

The Disabled Country Toolkit™

DaDaFest



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Objectives and Aims

The Disabled Country journey is designed to help young people know more about the context of disability in society. It will allow young people to visit as tourists or travellers bringing their own lived experiences and exploring new cultural perspectives about disability, in terms of equality diversity and social justice.

At the end of their journey the young people will:

- develop an increased understanding;
- think differently about disability;
- think about their lives in the disabled country or the accessible country;
- think about what they can do to make positive changes.

About DaDaFest

DaDaFest is a cutting edge, innovative disability arts organisation based in Liverpool. We have been at the forefront of disability arts since the organisation began in 1984. We create a biennial festival and other arts events to promote high quality disability and d/Deaf arts from unique cultural perspectives. We also develop opportunities for disabled and d/Deaf people to access the arts, including training and a young people's programme offering leadership pathways to employment.

The Disabled Country Toolkit™

How to use

This toolkit is designed around four chapters, Language, Social Model vs Medical Model, Stereotypes vs Diversity and Removal of Barriers.

Each chapter contains a series of exercises; these are complemented by a number of resources.

The toolkit has been developed with, and tested by, young people.

The chapters have a number of different exercises that are relevant to their heading. You may pick the exercise/s that suit your group of young people or complete all the exercises in each chapter.

Chapters or exercises don't need to be completed in any specific order apart from exercise two in "Removal of Barriers". This should be completed when you are confident that the young people have an understanding of the main issues and have completed as many exercises in other chapters as possible.

In order for young people to have meaningful discussions and conversations during and after completing the exercises, they should take place in an environment where the young people feel safe, creating equal status in the conversations and activities.

The young people should feel free to share their experiences, ask questions, explain their perspectives, and challenge negative stereotypes.

It may be useful to discuss with the young people prior to completing the exercise a code of conduct that they agree to follow. You may want to research who to signpost young people to for further support for any issues raised whilst completing the toolkit.

The toolkit has been developed with young disabled people aged between 12 and 25 in mind, however exercises can be adapted to suit a wide range of age groups.

We recommend that you print the resources from the toolkit single sided onto A4 or A3 paper.

Further reading

Learning Without Limits

Hart, S. Dixon, A. Drummond, MJ. McIntyre, D. (2004)
Maidenhead: OU Press (e-book)

Approaching Disability: Critical Issues and Perspectives

Mallet, R. & Runswick-Cole, K. (2014) London: Sage

Disability Studies and the Inclusive Classroom: Critical Practices for Creating Least Restrictive Attitudes

Shapiro, A. and Baglieri, S. (2011) Routledge

Disability on Equal Terms

Swain, J. & French, S. (2008) London: SAGE

Rethinking Disability: A Disability Studies Approach to Inclusive Practices

Valle, J. and Connor, D. (2011) New York: McGraw-Hill

The Politics of Disablement

Michael Oliver (1990) Macmillian Pub

Disabled People in Britain & Discrimination: A Case for Anti-Discrimination Legislation

Colin Barnes (1991) Hurst & Company

Disabling barriers – Enabling Environments

Swain, Finklestein, French & Oliver (1993) Sage Publications

Framed: Interrogating Disability in the Media

Anne Pointon & Chris Davies (1997) BFI Publishing

Key contacts

DaDaFest

www.dadafest.co.uk

Equality and Human Rights Commission

www.equalityhumanrights.com

The Alliance for Inclusive Education

www.allfie.org.uk

UK Disabled People's Council (UKDPC)

www.ukdpc.net/site

Leeds Disability Studies archive

www.disability-studies.leeds.ac.uk

Department for Work and Pensions, Office for Disability Issues

www.gov.uk/government/organisations/office-for-disability-issues

www.equalities.gov.uk

Credits

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Front cover from *DaDaFest International 2010* photo by Mark McNulty

Pg 9, 30 from *Working Lives: Here and There* exhibition held in 2014, photo by Colin McPherson

Pg 16, 59, 60, 61, 62 from Alamy Stock Photos

Pg 29 from *Working Lives: Here and There* exhibition held in 2014, by Adam Lee

Pg 31 from *Working Lives: Here and There* exhibition held in 2014, photographer unknown

Pg 32 from *Working Lives: Here and There* exhibition held in 2014, by Tom Wood

Pg 33 from *Working Lives: Here and There* exhibition held in 2014, by Beso Darchia

Pg 34, 35, 36, 37, 38 from iStock

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Language

The words we use carry many messages; they can be used to say good things or bad and hurtful things. They show how we feel about other people and play a big part in keeping people in the disabled country. These first exercises help us to have an understanding of the impact of our words and phrases.

Language

Exercise 1

Learning outcomes

To develop an understanding of how labels used to describe people can be harmful and unnecessary

Instructions

Use the words provided for this exercise

Ask pupils to work in groups to put the words into one of the following three categories:

- **Positive**
- **Negative**
- **Unsure**

Explain that they should think about how they feel about the word. What if someone used the word to describe them or someone they are close to?

Once they have finished putting the words into lists, discuss as a group the choices that they have made and if there are any words that they are unsure about. They might also add words of their own.

Materials and resources required

- Pre-prepared words on labels (pg 22–28)
- Blank labels for additional words that the young people feel should be included
- Sheet of paper with headings **Positive**, **Negative** and **Unsure**.



Language

Exercise 2

Learning outcomes

To increase understanding of invisible (or hidden) impairments and how we might pre-judge people's abilities.

Instructions

Ask the young people to look at the photographs provided. Ask them to match the photographs with the labels provided. This can be done in smaller groups or pairs. The groups can then come together again to discuss their choices.

At the end of the exercise you can reveal that all the photographs show disabled people. Discuss how this makes them feel.

Discussion points

In what ways are labels helpful?

Why?

In what ways are labels dangerous / harmful?

Why?

Materials and resources required

- Photographs of disabled people (pg 29–38)
- Pre-prepared words on labels (pg 39–40)



Language

Exercise 3

Learning outcomes

To develop a greater understanding of how language can confuse people and create barriers

Instructions

Work in small groups with the scripts provided. One person in each group will act as the tourist guide. The tourist guides will lead the tourists on a tour, in either the Disabled Country or the Accessible Republic.

Discussion points

Did you understand the instructions?
How did this make you feel?
Which is better and why?

Materials and resources required

- Scripts of tours (pg 41–43)
- Space for young people to act and move around



Social Model vs Medical Model

A model is a framework by which we make sense of information. Most disabled and non-disabled people view disability through what is called the medical model of disability.

The opposite view is the social model of disability which explains how disabled people live in a world that places many barriers in their way preventing them from being an active part of society.

Social Model vs Medical Model

Exercise 1

Learning outcomes

To improve understanding of the difference between barriers and impairments

Instructions

Work in small groups with the images provided.

Discussion points

What kinds of barriers are being faced by the people in the images?

What can you do to change or remove them?

Ask the small groups to feedback and discuss the difference between impairments and barriers.

Materials and resources required

Illustrations of people facing barriers (pg 45–54)

Exercise 2

Learning outcomes

To develop an understanding of the differences between social and medical models of disability

Instructions

Using prepared diagrams, first get the young people to look at the two illustrations and identify the differences between them, discuss this with the group.

Materials and resources required

Diagrams of the medical and social models of disability (pg 55–56)

Social Model vs Medical Model

Exercise 3

Learning outcomes

To develop a greater understanding of how barriers prevent people from participating in everyday activities.

Instructions

Work in pairs or small groups.

Read through or act out barrier scenarios, then in larger groups discuss how it made them feel.

Discussion points

How did this make you feel?

What kinds of barriers might people face at school?

What kind of barriers might people face in other places?

How might we put up barriers?

Barrier scenarios

Physical Barriers

- Chairs and tables are put too close together and there is not enough room to get around.
- A chair is blocking the exit and you can't reach the door.
- There are a set of steps to the theatre.
- The art gallery has made all the floors, walls and ceiling the same dark colour.
- The arts equipment is out of reach.

Communication Barriers

- There is no British Sign Language Interpreter at the school presentation night.
- There is no text facility to buy tickets for a pop concert.
- The teacher stands with their back to the class.
- The workshop leader insists on finishing students sentences for them.
- No one has explained the rules of a game, in Makaton Sign.

