



**ACTIVISM
AGAINST
ABLEISM**

In-Service Training Programme

WP4, Part B



**Co-funded by
the European Union**

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Module 1: Introduction

Prepared by iserundschmidt

Introduction to AAA

Welcome to the lesson plan for the "AAA - Activism Against Ableism" project, an initiative funded by the European Union under the Erasmus+ programme. AAA, which stands for "Activism against Ableism - Promoting political participation and activism of young citizens with different disabilities," commenced in September 2022 and is scheduled to run until the middle of 2024, in collaboration with various European organisations, NGOs, companies, and municipalities.

The primary objective of this project is to foster transnational cooperation aimed at empowering young people with disabilities. Through the development of new resources, we aim to facilitate their engagement in civic participation and even encourage them to initiate their own initiatives. Ultimately, our goal is to establish a European network comprising stakeholders, organisations, and political decision-makers dedicated to advocating for the interests of young people with disabilities, particularly in the realm of politics.

Beyond benefiting young individuals, the project aims to enhance the practices of employees within partner organisations by integrating project outcomes into their work and providing relevant training. By doing so, we seek to raise awareness among employers regarding the rights of persons with disabilities and promote their equal participation and integration into the labour market. All resources developed within the project will be accessible in seven languages and freely available for five years following the project's conclusion.

This lesson plan invites participation in the development, promotion, dissemination, and utilisation of project results, ultimately contributing to the impact and sustainability of "AAA - Activism Against Ableism."

In conclusion, this project offers a platform for organisations to support young individuals with disabilities in their social and political activism, challenge ableist tendencies within society, and influence disability policies at the European level. Your participation not only benefits the project but also facilitates collaboration and mutual learning. Together, we can work towards a more inclusive and equitable future for all.



Lesson Plan

Name of the module/topic	Module 1: Introduction to AAA (IUS)
Objective	The value we hope to provide for learners in this module is the opportunity to gain practical tools and resources for promoting political participation and activism among young citizens with disabilities. By incorporating the project outcomes into their practice and receiving relevant training, youth workers can enhance their ability to support and empower young people with disabilities, ultimately fostering greater inclusion and equality within society.

Learning Outcomes	<p>Knowledge:</p> <ul style="list-style-type: none"> ● Knowledge of the AAA project. ● Knowledge of the main objectives and main outcomes from the project. ● Knowledge of the target groups and needs that AAA is aiming to address. ● Knowledge of the role of youth workers in delivering AAA. <p>Skills:</p> <ul style="list-style-type: none"> ● Describe the main aims and objectives of AAA. ● Outline the main expected outcomes of the project. ● Discuss which needs are being addressed, and the different approaches to working with each target group. ● Outline the role of youth workers in supporting AAA. <p>Attitudes:</p> <ul style="list-style-type: none"> ● Willing to engage in AAA. ● Willing to promote AAA in peer and professional networks. ● Commitment to supporting the implementation of AAA. ● Willing to support the exploitation of the project outcomes.
Duration	50 minutes
Preparation	<ul style="list-style-type: none"> ● Book or source a training room with chairs and tables, computers, projector, etc. Book it at least 2 months before the workshop so that you can promote the workshop in sufficient time. ● Find instructors for workshop activities that you are not familiar with/comfortable delivering. ● Inform participants of the purpose of the workshop, its objectives, and the schedule to be followed. ● Provide catering for coffee and lunch breaks or provide information on nearby food options.

Lesson Plan – Face-to-Face Instruction	
N.	Activities
1	<p>Introduction</p> <p>The facilitator will introduce themselves, welcome the workshop participants and outline the content of the face-to-face training.</p>
2	<p>Lesson 1</p> <p>The facilitator explains what the AAA project is, what it aims to achieve and what its objectives and impact should be. Above all, the European focus is highlighted here.</p>
3	<p>Activity 1</p> <p>Participants discuss the impact of European projects for the community and youth workers. They will also discuss their own experiences and what impact they have had on them personally and their work.</p>
4	<p>Lesson 2</p> <p>The facilitator explains the target groups and needs of AAA and the role of youth workers in the project.</p>
5	<p>Activity 2</p> <p>Using the template structure provided in Activity Sheet 1.1 alongside a group discussion, the participants, in collaboration with the facilitator, will write down how to reach the target groups and how to familiarise them with AAA. The focus should not only be on people with disabilities, but also on youth workers who work with this community.</p>
6	<p>Conclusion</p> <p>The facilitator delivers the concluding material.</p>
7	<p>FAQ session</p> <p>The facilitator will invite participants to ask questions on all topics discussed.</p>

Total duration time	50 minutes
Educational materials for teaching face-to-face	Laptop, Projector, PowerPoint presentation, Activity Sheet 1.1, Pens, Paper, Whiteboard, etc.
Resources	

Activity Template 1.1

Module Title	Introduction to AAA		
Activity Title	Evaluation of Target groups	Activity Code	A1.1
Type of Resource	Activity Sheet featuring template	Type of Learning	Collaborative mind map
Duration of Activity (in minutes)	10 minutes	Learning Outcome	Knowledge of how to successfully reach target groups
Aim of Activity	The aim of this activity is to identify the target groups of AAA together with the participants. In addition, the participants should work with the facilitator to find out how best to reach this target group, especially with a focus on youth workers. At the end, a mind map is to be created that captures the ideas of all participants.		
Materials Required for Activity	<ul style="list-style-type: none"> ● Paper ● Pens ● Whiteboard + whiteboard markers 		

Module 2: Ableism and its Psychological and Socioeconomic Effects

Prepared by RightChallenge



Introduction

The primary purpose of this module is to empower youth workers with the knowledge and tools necessary to understand and address ableism, fostering a more inclusive and equitable environment for youth with disabilities. Ableism, a form of discrimination against individuals with disabilities, has significant psychological and socioeconomic impacts, leading to lowered self-esteem, social exclusion, and reduced opportunities. By addressing ableism, youth workers can play a crucial role in promoting equality and inclusivity.

This module focuses on three key areas: education, social visibility, and social participation. In the educational context, it emphasises understanding ableism and promoting political knowledge among youth with disabilities. Social visibility highlights the importance of recognizing the rights and contributions of individuals with disabilities and advocating for their social inclusion. Social participation underscores the need for ensuring equal access to social and political opportunities, advocating for universal design, and breaking down barriers to participation.

Through this module, youth workers will gain a comprehensive understanding of ableism and its effects, along with practical strategies to support and advocate for youth with disabilities. The goal is to create an environment where all young people, regardless of their abilities, can thrive and fully participate in society.

Lesson Plan

Name of the module/topic	Module 2: Ableism and its psychological and socioeconomic effects
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<p>Objective</p>	<p>The objective of this module is to provide participants with a comprehensive understanding of ableism and its multifaceted impacts on individuals and society. By the end of the lesson, participants will:</p> <ul style="list-style-type: none"> ● Gain insight into the various forms and manifestations of ableism, including common stereotypes and misconceptions. ● Explore the psychological effects of ableism on individuals, including its impact on self-esteem, mental health, and overall well-being. ● Examine the socioeconomic consequences of ableism, including barriers to education, employment, healthcare, and social inclusion. ● Identify strategies for promoting social visibility, human rights, and inclusive practices to combat ableism in various contexts. ● Develop the knowledge and skills necessary to become effective advocates for change, actively contributing to the creation of more equitable and inclusive communities for individuals with disabilities. <p>This objective aims to empower participants to recognise and challenge ableism in their personal and professional lives, fostering a more inclusive and supportive environment for individuals with disabilities. Through interactive activities, discussions, and case studies, participants will not only deepen their understanding of ableism but also explore practical approaches to promoting social justice and advocating for disability rights.</p>
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Learning Outcomes	<p>Knowledge:</p> <ul style="list-style-type: none"> ● Knowledge of ableism, including its historical roots, treatment in society, and its impact on differently abled young citizens. ● Knowledge of relevant legislation and policies at European, national, and local levels aimed at promoting inclusivity and reducing discrimination against differently abled young citizens. ● Knowledge of socioeconomic disparities and disadvantages faced by differently abled young citizens and their impact on overall well-being. <p>Skills:</p> <ul style="list-style-type: none"> ● Communicate effectively with individuals of all abilities, emphasising active listening, empathy, and the use of inclusive language. ● Design and implement youth programs that are accessible and inclusive for all. ● Promote economic inclusion and opportunities for differently abled young citizens. <p>Attitudes</p> <ul style="list-style-type: none"> ● Practice empathy and inclusivity towards differently abled young citizens. ● Challenge any personal biases and preconceptions about differently abled young citizens. ● Advocate for the rights of differently abled young citizens related to their socio-economic inclusion.
Duration	3 hours

<p>Preparation</p>	<ul style="list-style-type: none"> ● Secure a suitable venue with comfortable seating arrangements and adequate space for group activities and discussions. ● Set up audiovisual equipment, including a projector and screen, for multimedia presentations. ● Print and prepare handouts with key definitions, concepts, and additional resources for participants. ● Ensure accessibility of the venue for participants with disabilities, including wheelchair access and accommodations for individuals with visual or hearing impairments. ● Gather any necessary materials or props for interactive activities, such as role-playing scenarios or group discussions.
<p>Lesson Plan – Face-to-Face Instruction</p>	
<p>N.</p>	<p>Activities</p>
<p>1</p>	<p>Introduction</p> <p>The facilitator will introduce themselves, welcome the workshop participants and outline the content of the face-to-face training.</p> <p>“Welcome to our workshop on understanding ableism and its effects. Today, we'll explore the pervasive issue of ableism and its impact on individuals and society. Ableism, rooted in stereotypes and systemic barriers, affects people of all ages and backgrounds, limiting opportunities and participation in society. Through this workshop, we'll delve into the psychological and socioeconomic effects of ableism and explore strategies for promoting inclusion and advocating for change. Let's engage in respectful dialogue and commit to fostering a more inclusive society. Thank you for joining us.”</p>
<p>2</p>	<p>Lesson 1: Understanding Ableism and Its Forms (45 minutes)</p> <p><u>Objective:</u></p> <p>To deepen participants' understanding of the various forms and manifestations of ableism, and to facilitate a group discussion on the definition of ableism and its different forms, encouraging participants to share their own experiences or observations of ableism.</p> <p><u>Definition (15 minutes):</u> Ableism is a form of discrimination or prejudice against individuals with disabilities. It involves the belief that people with disabilities are inferior to those without disabilities, and it often leads to the marginalisation, exclusion, or mistreatment of individuals based on their disability status.</p> <p>Ableism can manifest in various ways, ranging from overt acts of discrimination, such as denying access to employment or education, to more subtle forms, such as assuming incompetence or pitying individuals with disabilities. It operates within societal norms,</p>

	<p>attitudes, and structures, perpetuating stereotypes and barriers that limit the opportunities and full participation of people with disabilities in society. Recognising and challenging ableism is crucial for creating a more inclusive and equitable world for individuals of all abilities.</p> <p>See Activity Template 2.1 Attached (30 minutes)</p>
<p>3</p>	<p>Lesson 2: Exploring Stereotypes and Misconceptions (45 minutes)</p> <p><u>Objective:</u></p> <p>To examine common stereotypes and misconceptions associated with disability and analyse their impact on individuals and society.</p> <p>Definitions (25 minutes)</p> <p>Stereotypes: Stereotypes are oversimplified, widely held beliefs or assumptions about a particular group of people. They are often based on characteristics such as race, gender, ethnicity, or in this case, disability. Stereotypes can be both positive and negative, but they typically involve generalisations that may not accurately reflect the diversity and individuality of the people within the group.</p> <p>Misconceptions: Misconceptions are mistaken beliefs or ideas about something, often based on incomplete or inaccurate information. In the context of disability, misconceptions can involve misunderstandings about the nature of disability, its causes, or its implications for individuals' capabilities and quality of life.</p> <p><u>Here's a list of common stereotypes and misconceptions associated with disability:</u></p> <p>Stereotypes:</p> <ol style="list-style-type: none"> 1. People with disabilities are helpless and dependent on others. 2. Disability is always visible or obvious. 3. People with disabilities are inspirational solely because of their disability. 4. Individuals with disabilities are always in need of pity or charity. 5. People with disabilities are unable to contribute meaningfully to society. 6. Disability is a personal tragedy or burden. 7. Individuals with disabilities are always seeking a cure or fix. 8. Disability only affects certain aspects of a person's life, such as physical mobility. <p>Misconceptions:</p> <ol style="list-style-type: none"> 1. All disabilities are visible or physical. 2. Disabilities are always present from birth and cannot develop later in life. 3. People with disabilities are less intelligent or capable than those without disabilities. 4. Disabilities are always severe and completely limiting. 5. All disabilities are easily recognisable or diagnosable. 6. Assistive devices or accommodations make disability disappear or "cure" the individual.

