

SAFE^{AT} **HOME**

MODULE 3: WOMEN AND CHILDREN WITH DISABILITIES AND OLDER PERSONS SAFE AT HOME



Part 3A: Introduction to Human Diversity and Disability Inclusion: the Rainbow Within Us All

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MODULE 3

WOMEN AND CHILDREN WITH DISABILITIES AND OLDER PERSONS SAFE AT HOME

Part 3A: Introduction to Human Diversity and Disability Inclusion: the Rainbow Within Us All

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1. Introduction

Introduction to Human Diversity and Disability Inclusion: The Rainbow Within Us All is a module intended to be used in diverse community settings to raise consciousness and promote reflection on human diversity, power, intersectionality, and disability inclusion. It includes four sessions, of approximately 2 to 3 hours each, that promote understanding of diversity, intersectionality, and disability inclusion using a human rights perspective that sheds light on the social norms and values that limit the full participation of all people in society.

OBJECTIVES:

- Participants understand the value of human diversity and the importance of diverse perspectives in community life.
- Participants understand how systems of power and oppression affect the lived experiences of diverse people.
- Participants understand disability as part of human diversity.
- Participants understand different models of disability.
- Participants understand barriers that exist that prevent people with disabilities from enjoying full participation in society.

TARGET AUDIENCES:

- Community members who will engage in more detailed Safe at Home inclusion modules (e.g., *Violence Against Women and Girls With a Disability, Preventing Violence, Abuse and Neglect of Older Women and Men in the Family, and/or Inclusive Parenting*). Please note, this module is a prerequisite for the *Violence Against Women and Girls With a Disability, Inclusive Parenting, and Preventing Violence, Abuse and Neglect of Older Women and Men in the Family* modules. (Please use Sessions 1–4.)
- Community members looking to learn more about disability inclusion. For example, this module can be used beyond Safe at Home as an introduction to inclusion core concepts. (Please use Sessions 1–4.)
- Community groups with whom you'd like to talk about diversity, intersectionality, and power and oppression (Sessions 1 and 2).

2. Inclusive Adaptations

Consider the following communication tips from the Women's Refugee Commission and International Rescue Committee Toolkit, "[Building Capacity for Disability Inclusion in Gender-based Violence Programming in Humanitarian Settings](#)."¹

Persons Who Are Deaf/deaf or Hard of Hearing:

- Find out how the person/people prefer to communicate. People who are hard of hearing or D/deaf may use a combination of writing, lip reading, and/or sign language. This can be determined by observing their interactions with others or by using simple gestures to suggest communication options.
- If participants in the session are D/deaf, make sure to include a sign language interpreter or another person who habitually interacts with them to support interpretation, if this is requested by the participants. Plan for this in advance by consulting the people who are hard of hearing or D/deaf who are attending.
- Alternatively, the person may read lips. If this is the case, pay attention to how the space is set up. You may want to habitually set up the space with persons sitting in a circle, for example, so that everyone can see each other when speaking.
- Get the person's attention before speaking, by raising your hand or waving politely.
- Face and talk directly to a person who is D/deaf, not to the interpreter (as they are only facilitating the communication).
- Speak clearly – do not shout or exaggerate words as this will make it more difficult to lip read.
- Try not to sit or stand with your back to the light; this can put your face in the dark and make it difficult to lip read.
- If you are doing an activity requiring movement and working with lip-reading individuals, facilitators should pay attention to how they and participants are moving around the space and who they are facing.
- Do not cover your mouth or eat while talking. This will make it difficult to lip read.
- Allow the person who is D/deaf or hard-of-hearing to choose the best place to sit at a meeting to be able to see people clearly and communicate more easily.
- In sessions, ensure the interpreter can hear the presenter and the rest of the group. They should also be visible to the individual for whom they are interpreting.
- A note about sign language: Like spoken languages, sign languages are different in different countries and regions. Some people also use unofficial sign language, and in these cases a family member or friend may need to interpret. Ask them to teach you some simple signs (e.g., good, bad, and thank you) and try to include these in your discussion with a person who is D/deaf.

¹ Women's Refugee Commission and the International Rescue Committee. (2015). "Building Capacity for Disability Inclusion in Gender-based Violence Programming in Humanitarian Settings."

Persons Who Are Blind or Partially Sighted:

If participants in the session are blind or partially sighted, make sure to adapt your facilitation approach per activity. Consider the following communication tips from the Women's Refugee Commission and International Rescue Committee Toolkit, "Building Capacity for Disability Inclusion in Gender-based Violence Programming in Humanitarian Settings."²

- Always introduce yourself and any other people in the group by name.
- If the person has arrived at a new place, tell them who is in the room or group, and offer to describe the environment.
- When you are setting up for different activities that require people to move around in the room, make sure to describe verbally how people should move and describe verbally what is happening in the room. For example, "We are all going to stand now and move to the left-hand side of the room." Or "We have all now arrived at the left-hand side of the room and will stop moving now."
- Avoid vague language, such as "that way" or "over there" when directing or describing a location.
- When referring to drawings or flip chart, describe what words or images people are looking at. Do not use language like "What do you see here?" Instead say things like "Here we have a picture of a human body with a brain and a heart. What do you think about this image?"
- Ask each participating individual with difficulty seeing or who is blind if they would like a support person to help them move around the room during the sessions, and for each movement, always ask the person first before assisting them to move from one place to another.
- Ask for instructions on how the person would like to be assisted and where they would like to go. Some people prefer verbal guidance, whereas others may prefer for you to physically guide them.
- If you are asked to physically guide someone with difficulty seeing or who is blind, they may want to hold your arm just above the elbow. This will allow them to walk slightly behind you, following you as you turn or step up or down onto steps.
- If a person uses a support pet or guide dog to assist them, do not distract or pet the animal while it is working.
- Ask persons who are blind or partially sighted if they would like documents in alternative formats, such as Braille or large print. In some contexts where people have access to computers, persons with difficulty seeing or who are blind may prefer electronic documents that are accessible through screen reader software (e.g., Word documents).

Persons With Physical Disabilities:

If participants in your session have a physical disability, consider the layout of your space. Can persons in wheelchairs or with assistive devices easily move around? Consider how you can set up the space so that everyone can participate equally.

Consider the following tips from the Women's Refugee Commission and International Rescue Committee Toolkit, "Building Capacity for Disability Inclusion in Gender-based Violence Programming in Humanitarian Settings," when interacting with someone with a physical disability:³

² Women's Refugee Commission and the International Rescue Committee. (2015). Building Capacity for Disability Inclusion in Gender-based Violence Programming in Humanitarian Settings."

³ Women's Refugee Commission and the International Rescue Committee. (2015). Building Capacity for Disability Inclusion in Gender-based Violence Programming in Humanitarian Settings."

- Do not lean on or move someone's wheelchair or assistive device without their permission.
- Discuss transportation options for activities and events. Consider what is going to be safest, most affordable, and the least amount of effort for the individual and family.
- Check that venues and spaces for activities are accessible (including toilet facilities, etc.) and have sufficient space for people with mobility aids to move around the room.
- When arranging meetings with a participant who uses a wheelchair, provide space at the table for a wheelchair (i.e., move one chair away) and ensure there is enough space for them to move around the room freely.

Persons With Intellectual Disabilities:

Prior to beginning the sessions, take some time with the person(s) with intellectual disabilities individually. Ask them how they like to learn new things and what types of learning activities are useful and interesting for them. Take their lead and adapt the activities as they suggest. You may even wish to meet with them before the module starts to get their feedback on how activities can be changed.

Additionally, try to simplify your language as much as possible. No need to sound like a teacher, try to speak as plainly and clearly as possible, this will help all participants, not just persons with intellectual disabilities.

Consider the following communication tips from the Women's Refugee Commission and International Rescue Committee Toolkit "Building Capacity for Disability Inclusion in Gender-based Violence Programming in Humanitarian Settings."⁴

- Communicate in short sentences that convey one point at a time.
- Use real-life examples to explain and illustrate points. For example, if discussing an upcoming medical visit, talk the person through the steps they are likely to go through both before and during the appointment.
- Give the person time to respond to your question or instruction before you repeat it. If you need to repeat a question or point, then repeat it once. If this doesn't work, then try again using different words.

Persons With Speech Impairments:

Consider the following communication tips from the Women's Refugee Commission and International Rescue Committee Toolkit "Building Capacity for Disability Inclusion in Gender-based Violence Programming in Humanitarian Settings."⁵

- Plan more time for communicating with people with speech impairments.
- It is OK to say, "I don't understand." Ask the individual to repeat their point, and then say it back to them to check that you have understood it correctly.
- Don't attempt to finish a person's sentences; let them speak for themselves.
- Try to ask questions that require short answers or yes/no gestures.
- If you have tried several ways of understanding a person without success, ask if it is okay to communicate in a different way, such as through writing or drawing.

⁴ Women's Refugee Commission and the International Rescue Committee. (2015). "Building Capacity for Disability Inclusion in Gender-based Violence Programming in Humanitarian Settings."

⁵ *Ibid.*

SESSION 1:

THE HUMAN RAINBOW

Duration:

Approximately 3 hours

OBJECTIVES:

By the end of this session, participants should be able to:

- ☒ Reflect on human diversity and the many aspects of themselves that shape their identity and those around them.
- ☒ Identify different aspects of human diversity and articulate diversities that exist in their context.
- ☒ Identify how diversity adds value to household and community life.

SESSION OVERVIEW:

Session Activity	Time
❶ Welcome and Introduction to the Human Rainbow Module	⌚ 30 m
❷ The Crayon Box	⌚ 30 m
❸ The Identity Iceberg	⌚ 45 m
❹ The Human Rainbow	⌚ 30 m
❺ Power Walk	⌚ 40 m
❻ Closing and Evaluation	⌚ 10 m

MATERIALS REQUIRED:

- Box of crayons with lots of different colors
- Flip chart
- Markers
- Black sheets of A3 or A4 paper, preferably in different colors
- [Annex 1: Iceberg Drawing](#)
- [Annex 2: Power Walk](#)

PREPARATION REQUIRED:

- Draw an iceberg (or other relevant image) on flip chart paper.
- Draw a large rainbow across the room for participants to look at in Activity 4.

POSSIBLE SESSION MODIFICATIONS:

If participants are available for less time, you may cut the “Human Rainbow” activity.



HELPFUL TIPS!

If you are using this module outside of Safe at Home programming and as a stand-alone approach, you will need to plan for an additional 30 to 60 minutes for participant introductions and development of group agreements.