Social Model vs Medical Model

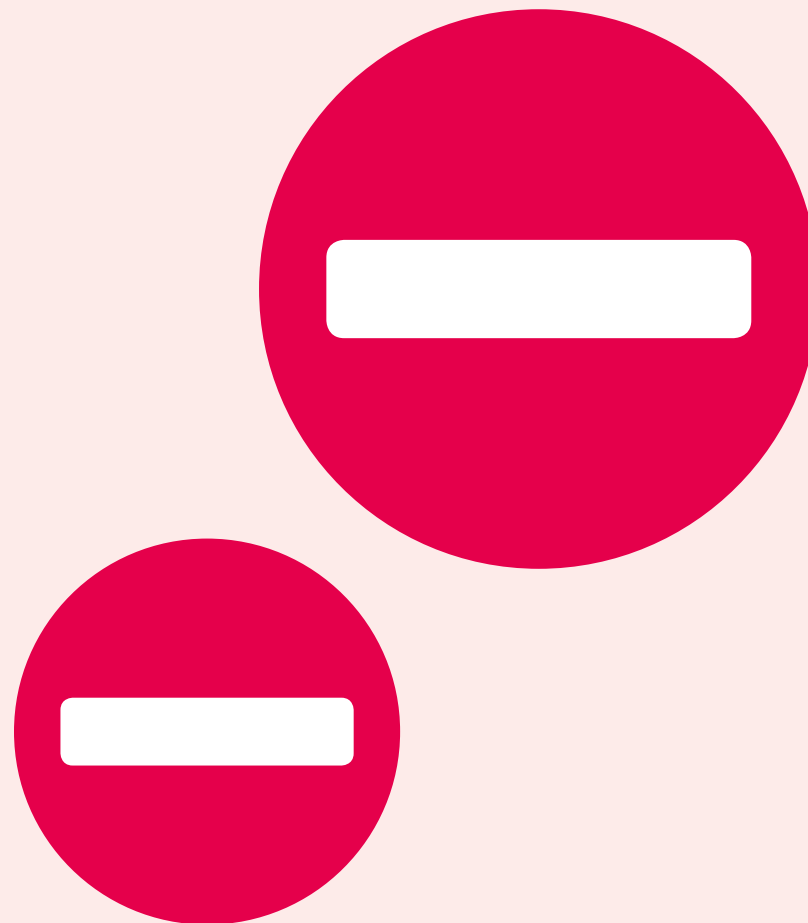
Exercise 3 continued...

Information Barriers

- The leaflet about the coming school holiday was not given out in braille.
- The school handbook was not produced in large print or easy read versions.
- The festival programme contained glaring colours and too much information in tiny print.
- There were no pictures to help identify the buildings in a tourist guide.

Attitudinal Barriers

- The teacher refused to repeat instructions.
- The Personal Assistant would not allow her student to draw their own picture, saying she had to wait too long for them to do it.
- A friend refused to book a subtitled film.
- A family friend spoke to the assistance dog instead of the person who uses it.
- The museum attendant spoke to the Personal Assistant and not the person the assistant was supporting.



Stereotypes vs Diversity

We should be aware that we all see images or depictions that represent disability from a very early age, usually from the very first fairy tales, movies and books. We grow up with them and it can be difficult to separate the fact from the fiction.

There are ten main stereotypes depicting the lives of disabled people. The following exercise will help you to explore these stereotypes.

Stereotypes vs Diversity

Exercise 1

Learning outcomes

To develop a greater understanding of how people are stereotyped

What is a stereotype? Discuss.

Instructions

Using images of fictional characters ask the young people to put them into categories of how they are depicted. You may need to explain the words in the categories below and offer an example to get them started.

- Pitiful / Pathetic
- Object of Violence
- Sinister / Evil
- Objects of Curiosity / Freak
- Super Cripple
- Self pity
- Outcast / Burden
- Non-Sexual
- Incapable of participating in everyday life
- Laughable

Discussion Points

How does this make you feel?

Can you think of any more fictional characters that will fit into these categories?

What do you think is wrong about stereotyping people?

Materials and resources required

- List of categories ([pg 58](#))
- Photos of fictional characters ([pg 59–63](#))



Removal of Barriers

We all face and deal with barriers throughout our lives. Some we cannot do anything about but when it comes to disabled people's rights to participate in everyday life, we need to identify what these barriers are and find ways of removing or changing them. This exercise will help you identify how we can stop people taking part.

Removal of Barriers

Exercise 1

Learning outcomes

To develop an understanding of how society's expectations may limit disabled people's involvement or participation in everyday life.

Instructions

Use the cards 'My job is...'

Each young person chooses an occupation or job (e.g. football manager, MP); Encourage the young people to choose a job they like or admire. You could allocate people occupations or jobs if they are unable to think of ones.

Ask the young people to organise themselves in order of job importance from the most to the least important. It is key that they decide on this order of importance.

Give each person a label with an access requirement (i.e. a Sign Language user, wheelchair user, uses voice recognition software, has a personal assistant etc.) Then ask if this access support would make them change their position in the line.

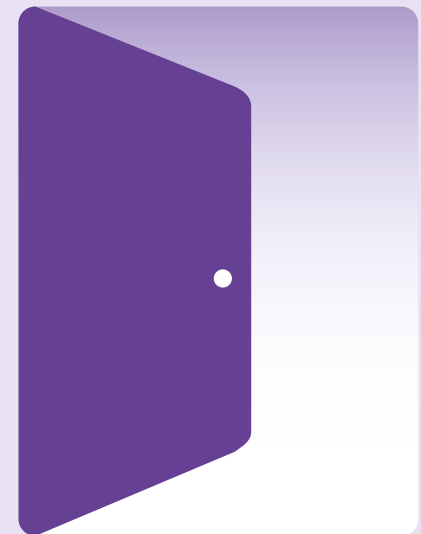
Discussion points

Does this change the order in the line?

Encourage the group to discuss the reasons for their choices. Why does this matter?

Materials and resources required

- 'My job is...' labels of occupations (pg 65)
- Labels with access support (pg 66–69)
- Blank labels (pg 69)



Removal of Barriers

Exercise 2

Learning outcomes

Using the previous exercises your group should be able to make informed decisions on what the Accessible Republic would look like.

Instructions

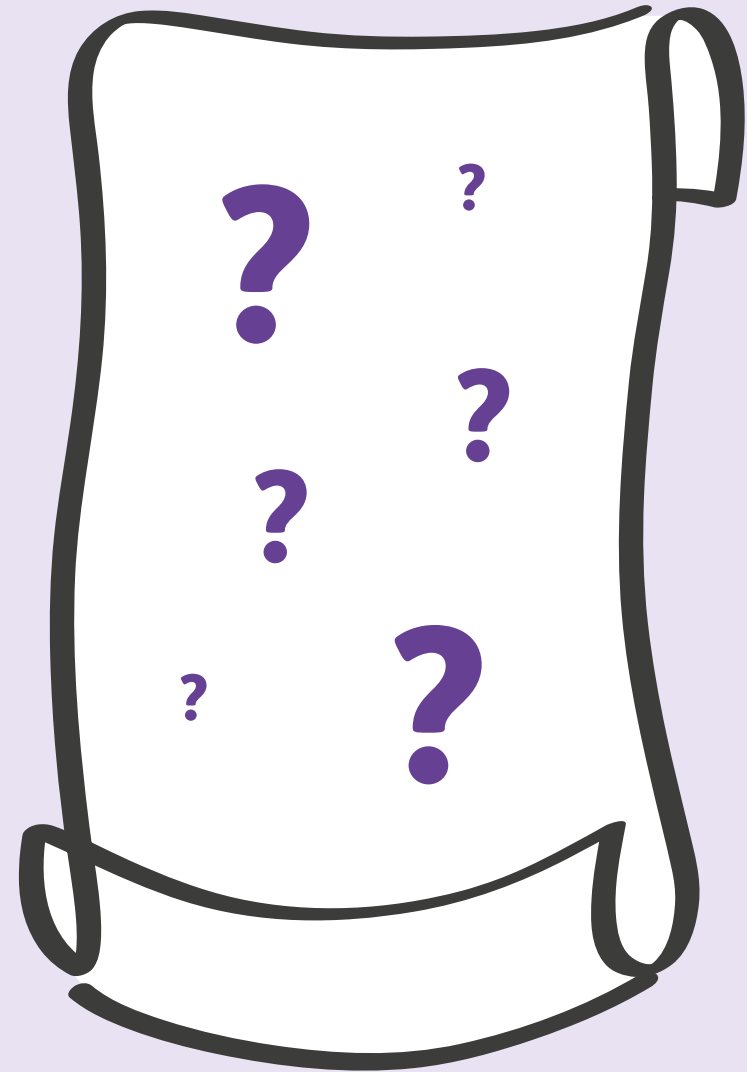
Get the young people to work in pairs or small groups to create a constitution for the accessible republic, it must pay attention to the themes explored so far:

- Language
- Access
- Values
- Appreciation of diversity

The groups could perform a reading of their constitution and the class can vote on the one that best represents the Accessible Republic.

