

Activity	Description	Materials needed	Time allocation (suggested)
Introduction session	<p>Housekeeping, fire, toilets, agenda, breaks, location of closest phones, snack/drink machines, safe and/or quiet areas, outdoor space.</p> <p>Ensure PowerPoint presentation is displayed on screen as participants arrive for the workshop, with the trainer's name clearly visible.</p> <p>Welcome participants to the workshop. Do a reminder round of introductions (name, organisation).</p> <p><b>Group agreement</b> Reminder if working with the same group, develop new version if not.</p> <p><b>Carpark</b> Facilitators should have a pre-made carpark sheet displayed in the training room. Explain that the carpark is for 'parking' ideas that are not immediately relevant to current discussions but can be revisited at the end of the day. It is also a good space for parking longer or heated discussions that require more time.</p> <p><b>Objectives</b> This module expands on the power/oppression theory from the previous module and gives participants specific insight into specific structural barriers. After exploring the barriers, participants turn to thinking about inclusive youth work practice.</p>	<ul style="list-style-type: none"> <li>● Presentation</li> <li>● Flipchart paper</li> <li>● Pens</li> <li>● Carpark sheet</li> </ul>	5mins
Icebreaker	Facilitators should choose a bonding icebreaker from Annex.		10mins
Catch up circles	(Adapted from: Readings for Diversity and Social Justice, Second Edition, Routledge, 2010)		15mins

	<p>Each participant chooses a moment of learning from during or between ALL IN modules. Allow a few moments for individual reflection.</p> <p>Participants then form two circles, an inner and outer circle, so that each participant has a partner. Participants will reflect on their learning asked while at the same time practicing their active listening skills. For example, the outer circle is asked to respond first while the inner circle listens and paraphrases back, and then switch roles.</p> <p>Ask participants to present their moment of learning to each other. Listening partner should not respond or offer solutions, only summarise partner experience once they have finished. Participants have 3 minutes to share their learning with each partner.</p> <p>Once each circle has responded rotate either the inner or outer circle in a direction so that they are matched with a different person. Repeat this exercise 3 times.</p> <p><b>Trainer tip:</b> Participants can either have free discussions (they choose about what they are speaking) or you could structure each round with a questions, for example:</p> <ul style="list-style-type: none"> <li>- Share your moment of learning.</li> <li>- Explain again the learning experience with details on how it happened (by listening, acting, debating, watching etc).</li> <li>- Talk about what else you would like to learn on this topic.</li> </ul>		
<p>Inclusive youth work and youth workers continued</p>	<p>In small groups, participants draw the outline of a person and divide into three sections: behaviours, skills, knowledge. Participants then write the ideal qualities of an inclusive youth worker in these three sections. Small groups share their thoughts with the whole group.</p> <p>Then, individually, participants should draw three boxes labelled behaviours, skills and knowledge. In one half of the box, participants should write the qualities (from the selection of ideal qualities) they are good at and the other half qualities they need to improve [see example box below].</p>	<ul style="list-style-type: none"> <li>● Flip chart/paper</li> <li>● Pens</li> </ul>	<p>60mins</p>

