

CHILDREN'S DIALOGUE BOOK ON INCLUSION



A guide to advance inclusive education for
children with disabilities.

This Book is published by:
The Action Foundation with the support of
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The Action Foundation
Nairobi, Kenya.

Acknowledgement

We would like to thank everyone who contributed to the successful content development and design of this Children's Dialogue Book on Inclusion.

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We also extend our deepest appreciation to the head teachers, teachers and Inclusion Club members of our partner schools for their commitment to making the inclusion of children with disabilities in their school environments a reality.

We would like to thank James Chege for volunteering hours towards the design and layout for the book.

We would also like to thank the Open Society Initiative of Eastern Africa for their financial support and guidance in making this publication possible.

Our greatest hope is that through this book, education for all children will be achieved and that it will inspire a generation of young inclusion champions in Kenya and beyond.



Maria Omare
Executive Director
The Action Foundation - TAF

Introduction

Hello boys and girls. Welcome to the Children's Dialogue Book on Inclusion!

Often, children are curious about similarities and differences they notice about one another. The Action Foundation has developed this dialogue book to help you learn about disabilities.

Through fun activities such as simulation experiences using the interactive exhibit, conversations you can experience a day in the life of a child with a disability in order to widen your awareness of disabilities and practice inclusion in class and outside.

For you to benefit most from the activities suggested in this book, be as honest with yourself and others as possible. When you are not sure about anything always ask your teacher.

Have fun as you read the "Inclusion Club Dialogue Book"!

Guidelines on using this dialogue book

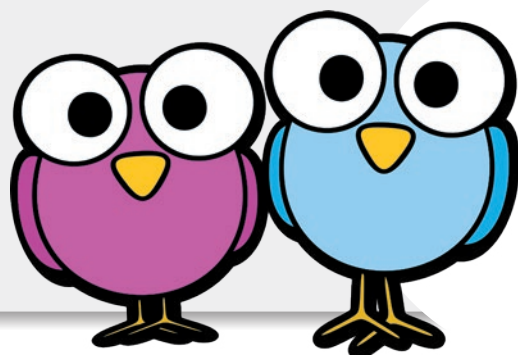
1. **Talking about Sensitive issues:** some sessions have issues that can bring up strong feelings like anger, hurt, sadness, fear, shame etc. These are normal and natural responses to being hurt. You will probably have members in your group who have special needs. Some of them may not want to share in details about their special needs. Plan with your teacher how to handle things such cases if they arise.
2. **Give Choices:** Be sure everyone in the group knows ahead of time that you will be discussing about special needs, and that some people may choose to share personal stories. Let them decide for themselves if they want to share. They can also choose to leave for a short time, or to not speak during some activities.
3. **Confidentiality:** Let your group members know at the start of a session that you will not share their personal information with anyone else. Make sure others in the group agree to this as well!
4. **Hearing others' stories:** Some group members will be affected when hearing about disabilities. Remember, it is normal to feel sad, or even cry, when you hear these stories.
5. **Changing the mood:** You can do activities that get people moving and laughing. Taking a break, or singing a song that people can move to can also help with making sessions lively.
6. **Responding to personal stories:** Don't force anyone to share personal experiences if they don't want to do so. If they choose to share, respect what they have to say, and let them know that you appreciate what they have told the group. They can get support from the group, and they may start to think in new ways about how to deal with their challenges.
7. **Know where to get help:** You need to be aware of places you can get help in case of additional support in solving emerging challenges or issues. To get more information on those places, it is good to inform your teacher in charge of the inclusion club.
8. **Working as a team:** Work with your group members so that you can take turns leading the group, and take a break if you need it.
9. **Creating a safe space:** Make sure that everyone in the group commits to creating safety and respect for all.

Our ground rules

- We will speak one at a time and listen to each other.
- We will begin by giving everyone a chance to say something about themselves.
- We will give a chance to quiet members to speak.
- Everyone must participate in the discussions.
- We will respect each other's opinions and differences.
- We will manage time well by starting and ending on time
- We will always sign after finishing our discussions each week.

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WEEK 1: INTRODUCTIONS AND UNDERSTANDING OURSELVES



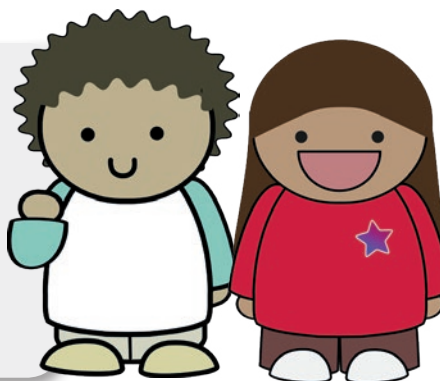
Activity 1: Climate Setting

Aim:

- Introduce each other
- Explain what we will be doing
- Make everyone feel comfortable.

Materials needed: None

Time: 15 Mins



Instructions

Step 1: ASK your group members to get a partner and find out the following from their partners:

- Their name and what they want to be called in the dialogue group
- Something that is special about them, that can help others to remember them (for example, they are good at storytelling or very funny)
- Which class/stream they are in
- What they hope to get from this group.

Step 2: ASK each pair to introduce each other and say what they hope to get from the group

Step 3: REFER to the points highlighted below



POINTS TO REMEMBER: In the coming sessions of our dialogue group we will learn and talk about topics which are important in making children with disability to feel welcome, comfortable, happy, healthy and safe.

Activity 2: My Uniqueness

Aims

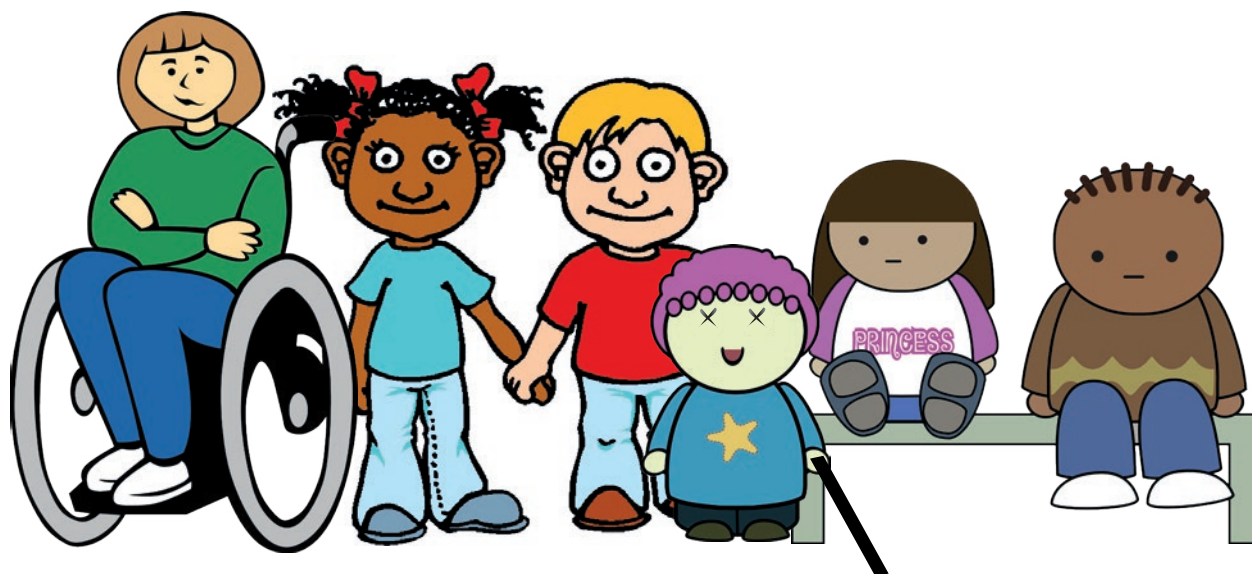
- To know ourselves better
- To understand and accept our uniqueness.

Materials Needed: None

Time: 20 Mins

Instructions

Step 1: In teams of two, look at the following pictures of some boys and girls in Usawa Village.



Step 2: LOOK for what is different about each one of them

Step 3: On your notebook, WRITE down your points

Step 4: SHARE your points with the other group members

Step 5: REFER to the following points

POINTS TO REMEMBER: Everyone is different. Some pupils are tall, others are short. Some have dark skin while others have light skin. Some pupils have long hair while others have very short hair. We come from different families. We live in different houses and we have different friends. Each one of you is special because there is no one else in the world like you. That makes you very special.



Take Away Exercise: With the assistance of your teachers, organize an essay competition. The essays should be based on the theme of respecting individual differences. Each team should present at least 2 essays – the best essays will be rewarded and pinned in the notice board.

WEEK 2: CHALLENGES CHILDREN FACE



Activity 1: Our Experiences at School

Aim

- To discuss our experiences in education

Materials Needed: None

Time: 15 Mins

Instructions

Step 1: In groups of 2s or 3s, ASK group members to DISCUSS the following questions and WRITE down the answers in their notebooks.

- What good experiences do you have at school?
- What made those experiences good?
- Does anyone help in making those experiences good?
- How do they help?

SHARE: Mention your points to the larger group

Step 2: In groups of 2s or 3s, ASK group members to DISCUSS the following questions and WRITE down the answers in their notebooks.

- What difficult experiences do you have at school?
- What makes those experiences difficult?
- Does anyone try to help you in making things better?
- What can be done to improve learning experiences at school?

SHARE: Mention your points to the larger group

Step 3: REFER to additional points below.



POINTS TO REMEMBER: Children experience several good as well as difficult situations at home and as they learn in school. Good situations include; having friends, good teachers and space to play. Some difficult situations may include; problems in getting clean water and healthy food, not getting treatment when we are sick, not getting education, being neglected and being exposed to abuse among others.

Activity 2: Experiences of Children with Disabilities at School

Aim:

- To understand the feelings of children with disabilities at school
- To understand the challenges faced by children with disabilities at school

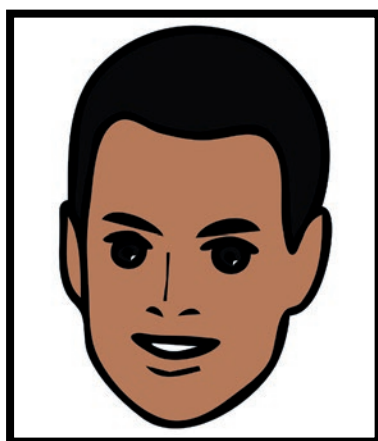
Materials needed: Pencil, ruler, large sheet of paper

Time: 20 Mins

Instructions

Step 1: In groups of 2s or 3s, get a large sheet of paper or open a clean page on your note book

Step 2: DRAW a person's head with eyes, ears, nose and mouth as shown below;



Step 3: EXPLAIN that this is the head of a child with disability from our school.