Materials and resources required

Template of constitution for the Accessible Republic (pg 70)



RESOURCES

RESOURCES

Language

Exercise 1

Pre-prepared words on labels

Exercise 2

Photographs of disabled people

Pre-prepared words on labels

Exercise 3

Scripts of tours



Disabled People

Vertically Challenged

Visual Impairment

Mentally Handicapped

Loony

Able Bodied

The Handicapped

Dwarf

Handicapped

Inspirational

Disabled

Individual Needs



Disabled Arts

Crazy

A Disabled Person

Hearing Impaired

Mad

Dyslexic

Wheelchair Bound

The Blind

Differently Challenged

Personal Assistant

Disabling Conditions

Non-Disabled Person



Learning Disabled

Schizo

Individual Needs

Prosthetics

Mentally ill

Fully Accessible

Mental Health Survivor

People with Impairments

Freaks

Open to all

Dumb

Accessible



Invalids

...has Epilepsy

Crip

The Disabled

Disfigured

Partially Sighted

Spastic

Special Needs

Is Visually Impaired

Learning Disability

Midget

Assistance Dog



Window Licker

Mongol

Access Requirements

Guide Dog

Helper, Carer

Brave

The Deaf

Non-Disabled

Disabled toilet

Suffering From

Schizophrenic

Sickly



Support Worker

Wheelchair user

Retard

Behavioural problems

Deaf

Fully-Accessible

People with Disabilities

Disability Arts

Deaf People



**A person with
Down's Syndrome**

**Deaf people or
Deaf students**

**A person with
Schizophrenia**

**A person with mental
health difficulties**

**Person with
restricted growth**

**A person with a
mobility impairment**























Non-Disabled

Positive

Disabled

Everyday Person

Hero

Teacher / Professor

Negative

Brave



Celebrity

Legend

Villain

Professional

Super Star

Unemployed

VIP (very important person)

Worker

Scripts

Language is communicated, not only through words, but via body language, gestures and facial expressions.

To explore this we have set up two scenes where a group of disabled people are meeting a tourist guide to lead them on a short visit.

Disabled Country

A Day at the Museum – or Not!

The following scene needs to be spoken by a person who can do a little bit of acting. They need to show that they are overly caring, speaking slowly and deliberately, over articulating and, constantly bending over to talk down to the “tourists” in their care. When they address the group of tourists, they should use a series of expressions that change from disgust, pity, patronising and sad.

Tourist Guide – Peter or Petra Patonthehead

P.Patonthehead: Welcome to the Disabled Country. Can you hear me? **[Shouting]** Can you hear me? Look at me when I am talking. You with the rolling eyes, look at me! **[Becomes very softly spoken and bends over slightly]** Is that better, I know this is hard for most of you to follow, but **[Shouting]** I.. will.. try.. my.. best to.. help.. you understand!

Now, you cripples need to know that this land is very hard to live in. We don't have many Carers – so be careful that you don't trip up or bump into things **[laughing]** but that would be so funny to see!

Look over here, you with the guide dog for the blind! And make sure the Deaf with the deaf dogs don't fight with the other dogs. I said... Oh, never mind.

Now, you special needs people must realise we are here to help you. Most of you can't look after yourselves, you need our care because this world is so very hard to live in. Most of you can never work, so we need to give you nice things to keep you occupied, like this little tour.

There is a lovely building we are going to visit now – it's called a Museum... **[speaks slowly]** a Museum. Does anyone know what that is? **[people try to speak, but Patont'ead ignores them]**. Yes a place where you find old things. Now, how many chairs do we have in the group **[counts]** 1, 2 3, and 4. Right, the wheelchair bound need to move around to the back entrance and we will meet you inside.

Rest of you follow me – keep up, not over there, can't you walk straight, stop flapping your hands, walk faster. Oh dear, you are a lot of slowcoaches. Now here we are at the entrance. You will notice it has lots of steps. Last one up is an idiot – race you. What do you mean, there is no hand rail? What do you mean you can't see the edge of the steps? Why are you tired? This is very easy for me, anyone can do it. Just put your mind to it. Oh you are all useless: I will wait for you at the top.

Where are you all going – come back.., do come back, there are lots of lovely things to see and hear in the museum. **[P.Patonthehead Gives a big sigh]**, oh well, they probably wouldn't understand it anyway, good riddance, I'm off!

The Accessible Republic

A Museum Treat

Tourist Guide – Ann or Amin I’aimtoempoweru

I’aimtoempoweru: Welcome, hello, lovely to see you. Thank you for coming. Now before we start, I want to check that everyone is OK? I know you all filled out an access report before you arrived, but I just want to make sure we have understood everything so we can accommodate all your requirements.

Firstly, can you hear me? I want to make sure I am not too fast or too quiet. Please let me know if I need to speak louder or slower. Does anyone need to lip read me? Please let me know and feel free to ask me to repeat or say things in a different way. Do feel free to come and stand near to me. We have a British Sign Language Interpreter here, plus an audio describer. Please let us know if you require their services. Does everyone know what they do? I am happy to explain. No? OK lets start the tour.

You will notice we have met in a quiet area outside the museum that is undercover. Are you all warm enough – we have some blankets or cardies (or if it is hot) the personal assistants are happy to help carry any coats or bags.

Do you all know each other – shall we introduce ourselves? Great, and let’s wait for the interpreter to finish. Yes you can have your name written on a label – anyone else. My name is already on my jacket/shirt. Make sure you write it in big letters so it is easy to read.

Now let’s go into the museum, but before we do, does anyone know what a museum is? Yes, a place where we can explore history or see exhibitions about animals, people and cultures. It can be anything and this museum is all about the lives of disabled people through history. There will be things you can see, touch, hear and lots of different ways you can get the information. All levels are accessible, and all the exhibitions can be touched and explored. You are invited to ask questions and tell us what you think. It is called the Museum about You and Me. Let’s all go into together...

