

- They didn't know their community had that much hidden talents
- They invite your friends or family members to come next time
- They learned something new about inclusion
- They are looking forward to do what they pledged

“

**“Inclusion starts with
understanding.”**





Tool #13

Forum Theater

**What?**

A theater performance about disability inclusion that engages the audience as directors and actors

**Why?**

Allows people to think and act out different pathways to disability inclusion in specific scenarios

**How long?**

2 hours

**Where?**

In an open and safe space

**For Whom?**

Anyone above 8 years old, including adults
Participant number can range from 5 to 50

**By Whom?**

Minimum of 2 facilitators

**Energy level:**

Moderate

How?

Step 1: Prepare



A. Gather the Materials Needed:

- Masking tape
- Different props for various characters. Only one easy prop per character that they can put on and off quickly (Jackets, Hats, scarves, glasses, canes)
- A minimum of 5 printed copies of the chosen script – Refer to the end of this section for the scripts
- Have seats ready for participants to sit in facing one direction

Step 2: Welcome and explain



 15 minutes

- ↓ Use the masking tape to mark a stage as small as 3 x 4
- ↓ Ask everyone to sit as an audience; then explain the activity by saying:

Hello and welcome to our show, which is also your show. This show is different from any show you have seen. Why? Because you will be actively participating as actors as well as spectators at the same time. You will get to change the stories and scenarios the way you feel most appropriate, not with words but with acts that you will perform.

I will read one story to you that has different characters. Some of you will volunteer to act this scene out on this stage. The scene will have an oppressor and an oppressed. An oppressor is one who uses their power to dominate another, the oppressed. The scenes take approximately 5 minutes.

- ↓ Instead of the audience being the actors, a team of facilitators can rehearse and act out the scene. Then the facilitator can just say:

We will perform one scene that has different characters including an oppressor and an oppressed. The story has different characters and events, an oppressor and oppressed. An oppressor is one who uses their power to dominate another, the oppressed.”

Then, we will re-act the same scene. While watching for the second time, members of the audience who feel that there’s an act of oppression can stop it immediately by shouting STOP. The performers on stage will freeze. The person who said freeze then has to suggest a solution to the situation. Instead of saying the solution, the member of the audience will come to stage, replace one of characters or even create a new character, and act in a way they think would eliminate the oppression.

There are three main rules for this game:

- You can play any character and even add a new character in the scene, but you cannot play the role of the oppressor (in scenario 1, they can play one of the students but not all of them).
- You cannot answer the bullying by bullying or violence by violence
- Your job is to stop the aggression or violence

- ↓ Then, ask whom from the audience would like to perform the scenes and bring the volunteers to the stage
- ↓ Ensure that people with disabilities take active actor roles while making sure you provide the needed support



 **60 minutes**

Step 3: Play

A. Rehearse – 15mins

- ↓ For the next 10 minutes, ensure that a minimum of 1 facilitator is working with the group of actors to hand out the script, read it aloud, distribute roles and props and ensure at least one rehearsal
- ↓ Make it clear to the actors that when someone from the audience comes to the stage to act out a solution, they should stick to their lines and in case of improvisation, they should make it hard on spect-actor to change the situation
- ↓ Actors should stick to their scenarios and not improvise much so the story doesn't change much. Remind them to give time and space so we hear the suggestion of the spect-actor on stage
- ↓ Meanwhile, another facilitator is interacting with the rest of the participants/audience in an activity. You can refer to Annex 6 for inclusive icebreakers

B. Act – 45 mins

- ↓ Gather everyone back to their seats and allow the actors to take the stage. Then say:

Now you will watch the scene. We will let the actors perform the scene until the end. You will watch carefully and think about what you can do to change the facts of the story to stop the violence against Sara

- ↓ Then actors perform the whole scene for the first time. Then the facilitator says:

I would like to thank the actors and ask them to repeat the scene. But now, you as the audience will get to STOP them when there's exclusion and go on stage to change the story the way you feel is most appropriate.

Remember the 3 rules:

- You can play any character and even add a new character in the scene, but you cannot play the role of the oppressor
- You cannot answer the bullying by bullying or violence by violence
- Your job is to create a more positive scenario

- ↓ When someone says STOP, invite that person on stage, ask them which role they want to play and from which point exactly they want the actors to start over
- ↓ When they choose the point where they want to start, give the person from the audience the prompt of the actor they want to replace
- ↓ Let the scene continue until the person's suggestion is clear
- ↓ Then, stop everyone and clearly sum up the "solution" suggested. It is best to have 1 person on stage at a time but no more than 2
- ↓ Try to start with adults first and then you can have kids coming on stage
- ↓ If too many would like to go on stage, then discuss their solutions first and allow one of them to act out the solution they agreed on
- ↓ It is very rare that no one says stop, however, if that happens, then repeat the scene for a third time. If no one participates, then tell participants they can share suggestions without acting it out
- ↓ If an actor freezes on stage, help them remember the lines or ask them if they want someone else to play the part

 When first implementing this tool, it is best to use the 3 scripts developed. However, after experience, you can develop new scripts or use stories from the "creative writing" tool

Step 4: Share and Discuss



 20 minutes

A. Ask and Listen

- ↓ Ask the participants three key questions to reflect on:
 - How did you feel during the activity?
 - What did you learn?
 - Why do you think we did this activity?
- ↓ Give time for participants to share and discuss their thoughts with each other

B. Articulate and Discuss

- ↓ If there were any possible solutions that weren't mentioned during the game, articulate them
- ↓ Allow the participants to recall the main key messages from the play
- ↓ Emphasize that everyone has a role to play when it comes to inclusion. In each of the scenarios, every character either lead to more inclusion or exclusion. Those who stood by in inaction were also contributing to exclusion of people with disabilities

- ↓ The actions of one person makes a difference. And if we replace the actors in the scene with 2 or more people who are positive, then children with disabilities would have been included
- ↓ This reflects everyday situations. If people choose to take positive actions and stand up for what is better for everyone, then together we can build a better life for everyone
- ↓ An ideal society is one where we all take care of each other

Select and say relevant culture sayings from section 3 part 5 A “Norms Framing” to better articulate why there is richness in diversity

Step 5: Reflect together and Pledge

 25 minutes

A. Reflect

Ask participant to share if:

- They enjoyed participating in an inclusive activity and why
- If they think inclusion is important and why

B. Pledge

Ask participants to say one thing they will personally do to include persons with disabilities out loud. This needs to be a behavior and the sentence in the form of “ I will....”

The behavior does not need to be drastic, they can be very simple acts such as:

- I will arrange a play date between my daughter and Sara (the girl with a disability who they just met in the activity)
- I will stop the kids from bullying our neighbor with a disability
- I will say hello to a girl with a disability in my school, etc.

Take your time with this section and allow participants to really think about what is feasible for them. You can also help them think as a group by giving them ideas

C. Raise your Hand if:

Ask participants to raise their hands if

- They had fun
- They learned something new
- They gained a new perspective about situations
- They are looking forward to doing what they pledged to do

Forum Theater Scripts and Facilitator Cards

Scenario 1: Sara's Story

Recommendation: It is best that the actor playing Sara has Down Syndrome. If no one with Down Syndrome is present, make sure all participants are aware of the physical features associated with Down Syndrome. You can show them a picture of someone with Down Syndrome for them to relate

Description:

Sara, a 10-year-old girl has Down Syndrome (an intellectual impairment) and goes to school. She is in class. The teacher gives everyone jackets. As Sara tries to put on the jacket, the bullying starts. Sara ends up frustrated and tells her parents that she doesn't want to go to school anymore.