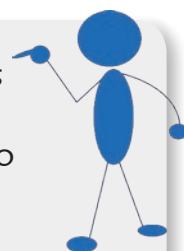
Step 4: ASK them to DISCUSS and NOTE DOWN experiences child with disabilities go through;

- Eyes - what they see in their school that make them happy/sad/worried
- Ears- what they hear in their school that makes them happy/sad/worried
- Mouth: what others say about them in school that makes them happy/sad/worried
- Nose: what is in their environment that makes them happy/sad/worried

Step 5: SHARE all points noted with the larger group

Step 6: REFER to the additional points below.

POINTS TO REMEMBER: Children with disability experience many challenges in as they learn in school. They see how other children are playing without including them and this makes them sad. They hear other children referring to them by labels such as cripple, retarded, blind etc. they smell or feel pollution or dirt in their environment but may not see, move or speak about it.



Take Away Exercise: In your dialogue groups, develop posters with art work and messages that encourage other pupils in your school/class to support children with disabilities in education. The posters will be put in your school notice board.

WEEK 3: WHO ARE THE CHILDREN WITH SPECIAL NEEDS?

Any child who is experiencing difficulties in learning may have special needs. Children who often experience difficulties are: children with disabilities, refugees, very poor children (orphans or street children), gifted and talented children (children who are extremely clever). In this dialogue book, we shall focus more on children with disabilities.

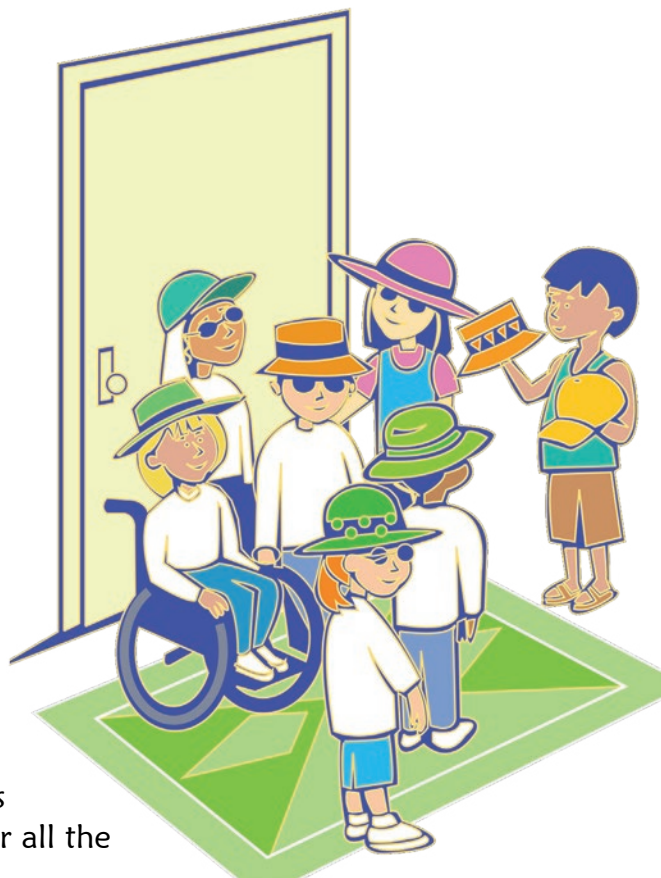
Activity 1: Who are Children with Special Needs?

Aims:

- Explore who children with special needs are
- Know how to help children with special needs

Materials Needed: None

Time: 20 mins



Instructions

Step 1: ASK members to get into groups of 3s or 4s

Step 2: ASK them to read one case study below (or all the others if time allows)

Case Study 1

Mwajuma is six years old. When she was younger her parents thought she was very clever, so they were eager to send her to a nearby school. However things did not go as expected. She has had to repeat class 1. Her teacher Mr. Mwaniki said that she is good in class but that she is lazy and not serious with her class work. She is only serious with the subject that she like. Mwajuma is very good at Mathematics but she is always making mistakes in English. She writes some letters back to front and with many spelling mistakes. Her teacher is often angry with her. He can't understand why Mwajuma is so good at Mathematics and not good at languages. At the end of the year she was not able to write "p" when it is connected with "b" and ended up writing "ban" instead of "pan". She feels sad since other children in her class have left her behind.

Case Study 2

Nekesa is 9 years old and in Standard 2. She was involved in an accident when she was two years old; as a result she is unable to walk. Nekesa uses a crutch to get

around. She sits in the middle row of her class. It is difficult for her to get in and out. At playtime she stays in the classroom alone. Often she calls out loud in class but her friends are too quick to leave the class at break time. At lunch time she is left behind by her classmates and serves food as the last person. The other children are not helpful to Nekesa and this makes her sad.

Case Study 3

Odhiambo was born with a clubfoot and his right hand is weak. He is in Standard 2 at a Bidii Primay school. He has always been very clever and likes to go to school very much, like other children in his village. However, the school is very far from his house and because of his condition, he is unable walk there. His parents see this as a big problem since they cannot afford to pay for his transport to school. One of Odhiambo's friends agreed to be giving him a lift on his bicycle every day. At first some of the pupils used to tease him, but the teacher told them not to do that. Odhiambo is very good in class and he really likes playing football, but because he can't run like the other children he is sometimes left out of their games. This makes him sad.

Step 3: ASK group members to DISCUSS the following questions and WRITE down the points

- a) What are the difficulties faced by each of the children in the stories you have read?
- b) Do you know of any children who have difficulties like the children in the stories?
- c) Do those children go to school? If No why are they not in school?

Step 4: SHARE your points with the larger group

Step 5: REFER to additional points below.

POINTS TO REMEMBER:

Mwajuma has learning difficulties. She is good in mathematics, but has problem with writing some letters. Children who consistently write letters the wrong way round may have a learning disorder called 'dyslexia'. If you are in the same class with such a child, try to understand them. Don't laugh at them

Nekesa is unable to walk. She is good in class but cannot move as fast and play as the other children and so she is left behind in many things such as games. If you know of a child in Nekesa's situation it is good to help them move around and involve them in your games. Don't leave them behind.

Odhiambo cannot walk. This makes it difficult for him to reach school which is far from his home. Children like Odhiambo are able to learn but may end up arriving very late to school or missing school all together. If you know of such a child, try to help them reach school. Don't leave them behind.



Activity 2: What is Disability?

Aim:

- To understand the meaning of disability

Materials needed: Pencil, ruler, large sheet of paper

Time: 15Mins

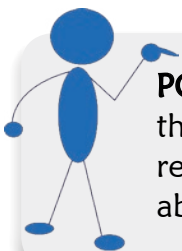
Instructions

Step 1: WRITE the word 'disability' in the center of a piece of paper

Step 2: ASK your group members to think about all different things that come to mind when they hear the word 'disability' and WRITE down in their points

Step 3: SHARE all points with the larger group

Step 4: REFER to the additional points below.



POINTS TO REMEMBER: Disability means the inability to perform an activity in the manner or within the range considered normal for a human being, mostly resulting from impairment. Impairment is any temporary or permanent loss or abnormality of a body structure or function.



Take Away Exercise: with the support of your teachers visit a special school or home for people with disabilities near you and do an act of compassion e.g. sweeping the compound or playing with the children. Each group can send 1 or 2 representatives. Write a brief report of this activity and present it to TAF staff when they visit your

WEEK 4: TYPES OF DISABILITIES

There are many different types of disability. Some are visible and some are hidden. Some people may have more than one disability. It is important to remember that every person with a disability is an individual who will have their own specific experiences and disability-related needs.

In our dialogue discussions for the next few weeks, we shall seek to have a better understanding of the different types of disabilities and the impacts that children with disabilities in our school may experience.

I. Speech Impairment

Aim:

- To know more about speech impairment
- To understand the challenges associated with speech impairment
- To know how to support children with speech impairment

Materials needed: Pencil and notebooks

Time: 35 Mins



Speech Impairment is a disability that keeps a person from being able to speak or make their speech understood. This can be caused by many different disabilities or injuries. Some people with difficulty speaking may use sign language, gestures or small pictures they carry with them.

Activity 1 – In other words

Instructions

Step 1: ASK some of your group members to say one sentence in their vernacular language.

Step 2: ALLOW the rest of the group members try to guess what was said.

Step 3: DISCUSS the following questions and WRITE down your points.

- a) How does it feel when you are not able to understand what is being said.
- b) How do you think children with speech impairment feel when they talk to you but you cannot understand them?
- c) Discuss ways we can make it easier to communicate with them

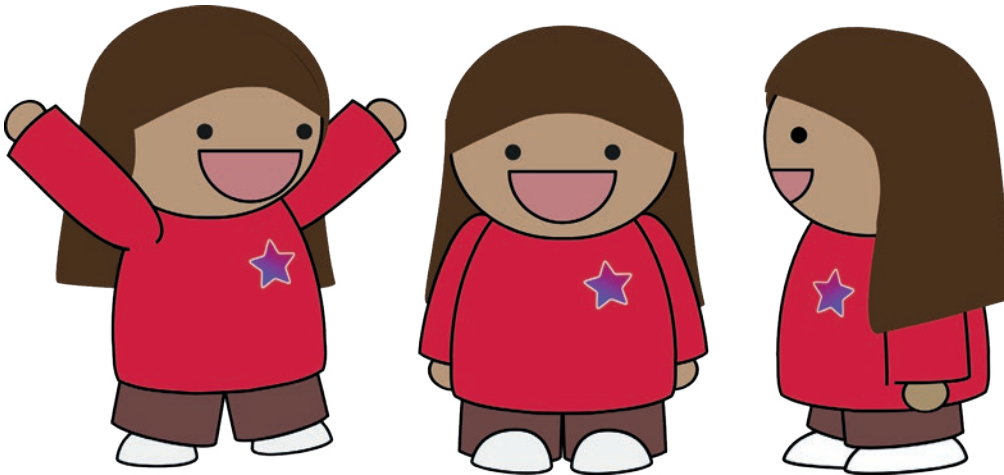
Step 4: SHARE your points to the larger group

Step 5: REFER to the following additional points below.



POINTS TO REMEMBER: It is not easy to guess what someone is saying since they are speaking a different language from what we are used to. It may feel frustrating when you don't understand what they are saying. This is similar to children with disabilities who try to talk to us but since we cannot understand, we ignore them instead of trying harder to make them feel understood. We can look for ways of making it easier to communicate with them for example asking them to write down, being patient and listening keenly to what they are saying etc.

Activity 2 - Without words



Instructions

Step 1: WRITE a simple sentence on a piece of paper, for example, "The cow kicked the milking bucket."

Step 2: SHOW this sentence to 1 group member.

Step 3: The member must explain this sentence to the rest of the group without writing, speaking or using any letters of the alphabet.