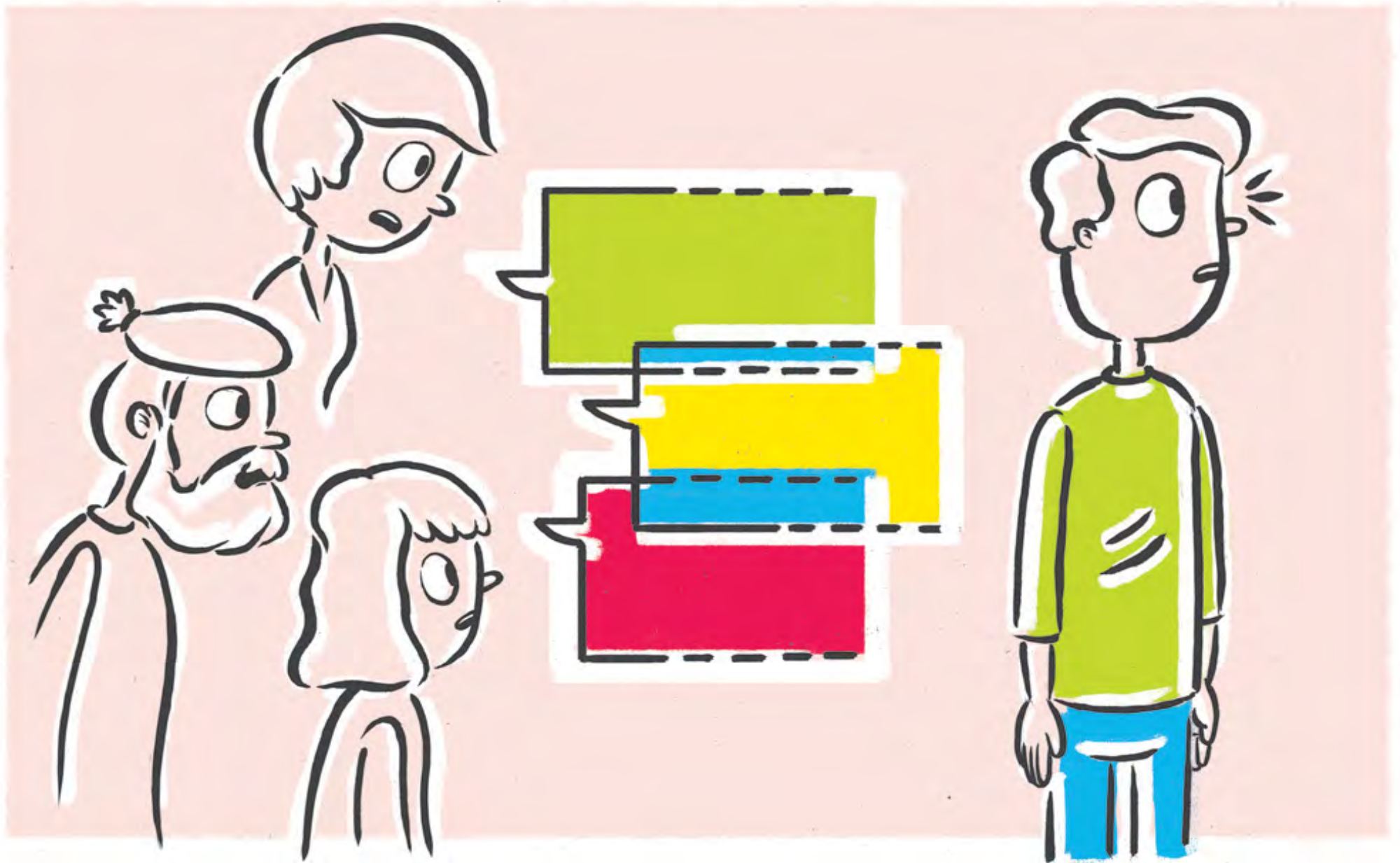
Social Model vs Medical Model

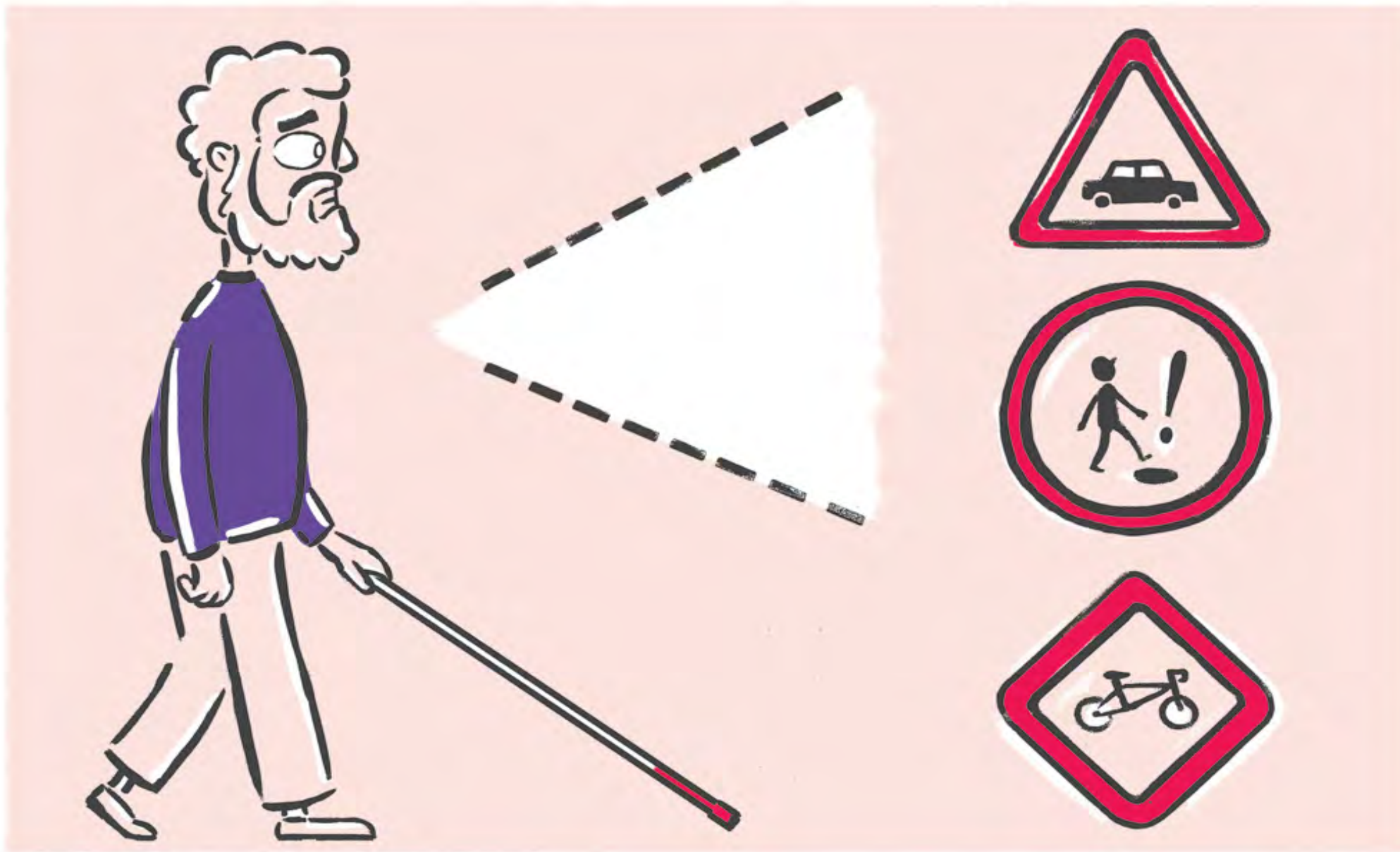
Exercise 1

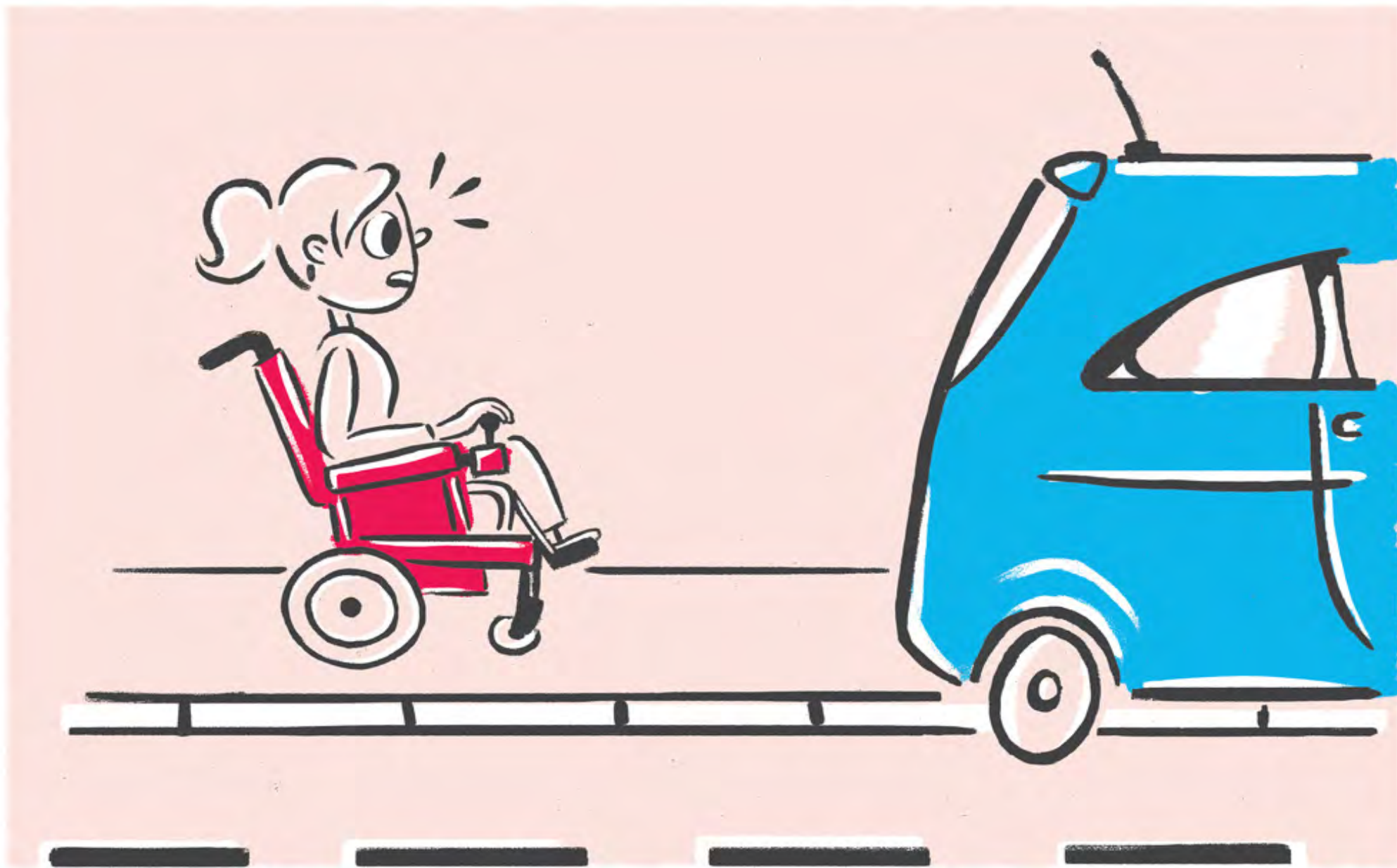