Characters:

Sara, the teacher, 3 students in class, Sara's brother, mother and father.

Scene 1: In The Classroom

Set up: Students are sitting down and the teacher is standing in the front of the class. Let the teacher standing diagonally so everyone can see the actors.

- A teacher enters the classroom and says,
"Good morning. I know it is freezing these days. We have the new school jackets you all must wear from now on."
- The teacher distributes the fluffy jackets to the students who seem pleased and put them on

The students look at Sara and start laughing

- Student 1:
Look how she is. She looks weird
- Student 2:
She can't even put a jacket on
- Student 3:
We can never understand a word she's saying
- Student 1:
Our neighbor looks like her but he goes to a special school. Why is she with us anyway?
- Student 2:
Mom told me not to sit next to her so I don't become like her. She's contagious

- The brother is sitting in class quietly
- Sara shows that she is hurt

Scene 2: At home

Set up: the mother and father are sitting down preparing food and Sara and her brother walk in

- The brother:
“Mom, dad look at what they gave us today. I love this jacket, but mom the kids at schools were saying mean things to Sara today”.
- The mother:
“It is a very nice jacket indeed. It seems very warm”.
- Sara frowns angrily and starts crying
- Sara:
I will never go back to school again
- The father is just sitting there quiet the whole time

It is best that the actor playing Sara has Down Syndrome. If no one with Down Syndrome is present, make sure all participants are aware of the physical features associated with Down Syndrome. You can show them a picture of someone with Down Syndrome for them to relate

-----THE END-----

Possible Solutions:

As the facilitator/joker, As the facilitator/joker, your role is to allow the audience to come up with their own solutions and act the out. However, you can expect, prepare for and prompt the following solutions:

1. Sara standing up to the bullies in school

Sara can herself answer back to the bullies in school or tell the teacher

Prompting Questions:

- Do you think Sara, a girl with Down Syndrome, can defend herself?
- Can she communicate clearly?
- But are the children right? Isn't Sara better off in a specialized school?
- Can she be contagious?

Key Messages:

- It is important for us all to first understand what Sara's condition is.
- Down Syndrome is a medical condition that has several features. One of the features is intellectual impairments. That means that they take more time to learn and face some difficulties with complex reasoning. People with Down Syndrome usually have similar physical features. So, Sara has a round flat face. Her eyes are almond-shaped and her tongue is protruding.
- Children with and without disabilities need to be empowered to stand up for themselves
- Sometimes, children with or without disabilities, find it hard to express themselves, therefore, it is the adult's responsibility that all children know either how to defend themselves or report back to people who can defend them
- The best place for Sara is in mainstream inclusive education. People with disabilities learn best in inclusive settings. In fact, children without disabilities also learn best when they are in inclusive settings. The teacher would use different teaching methods and that would help all children learn better



Make sure the person who plays Sara does not break rule 2 and answer bullying with bullying or violence

2. Sara's brother or one of the students standing up for Sara

They can support Sara to speak for herself or to tell the teacher. Or they can answer the others themselves or tell the teacher

3. The teacher taking action

The teacher can notice that bullying is happening in the classroom. S/he can ask probing questions to find out what is wrong and take action

Prompting Questions:

- What can the teacher do?

Key Messages:

- The teacher needs to understand what is happening in his classroom and take appropriate actions
- In this classroom, it is clear that some children are not being inclusive of Sara
- Hence, the teacher needs to first understand why. Do the children not understand why Sara is here? Do they think she's contagious? Do they not understand her behavior?
- Then, the teacher plans interventions that tackle the root causes of bullying. S/he can engage the class in team building activities, help Sara explain her condition, explain to the children the importance of inclusion for everyone, etc.

- The teacher can also include the parents and school administration in these activities



Make sure to tackle any suggestions that articulate the teacher punishing or kicking students out. It is important to hold students accountable for their actions; however, first, all options to understand and tackle why children bully need to be tackled

4. Mother or father taking action

Sara's parents can soothe her and discuss possible solutions

Prompting Questions:

- What can the mother do?
- What is the role of the father in this?

Key Messages:

- All parents want what is best for their children
- No parent wants to see their child in pain
- It can be difficult for parents to see their child very upset
- But parents, both the mother and the father, have a great role in teaching children how to deal with their difficult emotions and how to deal with difficult situations in life
- The parents can take active steps to empower Sara and her brother. They can talk to the teacher and the school to organize activities that aid the cohesion in the classroom

5. Someone External to the scene

If relevant to the discussions happening, someone can suggest that someone outside the scene can solve the situation

Scenario 2: Jad's Story

Recommendation:It is best that the actor playing Jad has a visual impairment.

Description:

Jad is a 9-year-old boy with total visual impairment. His parents don't let him participate in any recreational activity, social gathering and didn't enroll him at school. The boy's parents, as many, want to protect their child. A neighbor visits them and brings along her 7-year old daughter, Zeina.

Characters:

Jad, his parents, their neighbor and her 7-year-old daughter Zeina.

Scene: Living room

Set up: Jad's parents are sitting and the neighbor and Zeina walk in.

- Neighbor:

"Hello I was at school to enroll my daughter so I thought to pass by because I miss you. "

- Jad's mother:

Yes, please come in for coffee

- The neighbor enters with her daughter Zeina.

- Zeina:

"Mom why Jad is sitting alone, can I play with him"

- Neighbor:

"Yes, you can "

- Jad's mother:

"No dearest Zeina please don't because this could be dangerous and he might fall down"

- Father:

"Jad cannot play with anyone"

- The neighbor:

"Ah ok! Zeina come stay here"

- Jad's mother:

"I prefer to keep him alone to avoid accidents"

- The neighbor:

“what about his education? did you enroll him at school?”

- Jad's mother:

“What are you talking about? Of course not!”

- The neighbor:

“Why??”

- Jad's mother:

“what if he couldn't reach the class? What if he falls down? What if the students bullied him? The school is not prepared for people who cannot see! What if the teachers don't give him attention?? Actually, I prefer to keep him at home safe”

- Jad's father:

“in addition, who said that he will be able to learn, what information can he acquire if he cannot read”

- The neighbor:

“Emmmm well you can decide the best for your son”

-----THE END-----

Possible Solutions:

As the facilitator/joker, your role is to allow the audience to come up with their own solutions and act the out. However, you can expect, prepare for and prompt the following solutions:

1. The neighbor intervening

The neighbor can talk about the topic more to understand and answer their concerns. She can also ask others to help convince the family

Prompting Questions:

- What can the neighbor do differently?
- Might the parents listen to the neighbor?
- If they didn't listen, what can the neighbor do?