ACTIVITY 1:**WELCOME AND INTRODUCTION**

⌚ 30 minutes

1. Welcome participants to the first group meeting. Tell participants how happy and excited you are to see them. Thank the group members for their interest in participating in the group meetings.
2. Introduce yourself; explain why you have decided to volunteer as a facilitator. Tell the group one funny thing about yourself or something they might not know about you (for example, that you love to sing loudly or that avocados are your favorite fruit).
3. Explain to the group that you work with (organization name) and are here to talk to them about what human diversity and how it is important to everyone's lives. Share that you will define what you mean by human diversity with them later, but in brief, it encapsulates all the different capacities and strengths of different people.
4. Explain to the group that participation in the program provides an opportunity for participants to become leaders in the community through the actions that they take within their family and in supporting their peers. After the program, participants will have new skills and knowledge about human diversity.
5. Explain to participants that you would like to share why the *The Human Rainbow Curriculum* was created and how it works. **SAY:**
 - a. **For Safe at Home Participants only:** "Violence against women and children is a large problem all around the world and in this community. In Safe at Home, we learned/are learning about this. However, not all women and children are the same; different women and children bring different strengths, capacities, and experiences to family life."
 - b. "We are all diverse humans. We speak different languages, have different skills, look different, come from different cities/regions. Every day we interact with people who are different from us, and that brings a richness to being human. However, we don't always think about diversity, and we should do more of that."
 - c. "Sometimes we think about an 'ideal' image of a person and aspire to that image, rather than valuing differences. For example, we may see an actress or actor on TV, and we may aspire to be like them. We may talk in a certain way, wear our hair or clothes in a certain way, etc., because we believe that this person is someone we should all aspire to. Can you think of an example of someone in this community want to be like and how they might change their ways of living to be similar?"
 - d. "In the upcoming meetings, we will learn more about human diversity and some of the barriers that exist to allowing for people with different strengths and capacities to flourish."
 - e. "These meetings will help us reflect on our own experiences as people and help us to think about how we can work together to have stronger families and communities."
 - f. "It is very important that you attend all sessions as the learning from each session builds upon the previous session. If you only participate in the first and last session, for example, there will be a big gap."
 - g. Take a moment to discuss confidentiality in the sessions, and disclosure of violence. Refer to the box below.

6. Ask if any participants have any questions or concerns.

CONFIDENTIALITY AND DISCLOSURES OF VIOLENCE

Confidentiality:

It is important to take time and explain what confidentiality means and what the limits are. Let the group know that confidentiality means keeping what is said in the group in the room as private information. It requires each group member to commit to respecting what each other shares and not talking about anything that is said during the group time outside of the group.

Explain that there are exceptions to confidentiality for the facilitator. These involve anything that is said during the group that indicates there is a safety issue for either a group member or someone else outside of the group. Provide the group with examples of what may constitute a safety issue that might require follow up or reporting.

Disclosures of Violence:

Explain that every week there will be time allotted to check in. We want to challenge the idea that incidents of violence should be silenced.

Make sure to discuss how to get in touch with response services in the community and find out if the participants have any questions about who they can go to if they need to talk. Also make sure to let the participants know how to contact the facilitator if they need to. Let the group know that if they report violence used against them, the facilitator will support them to get connected to people and services that can help them.

ACTIVITY 2:

THE CRAYON BOX⁶

 30 minutes



ADAPTATION: For participants with difficulty seeing, who are blind, or who are otherwise uncomfortable drawing, you may ask them to imagine what a rainbow looks like or what the word means to them. Some people may choose to describe their picture for a support person to draw. You could also invite people to do this activity in pairs so that people are working together and learning about each other at the same time.

1. Begin the activity by presenting a crayon box to participants. Ask participants what it is.
2. Ask participants to draw a picture of themselves using only one crayon. They should choose the crayon they would like. Allow approximately five minutes for each participant to create their self-portrait. If participants are uncomfortable creating a self-portrait, they may choose to draw a rainbow.
3. After participants have drawn their self-portrait or rainbow, ask participants to again draw the same image but this time using as many crayons as they like. Make sure to walk around the room and ask participants what color crayons they would like to use. Give participants approximately 10 minutes to draw their self-portrait or rainbow.

⁶ This activity was adapted from the Teaching Tolerance Curriculum <https://bit.ly/3wvNTBx>

4. Ask participants which pictures they prefer – the one drawn with one color or the one drawn with multiple colors? Note that many participants will prefer the drawing with multiple colors.

5. **ASK:**

- a. “Why do you think that you prefer the pictures with a lot of colors?”

6. Collect participants’ response to the above question and then **SAY:**

- a. “The reason many of you preferred the drawing with multiple colors is because it is more interesting; it highlights different things about ourselves, and we are not just one thing.”
- b. “Wouldn’t it be boring if we all looked the same, talked the same, came from the same place?”
- c. “There are many examples of how differences among people enrich our daily lives. For example, if we look at our drawings they all look different, yet when we look at them together it is somehow more beautiful as we see people’s different styles and ways of depicting themselves.”
- d. “We might notice, for example, that parents’ different ways of interacting with their children helps them to grow and develop. For example, the mom may like doing lots of creative fun games with her children while the father may like to read to them. Creativity and reading skills are both things children need to develop, and the way their parents spend free time with them is complementary.”
- e. “Or, we might take another example; have you ever heard a song with multiple singers, where the voices are different but yet sound so beautiful put together in a melody?”
- f. “All of these things I just talked about are examples of diversity, and we are all diverse. No single human being is the same. Yet, we learn from a young age that the society we live in values some groups of people or types of diversity over others. It is not because certain people are better; it is simply a matter of how human society has developed to today, where there are ‘insiders’ and ‘outsiders.’ It doesn’t have to be this way; all people should be valued and celebrated in all their differences. For example, can you think of a child at school who prefers to learn by practicing something, whereas the teacher’s only style is to demand that students memorize everything? What happens to that child that has a different way of learning? As you can see, these are all differences that make our society special and complete.”

7. Ask participants to think of some examples of human diversity.

8. To conclude the activity, **SAY:**

- a. “In today’s sessions, and the ones following it, we are going to learn a lot about human diversity.”

ACTIVITY 3:

IDENTITY ICEBERG

🕒 45 minutes

1. Begin the activity by drawing an iceberg on a flip chart. If an iceberg doesn’t resonate in the context, you may choose to draw another image. Make sure the image has a part that is visible and a part that is hidden, the way an iceberg always has a part that is above and below water. Please refer to [Annex 1: Iceberg Drawing](#).
2. Explain that the image you have drawn/put on the wall is an iceberg and that there are parts of it that are above ground, parts that we see, but that much more of it is underwater. Make sure to give some context as to what an iceberg is, in case participants don’t know. You may also consider drawing a tree with roots below ground, if that is more pertinent to your context.

3. Explain the idea of an iceberg to participants, **SAY:**
 - a. "People are like icebergs, there are parts of them that you can see easily, but much more that you can't see."
 - b. "The things you can't see are very important because they make up the full aspect of who we are as humans."
4. **ASK** participants:
 - a. "What are some of the things you can see about me from looking at me and talking with me?"
5. Write the participants responses on the top of the iceberg that is above water.
6. Tell the group things about yourself that they can't easily see but that are important to who you are. For example, your religious beliefs, your values, your traditions, positive and negative experiences you had in childhood, your role in your family, sexual identity, gender identity, and so on. You don't need to mention all these things, only what you are comfortable sharing as a facilitator. Make sure to remember you are role modelling behaviors you want to see in participants, so try to be as open and honest as possible.
7. Explain to participants that each person will make their own iceberg. Hand out blank icebergs drawings to each participant. Participants should draw things that represent them below or above the water line or also write them. For those that aren't comfortable drawing, they can simply think about them.
8. Give participants approximately ten minutes to complete their iceberg drawing.
9. Ask participants to share examples of things that are above and below the waterline of their iceberg.
10. **ASK** participants:
 - a. "How do the things below the water line, the things other people can't see, affect your daily life?"
11. Collect participants answers and **SAY:**
 - a. "There are many aspects to a person's identity that affect how we experience the world; every person's experience will be different, but it is the sum of the parts (the whole iceberg) that is important, not just what you see."
 - b. "It is important that we don't make assumptions about people based only on what we see."
 - c. "Has anyone ever made an assumption about you that wasn't true?"
12. Thank participants for sharing and move to the next activity.

ACTIVITY 4:**THE HUMAN RAINBOW**

⌚ 30 minutes

1. Present the rainbow you have drawn on the wall to participants and **ASK:**
 - a. “When you think of a rainbow, what do you think of?”
2. Collect participants’ responses and explain, **SAY** the following:
 - a. “What I love about the rainbow is that it shows how beautifully colors work together to make something truly special. It reminds me of diversity and how being different is special.”
3. **ASK** participants:
 - a. “What are some of the different types of people or diversities of people that live in your community?”
4. Listen for different examples, such as people that speak different languages, have different sexes, have different skills and abilities, and have different religions, are of different ages, different sexual orientations, and so on. Each category, such as “Kachin-speaking,” for example, should be written on paper placed in different places of the rainbow.
5. After participants have completed their brainstorming, take a moment to reflect on the rainbow with them. **ASK:**
 - a. “What do you like about the rainbow?”
 - b. “What surprises you about the rainbow?”
6. Reinforce the core message, again, that there are many types of diversities and that’s what makes our world beautiful, like the rainbow.
7. Explain that in the next couple of sessions we will talk about different types of diversity, and we will talk about people with disabilities, who are also a diverse group.

ACTIVITY 5:

POWER WALK⁷

🕒 40 minutes



ADAPTATION: For participants with intellectual disabilities, have illustrations of each scenario. For persons with hearing impairment, write out the scenarios in local language, and provide forward/backward signs which participants can hold up.

