

Knowledge is  
Power

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# Background

Despite policy guidance, initiatives and a global human rights treaty (UN Convention on the Rights of Persons with Disabilities 2009, Article 7) which state that Disabled children and young people have a right to participate in decisions about their own lives, research evidence repeatedly shows service providers struggle to undertake and sustain this work. In addition little research has been done that identifies the capacity building Disabled children & young people may need to be in a position to participate. Many Disabled children and young people are still not involved in decisions about their lives. They have not been supported to develop the skills and confidence to be involved in decisions. Many have low expectations and may have learnt to be passive. We face many barriers as Disabled people so we suggest Disabled People's Organisations (DPOs) use this resource as part of a wider programme of work with Disabled young people on intersectionality.

There isn't a rights and empowerment training programme, co-produced by Disabled adults and Disabled young people, to support Disabled children & young people to have the confidence to participate in a range of participation activities. Therefore we want to design and test out a rights and empowerment focused training resource that will support Disabled children & young people to seek out and engage in participation activities. The specific objectives of the project will be:

- Community based DPOs and Disabled young people co-produce the development of the resource to ensure it maintains a young person-centred approach.
- Produce a unique training resource to help statutory agencies, VSC organisations and service providers wishing to engage Disabled children and young people in participation activities.
- DPOs and Disabled young people involved will be skilled up to co-deliver the training resource.

# How to use this toolkit

We know that Disabled people led organisations are leading the way in fighting for Disability equality and empowering Disabled people. The aim of this toolkit is to support DPOs to extend this to Disabled children and young people to ensure the next generation are empowered to campaign and engage in participation activities.

This toolkit has been co-developed with Disabled young people. It includes session plans that cover the learning outcomes Disabled children and young people have identified as key to enable them to develop their identity, skills and confidence in participating. This toolkit is also designed to be co-delivered with an experienced Disabled adult and a Disabled young person both of whom have a good understanding of disability issues already. This way of working better reflects the aims of this toolkit, particularly Section 3.

The session plans include suggested activities for each learning outcome. However, you may also have other activities that you would prefer to use instead. We provide guidance on how to facilitate each activity, but have not provided all of the materials. This is so that you can adapt and differentiate the resources you use to be inclusive of the young people in each session. This will also make sure that the resources are current and do not go out of date. In addition, personalising the training is a great way to give you ownership over it, meaning it can be used in the way that works best for you.

The plans have been developed so you can deliver them flexibly. For example, you may wish to cover all of the session plans in one full day session or in 2-3 shorter sessions. Equally, you may wish to spend longer on each session to ensure it is accessible for all of the young people. There are also several different activity options

throughout the training. This is so you can adapt the training based on what you know about the attendees and can be responsive to the group when delivering the training.

It is also worth noting that we understand you are already skilled facilitators. The advice in this toolkit relates to adapting your skills to make information accessible to Disabled young people. It may seem that there is a lot of information, some of which might not be relevant to you. This is because we are aiming to reach a wide range of organisations, and want to ensure that there is sufficient information for any of these organisations to confidently carry out the training.

This resource has been produced by the Alliance for Inclusive Education and Common Room and it is part of the Making Participation Work programme, a joint partnership between the Council for Disabled Children and KIDS, and funded by the Department for Education. For more information about the Making Participation Work programme, visit <https://councilfordisabledchildren.org.uk/> or contact [CDC@ncb.org.uk](mailto:CDC@ncb.org.uk)

The Alliance for Inclusive Education (ALLFIE) is an organisation of disabled people and allies which campaigns for the right of all disabled pupils and students to mainstream education as part of the building of a more inclusive society. [www.allfie.org.uk](http://www.allfie.org.uk). Disabled and non-disabled learners learning together creates a more inclusive society.



Common Room Consulting Ltd connect the expertise of young people with researchers, practitioners and policymakers to ensure lived experience influences research, policy and practice. We also promote shared decision-making, person centred care and collaborative practice across education, social care, health and mental health. <http://commonroom.uk.com>

**COMMON ROOM**



# Session 1

## Understanding Disability: Who am I? Who are we?

### Overview

Despite advances in Disability equality, many Disabled children and young people are still growing up without a positive identity as a Disabled person. Many do not have any Disabled role models, have little or no understanding of the history of Disability and have had little contact with the Disability community or their local Disabled People's Organisation (DPO).

This aim of this session is to support Disabled young people to explore their self-identity as a Disabled person, to understand they are a part of the Disability community and to understand the Social Model of Disability.

Suggested length: 2 hours

Do the group know each other? If not, you may wish to use one of the [icebreakers in the appendix \(p47-8\)](#).

Key topic	Aims	Activities
1.1 Who am I? What does Disability mean to you?	<ul style="list-style-type: none"> <li>To explore Disabled young people's understanding of Disability and of their own identity as a Disabled person</li> </ul>	<ul style="list-style-type: none"> <li>Who am I? Person Outline</li> <li>OR Who am I? Freeze frame</li> </ul>
1.2 Who are we? Understanding Disability	<ul style="list-style-type: none"> <li>To develop Disabled young people's understanding of Disability history and the Disability rights movement.</li> <li>To enable Disabled young people to see themselves as part of a community.</li> <li>To enable Disabled young people to understand some of the issues that have affected Disabled people's involvement in decision-making.</li> </ul>	<ul style="list-style-type: none"> <li>Presentation</li> <li>OR Timeline: What is our history?</li> </ul>
1.3 Our rights, our experience: The Social Model of Disability	<ul style="list-style-type: none"> <li>To develop Disabled young people's understanding of the Social Model and what this means in terms of their self-identity.</li> <li>To enable Disabled young people to understand the barriers Disabled people face and how this affects their self-identity, confidence and involvement in decisions about their lives.</li> <li>To explore how the Social Model actively supports involvement in decision-making.</li> </ul>	<ul style="list-style-type: none"> <li>What disables us? The Medical Model and Social Model of Disability.</li> <li>Understanding the Social Model: The Line of Truth</li> </ul>

## Key Messages

- Disabled people have experienced discrimination and exclusion.
- The Disabled people's movement has fought for rights for Disabled people.
- Disabled people are a community that continues to campaign for equality.
- Disability is an identity to be proud of.
- Disabled people are Disabled by attitudes, inaccessible environments and a lack of equality, not by their impairment(s). This means that the world needs to change and become more inclusive of Disabled people.
- Disabled people have the same rights as non-Disabled people, including to be involved in decisions about their lives.

