



State Society for Ultra Poor and Social Welfare  
Government of Bihar

# Leadership Training Module for Persons with Disabilities



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## **Introduction**

Government of Bihar has sought World Bank assistance to provide additional support to help in reducing the incidence of poverty. The Bank has agreed to support the State Society for Ultra Poor and Social Welfare (SSUPSW), (brand name – SAKSHAM) in order to protect and promote the rights of the target group by ensuring their care, protection, development, socio-economic and cultural empowerment through enabling policies and programmes. The target group of SSUPSW includes older persons, ultra poor, women, children and Persons with Disabilities (PwDs). SSUPSW has been envisaged to encompass the initiatives undertaken by the government to immediately address poverty, livelihoods and empowerment issues in the state. PwDs form one of the distinguished disadvantaged groups for inclusion in the overall SSUPSW strategy. The disability project strategies would be implemented throughout the state.

The State Mission Management Unit (SMMU) constituted as a dedicated support structure in the State has a State Programme Manager and a Programme Officer exclusively to deliver the services for PwDs. SSUPSW through the Buniyad centres has built a team of high quality professionals for providing technical assistance to the districts and blocks in various thematic areas such as social inclusion, rural livelihoods, human resource management, creating human and social capital, Environment Management, financial inclusion, monitoring and evaluation, MIS etc. The team at district level is known as District Unit / District Buniyad Centre and at the block level as Sub Division Unit / Sub-Division level Buniyad Centre which would provide handholding support to the PwDs at community level.

Under the aegis of State Rural Livelihoods Mission / BRLPS, DPGs (PwD SHGs) are being formed. These groups are being federated at the Panchayat, cluster and block levels. It will be an endeavor to establish close contacts with these groups and the Buniyad centres for the most effective results. Buniyad centre at the block level would be conducting the leadership training programme for the PwDs. For this purpose, SSUPSW has developed 2 days module for the DPG members (preferably the president and the secretary of the DPG) to empower them and build the leadership qualities in the PwDs which is being presented herewith.

## **Objectives**

- ❖ To build the leadership qualities of PwDs in both rural and urban areas
- ❖ To inculcate self confidence amongst PwDs
- ❖ To undertake need assessment and map various remedial measures including livelihoods options of the area commensurate

## Course Content

### Day I

Time	Session
9:30 – 10:00	Registration
10:00 – 10:30	Introduction, objectives & expectations
10:30 – 10:45	Film Show with Discussion (Equality & Diversity)
10:45 – 11:15	Leadership Exercise
<b>11:15 – 11:30</b>	<b>Tea Break (Footballer Child)</b>
11:30 – 11:45	Film Show with Discussion (Running Race)
11:45 - 12:45	Sharing Life Experiences <i>(Participants to break up in group of 8 to 10 members each)</i>
12:45 – 1:30	Presentation by Group Leaders
<b>1:30 to 2:00</b>	<b>Lunch Break (Ignorance of the ability brings disability)</b>
2:00 to 2:15	Film Show with Discussion (Ice-cream Parlor)
2:15 to 2:45	Exercise on Communication
2:45 to 3:15	Feedback Session
3:15 to 3:30	Film Show with Discussion (disability & livelihoods)
3:30 – 4:30	Livelihoods for PwDs – Expectations, Options and Possibilities – Group Exercise
<b>4:30 – 4:45</b>	<b>Tea Break</b>
4:45 to 5:30	Group Presentation and Discussion
5:30 – 6:00	Orientation to Field Visit

### Day II

Time	Activity
Whole day	Institutional Visit

## Day I

### Registration

The programme begins with the registration of all participants & distribution of folders containing writing pad and pen. Ensure a place for registration in or outside the classroom as felt suitable. Explain the task to person/ persons beforehand & entrust them with the task on day I.

**Material required:**

- 1) Registration sheets
- 2) Folders ( writing pads, Pens)
- 3) Name tags
- 4) Reading material, if any

**Activity I: Introduction, Objectives and Expectations**

<b>Activity 1</b>	<b><i>Introduction, Objectives and Expectations</i></b>	<b><i>10:00 - 10:30</i></b>	<b><i>30 minutes</i></b>
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**Process**

The facilitator welcomes all the participants to the training explaining the objectives & expected outcome of the two days programme for the DPG functionaries. He/she would briefly explain the SSUPSW inclusion programme and its components. Prior to this, a round of introduction is held wherein the participants introduce oneself by giving his/her own details which includes name and village name.