Illustrations of people facing barriers

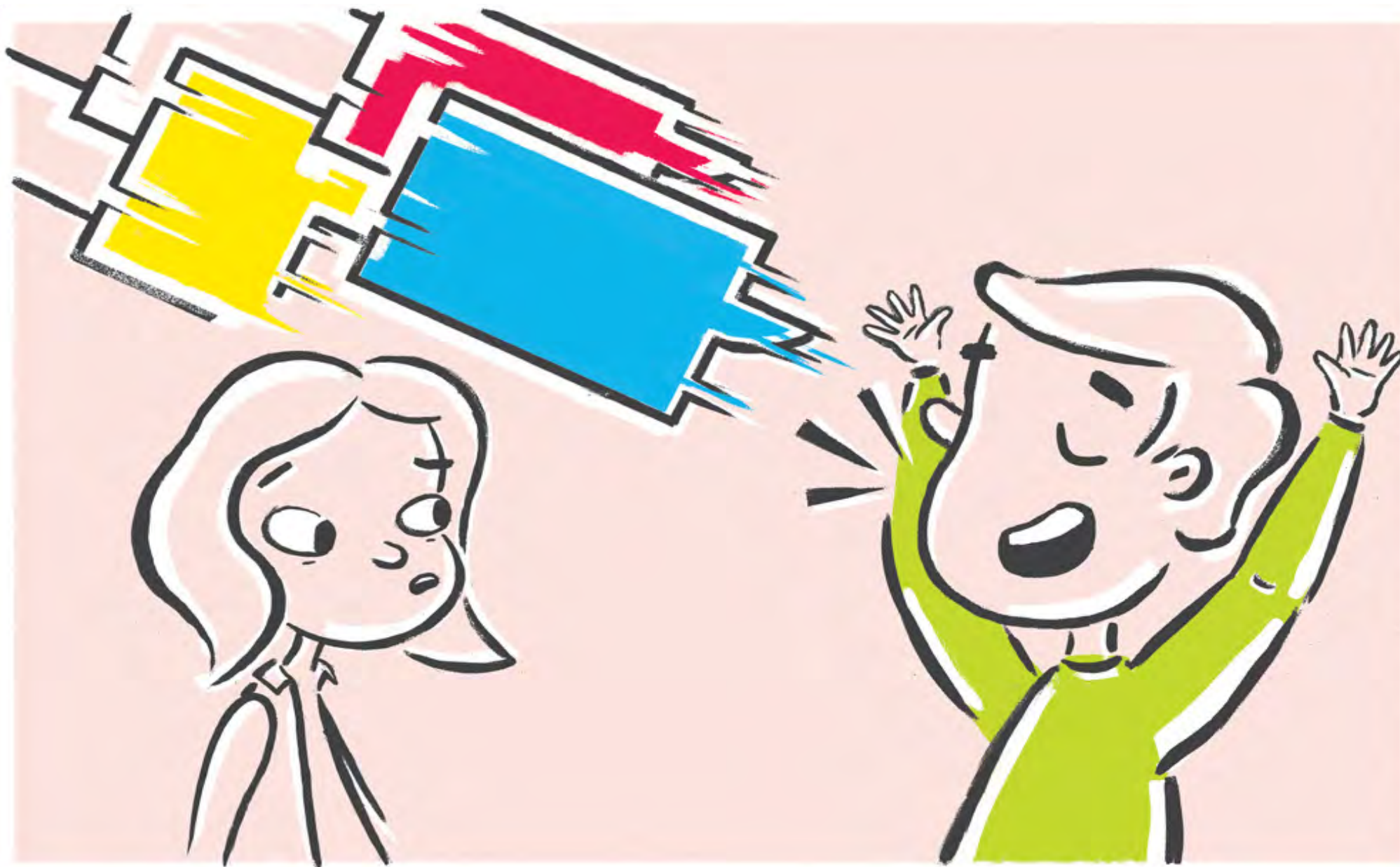
Exercise 2

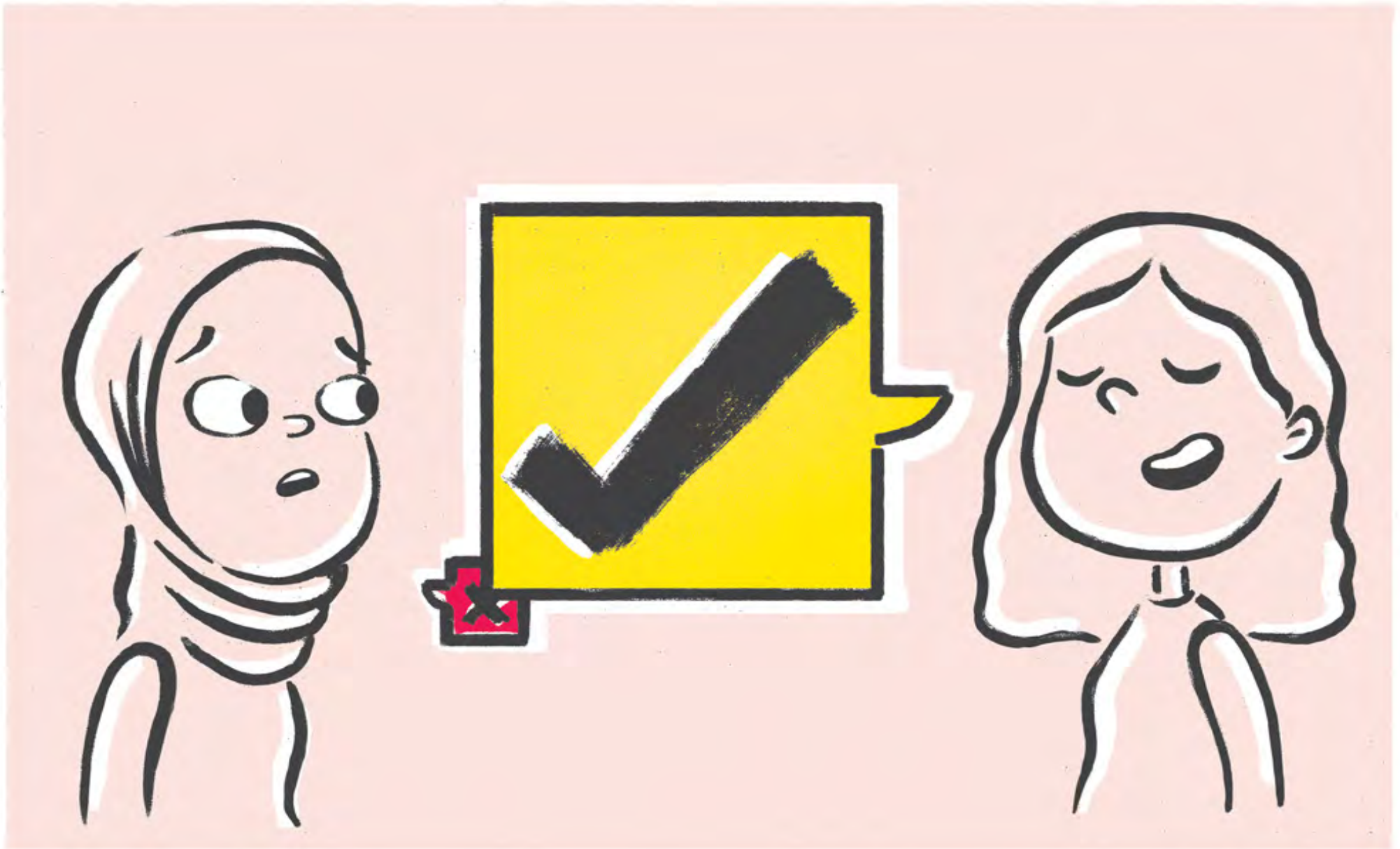