	<div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p style="text-align: center;"><b>Behaviours – Good at</b></p> <ul style="list-style-type: none"> <li>● <i>Listens carefully to young people</i></li> <li>●</li> <li>●</li> </ul> <hr/> <p style="text-align: center;"><b>Behaviours – Need to improve</b></p> <ul style="list-style-type: none"> <li>● <i>Uses digital tools to support young people’s inclusion</i></li> <li>●</li> <li>●</li> </ul> </div> <p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>● What can you do to improve the qualities you are not as good at?</li> <li>● What barriers are there to being an inclusive youth worker?</li> <li>● How can youth work support young people with fewer opportunities?</li> <li>● What are the limitations of youth work for ending oppression?</li> </ul> <p><b>Trainer notes:</b> The <a href="#">Council of the European Union</a> said:</p> <p>“Youth work plays an important role in preventing social exclusion and enhancing social inclusion. Youth work offers developmental spaces and opportunities for all young people and ‘is based on non-formal and informal learning process and on voluntary participation’. Effective youth work and youth initiatives seek to empower young people and encourage their active participation in society. It equips them with skills,</p>		
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	competences and experiences for life, thereby maximising the protective factors, which enhance the development, well-being, autonomy and social inclusion of all young people, including those with fewer opportunities.”		
<b>BREAK</b>			15mins
Equalities area specifics	<p>Explain that we will now explore in more detail the elements of social identity which may lead to oppression. Trainers should assess with the group which issue from the following selection they feel they should know about:</p> <ul style="list-style-type: none"> <li>● Gender</li> <li>● Race</li> <li>● Disability</li> <li>● Sexuality</li> </ul> <p>The pack contains information about the issue, as well as activities to run with the group. Some activities can cover multiple issues and highlight intersectional connections.</p> <p><b>Trainer tip:</b> Do not choose only the issue you are most comfortable with. This is an opportunity for the group to be challenged on an issue they may not be familiar or comfortable with. Participants should be encouraged to explore the other issues during their self-led learning sessions between modules. Participants can have direct control over the topics covered by voting for their preferred option.</p> <p>You can choose to spend the entire time on one issue or run activities from two or more packs.</p>	<ul style="list-style-type: none"> <li>● Pens</li> <li>● Flip chart</li> </ul>	120mins
<b>LUNCH</b>			45mins
Exercise	Trainers should choose an exercise from Annex, depending on the requirements of your group (for example, energiser, mindfulness).		5mins

<p>Human/Children's Rights</p>	<p>Show the following video on human rights: <a href="https://www.youtube.com/watch?v=6XXGF_V8_7M">https://www.youtube.com/watch?v=6XXGF_V8_7M</a> (9.5mins).</p> <p>Explain that there are also specific rights for certain groups of people, such as women, indigenous peoples and minorities, older people, people with disabilities, and children.</p> <p><b>Trainer tip:</b> If youth work in your country is primarily concerned with young people over the age of 18, it might be more suitable to use the <i>Universal Declaration of Human Rights</i> [handout in Trainer Manual] to do the following activities. All of the activities are compatible with general human rights.</p> <p><b>Children's Rights</b> Give each participant the United Nations Convention on the Rights of the Child (UNCRC) handout. Allow enough time for participants to read through the rights.</p> <p>Facilitate a whole group discussion using these agree/disagree prompts. This can be done using physical space (one area of the room 'agree', the opposite 'disagree'). The facilitator should ask participants to decide to what extent they agree with the statement. Once participants have decided, the facilitator should ask participants the reasons for their position. This method allows the group to explore varying opinions.</p> <p><i>Agree/disagree statements</i></p> <ul style="list-style-type: none"> <li>• Children need to earn their rights through good behaviour.</li> <li>• Youth workers have a responsibility to realise children's rights</li> <li>• Children and young people know about their rights</li> <li>• All children should have the same opportunities regardless of how much money their families have.</li> <li>• Young people are given a negative press in society.</li> <li>• I integrate children's rights into my work.</li> </ul> <p><i>Mapping children's rights (Adapted from: Article 12 in Scotland)</i></p>	<ul style="list-style-type: none"> <li>• Screen with sound</li> <li>• UNCRC handouts</li> <li>• Flipchart paper</li> <li>• Pens</li> <li>• Map templates (optional)</li> </ul>	<p>60mins</p>
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	<p>Divide participants into small groups and give them flipchart paper and pens. Ask participants to draw a map of their own village, town or city. They should include their homes, major public buildings (e.g. post office, schools or places of worship) and public services (e.g. hospitals, doctor's surgeries, libraries, fire station, police station) and any other places that are important to the community (e.g. shops, cinemas, cafes, youth/community centres, parks, the beach).</p> <p><b>Trainer tip:</b> If participants find drawing challenging, or you have limited time, use some generic map templates. Participants can also draw a fictional city or a place they are all familiar with.</p> <p>When the maps are complete, ask participants to analyse their maps from a children's rights perspective using the UNCRC handout. What human rights do they associate with different places on their maps? For example, a place of worship with freedom of thought, conscience, and religion; the school with the right to education; the library with the right to information. As they identify these rights, they should look up the relevant article[s] in the UNCRC handout and write the article number[s] next to that place on the map.</p> <p>Each group should choose one character from the Privilege Walk activity. They should use their map to see where the character's rights are being met, and where they are not. They should think of the locations and the challenges they experience.</p> <p><b>Trainer tip:</b> If a group completes the task quicker than other groups, ask them to do the same activity with another character.</p> <p>Feedback from each group about their findings. Lead a plenary discussion using the following questions.</p> <p>Questions:</p> <ul style="list-style-type: none"> <li>• Did any parts of your map have a lot of rights? Why do you think this is?</li> <li>• Did any parts have few or no rights? How do you explain this?</li> </ul>		
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	<ul style="list-style-type: none"> <li>• Are there any articles of the UNCRC that no group included on their map? Why do you think this is?</li> <li>• Which characters experienced more rights than others?</li> </ul>		
<b>BREAK</b>			15mins
Human/Children's Rights continued	<p>Using the maps created in the previous exercise, each group should choose one character from the Privilege Walk activity (Module 1). They should use their map to see where the character's rights are being met, and where they are not. They should think of the locations and the challenges they experience.</p> <p><b>Trainer tip:</b> If a group completes the task quicker than other groups, ask them to do the same activity with another character.</p> <p>Feedback from each group about their findings. Lead a plenary discussion using the following questions.</p> <p>Questions:</p> <ul style="list-style-type: none"> <li>• Did any parts of your map have a lot of rights? Why do you think this is?</li> <li>• Did any parts have few or no rights? How do you explain this?</li> <li>• Are there any articles of the UNCRC that no group included on their map? Why do you think this is?</li> <li>• Which characters experienced more rights than others?</li> </ul> <p><i>Participation</i> Article 12 of the UNCRC specifies that children should have a say in all matters affecting them, and to have their views taken seriously. One of the core principles of youth work as discussed in Module 1 is young people's participation.</p>	<ul style="list-style-type: none"> <li>• 7 Golden Rules cards</li> </ul>	45mins

