

Our Rights Our Voice

Facilitator's Pack



Our Rights Our Voice

Our Rights Our Voice is a project led by Learning Disability Wales and All Wales People First.

The project is working with partner organisations across Wales to raise awareness of people's rights under the UN Convention of the Rights of Persons with Disabilities.



Learning Disability Wales is a charity.

We work to make Wales a place that values and includes every child, young person and adult with a learning disability.

www.ldw.org.uk



All Wales People First is the voice of self-advocacy groups and all people with learning disabilities in Wales.

www.allwalespeople1st.co.uk



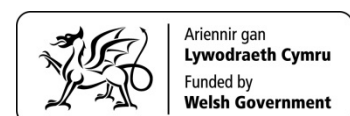
These materials were written by Dynamix.

Dynamix is a training and consultation co-operative who uses participative methods to engage and explore serious issues in a fun way.

www.dynamix.coop

Our Rights Our Voice is part of Learning Disability Wales' Valued Lives Project

Bywyd Gwerthfawr
Valued Lives



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This book belongs to

A picture of me

Name : _____

Organisation : _____

Being Prepared

■ **Getting ready**

Page 7

■ **Knowing what is happening**

Page 8

■ **Things we need to take**

Page 9





■ **On the day**

Page 13

Being prepared

Getting ready

There are some things that you need to do before you start to deliver your training.

	<p>Have a look at the check list ‘Preparing for your training’.</p> <p>Fill the check list in so that you know what is happening.</p>
	<p>There is also a check list called ‘Things I need to take’.</p> <p>You might not need to take everything.</p>
	<p>Each activity in this pack has a list of things that you will need to do it.</p>
	<p>Some of the things you don’t need to take with you, like tables and chairs!</p>




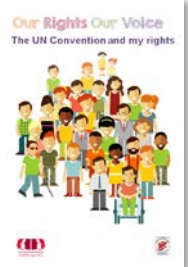

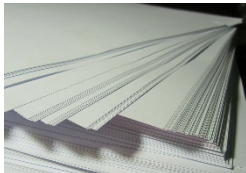


Knowing what is happening – checklist







What are the names of all the trainers?	
When will you talk before the training to plan who does what?	
Where is the training happening?	
When is the training happening?	
How are you getting there?	
Which programme are you doing?	<input type="checkbox"/> 2 Hours <input type="checkbox"/> 4 Hours
How many people will be in the group?	
Who is preparing the stuff to take to the training?	

Being prepared






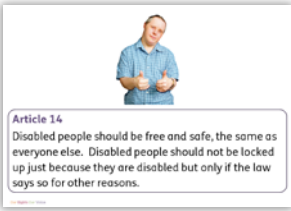

Things we need to take - checklist

What things do we need to take?	Yes we need this	How many?	
 <p>Facilitator's pack</p>			
 <p>Printed out programmes</p>			
 <p>Learner workbooks</p>			
 <p>Flip chart stands</p>			
 <p>Flip chart paper</p>			




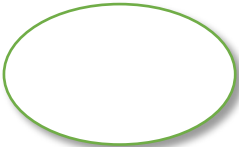
Being prepared

What things do we need to take?	Yes we need this	How many?	
	Marker pens		
	Biros		
	Wallpaper		
	Picture Bingo		
	Chocolate for bingo winner		
	Laptop		
	Memory stick		

Being prepared

What things do we need to take?	Yes we need this	How many?	
	Print out of Power Point slides		
	Script for Power Point presentation		
	Rights and wants titles		
	Rights and wants pictures		
	Rights Sale pictures		
	Tokens for Rights Sale		

Being prepared

What things do we need to take?	Yes we need this	How many?	
 Traffic lights			
 Speech bubbles			
 Promise pebbles			

Being prepared

On the day

- When you arrive at the place you are training set the room up how you want it (like a circle of chairs.)
- Put all the things you need to run the training where you can see them and they are easy to get to when you need them.
- Remember you are brilliant! You will be fantastic at this.
- If you are feeling a bit nervous go somewhere quiet and stand like a superhero for a few minutes!
- Talk to who you are training with so that you know who is doing what.
- When people arrive be friendly and smile.


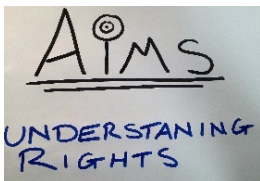


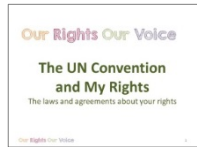


Good luck!!