Diagrams of medical and social models

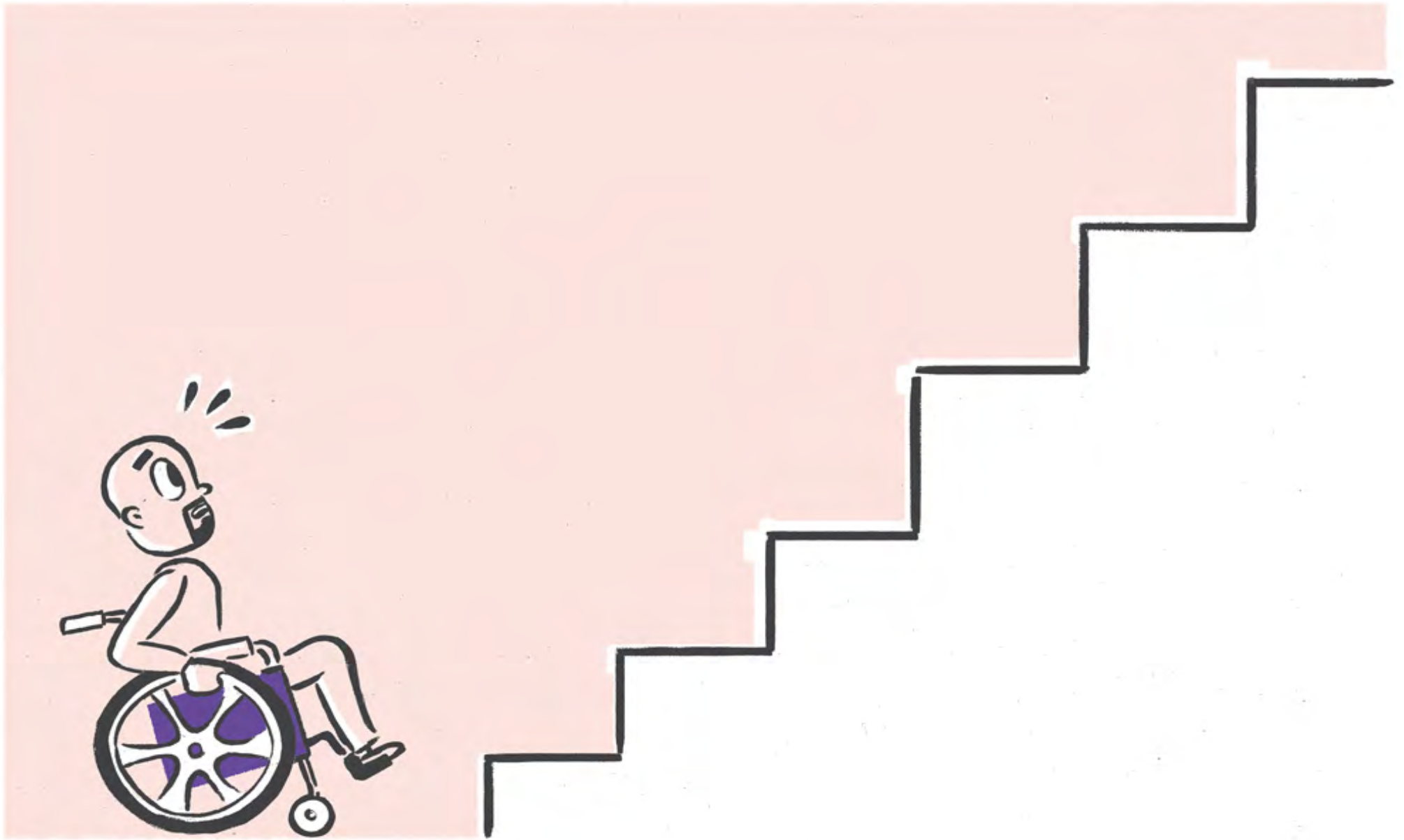






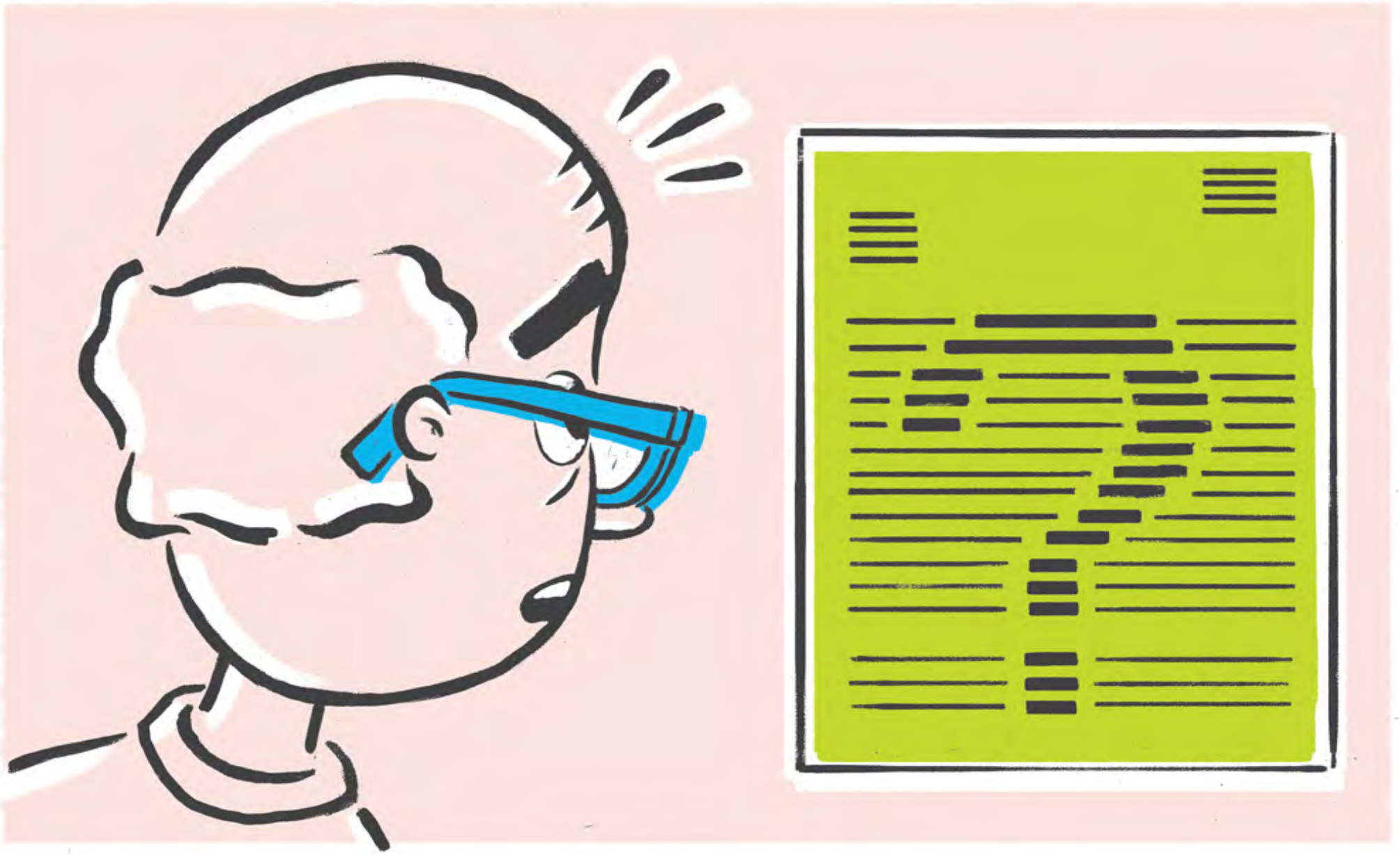