	In small groups or pairs, discuss one point per group ('Things FOR ADULTS to think about') from the 7 Golden Rules for Participation. Share the discussions in plenary.		
Self-led learning/group support between courses	Explain the different activities/readings/materials participants should access and complete before Module 3. Some participants will not be progressing after this module. Explain how they can access peer support going forward.		5mins
Questions and car park	This is the time to revisit any issues placed in the carpark and answer outstanding participant questions. Refer back to group challenges/opportunities.		10mins
Evaluation	Trainers should choose an appropriate evaluation activity from the Annex.		30mins
<b>CLOSE</b>			

## Packs

## Gender

### UNCRC

**Article 2:** The Convention applies to everyone: whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from.

**Article 28:** Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.

**Article 34:** Governments must protect children from sexual abuse and exploitation.

**Video** - Gender norms 101: <https://www.youtube.com/watch?v=ghmA-wEkw0> (3.5mins)



# ALL IN - MODULE 2



**Act like a man, act like a lady exercise** (Credit: Heather Hackman, Readings for Diversity and Social Justice, Second Edition, Routledge, 2010)

The purpose of this activity is to demonstrate how gender roles are socially constructed.

Have participants get into small groups and provide pens and flip chart paper. Inform them that they will have 10–15 minutes to do the following:

Have one half of the groups in class draw the outline of a “flower” covering most of their paper. Inside the flower, they should list all of the answers that come to mind when they hear the phrase, “Act like a lady.” Examples might include, “cross your legs” and “wear makeup at all times.” Then in the area around the flower list all the things that happen to women if they do not adhere to these expectations. For example, “called a bitch,” “not hired or promoted” and “harassed on the street.”

Have the other half of the groups in class do the same basic activity...draw a “box” covering most of their paper. Inside the box they should list all of the answers that come to mind when they hear the phrase, “Act like a man.” Examples include, “don’t cry” or “never ask for directions.” Then in the area around the box list all the things that happen to men if they do not adhere to these expectations. For example, “called a fag,” “beaten up” and “never picked for the team.”