1. Explain to participants that we will now do an activity called a “Power Walk,” and that you will need four volunteers who can put themselves in the shoes of a character. Please refer to [Annex 2: Power Walk](#).
2. Make space for the volunteers to come to the front of the room. Draw a line on the ground to indicate the starting place from which the volunteers will stand.
3. Explain that each volunteer will be given a character and the facilitator or participants will read out different scenarios experienced by each character. Volunteers should begin the activity by standing near each other on the line drawn by the facilitator.
4. Explain to the volunteers that you will read a number of scenarios to them and that each character should take a step forward or a step backward depending on whether they think the situation helps or harms the character; forward means help, and backward means harm. Statements under each scenario should be read in numerical order and participants (non-volunteers) may also read the scenarios.
5. Debrief the power walk activity using the following questions, **SAY:**
 - a. “Who do you notice advanced the furthest in the walk? Why do you think that may be?”
 - b. “What factors increase the risk of harm for Momo? How is this different for Millie and for Rita?”
6. Summarize the activity with the following key points, **SAY:**
 - a. “In this activity we saw how a person’s gender, age, and disability may intersect to create unique risks. We will talk more about what disability is in the next session, but let me give an example. Millie is at risk of gender-based violence because she is a girl. She is at an age where her body is changing and she is also growing into an adult, and barriers in communication make it more difficult for Millie to seek help, and potentially more stigmatized for what she has experienced. This means she is facing challenges because she is a girl, because of her age, and because of barriers in communication.”
 - b. “Let’s take the case of Momo. Momo is experiencing violence because his parents don’t understand that his difficulty seeing is contributing to his difficulty in school. However, because he is a boy, he does not face the same risk of gender-based violence as Millie, although his difficulty in seeing has caused his parents to reinforce the idea that he will never live up to their (and society’s) definition of “a real man.” Momo is also experiencing challenges because he is seen as a boy who cannot live up to expectations of boys and men, because he is young and isn’t able to make his own decisions, and because his school is not providing alternative strategies to accommodate his learning needs.”

⁷ This activity was inspired by Women’s Refugee Commission and ChildFund International’s “Gender-based Violence against Children and Youth with Disabilities: A Toolkit for Child Protection Actors” power walk activity.

- c. "Let's take the case of Rita. Rita is an older woman, and she is no longer able to perform the roles expected of her according to her gender. She is also aging, and her son-in-law does not value her in the home. This shows how gender and age interact."
- d. "If we compare these case studies to Roger, we see many differences. We will learn more about this. The most important point you take away from this session is that each individual's diversity informs how they experience their daily life, because society values people differently, and this can reduce their opportunities and add to their risk."

ACTIVITY 6:**CLOSING AND EVALUATION**

 10 minutes)

1. Tell participants that you have now come to the end of your time together. Ask participants if they have any questions.
2. Thank the group and summarize the discussion using the key points below.
3. Remind them of the next meeting day and time and explain that we will now do a quick evaluation of the session.
4. **ASK:**
 - a. "What did you like best about the session?"
 - b. "What questions would you have liked to ask but did not have the opportunity to ask?"
 - c. "How was this session helpful?"
 - d. "Do you have any other comments or suggestions for improving this session?"
5. Note down the participants' responses. You will need to record them in the post-session monitoring sheet.

**KEY MESSAGES**

It is the responsibility of the facilitator to summarize the ideas shared throughout the session and to pull out some key messages. However, below are additional key messages you can share with the group.

- Diversity among people is part of what makes our lives rich and interesting.
- Diversity can manifest in many ways, and changes from place to place.
- While diversity is an asset in communities and society, social norms related to different identities or factors may be viewed negatively and may put people at greater risk to experience harm.
- It is important that we think about how we can more actively encourage and value diversity in our everyday lives.

SESSION 2:

POWER AND DIVERSITY

Duration:

Approximately 2.5 hours

OBJECTIVES:

By the end of the session, participants should be able to:

- ✓ Understand what power is and different types of power.
- ✓ Reflect on who has more or less power in their communities.
- ✓ Name systems of power that affect daily life and full realization of every person's potential.

SESSION OVERVIEW:

Session Activity	Time
1 Welcome and Reflections on the Last Session	⌚ 15 m
2 Understanding Power	⌚ 30 m
3 Who Has the Power?	⌚ 45 m
4 Power and Identity	⌚ 45 m
5 Closing and Evaluation	⌚ 10 m

MATERIALS REQUIRED:

- 📌 Green and red paper, or green and red paint

PREPARATION REQUIRED:

- 📌 Prepare green and red cards; you may use green or red paper cut into smaller pieces or you may choose to color or paint paper in advance.

POSSIBLE SESSION MODIFICATIONS:

No session modifications are available for this session.

ACTIVITY 1:

WELCOME AND REFLECTIONS ON THE LAST SESSION

⌚ 15 minutes

1. Welcome participants to the second group meeting of this module. Make sure you show a lot of enthusiasm about being there.
2. Review the key messages from Session 1. **ASK:**
 - a. "What questions or thoughts do you have about what we discussed last time?"
 - b. "What is one thing that stuck in your mind from the last session?"
3. Thank participants for sharing and move to the next activity.



HELPFUL TIPS!

This activity is taken from the Safe at Home and EMAP curricula. If participants have already received the Safe at Home Foundations curriculum, you may wish to omit this activity and simply remind participants of definition of power and types of power through a verbal discussion.

ACTIVITY 2:

UNDERSTANDING POWER⁸

⌚ 30 minutes

1. **ASK:**
 - a. "What is power?"
2. Explain what power is. (You can also write the definition of power on a flip chart for those with higher literacy participants.) **SAY:**
 - a. "Power is the ability to influence or control people, opportunities, or resources."

⁸ Adapted from Naker, D., & Michau, L. (2004). Section one: Becoming aware of gender and rights. In Rethinking Domestic Violence: A Training Process for Community Activists, p. 24. Raising Voices. Retrieved from <https://bit.ly/3uohYAD>

3. ASK:

- a. "What types of power are there?"

4. Explain that power can be used in different ways; it can be used for good, but it can also be abused.**5.** Tell participants that you will be reading them scenarios, and you want them to tell you whether they think the examples demonstrate good uses of power or bad uses of power. Make sure to adapt the good and bad power scenarios to your context.**6.** Give each participant a card that is green on one side and red on the other side.**7.** Ask participants to hold up the green side if the type of power described is good, and the red side if the type of power is bad.**GOOD AND BAD POWER SCENARIOS**

- A woman needs to feed her children but does not have enough money. A merchant says that he will forgive her credit at the store if she gives him a sexual favor in the backroom. (This is a bad use of power.)
- A young man stands up in the bus and allows an older woman to take his seat. (This is a good use of power.)
- Community leaders insist that persons with disabilities should be consulted in all community planning activities. (This is a good use of power.)
- After a flood, families from the dominant ethnic group help rebuild the school that is primarily used by children from the minority group. (This is a good use of power.)
- A wealthy man builds a public library and playground for the community to use. (This is a good use of power.)

8. After each scenario, discuss why the type of power is good or bad. If working with a higher literacy group, participants can be divided into smaller groups, and each group can be given a scenario to discuss and then share out their responses.**9.** After discussing the scenarios, review the different uses of power. If working with a high-literacy group, you should write the types of power on a flip chart.

- a. **Power To:** This can be used to help others, bring about change, or expand opportunities.
- b. **Power With:** This can be used to help others and to work together on common goals.
- c. **Power Over:** This is a bad use of power, when people use power to control others – either by threatening them, denying them opportunities, or hurting them.

10. Conclude the activity by asking participants the following questions. **ASK:**

- a. "Do all people in the community have the same amount of power?"
- b. "How do you know if someone has power?"

ACTIVITY 2:

WHO HAS THE POWER?

🕒 45 minutes

1. Begin the activity by explaining that we are going to talk more about power, who has power, and who doesn't and we will fill out a "Power Chart."
2. Explain that the goal of this activity is not to blame anyone for having power, but to reflect on how power, when we don't think and act upon it consciously, can play a role in hurting people who have less power in society, **SAY:**
 - a. "It's important to remember that we all have power, but some groups have more power than others. For example, in most societies, children cannot vote until they become adults, usually around age 18. In this way, adults have more power because they can make laws that affect children."
 - b. "Sometimes we see that a group with power hurts people who have less power, and they do this regularly and systematically. This is called oppression. This is a problem because systems of oppression make sure that everyone's needs aren't met. They favor some groups over others."
 - c. "Now we are going to think about different groups in society who have power, and who they have power over. We know that this exercise may be based upon generalizations, and individuals may have more or less power based on their circumstances. In some cases, some people may have more power in some ways, and less power in other ways."
3. Draw the following table on a flip chart.

Power Group	Less Powerful Group	Examples	System of Oppression

4. Ask participants to first list all the groups that are powerful in society. **SAY:**
 - a. "What groups do you think are most powerful in our community or society?"
5. Note down participants responses. Here are some examples for your own reference: white people, men, people without disabilities, people who are heterosexual, rich people, adults, people from [dominant language group], etc.
6. After you have listed all the powerful groups in the context, **ASK:**
 - a. "Let's go back through this list, who does each group in the first column have more power than?"
7. Capture participants' responses and list them in the second column. Ask for examples of how this plays out/what it looks like. Place the examples in the third column, labeled "Examples."

⁹ This activity is adapted from the "YouthPower Curriculum" Lesson 7. https://cchealth.org/tobacco/pdf/youth_power_complete.pdf

8. Explain that we will now look at the last column called “System of Oppression.” **SAY:**

- a. Now we will look at the “System of Oppression.” A system of oppression is simply labelling the type of power, and in this case it is always “power over.”

9. For the “System of Oppression” column, you may need to list the system of oppression as this may be new to participants. Please see below example of filled in chart.

Power Group	Less Powerful Group	Examples	System of Oppression
White people	Anyone that is not white	People who are born with lighter skin are considered more beautiful.	Racism
Men	Women	Women earn less than men, or women are physically beaten by men	Sexism
People without disabilities	People with disabilities	People without disabilities don’t have to worry about going up and down stairs or how they will access a particular space.	Ableism
Heterosexual people	People of diverse sexual orientation	Heterosexual people can be open with their partner (in some places) or do not have to hide.	Heterosexism
Rich people	Poor people	Rich people can afford better healthcare or access to better schools for their children.	Classism
Adults	Children	Adults can make decisions about their lives, while many children are not expected to be involved in decision-making in their families.	Ageism
People who speak [dominant language]	People who do not speak [dominant language]	People who speak the dominant language have information more widely available to them.	Mono-linguism

Description of Each System of Oppression

- **Racism:** The system that gives white people power and privilege at the expense of people of color.
- **Sexism:** The system that gives men/boys power and privilege at the expense of women/girls.
- **Ableism:** The system that gives power and privilege to able-bodied people at the expense of people with disabilities.
- **Classism:** The system in which wealthy people have privilege and maintain wealth at the expense of the working class, low-income, and poor people.
- **Heterosexism:** The system that gives heterosexuals power and privilege at the expense of lesbian, gay, bisexual, transgender, and queer people.
- **Ageism:** The system that gives adults power and privilege at the expense of children and youth, and also younger adults power and privilege at the expense of older persons.
- **Mono-linguism:** The system that gives people power and privilege at the expense of people who do not speak that language.

