

Fill the following parts in as good and complete as you can.
The completer, the easier it will be for the other participants to run your activity.
Good luck!

Title	Different – SO WHAT!?
Theme	Human Rights
Objectives	1) To raise awareness amongst youngsters 2) To make youngsters more sensitive on similarities among people.
Complexity (from 1 to 5)	3
Group size	+/- 15
Participants	15-18 years (students from secondary schools)
Duration	+/- 1.30h
Overview activity (step by Step)	Explanation of the rules – 5 min Simulation game – 30 min Debriefing – 30 min Discussion on outcomes – 30 min During the simulation game youngsters will have chance to experience different disabilities and will be more familiar with some obstacles that disabled persons are facing with in everyday life.
Materials needed	Chairs (15), ball (2), music instrument(1), bandage, scarf (3), telephone (2), LEGO, plate (1), soup (1), spoon (1), basket (1 – for basketball)
Preparation before activity	make roles and put them in certain context, to check questions debriefing
Instructions	<ul style="list-style-type: none"> - Put the students sitting on the chairs - Explain who we are and what we will do - Divide the students in 3 groups. - Each student to take a paper at random where will be described one of 5 disabilities and based on that to divide them into 5 different groups (5 participants with different disabilities in each group) - Explain the rules (in general, it is not allow to cheat) to the participants that will shape their behaviour during the simulation game. Before the game itself, it will be allow to students in 5 minutes to get into a role by taking/putting accessories attached to each role. - Start with the simulation game (each student will be putted in a certain situation from which s/he needs to find solution/to do something according given disability s/he is playing) - Debriefing and making conclusions - Possible outcomes in their local community – what can we do in our local community to help people with such problems
Debriefing and evaluation	Begin with questions how did each student feel during the simulation. How did you feel being disabled? Are some disabilities easier to deal with than others?

	<p>What kind of strategy did they use when solving the problem/given task?</p> <p>Do they find these situations in the real life?</p> <p>Do you know people in your environment with disabilities?</p> <p>How do they deal with these situations?</p> <p>What is the reaction of the local community on their disabilities?</p> <p>What do they think can be done to promote the equal rights of disabled people?</p> <p>Which disability is easiest to deal with and why do you think so?</p>
Tips for facilitators	<p>Do not make a fun of the participant's situation.</p> <p>Make a secure environment to prevent accidents.</p> <p>Make notes of what students say and do, that will help during the debriefing.</p> <p>There will be two facilitators where one of them will be disabled person</p>
Suggestions for follow up	<p>Visiting institutions and/organizations specialized in giving help to the disabled persons</p>
Ideas for action	<p>Concrete activity in their social surrounding that will help to disabled persons</p>

Source/authors:
 Milica,
 Simona,
 Teresa

Featuring:

Deaf
 Mute
 Blind
 Handicapped
 (with walking
 problems)
 Handless

Tasks

Blind: Building something with LEGO
 To give him/her an object and then to explain what s/he »saw»
 To put in a plate, to eat a hot meal and to clean afterwards

Mute: to transfer information to blind person how someone is dressed
 To sing a song
 To speak on the phone

With walking problems: to play football
 To move something heavy from one to another side
 To go a few floors up and down

Handless: to play an instrument
 To play basketball
 Building something with LEGO

Deaf: to talk on the phone

To reproduce what the facilitator is saying

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And I do not have ANY IDEA!!!!!!!