After they have completed their lists, post them around the room and have participants go around and read all of the other lists. Ask them to look for the common themes in the lists. When finished, ask them what they saw and note the commonalities.

After participants have shared, discuss in more depth the points below and use it as a segue into a deeper discussion of the social construction of gender roles versus gender identity, how gender roles and their maintenance serves as the foundation of sexism and heterosexism, and the role that the transgender community serves as a liberator for everyone.

## **Specific points to address include:**

a) These are impossible to attain; wouldn’t really even want to,

- b) Violence is a key part of the process of creating and maintaining gender roles,
  - c) Homophobia is also a key part of it as well,
  - d) Notice how the female is used to degrade men,
  - e) Understand how this heightens a binary around gender and makes it much easier to keep sexism in place.
- Have you ever been pressured to conform to rigid and outdated gender norms? Or shamed when you didn't?

## **Developing an Exclusive Workshop** (Credit: The Barefoot Guide 5: Mission Inclusion)

Tell the participants that they are going to organise and design a workshop – a very special workshop. We want to make absolutely sure that NO women come.

At first, they will be reluctant. If they find the task difficult, you can prompt them by asking questions to make them think about the structure of the workshop:

- At what time should the workshop start and finish? Why?
- On what day of the week?
- How will you organise the sessions?
- How will you arrange the chairs?

As they get deeper into the task, you can refine the questions: what would be most effective in excluding young women? Older women? Women with young children? And so on...

When they are ready, they can share their arrangements for the workshop on a flipchart labelled “Exclusive” For each point they write on the flipchart, ask them why they have chosen to do that – why would this exclude women?

Now ask them to say what the opposite of this workshop design would be – what things would make the workshop most inclusive of women. Write these points down on another flipchart labelled “Inclusive”.

On a third flipchart, ask them to write down what they have actually been doing in regard to including women when organising workshops. This should highlight a number of actions, whether intentional or not, that could be improved upon. Usually this reveals some shocks and surprises.

Finally, on a fourth flipchart, ask them what they can do immediately to make their workshops more inclusive, as well as what they can commit to changing in the longer term.

You can do this activity for any event/process or system – try it yourself – it will help to make you more inclusive in your recruitment, communications, or financial systems.

## LGBTQ+

### UNCRC

**Article 2:** The Convention applies to everyone: whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from.

**Article 7:** Every child has the right to a legal name and nationality, as well as the right to know and, as far as possible, to be cared for by their parents.

**Article 8:** Governments must respect every child's right to a name, a nationality and family ties.

**Video** – 5 Reasons I love being transgender (1.5mins) <https://www.youtube.com/watch?v=DKYYoRCJuCw>

**Video** – What is sexual diversity? [in Spanish] (7mins) <https://www.youtube.com/watch?v=1QbTZYiQ6BA>

### Matching definitions

Split participants into two groups. Give one half the term cards, the other half the definition cards. Participants should move around the room and match terms with definitions. Allow time afterwards for participants to add more terms and definitions. Share these with the whole group.

Lesbian	An adjective used to describe women whose enduring physical, sexual, romantic, and/or affectional attraction is to other women.
Gay	An adjective used to describe people whose enduring physical, sexual, romantic, and/or affectional attractions are to people of the same sex, sometimes used specifically to refer to gay men.
Bisexual	An adjective used to describe people whose enduring physical, sexual, romantic, and/or affectional attraction is to both men and women. Bisexual identity does not require a history or current activity that includes sexual experiences with men and women.
Transgender	An older but still common umbrella term that may include transsexuals, cross-dressers, drag queens, drag kings, and other people who transgress the socially constructed confines of gender. As a term of self-identification, it should not be imposed on people. Nevertheless, we may use it descriptively to encompass anyone who falls under this broad definition, whether or not they would describe themselves this way.
Queer	An umbrella identity term taken by people who do not conform to heterosexual and/or gender binary norms; a reclaimed derogatory slur taken as a political term to unite people who are marginalized because of their non-conformity to dominant gender identities and/or heterosexuality.