Key Messages:

- All parents want what is best for their children
- No parent wants to see their child in danger or upset
- Therefore, the mother thinks it is best to keep him at home and the dad agrees because he thinks his child doesn't have any abilities

- The neighbor can ask questions to better understand their fears and answer them
- Then the neighbor can offer solutions. For example, the neighbor can tell the mother that both mothers can oversee or play with the children together so that Jad doesn't get hurt. And that Jad's mother can choose the games. There are several solutions the neighbor can offer to gradually allow Jad to interact and play with other children
- It is important for Jad's parents to understand that the best way to protect Jad is to include him in society
- It is in everyone's interest for Jad to be included in society and play with other children. Inclusion benefits everyone
- Jad and Zeina would gain important social and emotional skills by playing with each other. Both would need to communicate effectively and think in creative ways to play together
- It is also best for Jad to be included in inclusive education
- All children have the ability to learn and should be invested in. The additional cost of inclusion is negligible compared to the impact of lifetime exclusion and underemployment, as well as the opportunity costs of exclusion
- All children learn better when they are in inclusive education, with people of different abilities being in the same classroom
- With some extra training, teachers can be equipped to use inclusive teaching methods, and that helps everyone learn better
- The neighbor can say all of this to the parents and can try to help them with solutions. She can offer to go with the parents to the school to explore the option of including Jad. She can reach out to a local institution or school to come talk to the parents. She can even reach out to people whom the parents trust and who would listen to her, such as the local elder or religious leader, to talk to them.



Even though Jad has a visual impairment, make sure to emphasize that all children should be included in school and have the ability to learn, even if they have an intellectual or psycho social impairment

2. Zeina or Jad stepping in

The children can express that they want to play and ask prompting questions to the adults who can take action.

3. Someone External to the scene

If relevant to the discussions happening, someone can suggest that someone outside the scene can solve the situation. Perhaps a social worker or someone who's advice is influential to the parents.

Scenario 3: Salim's Story

Recommendation: It is best that the actor playing Salim has a physical impairment

Description:

Salim is a 13-year-old boy who lost his arm during the war. He moves to a new camp where the kids start drawing cut-off arms and throwing them at him. Salim tears up and screams that he wants to stay home forever. Abou Abed, the mini market owner saw the whole scene.

Characters:

Salim (the protagonist), 3 kids and Abou Abed

Scene: On the street

Set up: 3 kids are standing on stage facing the audience and an adult neighbor and Abou Abed sitting in the background.

- The 3 kids are laughing out loud, drawing, and plotting. They turn their papers into paper airplanes
- Salim enters the stage and starts walking. The kids start throwing the airplanes at him. One kid approaches.

- Kid 1:

"Poor kiddo. You can't even open the airplanes to see the nice drawings." He opens one for him and says, "There, maybe you can use it as your arm."

- Everyone laughs out loud.

- Salim stands crying and he says,
"I don't want to leave the house ever again."

- Abou Abed saw the incident and is bothered by it, but he says:
"I finished raising my kids. This is not my problem"

-----THE END-----

Possible Solutions:

As the facilitator/joker, your role is to allow the audience to come up with their own solutions and act the out. However, you can expect, prepare for and prompt the following solutions:

1. Abou Abed taking action

Abou Abed can intervene at any point to stop the bullying and exert efforts to enhance the relationship between the children

Prompting Questions:

- What can Abou Abed do differently?
- Is it really not Abou Abed's problem? Why?

Key Messages:

- A good community takes care of all its people. An inclusive society is a stronger society
- Inclusion is in everyone's benefit
- Everyone has the right to belong and to be included. An ideal society is one where we all take care of each other
- Everyone has a role to play to ensure that no one is left behind
Select and say relevant culture sayings from section 3 part 5 A "Norms Framing" to better articulate why being inclusive is culturally supported and idealized
- Abou Abed can intervene in many ways. He can talk to the children, their parents, a local institution, etc. He can raise the issue to whomever can help in creating more inclusive attitudes towards people with disabilities and work with them on this
- Abou Abed can take small or large actions. However, him not taking any action is leading to more exclusion and bullying of Salim

2. One of the bullies or Salim trying to stop the bullying

The children can express their frustrations and try to change the situation

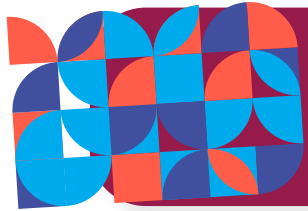
3. Someone External to the scene

If relevant to the discussions happening, someone can suggest that someone outside the scene can solve the situation

“

**“Disability doesn’t define, but
society can redefine.”**





Tool #14

Murals



What?

Make inclusion visible through painting and murals in a public place.

Murals are great for positively transforming public spaces and serving as a celebration of common work done by the community.



Why?

Create a community-based arts initiative by transforming a public space into a work of art that conveys positive messages about people with disabilities.



How long?

- Option 1: 2 hours of preparation, 4 hours of execution.

- Option 2: 3 to 4 sessions of preparation, 10 to 15 hours of execution.



Where?

Public space selected in agreement with local authorities and stakeholders.

The place should have a Wall visible and easy to access.



For Whom?

Children of 10 years and older, including adults

Recommended number: minimum 15 participants and up to 200



By Whom?

1 artist, specialized and has previous experience

4 facilitators (the number should increase based on number of participants)



Energy level:

Moderate

How?

Step 1: Prepare



Plan what you want to paint and select the location to paint the mural.

A. Gather the Materials and Equipment Needed:

- Paint Primer
- Premixed colors
- Bids and clothing protectors
- Masking tape
- Paint Brushes and Sponges
- Wall Varnish
- Stepladder
- Plastic sheet for the ground
- Papers and pens for sketching
- Magazines
- Glue
- Canson paper

B. Set up and Logistics

(Option 1 – Simple process):

- ↓ You can choose an easy, simple process or a more elaborated one depending on your time frame and space.
- ↓ Form a committee composed of facilitators and volunteers from the community and choose a wall they would like for the mural. The wall can be part of the event space. Having an artist or two can be very helpful.
- ↓ For the simple process, people can stamp their hands and feet on the wall, such as freely putting them on specific areas or on a drawing of a tree. You can also have one message written on top of the mural.
- ↓ Make sure not to paint anything too high for people with disabilities to reach.
- ↓ A week before the event or day of painting, have the team prepare the wall by cleaning it and painting it with a primer.
- ↓ A few days before, have the team paint the tree and write the message on the top part of the wall.

(Option 2: Elaborated process):

- ↓ Have a committee/team composed of volunteers, kids, and adults interested in the art (with and without disabilities) and a professional artist, preferably from the community. If there is none, then recruit a professional artist.
- ↓ Divide the process into phases, deciding on the message, sketching the message, and painting the mural.
- ↓ Once you have your team, hold a first session where you can play the “[memory game](#)” focusing on children’s rights and inclusion. Make sure that the team understands all information and ideas and then discuss their rights and what they think is the most important one. Which of the rights they’re not getting in their community or entourage? And from that point on, try to come up with the final message they want to convey on the streets. Make sure to have every voice heard and included in one way or another.
- ↓ Once the message is clear, have everyone meet at a round table with a lot of pens, colors, paper, and old magazines. The artist can start asking the team to give ideas about elements, styles, and colors that describe the main idea. For those who cannot physically draw or those who don’t necessarily like to draw, they can speak, sketch, or use magazines for some collage. All the ideas are to be put on one big white paper. You can play music or not.
- ↓ This process can take one or two sessions and sometimes three. You can take a picture of the final work, print it on a bigger scale, and use it as a puzzle for the “[Scavenger hunt](#)” activity. When the piece is ready, the artist can judge whether it is easy to turn it into a mural as is or better to use it as a base/inspiration for what is going to be on the wall. The artist can then sketch the final painting and show it to the team for approval.
- ↓ A week prior to the event or to the day of painting, have the team prepare the wall by cleaning it and painting it with a primer.