## 1.1 Who am I? What does Disability mean to you?

### Aim

- To explore and understand Disabled young people's understanding of their own identity as a Disabled person.
- There are two options for the activity for this section - you can choose from either Activity 1 or Activity 2

# 1.1 Activity 1: Who am I? Person outline

## Requirements:

- Large sheet of paper
- Coloured pens
- Tape or Blue Tac

## The Activity

1. Draw an outline of a person on a large sheet of paper.
2. Stick the sheet of paper to a wall, tape it to a large table or lay it on the floor – whatever makes it easier for everyone to see it and add to it.
3. Starting off on the inside of the person, ask the young people to write or draw what Disability means to them as an individual and how they see themselves as a Disabled person.
4. Ask the young people to write around the outside of the person what they think other people think about Disability/Disabled people.
5. Feedback: Depending on the group you can:
  - discuss what young people are writing as they go along or
  - wait until the end of the activity and then ask young people to describe what they've drawn or written.
  - extend the discussion by exploring why people think these ways about Disability? What impact does this have on Disabled people?
6. Summarise by explaining that these sessions are about exploring and understanding more about Disability and developing a positive self identity as a Disabled young person.

# 1.1 Activity 2: Who am I? Freeze frame

## Requirements:

Space in the room to enable young people to work in small groups.

## Freeze Frames

Freeze frames are still images of a scene. They are a way of trying to show what is happening through still posture, and body shape or positioning. They can be a great alternative to role play, with less chance of the group getting carried away! Here, we use them to show a snapshot of a situation, which the group can then discuss.

## The Activity

1. Get the young people into small groups of 3-5.
2. Ask each group to think of two examples that show one positive way people see Disability and one negative way people see Disability. For example, Disabled people are helpless and Disabled people are good at spotting barriers and finding solutions to removing them.
3. Explain the idea of a freeze frame – it is like a photo, showing what is going on while remaining completely still.
4. Ask each group to create a freeze frame showing one positive and one negative way people see Disability.
5. Give the groups 5-10 minutes to think of their two freeze frame scenes and how to show them.
6. Ask each group in turn to show their freeze frames. It is better to start with the negative attitude freeze frames and then the positive.

(cont.)

## (cont) 1.1 Activity 2: Who am I? Freeze frame

### Tips

- It can be useful to prepare some examples in advance in case the young people find it difficult to think of some.
- For younger groups it might be helpful to practice making freeze frames with easier subjects – for example builders as sexist and builders as helpful
- It can be helpful for someone to write the key words or themes from the discussion in step nine on flipchart paper so that you can refer back to it in your summary.

### The activity (cont)

7. Ask the audience to say what they think is happening in the freeze frame.
8. Then ask the people in the freeze frame to explain what is happening.
9. Ask people in the freeze frame or audience to say:
  - a. how each person in the freeze frame might be feeling
  - b. why they think the way they do about Disability;
  - c. how this could make Disabled people feel about themselves.
10. Summarise by explaining that these sessions are about exploring and understanding more about Disability and developing a positive self-identity as a Disabled young person.

## 1.2 Who are we? Understanding Disability

### Aim

- To develop Disabled young people's understanding of Disability history and the Disability rights movement.
- To enable Disabled young people to see themselves as part of a community.

## 1.2 Activity 3: Timeline: What is our history?

### Requirements:

- Prepared images of key events from Disability history – positive and negative (quantity can be adapted depending on the access requirements of the group) eg 12 Pillars of Independent Living, UNCRPD, Disability Discrimination Act, the right to mainstream education, the Social Model, the Equality Act, Direct Payments, Personal Budgets
- Dates for each of the events on a timeline (see suggestions in appendix, p49)

### Tip:

To personalise the activity you could add in important dates for the DPO or the community/locality

### The Activity

1. Lay out the images on a table.
2. Ask the young people to put them in order of oldest to most recent and match them with the date cards on the timeline.
3. They can do this as a whole group or in smaller groups with a set of event cards and date cards for each group.
4. Ask the group (or each group in turn) to say in which order they think the events happened.
5. Move the events around to put them in the right order.
6. Give a brief explanation of each of the events, the challenges Disabled people faced and the impact each has had on Disabled people's lives, independence, choice and control.

## 1.3 Disability - whose problem is it?

### Aim

- To develop Disabled young people's understanding of the Social Model and what this means in terms of their identity.
- To enable Disabled young people to understand the barriers Disabled people face and how this affects their self-identity, confidence and involvement in decisions about their lives.
- To explore how the Social Model actively supports involvement in decision-making.

## 1.3 Activity 4: What disables us? The Medical Model and the Social Model

### The Activity

1. Brief introduction to explain that Disabled people are disabled by attitudes, inaccessible environments and a lack of equality, not by their impairment(s). This means that the world needs to change and become more inclusive of Disabled people.
2. In small or whole group, ask the young people to think of some examples of different types of impairments. Write these on flipchart paper. Summarise:
  - Disabled people have many different types of impairments. These are just part of who we are.
  - Our impairments may cause us some difficulties but they do not disable us. We are Disabled by the world around us.
3. Explain that people are Disabled by barriers in the world around them. Stick up the three headings on the wall: negative attitudes, inaccessible environments, lack of equality and rights. In small groups or as one large group, ask young people to think of examples of barriers that Disabled people face.
4. Show a short video of the Social Model: <https://www.youtube.com/watch?v=23oBOjQAYe8> or <https://www.youtube.com/watch?v=ObMG6-3QXws>
5. Summary: show slides or a handout to summarise the difference between the Medical and Social Models.

(cont.)