Aims and Programmes

- **2 hour programme**
- **4 hour programme**
- **Aims**

Aims and programmes

2 hour programme

Time it takes in minutes	Activity		Page in this pack
Beginning activities			
10 Minutes	Hand print sign in		Page 23
10 Minutes	Aims of the day		Page 25
10 Minutes	Making today ok		Page 27
10 Minutes	Big wind blows		Page 31
About rights and well-being for disabled people in Wales			
10 Minutes	Power point or human power point	 	Page 36 and 38
10 Minutes	Break		

Aims and programmes

What rights are

15 Minutes	Difference between rights and wants		Page 41
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20 Minutes	Rights sale		Page 44
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Why rights matter

10 Minutes	Speech bubbles		Page 57
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What to do if you are not getting your rights

10 Minutes	Sign posting		Page 60
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Telling others about the rights of disabled people


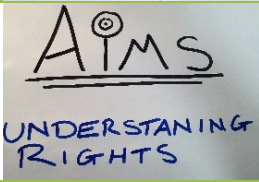



5 Minutes	Promise pebble		Page 63
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How was today?

5 Minutes	Evaluation	 <small>Awful Not very good Good Really good Brilliant</small>	Page Error! Bookmark not defined.
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Aims and programmes

4 hour programme

Time it takes in minutes	Activity		Page in this pack
Beginning activities			
10 Minutes	Hand print sign in		Page 23
10 Minutes	Aims of the day		Page 25
10 Minutes	Making today ok		Page 27
10 Minutes	Picture Bingo		Page 29
10 Minutes	Big wind blows		Page 31

Aims and programmes

About rights and well-being for disabled people in Wales

10 Minutes Power point **or** human power point  Page 36 and 38



10 Minutes **Break**



What rights are

15 Minutes Difference between rights and wants  Page 41

20 Minutes Rights sale  Page 44

Why rights matter

20 Minutes Spare group member  Page 49

30 Minutes **Lunch**



More about why rights matter

15 Minutes Traffic lights  Page 53

Aims and programmes

10 Minutes

Speech bubbles

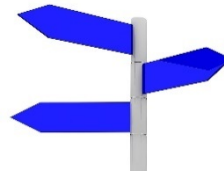


Page 57

What to do if you are not getting your rights

10 Minutes

Sign posting



Page 60

Telling others about the rights for disabled people

5 Minutes

Promise pebble



Page 63

How was today?

5 Minutes

Evaluation



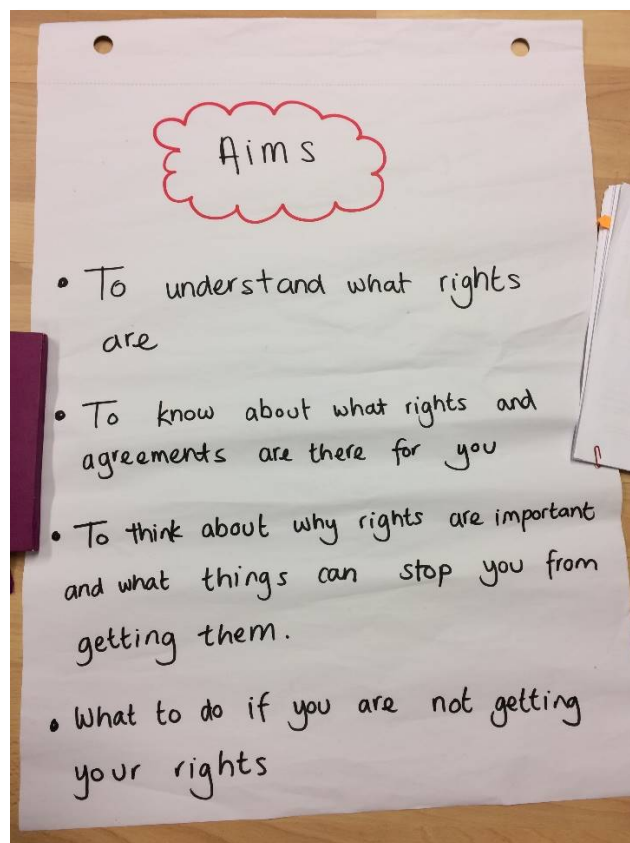
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Aims and programmes

Aims

The aims for the 2 and 4 hour programmes are the same. They are:

- To understand what rights are
- To know about what rights and agreements are there for you
- To think about why rights are important and what things can stop you from getting them
- What to do if you are not getting your rights