**Learning**

By the end of the session the participants would be able to;

- ✓ *Be informed about the project objectives and activities*
- ✓ *Give introduction of oneself*
- ✓ *Understand the SSUPSW inclusion and prerequisite to linkage*

**Activity II: Film Show with Discussion (Equality & Diversity)**

<b>Activity 2</b>	<b><i>Film Show with Discussion (Equality &amp; Diversity)</i></b>	<b><i>10:30 to 10:45</i></b>	<b><i>15 minutes</i></b>
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**Material Required**

- 1) Computer / Laptop
- 2) LCD projector
- 3) Screen
- 4) Sound system
- 5) White board with markers

**Process**

Facilitator should ask the participants to watch the film with concentration and note their observations. The film "Equality in Diversity" is screened and then the facilitator should ask the participants to share their observations. While the discussion is on, the facilitator should observe if the participants are

coming up with the right interpretations, if not then he/she should share the following points with the participants;

- There is a need to bring about the attitudinal change in the community towards the PwDs
- If the PwDs are provided with appropriate environment and skills, then they can also contribute like non disabled in all the activities.
- The core understanding of the word “Diversity” is brought forward by the facilitator and explained to the participants.

Each facet of the film is further analyzed in terms of the body language of the characters, the dependency and strength.

### **Learning**

By the end of the session the participants would be able to;

- ✓ *Know the need of attitudinal change in the community across gender, education and socio-economic status.*
- ✓ *Be aware that there exists some or other hidden skill in each individual that needs to be harnessed.*

### **Activity III: Leadership Exercise**

<b>Activity 3</b>	<b>Leadership Exercise</b>	<b>10:45 to 11:15</b>	<b>30 minutes</b>
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### **Material Required**

- 1) White board with markers

### **Process**

Facilitator distributes the leadership questionnaire to each individual and gets it filled in by them. If any of the participants is not able to read / write, the facilitator should explain each question in detail. Once all the questionnaires are filled in, the facilitator should compute the rank for leadership skill of the individual based on the scale provided in the questionnaire. Facilitator should remember not to disclose the individual score in front of all the participants.

### **Learning**

By the end of the session the participants would be able to;

- ✓ *Be aware of strength and areas to improve as leader*

## Activity IV: Film Show with Discussion (Running Race)

<b>Activity 4</b>	<b><i>Film Show with Discussion (Running Race)</i></b>	<b>11:30 to 11:45</b>	<b>15 minutes</b>
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### **Material Required**

- 1) Computer / Laptop
- 2) LCD projector
- 3) Screen
- 4) Sound system
- 5) White board with markers

### **Process**

Facilitator should ask the participants to watch the film with concentration and note their observations. The film “Running Race” is screened and then the facilitator should ask the participants to share their observations. While the discussion is on, the facilitator should observe if the participants are coming up with the right interpretations, if not then he/she should share the following points with the participants;

- Everyone should know the strength of unity and hence unite to work towards their rights
- Support the one in need
- The main intention behind this film is to bring the PwDs together and form DPGs so that they could not only avail the benefits of being in the DPG but also raise their issues.

### **Learning**

By the end of the session the participants would be able to;

- ✓ *Know the importance of being together and formation of DPGs*

## Activity V: Sharing Life Experiences

<b>Activity 5</b>	<b><i>Sharing Life Experiences</i></b>	<b>11:45 to 12:45</b>	<b>60 minutes</b>
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### **Material Required**

- 1) White board with markers
- 2) Chart papers and sketch pens
- 3) Clips and rope

### **Process**

The participants are divided into small groups of not more than 8 members in each group. Facilitator counts the total number of participants. The first participant in the row says number 1, the next participant in the row calls number 2 and so on until number 8 (8 because the facilitator wishes to form

8 groups). After the 8<sup>th</sup> participant, the process is repeated until all the participants are counted and have a number. In this way all the participants are divided into 8 groups with each group having a combination of 8 to 10 participants with cross disability. Facilitator should provide each group with chart paper and sketch pens. All the participants are now divided into groups and the groups are either numbered or given a distinct name. Facilitator should ask each group to select their group leader and then the participants within the group should share their life experiences. Facilitator should ask the Group leader to note down one good and one bad experience in life of each participant in the group. Sufficient time is given to the participants to dialogue, express and share the experience with others within their group.

### **Learning**

By the end of the session the participants would be able to;

- ✓ *Express themselves boldly*
- ✓ *Familiarize with the other participants by way of conversation*
- ✓ *Communication and interaction within the participants is observed*

### **Activity VI: Presentation by Group Leaders**

<b>Activity 6</b>	<b>Presentation by Group Leaders</b>	<b>12:45 to 1:30</b>	<b>45 minutes</b>
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### **Material Required**

- 1) White board with markers
- 2) Chart papers and sketch pens
- 3) Clips and rope

### **Process**

Once all the group leaders are ready with their filled in chart paper that contains one good and one bad life experience of each group member including the leader, then the facilitator asks the group leaders to present the same one by one. All the participants are requested to listen and if wanted they can add or speak some points that might have been left out.