Intersex	An individual who is born with a combination of male and female biological characteristics, such as chromosomes or genitals, that can make it difficult for doctors to assign their sex as distinctly male or female.
Asexual	An individual who indicates a lack of sexual attraction, the lack of interest in and desire for sex, and/or the lack of a sexual orientation. Asexuals, while typically lacking in sexual desire, may engage in emotional, intimate, and/or romantic relationships. Each asexual person experiences things like relationships, attraction, and arousal somewhat differently. People with this identity sometimes use “ace” or “ace/sexual.”
Pansexual	A sexual orientation characterized by enduring physical, sexual, romantic, and/or affectional attraction toward people without regard for their gender identity or biological sex. Pansexuality encompasses all kinds of sexuality; it is not limited or inhibited in sexual choice with regards to gender or practice.

### Who belongs? (Credit: IGLYO Intersectionality toolkit)

On a sheet of A4 participants should draw a triangle, representing their organisation. The top part of the triangle represents those who are in positions of power and influence, those who are seen and heard most frequently and who others look up to and listen to, as well as those who are most well represented in the organisation’s policies, materials, documents, etc.

Hand out an organisational scavenger hunt checklist (see below) to each participant. Ask participants to individually place the people listed in relation to where they would be found in the organisation. Those who would not be found in the organisation at all are to be left outside the triangle. Others should be placed hierarchically on the triangle.

- Which people belong to your organisation and which do not? Which people does the organisation cater most to (relevant documents, language, resources, information, events, etc.), and which least to, or not at all?
- What is the internal hierarchy like?
- How can this be changed?

Note: The aim is not to identify ways of including people as a sign of tokenism, or even aiming to become all-inclusive overnight, but rather to examine what norms exist in our own organisations, which individuals have most/easiest access to positions of power, how that impacts on the organisation and its work, and how we can begin to challenge the status quo.

Organisational scavenger hunt checklist:

- A bisexual cisgender woman
- A white cisgender male
- A disabled person whose (dis)ability is not visible
- An individual who is privately educated
- A transgender woman
- An immigrant cisgender male
- A working class person
- A visibly disabled person
- An immigrant cisgender female
- A cisgender female university graduate



# ALL IN - MODULE 2



- A transgender man
- Someone who is not a university student or graduate and/or does not plan to go to university
- A person who could pass for male or female
- A religious asexual woman

**Book:** And tango makes three [available on Drive]

## Race

### UNCRC

**Article 2:** The Convention applies to everyone: whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from.

**Article 30:** Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live.

**Guided fantasy: A walk in the park** (30mins) (Credit: IGLYO Intersectionality Toolkit)

Ask the group to sit in a circle, and slowly talk through the following guided fantasy.

Close your eyes. Take a minute to imagine yourself in a public park. Just for now it is empty of people. It's a warm summer's day, the trees are heavy with leaves and the sun breaks through to make you feel warm. There is a slight breeze; you can feel it on your face. As you look forward you can see a path winding its way far into the distance. Around the path there are grassy patches of cut grass and large leafy trees. The only sound is of birds singing.

You hear the birds and smell the freshly cut grass; you feel the heat of the sun and are refreshed by the slight breeze. You look in front of you and decide to follow the path.

You begin to walk and move along the path and hear human voices in the distance. You look first to your right and then to your left, you notice a young child kicking a football. The child throws the ball into the air and catches it as it falls. You notice the ball fall hard into the child's hands. Two people are playing with the child – you smile and wave towards them noticing the smiles on their faces. You continue to walk around some large trees and pass two people sitting on a bench. They are laughing loudly – you try to hear what they are saying. You move again along the path and see a couple walking towards you holding hands. They walk past you as you look at them.

As you walk on a number of men are sitting on a bench by the path, talking and laughing – you look at them one by one.

As you walk on you are nearing the gate of the park, you walk through the gateway and in front of you, you see this building [make relevant to training location]. You walk into the building and then into this room. You sit on the chair and feel it under you. You begin to slowly open your eyes and come back into the group when you are ready.