10. After you have completed the chart, **ASK:**

- a. "What do you think the purpose of this activity is?"
- b. "What different parts of your identity have influenced your experience with power?"

11. SAY:

- a. "Differences in identity such as race, religion, sexual orientation, gender, etc., separate us into groups. Some groups have power over others. That doesn't mean that power is inherently bad, or that all people in the group are bad. It simply means that those who have power need to think about how they use their power to make the world a welcoming place for all."
- b. "Power is important to our discussion about diversity, because as we talk about valuing all people equally because they complete our human rainbow, we need to acknowledge how some people may face challenges because of having less power, or because those in powerful groups, use their 'power over' rather than their 'power with' or 'power to.' Again, this is not to blame anyone, but to acknowledge and recognize the different experiences people have."

ACTIVITY 3:

POWER AND IDENTITY

 45 minutes



HELPFUL TIPS!

It is recommended to contextualize the stories based on groups with more power in your context.

- 1.** Explain that in this activity we are going to think more about power and identity, and how this affects us all.
- 2.** Explain that participants will be divided into three groups and each group will receive a case study to discuss.
- 3.** Explain that participants should discuss the following questions after reviewing the case study.
 - Who has power in this story?
 - What power groups does the main character in the story belong to?
 - Which less powerful groups does the character in the main story belong to?
 - What type of power are they using in the story?
 - Are they using their power for good or for bad?
 - How would you suggest they use their power better?



CASE STUDY 1:

George is 36-year-old man. He works as a farmer and daily wage earner. He walks several kilometers each day to get to his fields. He struggles to make enough money for his family. He has a wife and two children. When he is very tired, he often gets short tempered with his children and hits them, and he yells at his wife, too. George is a member of the community council. At the last council meeting, George and his colleagues voted to build a new community garden, and the organization of persons with disabilities insisted that the garden must be designed for everyone. George agreed and voted to have the group join the small planning committee.

Answers to the questions (to be shared if not mentioned in discussion):

- *Who has power in this story?*
George has the power.
- *What power groups does the main character in the story belong to?*
He belongs to the following power groups: persons without disabilities, men, heterosexuals.
- *Which less powerful groups does the main character in the story belong to?*
He is poor.
- *What type of power are they using in the story?*
They are using “power with” and “power over.”
- *Are they using their power for good or for bad?*
It depends; George used his power with to support persons with disabilities, but he also used his power over to hurt his children and wife.
- *How would you suggest they use their power better?*
George needs to stop hurting his children and wife and finding ways to manage his stress. George also has less power than others because he is not rich.

**CASE STUDY 2:**

Geraldine is a 17-year-old girl who lives with her father and two younger brothers. Her mother passed away some years ago. Geraldine is a top student and has won a scholarship to attend a university in the capital. However, Geraldine's father tells her she cannot go because Geraldine has a disability that makes it difficult for her to walk, and there will be no one to help her in the new town. Geraldine feels sad, like the one opportunity she's been given has been taken away.

Answers to the questions (to be shared if not mentioned in discussion):

- *Who has power in this story?*
Geraldine's father has the power.
- *What power groups does the main character in the story belong to?*
It is difficult to identify the power groups.
- *Which less powerful groups does the main character in the story belong to?*
She is a young person, female, and a person with a disability.
- *What type of power are they using in the story?*
Geraldine's father is using “power over.”
- *Are they using their power for good or for bad?*
Geraldine's father is not intending to hurt Geraldine, but yet he is, by denying her opportunity.
- *How would you suggest they use their power better?*
Geraldine's father could set up a discussion with his daughter about how they could plan for support while she's away at university.



CASE STUDY 3:

Joachim is a 27-year-old man who has been displaced to a new country due to fighting in his home region. Joachim is a gay man, and he has found a partner he loves very much in the new city. However, Joachim is struggling to get a job and feels very bad that his partner has to support him. Although Joachim has a college education and is well qualified for many jobs he applies for, employers often say things like “We don’t want to hire a gay refugee here!”

Answers to the questions (to be shared if not mentioned in discussion):

- *Who has power in this story?*
Potential employers have the power.
- *What power groups does the main character in the story belong to?*
He is male and a person without a disability.
- *Which less powerful groups does the main character in the story belong to?*
He is a refugee and is not heterosexual.
- *What type of power are they using in the story?*
The employers are using “power over.”
- *Are they using their power for good or for bad?*
The employers are using their power over Joachim by denying him opportunity because he is gay and a refugee.
- *How would you suggest they use their power better?*
They can allow Joachim a chance to prove himself in a new job.

4. Invite each group to present their case study and their responses to the questions.

5. Debrief each case study with the entire group using the guidance notes above.

6. After you have discussed each case study, **ASK:**

- a. “Why do you think we did this activity?”

7. **SAY:**

- a. “We did this activity to think about how we may experience harm based on different systems of oppression.”
- b. “It’s important to remember that every individual has their own power equation and may experience more or less oppression depending on various aspects of their identity.”
- c. “Just because a person is oppressed in one area, this does not mean we excuse the harm that that person or those people can cause to others.”
- d. “Everyone plays a role in the systems of power and oppression. Everyone has some power, but it is how we use that power that counts.”

8. **ASK:**

- a. “How does this discussion relate to our prior sessions on diversity?”

9. Collect participants responses and SAY:

- a. "We all experience the world differently because we are diverse. However, we all deserve to have the opportunity to reach our full potential. Certain people are systematically denied these opportunities because of some aspect of their identity. However, we can change this by acknowledging the power we have and working to use 'power with.'"

10. Ask participants if they have any questions and close the discussion.

ACTIVITY 5:

CLOSING AND EVALUATION

 10 minutes

- 1.** Tell participants that you have now come to the end of your time together. Ask participants if they have any questions.
- 2.** Thank the group and summarize the discussion using the key points below.
- 3.** Remind them of the next meeting day and time and explain that we will now do a quick evaluation of the session.
- 4. ASK:**
 - a. "What did you like best about the session?"
 - b. "What questions would you have liked to ask but did not have the opportunity to ask?"
 - c. "How was this session helpful?"
 - d. "Do you have any other comments or suggestions for improving this session?"
- 5.** Note down the participants' responses. You will need to record them in the post-session monitoring sheet.



KEY MESSAGES

It is the responsibility of the facilitator to summarize the ideas shared throughout the session and to pull out some key messages. However, below are additional key messages you can share with the group.

- There are three types of power, only one type of power is bad, "power over."
- Our different identities affect how we can access power, whether we have more or less power than other groups.
- Having power in and of itself is not bad; it is the systems of oppression that link to it that cause harm.
- If we value diversity, we will seek to even things out so that all people can experience life fully.

SESSION 3:

DISABILITY AS PART OF THE HUMAN RAINBOW

Duration:

Approximately 2.5 hours

OBJECTIVES:

By the end of the session, participants should be able to:

- ☒ Understand what the term “disability” means.
- ☒ Reflect on their own attitudes towards persons with disabilities.
- ☒ Understand what constitutes a social and rights-based approach to inclusion.

SESSION OVERVIEW:

Session Activity	Time
❶ Welcome and Reflections on the Last Session	⌚ 15 m
❷ What Do We Mean by Disability?	⌚ 45 m
❸ Let's Vote!	⌚ 45 m
❹ Different Realities/Virtual Realities	⌚ 30 m
❺ Closing and Evaluation	⌚ 10 m

MATERIALS REQUIRED:

- Flip chart
- Markers
- Crayons
- Stickers
- Colored A3 paper or post-its (three different colors)
- [Annex 3: Elephant Drawing](#)
- [Annex 4: Cut-out Glasses](#)
- [Annex 5: Models of Disability](#)

PREPARATION REQUIRED:

- ☒ Have a picture of an elephant drawn on flip chart paper/on the wall.
- ☒ Print enough copies of Annex 4 for each participant and cut the glasses out in advance.

POSSIBLE SESSION MODIFICATIONS:

No session modifications are available for this session.

ACTIVITY 1:**WELCOME AND REFLECTIONS ON THE LAST SESSION**

⌚ 15 minutes

1. Welcome participants to the third group meeting of this module. Make sure you show a lot of enthusiasm for being there.
2. Review the key messages from Session 2. **ASK:**
 - a. "What questions or thoughts do you have about what we discussed last time?"
 - b. "What is one thing that stuck in your mind from the last session?"
3. Thank participants for sharing and move to the next activity.

ACTIVITY 2:**WHAT DO WE MEAN BY DISABILITY?**

⌚ 30 minutes

1. Open the conversation by showing participants the elephant you have drawn (see Annex 3).
2. **ASK:**
 - a. "What do you see?"
 - b. "What do you notice about the elephant?"
3. Explain that this elephant is indeed an elephant, but it has unique aspects that make it the way it is, and that is true of every person in the world, including persons with and without disabilities.
4. **ASK:**
 - a. "What does the word 'disability' mean to you?"
5. Collect participants' feedback and provide the following definition (you may also wish to write it on a flip chart). **SAY:**
 - a. "Disability is the result of the interaction between a person's health condition, or their impairment, and environmental and attitudinal barriers that hinder their participation in society on an equal basis with others."¹⁰
 - b. "An impairment is a problem in the body's structure or function."¹¹ Impairments may be physical, intellectual, psychosocial, and sensory."
 - c. "Barriers are obstacles that block people from participating fully in daily life."

¹⁰ Adapted from the Convention on the Rights of Persons with Disabilities, Article 1. There is no universally accepted definition of disability.