Step 4: If you want to give more members a chance to try this activity, here are some suggested sentences:

- I feel sad.
- I want a tooth brush.
- I lost my ruler.
- I want to eat a banana.
- I like reading

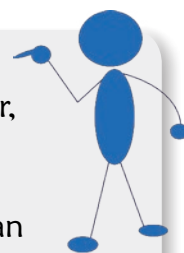
Step 5: DISCUSS in groups of 2s or 3s and WRITE down your points on a notebook.

- a) Was it difficult to communicate using this method?
- b) How can we communicate with someone who cannot talk back to us?
- c) What would make it easier to communicate with them?

Step 6: SHARE your points to the larger group

Step 7: REFER to the following additional points below;

POINTS TO REMEMBER: It is not easy to communicate with signs and gestures since we are not used to that method of communication. However, some people with communication disorders use signs and gestures to communicate with us. Most people feel frustrated when they cannot understand what these people are saying and may give up. However, we can make it easier to communicate with them by learning sign language, asking them to write down what they are trying to say, getting someone to interpret their message to us etc.



Instructions

Step 1: DISCUSS the following questions in groups of 2s or 3s and WRITE down your points.

- a) Which signs indicate that a person with speech impairment has difficulty in learning?
- b) What kind of support can you give them?

Step 2: SHARE your points to the larger group

Step 3: REFER to the additional points below.

POINTS TO REMEMBER:

Signs indicating difficulty

A person with speech impairment may have difficulties with the following actions:

- clearly pronouncing some words
- reading aloud
- speaking at a fast pace
- explaining their opinions or views
- answering or asking questions in class

Support required

We can support them by

- asking them to write down what they are trying to say
- not laughing at them when they cannot read out loud
- repeating to them slowly what you are saying
- being patient with them until they finish what they want to say
- listening keenly to what they are saying to us.



WEEK 5: WHO ARE THE CHILDREN WITH SPECIAL NEEDS?

Aim:

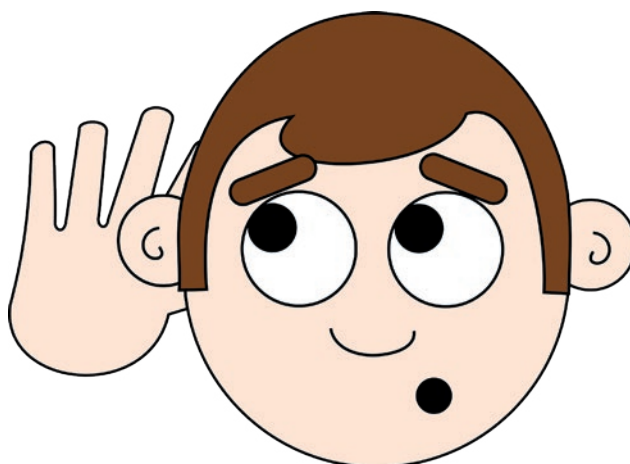
- To know more about hearing impairment
- To understand the challenges associated with hearing impairment
- To know how to support children with hearing impairment

Materials needed: Pencil and notebooks

Time: 35 Mins

A hearing impairment can range from mild hearing loss to profound deafness. People with hearing impairment may use hearing aids, cues from lip-reading, sign language, or a combination to assist with communication. Hearing impairments include everything from not being able to hear certain sounds to being totally deaf. In most cases, a hearing loss doesn't simply mean that sounds are not loud enough. It usually means that sounds are garbled or unclear. A hearing aid may make speech louder, but usually will not make speech clearer.

Activity 1 – Say What?



Instructions

Step 1: ASK your group members to block their ears with their fingers

Step 2: In pairs, ASK them try to have a conversation with each other

Step 3: In groups of 2s or 3s ask them to DISCUSS the following and WRITE down their points.

- Was it difficult to have a conversation with your ears blocked?
- What would make it easier to have a conversation?
- What have you learned about people with hearing impairment?

Step 4: ASK them to SHARE your points to the larger group

Step 5: REFER to the additional points below.



POINTS TO REMEMBER: It is difficult to have a conversation with your partner when your ears are blocked since you cannot hear what they are saying. This is the challenge people with hearing impairment face as they try to have a conversation with us. It would be helpful to them if we all supported them by making it easier to communicate with them e.g. using sign language, lip reading, writing down the message or using simple gestures. Most importantly, we should make an effort to include them and make them feel accepted and understood.

Activity 2: Signs of difficulties in learning and support required

Instructions

Step 1: In groups of 2s or 3s **DISCUSS** the following and **WRITE** down your points.

- Which signs show that a person with hearing impairment has difficulties in learning?
- What kind of support can you give them?

Step 2: **SHARE** your points with the larger group

Step 3: **REFER** to the following additional points

POINTS TO REMEMBER:

Signs indicating difficulty

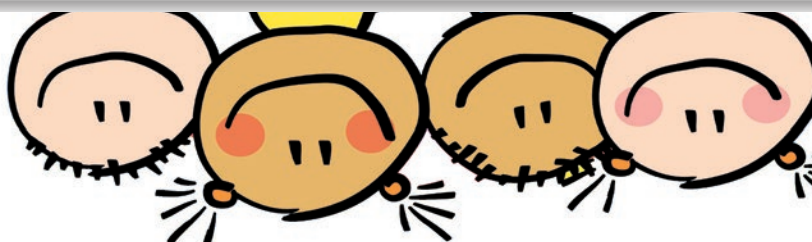
The following signs may indicate difficulties experienced by someone with hearing impairment in learning:

- difficulty in following what others are saying
- watching other people's faces intensely when they are talking
- not reacting as expected to other noise in the room
- asking you to repeat what you just said
- seems to lean closer to a speaker
- asking you to increase the volume of your sound
- not participating fully in class
- asking for more time to complete homework
- wearing hearing aids
- feel alone and have limited interaction leading to reduced interest in class

Support required

We can support them by

- writing down what we are trying to say
- not laughing at them when they cannot hear
- learning sign language so that we may communicate better with them
- being patient with them until they finish communicating through sign language
- involving them in our activities such as play
- Assisting them with homework when required



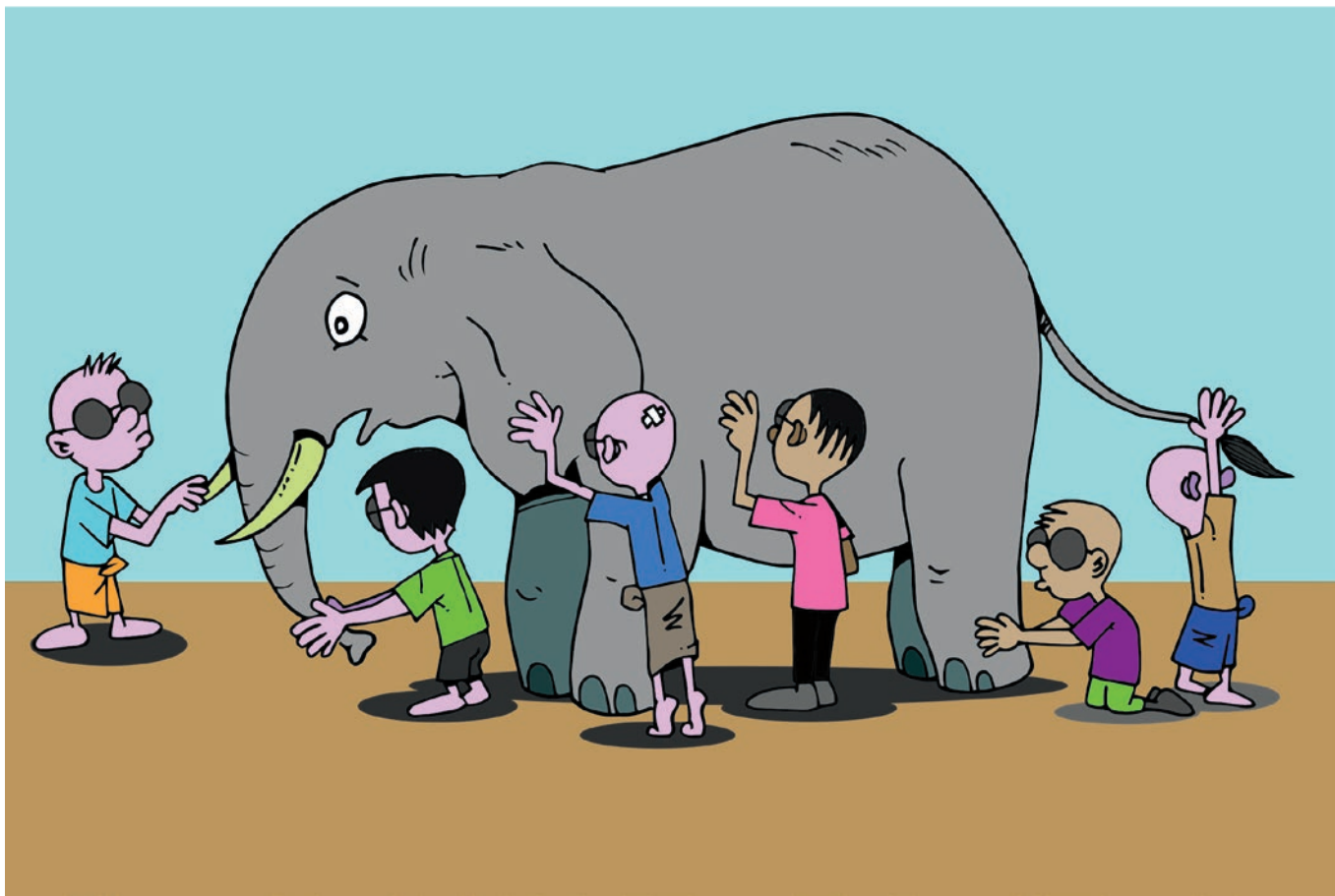
WEEK 6: VISUAL IMPAIRMENT

Aim:

- To know more about visual impairment
- To understand the challenges associated with visual impairment
- To know how to support children with visual impairment

Materials needed: Pencil and notebook

Time: 35 Mins



Visual impairment refers to some degree of sight loss. This can include a range of difficulties up to and including complete sight loss. A person may be born with a visual impairment, or acquire it through an accident, disease or the aging process. A person's vision may be blurred or distorted. Totally blind refers to a condition whereby a person has no vision at all. Legally blind refers to a condition whereby a person cannot see at six meters what someone with normal vision can see at 60 meters, or their field of vision is less than 20 degrees in diameter (normal vision is 180 degrees).

Low vision refers to a severe vision loss in distance and near vision. Color blindness is a condition that means a person can see some colors, or see them differently to other people. The most common colors that people with color blindness have difficulty with are greens, yellows, oranges and reds.