## (cont.) 1.3 Activity 4: What disables us? The Medical Model and the Social Model

### Requirements:

Young Disabled person friendly  
Social & Medical Model slides (see  
following pages)

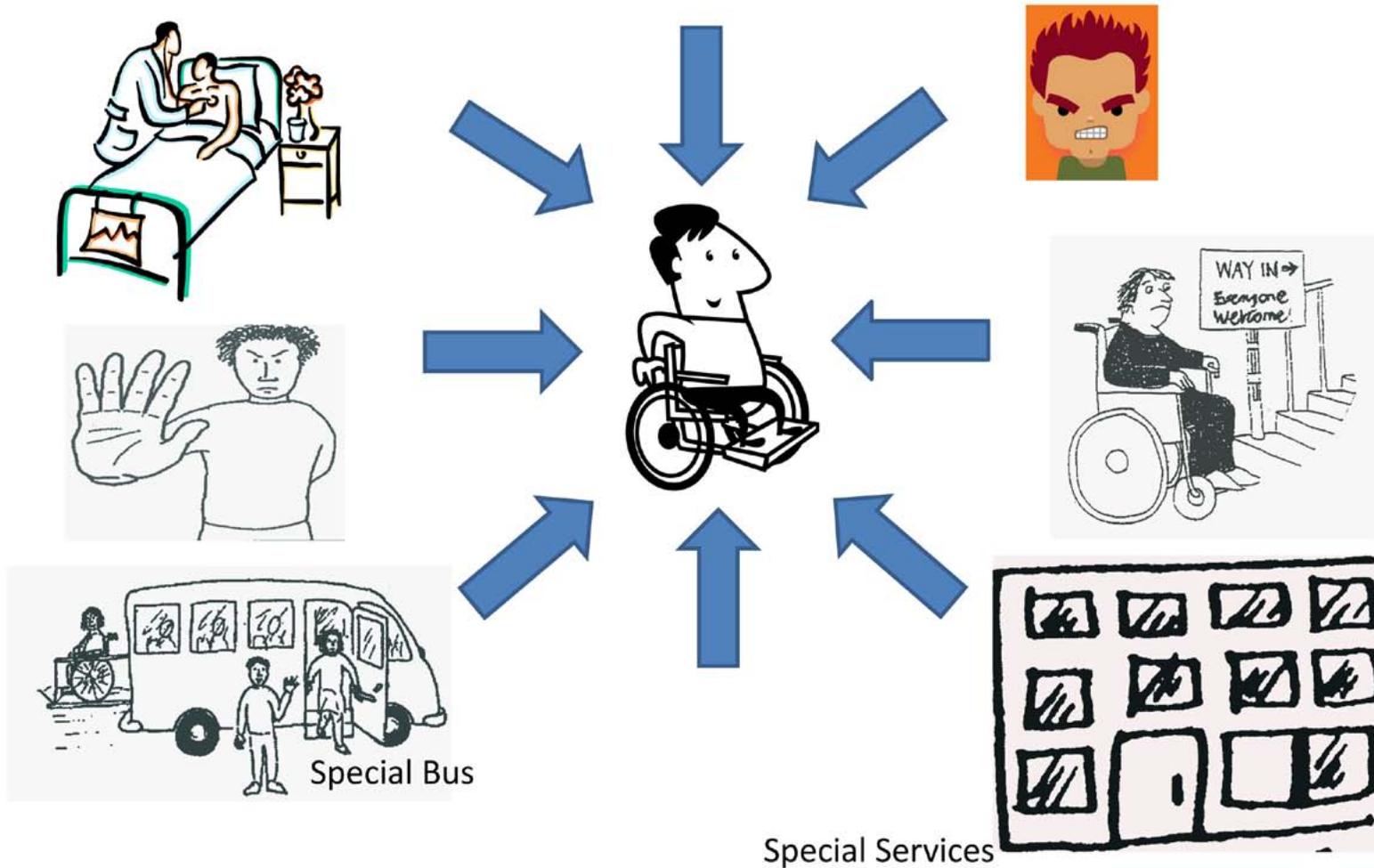
### Key messages

- Disabled people are not disabled by their impairments
- We are disabled by barriers in the world around us.
- The Social Model is important because it gives power back to Disabled people. It enables us to identify and challenge barriers in our lives that disable us.