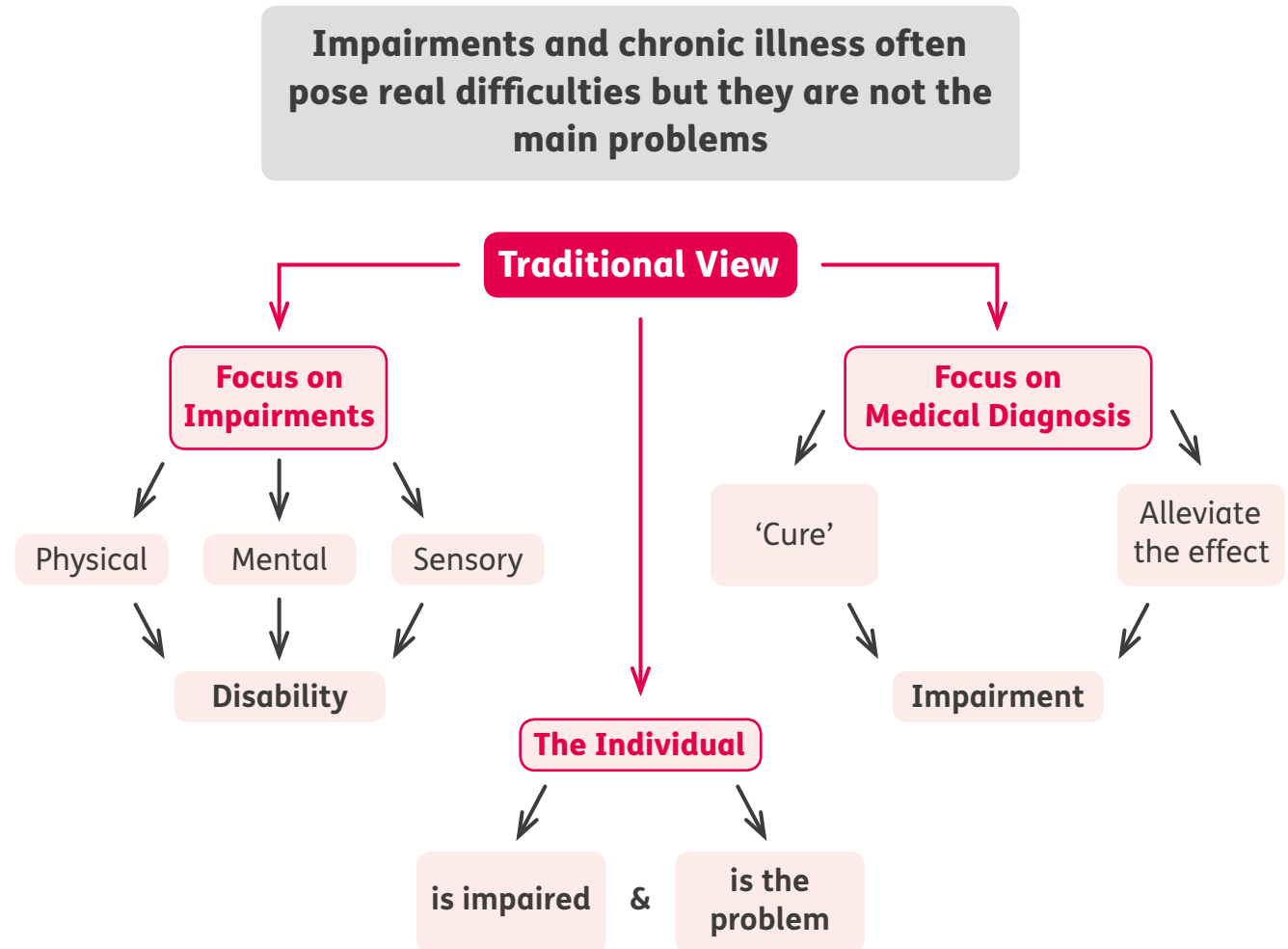
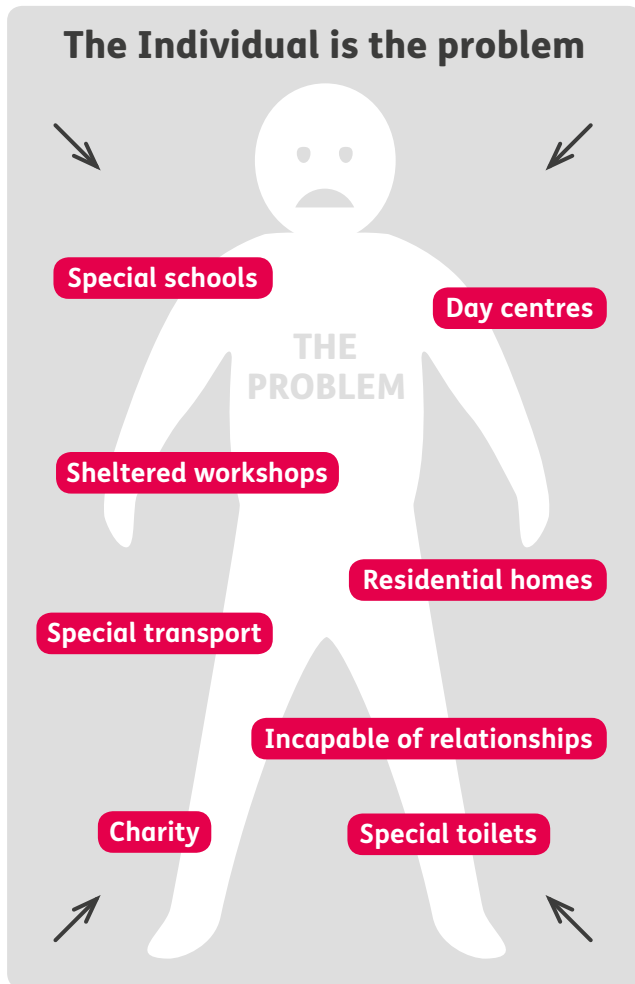




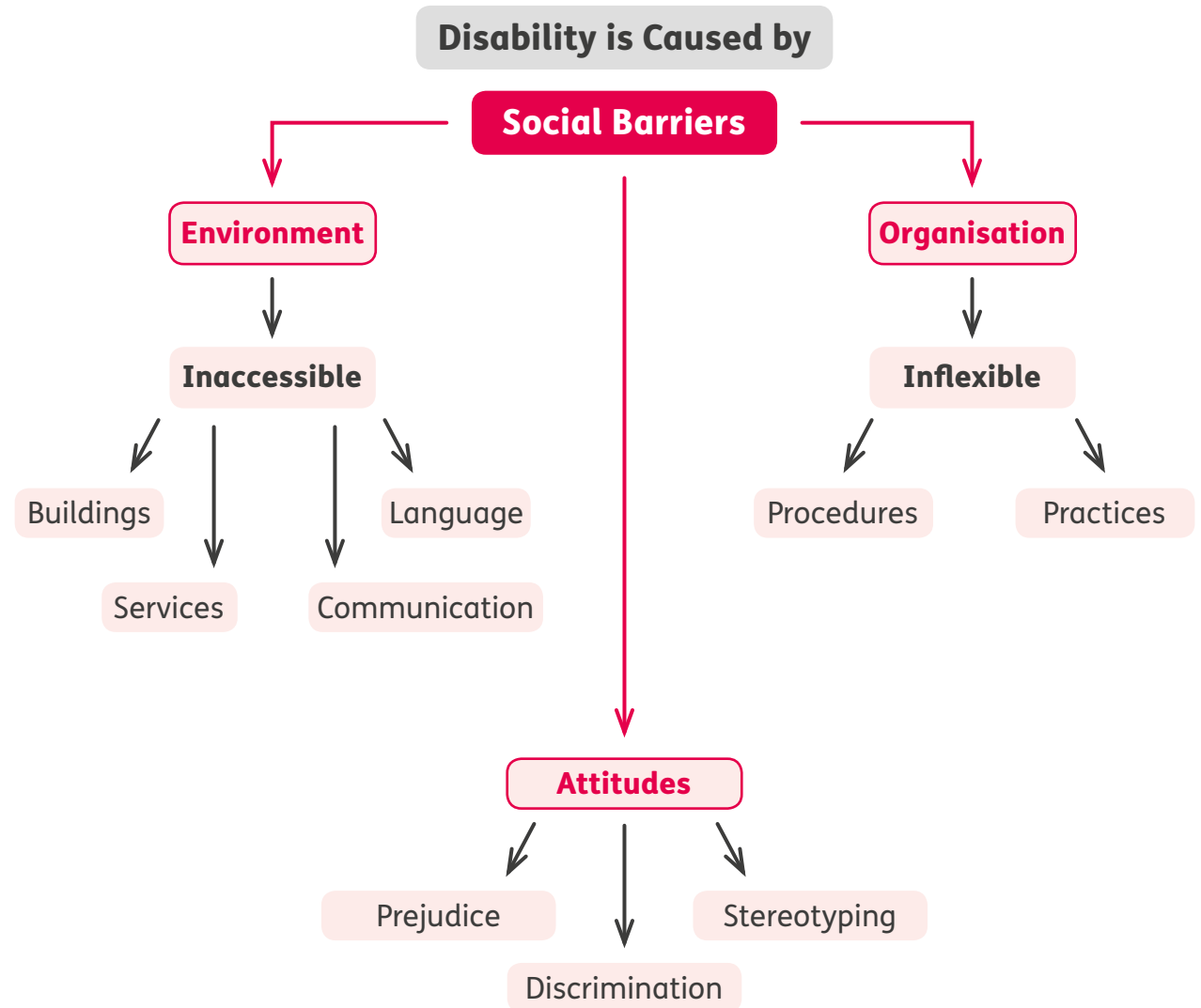
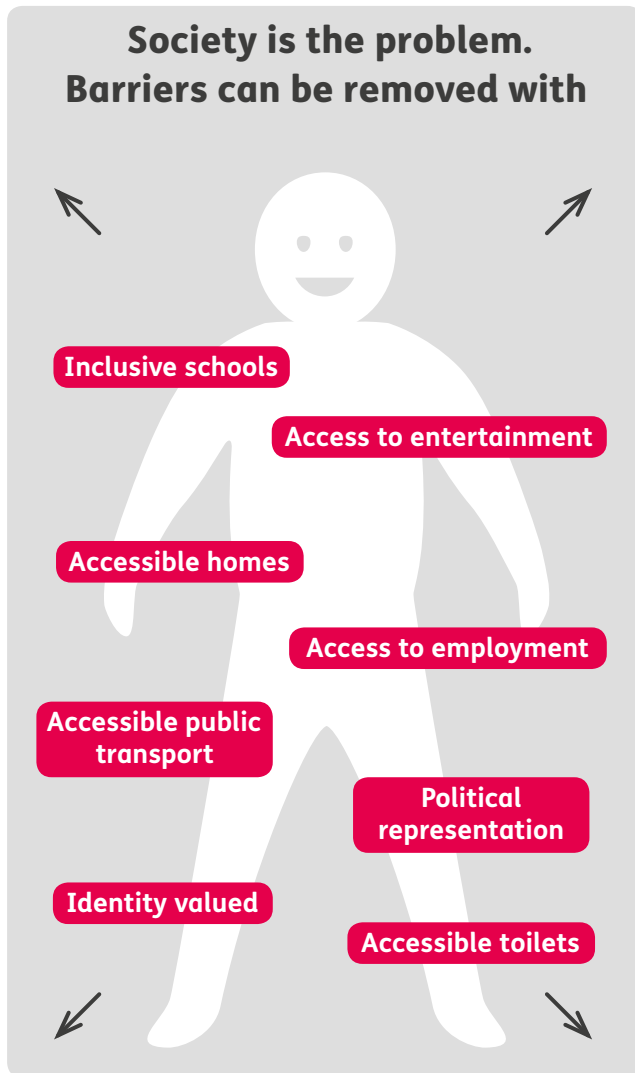