Activities

- **Beginning Activities**

Page 22

- **Rights and other agreements**

Page 35

- **What rights are**

Page 40

- **Why rights matter**

Page 48

- **What to do if you are not getting your rights**

Page 59

- **Telling others about the rights of disabled people**


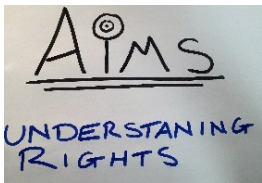



Page 62

- **How was today?**

Page 65

Beginning Activities

- These activities welcome the group and help them to understand what the training is about.
- The group will start to find out what kind of things rights are.
- The group will start to think about which rights are really important to them.
- The group will learn that they don't have to choose – that they should have ALL of the rights.

Activity		Page in this pack
	Hand print sign in	Page 23
	Aims of the day	Page 25
	Making today OK	Page 27
	Picture bingo	Page 29
	Big wind blows	Page 31

Activities – Beginning Activities

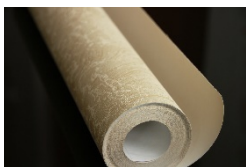


Hand print sign in

Size of group: 1+

Time it takes
10 Minutes

Why do it?

- This exercise helps you to meet people and learn their names.
- You get people thinking about their rights at the start, by thinking about what makes their life good.

What you need for this activity	How many?	Tick
 Large piece of paper or plain wallpaper		
 Marker pens		
 A table, if there is one in the room		

Activities – Beginning Activities

How to do it

1. Lay the paper on the table or floor.

Stick the paper down at the corners with selotape

Put some coloured pens on the table.



2. As people come in show them the table and explain the activity.
 - Use a marker to draw round your hand or get someone to draw around your hand for you
 - Write your name in the centre of the outline of your hand
 - Write or draw pictures of five things you have or do in your life which make you happy



Top Tip

Use washable marker pens because people often get ink on their hands.

Changing it for different groups

You could use paint to make multi coloured hand prints but make sure you have brushes and wet wipes to clean hands after they have made a print.

Activities – Beginning Activities



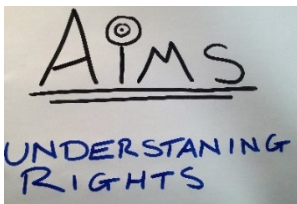
Aims of the day

Size of Group: 1+

Time it takes
5 -10 Minutes

Why do it?

- This exercise lets you share the reasons for being there.
- It lets you introduce yourself as a person running the session.

What you need for this activity	How many?	Tick
 <p>Flipchart stand</p>		
 <p>Flip chart paper</p>		
 <p>Aims of the Day written on the paper</p>		

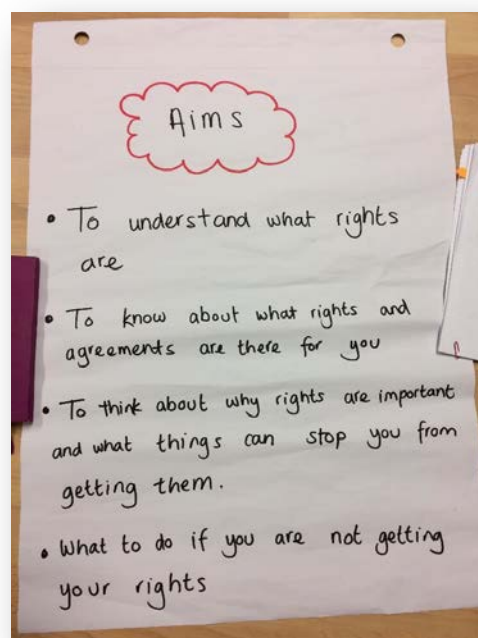
Activities – Beginning Activities

Here are the aims of the course:

- To understand what rights are
- To know about what rights and laws are there for you
- To think about why rights are important and what things can stop you from getting them
- What to do if you are not getting your rights

How to do it

1. Welcome everyone and tell them who is running the session.
2. You could tell them all where you have come from and who you are working with.
3. Explain the aims for the session.



★ Top Tip

Remember to speak clearly and look at people in the group when you are talking to them.

Changing it for different groups

You may need signers and to use pictures to help people understand.

Activities – Beginning Activities




Making today OK

Size of Group: 1+

Time it takes
10 Minutes

Why do it?