	<p>7. People with disabilities are unable to live independently or have successful careers.</p> <p>8. Disabilities define individuals and their identities entirely.</p> <p>It's important to recognise that stereotypes and misconceptions can be harmful and perpetuate discrimination and inequality. By challenging these beliefs and promoting accurate understanding and respect for individuals with disabilities, we can work towards creating a more inclusive and equitable society.</p> <p><u>Stereotypes associated with disability can have harmful effects on individuals in several ways:</u></p> <ul style="list-style-type: none"> ● Self-esteem: Stereotypes can erode individuals' confidence and self-worth, leading to self-doubt and a diminished sense of capability. ● Opportunities: Biassed assumptions about the capabilities of people with disabilities can result in discriminatory practices that limit their access to education, employment, and other opportunities, perpetuating systemic inequalities. ● Quality of life: Stereotypes portraying disability as a tragedy or burden can contribute to feelings of isolation, alienation, and diminished overall well-being, deterring individuals from seeking support and participating fully in society. <p>Challenging these stereotypes and promoting accurate, respectful representations of people with disabilities is essential for fostering an inclusive and supportive society where all individuals can thrive.</p> <p>See Case Study Template 2.2 Attached (15 minutes)</p>
<p>3</p>	<p>Activity 1 / Lesson 1 / Case Study 1, etc.</p> <p>Please list any Activity / Case Study / Additional Resources Templates that are necessary for the completion of this section of the lesson, for example, “See Activity Template 1.1, attached”. These templates can be included as Annexes at the bottom of the Lesson Plan.</p>
<p>4</p>	<p>Lesson 3: Empathy Building Exercise: Walking in Someone Else's Shoes (45 minutes)</p> <p><u>Objective:</u></p> <p>To foster empathy and understanding towards the experiences of individuals with disabilities.</p> <p><u>Introduction (10 minutes):</u></p> <p>The purpose of this exercise is to help participants gain a deeper understanding of the challenges faced by individuals with disabilities and develop empathy towards their experiences.</p> <p>Empathy is the ability to understand and share the feelings, thoughts, and experiences of another person. It involves putting oneself in someone else's shoes, seeing the world from their perspective, and experiencing emotions and situations as they do. Empathy enables</p>

	<p>individuals to connect with others on a deeper level, show compassion, and respond with sensitivity to their needs and experiences. It is a fundamental aspect of human relationships, communication, and social interaction, playing a key role in fostering understanding, support, and mutual respect among individuals.</p> <p>See Activity Template 2.2 Attached (35 minutes)</p>	
5	<p>Conclusion</p> <p>Understanding ableism and its various forms is paramount in combating discrimination against individuals with disabilities. By recognising and addressing ableism, we can work towards creating a more equitable and inclusive society where everyone is valued and respected, regardless of their abilities.</p> <p>Exploring stereotypes and misconceptions surrounding disability has highlighted the importance of challenging societal biases and promoting accurate representations of individuals with disabilities. By debunking stereotypes and fostering understanding, we can strive towards creating a world where everyone has equal opportunities and access to resources.</p> <p>Through the empathy-building exercise it was provided a powerful opportunity to develop empathy and understanding towards individuals with disabilities. By experiencing the challenges firsthand, we are better equipped to advocate for inclusivity and support the needs of individuals with disabilities in our communities and beyond.</p> <p>In conclusion, through our exploration of ableism, stereotypes, and empathy-building exercises, we have gained valuable insights into the experiences of individuals with disabilities and the importance of creating inclusive environments. Armed with this knowledge and empathy, let us continue to challenge ableism, advocate for equality, and work towards a more inclusive society where everyone can thrive.</p>	
6	<p>FAQ session</p> <p>The facilitator will invite participants to ask questions on all topics discussed.</p>	
Total duration time		3 hours (3 lessons of 45 minutes)
Educational materials for teaching face-to-face	<ul style="list-style-type: none"> ● Presentation Slides ● Handouts ● Scenario Cards 	

Resources	<p>Books:</p> <ol style="list-style-type: none"> 1. "Disability Visibility: First-Person Stories from the Twenty-First Century" edited by Alice Wong 2. "The Disability Rights Movement: From Charity to Confrontation" by Doris Zames Fleischer and Frieda Zames <p>Documentaries and Films:</p> <ol style="list-style-type: none"> 1. "Crip Camp" (2020) - A documentary about a summer camp for disabled teenagers that sparked a revolution in disability rights. 2. "The Mask You Live In" (2015) - Explores how society's narrow definition of masculinity impacts boys and men. 3. "Unrest" (2017) - Follows Jennifer Brea's journey with Myalgic Encephalomyelitis (ME), also known as chronic fatigue syndrome (CFS). <p>Online Resources:</p> <ol style="list-style-type: none"> 1. Disability Rights Education & Defense Fund (DREDF) - Offers resources, publications, and training materials on disability rights. 2. National Alliance on Mental Illness (NAMI) - Provides education, support, and advocacy resources for individuals and families affected by mental illness. 3. The Arc - Advocates for and serves people with intellectual and developmental disabilities, offering resources and support for individuals and families.
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Activity Template 2.1

Module Title	Ableism and its psychological and socioeconomic effects		
Activity Title	Discussion on Understanding Ableism and Its Forms	Activity Code	A2.1 would be the first activity in Module 2
Type of Resource	Practical Activity	Type of Learning	Discussion
Duration of Activity (in minutes)	30 minutes	Learning Outcome	Gain a deeper appreciation for the complexities of ableism and its impact on individuals with disabilities.

Aim of Activity	This activity aims to foster active engagement and dialogue among participants, encouraging them to critically examine their own understanding of ableism and its implications.
Materials Required for Activity	<ul style="list-style-type: none"> • None
Step-by-Step Instructions	<p>Group Discussion (15 minutes):</p> <ul style="list-style-type: none"> • Step 1: Divide participants into small groups of 3-5 individuals. • Step 2: Provide discussion prompts such as: <ul style="list-style-type: none"> <i>"In your own words, how would you define ableism?"</i> <i>"Can you identify any examples of ableism in your personal or professional life?"</i> <i>"How do you think ableism affects individuals with disabilities?"</i> • Step 3: Encourage participants to share their thoughts and experiences with their group members. • Step 4: Circulate among the groups to facilitate discussions, offer guidance, and address any questions or concerns. <p>Whole Group Sharing (5 minutes):</p> <ul style="list-style-type: none"> • Step 1: Reconvene the whole group and invite representatives from each group to share key insights or observations from their discussions. • Step 2: Facilitate a brief Q&A session to clarify any concepts or address any points of confusion.

Activity Template 2.2

Module Title	Ableism and its psychological and socioeconomic effects		
Activity Title	Walking in Someone Else's Shoes	Activity Code	A2.3 would be the third activity in Module 2
Type of Resource	Practical Activity	Type of Learning	Experiential learning activity

Duration of Activity (in minutes)	<p style="text-align: center;">35 minutes</p>	Learning Outcome	Develop a deeper understanding of the challenges faced by individuals with disabilities and cultivate empathy towards their experiences.
Aim of Activity	The aim is to cultivate empathy, compassion, and sensitivity towards the experiences of individuals with disabilities, encouraging participants to consider the perspectives and needs of others with greater understanding and empathy. Ultimately, the activity aims to promote inclusivity, awareness, and advocacy for disability rights and inclusion.		
Materials Required for Activity	<ul style="list-style-type: none"> ● Blindfolds (optional) ● Simulated disability aids (e.g., wheelchairs, crutches, blindfolds, earplugs) ● Scenario cards or role-playing prompts 		
Step-by-Step Instructions	<p>Simulation Activity (15 minutes):</p> <ol style="list-style-type: none"> 1. Divide participants into small groups. 2. Assign each group a simulated disability or scenario. This could include using wheelchairs to simulate mobility impairments, blindfolds to simulate visual impairments, earplugs to simulate hearing impairments, or crutches to simulate mobility challenges. 3. Provide instructions for participants to experience the world from the perspective of someone with their assigned disability. Encourage them to navigate the environment, complete simple tasks, or engage in everyday activities while experiencing the simulated disability. 4. Facilitate a debrief discussion after the simulation, allowing participants to share their thoughts, feelings, and insights about their experiences. <p>Reflection and Discussion (10 minutes):</p> <ol style="list-style-type: none"> 1. Lead a guided reflection on the empathy-building exercise, prompting participants to consider the following questions: 2. How did it feel to experience the world with a simulated disability? 3. What challenges did you encounter during the simulation? 4. How did the experience change your perspective on disability? 5. What insights did you gain about the barriers faced by individuals with disabilities in everyday life? 		

	<p>6. Encourage participants to reflect on how they can apply these insights to their interactions with individuals with disabilities in their personal and professional lives.</p> <p>Group Sharing and Insights (10 minutes):</p> <ol style="list-style-type: none"> 1. Invite each group to share their experiences and insights from the empathy-building exercise. 2. Facilitate a group discussion to explore common themes, challenges, and learning points that emerged during the activity. 3. Encourage participants to listen actively and empathetically to each other's perspectives, fostering a supportive and inclusive atmosphere.
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Case Study Template 2.1

Case Study Title	"Breaking Barriers in the Workplace" – 2.2
Cover Image	<p>The illustration shows a woman with dark curly hair and glasses, wearing a white dress shirt and a dark tie, sitting in a wheelchair at a desk. She is holding a pen and looking at a laptop. The desk is cluttered with stacks of papers. In the background, there are large windows with a grid pattern, suggesting an office environment.</p>

Duration of Activity (in minutes)	15 minutes	Learning Outcome	Gain a deeper understanding of the impact of stereotypes and misconceptions on individuals with disabilities in employment settings and develop strategies for promoting inclusivity and equality in their own professional contexts.
Aim of Activity	Reading through this case study is a valuable opportunity for community educators, social workers, and professionals working with young adults to deepen their understanding of disability challenges, gain practical strategies for advocacy, and draw inspiration for positive change in their communities and workplaces. By completing the case study, they not only enhance their own professional practice but also contribute to creating a more inclusive and equitable society for individuals with disabilities.		
Case Study	<p>Background:</p> <p>Sarah is a highly qualified professional who uses a wheelchair due to a spinal cord injury she sustained in a car accident several years ago. Despite her qualifications and experience, Sarah has faced numerous challenges in finding employment due to stereotypes and misconceptions about disability.</p> <p>Circumstances:</p> <p>After months of searching, Sarah finally secures an interview for a managerial position at a reputable company. During the interview, Sarah impresses the hiring committee with her skills, knowledge, and enthusiasm for the role. However, as the interview progresses, Sarah notices subtle cues and comments that suggest the hiring committee holds biased assumptions about her capabilities as a person with a disability.</p> <p>One committee member asks Sarah how she would handle emergency situations in the workplace, insinuating that her disability may hinder her ability to respond effectively. Another committee member expresses concerns about the additional costs of providing accommodations for Sarah, implying that her disability may be a burden on the company.</p>		

	<p>Despite addressing these concerns professionally and confidently, Sarah leaves the interview feeling disheartened and frustrated. She knows that her qualifications and abilities were overshadowed by the committee's preconceived notions about disability.</p> <p>Impact:</p> <p>The stereotypes and misconceptions perpetuated during the interview process have a profound impact on Sarah. She experiences feelings of doubt, insecurity, and frustration, wondering if she will ever be able to overcome the barriers imposed by societal attitudes towards disability. Additionally, the experience reinforces the systemic barriers faced by people with disabilities in accessing meaningful employment opportunities and highlights the need for greater awareness and advocacy to combat ableism in the workplace.</p> <p>Conclusion:</p> <p>Sarah's experience underscores the pervasive impact of stereotypes and misconceptions on individuals with disabilities, particularly in the context of employment. By challenging these biases and advocating for inclusive hiring practices, we can create more equitable and supportive workplaces where individuals with disabilities are valued for their skills, contributions, and potential.</p>
<p>Key Take-Aways</p>	<p>Recognise and Challenge Stereotypes: Community educators, social workers, and professionals should be aware of the stereotypes and misconceptions surrounding disability and actively challenge them. By promoting accurate and respectful representations of people with disabilities, they can help combat ableism in society.</p> <p>Promote Inclusive Hiring Practices: Professionals involved in employment and career development should advocate for inclusive hiring practices that prioritise skills, qualifications, and potential over biases or assumptions about disability. By encouraging employers to focus on the abilities of candidates rather than their disabilities, they can create more equitable opportunities for individuals with disabilities in the workforce.</p> <p>Provide Support and Advocacy: Social workers and professionals working with young adults should provide support and advocacy for individuals with disabilities navigating the job market. This includes offering guidance on disclosing disabilities, requesting accommodations, and addressing discrimination or bias in the workplace. By empowering individuals with disabilities to assert their rights and advocate for themselves,</p>