¹¹ World Health Organization (n.d.) Health Topic: Disabilities. <http://www.who.int/topics/disabilities/en/>

- d. "Here are some examples of impairment you may have experienced. You may have sprained your ankle, causing you to adapt how you walk for a period of time; you may have difficulty seeing more than you did as a child, causing you to need glasses; you may need crutches after you break your leg; or you may not be able to communicate when you have an infection in your throat. These are different types of impairments that many of you may have experienced. All of us experience impairment at some point."
- e. "Now, let's talk about interaction with the environment. If you broke your ankle and you have to walk 5 kilometers to work every day, that would make the broken ankle challenging. It is not the reality of the impairment that causes the problem; it is how that impairment manifests within each individual's everyday circumstances. So, to take this example further, having a broken ankle would not pose any problem for a person who has to travel 5 kilometers to work every day if they had access to public transport and didn't have to walk. It is the fact that there is no public transport that makes it a problem. Public transport is something that exists in the environment; it is not inherent to the individual. And this type of circumstance is usually short term; hopefully you will fully recover and again have access to all the same opportunities as others."
- f. "Let's take another example. Suppose you are a teacher and you need to read lesson plans every day, but you have started to lose some of your eyesight. This is not a problem when you have access to glasses. It becomes a problem when there is no glasses store nearby, and/or no glasses available at a reasonable price. The problem is not about the person, but about the obstacle in their environment."
- g. Let's take this example further. What if the headmaster won't give you time off to go get your glasses, or believes that you will no longer be able to teach if you lose your eyesight? The headmaster's attitude will also be an obstacle for you to continue your work."
- h. "So, when the people we described face negative attitudes, and don't have access to public transport, or can't get glasses, this is called a 'barrier.' We will talk more about barriers later."
- i. "A person with a disability is someone who has a long-term impairment that interacts with various barriers to hinder their full and effective participation in society."
- j. "It is important to remember that persons with disabilities are not a homogenous group; they have different capacities and needs and contribute in different ways to their communities. Persons with disabilities may have one or more different types of impairments."

6. ASK:

- a. "Does anyone know the different types of disabilities that exist?"

7. Collect participants different responses and explain the four main types of disability, SAY:

- a. "There are four main types of disability. They include physical, sensory, intellectual, and psychosocial."

8. Ask participants to give examples of a physical disability.

9. SAY:

- a. "A physical disability relates to difficulty moving. When you think of a person with a physical disability, you might think of people who use wheelchairs or other devices, you may think of people who have challenges in using one part of their body, such as an arm or leg, or it may be people who cannot move."

10. Ask participants to give examples of a sensory disability.

11. SAY:

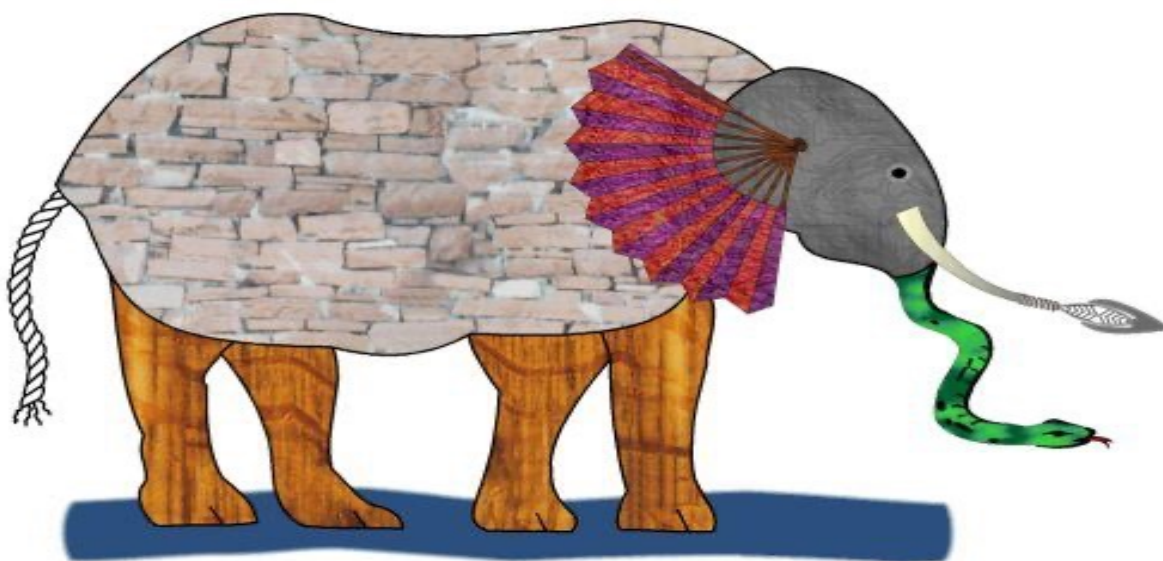
- a. "A sensory disability is usually related to sight and hearing. You may think of people who are blind or partially sighted, or those that are Deaf or hard of hearing."

12. Ask participants to give an example of an intellectual disability.**13. SAY:**

- a. "An intellectual disability affects the way someone learns new things, communicates, or retains information."

14. Ask participants to give an example of a psychosocial disability.**15. SAY:**

- a. "A psychosocial disability occurs when a person has a mental health challenge that affects their functioning."

16. Ask participants if they have questions about any of the concepts we have just covered: disability, impairment, barriers, and/or different types of disabilities.**17.** Explain to participants that we will now come back to the elephant that we looked at during the beginning of the activity. Explain that you will now do a short visioning exercise with participants and invite them to get comfortable.**18. SAY:**

- a. "I want you to imagine you are the elephant here (Gesture to the image). Close your eyes for a moment and imagine yourself as this elephant." (Pause for 15 seconds.)
- b. "Imagine you are part of a herd of elephants. What types of challenges would you face?" (Pause for 45 seconds.)
- c. "How would you be viewed by other elephants?" (Pause for 45 seconds.)
- d. "Take one more minute to think about your experience as this elephant." (Pause for 1 minute.)
- e. "Come back to us here in the room, and slowly open your eyes."

19. Invite participants to share their experiences imagining themselves as elephants. **ASK:**
 - a. "What are some of the barriers you uncovered going through the world as this unique elephant?"
 - b. "How did the other elephants react to you?"
20. Invite participants to reflect upon what this visioning activity has to do with the discussion on disability.
21. Summarize the activity with the following key points:
 - a. "We had an elephant with very different parts that all made the whole of an elephant. That is the beauty of diversity!"
 - b. "However, some other elephants may not have thought that you were a 'right' elephant because your trunk was a snake and it may work differently than their trunks. This is a challenge with attitudes, or attitudinal barriers."
 - c. "We may have thought that the elephant couldn't move because his body was made of bricks. When in fact, he just needs another way to move around."
 - d. "There are so many positive, unique things about the elephant but sometimes we cannot see it because we want all elephants to look and do the same things. Let's celebrate this elephant and value him/her for who they are."
22. Close the activity by asking if there are any questions and then move on to the next activity.

ACTIVITY 3:

LET'S VOTE!

🕒 45 minutes



ADAPTATION: For participants with difficulty seeing or who are blind, make sure to describe out loud the number of "strongly agrees," "agrees," "disagrees" and "strongly disagrees" for each statement. You may also consider using found objects such as rocks, flowers, sticks, etc. that people can use to indicate agreement or disagreement.

1. Walk around the room and pass out four different color post-its or pieces of paper to each participant. Explain that each color has a signification. For example, blue="strongly agree," red="agree," yellow="disagree," and green="strongly disagree."
2. Explain that we will now do an activity to uncover our attitudes about disability and persons with disabilities.
3. Explain that each facilitator will read a statement and every individual should decide for themselves if they strongly, agree, disagree, or strongly disagree. All participants should decide on which color represents their point of view. Participants should come up and put their color in a box, or alternatively, the facilitators may walk around collecting the colors for each question.
4. Break out the colors and place them on the wall by "strongly agree," "agree," "disagree," and "strongly disagree" signs so participants can see.

5. Ask participants about their point of view, **SAY:**

- "If you strongly disagree, can you tell us about it?"
- "If you disagree, could you share your point of view?"
- "If you agree, could you share more?"
- "If you strongly agree, why did you take this position?"

6. Guide participants through a discussion of each of the statements, making sure to surface the biases behind them. You may choose to select 4–5 statements that reflect attitudes in your contexts.

Statement	Attitudes Behind the Statement
Persons with disabilities are special.	- Some people think that persons with disabilities should be treated differently than persons without disabilities. - When speaking with people with disabilities, you will find that they would like to be treated equally and have the same access to social, economic, and educational opportunities as everyone in the community.
Persons with disabilities are able to fully participate in society.	- People around persons with disabilities may think the person with a disability cannot participate fully in society. - This is an example of an attitude that becomes a barrier for persons with disabilities. The lack of participation in society is caused by the barriers society creates, and not by persons with disabilities themselves.
Children with disabilities should be sent to specialized schools.	- Many people may believe it is better to send a child with a disability to a specialized school that has adapted its learning approach to children with disabilities and that will give children with disabilities an opportunity to interact with each other. - However, sending children with disabilities to a specialized school isolates them from their peers without disabilities, denies them the same opportunities as children without disabilities, and gives the impression that children with disabilities are "other" or a different type of child. Instead, schools can adapt their teaching methodologies, school environments, etc., to serve all children.
Women with disabilities shouldn't get married.	- Some people believe that women with disabilities should not get married because they cannot be a good wives – meaning that they cannot uphold societal expectations around their gender roles. Further, it is believed they would be considered a burden to their partner. - All women, including women with disabilities, have the right to form healthy relationships, defined by mutual respect. If the woman's partner can respect and value her, and if they can use their "power with" to remove the barrier of the expectations of the "gender box," they can have a healthy marriage. In addition, if a woman with a disability chooses to fulfill some of those gender-based expectations because she wishes to do so, adaptations should be made that accommodate her being able to do so.
Women with disabilities shouldn't work.	- Some people believe that women with disabilities do not have the capacity to work or contribute productively to their family and community. This is because of negative attitudes and assumptions relating to both gender and disability. - All persons with disabilities have different strengths and capacities, and all individuals should have the opportunity to explore those.

Statement	Attitudes Behind the Statement
Persons with intellectual disabilities may hurt themselves or others.	• Some people believe that persons with intellectual disabilities do not know how to control their feelings and emotions and may hurt themselves or others. • It is important to take every person as an individual, people with and without disabilities are not inherently violent. In the case of persons with intellectual disabilities, it is important to look at the environment and how various barriers may impact self-expression.
Persons with disabilities are born as a result of bad things they did in their past life or bad things their parents did.	• In cultures that believe in reincarnation or linkages between lives, people may believe that being born with a disability is a punishment from God. • It is important to remember all of the different diversities that exist across humans; this is just one type of diversity – not a punishment from God.
Persons with disabilities should not be allowed at weddings or other celebratory events.	• Some people believe that persons with disabilities bring bad luck. In some places, persons with disabilities may be excluded from important cultural or celebratory events because people believe they represent a bad omen or bad luck. • People with disabilities have the right to participate in their community events. They bring many talents, for example, talents in singing and dancing. Diversity makes our celebrations brighter and richer, just like the human rainbow.
Persons with disabilities can be leaders.	• Often, there is an assumption that persons with disabilities do not possess the right skills or assets to be leaders in society. • But in fact, the challenge is that the space and look of leadership has largely been reserved for men without disabilities, often educated, of higher socio-economic status, and in many places, of lighter skin color. These are barriers to anyone who wants to be a leader but who does not belong to those groups. The truth is that everyone can be leaders in society, and persons with disabilities bring a diverse range of communication styles and problem-solving skills to any role.