Activity 1 - Blurred vision

Instructions

Step 1: ASK the group members to get into pairs

Step 2: ASK them to try reading to each other from the provided writing with small print.

Making Inclusive Education Work!

Inclusive education is based on the principle that all children learn together, wherever possible, regardless of difference, states a UN report on the right to education of persons with disabilities. By taking into account the diversity among learners, inclusive education seeks to combat discriminatory attitude and create welcoming communities. In this way, says the report, educational systems should no longer view persons with disabilities as problems to be fixed; instead, they should respond positively to pupil diversity and approach individual differences as opportunities to enrich learning for all.

Special schools are often based on the belief that persons with disabilities are uneducable or are a burden on the mainstream educational system. The practice of separating students with disabilities can lead to greater marginalization from society, a situation that people with disability face generally, thus entrenching discrimination.

"Special education is less qualified than mainstream education. Exclusion from the education system is a serious violation of human rights."

Ultimately, inclusive education can lead to better learning outcomes for all children, not just children with disabilities, according to UNICEF. It promotes tolerance and enables

Step 3: In the same pairs, DISCUSS the following questions and WRITE down your points

- a) Was it difficult to read the passage?
- b) What would make it easier to read the passage?
- c) What have you learned about people with visual impairment?

Step 4: SHARE your points with the larger group

Step 5: REFER to the additional points below.

POINTS TO REMEMBER: It is likely that many of us found it difficult to read the passage since it is in small print. It was easier to read when we moved it closer to our eyes. For many people with low vision, this is what they see as they read passages on the blackboard or printed copies. A pair of spectacles with heavy lenses usually helps makes the writings appear larger to enable them to see well.



Activity 2: Signs of difficulties in learning and support required

Instructions

Step 1: In groups of 2s or 3s DISCUSS the following and WRITE down your points

- a) Which signs indicate the difficulties of a person with visual impairment in learning
- b) What ways can you be helpful to someone who has visual impairment?

Step 2: SHARE your points with the larger group

Step 3: REFER to the following additional points



POINTS TO REMEMBER:

Signs indicating difficulty in learning

A person with visual impairment may show the following signs of learning difficulty:

- Inability to write notes
- use spectacles with heavy lenses to see better
- not looking directly at the teacher or the black board
- asking for more time to complete homework
- not participating fully in class
- squinting or rapidly blinking
- holding written material very close to their eyes



POINTS TO REMEMBER:

Support required

We may support them through;

- providing concise directions and instructions,
- pointing out the location of furniture in the room and ensuring that they know where the door is
- assist them in moving from one place to another or crossing the road
- pick up for them things that they drop
- allowing them to use braille in class
- involving them in activities such as play
- allowing more time to move from one place or activity to another
- supporting them in– note taking and homework
- helping them in moving around the school compound
- giving them the first chance to enter or leave the school bus
- helping them to collect their belongings and ensure they are safe
- leveling the school ground and removing physical hazards in the field.
- giving them a seat in the front row of the class (or, closer to the teacher).
- keep the passages and available open spaces in the classroom clear.
- when speaking with them specifically, address her/him by name.
- minimize noise so that students with VI can hear you speak
- ask before helping as they may would rather do certain things for themselves.

WEEK 7: PHYSICAL DISABILITIES

Aim:

- To know more about physical disability
- To understand the challenges associated with physical disability
- To know how to support children with physical disability

Materials needed: Pencil and notebook

Time: 35 Mins

There are a large variety of different physical disabilities, all of which can range from a mild problem to complete immobility. Many people will have more than one disability, such as not being able to use their legs or hands. Physical or mobility impairments can range from the loss of fine motor coordination (that is, in the hands) to partial or total paralysis. Physical disabilities can affect a person's physical functioning, mobility, dexterity or stamina. Sometimes a physical disability is the result of another type of disability, such as neurological or medical.

Activity 1 - In a Wheelchair

Instructions

Step 1: Borrow a wheelchair or a pair of crutches from a nearby special school or institution or see if your school has one.

Step 2: Take turns in using the wheel chair or pair of crutches for different activities like:

- Going from one part of the building to another
- Getting a book off the top shelf/high table in the library
- Playing a game in the playground (soccer, basketball etc.)
- Visit to the toilets
- Being in a group where everyone else is standing up

Step 3: In groups of 2s or 3s, **DISCUSS** the following and **WRITE** down your points

- a) How did using the wheelchair or pair of crutches feel.
- b) What would have made things better?
- c) What have you learnt about children with physical disability?

Step 4: **SHARE** your points with the larger group

Step 5: **REFER** to the following additional points





POINTS TO REMEMBER: Pupils in wheelchairs or crutches are often left out of games or PE. This makes them feel sad and isolated. No one likes to be treated as if they are helpless. If you see someone in a wheelchair don't just do things for them. Ask if they want help first.

Activity 2 - Only one hand

Instructions

Step 1: Have your group members try different activities using only one hand.

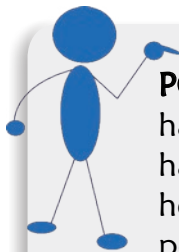
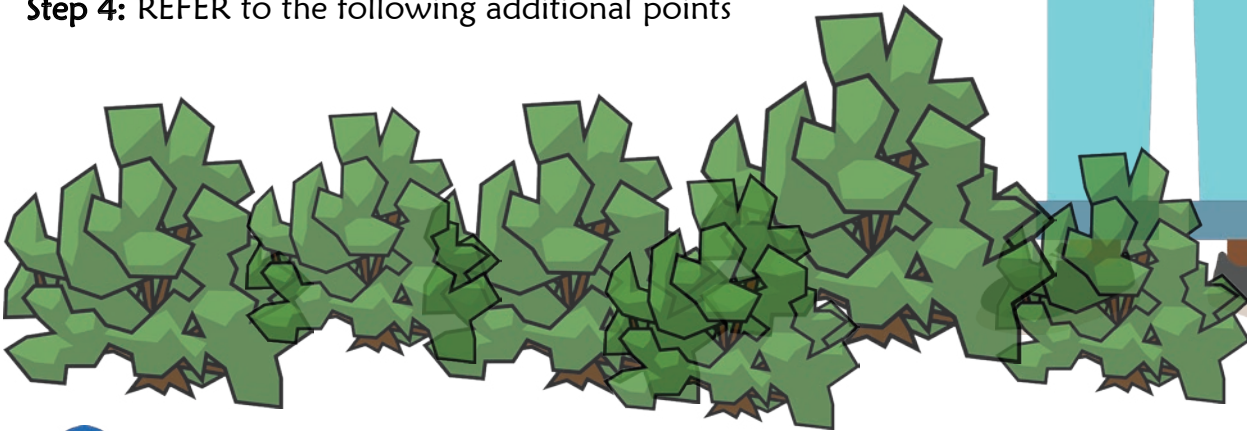
- Tying their shoes;
- Drawing a line using a ruler
- Holding a stack of papers and handing out one at a time; and
- Removing or putting on their school sweater

Step 2: In groups of 2s or 3s DISCUSS the following and WRITE down your points

- Discuss the problems you experienced as you did the above activities.
- What would have made things better?

Step 3: SHARE your points with the larger group

Step 4: REFER to the following additional points



POINTS TO REMEMBER: As you tried to carry out different activities with one hand, you certainly experienced problems since you are accustomed to using both hands. It must have taken a lot of time tying your shoes for example. You needed help from other people who were also too busy with their activities. This is what people with physical disabilities go through day by day. It is important for us to step in and support them where necessary.

Activity 3: Signs of difficulties in learning and support required

Instructions

Step 1: In groups of 2s or 3s, **DISCUSS** the following and **WRITE** down your points

- a) Which signs indicate the difficulties of a person physical disabilities in learning
- b) What ways can we be helpful to someone with physical disabilities

Step 2: **SHARE** your points with the larger group

Step 3: **REFER** to these additional points

POINTS TO REMEMBER:

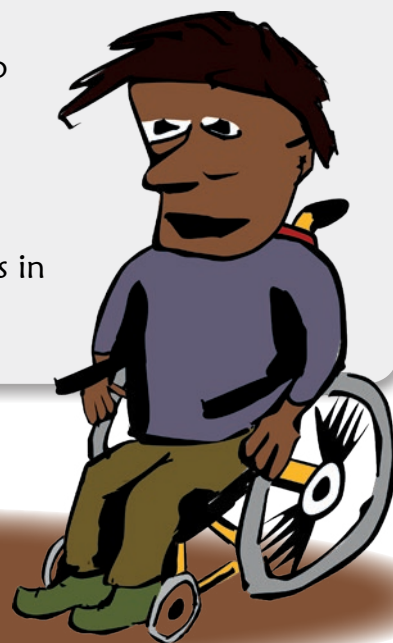
Signs indicating difficulty in learning

A pupil with physical disability may experience the following difficulties in learning;

- arriving late to the class
- unable to stay seated for long in the class
- seem tired and distracted during class
- need more time to complete homework
- unable to attend class due to barriers (for example, stairs)
- unable to write at all or for long periods
- difficulty carrying bags and getting out books and lifting objects in the class
- unable to walk without wheelchair or crutches and miss school if it is far
- may miss school due to hospitalizations or treatment

Support required

- allowing more time to move from one place or activity to another
- providing special desks, chairs, tables and equipment
- supporting them in– note taking and movements
- allowing more time for examinations
- Leveling the school ground and removing physical hazards in the field.



WEEK 8: LEARNING DISABILITIES

Aim:

- To know more about learning disabilities
- To understand the challenges associated with learning disabilities
- To know how to support children with learning disabilities

Materials needed: Pencil and notebook

Time: 35 Mins

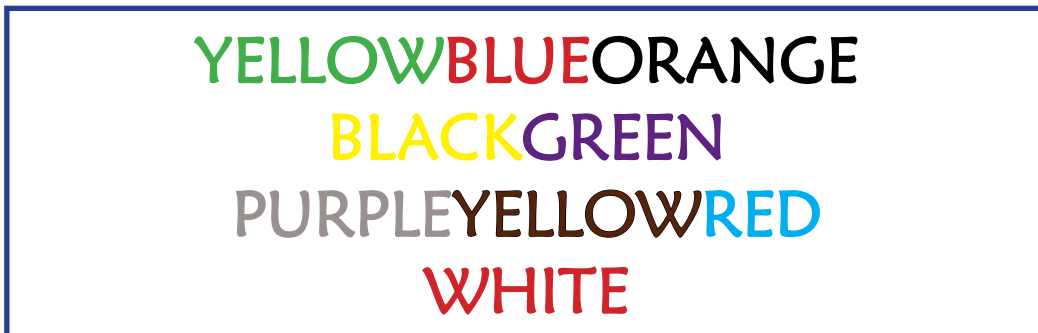
A learning disability refers to weaknesses in certain learning skills. Reading, writing and math are the main ones. A learning disability may affect learning due to the difficulties experienced in processing information but it does not mean that a person cannot learn.