## Discussion:

- When you saw the child with the ball, was the child female?
- The two people you saw with the child, did you imagine them to be the child's parents?
- The two people sitting on the bench: what did they look like? Were they white and able-bodied?
- The couple holding hands that were walking towards you: were they an old or retired couple, were they able-bodied, were they non-white, were they two women or two men?
- The group of men on the bench, were they young or old, were they able-bodied, and were they white?
- Did anyone in your park wear clothing or jewellery which made you think they were from a different culture?
- Why do you think you saw the park in that way?

- How do you think that the way we see the world influences our work?

## **Mapping Identities** (Credit: Readings for Diversity and Social Justice, Second Edition, Routledge, 2010) (60mins)

Each participant should have pens and paper. Ask them to place their name in the centre of the page and draw a box around it. Next, have them draw a line from the centre box and write one aspect of their identity that is important to them, and draw a box around that. Continue drawing lines from the centre to other aspects of their identity that are important with a box around each until the centre box is surrounded. For example, woman, working class, friend, student, Catholic, Latina, etc.

Have the participants pair up and share their profile with a partner, and discuss one aspect that they felt most proud about and one aspect that they have felt embarrassed or sad to be associated with in the past. Their partner should ask, “what is one thing you never want to hear said about this aspect of your identity?” Switch and do the same with the other partner.

Discuss together some of the stereotypes the participants have heard about different aspects of their identities noted and why such stereotypes are not accurate. Then ask each to focus on one of the stereotypes about an aspect of their identity that they have identified that does not accurately describe who they are. Ask them to complete the sentence: “I am x but I am not y.” Give some examples to help clarify: “I am a woman but I am not weak”; “I am religious but I am not conservative”; “I am a black man but I am not a gangster.”

As a whole group discussion, consider the following questions:

- How do the aspects of identity you chose differ from the dimensions that other people chose?
- How does the way we identify ourselves differ from the way others identify us?
- How do the aspects of identity you chose as important differ from what other people use to make judgements about you?
- How do your responses challenge stereotypes?

**Trainer tip:** Encourage participants to focus on social identity aspects (race, class, gender, sexuality, etc) as well as roles (student, parent, teacher) that are important to them. Remind pairs to be active listeners to their partners and respect their self-definitions. A person may not agree with or may experience differently the same attribute, but they are not to try to define or change what their partner identifies for themselves.

## Disability

### UNCRC

**Article 2:** The Convention applies to everyone: whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from.

**Article 12:** Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

**Article 23:** A child with a disability has the right to life a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.

**Video** - Children talking about invisible conditions (3mins) <http://www.bbc.co.uk/newsround/43567392>

**Video** – ‘Lo incorrecto’ (5mins) <https://www.youtube.com/watch?v=SBLiBLb23ZA>

**Video** – Hearing Hands (3mins) [https://www.youtube.com/watch?time\\_continue=4&v=UrvaSqN76h4](https://www.youtube.com/watch?time_continue=4&v=UrvaSqN76h4)

**Video** – Solo los Rebeldes Cambian el Mundo (3mins) <https://www.youtube.com/watch?v=9o7h39ztTsQ>

### GENERAL ACCESSIBILITY AND DISABILITY



# ALL IN - MODULE 2



## Accessibility Quiz

Short quiz in big group.

**1. What the following numbers are: 85 – 90 – 100 – 110?**

**Answer:**

85cm – clear width is the minimum requirement for accessible doors.

90cm – space requires a person using crutches.

100cm – needs person using a walking frame.

110cm – needs person using a triple or quad walking stick.

[It is possible that most of the participants haven't seen those named tools in their lives, that's why facilitators have organised some examples to show.]

**2. How long should the ramp be, if you need to overcome a height of 1 meter and the gradient of the ramp should be 6%?**

**Answer:** 16 meters

6% means height/length = 6/100

In the UK and the USA the gradient is given like 1:16, which makes the answer easy.

**3. The program of course is printed in Braille and given around the circle. Participants need to guess, what is written in it.**

## TRANSPORT

As organizers of activity or youth workers we need to give information, how to get to the venue place, including description of obstacles like hills, bumpy roads, irritating environment, etc. or organize means of transport. The information we first need to collect. Is there a disability service? How does it work? On spot or you need to call in advance? When people need to be there? Where to meet, whom to ask?