	<p>professionals can help them overcome barriers and achieve their career goals.</p> <p>Raise Awareness and Education: Community educators play a crucial role in raising awareness and educating the public about disability rights and inclusion. They can facilitate workshops, presentations, and discussions on ableism, disability awareness, and inclusive practices, fostering a more inclusive and accepting community.</p> <p>Foster Resilience and Empowerment: Professionals working with young adults should foster resilience and empowerment among individuals with disabilities. By highlighting positive role models, sharing success stories, and providing mentorship and support, they can help individuals build confidence, self-esteem, and self-advocacy skills necessary for navigating barriers and achieving success in their careers and lives.</p>
<p>Reflection</p>	<p>Question 1: Recognising and Challenging Stereotypes</p> <p><u>Key Lesson:</u> Community educators, social workers, and professionals should actively challenge stereotypes and misconceptions surrounding disability to promote inclusivity and equality.</p> <p><u>Question:</u> How can I identify and address stereotypes and misconceptions about disability in my own community or workplace? What strategies can I use to educate others and foster a more inclusive environment?</p> <p>Question 2: Promoting Inclusive Hiring Practices</p> <p><u>Key Lesson:</u> Professionals involved in employment and career development should advocate for inclusive hiring practices that prioritise skills and qualifications over biases or assumptions about disability.</p> <p><u>Question:</u> How can I advocate for inclusive hiring practices in my organisation or community? What steps can I take to ensure that individuals with disabilities have equal access to employment opportunities and are treated fairly in the hiring process?</p> <p>Question 3: Providing Support and Advocacy</p> <p><u>Key Lesson:</u> Social workers and professionals working with young adults should provide support and advocacy for individuals with disabilities navigating the job market, including guidance on requesting accommodations and addressing discrimination.</p> <p><u>Question:</u> How can I support individuals with disabilities in my caseload or community who are seeking employment? What resources and</p>

	<p>services can I connect them with to help them overcome barriers and achieve their career goals?</p> <p>Question 4: Raising Awareness and Education</p> <p><u>Key Lesson:</u> Community educators play a crucial role in raising awareness and educating the public about disability rights and inclusion.</p> <p><u>Question:</u> How can I raise awareness about disability rights and inclusion in my community or organisation? What educational opportunities or initiatives can I create to promote understanding and acceptance of people with disabilities?</p> <p>Question 5: Fostering Resilience and Empowerment</p> <p><u>Key Lesson:</u> Professionals should foster resilience and empowerment among individuals with disabilities by highlighting positive role models and providing mentorship and support.</p> <p><u>Question:</u> How can I empower individuals with disabilities to advocate for themselves and pursue their career aspirations? What strengths-based approaches can I incorporate into my work to build confidence and self-esteem among young adults with disabilities?</p>
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Additional Resource Template 2.1

Title of Resource	Books
Introduction to the Resource	<p>Book: "Disability Visibility: First-Person Stories from the Twenty-First Century" edited by Alice Wong</p> <p>"Disability Visibility" is a groundbreaking anthology that brings together the voices of disabled individuals from various backgrounds, sharing their lived experiences, challenges, triumphs, and perspectives on disability in the twenty-first century.</p> <p>Book: "The Disability Rights Movement: From Charity to Confrontation" by Doris Zames Fleischer and Frieda Zames</p> <p>"The Disability Rights Movement" offers a comprehensive overview of the history, strategies, and key figures of the disability rights movement in the United States, from its roots in charity and</p>

	paternalism to its evolution into a powerful force for social change and advocacy.
“What will I get from using this resource?”	<p>Book: "Disability Visibility: First-Person Stories from the Twenty-First Century" edited by Alice Wong</p> <p>By engaging with this resource, you'll gain insight into the diverse experiences and narratives of disabled people, challenging ableist assumptions and fostering empathy and understanding. Through firsthand accounts, you'll learn about the complexities of disability identity, advocacy, and resilience today.</p> <p>Book: "The Disability Rights Movement: From Charity to Confrontation" by Doris Zames Fleischer and Frieda Zames</p> <p>By exploring this resource, you'll gain insight into the historical context and milestones of the disability rights movement, including pivotal events such as the passage of the Americans with Disabilities Act (ADA). You'll learn about the grassroots activism, legal battles, and social movements that have shaped disability rights and equality in America.</p>
Link to Resource	<p>Book: "Disability Visibility: First-Person Stories from the Twenty-First Century" edited by Alice Wong</p> <p>Link: Disability Visibility</p> <p>Book: "The Disability Rights Movement: From Charity to Confrontation" by Doris Zames Fleischer and Frieda Zames</p> <p>Link: The Disability Rights Movement</p>

Additional Resource Template 2.2

Title of Resource	Documentaries and Films
Introduction to the Resource	<p>Documentary: "Crip Camp" (2020)</p> <p>"Crip Camp" is a documentary film that follows the journey of a group of teenagers with disabilities who attended Camp Jened, a summer camp in the 1970s. The experiences at Camp Jened sparked a</p>

	<p>revolution in the disability rights movement, leading to groundbreaking activism and advocacy for equality and accessibility.</p> <p>Documentary: "The Mask You Live In" (2015)</p> <p>"The Mask You Live In" is a documentary film that explores the impact of society's narrow definition of masculinity on boys and men. Through interviews with experts and personal stories, the film examines the harmful effects of toxic masculinity on mental health, relationships, and well-being.</p> <p>Documentary: "Unrest" (2017)</p> <p>"Unrest" is a documentary film that follows the journey of Jennifer Brea, a Harvard Ph.D. student, as she grapples with Myalgic Encephalomyelitis (ME), also known as chronic fatigue syndrome (CFS). The film provides an intimate look at Jennifer's life with ME and the challenges of living with a misunderstood and often dismissed illness.</p>
<p>"What will I get from using this resource?"</p>	<p>Documentary: "Crip Camp" (2020)</p> <p>By watching "Crip Camp," you'll gain a deeper understanding of the struggles and triumphs of individuals with disabilities as they fight for their rights and dignity. This documentary offers powerful insights into the history of the disability rights movement and the importance of grassroots activism in driving social change.</p> <p>Documentary: "The Mask You Live In" (2015)</p> <p>By watching "The Mask You Live In," you'll gain valuable insights into the societal pressures and expectations placed on boys and men to conform to traditional masculine ideals. This documentary encourages critical reflection on the harmful consequences of toxic masculinity and the importance of promoting healthier, more inclusive forms of masculinity.</p> <p>Documentary: "Unrest" (2017)</p> <p>By watching "Unrest," you'll gain insight into the experiences of individuals living with chronic illness and disability. This documentary sheds light on the complexities of ME/CFS and the struggles faced by patients in navigating healthcare systems and societal attitudes towards invisible disabilities.</p>
<p>Link to Resource</p>	<p>Documentary: "Crip Camp" (2020)</p> <p>Link: Watch "Crip Camp" on Netflix</p>

	<p>Documentary: "The Mask You Live In" (2015)</p> <p>Link: Watch "The Mask You Live In" on Netflix</p> <p>Documentary: "Unrest" (2017)</p> <p>Link: Watch "Unrest" on Amazon Prime Video</p>
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Additional Resource Template 2.3

Title of Resource	Online Resources
Introduction to the Resource	<p>Disability Rights Education & Defense Fund (DREDF)</p> <p>The Disability Rights Education & Defense Fund (DREDF) is a leading national law and policy centre dedicated to advancing the civil and human rights of individuals with disabilities. Their website provides a wealth of resources, publications, and training materials on disability rights, including legal advocacy, policy analysis, and educational resources.</p> <p>National Alliance on Mental Illness (NAMI)</p> <p>The National Alliance on Mental Illness (NAMI) is the largest grassroots mental health organisation in the United States, dedicated to providing education, support, and advocacy for individuals and families affected by mental illness. Their website offers a wide range of resources, including educational materials, support groups, and advocacy initiatives.</p> <p>The Arc</p> <p>The Arc is the largest national community-based organisation advocating for and serving people with intellectual and developmental disabilities (IDD) and their families. Their website provides resources, advocacy tools, and support services for individuals with IDD, including information on rights, services, and inclusion.</p>

<p>“What will I get from using this resource?”</p>	<p>Disability Rights Education & Defense Fund (DREDF)</p> <p>By exploring the DREDF website, you'll gain access to a comprehensive collection of resources on disability rights, advocacy strategies, and legal protections. Whether you're a disability rights advocate, educator, policymaker, or individual with a disability, DREDF offers valuable information and tools to support your advocacy efforts and promote disability rights and inclusion.</p> <p>National Alliance on Mental Illness (NAMI)</p> <p>By visiting the NAMI website, you'll find a wealth of resources and support services for individuals living with mental illness, as well as their families and caregivers. NAMI offers educational materials, online support groups, helplines, and advocacy resources to help individuals navigate the challenges of mental illness and access the support they need.</p> <p>The Arc</p> <p>By exploring The Arc website, you'll find a range of resources and support services for individuals with intellectual and developmental disabilities and their families. The Arc offers information on disability rights, self-advocacy, inclusive education, and community living, as well as resources for finding services and support networks in your area.</p>
<p>Link to Resource</p>	<p>Disability Rights Education & Defense Fund (DREDF)</p> <p>Link: Disability Rights Education & Defense Fund (DREDF)</p> <p>National Alliance on Mental Illness (NAMI)</p> <p>Link: National Alliance on Mental Illness (NAMI)</p> <p>The Arc</p> <p>Link: The Arc</p>

Module 3: The Role of Activism and Social and Political Participation in the Context of Disabilities

Prepared by Synthesis

Introduction

This lesson plan aims to provide guidelines to educators and trainers working with young people with disabilities on activities they can implement with people with disabilities for helping them to develop social and political participation awareness and skills.

All activities can be adjusted according to the learning level of the individuals to make it more complex or simpler. Activities aim at:

- a) teaching people with disabilities about voting in the EU through providing basic understanding of European Parliamentary elections
- b) teaching people with disabilities understanding basic concepts of policy areas that affect their lives
- c) Equip youth learners with observing and applying different forms of activism

The methodology used for designing the activities is based on a task analysis model, where trainers are guided step-by-step on how to implement each activity with the learners. All material and interactive resources used for the activities can be found in English, German, Greek, Italian, Spanish and Portuguese. Additional resources at the end of the chapter are available for educators to use for implementing pedagogies for people with disabilities that aim to reinforce social and political participation.

Lesson Plan

Name of the module/topic	Module 3: The role of activism and social and political participation in the context of disabilities (Synthesis)
Objective	To raise awareness of the importance of social and political participation for people with disabilities, providing an understanding on the ways they can engage in social and political life.
Learning Outcomes	<p>Knowledge:</p> <ul style="list-style-type: none"> ● Knowledge of the history, principles, and various forms of activism, including the rights movement. ● Knowledge of the role of advocacy in promoting social and political change. ● Knowledge of relevant policies, laws and international conventions related to rights and inclusion and their implications for social and political participation. <p>Skills:</p> <ul style="list-style-type: none"> ● Demonstrate effective advocacy and lobbying skills by developing an advocacy strategy with differently abled young citizens. ● Communicate and negotiate for policy changes that promote inclusive rights for differently abled young citizens. ● Engage in community organising and mobilisation, including how to build networks to support the inclusion and participation of differently abled young citizens. <p>Attitudes:</p> <ul style="list-style-type: none"> ● Willing to learn about the diverse experiences of differently abled young citizens through advocacy work ● Promote the importance of respecting the voices and leadership of differently abled young citizens in activism efforts. ● Support the empowerment of differently abled young citizens.
Duration	3 hours

Preparation	<ul style="list-style-type: none"> ● Book or source a training room with chairs and tables, computers, projector, etc. Book it at least 2 months before the workshop so that you can promote the workshop in sufficient time. ● Find instructors for workshop activities that you are not familiar with/comfortable delivering. ● Inform participants of the purpose of the workshop, its objectives, and the schedule to be followed. ● Provide catering for coffee and lunch breaks or provide information on nearby food options.
Lesson Plan – Face-to-Face Instruction	
N.	Activities
1	Introduction The facilitator will introduce themselves, welcome the workshop participants and outline the content of the face-to-face training.
2	Activity 1: Teaching people with disabilities about Voting: Follow guidelines as explained in the table
3	Activity 2: Understanding Policy Areas that affect People with disabilities: See A3.2 Working Paper and follow guidelines as per the table below
4	Activity 3: Forms of Activism- Take Action: See A3.3. PowerPoint Presentation with activities therein and follow guidelines as per the table below.
5	Additional Resource 1
6	Additional Resource 2
7	Conclusion The facilitator delivers the concluding material.