In general, PwDs are extremely subdued and carry very low self esteem since they hear negative comments about themselves. As a result, they carry a notion "nothing is positive in their life". The facilitator makes an analysis that within the realm of negativity there are positive events in everyone's life. Hence the facilitator should focus and elaborate with examples the positive experiences shared by the participants

## Learning

By the end of the session the participants would be able to;

- ✓ *Presentation skill of the leader is enhanced with to further boost the self confidence.*
- ✓ *Positive outlook is enhanced and to learn how to bring positive elements of life in the fore.*
- ✓ *Learn the skill of sharing which is a coping mechanism.*

## Activity VII: Film Show with Discussion (Ice-cream Parlor)

<b>Activity 7</b>	<b>Film Show with Discussion (Ice-cream Parlour)</b>	<b>2:00 to 2:15</b>	<b>15 minutes</b>
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### Material Required

- 1) Computer / Laptop
- 2) LCD projector
- 3) Screen
- 4) Sound system
- 5) White board with markers

### Process

Facilitator should ask the participants to watch the film with concentration and note their observations. The film “Ice-cream Parlor” is screened and then the facilitator should ask the participants to share their observations. While the discussion is on, the facilitator should observe the participants interpretations and he/she should reinforce the following points with the participants;

- Disability is not a curse
- Working and willingness to work is the only way to earn respect from society
- PwDs can also lead a dignified life provided one is willing to put in efforts

The main intention behind this film is to bring forward the point that the PwDs can also work for their livelihoods when given the required skill training and by providing guidance on financial provisions.

## Learning

By the end of the session the participants would be able to;

- ✓ *Gain positive self esteem*
- ✓ *Gain insight into their own attitudes towards self and not live in self pity*
- ✓ *Participants are encouraged towards engaging themselves in livelihoods activities*

## Activity VIII: Exercise on Communication

<b>Activity 8</b>	<b>Exercise on Communication</b>	<b>2:15 to 2:45</b>	<b>30 minutes</b>
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### **Material Required**

- 1) White board with markers
- 2) Paper chits

### **Process**

Facilitator should prepare requisite number of chits containing 3-4 lines (it can be more than one sentence) each and distribute them to the groups. Facilitator should ask the participants to be in their groups and sit in circular position. 2 members from each group are selected – one to read and the other to write. These 2 members should sit next to each other in the group. Facilitator should now ask the member selected for reading to read the chit in mind and then pass on the message to the next person in his ears so that the other members in the group do not hear. The person who reads the chit must pass on the message to the person next to him/her by whispering in the ear, but not the one who is selected for writing. The second person in the group who hears the message would pass the same to the 3<sup>rd</sup> person's ear in the group and so on. The circle ends at the last person who has been selected for writing down the message. This person should write down the message he/she heard.

### **Learning**

By the end of the session the participants would be able to;

- ✓ *Participate in the exercise and enjoy it*

## Activity IX: Feedback Session

<b>Activity 9</b>	<b>Feedback Session</b>	<b>2:45 to 3:15</b>	<b>30 minutes</b>
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### **Material Required**

- 1) White board with markers

### **Process**

Once all the groups are through with this activity then the 2 members from each group selected for reading and writing the message are called up on the stage. Firstly, the one who has written the message is asked to read out and then the original message that was read by the person chosen for reading the same would read it out. Once all the selected members have read their messages and all have had fun of the incomplete message, the facilitator should now disclose the purpose of having this activity which should include the following points;

Complete information is not reached to the target group as it passes through various channels and during this travel most of the information is either lost or misinterpreted

### **Learning**

By the end of the session the participants would be able to;

- ✓ *Participate in the exercise and enjoy it*
- ✓ *Approach the proper channel for information and ensure that complete information is received*

### **Activity X: Film Show with Discussion (Disability & Livelihood)**

<b>Activity 10</b>	<b><i>Film Show with Discussion (Disability &amp; Livelihood)</i></b>	<b><i>3:15 to 3:30</i></b>	<b><i>15 minutes</i></b>
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### **Material Required**

- 1) Computer / Laptop
- 2) LCD projector
- 3) Sound system
- 4) Screen
- 5) White board with markers

### **Process**

#### ***Pre-screening***

The facilitator opens the discussion asking the opinion of the participants regarding the various livelihood activities that is possible for the PwDs to undertake. The facilitator further discusses with the participants bringing in the forefront various types of disabilities and further probing what each category PwDs can do. The facilitator should take one specific example of livelihoods, break that into finer processes and then ask the participants whether each portion can be done by the PwDs and with what category.