- ↓ A few days later, the artist can go and sketch the painting on the wall. If there are specific colors to be filled, the artist can put some notes or paint a bit of the color where they should be.

Step 2: Welcome and explain

 20 minutes

Simple Process:

A. Choose and implement an icebreaker from Annex 6, let each participant select a place to sit.

B. Start the painting:

- ↓ On the event day, lay down all colors in front of the wall. Have a team of at least 5 facilitators ready and waiting.
- ↓ An artist or two can be present to help with the general layout.
- ↓ Have a big bucket of water and soap for people to wash their hands.
- ↓ People can come, decide what color they like, and with the help of the facilitator, they can dump their hand/foot in the paint, stamp it on the wall then clean their hands or feet. It is a simple and easy process that is engaging and super fun.
- ↓ Explain that light colors are not solely for girls and dark ones are not only for boys. Boys and girls can use any color they like, whether dark or light.

Elaborated Process:

A. Choose and implement an icebreaker from Annex 6, let each participant select a place to sit.

B. Start the painting:

On the day of the event or of the painting, the artist and the team should all be present. Tasks should be divided, and they can start painting together. Having more people helping will be a decision made by the whole team.

Modification Tips:

- Make sure to involve everyone, be it in the conceptualization phase and at the event as well; all participants must have access to the painting. Make sure that girls are involved as well as decision makers and ensure that their role is not focused on organization: as in prepare the colors, clean the space, do the logistical matters. Ensure that boys are involved in logistical matters and cleaning as well. For people with visual impairment, they can be part of the preparation process, they can tell what each idea means to them and have help from someone to write down the ideas and/or draw them. They can also use playdough to express their ideas should they wish to.
- Survey the site before choosing it: for instance, try not to paint murals in direct sunlight, in the path of an irrigation system or away from pedestrians. Keep in mind that public spaces need special authorization and permits.
- We can have a local band or play music for entertainment. When the mural is finished,

have a dedication ceremony and invite the community.

- The most important thing is to make sure all areas are accessible by people with and without disabilities.
- Make sure the paint is not toxic.
- Art is about self-expression and participating in the creative process is much more important than having a perfect final product.
- Make sure to assist people with disability in the creation process (hand-over-hand or hand-under-hand assistance, or pre-cutting of complex shapes, making sure to let people with hearing impairment know what is needed to be done and where).

Step 3 and 4: Draw, interact, ask and listen



90 minutes

Ensure that all participants are involved. Add some music if you want and draw all together while you can somehow convey some messages. Draw on the wall and after the activity gather and discuss.

A. Ask and Listen

Ask the participants three key questions to reflect on:

- How did you feel during the activity?
- What did you learn?
- Why do you think we did this activity?

Give time for participants to share and discuss their thoughts with each other

B. Articulate and discuss

In your own way, articulate and discuss the following:

- Today we worked together in teams to gain points for inclusion
- If people feel empathy towards people with disabilities and they support them, then people with disabilities will be included in society. And this starts with every one of us here
- The other words on the mark associated with exclusion are pity and inaction. If people feel pity towards people with disabilities and do not take any action, or even bully, then people with disabilities will be excluded
- We need to be able, as a society, to create a space for everyone to contribute in a way that they can and want to
- An inclusive society is a stronger society. This includes inclusive education, health care, recreational activities, etc.

You can choose and stress on relevant messages mentioned in the facilitator cards

Step 5: Reflect together and Pledge

 15 minutes

A. Reflect

For the teams who took part in the creation, the facilitator can ask the following questions:

- Do you feel your message was conveyed well?
- Did you enjoy working with other people on this piece of art?
- Do you think public spaces should have more murals like this?
- Are you proud of the work?
- What's the best thing that happened during the process?
- Anything you learned?
- Anything you want to add?

For passersby, you can ask them the following:

- What do you see?
- What is the message?
- Do you think street art is valuable art? And why?
- Do you think this makes the neighborhood better or worse? And why?

B. Pledge

Ask participants to say one thing they will personally do to include persons with disabilities out loud. This needs to be a behavior and the sentence in the form of "I will...."

The behavior does not need to be drastic, they can be very simple acts such as:

- I will arrange a play date between my daughter and Sara (the girl with a disability who they just met in the activity)
- I will stop the kids from bullying our neighbor with a disability
- I will say hello to a girl with a disability in my school, etc.

Take your time with this section and allow participants to really think about what is feasible for them. You can also help them think as a group by giving them ideas.

C. Raise your Hand if:

Ask participants to raise their hands if

- They had fun
- They will use the right disability terminology moving forward
- They will correct people when they use negative terminology
- They are looking forward to doing what they pledged to do

 Note to facilitator: you can also create your own sentences depending on the sentences you used in the game

“

**“Together, we create a world
that works for everyone.”**





Tool #15 Street Parade



What?

People come together to organize a public procession in a public location



Why?

Allows people to “make some noise” on disability inclusion by advocating and celebrating



How long?

Preparation time: 1 hour

The Parade: 15 to 45 min

Reflection and pledge: 15 to 30 min, depends on the crowd



Where?

Public space in coordination with local authority and key stakeholders



For Whom?

It is a public event, the more the better 25 to 200 or more



By Whom?

7 to 10 facilitators



Energy level:

High

How?

Step 1: Prepare



A. Gather the Materials and Equipment Needed:

- | | |
|---------------------|-------------|
| • Cardboards | Optional: |
| • Pens | • T-shirts |
| • Colors | • Speakers |
| • Sticks | • Balloons |
| • Glue | • Big balls |
| • Megaphones | |
| • Music instruments | |

Step 2: Welcome and explain



 15 minutes

The parade can be the main event with activities that would take a whole session with preparation and execution. The alternative is for the parade to be a short activity to end the main event. Before walking or marching in public to seek attention for a cause, there are few preparations to be done.

- After implementing an icebreaker from Annex 6, welcome everyone and explain the purpose of this initiative. Then tell participants that we will be working together to design the parade by answering the following 5 questions.
- What to Say? What is the Theme?
- How to Say it?
- What to wear? Colors, Clothes, Props
- What Do We Hear? Music/Sound
- Where to go?

Depending on the number of people, participants can all work in the same group or they can be broken down into groups so each can prepare an aspect

The following steps can be taken by individual groups in advance to prepare for the parade.

Step 3: Parade



 40 minutes

A. What to Say?

Ask the participants three key questions to reflect on:

- What is the purpose of the parade? What is the cause you are supporting and what do you want to say about it?
- What words will you use? How can it be short and straight to the point?
- What images will you use to go with the messages?

Make sure that all participants take the lead in decision making relating to the parade. Ensure that girls and children with disabilities are not left out in the decision-making process and are involved actively.