8	FAQ session The facilitator will invite participants to ask questions on all topics discussed.
Total duration time	3 hours
Educational materials for teaching face-to-face	Whiteboard, Computer, Internet Access, HDMI or SMART TV to access videos, Screen, stickers, scissors to cut images in A3.2 Working Paper.
Resources	Argan, M et al, (2015) " <i>I Never Thought About It</i> ": Teaching People with Intellectual Disability to Vote, Education and Training in Autism and Developmental Disabilities, Vol. 50, No. 4. Available at: https://www.jstor.org/stable/26420348 , pp. 388-396

ANNEXES

Activity Template 3.1

Teaching people with disabilities about voting

Module Title	3- The role of activism and social and political participation in the context of disabilities		
Activity Title	Teaching people with disabilities about voting	Activity Code	A3.1
Type of Resource	Video	Type of Learning	Classroom-based, Discussion
Duration of Activity (in minutes)	1 hour	Learning Outcome	<ul style="list-style-type: none"> • Understand about the voting rights of people with disabilities in the EU. • Communicate and negotiate for policy changes that promote inclusive rights for differently abled young citizens. • Support the empowerment of

			differently abled young citizens.
Aim of Activity	The aim of this activity is to encourage people with disabilities to understand how the European Parliament works to enable them better to understand and take part in voting procedures in the EU.		
Materials Required for Activity	<ul style="list-style-type: none"> ● Access to the Internet ● Projector to display the videos ● Pen ● Notebook 		
Step-by-Step Instructions	<p>Step 1: Introduction The trainer shows the following video and explains to learners that we are going to talk about the European Parliament and why we should vote. The trainer explains each slide in simple terms: https://www.youtube.com/watch?v=llxLOaF5KjE ('European elections: how does voting work?')</p> <p>Step 2: Member states in the European Parliament The Trainer asks the following questions:</p> <ul style="list-style-type: none"> ● How many member states are currently in the EU? Can you name a few looking at the national flags on the video? ● Can you name the three member states with the most MEPs in the European Parliament? <p>Step 3: Understanding the role of European Parliament The trainer uses the following videos to explain how the European Parliament works and the role of MEPs:</p> <p>English: https://www.youtube.com/watch?v=67DJGrXq4MU https://www.youtube.com/watch?v=gJs60F0JCE</p> <p>German: https://www.youtube.com/watch?v=MD94us5llvQ https://www.youtube.com/watch?v=eq6iv0oYfio&t=2s</p> <p>Greek: https://www.youtube.com/playlist?list=PLOTqbpRwc3J8eDN0TMJwQ7FJeHBqUyCW https://www.youtube.com/watch?v=e_Ux3a5e3Do</p> <p>Italian: https://www.youtube.com/watch?v=rker3JWETBw</p>		

<https://www.youtube.com/watch?v=gCNkCun9LuY>

Portuguese:

<https://www.youtube.com/watch?v=84LHhesgnH0>
<https://www.youtube.com/watch?v=axi3xWT8wAQ>
<https://www.youtube.com/watch?v=-lAwb5mdT6E>

Spanish:

<https://www.youtube.com/watch?v=4Bs6Bl3wQa4>
<https://www.youtube.com/watch?v=4Utse1Ysa2M>

Step 4: Understanding the role of MEPs

The trainer asks and raises a discussion about:

- What do MEPs (Members of European Parliament) do according to the videos?
- How are MEPs elected?
- Why should we vote for Members of the European Parliament?

Step 5: Disability Intergroup in the European Parliament

Watch the following video in English and discuss:

- What does the Disability Intergroup do?

In English: <https://www.youtube.com/watch?v=5Y8hf6eIVF8>

For the rest of languages, the trainer explains in simple terms what the Disability Intergroup is and its objectives:

The Disability Intergroup plays a crucial role in championing the rights of individuals with disabilities in Europe through the European Parliament. Since its establishment in 1980, it has been pivotal in shaping legislation that supports individuals with disabilities in various domains such as transport, employment, research, structural funds, accessibility, and non-discrimination.

Its members are empowered to:

- *Facilitate discussions among peers and with other EU institutions*
- *Propose amendments*
- *Formulate parliamentary inquiries*
- *Propose other parliamentary actions*
- *Engage as keynote speakers in European forums addressing disability-related issues.*

Step 6: European Accessibility Act

The tutor explains what the European Accessibility Act is, emphasising the role of the European Parliament in shaping the Act.

The tutor puts the following video to explain the European Accessibility Act:

English: <https://www.youtube.com/watch?v=n3Cl7S0ApW8>
 German: <https://www.youtube.com/watch?v=IGD0VwsKjgk>

	<p>Greek: https://www.youtube.com/watch?v=NBhWp9st7qo Italian: https://www.youtube.com/watch?v=MWCdyEI5bYk Portuguese: https://www.youtube.com/watch?v=y75chrHW3Eg Spanish: https://www.youtube.com/watch?v=s4qg_Ts4h3Q For the hard of hearing: https://www.youtube.com/watch?v=JDQ4sUkQQOys</p> <p>The tutor explains each example and how the European Accessibility Act affects the daily lives of people with disabilities.</p> <p>Step 7: Conclusive</p> <p>The tutor raises a discussion in class to talk about:</p> <ul style="list-style-type: none"> • How the decisions taken in the European Parliament can affect our lives? • Why is it important to vote in the European elections?
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Activity Template 3.2

Understanding policy areas that affect people with disabilities

Module Title	3- The role of activism and social and political participation in the context of disabilities		
Activity Title	Understanding Policy Areas that affect People with disabilities	Activity Code	A3.2
Type of Resource	Activity sheet (see document Activity paper 3.2)	Type of Learning	Classroom-based, Discussion
Duration of Activity (in minutes)	45 minutes-1 hour	Learning Outcome	<ul style="list-style-type: none"> • Understand the policy areas affecting the lives of people with disabilities to better engage them in political and community participation to promote their rights. • Demonstrate effective advocacy and lobbying skills by developing an advocacy strategy

			<p>with differently abled young citizens.</p> <ul style="list-style-type: none"> • Willing to learn about the diverse experiences of differently abled young citizens through advocacy work.
Aim of Activity	<p>The aim of this activity is to encourage people with disabilities to be aware of how policies affect their daily lives to better recognise challenges and improve policy areas in their community. The end objective is to facilitate with the know-how for promoting their rights and engage in political matters, through identifying policy areas of improvement to move onto the next steps which is to take action and engage in social and political matters.</p>		
Materials Required for Activity	<ul style="list-style-type: none"> • A3.2 Activity Sheet • Board • Stickers 		
Step-by-Step Instructions	<p>Step 1: The trainer puts the following video: https://www.youtube.com/watch?v=sBoo5_os6yU and discusses social and political barriers of people with disabilities.</p> <p>Step 2: The trainer puts the words ACCESSIBILITY, EDUCATION, EMPLOYMENT, HEALTHCARE, HOUSING, TRANSPORTATION, SOCIAL SERVICES, COMMUNITY INCLUSION, TECHNOLOGY, LEGAL RIGHTS AND PROTECTION on the whiteboard.</p> <p>Step 3: The trainer shows the first page of the <u>A3.2 Activity sheet</u> and explains each term from the POLICY AREA perspective using the definition, pictures and examples given in the Activity Sheet.</p> <p>Step 4: The trainer chooses which of the following step will now take to ensure that learning outcomes are met based on the learning levels of students:</p> <ol style="list-style-type: none"> a) The trainer asks students to cut pictures and examples of each policy action found in the A3.2 Activity sheet- FOR LEARNERS. With the support of the trainer/tutor, they help the learner to select which policy area each example falls into. (BEGINNER LEVEL) <p style="text-align: center;">OR</p>		

- b) The trainer hands students a piece of paper with the title of a policy action found in the A3.2 Activity sheet-FOR LEARNERS and asks students to categorise it by sticking it in the correct policy area on the whiteboard. The trainer asks learners to think about how each area might affect them in their daily lives. (ADVANCED)

Step 5:

Discussion- The trainer asks learners to express:

- What for you is the most important policy area that needs to be improved? What could be better? i.e. in terms of accessibility, education, workplace environments, going to universities etc. also considering the areas we have seen before (ACCESSIBILITY, EDUCATION, EMPLOYMENT, HEALTHCARE, HOUSING, TRANSPORTATION, SOCIAL SERVICES, COMMUNITY INCLUSION, TECHNOLOGY, LEGAL RIGHTS AND PROTECTION). Think about how different policies affect people with disabilities. For instance, is it easy for them to use public transportation? Do they get the support they need from the government for housing and social services? Do you find that it is easy for blind people to walk on the street?

ANNEXES

Activity Template 3.2

For trainers:

ACCESSIBILITY



Policies that aim to ensure that **environments, products, services, and information** are usable by all individuals. Accessibility policies address barriers that may prevent people with disabilities from fully participating in various areas such as education, employment, transportation, healthcare, housing, and recreation activities.

Example: Accessible ramps in public buildings, accessible books for blind, accessible services for the hard of hearing etc.

EDUCATION



Policies that aim to promote support and **educational services to all people from early childhood to adulthood.**

Example: Having Special Education Services at School levels to gain individualized support, access book materials, participate in group activities etc.

EMPLOYMENT



Policies that aim to **secure equal professional and employability opportunities**, fair treatment and nondiscrimination in hiring, promotion, compensation to all people in workplace environments.

Example: Having an equal employment opportunity to work, prohibiting discrimination, accommodating needs in workplaces etc.

HEALTHCARE



Policies that affect **access to quality healthcare services** for all, health insurance coverages, financial assistance, ensuring that healthcare facilities-equipment-communication-information are accessible and usable by all and supporting research and innovation for new solutions.

Example: Covering medical treatments or medications, having a sign language interpreter in hospitals to communicate with the hard of hearing etc.

HOUSING



Policies that include the **minimum standards of housing**, private sector rent control, the provision of social rented housing, standards of maintenance.

Example: Social housing and housing allowance, financial support, having accessibility standards in houses.

TRANSPORTATION



Policies that aim to ensure that **public transportation services, vehicles, facilities, and infrastructure are accessible** to individuals with disabilities, allowing them to travel safely and independently.

Example: Installing audible announcements and tactile indicators on buses and trains to assist passengers with visual impairments in navigating public transportation systems independently.

SOCIAL SERVICES



Policies related to **social welfare programs, disability benefits, and support services** such as personal assistance services and respite care can significantly impact the quality of life for individuals with disabilities.

Example: Financial assistance and subsidies for individuals with disabilities to access personal assistance services, such as help with daily activities like dressing and meal preparation.

COMMUNITY INCLUSION



Policies that promote **community-based services, recreational programs** at community level and **opportunities for social participation.**

Example: Workshops, Trainings, Events that are accessible to people with and without disabilities at community level.

TECHNOLOGY



Policies that support **research, development, and adoption of assistive technologies** to enhance independence and accessibility.

Example: The government provides funding to organizations to develop communication devices for people with speech impairments.

LEGAL RIGHTS AND PROTECTION





Legislation and policies that protect the **civil rights of people with disabilities** to ensure safeguarding against discrimination.

Example: Implementing regulations for employees to be provided with reasonable accommodations at work.

For Learners:

Activity: Circle which POLICY AREA the following POLICY ACTIONS fall into.

POLICY ACTION	POLICY AREA
<p>1.</p> <p>Ramps on Bus</p> 	<p>ACCESSIBILITY</p> <p>EDUCATION</p> <p>EMPLOYMENT</p> <p>HEALTHCARE</p> <p>HOUSING</p> <p>TRANSPORTATION</p> <p>SOCIAL SERVICES</p> <p>COMMUNITY INCLUSION</p> <p>TECHNOLOGY</p> <p>LEGAL RIGHTS AND PROTECTION</p>

<p>2. Screen Reader of Textbooks at School for visual impaired</p> 	<p>ACCESSIBILITY</p> <p>EDUCATION</p> <p>EMPLOYMENT</p> <p>HEALTHCARE</p> <p>HOUSING</p> <p>TRANSPORTATION</p> <p>SOCIAL SERVICES</p> <p>COMMUNITY INCLUSION</p> <p>TECHNOLOGY</p> <p>LEGAL RIGHTS AND PROTECTION</p>

3. Provide assistive listening devices at work



ACCESSIBILITY
 EDUCATION
EMPLOYMENT
 HEALTHCARE
 HOUSING
 TRANSPORTATION
 SOCIAL SERVICES
 COMMUNITY INCLUSION
 TECHNOLOGY
 LEGAL RIGHTS AND PROTECTION

4. Be able to participate in Elections



ACCESSIBILITY
 EDUCATION
 EMPLOYMENT
 HEALTHCARE
 HOUSING
 TRANSPORTATION
 SOCIAL SERVICES
 COMMUNITY INCLUSION
 TECHNOLOGY
LEGAL RIGHTS AND PROTECTION

5. Online applications that include movies, series or videos have closed captioning options displaying text on screen so people who cannot hear very well can also watch and understand the video.