There are many different kinds of learning disabilities and they can range from mild to severe problems. Activity 1 gives a general idea what it is like to have to struggle against what your brain may be telling you. Dyslexia can cause a person to see letters switched around when they read (seeing “balck” instead of “black”, for example). Activity 2 will give you an idea of what this is like.

Activity 1 - Say the Color

Instructions

Step 1: ASK your group members to look at the image provided below.



Step 2: Giving your group members very little time, ASK different members to *read out loud the COLOR the word is written in, not the word itself.*

Step 3: Keep interrupting them by urging them to hurry or tell them “This should be easy for you.”

Step 4: In groups of 2s or 3s DISCUSS the following and WRITE down your points;

- a) How did it feel as you tried to read the colors?
- b) Did being told to hurry help or make it harder?
- c) What would have helped?

Step 5: SHARE your points with the larger group

Step 6: REFER to the following additional points

POINTS TO REMEMBER: It must have felt difficult reading the colors as you were tempted to read the word rather than mention the color. Being told to hurry made it even harder as you felt pressurized. You would have wished to be given more time to differentiate between the word and the color. This is usually the case when persons with learning disabilities e.g. slow learners are trying to catch up with the rest of the class. They require our patience and support so as not to be left behind in learning.



Activity 2 - Backwards

Instructions

Step 1: WRITE a number of different sentences backwards on a piece of paper.

Example:

“ehT kcalb tac tas no ehTtoh nit foor”

“The black cat sat on the hot tin roof.”

Step 2: Giving your group members very little time, ASK different members to read them correctly.

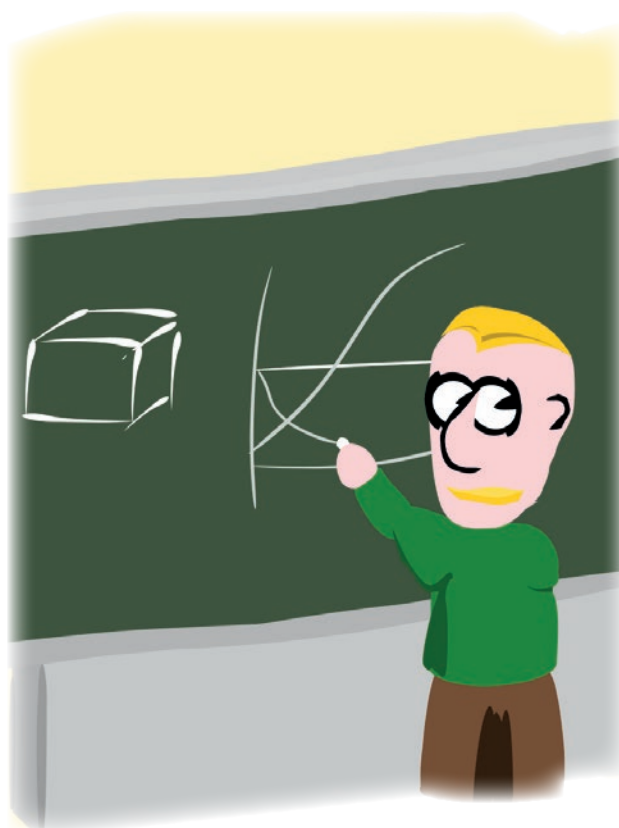
Step 3: Keep interrupting them by urging them to hurry or tell them “This should be easy for you.”

Step 4: In groups of 2s or 3s, DISCUSS the following and WRITE down your points;

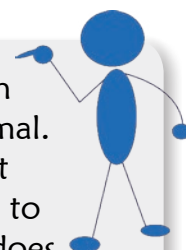
- What were the difficulties faced in reading the sentence?
- Did being told to hurry help or make it harder?
- What would have helped?

Step 5: SHARE your points with the larger group

Step 6: REFER to the following additional points



POINTS TO REMEMBER: Your brain wants to read the actual word. Even when you can make yourself do it correctly, you have to read much slower than normal. This is an example of how difficult it is for pupils with learning disabilities to get through in class. Their brain understands what needs to be done, but they have to struggle to make it come out right. Not being able to do this activity correctly does not mean you are not smart. It just means that your brain wants to do something different.



WEEK 9: INTELLECTUAL DISABILITIES

Aim:

- To know more about intellectual disabilities
- To understand the challenges associated with intellectual disabilities
- To know how to support children with intellectual disabilities

Materials needed: Pencil and notebook

Time: 35 Mins

An intellectual disability describes below-average intelligence level and a lack of skills needed for daily living. This condition used to be called “mental retardation.” When a person has an intellectual disability, it means that they learn slower. Because they learn more slowly, they don’t learn as much as other people might.

Activity 1: French test

Instructions

Step 1: In groups of 2s or 3s, ASK group members to take 5 minutes and READ the “FrenchTest” shown below and answer the questions that follow. Tell them it is an easy test and all the answers are right there in the paragraph. When they complain they can’t do it, tell them to “try harder.”



French Test

Pendant des années la vieille maison sur Main Street était vide. Elle était en mauvais état parce que personne n'y vivait. Les gens étaient tristes que la maison n'était pas habitée. L'année dernière Martha acheta la maison. Elle la remit en état et acheta du nouvel équipement. Elle embellit la maison. Maintenant, il y a un nouveau magasin en ville. Il s'appelle «Chez Martha». Martha ouvrit son magasin il y a deux semaines. Tous les matins elle arrive avant l'aube. Elle fait des biscuits, des tartes, et du pain. On peut sentir les arômes le long de Main Street. La vieille maison est en endroit parfait pour une boulangerie. Les gens sont contents que «Chez Martha» soit ouvert.

Questions

1. De qui s'agit-il dans l'histoire?
2. Que fait Martha?

Adapted from: http://www.edhelper.com/language/French_reading_comprehension_skills401.html

Step 2: In groups of 2s or 3s, DISCUSS the following and WRITE down your points

- a) How it felt to be given a French test and told to “try harder.” Did that help you do it?
- b) How many of you stopped trying when they saw what the test was?
- c) How would it feel if this happened to you all the time, every day?

Step 3: SHARE your points with the larger group

Step 4: REFER to the following additional points

POINTS TO REMEMBER: It must have felt difficult reading the passage since you don't understand French. Being told to try harder made it no easier either. You would have wished to be given a passage in a language you understand like English or Swahili. This is usually the case with a person with intellectual disability trying to catch up with the rest of the class. They require our patience and support so as not to be left behind in learning.



Activity 2: Signs that indicate difficulties in learning and support required

Instructions

Step 1: In groups of 2s or 3s, DISCUSS the following and WRITE down your points

- a) Which signs indicate the difficulties of a person with intellectual disability in learning
- b) What support can we give to a person with intellectual disability?

Step 3: SHARE your points with the larger group

Step 4: REFER to the following additional points

POINTS TO REMEMBER:

Signs indicating difficulty in learning

A person with an intellectual disability may:

- have difficulty understanding what other people say or mean;
- may have difficulty saying what they mean or how they feel;
- understanding social cues (for example, if you turn away they may not know this means you don't want to talk to them);
- have difficulty learning and concentrating;
- have to do things many more times than average before they learn it;
- act younger than their age;
- not understand when someone is making fun of them;
- may find it hard to read or write;
- may not understand when someone tells them to do something wrong.

Support required

- Assist them in writing notes and doing homework
- allow for more than one learning methods
- allow opportunities for them to be in group discussions
- praise them for trying and performing well
- repeat, emphasize and summarize the main points.
- avoid making fun of them or calling them names



WEEK 10: AUTISM SPECTRUM DISORDERS

Aim:

- To know more about autism spectrum disorders
- To understand the challenges associated with autism spectrum disorders
- To know how to support children with physical disability

Materials needed: Pencil and notebook

Time: 35 Mins

Autism is a “spectrum disorder.” That means that not everyone with autism has all the problems. One person may have several problems while another person has only one. Some people with autism struggle to learn. Other people with autism are very smart and can do complicated math when they are 3 years old. Other people with autism have a very hard time ignoring noises, especially if they are upset or in a new situation. They may try to calm themselves by rocking, moaning, talking loudly or even screaming. The moaning, talking or screaming helps them drown out the other noises so they can calm down. They may also try to go under a desk or in a small, dark place where they feel safer.

Activity 1: Try to listen

Instructions

Step 1: Divide the members into groups of 4 people each or if your group has 4-7 members, involve everyone.

Step 2: Explain that they will each have a role to do. Go over their roles as listed below and tell them they will start when you give the signal.

One member (person 1) in each group will play the part of someone with autism. The other 3 people each have different roles:

- **Person 1** - You will play the part of a person with autism. Your role is to try and listen to what person 2 is reading so that you can answer questions from what you have heard. Try to ignore everyone else.
- **Person 2** - Using a normal voice, read a paragraph to person 1 then ask them questions about what you read. Do NOT try to read louder than the other noises.
- **Person 3** - Sit on the left of (person 1) who is playing the role of someone with autism. Begin to loudly sing a song that you love.
- **Person 4** - Sit on the right of (person 1) who is playing the role of someone with autism and get another book and begin to loudly read a different paragraph.

Step 3: Have all the students take a turn being Person #1 before you discuss it.

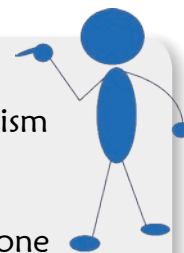
Step 4: In groups of 2s or 3s, DISCUSS the following and WRITE down your points;

- a) How did it feel listening to the paragraph with many things going on around you?
- b) Were you able to concentrate on the paragraph being read?
- c) What might have helped?

Step 5: SHARE your points with the larger group

Step 6: REFER to the following additional points

POINTS TO REMEMBER: The above activity is designed to show how people with autism are bothered by things most people don't notice. People with autism are often extra sensitive to noise, movement and even things like background noises most of us don't notice. Therefore it does help to reduce noises and distractions in the class in order to allow them to learn. Remember, not everyone with autism has these problems.



Activity 2: Signs that indicate learning difficulties for children with autism and support required

Step 1: In groups of 2s or 3s, DISCUSS the following and WRITE down your points

- Which signs indicate the difficulties of a person with autism in learning
- What support can we give to children with autism

Step 2: SHARE your points with the larger group

Step 3: REFER to the following additional points

POINTS TO REMEMBER:

Signs indicating difficulty in learning

A learner with autism may experience the following difficulties in the following;

- letting others know what they want
- noticing things or people that are moving;
- knowing lights and sounds
- controlling their feelings
- have difficulty learning in a group
- have difficulty accepting change

Support required

- Assist in writing notes
- Allowing them to do things their own way
- allow for additional time for doing homework
- minimize noise and provide a quiet space for them to learn from
- avoid directing attention to them for questions or reading aloud in class



As a club, organize to do an act of kindness to a CWD at home or in school for example you can play with them or help them with homework. Write a brief report about the visit and present to your teacher.