B. How To Say It?

Design and prepare the signs everyone will be carrying using large letters. Choose vibrant colors that can be seen from a distance and attach sticks to your signs so that it is easy to hold. You can choose to have the same or different messages on both sides of the sign. The signs don't all have to be on a rectangular or square piece of cardboard. You can come up with other forms and have the form and the words both convey the message. You can unleash your creativity by opting for other means than cardboard signs and banners relevant to the message (ex. Broom if we are asking to remove stigma ...).

You can also make an activity by designing one of the signs. Prepare a big banner in advance, it can have pictures and words written in a way that can be filled with various colors. Place the banner on a large table with a lot of different colors and have people color it together.

C. What to wear? Colors, Clothes, Props

Have another inclusive team, thinking about costumes, colors and props and liaising with the team writing the main messages.

Ensure that all messages if they promote inclusion do talk about it in a right based approach rather than focusing on the charity or medical model: as in focus on the right to access equally, the need to have the environment adapted for CWDs to have equal opportunities.

Make sure that all props and messaging do not reproduce gender stereotypes: such as light colors are not only for girls and dark colors are not only for boys. Make sure that props do not push girls to look/ be more “feminine”.

You can ask everyone to wear the same-colored shirts or wear different colors but conveying one specific message. An alternative is to use the same feather scarf.

You can also have different people with different custom-made costumes, to convey a message. Be as creative as possible by decorating the wheelchairs, canes, groups with balloons, people wearing specific wigs, etc. You can have a cheerleaders’ team with colorful pompoms. Have a team offering candies or pancakes with a message on them (maybe this will open another conversation at their homes). Have your main theme written with huge individual letters carried by several people walking in front of the parade.

You can take advantage of the “[Talking Puppet](#)” activity by having those puppets roaming around during the parade. If you are working with other organizations or people who have big sized puppets, invite them to bring them along. You may suggest these ideas and welcome suggestions and input from others. Groups can amaze us by the different ideas and expertise they have.

It is important to be working hand in hand with the other teams focusing on messages and music, so the parade has a common goal and theme.

D. What Do We Hear? Music/Sound

Music and sound are very important during a parade because they grab attention as much as colors, costumes, and banners if not more. Before the event, the facilitator can check if there are local musicians (with and without disabilities) in town who are willing to join the parade. They should be informed of the exact time and location and cause.

A team of people need to prepare songs and jingles that will be shared throughout the procession.

Also, participants can carry various music instruments supporting the main musicians; and may use the music that was prepared in the ‘[music to our ears](#)’ activity.

In case you can’t find anyone to play live music, then think about adding one car equipped with amplifying speakers and a playlist that has marching style music as well as fun rhythms. Music should grab attention but should not dominate the jingles and songs people will be saying.

E. Where To Go? When?

Wherever you decide to go, make sure you have permits from the municipality and if

necessary, general security.

Make sure that the parade itself does not put girls at additional risks during the parade. Prioritize safety for girls, boys and children with disabilities, but also specifically for girls and CWDs since they are subjected to more protection risks compared to others.

Make sure that the parade's intention is not to showcase CWDs. It is important for people watching the parade to look at CWDs and pity them, or "watch them". Ensure that they are participating like any other child and try to avoid people feeling pity for them. Try to think about how better to frame the activity so that this does not take place.

Decide how large you want the parade to be. Know exactly the time and point of departure and return and the trajectory route. Have an organizing team ensure information is well communicated and followed during the parade.

For small scale parades, you can have it in the same space where you are having your event activities as a celebratory finale. The end can take place by the main stage, or a specific area designated for the end so everyone can gather to discuss the day's activities.

For medium to large scale parades, the organizers must know the streets of the route throughout the neighborhood or region. Participants should rehearse the parade route by walking in advance accounting for the additional time, approximately 30 minutes, that will be required to maneuver as a crowd. Doing so will be a good way to advertise for the event and let people in the neighborhood know about it. Consider passing by a plaza so everyone can stop and dance together.

F. Modification Tips:

For location planning, consider space needs for people who need extra room for scooters and wheelchairs, a private space for personal care, or somewhere to escape from sensory overload.

Maintain a slow pace so everyone can catch up.

Consider dividing the parade activity into two sessions.

For people with hearing impairment, we should make sure they are getting all the information throughout the whole process. If we have a sign language interpreter it would be a plus.

For visual impairments we need to make sure they have a sighted companion or guide مرافق مبصر

Step 4: Share and discuss



15 minutes

A. Ask and Listen

Ask the participants three key questions to reflect on:

- How did you feel during the activity?
- What did you learn?
- Why do you think we did this activity?

Give time for participants to share and discuss their thoughts with each other

B. Articulate and Discuss

In your own way, articulate and discuss the following:

- Today we worked together in teams to gain points for inclusion
- If people feel empathy towards people with disabilities and they support them, then people with disabilities will be included in society. And this starts with every one of us here
- The other words on the mark associated with exclusion are pity and inaction. If people feel pity towards people with disabilities and do not take any action, or even bully, then people with disabilities will be excluded
- We need to be able, as a society, to create a space for everyone to contribute in a way that they can and want to
- An inclusive society is a stronger society. This includes inclusive education, health care, recreational activities, etc.
- You can choose and stress on relevant messages mentioned in the facilitator cards

Step 5: Reflect together and Pledge

 15 minutes

Inside and outside the parade

- ↓ Ask participants to say out loud one thing they will personally do to include persons with disabilities. This needs to be a behavior and the sentence in the form of "I will..."
- ↓ The behavior does not need to be extreme; they can be very simple acts such as:
 - I will arrange a play date between my daughter and Sara (the girl with disability who they just met in the activity)
 - I will stop the kids from bullying our neighbor with a disability
 - I will say hello to my a girl with a disability in my school, etc.
- ↓ Take your time with this section and allow participants to really think about what is feasible for them. You can also help them think as a group by giving them ideas.

When you return from the parade, keep the enthusiasm going by using a megaphone or microphone to ask people to shout "yeah" or raise hands if they agree with the following:

- Your messages were heard today!
- You had a conversation with a stranger on the way.
- You managed to convince one more person to join the parade.
- You had people ask what the parade was about.
- You feel more powerful as a group.
- You had fun.
- You want to do it again!

“

“A world without stigma is a world of true inclusion.”





Tool #16

Video Discussion



What?

Five different videos on different disabilities. <https://bitly.ws/34457>

Video 1: Physical Disability- LUPD- w_ Sign Language + Subtitles

Video 2: Visual Impairment- YAB- w_ Sign Language + Subtitles

Video 3: Hearing Impairment- LCD- w_ Sign Language + Subtitles

Video 4: Intellectual Disability- LAS- w_ Sign Language + Subtitles

Video 5: Summary of all Disabilities- COMPILATION- w_ Sign Language + Subtitles



Why?

Facilitated discussion helps with the following:

- Exchanging specific information and listening to others' opinions and perspectives.
- Providing an opportunity for all participants to express their views, agree or disagree with others, and hear different opinions.
- Encouraging individuals who may be hesitant or shy to participate to express their opinions and receive support.



How long?

The videos range from 3 to 8 minutes, with an additional 45 minutes for discussion (activity duration).



Where?

A closed or open and safe location.



For Whom?

Anyone over the age of 6, including adults. The recommended number of participants is 8 to 20 people, with at least one facilitator for every 10 people, thus at least two facilitators for every 20 people.



By Whom?

At least one facilitator per 10 individuals. Therefore, at least two facilitators per 20 individuals.