ACCESSIBILITY
 EDUCATION
 EMPLOYMENT
 HEALTHCARE
 HOUSING
 TRANSPORTATION
 SOCIAL SERVICES
 COMMUNITY INCLUSION
TECHNOLOGY
 LEGAL RIGHTS AND PROTECTION

6. A policy that requires a sign language interpreter for a music concert.



- ACCESSIBILITY**
- EDUCATION
- EMPLOYMENT
- HEALTHCARE
- HOUSING
- TRANSPORTATION
- SOCIAL SERVICES
- COMMUNITY INCLUSION
- TECHNOLOGY
- LEGAL RIGHTS AND PROTECTION

7. A policy that requires that every new apartment building will have braille labels and raised letters and symbols that can be felt with the fingers in common areas of the apartment building like hallways, elevators, entrances, apartment doors.



ACCESSIBILITY

EDUCATION

EMPLOYMENT

HEALTHCARE

HOUSING

TRANSPORTATION

SOCIAL SERVICES

COMMUNITY INCLUSION

TECHNOLOGY

LEGAL RIGHTS AND PROTECTION


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8. All healthcare facilities like hospitals, clinics and doctor's offices offer accessible communication options like sign language interpreters on site or through video calls or communication aids like written text.



ACCESSIBILITY
 EDUCATION
 EMPLOYMENT
HEALTHCARE
 HOUSING
 TRANSPORTATION
 SOCIAL SERVICES
 COMMUNITY INCLUSION
 TECHNOLOGY
 LEGAL RIGHTS AND PROTECTION

<p>9. A government regulation provides funding support for personal assistance services for people with disabilities who need support in daily living like meal preparation and transportation.</p> 	<p>ACCESSIBILITY</p> <p>EDUCATION</p> <p>EMPLOYMENT</p> <p>HEALTHCARE</p> <p>HOUSING</p> <p>TRANSPORTATION</p> <p>SOCIAL SERVICES</p> <p>COMMUNITY INCLUSION</p> <p>TECHNOLOGY</p> <p>LEGAL RIGHTS AND PROTECTION</p>

10. A policy that mandates all public parks to be designed and equipped with accessible pathways, playground equipment like wheel-chair accessible ramps and sensory play elements and accessible facilities for people with disabilities.



ACCESSIBILITY

EDUCATION

EMPLOYMENT

HEALTHCARE

HOUSING

TRANSPORTATION

SOCIAL SERVICES

COMMUNITY INCLUSION

TECHNOLOGY

LEGAL RIGHTS AND PROTECTION

Activity Template 3.3

Forms of Activism - How to take action

Module Title	3- The role of activism and social and political participation in the context of disabilities		
Activity Title	Forms of Activism	Activity Code	A3.3
Type of Resource	PowerPoint	Type of Learning	Classroom-based, or online, Discussion
Duration of Activity (in minutes)	1-1:30 hour	Learning Outcome	<ul style="list-style-type: none"> • Knowledge of the role of advocacy in promoting social and political change. • Demonstrate effective advocacy and lobbying skills by developing an advocacy strategy with differently abled young citizens. • Engage in community organising and mobilisation, including how to build networks to support the inclusion and participation of differently abled young citizens. • Support the empowerment of differently abled young citizens.
Aim of Activity	The aim of this activity is to list different types of activism on social and political matters for people with disabilities to raise awareness of how they can take action on policy areas and actions that wish to improve or change.		

Materials Required for Activity	<ul style="list-style-type: none"> ● Access to the Internet ● Projector to display the videos ● Pen ● Notebook
Step-by-Step Instructions	<p>Step 1: The trainer shows the POWER POINT PRESENTATION designed, titled A3.3 MODULE 3-A3.3- TYPES OF ACTIVISM.</p> <p>Step 2: Following the end of presentation and the activities presented within, the trainer has a discussion in the classroom and asks:</p> <ul style="list-style-type: none"> ● On what issue would you like to advocate for? (Examples presented in A3.2 Activity Sheet). ● What is the best way to do so, considering the forms of activism we've seen in the presentation?

Additional Resource Template 3.1

Title of Resource	11 Strategies for Helping Your Students Develop Disability Pride
Introduction to the Resource	A blog which explains 11 strategies, youth workers and professionals working with people with disabilities can do, to promote active citizenship and activism on social and political matters.
“What will I get from using this resource?”	Community educators, social workers, and professionals that work with young adults will be able to implement new strategies in their organisation for promoting active participation in society and politics for people with disabilities.
Link to Resource	https://blog.brookespublishing.com/11-strategies-for-helping-your-students-develop-disability-pride/

Additional Resource Template 3.2

Title of Resource	11 Strategies for Helping Your Students Develop Disability Pride
Introduction to the Resource	A journal article which seeks to provide an in-depth description of methodologies of how professionals working with people with disabilities can promote active citizenship and activism to learners.
“What will I get from using this resource?”	Community educators, social workers, and professionals that work with young adults will be able to implement new strategies in their organisation for promoting active participation in society for people with disabilities.
Link to Resource	http://www.cicea.eu/docs/GUIDELINES/general/guidelines-12.pdf

Module 4: The Process of Development of the Methodology Activism Against Ableism

Prepared by **CONNECTUS**

Introduction

This module focuses on improving the knowledge of people with disabilities about their civil and political rights. The main goal is to try to encourage people to participate more actively in the political arena and civil society through their involvement with NGOs, for example. Moreover, the module focuses on the AAA methodology that aims firstly at education which tries to ensure equal access for differently abled individuals, fostering inclusive learning environments and promoting educational opportunities tailored to their needs. Secondly, a key focus is the social visibility of differently abled young citizens, challenging stereotypes and fostering a more inclusive society. Thirdly, we set our sights on social participation,

encouraging active and inclusive involvement in social activities. The AAA Methodology strives to provide platforms and opportunities for differently abled individuals to contribute meaningfully to their communities. It intends to empower disabled people and facilitate their contribution to the civic space. We hope to contribute to the achievement of these goals through activities and workshops where the participants will learn about their rights and how they can claim them, and also to try to make this course an inspiration for them and bring them one step closer to inclusion. Finally, this module will also include a short job counselling session to bring to the light more work alternatives to people with disabilities.

Lesson Plan

Name of the module	Module 4: The process of the development of the methodology of AAA
Objective	<p>Outlined in this section are the core objectives of the AAA Methodology, specifically targeting education, social visibility, and social participation of differently abled young citizens.</p> <ul style="list-style-type: none"> ● Education: The methodology aims to ensure equal access to education for differently abled individuals, fostering inclusive learning environments and promoting educational opportunities tailored to their needs. ● Social Visibility: By combating ableism, the methodology seeks to enhance the social visibility of differently abled young citizens, challenging stereotypes and fostering a more inclusive society. ● Social Participation: Encouraging active involvement in social activities, the AAA Methodology strives to provide platforms and opportunities for differently abled individuals to contribute meaningfully to their communities.

Learning Outcomes	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> ● Knowledge of the AAA methodology to promote the political participation of differently abled young citizens. ● Knowledge of the intended outcomes of the AAA methodology related to political participation ● Knowledge of the role of multi-stakeholder partnerships in supporting the political participation of differently abled young citizens. <p><u>Skills</u></p> <ul style="list-style-type: none"> ● Outline the objectives of the methodology related to education, social visibility and social participation of differently abled young citizens. ● Engage in workshop activities to review the outcomes of the AAA methodology ● Design local actions to promote the engagement of multiple stakeholders in supporting the political participation of differently abled young citizens. <p><u>Attitudes</u></p> <ul style="list-style-type: none"> ● Open to learning about the AAA approach and methodology. ● Willing to collaborate with other stakeholders to support political participation of differently abled young citizens. ● Willing to support the achievement of outcomes through the methodology.
Duration	3 hours

<p>Preparation</p>	<ul style="list-style-type: none"> ● Find an appropriate venue that offers comfortable seating and ample space for group activities and discussions. ● Arrange audiovisual equipment, including a projector , screen and whiteboard for multimedia presentations. ● Print and organise handouts featuring key definitions, concepts, and additional resources for participants. ● Ensure the venue is accessible for participants with disabilities, providing wheelchair access and accommodations for individuals with visual or hearing impairments. ● Collect any necessary materials or props for interactive activities, such as brainstorming scenarios or group discussions.
<p>Lesson Plan – Face-to-Face Instruction</p>	
<p>N.</p>	<p>Activities</p>
<p>1</p>	<p>Introduction</p> <p>The facilitator will introduce themselves, welcome the workshop participants and outline the content of the face-to-face training.</p> <p>«Welcome to the workshop that aims to identify the importance of political participation. In this seminar, I will emphasise the importance of active participation in politics, particularly the right to vote. We will shed light on the social, economic, and educational challenges faced by people with disabilities, and discuss how informed political decisions can help mitigate these issues. Let’s start by opening a productive dialogue. Thank you for joining us.»</p>
<p>2</p>	<p>Lesson 1: Learning about the inclusion, EU and national policy about Disability Rights in Greece and EU(45 minutes)</p> <p>Objective:</p>

	<p>The aim of the first activity is for participants to understand the important role that equal opportunities play in the equal treatment of people with disabilities and how policy decisions affect the above.</p> <p>Disability Rights and EU (15 minutes):</p> <p>People with disabilities faced every day challenges for example according to European Commission, only half of persons with disabilities are employed compared to 3 in 4 persons without disabilities. 28.4% of persons with disabilities are at risk of poverty or social exclusion compared to 17.8% of persons without disabilities. Only 29.4% of persons with disabilities attain a tertiary degree compared to 43.8% of those without disabilities. 52% of persons with disabilities feel discriminated against.</p> <p>The EU and its Member States are committed to improving social and economic situation of persons with disabilities, building on the Treaty on the Functioning of the EU and on the Charter of Fundamental Rights of the EU. What are your thoughts on that? Do you believe that these policies help you to improve your life?</p> <p>See Activity Template 4.1 Attached (30 minutes)</p>
<p>3</p>	<p>Lesson 2: How politics affects education, social inclusion and social participation (60 minutes)</p> <p>Objective: The aim here is to show how governments play a role:</p> <ul style="list-style-type: none"> ● in education (for example through the establishment of special schools) ● in social visibility (for example through the media by giving more visibility to people with disabilities e.g. in serials or ads) ● social participation through better transport and infrastructure but also through equal work and socioeconomic opportunities for disabled people.

Definitions(30 minutes)

Social Visibility: Engaging in disability visibility involves acknowledging and valuing the experiences of all individuals. Disability inclusion entails providing and guaranteeing access to the same opportunities for people with disabilities as those available to individuals without disabilities.

Models of Disability and how they impact teaching: These theoretical frameworks allow disability activists a lens to identify barriers to inclusion and accessibility in society. Examining the different models of disability provides insight to the conceptions and attitudes towards the disabled community.

- **Social Model:** Society creates the problem. Let's make things more accessible. The Social Model of disability proposes that disability is caused by the way society is organised, rather than by the individual person's impairment.

This model calls for the collective action of a society to make modifications to the environment in order to make room for people with disabilities to participate fully in all areas of society.

For example, in a classroom, if a student is unable to see the board, the Social Model would suggest that the teacher adjust the size of the font to make the text visible. In other words, adjusting the environment to meet the needs of the individual so that they can participate fully!

- **Medical Model:** Disability is the problem. Let's solve it.

The Medical Model of disability points to an individual's impairment as the source of the disability, and was historically the main way of perceiving disability.

This model focuses on what should be "fixed" to eliminate the impairment by way of medical treatment and intervention.

The Medical Model believes that an ideal society should invest in resources, health care, and related services to improve quality of life for individuals with disabilities.

The Medical Model often overlooks the value and richness that disabled communities bring to society and forgoes the responsibility of the rest of society to adjust to make room for these voices. For this reason, the Medical Model of disability is often rejected by disabled rights activists.