**Your tasks in pairs:** collect information about and organize travelling by plane, ferry, train, car, on foot or bicycle (each way of transportation if possible) from your home town to Berlin (Germany). *(30 min – 1h)*

**Discuss in smaller groups** your findings (4 people) – *25 min*

**Sum up** in plenary and debriefing – *25 min*

## ENVIRONMENT/ACCOMODATION/VENUE/FOOD

Being on a seminar or other event can be tricky for participants. Questions arise: Where are the toilets and can I use them? How high are the counters? What facilities are provided for customers? Any plants, tables, chairs, columns around? How about stairs, doors, ways? Check emergency issues! Provide guided tours! What food is offered? What diets are provided? Is taken care about allergies, religious needs?

**Task:** Check out your venue place with the Task list on accessibility in groups with up to 5 group members. Check out what food you can get where. *(2 hours practical work + 30 min preparing presentation + presentation and conclusion in plenary)*

## INFORMATION

Information is everything you do, say and write or draw. So everything needs to be explained for people who can't see or hear or perceive information in different ways. What is written, drawn or done needs to be explained by voice. Sounds, music and spoken



# ALL IN - MODULE 2



words need to be transferred written or via sign language for people who might have problems with understanding, information needs to be transferred in a way they understand.

**Task:** Practice to deliver information through all possible channels. In group (up to 5 members) choose **1 song, 1 text from local newspaper and 1 artwork (painting)** and explain the message to others in different ways. *(1 h group works + presentation & sum up in plenary)*

## Methods and Adaptations

Aim: practice adapting non formal learning methods.

**Trainer tip:** Depending on time and group, trainer can give methods to participants or name categories of methods they need to work on.

1. Choose 1 method you know or you want to try out (individually or in small group)
2. Fill out following part

NAME OF THE METHOD:

TIME NEEDED FOR THE METHOD:

STEP BY STEP DESCRIPTION OF THE METHOD:

MATERIALS NEEDED:

YOUR ADAPTATIONS THAT THE METHOD FITS TO THE NEEDS OF YOUR GROUP:

ANY OTHER COMMENTS OR TIPS REGARDING METHOD:

1. Play the method in the big group.
1. Analyse afterwards. The following points can help you structure your analysing process, but you are welcome to use yours. After you have done analysis, you can play out the method again with integrated changes.

**1. How was it for you to design method from A to Z (including creating it accessible)?**

**2. Name 3 learning points for you while you were designing accessible method:**

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**3. Point out at least 3 points where the method was accessible for everybody (*during giving instruction, action and closing up*)**

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**4. Point out at least 3 points, where it could be improved next time (*during giving instruction, action and closing up*). How?**

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- 
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## Learning disorders

### Introduction (10mins)

The trainer starts the section with a presentation explaining what learning disorders are and how they affect the learning process. Special attention can be put on slides 12, 14, 16 and 18 and if needed those slides can be printed for the training participants.

### Step into dys shoes (5mins)

Trainer gives participants the sample of the text and asks them to decode it.

### Tips and Tricks (10mins)

The trainer shows the presentation with the most important aspects of adapting text for students with learning disorders.

### Knowledge into practice (10mins)

The participants are asked to match in pairs and to use piece of the text they used with the previous exercise and write down 10 ways that would make this text friendlier for people with learning disorders (following the rules from the previous presentation).

### Conclusion (5mins)

General discussion connected to the topic:



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- Please share one or more things you have learned during the exercise?
- How you will implement the things you learn in your training methodology?

## Imagine how would you feel?

In small groups or with the plenary, begin a discussion on the following.

Imagine how you would feel:

- If strangers took you by the hand –without asking- and pushed you in a certain direction when you were standing around figuring out the metro-system in a new city
- If people started using baby-talk in a conversation with you because you didn't hear them well the first time because of loud background music or because you didn't speak their language
- If people ignored you, and talked to the friend next to you instead, because you didn't know anything about e.g. cars or computers
- If people were nervous and avoided eye-contact when you were around them because you were wearing strange clothes or had a different hairstyle



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## NOTE:

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questions in your native language. We are especially interested of any Changes made in program and adaptations of the methods.