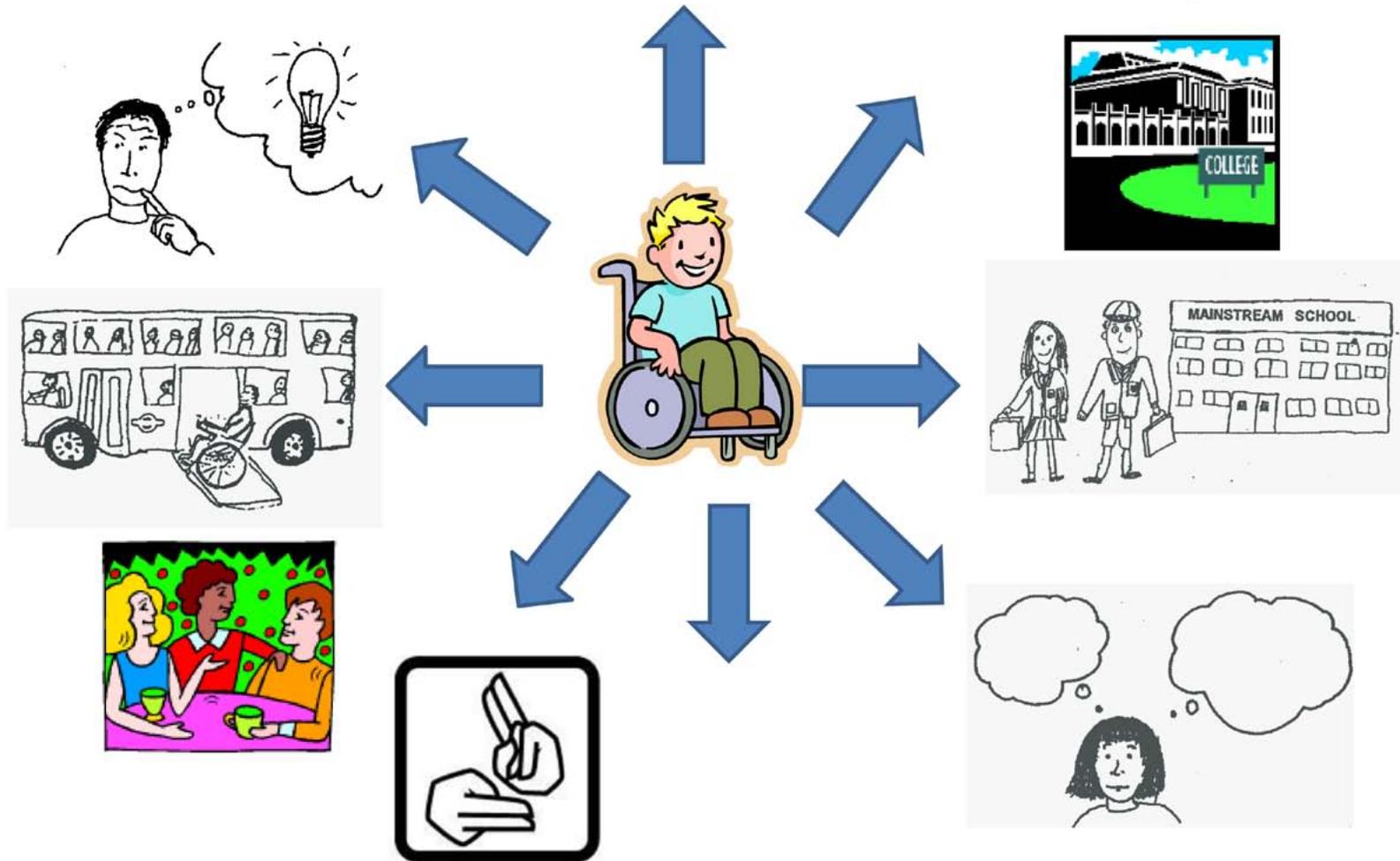
### Tips

1. To help the discussion you could:
  - prepare examples of different types of barriers
  - prepare some short examples of a Disabled young person's experiences. Read this out and then ask the young people to think about what the barriers are.
  - If there are good dynamics and the group are supportive of each other, you could ask young people to share examples of times they have not been able to do something – then discuss what the barriers were. Young people are likely to start by thinking the barriers are due to their impairment – support them to think about the barriers in society.
2. Bear in mind that young people accessing the training may have a lack of empowerment and be very used to the Medical Model. It's important to allow them to explore this different way of seeing Disability, adapting the activity to make it relevant for the group you are working with.

# The medical model of disability



# The social model of Disability



## 1.3 Activity 5: Understanding the Social Model: the line of truth

### Requirements:

1. Space for young people to move around the room
2. Print out two signs that can be pinned to the wall in large font – one reading 'Social Model' and the other 'Medical Model'
3. A list of statements or situations written from a Social Model or Medical Model perspective. These could include:
  - Disabled people /people with disabilities
  - Disabled toilet / accessible toilet
  - Special needs transport / accessible transport
  - Disabled people are the problem / people's attitudes are the problem
  - It's my fault I can't get into that building because I am in a wheelchair / the building needs to be wheelchair accessible
  - This model was created by medics/this model was created by Disabled people

### Tips:

- If you have less space, you can hold up red and green cards to show whether they think the statement is true or false
- If the group are shy, you could do this activity in teams to stop people feeling singled out.

(cont.)

## (cont.) 1.3 Activity 5: Understanding the Social Model: the line of truth

### The Activity

Note: you do not have to use all of the example statements given.

1. Use a test statement to model how the activity works e.g “This model was designed by medics”.
2. Everyone to gather in the centre of the room.
3. Stick the Social Model of Disability and Medical Model of Disability signs at opposite ends of the room.
4. Read each statement to the group, giving them time to decide.
5. Young people to move to the corresponding end of the room (or some way along the line if they're not sure).
6. Do not tell them if they've chosen correctly.
7. You can repeat this exercise at the end of the day to evaluate young people's learning, telling them the answers at the end.
8. If you're not going to repeat the activity, give the young people the answers as you go.
9. If the group are working well together take the opportunity to ask individuals why/how they made their decisions.

# Session 2

## My rights, my choice: Making decisions about my life

### Overview

This section aims to support Disabled young people to develop the skills and confidence to be involved in decisions in their lives. Many have little or no experience of being involved in decisions, and experience decisions being made about them. Many also have low expectations of their right to be involved in decisions and therefore often feel like any involvement is positive. This section aims to enable Disabled young people to know they have rights to be involved in decisions in their lives; to explore their previous experience of decision-making and the level of influence they have had; to support them to explore how to make choices and decisions; and to explore and identify who can support them to make choices and decisions.

## Session 2

Key topic	Aims	Activities
2.1 What are your rights?	<ul style="list-style-type: none"> <li>To enable Disabled young people to understand that it is their right to be involved in all decisions that affect them</li> </ul>	<ul style="list-style-type: none"> <li>Activity 6: Brief presentation on rights and decision-making e.g. UNCRC, UNCRPD</li> <li>Specifics re: age, involvement – e.g. when you can make your own decisions, when others make decisions how you should be involved etc.</li> <li>See also <a href="#">Useful Resources page in Appendix (p59)</a></li> </ul>
2.2 Experiences of decision-making	<ul style="list-style-type: none"> <li>To explore Disabled young people's experiences of decision-making</li> </ul>	<ul style="list-style-type: none"> <li>Activity 7: Choice balloon</li> </ul>
2.3 Making choices and decisions	<ul style="list-style-type: none"> <li>To enable Disabled young people to learn how to make choices and decisions</li> </ul>	<ul style="list-style-type: none"> <li>Activity 8: Open Talk – making decisions</li> </ul>
2.4 Who can support you to make choices or decisions?	<ul style="list-style-type: none"> <li>To support Disabled young people to think about who can support them to make choices and decisions</li> </ul>	<ul style="list-style-type: none"> <li>Activity 9: Choice circle</li> </ul>

## 2.1 What are your rights?

### Aim

- To enable Disabled young people to understand that it is their right to be involved in all decisions that affect them.

## 2.1 Activity 6: My choice, my rights

### Requirements:

Brief presentation on rights (see Appendix, pages 52-58)

### The Activity

- Brief presentation

### Key messages

1. Disabled young people have the right to be involved in all decisions that affect their lives.
2. All disabled children and young people have the right to be involved in decisions that affect them.
3. Not being involved in choices and decisions can make us feel less confident and affect our self esteem. This can make some disabled people think they cannot make choices for themselves.
4. It is important that disabled children and young people are supported to learn how to make choices and decisions.
5. We all need to develop the skills and confidence to make choices and decisions.
6. This helps us to become independent.