#### ***Screening***

Facilitator should ask the participants to watch the film with attentively and note their observations. After screening of the film “Disability & Livelihood” participants are ask to share their observations. While the discussion is on, the facilitator should observe if the participants are coming up with the right interpretations, if not then he/she should share the following points with the participants;

- PwDs can carry out most of the activities if they are provided with personal assistive devices
- PwDs with different disabilities can work alike non-disabled when provided with required skill and appropriate environment
- PwDs also have the right to live with dignity

## Learning

By the end of the session the participants would be able to;

- ✓ Know the various livelihood activities and the abilities of PwDs of different categories of disability
- ✓ Gain insight into their own attitudes towards disabled persons
- ✓ Develop understanding of disability as a development issue

## Activity XI: Need Assessment & Livelihoods – Expectations, Options and Possibilities

<b>Activity 11</b>	<b><i>Need Assessment &amp; Livelihoods – Expectations, Options and Possibilities</i></b>	<b><i>3:30 to 4:30</i></b>	<b><i>30 minutes</i></b>
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### Material Required

- 1) White board with markers
- 2) Chart papers, sketch pens, pens & pencils, eraser
- 3) Clips and rope

### Process

The facilitator should request the participants to be in their groups and be ready for the group exercise. Each group is asked to list out the livelihoods options for the PwDs keeping in view the various disability types, farm and non-farm activities, local trades etc. The groups are allotted 1 hour for completion of this exercise. While listing the options, the group should also clearly mention the expectations from the project and possible contribution in terms of assets, livestock, finance etc from their side.

## Learning

By the end of the session the participants would be able to;

- ✓ Enlist the possible livelihoods options for PwDs along with the expectations

## Activity XII: Group Presentation and Discussion

<b>Activity 12</b>	<b><i>Group Presentation and Discussion</i></b>	<b><i>4:45 to 5:30</i></b>	<b><i>45 minutes</i></b>
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### Material Required

- 1) Computer / Laptop
- 2) LCD projector
- 3) Screen
- 4) White board with markers
- 5) Chart papers, sketch pens, pens & pencils, eraser
- 6) Clips and rope

## Process

Group presentation and discussion is the subsequent activity which the facilitator needs to initiate. At the end, the facilitator with the help of power point presentation should explain the livelihood interventions and skill development planned under SSUPSW.

## Learning

By the end of the session the participants would be able to;

- ✓ *Able to prepare the livelihood expectation map and present the same*

## Activity XIII: Orientation to Field visit

<b>Activity 13</b>	<b>Orientation to Field Visit</b>	<b>5:30 to 6:00</b>	<b>30 minutes</b>
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## Material Required

- 1) Computer / Laptop
- 2) LCD projector
- 3) Screen
- 4) White board with markers

## Process

The facilitator will give a brief introduction about the organization to be visited with types of disability and kind of work done by the persons working in the organization. Facilitator should see to that the participants interact with the persons working in the organization. While the interaction is on, the facilitator should ensure that the following questions are asked;

- Did you receive the training prior to the job?
- Where do you stay? Do you stay with your family or alone?
- Are you happy with the job performed?
- Do you earn satisfactorily?

## Learning

By the end of the session the participants would be able to;

- ✓ *Know various disability category specific livelihoods options*
- ✓ *Return home with the positive energy of becoming self reliant by performing activities for sustainable livelihoods.*

## Day II

### Activity XIV: Institutional Visit

<b>Activity 14</b>	<b>Institutional Visit</b>	<b>Whole day</b>
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#### **Material Required**

- 1) Vehicle
- 2) Folders containing notepad & pen

#### **Process**

Selection of Institution: As far as possible institutes working with more than one type of disability should be selected for visit. The institution should have facilities for special education and vocational training. During the visit the participants should be encouraged to interact with the PwDs in the institution.

#### Logistic Arrangements:

- Communication with the organization for confirmation and scheduling of the visit along with number of participants visiting the institution. They should also be communicated the approximate duration of the visit. If there is a PwD participant who need a special assistance then it must be communicated to the organization.
- Appropriate number of vehicles must be arranged for the visit.
- All other logistics such as breakfast, lunch, tea snacks (if required) must be planned appropriately
- Visit charges to the organization (if any) must be paid

#### The visit:

Participants should be asked to assemble at a fixed place for pick up. There should be a detailed orientation about the organization by the appropriate authority of the organization. Subsequent to that participants go around the organization and observe the activities being carried out. Facilitator should encourage the interaction between participants and the PwDs as well as institutional staff in order to understand their way of working. At the end of the visit, the facilitator should select the volunteer who would thank the organization on behalf of the participants.