WEEK 11: INCLUSIVE EDUCATION

Aim:

- To understand the terms inclusion and exclusion
- To identify barriers to inclusion
- To come up with ways of making children with special needs feel included

Materials Needed: Pens/pencils and notebooks

Time: 35 Mins



Inclusive education means that every child has the opportunity to learn in his/her neighborhood school. All children are welcomed into the school and learn together in a regular classroom.

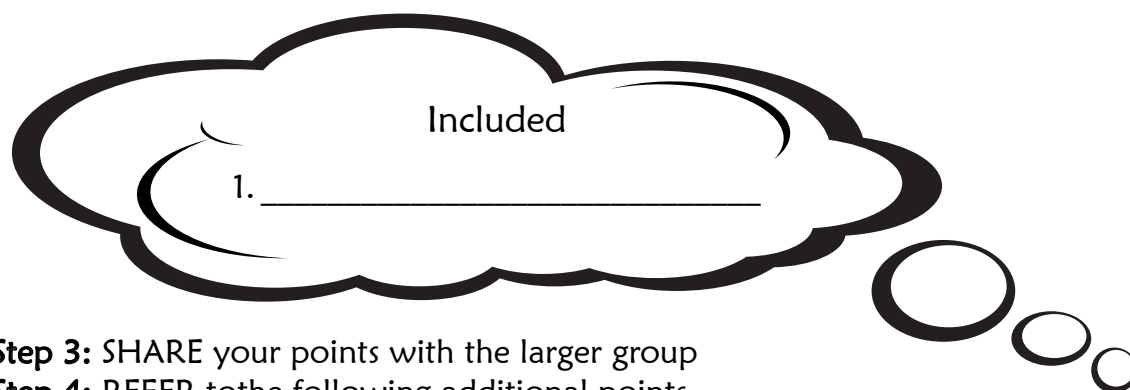
Inclusive education concentrates on implementing best practices for children with special needs within the regular classroom. Within inclusive classrooms, all children have the chance to interact with and learn from their peers. Interacting with peers gives them a chance to practice communication skills, develop friendships, and see how peers behave in day to day situations.

Activity 1: Words for 'Included'

Instructions

Step 1: THINK of some words that come to your mind when you hear the word 'Included'

Step 2: WRITE your thoughts in bubble below



Step 3: SHARE your points with the larger group

Step 4: REFER to the following additional points

POINTS TO REMEMBER: To be included means to feel part of a group or community and to be allowed to freely take part in the day to day activities of the group or community. Some words that may come to mind when you think of being included are; being part of, fitting in, feeling welcome, feeling like everyone else, being family, being together etc.

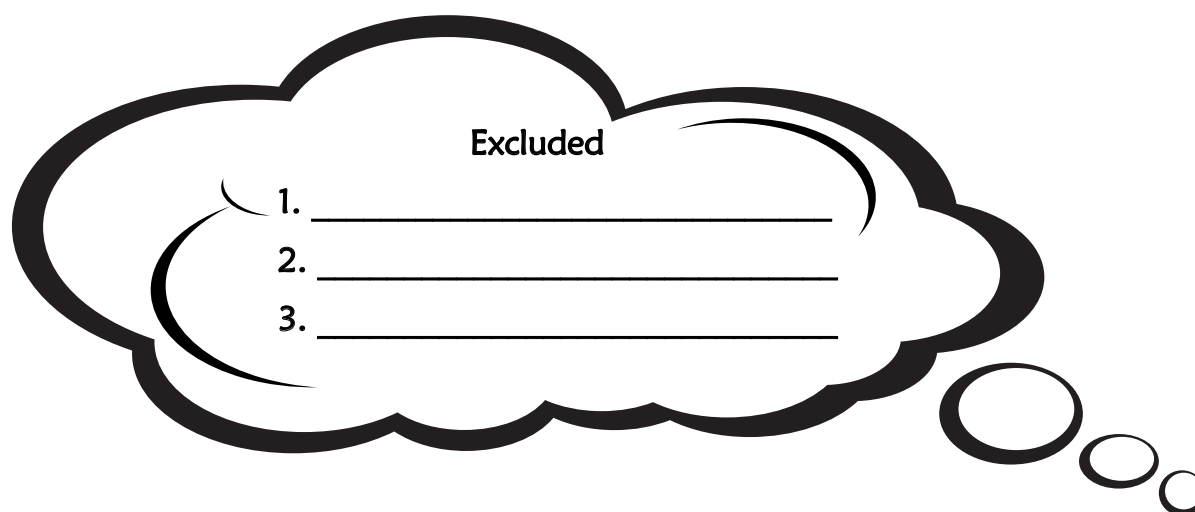


Activity 2: Words for 'Excluded'

Instructions

Step 1: THINK of some words that come to your mind when you hear the word 'Excluded'

Step 2: WRITE your thoughts in bubble below;



Step 3: SHARE your points with the larger group

Step 4: REFER to the following additional points

POINTS TO REMEMBER: As opposed to being included, to excluded means to feel separated from the group or community and not free to take part in the day to day activities of that group or community. Some words that come to mind include; discriminated, separated, isolated, not part of, outcast, odd one out, abnormal, different, unlike us, unwelcome etc.



WEEK 12: BARRIERS TO INCLUSIVE EDUCATION

Discrimination

Aim:

- To understand the meaning of the term discrimination
- To identify forms of discrimination that children with special needs face
- To highlight ways of ending discrimination against children with special needs

Materials needed: Pencil, ruler, large sheet of paper

Time: 35mins

Discrimination is when someone is treated unfairly or differently from other members of the community. It is not proper to discriminate against people because of their personal characteristics or because they belong to a certain group e.g. people with disabilities, people living with HIV&AIDS, refugees etc.

Disability discrimination is the unfair treatment of people because of their disability. It is important to be aware of the different types of discrimination and when or if discrimination has occurred.

Activity 1: Experiences of Children with Disabilities at school

Instructions

Step 1: In groups of 2s or 3s, DISCUSS the following and WRITE down your points;

- Ways in which children with disabilities may experience discrimination in your school
- How can you demonstrate a positive attitude towards children with disabilities in your school

Step 2: SHARE your points with the larger group

Step 3: REFER to the following additional points





POINTS TO REMEMBER:

Children with disabilities may go through various forms of discrimination at school.

These include

- being denied access to public schools and being pushed into schools unable to provide them with special education services they deserve,
- being bullied by other pupils for example they are beaten and ridiculed
- other pupils snatch their belongings e.g. books, rulers and pens
- the school environment e.g. buildings, the field and classrooms are not friendly for them to use
- Teachers may not be able to fully meet their learning needs
- Being left behind by the school bus
- Being isolated from day to day school activities such as sports, trips and club activities among others
- Name calling and labeling for example being referred to as retarded, the deaf, insane, the disabled etc.

It is important to maintain a positive attitude towards students with disability. Key features of a positive attitude include:

- treating all people as equals
- focusing on what people can do
- recognizing and respecting differences
- offering help and support to children with disabilities
- encouraging them to participate in normal day to day activities
- providing access to services
- developing the right attitude about abilities and rights
- focusing on the person rather than the disability
- using appropriate language and refraining from labeling people or situations



WEEK 13: ATTITUDES, MYTHS AND MISINFORMATION ABOUT DISABILITIES

Aim:

- To identify attitudes, myths and misinformation on disabilities
- To clarify myths and misinformation about disabilities
- To develop an empowering attitude towards disabilities

Materials needed: Pencil, ruler, notebook

Time: 35mins

Attitudes refer to the way you think and feel about someone or something. It can also mean a feeling or way of thinking that affects a person's behavior. It can also be a way of thinking and behaving that people regard as unfriendly, rude, etc. Attitudes towards people with disability are often based on wrong information or assumption. Looking deeper into our perceptions and attitudes is the first step in including all pupils regardless of how they are different from us. It is useful to compare some common myths about inclusion of people with disability with the reality.

Activity 1: True/False test

Instructions

Step 1: In groups of 2s or 3s, DISCUSS each of the following statements about people with disabilities and state True or False WRITING down reasons for your answer on your notebook. After your attempt check for the right answers in the “points to remember” section.

- People on wheelchairs can sometimes move without their wheelchairs (True/False).
- People with a hearing impairment cannot speak (True/False).
- People with disabilities live the same lives just like people without disabilities (True/False).
- People who have visual impairments have very good hearing (True/False).
- People with disability don't live at home. They usually live in special institutions (True/False).
- People with disability have the same feelings as people without disabilities (True/False).
- People with hearing impairment can still enjoy music, TV programs and movies (True/False)
- You must speak loudly to a visually impaired person so that they can understand (True/False).
- Mentally challenged children are usually violent and grow up to be criminals (True/False).
- Children with disabilities cannot learn beyond Primary school

Step 2: SHARE your points with the larger group

Step 3: REFER to the following additional points

POINTS TO REMEMBER:



- a) **True:** Some people can walk, but their strength may be limited so they use a wheelchair to help them to travel longer distances. Also, some people who use wheelchairs may prefer to move to more comfortable chairs such as those at their desk or in a restaurant.
- b) **False:** A hearing impairment does not affect the ability to speak, although it can affect a person's ability to hear the sounds he or she makes. Some people who have hearing impairments make a choice not to use their voice while others choose to speak. The type and degree of hearing loss as well as the age of the person when his or her hearing was lost, also affects speech.
- c) **True:** Overall, people with disabilities live the same as you and I. Although, some ways of doing things may be a little bit different depending on the type and level of a person's disability. For example, people with limited use of their arms and legs can drive, but their car will be fitted with hand controls for the gears and possibly a special handle to hold the steering wheel.
- d) **False:** A person's vision, or lack of vision, does not increase his or her hearing. However, people who have visual impairments may depend more on their hearing and be more in tune to sounds than someone without a visual impairment.
- e) **False:** People with disabilities live in all sorts of settings: in their own houses, alone or with family members. Some people with disabilities live in special institutions under special care.
- f) **True:** All people experience similar emotions, whether they express them the same way or not.
- g) **True:** Today many movies and television news and shows are captioned. "Captioned" means that conversations appear as words on the screen. In addition, they provide a sign language instructor on the screen to engage viewers with hearing impairment.
- h) **False:** Please don't shout at a child who is visually impaired – they can hear you very well.
- i) **False:** They are no more violent or engage in criminal activities than any other persons.
- j) **False:** Learners with disability are highly motivated to learn beyond primary school. They can overcome any barriers they may encounter.