Energy level:

Low

How?

Step 1: Prepare



Gather the necessary tools: computer, projector, screen or white wall, and the videos on a USB drive.

Step 2: Welcome and explain



 20 minutes

- ↓ Choose an icebreaker activity from Appendix 6 and implement it.
- ↓ Introduce the activity as a presentation and discussion of videos.
- ↓ Explain that questions and discussions will follow the completion of the videos and that the videos can be replayed if necessary.
- ↓ Explain the following basic rules:
 - Treat others with respect.
 - Avoid blaming others; only express ideas and opinions while respecting others even in disagreement.
 - Listen without interrupting and consider all ideas.
 - Respect the group's time and give others a chance to participate.
 - Take all comments seriously and try to evaluate them fairly; others' thoughts and comments may change our opinions or vice versa, so it's important to be open to that.
 - Everyone is responsible for following and supporting the basic rules during the discussion.

Step 3: Present and Discuss



 45 minutes

Explain:

These videos present real-life stories of individuals with various disabilities, their experiences, and the daily challenges they face. They talk about how society perceives them and how it can either be supportive or a barrier in their lives. They also share their desire to change society's perception of people with disabilities and provide tips on how to interact with and integrate them into society. The videos also feature supportive individuals, especially parents, caregivers, and friends, highlighting the importance of social support, acceptance, and equality in improving the living conditions of people with disabilities.

- What did you think of what you watched? Did you like it? Why?
- Do you have a favorite character? Why? Who is your least favorite character? Why?
- What surprised you in these episodes? Why?
- How do you feel about the incidents that happened to the individuals? How would you react if you were in their situation?
- Have you heard or witnessed similar events in your community?
- What are other ways people can act in these situations?
- What do you think about the decisions of parents and friends to support people with disabilities?

Step 4: Share and Discuss

 10 minutes

A. Ask and Listen

- How did you feel during the activity?
- What did you learn?
- In your opinion, why did we conduct this activity?

Allow participants time to share their thoughts and discuss them with each other.

B. Explain and Discuss

- Empathy and support from individuals towards people with disabilities can lead to their integration into society, and it starts with each one of us here.
- The words “compassion” and “indifference” are linked to exclusion. If people feel compassion towards individuals with disabilities but do not take necessary actions or engage in bullying, individuals with disabilities will be excluded.
- It is our responsibility as a society to create a space that allows everyone to contribute according to their abilities and desires.
- Inclusive society includes inclusive education, healthcare, and recreational activities.
- You can choose relevant messages mentioned in the facilitator’s cards.

Encourage participants to share their thoughts and perspectives on the importance of empathy, support, and inclusivity in society. Foster a respectful and open discussion where participants can exchange ideas and learn from EACH OTHER.

Step 5: Reflect Together and Make Commitments

 15 minutes

A. Reflect Together

Ask each participant to express:

- Did they enjoy participating in the inclusive activity and how?
- Did they consider inclusion important, and why?

B. Make Commitments

Ask participants to share what they will do to promote the inclusion of people with disabilities. Their commitment should be in the following format: “I will...”

It doesn’t have to be something complex; it can be as simple as:

- I will not look at anyone with pity because of their disability.
- I will refrain from using derogatory language.
- I will support the parents of children with disabilities.
- I will prevent children from bullying our disabled neighbor.
- I will greet the girl with a disability in my school, and so on.

Give participants time to think about their commitments. You can also facilitate group thinking by suggesting ideas.

C. Raise your hand if:

Ask participants to raise their hands if:

- They enjoyed the activity.
- They felt tired.
- They liked the activity.
- They laughed during the session.
- They are looking forward to honoring their commitments.

“

**“Together, we create a world
where everyone feels accepted
and valued.”**





Tool #17

PLANNING AN EVENT



What?

Organize a well-executed and a comprehensive program that fosters cultural acceptance of children with disabilities as valued and contributing members of society. This includes designing engaging and educational activities, coordinating informative sessions and workshops, inviting speakers and panellists with expertise in disability inclusion, ensuring accessible facilities and accommodations, and leveraging various media channels to promote the event and its key messages.



Why?

Improve cultural acceptance of children with disabilities as valued and contributing members of society. By raising awareness, promoting understanding, and fostering inclusive attitudes, we aim to create a more inclusive and supportive environment that embraces diversity and ensures equal opportunities for children with disabilities.



How long?

A minimum of 3 to 4 interactive hours.



Where?

In a closed or open space which is safe and accessible to all participants.



For Whom?

All the community, with and without disability, and depending on the activities and interactions. Up to 200 people or more depending on location/space and availability of resources.



By Whom?

- For event planning, establish a committee of five to ten people, with more as needed including facilitators/volunteers from your organization, local community members, municipal youth groups, and parents with/without disabilities. In addition to the required tools, it is essential for the committee to select an event topic tailored for the specific audience. Ensure involvement of women in the committee and their active participation and leadership.
- For event execution, have two to three facilitators on each activity, with two people dedicating their time to pre- and post-surveys.



Energy level:

High

How?

Step 1: Prepare



This step involves preparing for an inclusion project event that combines various activities in a public location. The planning process includes obtaining permits and clearances from relevant authorities and coordinating logistics. By starting months in advance, you can ensure

a well-executed and successful event that promotes inclusivity. It involves the brainstorming of who to invite and a skeleton plan while considering the hereafter General guidance notes;

1. Location should be safe and accessible to all participants.
2. Participants shall be informed about their right of safety and protection. A discussion will be held with all kids explaining to them the things that they must not accept (in term of abuse such as being punched, hit, touched in private body parts) and explaining to them that, if they were subjected to violence or if they felt unsafe in any environment, they should refer to either the SBCO or to their parents who shall contact the SBCO and will refer them to the protection department.
3. Girls and boys will not be in separate groups. Groups to be mixed unless discussion/ topic is sensitive.
4. Specific attention is given to girls participating in activities since they are usually more subjected to GBV risks. Ensure the location identified does not put girls/ women at additional risk. Think about transportation or how girls/ women, especially girls/ women with disabilities will reach the location of activity. Does it put them at additional risk? You can also ASK THEM instead of assuming!
5. Activity itself and its content to not reproduce gender stereotypes. For instance, encourage girls and boys to participate and register in non-stereotypical activities. Ensure all content does not reproduce gender stereotypes, such as girls in pink clothes, doing household chores, men and boys in active roles, always portrayed as active, smart, with good knowledge and advice. Ensure the content does not put women/ girls/ boys and men in non-stereotypical roles. In other words, girls to be wearing dark colors, do not need to very feminine (design), can be active, as in jump, climb on trees. Girls can be leaders and have strong opinions. Boys can be sensitive, can cry, can express their feelings, they can wear light colors, they can be shy, they can do household chores...
Discuss the topic: how does it affect girls and boys differently? Try to tackle these differences by showing that girls and boys should have equal opportunities, equal access to resources.
6. Target group/ Outreach: Ensure girls and boys are reached equitable (not equally). By equal outreach we do not consider the different difficulties to reach girls and boys, and therefore reach them equally. By equitable outreach we assume that girls and boys are subject to different difficulties, needs, barriers. We identify them and try to remove and tackle them.