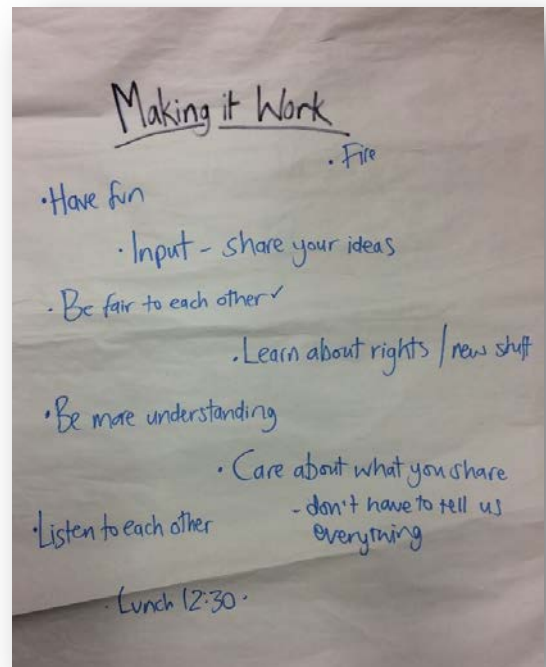
- This exercise lets people talk about their needs for training.
- It shows you are going to be listening to everyone.

What you need for this activity	How many?	Tick
 Flipchart stand		
 Flip chart paper		
 Marker pens		

Activities – Beginning Activities

How to do it

1. Explain that you want the group to decide how the session would work best for them.
2. Say that there is no wrong answer to the question as everyone may have different things they like or do not like in learning.



3. Give examples – things like ‘listen to each other’ and ‘have a tea break’
4. Get people to talk to each other in small groups about how they want the day to work.
5. Go round to them and collect those ideas and write them on the flipchart headed with “Making Today OK”

Activities – Beginning Activities

Picture Bingo

Size of Group: 6+

Time it takes
10 Minutes

Why do it?

- This exercise gets people talking to each other.
- It can get ideas across using pictures as well as words.
- People start to learn what kind of things are rights.

What you need for this activity	How many?	Tick
 <p>Picture bingo sheets</p>		
 <p>Pens</p>		
 <p>Bar of chocolate for bingo winner</p>		

Activities – Beginning Activities

How to do it

Give everyone a picture bingo sheet and a pen.

1. Explain that they should try and find names of people in the room who think that the rights pictured are important for them.
2. People must then write the name of the person against the right that important to them.
3. If there are not many people in the group you can put someone's name next to more than one right.
4. The person who gets their bingo sheet filled first can call out 'bingo!' and win the chocolate.










★ Top Tip

If people want to they can work in pairs or small groups with one sheet.

Changing it for different groups

If groups do not want to move around or the space is small the group can do a shout out about the rights on the bingo sheet.

What's right for me? Bingo

Food and drink  Name: _____	Mobility and transport  Name: _____	Education  Name: _____
Voting  Name: _____	Friends and family  Name: _____	Sport  Name: _____
Love  Name: _____	Home  Name: _____	Speak for yourself  Name: _____

Our Rights Our Voice

Activities – Beginning Activities

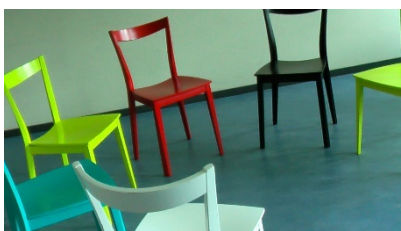

Big Wind Blows

Size of Group: 7+

Time it takes
10 Minutes

Why do it?

- This exercise lets people to show what they think without speaking.
- It starts to give people an idea about what some of their rights are
- It is fun

What you need for this activity	How many?	Tick
 <p>A circle of chairs with at least one more empty chair than the number of people in the room.</p>		
 <p>Ideas for topics</p>		

Activities – Beginning Activities

How to do it

1. Ask the group sit in a circle of chairs.



2. Tell the group that you are going to say 'The wind blows anyone who...' followed by a topic.
An example is 'wind blows anyone who likes chips'

3. If they would answer 'yes' to that topic they move to another chair.

4. Choose some topics that are to do with rights and some just for fun.



5. Tell the group that some of the things that you asked them are to do with their rights.

Activities – Beginning Activities

★ Top Tip

Include some fun ones to start off with

- likes chocolate



- likes shopping



Then do some that are about rights, for example

- likes learning things



- has got a hobby or something that they enjoy doing



- has got a job or volunteers somewhere



- thinks disabled people should be able to get married



- lives in their own flat or house



Activities – Beginning Activities

☆ Top Tip

If you did picture bingo before this, you can just call out the things from the bingo sheet.