## 2.2 Experiences of decision making

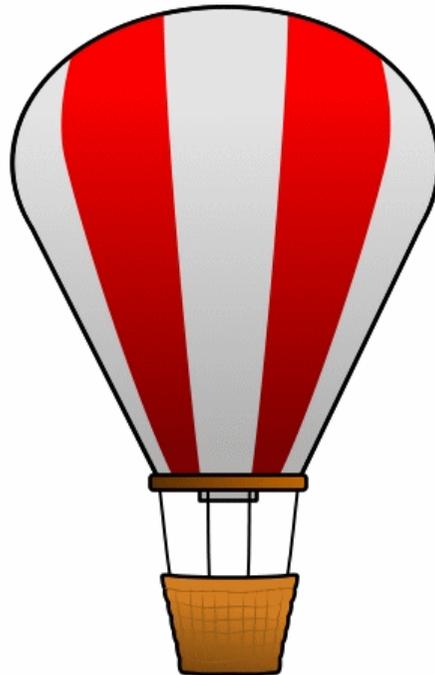
### Aim

- To explore Disabled young people's experiences of decision making

## 2.2 Activity 7: Choice balloon

### Requirements:

- Large sheets of paper/ flipchart paper – draw the outline of a hot air balloon, including ropes that anchor the balloon down, the basket, the fire, the balloon, clouds, a sun. See example image.
- Pens
- Post it notes



### Aim

The aim of this activity is to explore and understand Disabled young people's experiences of decision-making

### Key messages

- We all need to learn how to make choices and decisions.
- At times we all need support from other people to help us to think through and make decisions.

(cont.)

## (cont.) 2.2 Activity 7: Choice balloon

### The Activity

- Draw the outline of the hot air balloon on flipchart paper or on a large piece of paper on a wall.
- Explain that the group are going to think together about what helps us to make decisions and what can make decision-making difficult.
- Discuss each part of the balloon. Ask the young people to write or draw their thoughts in the relevant part of the balloon (or ask them to write or draw on post it notes which they can then stick on the balloon).
- Ropes: What makes it difficult to make choices and decisions?
- Basket: Who can support you to make choices and decisions?
- Fire: What makes it easier or helps to make choices and decisions?
- Balloon: Why is it important that you are involved in choices and decisions?
- Clouds: What worries you about making choices and decisions?
- Sun: What difference does making my own decisions make to my life?
- This can either be done in small groups with whole group feedback, or done as a whole group.

## 2.3 Making choices and decisions

### Aim

- To enable Disabled young people to learn how to make choices and decisions
- To practise making choices and decisions
- To enable Disabled young people to set themselves a goal to practise making decisions after the workshop

## 2.3 Activity 8: Open talk - making choices

### Aim

The aim of this activity is to think through the key steps of how to make choices and decisions.

### Requirements:

Each step of the Open Talk Model (see following pages) printed in card and stuck on the wall in order (the language can be adapted to meet the access requirements of the young people).

### The Activity

1. Briefly explain that this activity is thinking about how to make choices and decisions. Give a brief overview of each step of Open Talk.
2. Brainstorm with young people to develop a list of types of choices and decisions they can make. Include day-to-day decisions as well as bigger decisions e.g. about healthcare or where to live
3. The first step of the model shows different levels of influence young people can have in choices and decisions
  - Young person led – the young person is the main decider. They can get advice or support, but they make the final choice or decision
  - Shared decision – young person and their parent/carer or a professional make a decision where they must both agree and make the final decision together
  - Professional or parent led – a parent or professional is the main decider but the young person should influence the decision
4. Work through different choices or decisions from each of the different levels of influence. Start with a simple choice or decision that young people are the main decider for.

(cont.)

## (cont.) 2.3 Activity 8: Open talk - making choices

### Key messages

- We all have to learn how to make choices and decisions.
- It takes time and practice to develop our skills and confidence.
- We all need support sometimes to make choices and decisions

### The activity (cont)

5. Work through each step of the model and ask the young people to think about what each step could or should involve e.g.
  - Options: what are all the different possible choices or options
  - Pros and cons: what are the good/bad things about each option
  - Views and values: how does the young person making the decision feel about the different options? Which might they prefer? What could help them to think this through?
  - Professional or parent views: what do other people think the best thing to do might be?
  - Do they feel able to do this? How able does the young person feel to do this? What help or support might they need? Does this feel possible? Do they want to go back and change their mind and choose another option?
  - How are they going to do it: how will the young person put the decisions into practice? Do they need support and if so what? Why is it important to review how things are going, even for small choices?
6. Work through one small daily choice or decision. Then move on to bigger decisions and/or decisions that parents or professionals might be the main decider for, to explore with young people how they should be involved.



Talk with me about the decision  
and how much say I have

**Young person**  
Support me to make a  
decision

**Young person &  
professional**  
We are making the decision  
together

**Professional**  
Support me to understand the  
rationale and influence how  
the decision is taken forward



## Ensure I understand the options available to me

- Ask me what options I think there are
- Talk with me about what options you think I have. This may include deciding to do nothing
- Explore what each option entails
- Explore what I have already tried, what has and hasn't worked, and whether I want to revisit these again
- Remember to be open to discussing all options, even if you may not be able to support me with these – I need to explore them all to understand what will and won't work for me and why



## Talk with me about the pros and cons of the options available

- Support me to think through and weigh up the pros and cons of each option
- Consider whether there is information to help me to understand the pros and cons e.g. is there an evidence base?
- Be open to discussing all the pros and cons – I need to explore them all to understand what will and won't work for me and why. If you don't know the answer, tell me and we can explore it together
- Explore what we disagree and agree about and why



## Discuss my views, values and preferences

- Talk with me about how I feel about the different options, their pros and cons, their impact, and what is important to me
- Explore any worries or concerns I have
- Explore what I think others in my life might think and feel about the different options, and how I feel this could influence my decision
- Remember that a whole list of pros might be outweighed one con, if that is the thing that's most important to me



## Explain your views

- Explain what you think is the best option for me, based on what you know about me, research evidence, your professional experience, and what has (and hasn't) worked for other young people – be careful not to 'recommend' one 'option'
- Consider that your preferred option might not be what is best for me or what I feel able to do
- If there are options you cannot support explain why, acknowledge my views, and talk with me about what we can do together



## Discuss if I feel able to do this

- Clarify how able I feel to do this. This might be different from what I think is the best option
- Talk with me about how I could do this and what support I might need
- If I don't think I can do this, we may need to revisit earlier options



## Discuss what are we going to do and how we are going to do it

- Check in and clarify my understanding about what decision has been made and why
- Plan with me how I will put this into practice, and what support I may need
- Check if it would help to record our discussion and decision, and what format would be best for me for this
- Agree when will we reflect on and review the decision

## 2.4 Who can support you to make choices or decisions

### Aim

- To support Disabled young people to think about who can support them to make choices and decisions.