ACTIVITY 4:

DIFFERENT REALITIES?

 45 minutes



ADAPTATION: For participants with difficulty seeing or are blind, provide textured materials such as feathers and felt that they can use on their glasses. Also, describe the images in detail as others are looking at them. Provide textured stickers which they can apply to each of the pictures to indicate whether this image is good or bad in their opinion.

1. Pass out cut-out glasses to each participant. Participants to take 5 minutes to decorate their glasses. Have crayons, markers, stickers, and/or other decorations available.
2. Explain to participants that our glasses allow us to see things in different ways, and that's what we are going to do with this activity.

3. Have four big pictures drawn on the wall (see below). You should have flip chart paper and have drawn four big images along the lines of the different models of disability. You may also print the pictures from the annex, or have pictures drawn to fit your context.

Charity Approach



Medical Approach



I WILL RE-DO ALL IMAGES

Social Approach



Human Rights Approach



4. Ask participants to walk around the room and take a moment to look at the pictures.
5. After participants have had a few minutes to look at each picture, **ASK:**
 - a. "What's happening in each picture?"
6. Take a moment to collect participants' responses.
7. **ASK:**
 - a. "What are the differences you saw in these pictures?"

8. Explain that each picture represents the way persons with disabilities are viewed and treated in society.

SAY:

- a. "There are four main ways people think about persons with disabilities. Some people think, 'We need to help those people.'"
- b. "Others say 'We need to fix/cure these people.'"
- c. "However, both of these ways of viewing people with disabilities is inherently hurtful and disempowering. There are other ways people without disabilities can view people with disabilities. For example, they can think, 'We need to remove obstacles for these people.'"
- d. "Or better yet, they can think, 'People with disabilities should be empowered to participate fully in family and community life on the same level as people without disabilities.'"

9. Ask participants to look at the images again, and pose the following question, **SAY:**

- a. "Which images or ways of seeing persons with disabilities support the inherent dignity and value of persons with disabilities?"
- b. "Which images might be hurtful?"
- c. "Which ones would support persons with disabilities in participating in society in the same way as persons without disabilities?"
- d. "Why would it be beneficial to the community if persons with disabilities could participate equally as persons without disabilities?"

10. Explain that each way of thinking that you just described represents four ways of thinking about disability. Write them on a flip chart, using the following language:

Models of Disability

- **Charity** – "We need to help these people."
- **Medical** – "We need to fix/cure these people."
- **Social** – "We need to remove obstacles for these people."
- **Human Rights** – People are empowered to participate."

11. Explain that the medical and charity model are hurtful because they deprive people of their dignity and do not value diversity.

12. Explain that when we talk about supporting people with disabilities, we should be talking about how people with and without disabilities can work together to remove obstacles and promote empowerment.

13. **ASK:**

- a. "What are the types of things persons without disabilities can do to support persons with disabilities in line with the social and human rights way of thinking?"

14. Allow participants to brainstorm ideas and explain that we will continue to talk about it in the next session.

ACTIVITY 5:**CLOSING AND EVALUATION**

🕒 10 minutes

1. Tell participants that you have now come to the end of your time together. Ask participants if they have any questions.
2. Thank the group and summarize the discussion using the key points below.
3. Remind them of the next meeting day and time and explain that we will now do a quick evaluation of the session.
4. **ASK:**
 - a. "What did you like best about the session?"
 - b. "What questions would you have liked to ask but did not have the opportunity to ask?"
 - c. "How was this session helpful?"
 - d. "Do you have any other comments or suggestions for improving this session?"
5. Note down the participants' responses. You will need to record them in the post-session monitoring sheet.

**KEY MESSAGES**

It is the responsibility of the facilitator to summarize the ideas shared throughout the session and to pull out some key messages. However, below are additional key messages you can share with the group.

- Disability is as the result of the interaction between a person's health condition or impairment and attitudinal and environmental barriers that hinders their full participation in society.
- We all have different attitudes about disability, but it is important to reflect on how our attitudes may hurt people with disabilities, and understanding what it behind those attitudes.
- There are four main models of disability- the charity model, the medical model, the social model, and the human rights model. It is important to understand how the medical and charity model hurt persons with disabilities. We must use the social and rights based models.
- People with and without disabilities should have the opportunity to participate fully in family and community life!

SESSION 4:

BARRIERS AND ENABLERS!

Duration:

Approximately 2 to 2.5 hours

OBJECTIVES:

By the end of the session, participants should be able to:

- ✓ Understand what barriers/enablers are and how they affect persons with disabilities full participation in society.
- ✓ Name the types of barriers that exist in society.
- ✓ Reflect on how to break down barriers and translate them into enablers.
- ✓ Reflect on key actions they can take now to build greater inclusion in their family and community.

SESSION OVERVIEW:

Session Activity	Time
❶ Welcome and Reflections on the Last Session	⌚ 15 m
❷ Breaking the Disability Wall	⌚ 90 m
❸ The Power Within	⌚ 30 m
❹ Closing and Evaluation	⌚ 10 - 30 m

MATERIALS REQUIRED:

- Flip chart
- Markets
- A3/A4 paper
- [Annex 6: Barriers Images](#)

PREPARATION REQUIRED:

- Prepare sign with “Barrier Wall” and place it on one of the walls in the room.
- Prepare sign with “Enablers” written on it.

POSSIBLE SESSION MODIFICATIONS:

- No session modifications are available for this session.

ACTIVITY 1:**WELCOME AND REFLECTIONS ON THE LAST SESSION**

⌚ 15 minutes

1. Welcome participants to the fourth and final group meeting of this module. Make sure you show a lot of enthusiasm about being there.
2. Review the key messages from Session 3. **ASK:**
 - a. “What questions or thoughts do you have about what we discussed last time?”
 - b. “What is one thing that stuck in your mind from the last session?”
3. Thank participants for sharing and move to the next activity.

ACTIVITY 2:**BREAKING THE DISABILITY WALL**

⌚ 90 minutes

1. Remind participants of the four different types of disability (see Session 3, Activity 2 for more information).
2. Divide participants according to four types of disability: sensory, intellectual, physical, and psychosocial.
3. Invite each group to take a moment to think about some of the challenges that their group faces in different situations. You may use the following situations as examples, or create your own: going to school, getting a job, going to the market, voting, going to a health clinic.



ADAPTATION: Rather than having groups list barriers, you could choose to have them draw a map of their community with key places most people need to go, e.g., school, work, health center, market. Then have the groups identify the barriers to accessing those places according to their group. Alternatively have a picture library which some people may use to identify and discuss the different types of barriers in their community.

4. Ask participants to write down the challenges they face or you may write down the challenges for them, if working with a low literacy group.
5. Give participants 20 to 25 minutes to reflect together and then invite them to come back together and share what they came up with.
6. Write the term “Barrier Wall” on paper and place it as a title on the wall.
7. As each group shares out the challenges, write each challenge down on a piece of A3/A4 paper and put it on the “Barrier Wall.”
8. After all of the challenges are placed on the wall, explain that we are going to talk about each challenge.

9. Explain to participants that there are four main types of barriers that exist. Place images on the wall and explain what each represents.¹²
 - a. "Image 1: This image represents attitudinal barriers. These are people's negative thoughts and beliefs about persons with disabilities."
 - b. "Image 2: This image represents physical barriers. These types of barriers can be natural or man-made. They may include distance to a location, lack of transportation, inaccessible public toilets, narrow passage ways, staircases, steep slopes, waste and debris, and so on."
 - c. "Image 3: This image represents information barriers. Information barriers exist when information is not made accessible to all people – for example, if the information is not in braille, if the information is not in large fonts, or if it's not presented in the other various ways of depicting messages."
 - d. "Image 4: This image represents institutional barriers. It refers to policies and procedures that discriminate against persons with disabilities – for example, recruitment policies for jobs or policies that require children with disabilities to go to specialized schools."
10. Explain that for each challenge placed on the wall, we will discuss which type of barrier it represents.
11. Go through each challenge and identify the barrier.
12. Reinforce the idea from previous sessions. **SAY:**
 - e. "Disability exists because of barriers in society. But society also has the ability to remove barriers. It is not our job to change a person; it is our job to remove these barriers."
13. **ASK:**
 - f. "What can we do to break down this wall?"
14. Support participants to reflect on what can be done at different levels to break these barriers. For example, they should reflect on what can be done in the home, in community, in the provision of services, and/or at the policy level.
15. Write participants' responses on another wall titled with the word "Enablers." If the term "Enablers" doesn't translate well into the language you are using for facilitation, you may use other terms like "Solutions" or "Strategies."
16. **SAY:**
 - g. "Sometimes it may feel difficult to break down these barriers. Can we think of some of the things we can do ourselves as community members to break down this wall?"
17. Allow 15 to 20 minutes to brainstorm the responses to the above question with participants.
18. As you hold this discussion with participants, make sure to remind them that these are things we can change in the community; it is not about changing the individual. Also remind them that persons with disabilities are also women, men, girls, and boys, affected by attitudes about gender, socioeconomic status, displacement status and so on.

¹² Description of barriers taken from ADCAP training Powerpoint 2017.

ACTIVITY 3:**THE POWER WITHIN**

⌚ 30 minutes

1. Divide participants into groups of 3 or 4 and ask each group to respond to the following question, **ASK:**
 - a. "What power do you have to make a fairer and equal world for all?"
2. Make sure to emphasize that every individual has power in some way, even if it is just over their own thoughts and actions.
3. Give participants 15 to 20 minutes to discuss together; they may also wish to reflect silently as individuals first.
4. Bring participants back together as a group and ask for volunteers to share how they have responded to the question.
5. Close the activity with the following, **SAY:**
 - a. "We all have a role to play in making our community and the world the type of place we want to live in. Don't underestimate your own power!"
 - b. "Thank you for joining me for these three sessions. We have learned about what we call 'disability inclusion'. That is to say we've learned about some of the barriers people with disabilities may face and how we can all work together to address these barriers to make the world a better place for all."
 - c. "There is a lot more to talk about, and you may wish to enroll in some additional session where we can learn about parenting for children with disabilities as well as sessions about specific risks girls and women with disabilities may face to violence. We invite you to join us there."