#### **Learning**

By the end of the session the participants would be able to;

- ✓ *Exposure to the abilities of PwDs in livelihood area*
- ✓ *Practical experience of interacting with PwDs*

## **Conflict Resolution**

### **Activity I: Negotiation skills- Push / Pull Activity**

#### **Overview**

A quick simple but powerful activity that shows there are two ways to get others to do what we want them to do, we can either push them and in that case we will definitely get resistance or we can pull them or in other words convince them with our point of view, explain the reasons and tell them why we want them to take this action and consequently expect lower or no resistance.

#### **Time**

15 Minutes

#### **Directions and set up**

Ask half the class to exit the room for 2 minutes. While they are out debrief the remaining group to pair up with each of their colleagues when they re-enter the room and to ask his/her partner to raise their arms in front of them so that their palms are facing them.

#### **Round 1**

Participants start pushing their partners without any explanation to try and get them to go to the opposite side of the room, so instinctively their partner will start resisting.

#### **Round 2**

Each participant has to ask his/her partner very gently and give them a reason why they want them to accompany him/her to the other side of the room so his / her partner will willingly go without any resistance.

#### **What's the point ?**

There are two ways to influence people PUSH as we have seen from this simple activity. If we push others into what we want them to do, they will instinctively resist.

#### **Discussion & Debrief**

It's human nature, we instinctively resist if we are forced to do something without understanding the reason behind it. This activity clearly shows this practically and it was very clear in the first round when participants started pushing their partners without any explanations, instinctively their partners started to resist them. Alternatively on round 2 when each participant explained the reason why he wants his/her partner to accompany them to the other side of the room there was no resistance at all.

## Activity II: Negotiation – Win as much as you can

### **Overview**

This is a very competitive activity that shows the impact of various win-lose situations on groups where they need to make decisions to compete with other groups and on other instances co-operate with other rival groups to win as much as possible. This activity dramatizes the merits of both competitive and collaborative models within the context of intragroup and inter group relations.

### **Time**

60 Minutes

### **Tools/Items required**

Copies of the win as much as you can tally sheet for each team, pencils, paper

### **Directions and Set up**

4 Groups of four persons per group. (Each group are seated far enough away from each other for strategy to be discussed confidentially, yet close enough for the cluster to interact.)

### **Rules**

- I. Groups are formed and divided into quartets. Each quartet will then be seated as in the illustration preceding. Each quartet is given a copy of the Tally Sheet and asked to study it. At the end of five minutes, participants are asked to share their understanding of the game with their “partners”.
- II. The facilitator reads the following directions aloud:
  - 1) The title of this activity is “Win as Much as You Can.” You are to keep that goal in mind throughout the experience.
  - 2) There are three key rules:
    - a) You are not to confer with other members of the whole group unless you are given specific permission to do so. This prohibition applies to non-verbal as well as verbal communication.
    - b) Each quartet must agree upon a single choice for each round.
    - c) You are to ensure that the other members of the whole group do not know your quartet’s choice until you are instructed to reveal it.
  - 3) There are ten rounds to this exercise. During each round you and your partners will have two minutes to mark your choice for the round. Remember the rules. You may now take two minutes to mark your choice for round one.
    - a) (After a lapse of two minutes.) If you have not marked your choice, please raise your hand. (The facilitator should make sure that each quartet has completed the task before he proceeds, but he should keep the activity moving.)

- b) Share your decision with the other members of your total group.
  - c) Mark your scorecard on the Tally Sheet for round one according to the payoff schedule.
  - d) Are there any questions about the scoring? (The response to all questions concerning the purpose of the activity should be, "The name of the game is "Win as Much as You Can.")
- 4) (The facilitator continues the game as follows:)
- a) You have two minutes to mark your decision for round two.
  - b) Have any quartet not finished?
  - c) Share and score.
- 5) (The game is continued by conducting rounds three and four like rounds one and two.)
- 6) Round five is a bonus round. You will note that the Tally Sheet indicates that all amounts won or lost on this round will be multiplied by three. Before I ask you to mark your choice for this round, I am going to allow you to discuss this with other members of the total group. After the group discussion, you and your partners will have two minutes to discuss your decision, as before. You may now have five minutes for group discussion. (Discussion is stopped after five minutes.) You and your partners now have two minutes to mark your decision for round five. Remember the rules are now in effect. (After lapse of two minutes.) Has any quartet not finished? Share and score.
- 7) (The facilitator conducts rounds six and seven like rounds one through four.)
- 8) (Round eight is conducted like round five, with the bonus value increased from three to five times par.)
- 9) (Round nine is conducted like rounds one through four and rounds six and seven.)
- 10) (Round ten is conducted like rounds five and eight, with the bonus value increased to ten times par.)
- 11) (The facilitator has the group compute its net score from the four quartet scores. Example +18, -21, +6, and +2 = +5. It is possible for each cluster to score +100, i.e. +25, +25, +25 and +25, if all four quartets choose Y, the collaboration option, in each round.)
- III. The facilitator opens the discussion of the process and its implications. The following key points should be raised.
- 1) Does the "You" in "Win as Much as You Can" mean you as a quartet or you as a whole group?
  - 2) The effects of competition and collaboration should be considered on the organization.
  - 3) How does the whole group's net score compare to the possible net score of 100?
  - 4) How does this experience relate to other group situations in your team and company.
- IV. If there is time, the facilitator may wish to discuss the concept of win-lose, lose-lose and win-win strategies.