Take Away Exercise: with the assistance of your teachers, debate the following motion with another group; "Children with disabilities cannot learn in the same class with other pupils"

WEEK 14: LANGUAGE, TERMINOLOGY AND BEHAVIOR ON DISABILITIES

Aims

- Identify the empowering/disempowering terms to refer to people with disabilities
- Reflect on how language can reinforce negative/positive stereotypes

Materials Needed: Large sheets of paper and marker pens

Time: 35mins



The words we use about people influence our attitudes and the attitudes of others towards those people. Words form pictures in our minds. Sometimes they lead to misinformation. This is certainly the case especially concerning disability, where there are many labels that come from ignorance and suspicion.

Looking at people with disability as helpless, inferior, hopeless, deserving the sympathy and attention of the non-disabled is one of many attitudes that lead to their discrimination.

Often people with disability are referred to collectively as the disabled, the handicapped, the mentally retarded, the blind, the deaf, or the crippled etc. Such terms label them according to their disability and should be avoided. Your language should reflect a positive, straightforward and sensitive approach to people with disability.

Activity 1: Good and Bad Words

Instructions

Step 1: DIVIDE members into groups of 2s or 3s

Step 2: ASK them to get a large sheet of paper or pluck the middle page of their note books.

Step 3: Using a marker, ASK them to draw a line down the middle of the page and mark one side with a smiley face and the other with a sad face.

Step 4: ASK them to think about all the words that are commonly used to name, describe, talk about people with disability particularly children.

Step 5: ASK members to write all the words they can think of and WRITE them on one or other side of the paper depending on whether they think the word is a good one to use (appropriate, etc.) or a bad one (offensive, etc.)

Step 6: After 10 minutes, ASK each group to select and share only two words in turn from their list (the same word must not be presented twice, so groups have to listen to each other!).

Step 7: Give the rest of the participants an opportunity to ask questions if some words are unclear and then get the whole group to discuss them.

Step 8: REFER to the following additional points



POINTS TO REMEMBER

Language ‘creates’ reality in the sense that if you always call a person with negative terms that person absorbs the negativity of the words. Words have weight! For that reason, it is important to give constructive feedback to children to make them feel good about themselves.

Good words (Smiley face)

- A person with disabilities
- A person who has cerebral palsy
- A person with a physical disability
- Hearing impaired
- Visually impaired/partially sighted
- Person with a learning difficulty

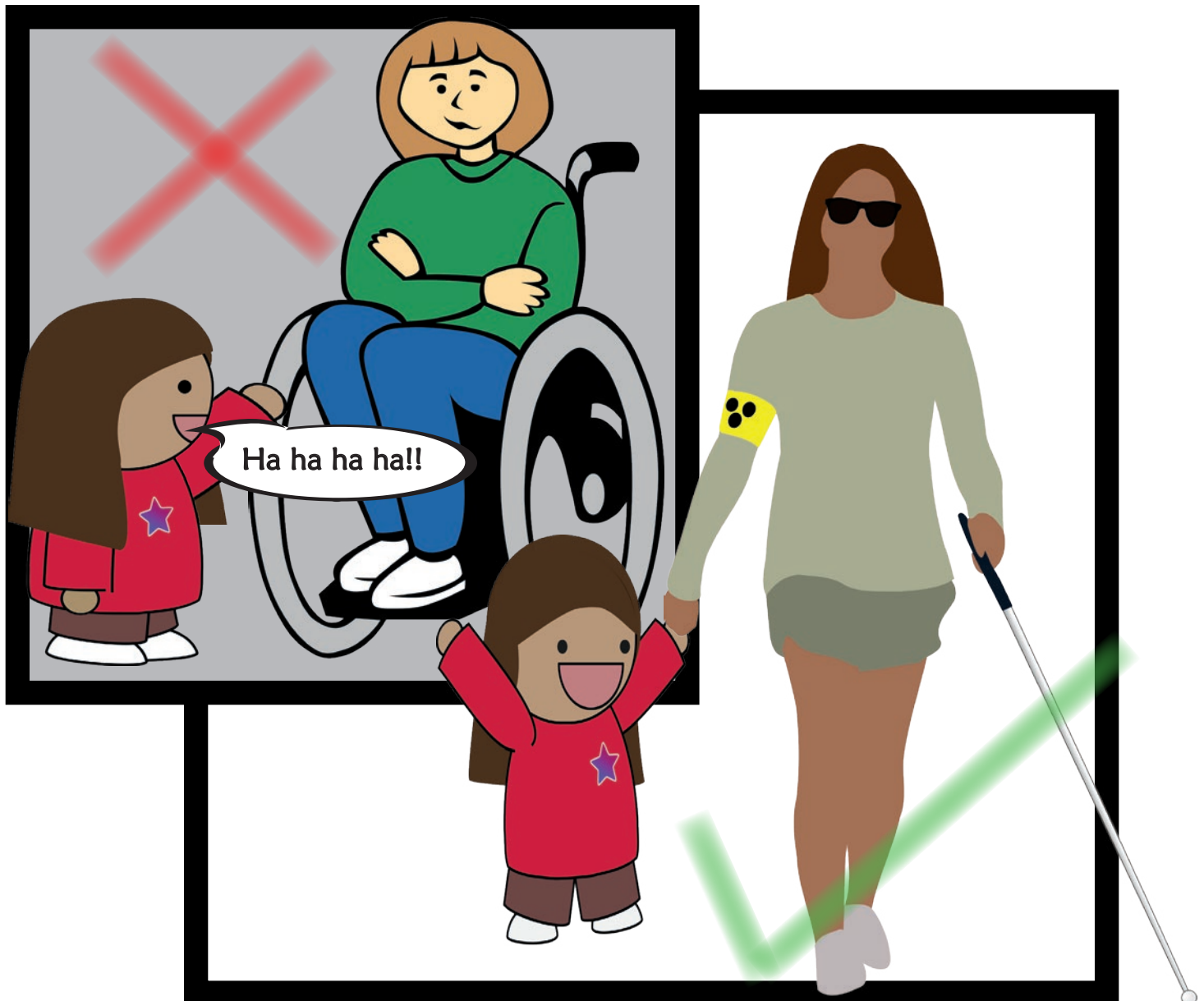
Bad words to use (Sad face)

- Crippled/lame
- Sightless person
- Mentally retarded
- Someone who cannot hear
- a victim of cerebral palsy

Below are some additional considerations to make when talking to or about persons with disabilities;

- Do not use words or phrases such as victim of, suffering from, and so on. Instead say a person who is visually impaired etc.
- Avoid placing people with disabilities into faceless groups such as the disabled, the deaf, the retarded etc. Instead say people with disabilities, a person with visual impairment, etc.
- Emphasize the person, not the impairment. Say a person with autism, not an autistic person.
- Emphasize abilities and actions, rather than what a person cannot do.
- People with disabilities should not be referred to as patients or cases unless they are receiving medical treatment. If under medical care, they should be referred to as patients or cases only in the context of that care.
- Disabled people are not ‘sick’, ‘abnormal’, or ‘unable’. Therefore do not call non-disabled people ‘normal’, healthy or ‘able-bodied’ when distinguishing them from disabled people.
- Avoid words that sound passive. Say uses a wheelchair or hears with an aid rather than confined to/in a wheelchair or can’t hear without an aid, walks with crutches rather than is crippled, is partially sighted rather than is partially blind.
- Use the same language for disabled people as you do for non-disabled people, in order to keep the power relationships equal.

Activity 2: Appropriate and Inappropriate Behavior towards People with Disabilities



Along with appropriate language is the issue of appropriate behavior towards persons with disability. Everyone wants to feel welcome and important, and receive good service and respect. There are some obvious behaviours and actions that can readily be identified as inappropriate, but sometimes even with the best intentions, our behaviour can be perceived as discriminatory or offensive to persons with disability.

Instructions

Step 1: In groups of 2s or 3s, DISCUSS the following and WRITE down your points;

- Identify some appropriate behaviors that people in your community or school show towards people with disabilities
- Identify some inappropriate behaviors that people in your community or school show towards people with disabilities

Step 2: SHARE your points with the larger group

Step 3: REFER to the following additional points

POINTS TO REMEMBER:



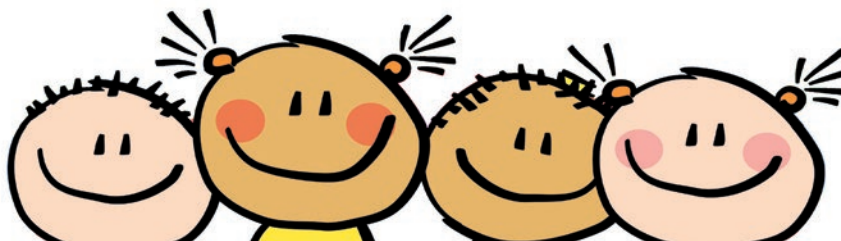
Appropriate behavior

- Looking all people including those with disability as equal human beings
- respecting people with disability: and believing they don't need pity
- speak normally: same lip movements and volume; a little slower for people with a hearing impairment
- allowing the same, not greater or less personal space – wheelchairs should be considered part of the person
- Before helping a person with disability, asking first “Is there any way I can help?”
- allowing enough time for communication and other activities
- be friendly, smile and make eye contact with people with disability
- speak directly to the person with disability rather than talking to them through other people
- ask if any assistance is required; people with disability have quite different capabilities and like to be as independent as possible
- provide up-to-date and accurate information when asked about accessible facilities such as classrooms, dining hall and toilets

Inappropriate behaviors

The following are some common concerns that people with disability have identified as inappropriate behavior

- talking down; assuming people with disability are stupid or ignoring them altogether
- assuming people with disability want or need sympathy
- using emphasized or talking loudly since you assume they cannot hear you
- making little eye contact or staring at people with disability
- allowing too little or too much personal space
- doing everything for them, treating them as children or victims
- assuming you know what people need without asking
- failing to allow enough time for communication.



Take Away Exercise: As a club and with the assistance of your teachers, develop a poster showing good words to use when addressing people with disabilities and post it on your school's notice board.