ACTIVITY 4:**CLOSING AND EVALUATION**

⌚ 15 minutes

1. Tell participants that you have now come to the end of your time together. Ask participants if they have any questions.
2. Thank the group and summarize the discussion using the key points below.
3. Remind them of the upcoming modules.
4. Pass out certificates or other tokens of appreciation for their time.
5. **ASK:**
 - a. "What did you like best about the session?"
 - b. "What questions would you have liked to ask but did not have the opportunity to ask?"
 - c. "How was this session helpful?"
 - d. "Do you have any other comments or suggestions for improving this session or this module overall?"

6. Note down the participants' responses. You will need to record them in the post-session monitoring sheet.
7. Thank participants again for joining you. You may wish to do a closing activity such as a song or a reflection activity, depending on your time and planning.



KEY MESSAGES

It is the responsibility of the facilitator to summarize the ideas shared throughout the session and to pull out some key messages. However, below are additional key messages you can share with the group.

- There are four main types of barriers that exist in society: attitudinal, physical, information, and institutional.
- There are many things we can do to address these barriers; we must start with things we can do.
- Remember the power we all have within to make the world a fair and just place for all – people with and without disabilities!

Iceberg Drawing



Power Walk

MOMO

- ❶ Momo was born with a vision impairment that his parents didn't discover right away because he was such a happy and adaptable baby. Momo has always been a smart boy, and he has lots of friends and playmates as well.
- ❷ Momo excels in school, he is given lots of free time at home to study, and is an excellent guitar player.
- ❸ When Momo starts his second year of primary, something changes. He continues to have challenges seeing and learning in class.
- ❹ Momo comes home from school with his report card. His scores are very low. Momo's parents scold him and beat him.
- ❺ Momo's parents decide he has potential, and decide to get him a special tutor to help him in his classes.

MILLIE

- ❶ Millie was a happy and kind child, but from a young age, she struggled to use language.
- ❷ At age 9 Millie's parents pull her out of school, they determine she is unable to learn, and it is better if she stays at home, and helps with the store.
- ❸ Millie learns guitar, and many people come to listen to her play, she is an exceptional talent.
- ❹ When Millie goes to the market, she is harassed by local men who yell names at her. She feels sad and depressed.
- ❺ One day at the market, a man grabs her, she is so ashamed. Millie thinks her parents will be very angry if she tells them what happened, so she stays quiet.

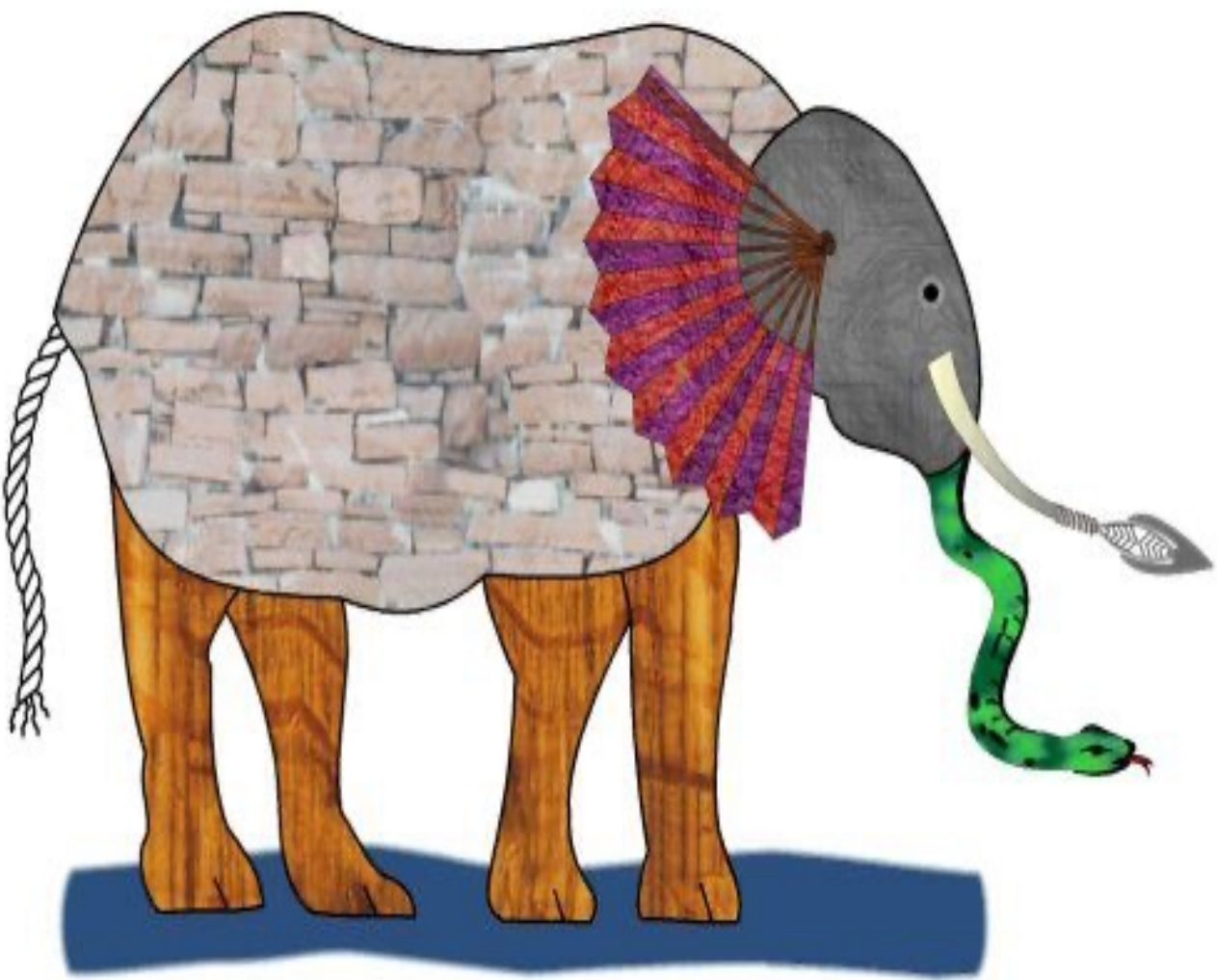
RITA

- ❶ Rita spent most of her happy and long life surrounded by her family. She is very beloved in her community, and known as an excellent seamstress.
- ❷ Rita begins to lose her memory as she is getting older, she feels embarrassed to tell her daughter.
- ❸ As she loses her memory, she finds her son in law increasingly mad at her, calling her names.
- ❹ Rita is sad and depressed, she thinks of hurting herself.
- ❺ Rita wants to talk to her daughter and son-in-law, and one day she finds the courage to do so.

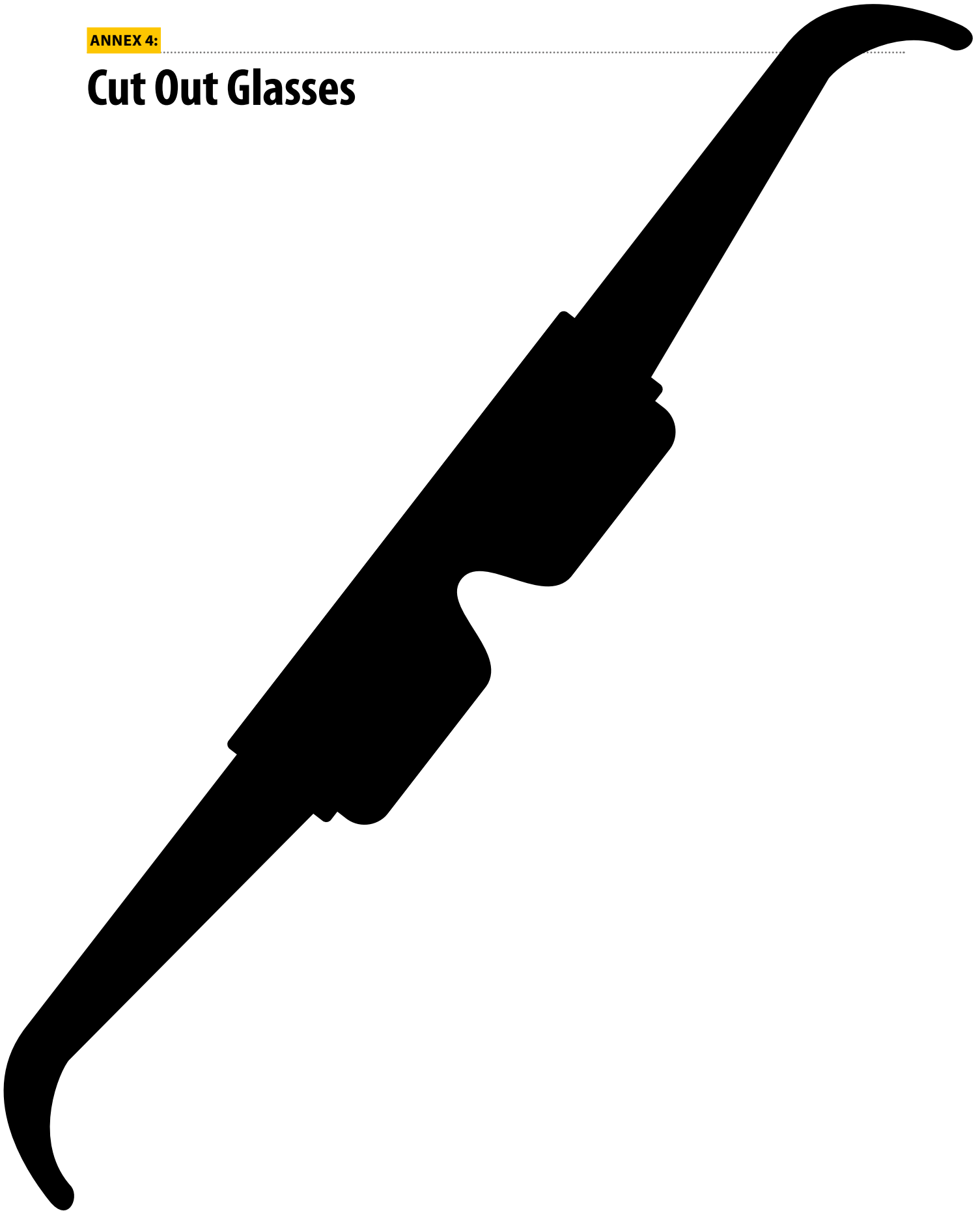
ROGER

- ❶ Roger is the oldest son in a family of 4. He is adored by his parents and three younger sisters. His parents often call him their 'favored child.'
- ❷ Roger does great in school as he has ample time to study after school; the housework is left for his three sisters.
- ❸ Roger is always given the best food in the house because he must grow up to be a strong man and provide for the family.
- ❹ Roger is excellent in sports, he wins a soccer scholarship to spend the summer in the capital with a professional trainer.
- ❺ Roger notices that many girls are interested in him, and starts going out on "dates" to decide who he likes best.