The Medical Model of Disability



The Social Model of Disability



Stereotypes vs Diversity

Exercise 1

List of categories

Photos of fictional characters



Pitiful / Pathetic

Outcast / Burden

Super Cripple

Sinister / Evil

Laughable

Object of Curiosity / Freak

Object of Violence

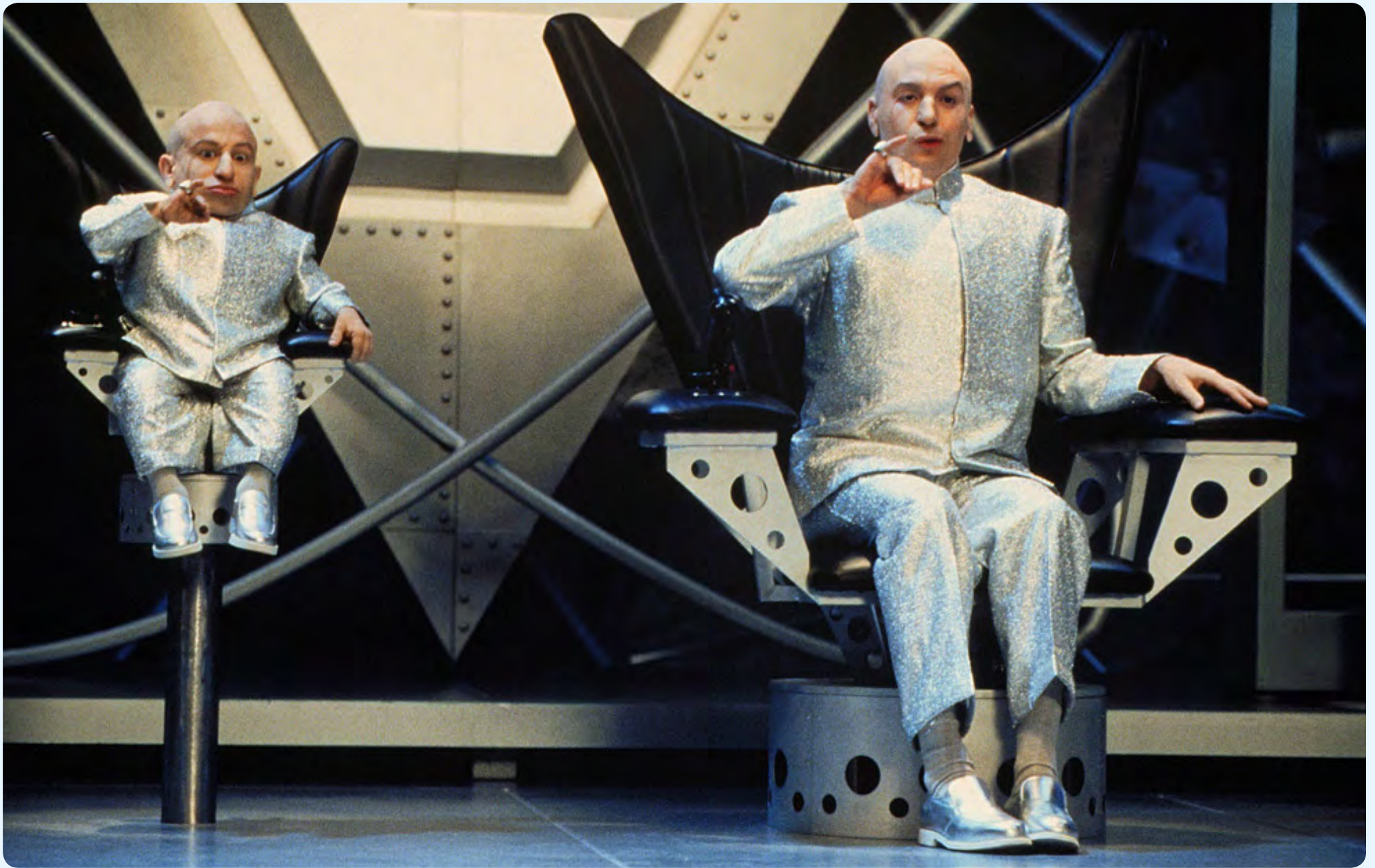
Non-Sexual

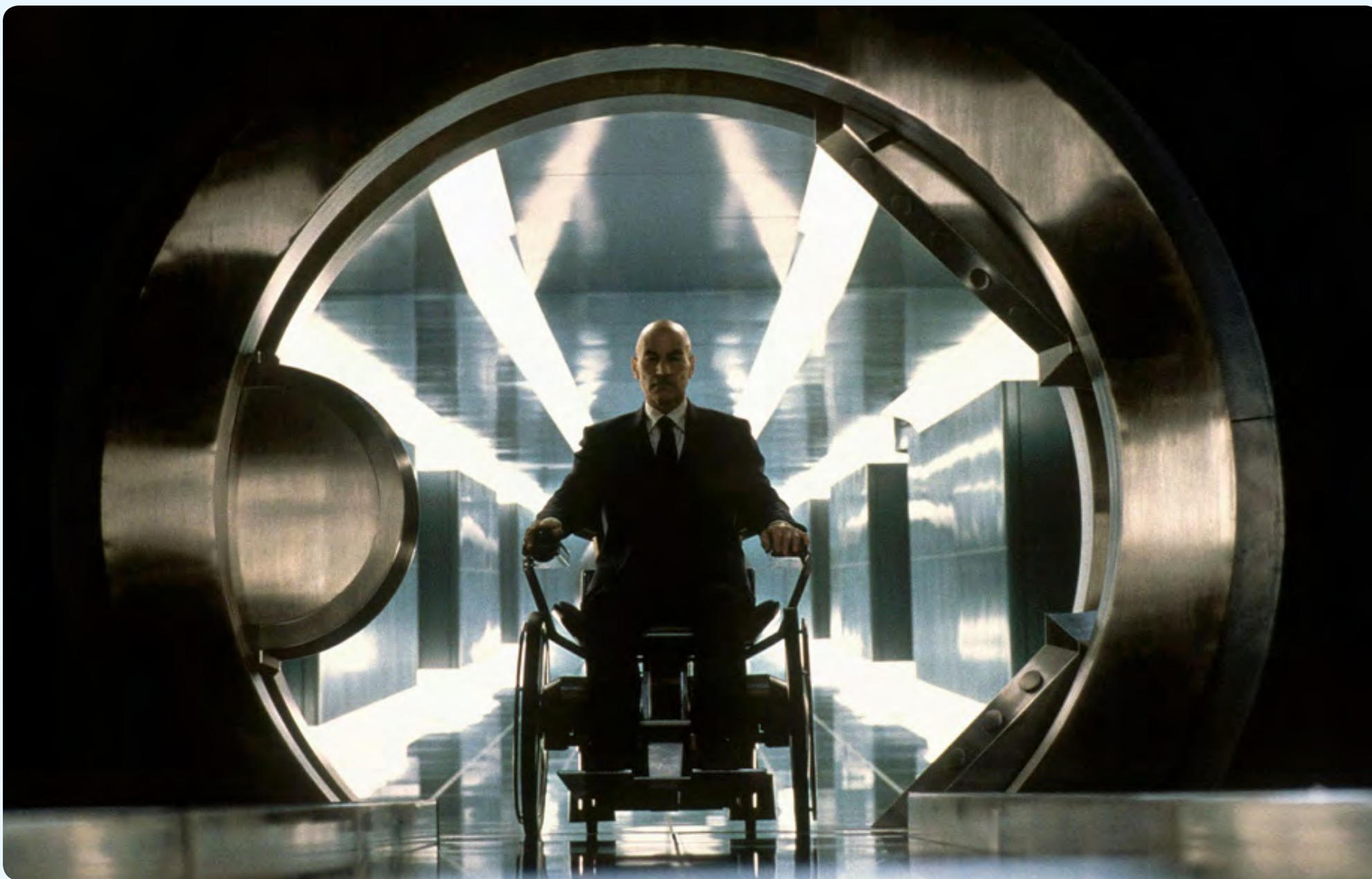
Self Pitying

**Incapable of participating
in everyday life**











Removal of barriers

Exercise 2

Labels with access support

‘My job is...’ labels of occupations

Blank labels

Exercise 1

Template of constitution for the accessible republic



My job is...

.....



My job is...

.....



**I use British Sign
Language**



**I use a Personal
Assistant**



**I use a computer to
talk to people**



I have a guide dog



**I don't go into
crowded places**



I'm a wheelchair user



I wear hearing aids



.....

Accessible Republic Constitution

We the students of
agree to abide by the following rules.

Language

Access

Values

Appreciation of diversity