WEEK 15: CREATING A FRIENDLY ENVIRONMENT FOR CHILDREN WITH DISABILITIES

Aims

- Identify risky areas for children with disabilities at school
- To explore ways of making our environment safe for children with disabilities

Materials Needed: Large sheets of paper and marker pens of different colors or coloring pencils

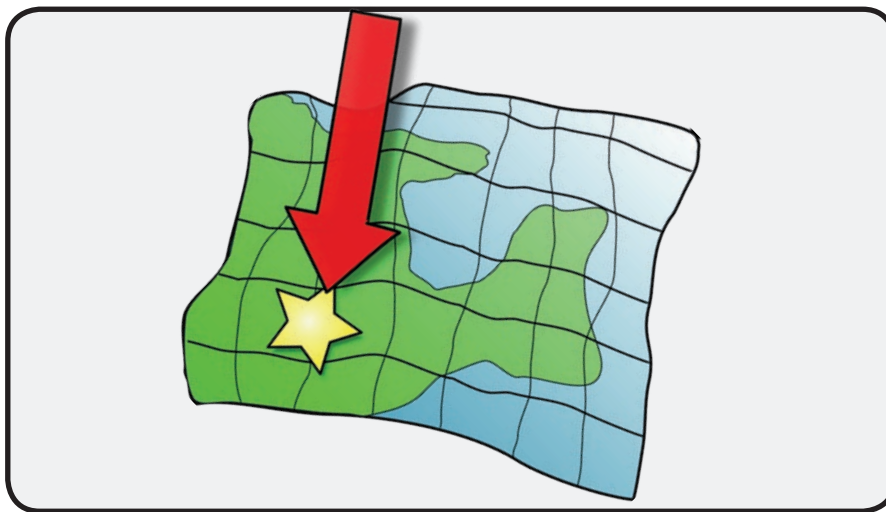
Time: 35mins

Our environment refers to our surroundings such as where we live, play or go to school. In this session we will look at how our environment makes children with disabilities to feel comfortable and included. This means to easily fit in or be part of a group of people or community.

Activity 1: Locating risky areas in our environment

Instructions

In this activity, we shall draw a Map to help us understand the different places children with disabilities may feel comfortable/uncomfortable.



Step 1: DIVIDE yourselves into small groups of 3 or 4 members each.

Step 2: Using a chart or big piece of paper, DRAW a simple map showing the various locations in and around your school. For example, you may want to include locations such as, assembly area, staff room, classrooms, toilets, field, fence, gate, school neighborhood areas like the road, river, dumping areas, dark corners and shops among others.

Step 3: DRAW CIRCLES on the map identifying Areas that you consider Unfriendly to children with disabilities, EXPLAINING why you consider them unfriendly to children with disabilities

Step 4: FIND another group and SHARE with them what you have drawn in your map.

Step 5: As the whole group, **DISCUSS** the following and **WRITE** down your points:

- Did everyone agree on Areas that feel Unfriendly/Unsafe to children with disabilities? If No, what are the reasons that others feel differently?
- Did girls and boys identify different Areas that are Unfriendly/Unsafe to children with disabilities? If yes, which ones are they?
- What do you suggest should be done to make those Areas more Friendly/Safer to children with disabilities?

Step 6: **SHOW** the maps and notes to someone who will listen (a teacher, school head, or community leader) and **SHARE** with them what you discussed and your suggestions for making those places more friendly/safer to children with disabilities. Do this in a way that will keep you and other children safe.



POINTS TO REMEMBER: It is likely that in your map, you have identified various places that you consider unfriendly to children with disabilities. These may have included the playing field that is not level, the toilets that are not specially designed for persons with disabilities, classrooms that have steep stairs on them, dark corners among others. With the support of your teachers and the school administration, you can take action to make your school friendlier to children with disabilities through for instance leveling the playing field



Take Away Exercise: Take Away Exercise: After the mapping activity look at areas in the school that are not safe or friendly to children with disability and come up with ways to make them safe/friendly e.g. ground leveling.

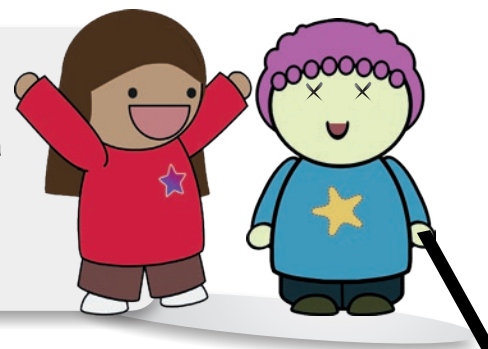
WEEK 16: OUR INCLUSION CLUB'S PLAN OF ACTION

Aims

- To review the lessons learnt in the dialogue sessions
- To come up with a school plan on inclusive education

Materials Needed: Large sheets of paper and marker pens

Time: 35mins



This is your last week in the dialogue sessions. You will review what you have learnt on inclusive education. You will also develop a club plan to make your school more inclusive to children with disabilities. Your teachers will be available to help you where necessary. Remember to submit your final plan to your teachers. They will send them to The Action Foundation so that we can give you all the necessary support and ideas to make your plan successful.

Activity 1: Review of lessons learnt in the dialogue sessions

Instructions

Step 1: In groups of 2s or 3s, DISCUSS and WRITE down important lessons that you have learnt on disabilities and inclusive education from the dialogue sessions

LESSONS LEARNT ON DISABILITIES AND INCLUSIVE EDUCATION

From the dialogue group sessions, we have learnt the following important lessons;

1. _____
2. _____
3. _____
4. _____
5. _____

Step 2: SHARE your lessons with the larger group

Step 3: REFER to the following additional points

POINTS TO REMEMBER: In your inclusion club sessions, you have indeed learnt great lessons about disabilities and inclusion of children with disabilities in education. Everyone is entitled to a good education regardless of disabilities. You have felt the position of children with disabilities and now you are a better ambassador for their welfare. You now know the appropriate language and behavior when dealing with persons with disabilities. All those are important lessons in ensuring that you are a good ambassador of inclusion. Congratulations and good luck as you promote the inclusion of all children in education.



Activity 2: Our Inclusion Clubs Plan of Action

Please Note: This activity should be done collectively with all the teachers and club members. Take 30 minutes to do this. You can allow an additional 15 minutes if needed. Your completed plan will be submitted to The Action Foundation team for feedback.

Instructions

Step 1: THINK and DISCUSS about activities that you as peer educators with the support of your teachers will do to make your school inclusive of all children.

Step 2: THINK and DISCUSS about how you are going to measure the success of your suggested activities

Step 3: THINK and DISCUSS about how you are going to inform and involve other important people (children, parents, school management) in your activities.

Step 4: THINK and DISCUSS how you are going to involve other people in the neighboring community

Step 5: Take a large sheet of paper or Manila paper provided by the Action Foundation and follow the plan provided below to come up with your inclusive school plan

Step 6: After you finished writing your plan, SHARE it with your teachers for further improvements and presentation to the Action Foundation staff who will visit your school soon



Our Inclusion Club Plan

Inclusion Club Project Plan

Name of school: _____

Names of teachers in charge of the club: _____

Names club officials: _____

Names of club members: _____

Details

We will make the following changes to help children with disabilities in our school:

1. _____
2. _____
3. _____

We will help and support each other by:

1. _____
2. _____
3. _____

How will we know that the changes we are making are effective? (how will we measure success?)

1. _____
2. _____

How are we going to involve other children at school and in the community?

1. _____
2. _____

How will we inform and involve other important people (children, parents and school management)?

1. _____
2. _____

Signed:

School Head teacher:

Sign: _____ Date: _____

DIALOGUE MONITORING FORM

NAME OF SCHOOL:			TYPE OF GROUP: DIALOGUE GROUP			START DATE:							
PEER EDUCATOR(S) NAMES:						END DATE:							
TEACHER(S)' NAMES:						TIME PER SESSION: 35 MINS							
			CURRICULUM: INCLUSION CLUBS GUIDE BOOK			TEACHER'S SIGNATURE:							
NAMES OF GROUP MEMBERS			GENDER		PARTICIPANTS SIGN OR INITIALS PER WEEKLY SESSION DONE								
			M	F	W1	W2	W3	W4	W5	W6	W7	W8	
1.													
2.													
3.													
4.													
5.													
6.													
7.													
9.													
10.													
TOTAL PARTICIPANTS:													
TOTAL COMPLETING:													

DIALOGUE MONITORING FORM

NAME OF SCHOOL: PEER EDUCATOR(S) NAMES: TEACHER(S)' NAMES:				TYPE OF GROUP: DIALOGUE GROUP CURRICULUM: INCLUSION CLUBS GUIDE BOOK TEACHER'S SIGNATURE:							START DATE: END DATE: TIME PER SESSION: 35 MINS				
NAMES OF GROUP MEMBERS	GENDER		CLASS	PARTICIPANTS SIGN OR INITIALS PER WEEKLY SESSION DONE											
	M	F		W9	W10	W11	W12	W13	W14	W15	W16				
1.															
2.															
3.															
4.															
5.															
6.															
7.															
9.															
10.															
TOTAL PARTICIPANTS:															
TOTAL COMPLETING:															

INSTRUCTIONS ON FILLING IN THIS FORM

This form is to be used for all dialogue group outreach activities. Dialogue group activities are conducted by peer educators with the support of their teachers.

How to fill in the form

1. Name of School: Fill in the name of your school
2. Peer Educator(s) Names: Fill in your name as a peer educator who led the dialogue sessions
3. Teacher (s) Names: Here present to your teacher in charge of the peer educators club to fill in their names after checking through your notes and how you have filled the other parts of this form
4. Teacher (s) Signature: This is the place your teacher will sign to confirm that you have filled this form the right way
5. Curriculum: This is the title of this dialogue book (this part has been filled for you)
6. Type of Group: This is the type of your group (this part has been filled for you)
7. Start Date: Fill in the first day of your dialogue discussion
8. End Date: Fill in the last day of your dialogue discussion
9. Time per session: This is the time you take per session (this part has been filled for you)
10. Names of group members: Ask each group member attending the session to write their names in this section
11. Gender: Ask each group member to fill in their gender in this section (M=Male, F=Female)
12. Class: Ask each group member to fill in their class
13. Participant' Sign/Initials: Ask each group member to put their signature or initials under each session attended (this should be done every time you complete each weekly session)
14. Total Participants and total completed: fill in total number of participants as listed in the :total participants" column and fill in





The Action Foundation Disability Inclusion Clubs in action.



Please Note:

In case you know of child with disabilities who doesn't go to school, please inform your teacher for further help

In case you know of any child with disabilities who is being abused, don't hesitate to report the case to your teachers, the chief, the police, the children's officer in your area or any adult whom you trust.

You can also call the following number free of charge:



This is a FREE helpline for children

NOW I AM AN INCLUSION AMBASSADOR!

If you would like a copy of the Children's Dialogue Book on Inclusion or have any inquiries, please contact:

The Action Foundation

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Nairobi, Kenya

Tel: +254717038401

Email: info@theactionfoundationkenya.org

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Facebook: The Action Foundation (Kenya)

Twitter: @TheActionKenya

Instagram: theactionfoundation

Flickr: action foundation

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Breaking barriers that prevent the inclusion of children and young people with disabilities