A. Gather the Materials and Equipement that are needed:

Contingent on the tools/activities chosen. Here, because it is an event, we should gather the materials for the preliminary preparatory meetings and then the final materials for the event implementation day.

Step 2: Welcome and explain



Phase 1: Select committee members that foster inclusivity (municipalities, social activists, youth with and without disabilities, and parents, ensure fathers are included, ensure women are participating effectively in the decision making) and conduct a minimum of five planning meetings to confirm the following essential items:

- A. The established goal, clear vision, and messages to be conveyed to children, parents, and community members.
- B. Review the needs and necessary tools to select the best and most appropriate for the event.
- C. Draft a plan that incorporates the following considerations:
 - What do the participants see as they arrive (e.g., view from the parking lot, etc.)?
 - What are the surrounding activities (e.g., stations, corners, public garden, school building, public square, etc.)?
 - What activities are people engaging in?
 - How will people reflect on the activities at the end of the day?
 - How will the activities ensure inclusion of CWDs, girls and women equitably: physical accessibility, do activities need adaptation for CWDs to be able to engage equally, can girls and boys access safely? Any specific considerations needed for women/ men/ boys/ girls and CWDs?
- D. Develop the work plan and divide the tasks carefully considering these points:
 - ↓ The inclusion project plan, finalizing the activities, and schedules should convey the intended messaging without using stereotypes.
 - ↓ List needed items for purchase or borrowed and assign roles for these requirements. Train the volunteers on different games and activities they will be leading including specific ethics and inclusion tips.
 - ↓ Prepare a specific evaluation form you can use for pre and post event. Have the two team members fill out pre-evaluation forms in the first thirty minutes and then post-event evaluation forms in the last thirty minutes of the event. Ensure there are questions in the evaluation that tackle inclusion: ask if children if they had difficulties reaching or participating, ask if children faced challenges on the way to the location, ask children if anything did not make them comfortable, ask girls and boys about suggestions from their side to adapt activities or the location...
 - ↓ Prepare flyers, public announcements, and social media blasts for the project using concise language that specifically describes the event's topics.
 - ↓ Build the playlist for the event, including energetic and fun selections.
 - ↓ Make sure to work with your M&E person to prepare questions focusing on the specific conveyed messages about the change in attitudes and norms about people with disability. Questions should mainstream gender as well, meaning try to look at specific questions to monitor how many girls/ boys were reached and qualitatively assess their feedback and attitudes (have specific questions for boys different from girls' questions and assessments to identify if they have specific feedback relating to them).

Phase 2: A week before the event

- ↓ Announce the Inclusion Project to children, adults, and all community members through announcements in religious ceremonies (mosques and churches are usually very welcoming to making public announcements) and in schools, posters, and social media. Make sure the communication materials are disability inclusive (as in a CWDs can watch/ see and understand it like any other child). Put flyers/ share the information of the activity in locations that are accessible for girls and for CWDs. Make sure the communication materials do not reproduce gender stereotypes (girls in pink, boys in blue, only boys in

leadership/ more powerful positions compared to girls, wording in Arabic includes both pronouns the feminine and the masculine)

- ↓ Ensure you have the necessary materials.

Step 3: Play (in this context, implementation day)



Phase 3: On the day of the event

- ↓ Arrive early at the event location. Ensure that facilitators wear badges and organisers are easily recognisable.
- ↓ Start setting the space by considering the necessary distance between activities. Depending on your area, you can have up to five activities simultaneously and divide them by style, considering the noise factor. Music activities should be separate from each other and should not affect the calmer sessions. · Test any special equipment beforehand.
- ↓ Meet with the team and remind the selected individuals of their duties, timeslots, and locations.
- ↓ Have two to three facilitators for each activity, ensuring you have an inclusive group of facilitators with and without disabilities.
- ↓ Start on time.
- ↓ Have a master of ceremony or a person-welcoming everyone and ensuring they are responsible for the program, timing, and schedule. (This person can divide the teams; refer to tips for more information.)
- ↓ Do the pretest.
- ↓ Have a closure and tell the people that a post-test should be done at this time.
- ↓ HAVE FUN.

Tips:

- Choose an ample flat space accessible by all people with and without disabilities. Avoid locations with multiple floor levels, especially if they are not ready to accommodate people with disabilities.
- Ensure the activities have adequate space between each other to avoid interference.
- Ensure logistics are taken care of in advance of the event. Consider renting chairs and tables and getting permits if you use public spaces.
- If you choose activities like the “talent show” or a “football or basketball game,” make sure people register a week before the event and not during the day.
- It is always good to include an extensive sound system with a microphone so you can have music and make announcements everyone will be able to hear. Use the opportunity to introduce people to new styles of music while including the most popular hits.

- In cases where the planned activity is not going well, be prepared for changes and have two more activities readily available (including materials).
- You have a couple of options for including the participants.
 - Option 1 - Have children/parents choose activities they are interested in with people having the freedom of flowing in and out.
 - Option 2 - Use a quick game and divide the audience into five groups with a leader. Each group will spend twenty minutes on each exercise and then go to the next activity. The master of ceremony can be the timekeeper and announce when teams should move on the microphone.
- Please note that all tools / activities detailed in the guide can be part of the event (20 to 30 min rounds) or stand-alone activities that you can apply including all details for an hour or two.
- Do not forget to include steps 4 and 5 related to each chosen tools from the edutainment package

Step 4: Share and Discuss (in this context, Committee reflection and feedback on the day)



Once the event is over, sit together with committee members for an hour or two and reflect on:

- ↓ What went well?
- ↓ What did not go well?
- ↓ What could be improved?
- ↓ Did we ensure equitable access to girls, boys, women and CWDs to the activity? Important clarification: Equitable access is different from equal access. Equitable access is about considering the different barriers, needs of girls, boys, CWDs and tackling them
- ↓ Did we in any way reproduce gender stereotypes during or before the activity? If yes, how can we improve this?
- ↓ How would you rate the organisation of the event?
- ↓ Do you think the event met its goals?
- ↓ How did parents, kids and other adults respond to the inclusion event?
- ↓ What are the success stories?

Step 5: Reflect together and pledge (in this context, Evaluation forms analysis and way forward)



Gather the pre- and post-event evaluations. Analyze the result and try to develop a sustainable way forward.

ANNEXES

Annex 1- Inclusion of People with Hearing Difficulties¹⁵

Children can have many different types of hearing loss, from mild difficulty in hearing to profound deafness. They may use several ways of communicating, for example, a hearing aid or hearing loop, sign language, lip reading, speaking or a combination of these methods.

Tips for inclusion:

- Always ask the child what mode or modes of communication would work best for them – for example, Sign Language interpretation, subtitling or text messaging.
- If the child uses a hearing aid, hearing loop or other assistive hearing device, avoid holding activities in places with lots of background noise. The devices usually pick up this noise making it difficult for the child to focus on what is being said.
- Ask children where they'd like to sit to enable them to hear as effectively as possible.
- Remember, it can be hard for children who are deaf to follow conversations when several people are talking at once, or when the conversation is going on at some distance. Try to ensure that only one person talks at a time and encourage children to talk slowly and clearly.
- If the child is lip reading, speak slowly and clearly, but normally. Always look directly at them, do not cover your mouth, or place anything (a hand, a cup) in the way.
- Never shout at a deaf child. This will not help a child who is completely deaf, while shouting will distort sound uncomfortably for a child using a hearing aid.
- If the child uses sign language it is important to use a sign interpreter. Even very good lip readers will often understand only about 30% of what someone says to them.
- It is common for parents or siblings to interpret for a child who is deaf. However, sometimes to be able to speak openly and safely, a deaf child will need privacy and confidentiality. In these situations, it is necessary to provide a sign language interpreter.