## 2.4 Activity 9: Choice circle

### Aim

To explore who Disabled young people can get support from to make choices and decisions

### Requirements:

- Space to move around the room
- Circles of support on A4 paper (see following pages).

### The Activity

1. Ask the young people to sit or stand in a large circle.
2. Explain that we are going to think about who can help us to make choices and decisions.
3. Ask one person to volunteer to stand in the middle of the group. Ask them to think of a different persona to be e.g. Jenny is a 17 year old young woman who lives at home with her parents.
4. Explain we are going to think about all the different people who could help the young person in the middle to make choices and decisions e.g mum, sister, teacher, friend etc.
5. When a young person from the group makes a suggestion, tell them they now have to pretend they are the person they have suggested e.g. a friend. Ask them to stand close or far away to show how much they think the young person would trust this person to help them make a choice or decision..
6. Keep repeating until all the young people have a role.

(cont.)

## (cont.) 2.4 Activity 9: Choice circle

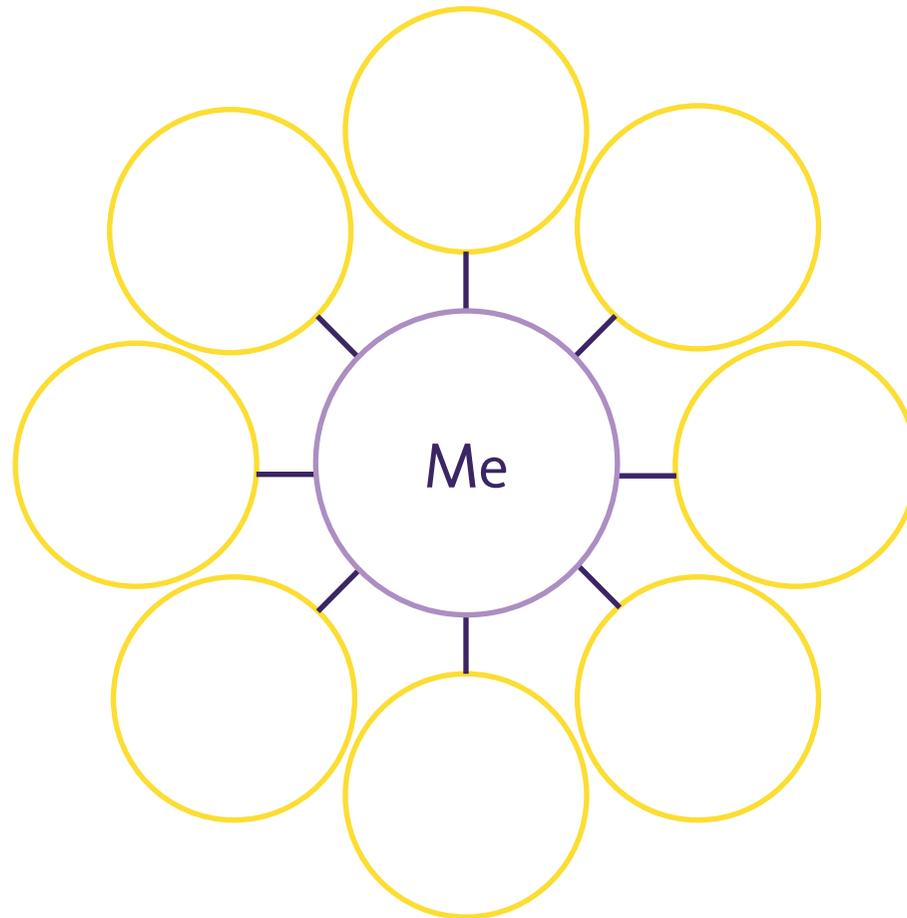
### Tip:

If you don't have enough space to stand in a circle, you can draw the circles on flipchart paper and add dots to show where various people are.

### The activity (cont)

7. Now think of a decision the person in the middle needs to make eg shall I go to the party tonight? Discuss how the amount of help each person in the circle can give changes for this decision. What if the decision was about what school/college/ university to go to?
8. Once the discussion has finished, young people can make their own circle of support. Either prepare pieces of paper with a circle of support and ask the young person to draw themselves or write their name in the middle circle. Ask them to draw or write the different people in their lives that could help them to make choices and decisions.

## Activity 9: Choice circle



# Session 3

## Disabled young people, Disabled adults: Partners in change

### Overview

The aim of this section is to enable Disabled young people and adults to explore why it is important to work together, the experience and expertise they both bring and share, and to start to plan a project together.

## Session 3

Key topic	Aims	Activities
3.1 Disabled young people and adults as partners in change	<ul style="list-style-type: none"><li>To explore why is it important for Disabled young people to get involved with DPOs and for Disabled young people and adults to work together</li></ul>	<ul style="list-style-type: none"><li>Activity: You can, I can, WE can</li></ul>
3.2 Action planning for change	<ul style="list-style-type: none"><li>To support DPOs and Disabled young people to plan projects to work on together. For example, these projects could be a local campaign, a social action project or a way of making an aspect of the DPO's work more accessible for Disabled young people.</li></ul>	<ul style="list-style-type: none"><li>Activity: Speak Up for Change ladder</li></ul>

## 3.0 Activity 10: You can, I can, WE can

### Aims

- This activity aims to explore the different expertise and experience that Disabled adults and Disabled young people have, to support them to identify what experience is unique to Disabled adults, what experience is unique to Disabled young people; what experience and expertise Disabled adults and Disabled young people share; and what things neither Disabled adults nor Disabled young people know and may have to find out from others.
- This activity aims to show that both Disabled adults and Disabled young people have experience and expertise to offer. It aims to lay the foundation for planning ways Disabled adults and Disabled young people can work together, eg on a campaign, on a social action project or on making functions of the DPO more accessible and targeted towards Disabled young people.