**What's the point from this activity?**

Throughout this competitive activity , participants will go through a series of rounds/situations where they will need to make group decisions and reach consensus on actions that will impact their final result and in other instances they will have to negotiate the strategy with other groups as well collaboratively while still ensuring their group wins , which will some time force them to make some tough decisions whether to fulfill the agreements made with other groups or decide to put the interest of their team first which can also cause some conflict situations between the different teams that needs to be resolved as well throughout the activity.

**Activity III: WIN AS MUCH AS YOU CAN TALLY SHEET**

Instructions: For ten successive rounds you and your partner(s) will chose either an X or a Y. Each rounds payoff depends on the pattern of choices made in your cluster.

**Pay off Schedule**

4 X's: Lose Rs. 1.00 each
3 X's: Win Rs.1.00 each
1 Y : Lose Rs.3.00
2 X's: Win Rs. 2.00 each
2 Y's: Lose Rs. 2.00 each
1 X : Win Rs. 3.00
3 Y's: Lose Rs. 1.00 each
4 Y's: Win Rs. 1.00 each

You are to confer with your partners in each round and make a joint decision. In rounds 5, 8 and 10 you and your partners may first confer with the other quartets in your total group before making your joint decision, as before.

**Scorecard**

	Round	Your Choice (Circle)	Group's pattern of Choice	Payoff	Balance
	1	X Y	_x _Y		
	2	X Y	_x _Y		
	3	X Y	_x _Y		
	4	X Y	_x _Y		
Bonus Round (Payoff X 3)	5	X Y	_x _Y		
	6	X Y	_x _Y		
	7	X Y	_x _Y		
Bonus Round (Payoff X 5)	8	X Y	_x _Y		
	9	X Y	_x _Y		
Bonus Round (Payoff X 10)	10	X Y	_x _Y		

# Cross Disability Awareness Training Program for Persons with Disability

## Opening activity

Ask all participants to recall any experiences they have had of blind or vision impaired people and to write down three that made the greatest impression. Experiences could include living with a blind or vision impaired family member, having a blind friend or even coming across a blind character in a movie or a book.

Lead the discussion with a view to teasing out the implications for daily living which arise from the participants' experiences and impressions.

## Activity I

### **Aim**

The aim of this activity is to illustrate the importance of correct interaction and sound direction-giving.

### **You need**

- 1) A good blindfold - perfectly opaque.
- 2) A service desk.

### **What to do**

You need three people for this activity: one blindfolded, one carer guiding the blind person and one attendant serving the others. The blind person and companion approach a service desk where the attendant is busy writing. The service person gives them no eye contact and says nothing to them. The carer finally speaks up and asks "Can my friend have some help?" The attendant then asks the carer "What does s/he want?" The carer replies "Just some information." Attendant continues to ask carer questions and carer stumbles through answers. Frustrated, the blind person speaks up and says s/he wants to know where the audio books are. Carer wanders off at this point, and attendant says, pointing, "Over there, next to the reference section" then begins shoving person in their direction. Blind person looks uncomfortable, asks carer the time, but carer has gone off, so no reply. (Blind person actually only wants to know their location for future reference, has no time to look today, hence asking carer the time)

This activity should be fun. It illustrates the wrong way to interact with a blind person in a simple situation and leaves much scope for humour in acting it out.

## **Discuss**

Open ended questions designed to highlight problems with this interaction. What were the issues? What strategies were used? Were they successful? Why/why not? Involve the "actors" in the discussion. How did they feel?

The mistakes of the attendant should be highlighted and the difficulties they cause discussed: not making eye/verbal contact to say? "With you in a minute?" so blind person knows there is someone in attendance; not introducing himself/herself; talking to carer, not the "blind person; inappropriate spatial directions; walking away without saying s/he is doing so. Note also carer's errors: walking away, not introducing blind person and guessing the exact need instead of allowing him/her to speak initially.

## **Repeat**

Run the role play again, this time doing everything correctly.