Annex 2- Inclusion of People with Visual Difficulties¹⁶

Some children are born with visual difficulties (congenital) and others get it later in life (acquired).

Tips for inclusion:

- Make sure the child knows where the doors, windows and furniture are, how to find the toilet, etc.
- Remove any unnecessary obstacles – for example, chairs, piles of papers, or alert the child to these obstacles and ask if they want them moved. Do not move objects around without alerting them to the change.
- Ask everyone in the room, at the outset of any activity, to introduce themselves so that the child knows who is there and can begin to recognize their voices.
- Speak to the child directly using a normal speaking voice; there is usually nothing wrong with the person's hearing.
- Always address a child within a group of children who has difficulty seeing using her/ his name, otherwise they may not know she or he is being addressed. Avoid using expressions like "he said that" and mention names, so that the child can understand who you are referring to.
- Provide additional explanations for children who have difficulty seeing. If you are showing a picture, describe what it looks like.
- Consider pairing children who have difficulty seeing with children who can see so that they can work together in activities that require writing, drawing or responding to visual images.
- Always talk directly to children, not to adults assisting or accompanying them.
- Suggest that in group activities, rather than indicating with a hand that someone wants to speak, they say their name, so that children who are blind can enter discussions on an equal basis with others.
- Let the child with difficulty in seeing know when you leave the room so that they will not be talking alone to an empty space.

Annex 3- Inclusion of People with Mobility Difficulties¹⁷

Children with mobility difficulties may or not have access to assistive devices such as a wheelchair, cane or prosthetic limb. And so, their need for accommodation may vary.

Tips for inclusion:

- Make sure the facility that you are using is accessible, in particular that the toilets can accommodate a wheelchair, that ramps are in place where there are steps, and that doorways are wide enough to fit wheelchairs.
- During hands-on activities, check for any physical difficulties. Pair children up if they need help.
- Check with the child to see what their needs are. Remain flexible and willing to adapt an activity for different abilities.
- If the child does not have an assistive device that aids mobility, do not carry the child around. Instead, allow them to sit on a chair in a spot that allows their active participation.

Annex 4- Inclusion of People with Intellectual and Learning Functional Difficulties ¹⁸

Intellectual disabilities can vary significantly but often children with intellectual disabilities take more time to learn and may have difficulty communicating. Many children with intellectual disabilities can learn to read and write, grow up to have jobs, and have a family of their own. Even children with more severe intellectual disabilities can be supported to participate in school and in their community and will benefit from inclusion.

Children with a learning disability may have difficulty understanding, remembering and communicating information. Learning disabilities come in many different forms, such as difficulties with letters, numbers or using print in general.

Tips for inclusion:

- Simplify language, summarize information and use a variety of communication methods including gestures, and pictures.
- Do not infantilize children: communicate in ways appropriate to physical age as well as level of cognitive development.
- Check in to make sure that the person understands the topic or activity to be completed.
- Use visual images – photos, drawings, videos – to promote communication, especially when discussing abstract ideas or to help children explain their feelings.
- Consider the use of audio, audio description, easy access, subtitles, simplified (or plain language) and other adaptations.
- Be willing to repeat points, questions or answers several times to be understood.
- Give children adequate time to express themselves.

Annex 5- Inclusion of People with Autism, Psycho-social and Communication Difficulties ¹⁹

Most children with autism have difficulty interacting with others. They may have difficulty responding to approaches by others, as well as in initiating interactions. Also, many children are delayed in their use of language and avoid speech.

Psycho-social disabilities are not obvious or visible, and take many different forms, for example, depression, schizophrenia, or bipolar disorders. The health and behaviour of a child with a psychosocial disability will depend on the attributes of their condition, the personality of the individual, and the surrounding environment. The biggest barrier such children face is not their disability, but the lack of understanding and acceptance they often experience in the communities where they live.

Children with communication difficulties also include children who speak slowly or with difficulty and who stutter. It may be difficult to understand for people who are not used to listening to them.

Tips for inclusion:

- Treat the child with dignity and respect at all times and include their opinions and thoughts in discussions.
- Be flexible and allow for choice and autonomy. Children may feel anxious, worried or stressed when placed in situations where they lack control or where they feel that people anticipate they will be difficult.
- Keep discussions calm, speak in a normal tone of voice and do not make them feel as though you are anxious to end the conversation or exclude them from interactions.
- Take time to listen to what the child is seeking to say and avoid cutting them off.
- If you do not understand, then it is fine to ask the child either to repeat or to say 'if I understand you correctly, you would like to...' but then give them time to reply or correct what you have understood.
- If a child is not using any sound or speech, try using gestures instead of communicating through words. For example, a child may communicate with you by directing your hands to something they want, using pictures, or reaching out to objects.
- Persist in engaging with the child's activity. Sometimes, children may express anger with this. Anger is a type of interaction that can be better than none at all and can help the child realize that social engagement with another person can be fun.
- Follow the child's lead and respond to what they do.
- Reward any attempt to understand and communicate. This way you increase the likelihood that they will try and do it again. By praising anything children have achieved, they can learn to make connections between their actions and your words.
- Try to create opportunities that encourage children to communicate. For example, if you place something the child values in a visible but out of reach location, you can encourage them to ask for help, and in so doing stimulate communication.
- Offer activities likely to provoke high levels of interest, try different activities and try to understand what the child is interested in.
- Once the child engages in an activity with you, continue until the child indicates that they want to stop. This will encourage the child to communicate when they want to finish the activity.

Annex 6- Inclusive Ice breakers

Ice breaker 1:

Gather people in a circle and have a small ball in hand. Participants will pass the ball to the person to their right while the music is playing. When the music stops, the participant with the ball has to say their name and their preferred color or type of food.

Ice breaker 2:

In a circle, ask each person to turn to the person sitting next to them. Once in pairs, each has 1 min to interview the other.

They may ask any questions but here are some examples:

1. What is your name?
2. What is your hobby?
3. What's your favorite thing to do?
4. What did you eat today?
5. What is the most exciting thing you have done this year?

After one minute the other person interviews the first one.

Once done, each couple will turn and face the set of other partners next to them. Each person in the group of 4 must take a turn to introduce their partner

Ice breaker 3:

Have participants stand in a semi-circle. Ask people to come in front of everyone and introduce themselves by saying "Hello, my name is...." Once they say their name, people in the circle will applaud and smile. The person will accept applause and go join the others while someone else takes their place in front of everyone.

Repeat until everyone has introduced themselves.

15. TAKE US SERIOUSLY! Engaging Children with Disabilities in Decisions Affecting their Lives, UNICEF 2013.
https://sites.unicef.org/disabilities/files/Take_Us_Seriously.pdf

16. Ibid

17. Ibid

18. Ibid

19. Ibid



United Nations Children's Fund (UNICEF)
Lebanon Country Office
www.unicef.org/lebanon