### Key messages

- It is really important for Disabled adults and Disabled young people to work together.
- This is because Disabled adults know or have experienced things Disabled young people have not – but Disabled young people also know or have experienced things Disabled adults have not.
- There are also many things that Disabled adults and Disabled young people have in common.
- It is important for Disabled adults and Disabled young people to learn from each other and work together to make DPOs more accessible to Disabled young people, as well as campaign locally together.

(cont.)

## (cont.) 3.0 Activity 10: You can, I can, WE can

### The Activity

1. On the large piece of paper, draw a large box with 4 quadrants (see following page).
2. Either in small groups or in the whole group, ask everyone (adults and young people) to suggest things to write into each box. People can write or draw these on the paper or onto post it notes they can then stick onto the right box.
3. The first box (top left) is for things only Disabled adults know or have experienced (and that Disabled young people haven't experienced). Eg employing your own PAs.
4. In the second box (top right), add things only Disabled young people know or have experienced. Eg what it's like being a Disabled teenager nowadays.
5. In the third box (bottom left), add things both Disabled adults and Disabled young people know or have experienced. Eg experiencing discrimination or certain barriers.
6. In the fourth box (bottom right) add things neither Disabled adults nor Disabled young people know or have experienced eg what its like to live in a fully inclusive/barrier free world.
7. Once there are ideas in each box, discuss as a group the different things Disabled adults and Disabled young people know and can bring to working together; things they both have in common; and things no one knows!

### Requirements:

- Large sheet of paper or flipchart paper
- Post it notes

### Tips

To get the ball rolling it can help to use humour.

This activity could also focus on decision making:

- 1st Box: decisions you already make yourself
- 2nd Box: decisions somebody makes for you
- 3rd Box: decisions you want to make (that you do not already make)
- 4th Box: who helps you make the decisions?

## (cont.) 3.0 Activity 10: You can, I can, WE can

**What experience or knowledge do only Disabled adults have?**

(What things do Disabled adults know or have experience in that Disabled young people don't?)

**What experience or knowledge do only Disabled young people have?**

(What things do Disabled young people know or have experience in that Disabled adults don't?)

**What experience or knowledge do we share or have in common?**

(What things do both Disabled adults and Disabled young people know or have experience in?)

**How do we move forward together?**

(How can we use all of our knowledge and skills to create change?)

## 3.0 Activity 11: Speak up for change

### Aim

This activity aims to support DPOs and Disabled young people to plan projects to work on together. For example, these projects could be a local campaign, a social action project or a way of making an aspect of the DPO's work more accessible for Disabled young people.

### Requirements:

- Large piece of paper
- Coloured pens
- Post it notes

### The Activity

1. Stick a large piece of paper to the wall (e.g. two / three pieces of flipchart paper).
2. Draw a ladder that starts at the bottom of the paper and finishes near the top of the paper (you could also choose to draw a road instead of a ladder).
3. At the top of the ladder write the aim or goal of the project that you want to work on together eg to develop a youth forum at the DPO or make the DPO's advice service accessible to Disabled young people.
4. At the bottom of the ladder write 'Where we are now'.
5. In small groups or as a whole group discuss:
  - The aim or goal – what would this look like if the project was a success? How would we know we've done a good job? What would good look like? Write these on the paper.
  - Where we are now – what are the problems with how things are now? Why do we want to change things? Write these on the paper.

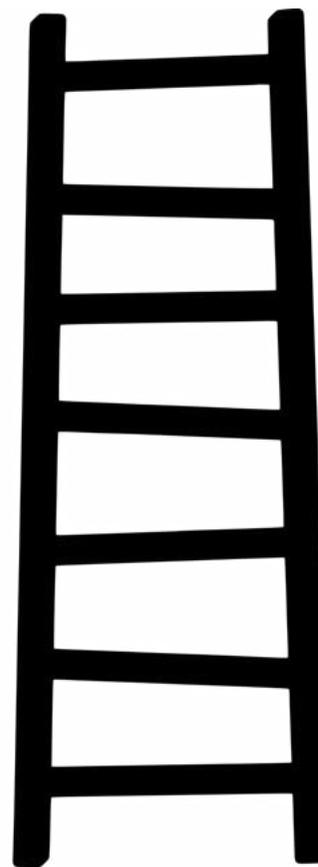
(cont.)

## (cont.) 3.0 Activity 11: Speak up for change

### The activity (cont)

6. Brainstorm together to think of all the different ideas or things that need to happen to get to the goal. Write or draw these on post it notes – try to be as specific as you can about what needs to happen and keep the steps small and manageable.
7. Once everyone has thought of all the different things that need to happen, start to put them in order by sticking the post it notes to the rungs of the ladder, to show the different steps in planning the project. You could also think about who could do each step or task and by when.

Tip: It might be helpful to do a pretend example first – eg. we are organising a karaoke night – and work through the steps as a group.



## Finally: Evaluation

### Aim

- To understand what has changed as a result of the training and what young people thought of the training.

### Resources

- Time needed: 10-15 minutes
- In this toolkit: evaluation forms (see next page)
- Materials: post-it notes, sticky dots, pens

# Knowledge is Power – Have your say!

What was your favourite thing about the training?



What would you like to know more about?



What did you learn today?



Can you use 3 words to describe how you felt today?



Which face best describes how you feel about the event?



# Appendix: Icebreaker 1

## Requirements:

- Human Bingo cards: each square of the card has a different piece of information – up to four:
  - has curly hair;
  - has a pet;
  - has been on holiday to another country;
  - plays a sport;
  - has brown eyes;
  - is on Facebook;
  - is on Snapchat;
  - has a birthday in December; etc
- Pens

## Human Bingo

1. Everyone receives a bingo card.
2. The aim is to find one person who matches the information.
3. Each time you meet a new person you are only allowed to ask them one question then move on.
4. Players should move around the room asking each other one question at a time.
5. If someone asks you a question and the answer is yes, put your name or a cross on their card.
6. The first person who fills up their whole card and shouts 'human bingo' wins.