## **Activity II**

### **Aim**

To provide skills in negotiating and verbally describing an environment, and to reinforce the need to consider placement of objects (which can become obstacles) when designing environments for people with vision impairments.

### **You need**

A room with several occupied chairs and one or more vacant chairs. The odd obstacle on the way to the chair, and/or the chair facing in an unexpected direction. Door to room left half open.

### **What to do**

This activity requires two participants, one blindfolded. The unblindfolded one uses a combination of physical assistance and verbal cues to direct partner to a vacant chair in the room, starting from outside the room. (The vacant chair should not be in a direct path (it should not be on an aisle, or too easy to get to). Guide does not ask where the "blind" person might like to sit, grabs arm and pushes "blind" person through half-open door (probably banging their nose), does not describe the path being taken, says "look out" instead of "stop" at a major obstacles, when chair is reached, spins "blind" person around and pushes them into the seat, leaves without explanation.

## **Discuss**

What issues arose? How were they dealt with? Were these strategies successful? How did the participants feel?

Highlight the mistakes in this scenario: pushing the "blind" person instead of offering elbow, half-open door, obstacles in the way, not asking for a seating preference, not describing the situation (for example, only one chair available), "look out" instead of "stop", leaving without explanation.

### **Repeat**

Repeat the scenario, correcting all mistakes.

## **Activity III**

### **Aim**

To demonstrate key issues with vision impairment in an everyday situation.

### **You will need**

Sufficient blindfolds and simulation spectacles. The usual morning tea provisions.

### **What to do**

Blindfold some members of the group, give others tunnel vision spectacles or cataract spectacles. Some of the group should remain "unimpaired". Go to, and through, the whole of morning tea, and back to the workshop, like this. Discuss the event afterwards.

### **Discuss**

What were the issues? How did the "blind" participants feel? What about the sighted participants? What strategies were employed for coping/assisting? Which ones worked, which didn't? Why?

This exercise should demonstrate that some people will need help, some won't. Different individuals will need different levels of help. Everyday tasks can be quite difficult, but with the right thought and assistance, can be made easier for people with vision impairments. Strategies learned in the other activities about sighted guide techniques providing clear verbal cues and directions should be employed in this exercise.

## **Activity IV**

### **Aim**

To illustrate the need for effective design of spaces for people with vision impairments and to illustrate the way in which environmental issues may restrict equitable use of library facilities for the person with a vision impairment.

### **You need**

Vision simulation spectacles to restrict field of vision (tunnel vision) and/or make vision hazy and unclear (cataracts).

**What to do**

A participant wears vision simulation spectacles to negotiate their way to the audio collection. Ideally, different visual conditions should be simulated. (Someone should be on hand to prevent any serious injury.)

**Discuss**

Open-ended questions asked to highlight the difficulties experienced by participants. What difficulties were experienced? What could have been better? Why? The discussion should highlight faults in the design or layout of the facility.

**Activity 5****Aim**

To illustrate the value of good design in improving access to collections and facilities.

**You need**

Vision simulation spectacles

**What to do**

A person wearing vision simulation spectacles is asked to view the OPAC, find the toilet, or find a particular Dewey number.

**Discuss**

What problems did the vision-impaired person encounter? How might they have been overcome? What considerations would you take into account? Would accommodations in these areas be of use to any other users?

**Activity 6****Aim**

To illustrate the value of good design in improving access to collections and facilities.

**You need**

Facility to examine, and the freedom/permission to do so. Participants should have pen and paper.

**What to do**

Participants walk around the facility to assess its strong and weak points in terms of design for people with print disabilities. (Facilitator should note some points prior to activity).

**Discuss**

Participants offer their suggestions, and they are checked off against the checklist of building design elements.

**Activity 7****Aim**

To illustrate that good design in improving access to collections and facilities is largely a matter of common sense.

**You need**

All participants to have pen and paper. Butcher's paper/whiteboard.

**What to do**

Participants either individually or in groups (depending on numbers) write their own checklist of important design elements which could assist the blind or vision impaired user. The facilitator then collates participants' responses on butcher's paper. Compare participant responses with checklist. A high degree of agreement should be evident, illustrating that common sense dictates what is needed.

**Discuss**

Discuss items as they are written up.

## **Effective Communication**

### **Activity I: Communication Origami**

This is a quick and easy activity that shows how the same instructions are interpreted differently by different people and highlights the importance of clear communication.

#### **Directions:**

Give one sheet of letter size/A4 paper to each

Tell the group that you will start giving them all instructions on how to fold the paper to create an origami shape.

Tell the group that while you give them the instructions, they must keep their eyes closed and cannot ask any questions

Start giving the group several instructions to fold and rip their paper several times then ask them to unfold their paper and compare how it looks like.