	<p>See Activity Template 4.2 Attached (30 minutes)</p>
<p>4</p>	<p>Lesson 3: How political activism helps disabled people to earn their rights (50 minutes)</p> <p>Objective: This activity aims to bring participants closer to activism and to reflect on the ways in which they can claim their rights</p> <p>Introduction (10 minutes)</p> <p>The purpose of this exercise is to help participants gain a deeper understanding of the importance of the political act and to discover new and more inclusive ways to assert their rights.</p> <p>What is political activism and how can we participate? Political activism may also include political campaigning, lobbying, voting, or petitioning. Political activism does not depend on a specific ideology or national history.</p> <p>Disability rights movement: People with disabilities have had to battle against centuries of biased assumptions, harmful stereotypes and irrational fears. The stigmatisation of disability resulted in the social and economic marginalisation of generations of Americans with disabilities, and like many other oppressed minorities, left people with disabilities in a severe state of impoverishment for centuries. By the 1960s, the civil rights movement began to take shape, and disability advocates saw the opportunity to join forces alongside other minority groups to demand equal treatment, equal access and equal opportunity for people with disabilities. The struggle for disability rights has followed a similar pattern to many other civil rights movements—challenging negative attitudes and stereotypes, rallying for political and institutional change, and lobbying for the self-determination of a minority community.</p> <p>See Case Study Template 4.3 Attached (40 minutes)</p>
<p>5</p>	<p>Lesson 4: Job counselling (25 minutes)</p> <p>Objective: With this activity we aim to inform the public about the professional opportunities for people with disabilities and how to adapt to the requirements of the new labour market</p> <p>Introduction (15 minutes): Explain the reason why job counselling is important for employees. According to the World Report on Disability (2011), published by the World Health Organization and the World Bank, there are an estimated one billion</p>

	<p>people with disabilities worldwide. Despite this significant number, many individuals with disabilities still face substantial barriers to participating fully in society. To create a better and more inclusive environment, it is crucial for societies to recognize and address the need for improved living conditions and greater participation for people with disabilities.</p> <p>People with disabilities encounter more significant challenges than the general population due to barriers that hinder their access to essential services. These barriers often prevent access to quality education, healthcare, and economic opportunities. Everyday life is further complicated by the lack of accessibility in transportation, buildings, education, and employment.</p> <p>To provide meaningful opportunities for people with disabilities, it is essential for governments, the public and private sectors, and civil society to work together to remove legal and social barriers to employment. People with disabilities have the right to work, live independently, and pursue personal development. Excluding individuals with disabilities from the workforce not only deprives them of these rights but also has economic consequences. The International Labour Organization (ILO) estimates that this exclusion may cost countries between one to seven percent of their gross domestic product due to the untapped productive potential of people with disabilities.</p>
<p>6</p>	<p>Conclusion</p> <p>Understanding ableism and its various manifestations is crucial in the fight against discrimination faced by individuals with disabilities. By recognizing and addressing ableism, we can work towards building a more just and inclusive society where everyone is appreciated and respected, irrespective of their abilities.</p> <p>It is important for people with disabilities to know their individual and political rights and to fight for their improvement and achievement. Also active participation in the political arena, blacker community representation and a belief in change through education and civic participation are key characteristics for improving the daily lives of people with disabilities and something that this module tries to enhance.</p> <p>Activism and active participation in civil society are also important factors in improving the daily lives of people with disabilities, both on a personal and collective level, while at the same time helping them to integrate more easily into society and to be active citizens.</p> <p>Although all of the above are important for the participation and socialisation of people with disabilities, they are not always applicable. The activities in this seminar help to explore in depth the belief in politics, the knowledge about the rights of people with disabilities and the willingness to actively participate in society, while also aiming to strengthen these through the acquisition of new knowledge and thoughts about inclusiveness.</p>

7	FAQ session The facilitator will invite participants to ask questions on all topics discussed.	
Total duration time		3 hours (4 activities)
Educational materials for teaching face-to-face	<ul style="list-style-type: none"> ● Presentation slides ● Cards 	
Resources	<p>Documentaries and Films:</p> <ul style="list-style-type: none"> ● «<i>What Europe does for me - Supporting people with disabilities</i>» (2024), Short video about EU and disability rights. ● «<i>Being Michelle</i>» (Atin Mehra, 2022), <i>Being Michelle</i> follows the astounding journey of a deaf and disabled woman who survived incarceration under unimaginable circumstances by a system that refused to accommodate her needs as a deaf person with autism. ● "Crip Camp" (2020) - A documentary about a summer camp for disabled teenagers that sparked a revolution in disability rights. <p>Online Resources:</p> <ul style="list-style-type: none"> ● PBS, «Disability pride month and the disability right movement», 2023, https://www.pbs.org/articles/disability-pride-month-and-the-disability-rights-movement ● Better Work Indonesia, «EMPLOYING PERSONS With DISABILITIES Guideline for Employers», https://betterwork.org/wp-content/uploads/20130201_Employing-Persons-with-Disabilities-Guideline_English_Final4.pdf ● Keagan Stoyels, «Models of Disability and How They Impact Teaching», 2022, https://facingcanada.facinghistory.org/models-of-disability 	

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Activity Template 4.1

Module Title	The process of the development of the methodology of AAA		
Activity Title	Discussion about EU policy on Disability Rights	Activity Code	A 4.1 would be the first activity in Module 4
Duration of Activity (in minutes)	30 minutes	Learning Outcome	Gain a better knowledge about disability rights and EU policy
Aim of Activity	The aim of this activity is the understanding of how political decisions affect their rights and how political participation gives a voice to people experiencing social inequalities		
Materials Required for Activity	<ul style="list-style-type: none"> ● White board ● Board pen 		
Step-by-Step Instructions	<p>Group Discussion (30 minutes)</p> <p>Step 1: The advisor addresses a question to the participants trying to provoke a brainstorming session: «What comes to your mind listening «EU and Disability Rights»? Trying to open a discussion.</p> <p style="padding-left: 20px;">☐ Write on the white-board the answers. Encourage participants to share their thoughts.</p> <p>Step 2: The advisor explains how EU policy affects people with disabilities and asks about people's opinion on whether their rights are being violated in Greece. Asks for examples and personal experiences</p> <p>Step 3: The advisor asks the participants to tell what they think or know about disability rights</p>		

	<p>☒ The advisor write down the answers to the white board</p> <p>Step 4: The advisor explains more about disability rights and asks questions again. «What is written on the board is applicable to your daily life?» and «What changes do they expect to make for a smoother daily life?»»</p>
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Activity Template 4.2

Module Title	The process of the development of the methodology of AAA		
Activity Title	How politics affects education, social inclusion and social participation	Activity Code	A 4.2 would be the second activity in Module 4
Type of Resource	Practical Activity	Type of Learning	Watching Video, Discussion and role playing
Duration of Activity (in minutes)	60 minutes	Learning Outcome	Gain a better knowledge about politics and how it helps disabled persons be included in the labour market and in social life
Aim of Activity	The aim of this activity is the understanding of how political decisions affect their rights through the education and continuing through the labour market and how political participation gives a voice to people experiencing social inequalities		
Materials Required for Activity	<ul style="list-style-type: none"> ● Projector ● Laptop ● White board 		

Step-by-Step Instructions	<p>Group Discussion (30 minutes)</p> <p>The instructor shows a video "<i>What Europe does for me - Supporting people with disabilities</i>" from European Parliament Research Service on YouTube channel (https://www.youtube.com/watch?v=ZOOnsaEo_5Dw) and when it is over he asks the audience to describe what they saw and how they experience it in their everyday life. The aim is to open a debate on political decisions and the way they approach real day-to-day problems.</p> <p>Simulation Activity (30 minutes):</p> <ul style="list-style-type: none"> ● Once the participants have warmed up, the instructor will divide them into small groups and run a «simulation of the European Parliament» in order to exchange views on disability rights and make suggestions for improving European policy on this issue. ● Every group will represent an EU member state and will think of a proposal to improve disabled everyday life in the EU. Open a debate between the groups.
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Case Study Template 4.1

Case Study Title	«Disability Rights are Human Rights»: Explore the activism of disabled people. -4.1
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<p>Cover Image</p>			
<p>Duration of Activity (in minutes)</p>	<p>20 minutes</p>	<p>Learning Outcome</p>	<p>Gain a deeper understanding of the impact of activism and to publicise the active activism of disabled people, while the image aims to inspire the participants to participate in political and social events.</p>
<p>Aim of Activity</p>	<p>Develop a deeper understanding of the impact of activism and highlight the active involvement of disabled individuals. The goal is to inspire participants to engage in political and social events.</p>		
<p>Case Study</p>	<p>Background: Disabled women have launched a three-week protest to bring attention to “appalling” research findings revealing they were nearly twice as likely to die from COVID-19 during the pandemic compared to non-disabled women. They argue that this research indicates disabled women were treated as “collateral damage” by the government during the crisis.</p> <p>Circumstances: Around 20 disabled members of the Women’s Equality Party (WEP) and their supporters, gathered outside the Houses of Parliament to kick off their #91Percent campaign. The party is demanding that the official inquiry into the pandemic's management includes an examination of its impact on</p>		

	<p>disabled individuals, particularly the disproportionate mortality rate among disabled women. They contend that these deaths were preventable. The protest will see disabled women and their allies demonstrating in shifts for a total of 91 hours over the next three weeks, with each shift lasting 90 minutes. The campaign will culminate in a larger protest on July 20. Their aim is to spotlight research, initially reported by Disability News Service (DNS), which found that disabled women in England with higher support needs, aged 30 to 69, were 91 percent more likely to die from COVID-19 than their non-disabled counterparts, even after accounting for factors like underlying health conditions, poverty, living in less affluent areas, or residing in care homes.</p> <p>Women feel marginalised by the government especially in such an unconventional condition as the pandemic. With the help of other activists and their own people they used their right and demonstrated demanding better measures. The repeated demonstrations got publicity and the problem was communicated. So public and private institutions came to attention in order to help the women.</p> <p>Impact: In such difficult situations, as the pandemic of covid -19, some social groups experience greater risk in terms of their lives, but through socio-political action these groups claim and win what is theirs, so they are not left behind and helpless. The above situation refers to the indignation of the people and the assertion of their rights through peaceful demonstrations</p> <p>Conclusion: In such difficult situations as the pandemic of Covid-19, social groups experience greater risk in terms of their lives, but through socio-political action these groups claim and win what is theirs, so they are not left behind and helpless. the above situation refers to the indignation of the people and the assertion of their rights through peaceful demonstrations</p>
<p>Key Take-Aways</p>	<ul style="list-style-type: none"> ● Recognize your rights, how to protect and demand them ● Understanding the EU policy over the disabled people rights ● Recognize how to protect your rights through education and politics

Reflection	<p>Question 1: Promoting the rights of disabled people through the education</p> <p><u>Key Lesson:</u> Community educators, social workers, and professionals should actively teach the rights of disabled people so that disabled and non-disabled people know when they are being violated.</p> <p><u>Question:</u> How can I identify and address disabled rights violations? How can we protect our rights?</p> <p>Question 2: Defend and advocate rights for disabled people</p> <p><u>Key Lesson:</u> Professionals involved in the advocacy sector and career development should know and inform stakeholders about the ways in which they can claim their rights.</p>
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Additional Resource Template 4.1

Title of Resource	Book
Introduction to the Resource	<p>Book: "The Disability Rights Movement: From Charity to Confrontation" by Doris Zames Fleischer and Frieda Zames</p> <p>"The Disability Rights Movement" offers a comprehensive overview of the history, strategies, and key figures of the disability rights movement in the United States, from its roots in charity and paternalism to its evolution into a powerful force for social change and advocacy.</p> <p>Book: "Disability Visibility: First-Person Stories from the Twenty-First Century" edited by Alice Wong</p> <p>By engaging with this resource, you'll gain insight into the diverse experiences and narratives of disabled people, challenging ableist assumptions and fostering empathy and understanding. Through firsthand accounts, you'll learn about the complexities of disability identity, advocacy, and resilience today.</p>
"What will I get from using this resource?"	<p>Book: "Disability Visibility: First-Person Stories from the Twenty-First Century" edited by Alice Wong Engaging with this resource will provide you with a deeper understanding of the diverse experiences and narratives of disabled individuals, challenging ableist assumptions and fostering empathy and comprehension. Through firsthand accounts, you'll explore</p>

	<p>the complexities of disability identity, advocacy, and resilience in the modern era.</p> <p>Book: "The Disability Rights Movement: From Charity to Confrontation" by Doris Zames Fleischer and Frieda Zames Exploring this resource will offer you insight into the historical context and key milestones of the disability rights movement, including significant events like the passage of the Americans with Disabilities Act (ADA). You'll learn about the grassroots activism, legal battles, and social movements that have shaped disability rights and equality in America.</p>
<p>Link to Resource</p>	<p>Book: "Disability Visibility: First-Person Stories from the Twenty-First Century" edited by Alice Wong</p> <p>Link: Disability Visibility</p> <p>Book: "The Disability Rights Movement: From Charity to Confrontation" by Doris Zames Fleischer and Frieda Zames</p> <p>Link: The Disability Rights Movement</p>

Module 5: The Methodology Activism Against Ableism

Prepared by Exeo Lab

Introduction

This module focuses on empowering youth with disabilities through the implementation of strategies derived from the International Working Group's (IWG) final report. The report emphasises suggested actions, tactics, and practices aimed at enhancing social and political participation among young people with disabilities. Students will gain an understanding of the methodology outlined in the IWG's final report, emphasising its potential impact and dissemination through advocacy groups and alliances. The methodology is structured around three main categories: Education, Social Visibility, and Social Participation. In this lesson, the focus will be on the Education category, which aims to *equip youth workers with guidelines and techniques to address ableism and promote inclusive education practices*. Students will engage in activities to apply the methodologies discussed, such as developing lesson plans or advocacy campaigns tailored to address the needs of young people with disabilities.

Reflections on the potential impact and challenges of implementing these strategies will also be encouraged. Overall, *this lesson plan aims to empower educators and youth workers with the necessary tools and insights to support the social and political participation of young people with disabilities*, contributing to a more inclusive and equitable society.