## Appendix: Icebreaker 2

### Two Truths and One Lie

1. Ask young people to work in pairs (if it's a small group this activity could be done with everyone together and asking each person).
2. They have two minutes each to find out three pieces of information about their partner.
3. Two pieces of information will be the truth and one must be a lie.
4. Person A talks for two minutes then swap around so that Person B is talking.
5. After two minutes check that everyone remembers which are the truths and which is the lie.
6. Each person to introduce their partner to the group, saying their name and the three things they have learned about their partner.
7. The rest of the group must guess which piece of information is the lie.
8. If the rest of the group don't guess the lie correctly the pair win a prize (we'll leave the choice of prize to you).

# Appendix: Disability History Timeline

## for Activity 3 (1/3)

- **1913 Mental Deficiency Act** required children and adults who were identified as 'defective' to be institutionalised
- **1914–18 The First World War** created 20 million Disabled men across Europe.
- **1933 The Nazis came to power in Germany** and introduced compulsory sterilisation of Disabled people.
- **1939 The Nazi euthanasia programme** murdered 240,000 Disabled people.
- **1970 The Chronically Sick and Disabled Persons' Act** required local authorities to improve services for Disabled people.
- **1972 The Disability Rights Movement is born** - Paul Hunt's letter is published in the Guardian newspaper calling for equality for Disabled people and asking others to join him. His letter inspires the start of the struggle against discrimination
- **1970s Disabled people created the 12 Pillars of Independent Living.**
- **1976 Union of Physically Impaired Against Segregation was set up**, the first organisation to argue for a 'Social Model of Disability'.

## Appendix: Disability History Timeline (cont 2/3)

- **1978 The British Council of Disabled People's Organisations was set up** to campaign for Disabled people's rights.
- **1981 International Year of the 'Disabled'** - An international conference in this year, which attempted to exclude Disabled people from its discussion, led to the founding of the first global network of Disabled people known as 'Disabled People's International' with a slogan "Nothing About Us Without Us".
- **1981 The Education Act** paved the way for the inclusion of Disabled children with 'special needs' during the United Nations International Year of Disabled People.
- **1991 The UK Government ratified the UN Convention on the Rights of the Child** – very few references to Disabled children and young people but it does enshrine a human right to participate in decision making.
- **1982–95** There were 17 attempts made to introduce comprehensive and enforceable civil rights for Disabled people.
- **1995 The Disability Discrimination Act (DDA)** made discrimination against Disabled people illegal and was an important step forward in the campaign for full civil rights for all Disabled people.
- **2000 The Disability Rights Commission** was set up with Disabled people forming a majority of its commissioners.

## Appendix: Disability History Timeline (cont 3/3)

- **2009 The UK Government ratifies the UN Convention on the Rights of Persons with Disabilities.**
- **2010 The Equality Act 2010** came into force legally protecting people from discrimination in the workplace and in wider society. It replaced previous anti-discrimination laws with a single act, making the law easier to understand and strengthening protection in some situations. It sets out the different ways in which it is unlawful to treat someone.
- **2014 The Children and Families Act** came into force on the 1st September 2014 changing SEN statements to Education, Health and Care (EHC) plans for Disabled children & young people 0–25 years.
- **2014 The Care Act** states that from April 2015 councils need to assign a personal budget to all people who are eligible for support. The personal budget is the amount of money needed to cover the cost of the support for which a person is eligible.
- **2017 UNCRPD Committee publishes its Concluding Observations** based on the first monitoring of the UK Government's implementation of the UNCRPD. The Committee's findings are damning and conclude that the Government's current approach to Disabled people in the UK is causing a 'human catastrophe'. The Committee reminds the UK Government that inclusive education is 'not a choice, it is a human right'.

## Rights presentation (Activity 6)

Watch Amy's story



<http://www.getyourrights.org/right/making-decisions/>

Watch young people talk about what the right to be heard means to them



<https://vimeo.com/134422581>

## Your rights, your choice (1)

- We all have the right to be involved in choices and decisions that affect our lives.
- We should always have a say in every decision that affects us.
- Being involved in decision making about our lives is a human right. (UNCRC Art:12, UNCRPD Art: 7)

## Your rights, your choice (2)

- There are lots of types of choices and decisions.
- Sometimes we can make decisions for ourselves.
- Sometimes we need someone to support us to make a decision.
- Either way - we should always have a say!

## Your rights, your choice (3)

- Learning to make choices and decisions is something we all need to learn how to do.
- It can take time to learn how to make choices.
- It can take time to feel confident to make choices.

## Making decisions

### What are YOUR rights?

" This bit is super important. You get to have a say in decisions about your health, even if your under 16...it's that simple! "

Your knowledge and views are really important to any decision about your life

### What does it mean for YOU?

#### Being Involved

Health professionals will work with you to make the best decisions about your health

To make a decision you need to know about different treatment options and how they will affect you and your life

#### Being in control

The NHS needs to ask you about any treatment, and you can say yes or no and the NHS will respect your decision

If you want your parents or carers to be involved in decisions about your health then NHS will help them to be involved, but it's your decision

You need to be asked every time unless it's a total emergency or doctors don't think you can make your own decision

If doctors don't think you can make a decision yourself then it must be for a very good reason, and there are lots of rules they must follow about who gets to make decisions

#### Choosing

Sometimes you can have choices about the NHS services you use.

You can find out more about your rights on the [Get Your Rights website](http://www.getyourrights.org/)

It was written by Disabled young people for Disabled young people.

<http://www.getyourrights.org/right/making-decisions/>

<http://www.getyourrights.org/wp-content/uploads/2015/11/Making-decisions.pdf>

## Making decisions: Your rights checklist



### You have the right to:

- ✓ Understand what is happening to you
- ✓ Have any options explained to you
- ✓ Agree or refuse any treatments unless its an emergency
- ✓ Have your parents or carers involved as much as you want
- ✓ If you don't understand anything then tell them!
- ✓ If this doesn't happen, let them know or speak to your local Healthwatch
- ✓ <http://www.healthwatch.co.uk/find-local-healthwatch>

## Useful Resources

- Get your rights: <http://www.getyourrights.org/right/making-decisions/>
- Your rights, your future: Training for young people <https://councilfordisabledchildren.org.uk/making-ourselves-heard/resources/your-rights-your-future-toolkit>
- Council for Disabled Children decision-making toolkit: <https://councilfordisabledchildren.org.uk/help-resources/resources/decision-making-toolkit-o>