#### **Debrief and discussion:**

Make the point that each paper looks different even though you have given the same instructions to everybody. What does this mean?

Ask the group if you think the results would have been better if they kept their eyes open or were allowed to ask questions

Communicating clearly is not easy, we all interpret the information we get differently that's why it's very important to ask questions and confirm understanding to ensure the communicated message is not distorted.

### **Activity II: The Guessing Game**

This simple activity is a fun way to introduce and show the difference between closed and open questions

#### **Directions**

- Split your class into two equal groups/teams
- One person from each team will leave the room for a minute and think of a business object (any common business object that can be found in any office like a stapler, printer, ..etc.)
- When each person returns to his team, it's the team's task to ask him/her closed ended questions only to try and find out what the object is. If needed, explain that closed ended questions are those that can be answered by yes or no
- Once any team finds the object, this means that they won this round. And they can go for another round.
- After two or three rounds, end the game and make the following point:

## Discussion and debrief

- Tell the group that obviously it took a long time and effort for us to find out the object in each round, but what if we had not time and only had one question to ask to find out the object, what would that question be?
- The question would be “What is the object?” which is an open ended question.
- Open ended questions are an excellent way to save time and energy and helps you get to the information you need fast, however closed questions can also be very useful in some instances to confirm your understanding or to help you control the conversation with an overly talkative person/customer

## Activity III: Power of Body Language

### Overview

Body language speaks louder than any words you can ever utter. Whether you’re telling people that you love them, you’re angry with them, or don’t care less about them, your body movements reveal your thoughts, moods, and attitudes. Both consciously and sub-consciously your body tells observers what’s really going on with you.

### Time

10 minutes

### Instructions and set up

- 1) Explain to the group that you are going to give them a series of instructions, which you would like them to copy as fast as they can
- 2) State the following actions as YOU do them:
  - Put your hand to your nose
  - Clap your hands
  - Stand up
  - Touch your shoulder
  - Sit down
  - Stamp your foot
  - Cross your arms
  - Put your hand to your mouth – BUT WHILE SAYING THIS PUT YOUR HAND TO YOUR NOSE
- 3) Observe the number of group members who copy what you did rather than what you said.

### **What's the point from this activity?**

Facilitate discussion on how body language can reinforce verbal communication, however it can also be stronger than verbal communication – it is important that we are aware of our body language in order to ensure we are projecting the right message.

### **Activity IV: Emotion Game**

This is a fun competitive game that's concerned with getting participants to become more aware of their feelings or emotions. Participants are split into teams and act out an emotion, such as disgust, affection, fear, anxiety, embarrassment, anger, determination..etc. and the total group will try to guess what the emotion is

- 1) Divide the group into two teams.
- 2) Place on a table (or put in a box) a packet of cards, each of which has a particular emotion typed on it.
- 3) Have a participant from Group A take the top card from the table and act out (pantomime) the emotion for his/her group. This is to be done in a fixed time limit (such as a minute or two).
- 4) If the emotion is guessed correctly by Group A, they receive ten points.
- 5) Now have a participant from Group B act out an emotion; award points as appropriate.
- 6) Rotate the acting opportunities between the two groups.
- 7) After 30–45 minutes, call time and announce the winning team based on its point total.

***Note: Add a little prize for the winners to make the game more competitive***

## **Discussion guidelines after post field trip**

Vary your questions to stimulate different kinds of thinking. Start with what participants can sense as they look at or touch an object, then ask them to dig deeper. Here are some suggestions to facilitate feedback session:

### **Recall Information**

Participants learn by making connections between prior knowledge and new information. Start by asking them to recall what they know about a topic. After they have seen the project, discuss what they have just learned. Encourage them to compare previous ideas with new information by asking if any of their ideas have changed.

### **Make Connections**

Ask participants to synthesize information by summarizing facts from several sources, explaining concepts, or describing relationships. For example: By looking at this project, what can you say about communities in the nineteenth century? From what you've learned from this project, can you describe how planes fly? In this project, what stays the same in all of the images of Buddha?

### **Use Your Imagination**

Think about new possibilities. Ask questions such as: If you were the artist, how would you express this feeling or idea? If you were an inventor, how would you solve this problem?

### **Respond to the Experience**

If your participants have a strong emotional response to an experience, they are more likely to remember it. Have them examine their personal reactions to a project. For example: How did the artwork make you feel? If you were part of a nomadic tribe, how would you have felt about the journey?

### **Evaluate the Experience**

Ask participants to justify a choice, take a stand, express an opinion, or defend a position.

### **For example**

- If you had to choose only one object for this project, which one would it be and why?
- Did the objects, labels, and design in this project work together to communicate the story or theme? How?
- What would you change about the project?
- What was missing from the project?