Lesson Plan

Name of the module/topic	Module 5: The methodology of AAA (Exeo Lab)
Objective	Module 5 - The Methodology of AAA provides learners with a structured framework and systematic approach to WP3, particularly focusing on the methodology used in the project. This will help them understand the objectives and tasks, ultimately leading to improved project outcomes and success.

Learning Outcomes	<p>Knowledge</p> <ul style="list-style-type: none"> ● Knowledge of the role of the international working groups in AAA. ● Knowledge of how to establish an International Working Group, including how to recruit members, mediators and secure the correct environment for IWG cooperation. ● Knowledge of the process for managing international working groups, including mediating meetings. <p>Skills</p> <ul style="list-style-type: none"> ● Outline the role of the international working groups in AAA. ● Outline a plan to recruit and manage members for an IWG. ● Review meeting reports and synthesise the evaluation of outcomes of the IWG in AAA. <p>Attitudes</p> <ul style="list-style-type: none"> ● Open to collaborate with international groups to support youth political participation. ● Willing to engage in reflection to improve the processes of the IWG. ● Willing to manage engagement of members in an IWG.
Duration	2 hours & 30 minutes
Preparation	<ul style="list-style-type: none"> ● Book or source a training room with chairs and tables, computers, projector, etc. Book it at least 2 months before the workshop so that you can promote the workshop in sufficient time. ● Find instructors for workshop activities that you are not familiar with/comfortable delivering. ● Inform participants of the purpose of the workshop, its objectives, and the schedule to be followed.

	<ul style="list-style-type: none"> • Provide catering for coffee and lunch breaks or provide information on nearby food options.
Lesson Plan – Face-to-Face Instruction	
N.	Activities
1	<p>Introduction - 15 minutes</p> <p>The facilitator introduces themselves, welcomes the workshop participants and outlines the content of the final face-to-face training.</p> <p>The facilitator can underline the role of the international working groups in AAA. The International Working Group (IWG) played a crucial role in the AAA-Project, which aimed to encourage the political engagement of people with disabilities.</p>
2	<p>Lesson 1 - International Working Groups (15 minutes)</p> <p>The lesson will focus on the International Working Group (IWG) established within the AAA-Project initiative to promote the political participation of young people with disabilities. The lesson will highlight the role of the IWG in addressing identified and unidentified needs, facilitated by the prior establishment of a European network and national ecosystems. Additionally, the lesson will underline the importance of involving various stakeholders, including youth workers, in implementing the developed techniques to encourage political participation among young people with disabilities.</p>
3	<p>Lesson 2 - The role of the International Working Group (IWG): AAA-Project (15 minutes)</p> <p>This lesson explores the intricacies of managing international working groups effectively. As organisations expand globally, the need to collaborate across borders becomes increasingly vital. Understanding the nuances of cultural differences, time zones, communication styles, and project management methodologies is crucial for success. This lesson delves into best practices and strategies for leading and participating in international working groups, equipping learners with the skills needed to navigate diverse teams and achieve common goals. From establishing clear communication channels to fostering inclusivity and resolving conflicts, participants will gain valuable insights into optimising the performance of international teams. Whether you're a team leader, member, or stakeholder involved in global projects, this lesson offers</p>

	practical guidance to enhance collaboration and drive results in an international context.
4	Case study - European disability forum (10 minutes) Case study template
5	Lesson 3 - Education (15 minutes) This chapter focuses on equipping youth workers with the necessary tools to prepare young people with disabilities for social and political engagement. It emphasises understanding and addressing ableism within educational settings, offering guidelines and techniques to foster inclusivity and empower young individuals with disabilities.
6	Activity - 10 minutes Activity Template 1
7	Lesson 4 - Social Visibility (15 minutes) The goal of this chapter is to explore strategies for enhancing social visibility for people with disabilities. It begins by defining social visibility and delves into theoretical discussions surrounding ableism. The chapter emphasises challenging stereotypes, promoting positive representations, and ensuring inclusion in social and cultural activities. It highlights the importance of dismantling stigma and addressing the underrepresentation of individuals with disabilities in society.
8	Activity - 10 minutes Activity Template 2
9	Lesson 5 - Social Participation (15 minutes) This chapter aims to assist youth workers in facilitating social participation among young people with disabilities. It emphasises the importance of combating ableism to create a more inclusive society that recognises the contributions and rights of all individuals. The chapter discusses efforts at the European level to dismantle barriers, change attitudes, and promote social involvement for people with disabilities, ultimately striving for a fairer and more inclusive European community.
10	Activity - 10 minutes Activity Template 3

11	<p>Conclusion - 10 minutes</p> <p>The moderator delivers the conclusion: In conclusion, by embracing the proposed strategies and activities outlined in this methodology, educators have the power to cultivate a critical awareness of ableism, empower individuals to question societal norms, and actively contribute to the development of inclusive communities that honour and embrace the diversity of all individuals, irrespective of their abilities. It's important to note that while these strategies offer valuable insights, the methodology is not exhaustive. Educators should adapt and integrate additional activities and approaches based on their specific context, including factors such as country-level resources and infrastructure.</p>	
12	<p>FAQ session - 10 minutes</p> <p>The facilitator will invite participants to ask questions on all topics discussed.</p>	
Total duration time		2 hours & 30 minutes
Educational materials for teaching face-to-face	Laptop, Projector, PowerPoint presentation, Activity Sheet, Pens, Paper, etc.	
Resources	<p><i>Textile Exchange. (2020, July 11). What is an International Working Group (IWG)??. YouTube.</i> https://www.youtube.com/watch?v=nPNqDsckUkU</p> <p><i>IWG. (2021, August 19). IWG – making the new way of work easy. YouTube.</i> https://www.youtube.com/watch?v=Mj-YbCHKbwc</p> <p><i>Robic, A. (2023, December 11). European Disability Forum.</i> https://www.edf-fehp.org/</p>	

Case Study Template 5.1

Case Study Title	European disability forum - Youth Committee
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Duration of Activity (in minutes)	10 minutes	Learning Outcome	Knowledge about the European disability forum - Youth Committee
Aim of Activity	<p>The aim of the case study is to illustrate a successful example of an international working group focused on empowering young European citizens with disabilities to become socially and politically active. Specifically, it highlights the initiatives of the European Disability Forum's Youth Committee in achieving this aim through activities such as empowerment, advocacy, promotion of participation, fostering international cooperation, and influencing disability policies. The case study serves to inspire and inform other organisations, policymakers, and stakeholders about effective strategies for promoting the rights and inclusion of young people with disabilities in Europe.</p>		
Case Study	<p>The European Disability Forum (EDF) serves as an umbrella organisation for various representative groups of persons with disabilities throughout Europe. Its primary objective is to advocate for the interests of the more than 100 million individuals with disabilities across the continent. Run by persons with disabilities and their families, EDF functions as a unified voice for this community.</p> <p>Vision: EDF envisions a Europe where persons with disabilities are fully integrated into society, enjoying equal rights and opportunities alongside their peers. Central to this vision is the full realisation of their human rights as outlined in the UN Convention on the Rights of Persons with Disabilities.</p> <p>Mission: The mission of EDF is to secure the complete inclusion of persons with disabilities within society. This involves ensuring their access to human rights through active engagement in the development, implementation, and oversight of policies related to the UN CRPD within Europe.</p> <p>Values: EDF's values are rooted in the principles outlined in the UN CRPD. These include respect for inherent dignity, individual autonomy, non-discrimination, full participation and inclusion in society, acceptance of diversity, equality of opportunity, accessibility, gender equality, and recognition of the evolving capacities and rights of children with disabilities.</p>		

	<p>Promoting Disability Rights in Europe: Since its establishment in 1996, EDF has been dedicated to ensuring that European-level decisions concerning persons with disabilities are made in consultation with and by individuals from the disability community. Through advocacy efforts directed at key European institutions such as the European Parliament, the European Commission, and the Council of the EU, EDF works to promote and protect the rights of persons with disabilities across the continent.</p>
Key Take-Aways	<p>EDF Youth Committee serves as a powerful example of how international working groups can empower young European citizens with disabilities to become socially and politically active. By providing support, fostering collaboration, and advocating for policy change, the committee helps to ensure that the rights and interests of young people with disabilities are effectively represented and upheld at the European level.</p>
Reflection	<ol style="list-style-type: none"> 1. How does participation in the European Disability Forum (EDF) Youth Committee contribute to the empowerment of young people with disabilities? 2. In what ways do the learning opportunities provided by the Youth Committee prepare participants to engage in advocacy and policy influencing? 3. How does the participation of young people with disabilities in social and political activities, both locally and at the European level, contribute to promoting inclusion and equality? 4. What specific examples can be provided to demonstrate the impact of the EDF Youth Committee's advocacy efforts on shaping disability policies and practices in Europe?

Activity Template 5.1

Module Title	The methodology of Activism Against Ableism		
Activity Title	Empowering Youth with Disabilities	Activity Code	A5.1
Type of Resource	Activity sheet, video, etc.	Type of Learning	Classroom-based, Discussion, etc.
Duration of Activity (in minutes)	20 minutes	Learning Outcome	Participants will gain a deeper understanding of ableism and learn practical

			techniques to create inclusive environments within educational settings.
Aim of Activity	The objective of this interactive module activity is to raise awareness about ableism, foster inclusivity, and empower young individuals with disabilities to engage in social and political spheres.		
Materials Required for Activity	<ul style="list-style-type: none"> • Whiteboard and markers • Sticky notes • Pens/pencils 		
Step-by-Step Instructions	<p>The first stage of the activity involves presenting a brief overview of ableism, its impact on individuals with disabilities, and its prevalence in educational settings. <i>It is important to encourage participants to share any personal experiences or observations related to ableism.</i></p> <p>First step: Brainstorming</p> <ul style="list-style-type: none"> • Divide participants into small groups. • Provide each group with a set of sticky notes and markers. • Instruct groups to brainstorm and write down examples of ableism they have encountered or observed in educational settings. • After a short time, groups will stick their notes on a shared surface (e.g., an empty wall) and categorise them based on types of ableism. <p>Next step: Empowerment Activity</p> <ul style="list-style-type: none"> • Share blank sheets of paper and pens to each participant. • Direct participants to create an engagement plan describing specific actions that can promote inclusivity and empower individuals with disabilities within their educational or community contexts. • Encourage participants to consider both short-term and long-term goals, as well as potential obstacles and strategies for overcoming them. <p>In the end, call the participants to share their thoughts, encourage a conversation based on the following questions:</p> <ul style="list-style-type: none"> • What did you learn from this activity? • How can you apply these insights and strategies in your work with young people with disabilities? 		

	<ul style="list-style-type: none"> • What additional support or resources might be needed to effectively address ableism and promote inclusivity?
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Activity Template 5.2

Module Title	The methodology of Activism Against Ableism		
Activity Title	A Social Visibility Activity	Activity Code	A5.2
Type of Resource	Activity sheet	Type of Learning	Classroom-based, Discussion, etc.
Duration of Activity (in minutes)	20 minutes	Learning Outcome	Participants will gain a deeper understanding of ableism and learn practical techniques to create inclusive environments within educational settings.
Aim of Activity	The objective of this workshop is to engage participants in interactive activities that promote understanding, empathy, and strategies for enhancing social visibility for people with disabilities. By challenging stereotypes, promoting positive representations, and fostering inclusivity, participants will gain insights into the importance of dismantling stigma and advocating for the inclusion of individuals with disabilities in society.		
Materials Required for Activity	<ul style="list-style-type: none"> • Presentation with instructions • Open space, seats 		

Step-by-Step Instructions	<ul style="list-style-type: none"> ● Organise participants into diverse small groups. ● Assign each group a different disability (e.g., mobility, visual, hearing, cognitive). ● Give each group simulated experiences or challenges related to their assigned disability. ● Encourage group discussion about their experiences, challenges, and insights. ● Facilitate a discussion on how these experiences impact understanding of social visibility for people with disabilities. ● Explore strategies for promoting inclusion and challenging stereotypes in everyday interactions and societal structures.
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Activity Template 5.3

Module Title	The methodology of Activism Against Ableism		
Activity Title	A Journey Towards Inclusion	Activity Code	A5.3
Type of Resource	Activity sheet, video, etc.	Type of Learning	Classroom-based, Discussion, etc.
Duration of Activity (in minutes)	20 minutes	Learning Outcome	Participants will gain a deeper understanding of ableism and learn practical techniques to create inclusive environments within educational settings.
Aim of Activity	The objective of this interactive module activity is to raise awareness about the barriers faced by people with disabilities in social participation and to encourage participants to brainstorm and propose solutions to overcome these barriers, ultimately fostering a more inclusive community.		
Materials Required for Activity	<ul style="list-style-type: none"> ● Whiteboard and markers ● paper ● Pens/pencils 		

Step-by-Step Instructions

Divide participants into small groups. Provide each group with large paper sheets or whiteboards and markers. Each group brainstorms and lists as many barriers to social participation faced by people with disabilities as they can think of.