Elephant Drawing



Cut Out Glasses



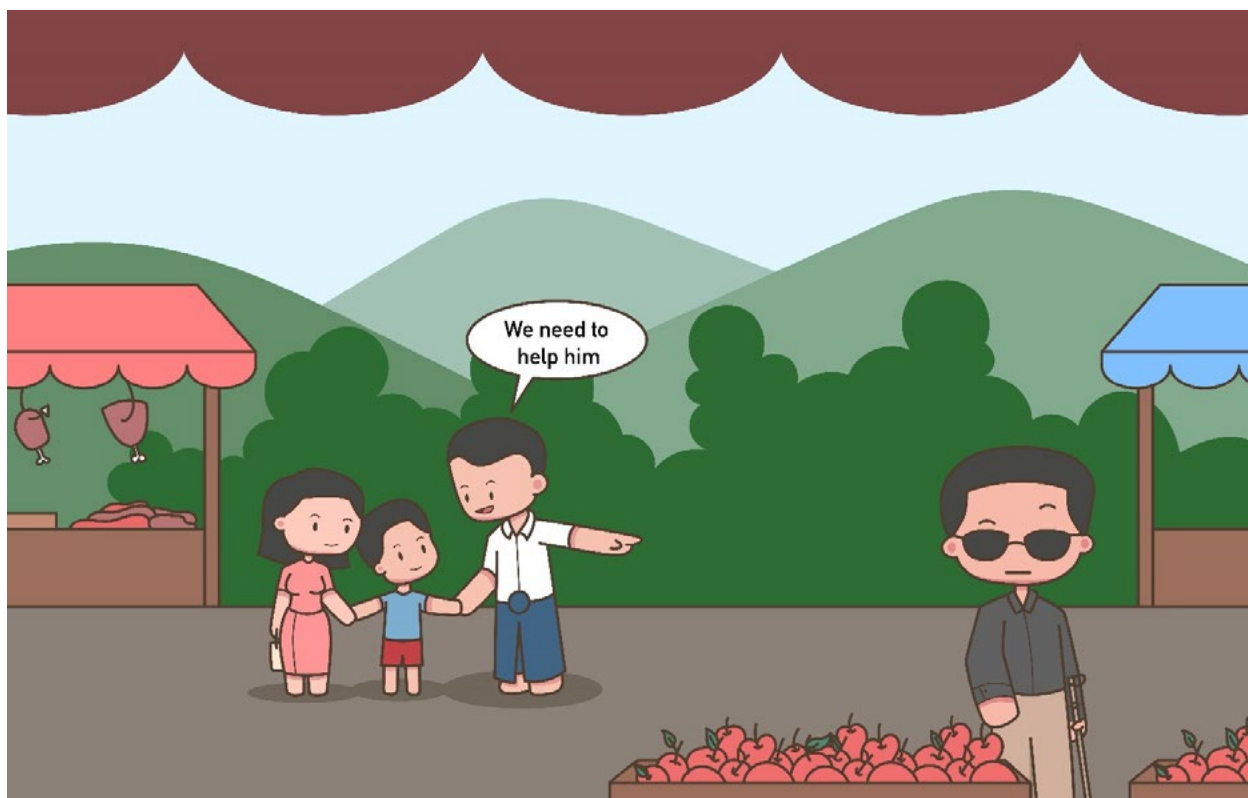
ANNEX 5:

Models of Disability

Medical Model



Charitable Model



Social Model



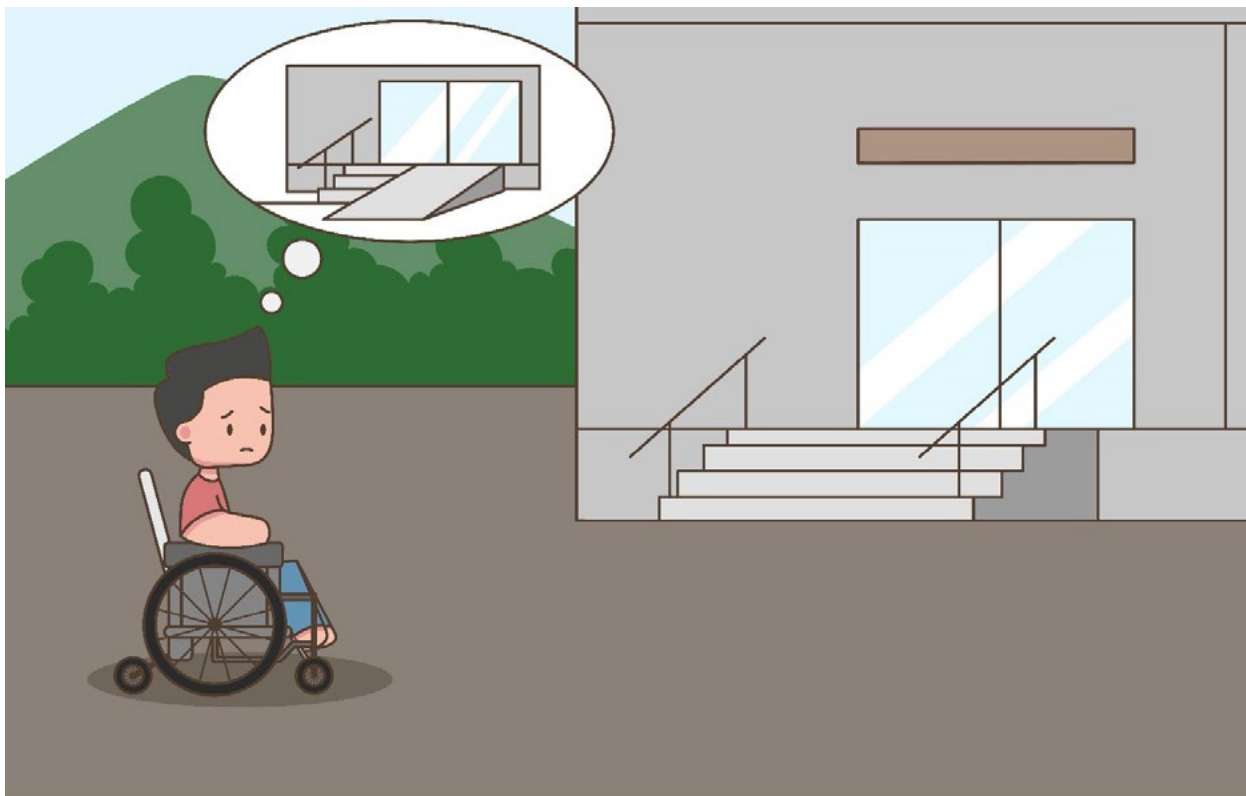
Human Rights Model



ANNEX 6:

Barriers Images

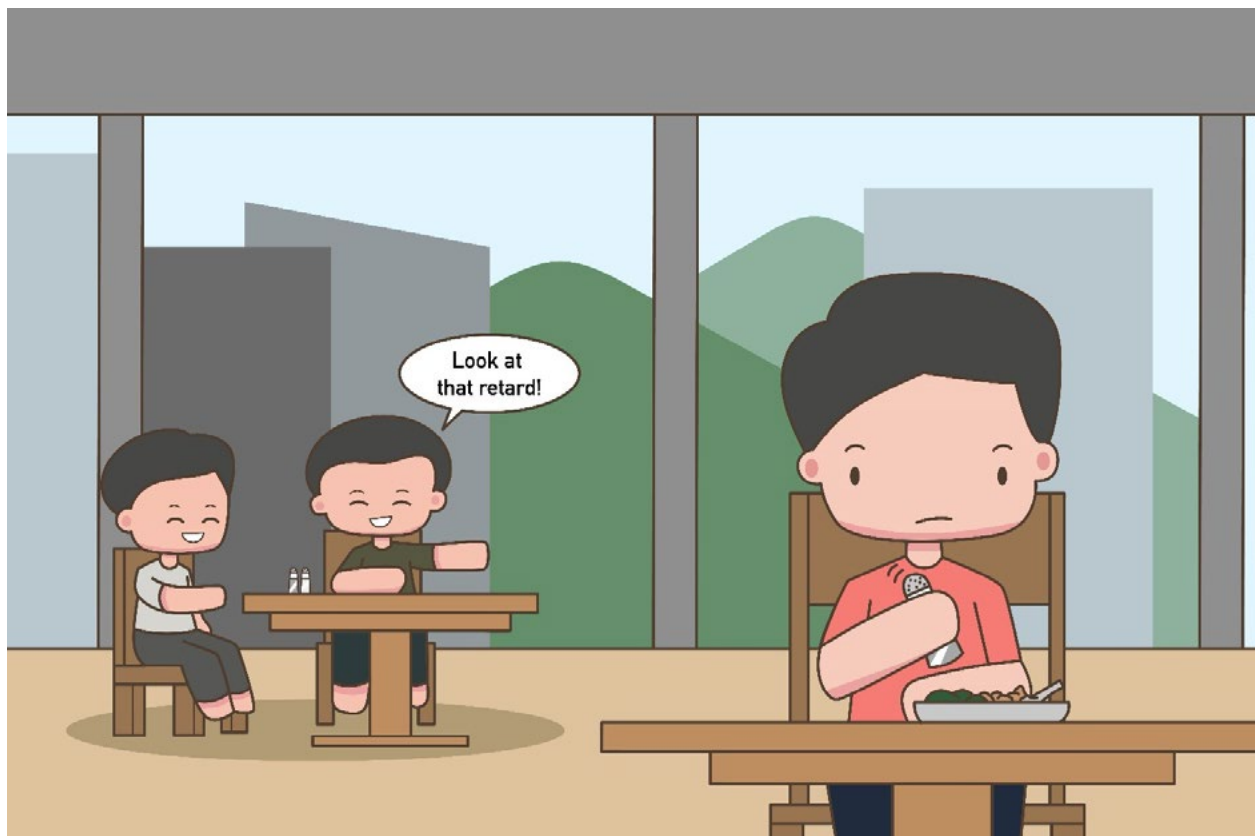
Physical Barrier



Information Barrier



Attitudinal Barrier



Institutional Barrier