- After the brainstorming, each group will present their list of barriers.
- Have a brief discussion about each barrier, underline its impact on individuals with disabilities and the broader community.
- After the identification of the barriers, each group will come up with innovative solutions to overcome these obstacles.
- Question: how those ideas - solutions can be implemented in the community?
- Consider specific steps that can be taken individually or collectively to promote social participation and combat ableism.

The activity will end with a brief reflection where participants will share their thoughts and feelings about the activity.

Module 6: Guidelines to Adapt the Methodology Activism Against Ableism

Prepared by Quart de Poblet

Introduction

This module focuses on explaining the guidelines for adapting the methodology of the Activism Against Ableism project. This chapter focuses on three key elements: Knowledge, Skills, and Attitude. Firstly, we will explore the realm of knowledge pertaining to the AAA methodology. This involves a comprehensive understanding of best practices for adapting the methodology to various contexts. Participants will gain insights into setting clear goals and objectives within the framework of the AAA methodology, as well as understanding the principles guiding its transferability across different settings.

Subsequently, attention will be directed towards the development of essential skills required for successful application. Participants will learn to evaluate the suitability of the AAA methodology within diverse situations and contexts, honing their ability to discern its effectiveness for participation. Additionally, emphasis will be placed on the skill set necessary

for transferring the methodology to new groups or contexts, with a focus on aligning it with the specific needs and circumstances of youth workers in their respective locales. Evaluative techniques will also be covered to assess the efficacy of the methodology.

Central to our approach is the cultivation of an appropriate attitude towards the methodology. Participants will be encouraged to adopt an open mindset, welcoming opportunities to transfer the methodology to a variety of contexts and groups. Furthermore, a commitment to engaging diverse groups in local action for social causes will be instilled, reflecting a dedication to fostering inclusive and impactful community involvement. Finally, participants will be encouraged to maintain a willingness to review and refine their adaptation of the AAA methodology, ensuring continual improvement in its application.

As we embark on this journey together, participants will gain a deeper understanding of the core principles that drive the methodology, equipping them with the knowledge, skills, and attitude necessary to make meaningful contributions within their communities.

Lesson Plan

Name of the module/topic	Module 6: Guidelines to Adapt the Methodology Activism Against Ableism
Objective	To equip participants with a comprehensive understanding of the methodology, focusing on the foundational elements of knowledge, skills, and attitude. By the end of the module, participants will be able to articulate best practices for adapting the methodology to various contexts, evaluate its effectiveness within diverse situations, and demonstrate a commitment to fostering inclusive community engagement for social causes. Additionally, participants will develop the skills necessary to transfer the methodology to new groups or contexts, aligning it with the specific needs of youth workers.

Learning Outcomes	<p>Knowledge:</p> <ul style="list-style-type: none"> ● Knowledge of good practices when adapting the AAA methodology. ● Knowledge of how to set goals and objectives for the AAA methodology. ● Knowledge of how, when and where the AAA methodology can be transferred. <p>Skills:</p> <ul style="list-style-type: none"> ● Evaluate the situations and contexts where the AAA methodology is most effective for participation. ● Transfer the AAA methodology to a new group or context – related to the local contexts of youth workers. ● Evaluate the effectiveness of the AAA methodology in the new context. <p>Attitudes:</p> <ul style="list-style-type: none"> ● Open to transfer the AAA methodology to other contexts or groups. ● Commitment to engaging diverse groups in local action for a social cause. ● Willing to review and improve the adaptation of the AAA methodology.
Duration	3 hours
Preparation	<ul style="list-style-type: none"> ● Prepare a training room with all the necessary materials and equipment. ● Inform youth workers of the purpose of the workshop, its objectives, and the schedule to be followed. ● Provide catering for the participants.
Lesson Plan – Face-to-Face Instruction	
N.	Activities

<p>1</p>	<p>Introduction</p> <p>The facilitator will present the programme and participants will introduce themselves and share their experience with the rest of the group.</p>
<p>2</p>	<p>Lesson 1</p> <p>The facilitator will go over the methodology outlined in Chapter 5. Following this, each participant will describe their own work environment. Afterward, they'll compare and analyse how they can apply the methodology in their settings.</p>
<p>3</p>	<p>Activity 1</p> <p>Case Study Analysis: Provide participants with a series of case studies or scenarios that represent diverse contexts relevant to their work environments. In small groups, participants can read through the case studies, discuss the unique features of each scenario, and brainstorm how they would apply the AAA methodology to address the challenges or opportunities presented. This activity encourages critical thinking, collaboration, and practical application of the methodology.</p>
<p>4</p>	<p>Lesson 2</p> <p>There will be a more practical and direct part with the participants. The aim is to transfer what is established in the methodology to specific contexts.</p>
<p>5</p>	<p>Activity 2</p> <p>Role-Play Exercises: Divide participants into pairs or small groups and assign each group a specific work context or scenario. One participant can act as a youth worker within that context, while the other participant takes on the role of a facilitator guiding the application of the AAA methodology. Through role-playing, participants can explore potential challenges, communication strategies, and effective implementation techniques. After the role-play, groups can debrief and share insights gained from the exercise.</p>
<p>6</p>	<p>Conclusion</p> <p>The facilitator will conclude by explaining that case study analysis and role-play exercises are helpful for applying the methodology to real-world scenarios. These activities have equipped participants with practical strategies and insights to navigate challenges and maximise impact within their diverse work contexts.</p>
<p>7</p>	<p>FAQ session</p> <p>The facilitator will invite participants to ask questions on all topics discussed.</p>

Total duration time	3 hours
Educational materials for teaching face-to-face	Laptop, Projector, PowerPoint presentation, Pens, Paper, Whiteboard, etc.
Resources	<ul style="list-style-type: none"> • Case study materials or scenarios representing diverse work contexts. • Whiteboards, flip charts, or digital presentation tools for visualising discussions and mapping out ideas. • Printed handouts or digital documents outlining the objectives and guidelines for the activities. • Writing materials such as markers, pens, and sticky notes for participants to jot down insights and ideas. • Space conducive to group discussions and activities, allowing for comfortable seating arrangements and easy interaction. • Facilitation materials for the facilitator, including notes or prompts to guide discussions and ensure the smooth flow of activities.

Activity Template 6.1

Module Title	Guidelines to Adapt the Methodology Activism Against Ableism		
Activity Title	Case Study Analysis and Role-Play Exercise	Activity Code	A6.1
Type of Resource	Practical activity	Type of Learning	Discussion
Duration of Activity (in minutes)	3 hours	Learning Outcome	Knowledge of how to successfully adapt the AAA Methodology
Aim of Activity	These activities aim to equip youth workers with practical skills and insights for applying the AAA methodology to real-world scenarios. By engaging in case study analysis and role-play exercises, participants learn to navigate challenges and foster meaningful participation within their work contexts, fostering positive change in their communities.		

Materials Required for Activity	<ul style="list-style-type: none"> ● Paper ● Pens ● Whiteboard + whiteboard markers
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Module 7: Final Reflections

Prepared by Future in Perspective Ltd.

Final Reflections

Congratulations! Over the course of these past seven modules on the AAA methodology, you have participated diligently and learned about combating ableism. We hope that this content will only represent the beginning of your lifelong journey in advocating for an inclusive society. The knowledge and strategies gained should serve as tools in your arsenal, empowering you to affect change within your communities.

Remember, the impact of this training has the potential to extend far beyond its modules. As our society develops and progresses, education can have a transformative impact on attitudes and policies. We believe that the AAA methodology has a vital role to play in this process, and that participants like yourself are changemakers, too.

Thank you for engaging with this programme. With that being said, we encourage you to have your say on its future delivery. What aspects did you enjoy most? Were there some elements that fell short of your expectations? The format of this module is a little different to the earlier ones, and you will be asked to contribute your opinions so that this methodology can continue to develop and improve - just like us!

Furthermore, you will learn some best practice examples of how to conduct a successful evaluation - both in the context of assessing a programme like this one and, more generally, how to structure participative reflection activities. We hope that these skills will prove useful to you going forward.

Lesson Plan

Name of the module/topic	Module 7: Final Reflections (FIP)
Objective	<p>The objective of this module is to foster an environment in which participants feel comfortable discussing their experience of the AAA In-Service Training Programme and can contribute to its future improvement. This process, alongside relevant theory, will develop the participants' evaluation skills.</p>
Learning Outcomes <i>(Source: You will find the LOs underneath this section, populate the box to the right with the ones that apply to your module)</i>	<p>Knowledge:</p> <ul style="list-style-type: none"> ● Knowledge of different approaches to evaluating learning with differently abled young citizens. ● Knowledge of participative approaches to group evaluations and reflection activities. ● Knowledge of the impact of the AAA project on advocating for the rights and inclusion of differently abled young citizens in European society. <p>Skills:</p> <ul style="list-style-type: none"> ● Test and implement different evaluation techniques and approaches when working with differently abled young citizens. ● Engage differently abled young citizens in designing their own evaluation and reflection activities. ● Engage in a final reflection activity to assess the quality and impact of the AAA in-service training and resources on supporting youth workers and differently abled young citizens across Europe. <p>Attitudes:</p> <ul style="list-style-type: none"> ● Willing to amend youth work practice to fit the needs of differently abled young citizens. ● Open to facilitating the participation of differently abled young citizens. ● Open to providing inclusive approaches to evaluation when working with differently abled young citizens.
Duration	50 minutes

Preparation	<ul style="list-style-type: none"> • Book or source a training room with chairs and tables, computers, projector, etc. Book it at least 2 months before the workshop so that you can promote the workshop in sufficient time. • Find instructors for workshop activities that you are not familiar with/comfortable delivering. • Inform participants of the purpose of the workshop, its objectives, and the schedule to be followed. • Provide catering for coffee and lunch breaks or provide information on nearby food options.
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Lesson Plan – Face-to-Face Instruction

N.	Themes / Activities	Duration (in minutes)	Methods	Equipment & Materials
1	Introduction The facilitator introduces themselves, welcomes the workshop participants and outlines the content of the final face-to-face training.	5 minutes	Presentation & Tutor Input	Laptop, Projector, PowerPoint presentation
2	Lesson 1 The facilitator underlines the importance of flexibility when evaluating learning with differently-abled persons. Some best practice examples and case studies are provided and discussed.	10 minutes	Presentation & Tutor Input	As above
3	Activity 1 With reference to the template provided in Activity	10 minutes	Group Discussion	Activity Sheet 1.1

	Sheet 1.1, participants discuss the evaluation process and how it can be made more accessible and inclusive when applied to their own professional contexts.			
4	Lesson 2 The facilitator discusses the concept of participative approaches / group evaluations, highlighting the strengths and weaknesses of the same.	10 minutes	Presentation & Tutor Input	Laptop, Projector, PowerPoint presentation
5	Activity 2 Using the template structure provided in Activity Sheet 1.1 alongside a group discussion, the facilitator leads a participative evaluation of the AAA In-Service Training Programme - updating the template according to the learners' recommendations.	10 minutes	Group Discussion	Activity Sheet 1.1
6	Conclusion The facilitator delivers the concluding material.	5 minutes	Tutor Input & Group Discussion	
Total duration time		50 minutes		
Educational materials for teaching face-to-face	Laptop, Projector, PowerPoint presentation, Activity Sheet 1.1, Pens, Paper, etc.			
Resources				

Activity Template 7.1

Module Title	Final Reflections		
Activity Title	Evaluation Template	Activity Code	A1.1
Type of Resource	Activity Sheet featuring template	Type of Learning	Best practice example
Duration of Activity (in minutes)	10 minutes	Learning Outcome	Knowledge of physical components of evaluation and reflection activities
Aim of Activity	The aim of this activity is to demonstrate one simple best practice example of an evaluation template that allows users to reflect on the strengths and weaknesses of a programme such as the AAA In-Service Training Programme.		
Materials Required for Activity	<ul style="list-style-type: none"> ● Paper ● Pens 		

Step-by-Step Instructions

Sample Evaluation Template

Component	Strengths	Weaknesses	Recommended Changes	Rating 1-5
Module 1	The slides were clearly presented and easy to understand	The colouring of the graphs made it hard to distinguish figures	Change the graph colours to make them easier to read	Good ▾
Module 2	The topic was extremely interesting and relevant to my career	N/A	Keep doing what you do!	Excellent ▾
Module 3	The presentation was very aesthetically pleasing	The information was far too complex and I had a difficult time following it	Simplify the content for the intended target audience - it might be interesting, but that's no good if it's not understood!	Good ▾

Blank Template to Edit

Component	Strengths	Weaknesses	Recommended Changes	Rating 1-5
Module 1				Good ▾
Module 2				Very G... ▾
Module 3				Fair ▾
etc.				Poor ▾

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