What's right for me? Bingo

Food and drink  Name:	Mobility and transport  Name:	Education  Name:
Voting  Name:	Friends and family  Name:	Sport  Name:
Love  Name:	Home  Name:	Speak for yourself  Name:



Our Rights Our Voice

Changing it for different groups

If the group contains people who have difficulty walking, or the room is small and full of tables, you may wish to do it as a wave instead of crossing the room.

Rights and Other Agreements

These activities help the group to understand what the government has agreed to do so that disabled people get the same rights as everybody else.

What you need for this activity	How many?	Tick
 Power Point		
 Human Power Point		

Activities – Rights and other agreements




PowerPoint

Size of Group: 1+

Time it takes
10 Minutes

Why do it?

This exercise helps people understand what the government has agreed to do so that disabled people get the same rights as everybody else.

What you need for this activity		How many?	Tick
	Laptop or computer		
	Memory stick (if you need it)		
	Paper script of what to say		

Activities – Rights and other agreements

How to do it

Read the slides out from the Power Point as you move through the presentation.



★ Top Tip

Have one person to change the slides on the computer and another person to tell the group what they are about.



Changing it for different groups

Some people might like to just read through the slides in their packs so that they can do it at their own pace.

Activities – Rights and other agreements

Human PowerPoint



Size of Group: 1+

Why do it?

This exercise helps people understand what the government has agreed to do so that disabled people get the same rights as everybody else.

Time it takes
10 Minutes

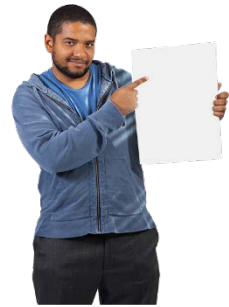


What you need for this activity	How many?	Tick
 A man in a blue jacket is holding a large white sheet of paper, pointing at it with his right hand.	Print out of slides from the PowerPoint presentation	
 A woman in a black top is holding a large white sheet of paper, looking at it with a smile.	Script to explain the slides	

Activities – Rights and other agreements

How to do it

1. One person holds up the slides in order one after the other.



2. Another person reads them out to the group and adds any comments they want to from their script



★ Top Tips

- Write numbers on the back of the slides to make sure that you hold them up in the right order.
- Don't panic if they get a bit mixed up though, it doesn't matter very much.

Changing it for different groups

You could stick the pictures up on the wall and let people move around to look at them.

What Rights Are

- These activities help the group to understand what you mean by ‘rights’.
- They get to think about how a ‘right’ is different to a ‘want’.
- They get to learn some more things that they have rights to.

Activity		Page in this pack
<div>Rights</div> <div>Wants</div>	Rights or Wants	Page 41
 <p>Article 14 Disabled people should be free and safe, the same as everyone else. Disabled people should not be locked up just because they are disabled but only if the law says so for other reasons.</p>	Rights Sale	Page 44

Activities – What Rights Are


Rights or Wants

Size of Group: 1+

Time it takes
15 Minutes

Why do it?

This exercise helps people understand the difference between what a ‘right’ is and ‘what’ a want is.

What you need for this activity	How many?	Tick
  Rights and wants pictures Resources: Rights and Wants pictures		
<div>Rights</div> <div>Wants</div> Rights and wants signs Resources: Rights and wants Signs		

Activities – What Rights Are

How to do it

1. Explain that there are differences between rights and wants.

- **A right** is something we should all have, no matter where we were born or who we are.
- Examples include the right to clean air or the right to an education
- **Wants** are less important, we might want a flat screen TV or the latest phone but we don't need them.

Rights



2. Put the 2 signs saying rights and wants on a table at the front of the room.

Rights

Wants



3. Explain that you will show them an image and you want people to call out whether it should go in the rights or wants.

4. Put the pictures in the right place on the table, either by the 'right' sign or the 'want' sign.

Rights



Wants

★ Top Tip

You can get the group to think about whether any of the rights are also ‘needs’ – things that they really could not live without.

Changing it for different groups

Instead of leading this activity from the front of the room you could put people into pairs or groups of 3-4.

You give them a set of the pictures and let them decide whether they are rights or wants. Then ask them to share their ideas with the whole group.

Then find out if everyone agreed.



Activities – What Rights Are

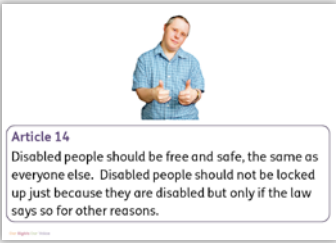

Rights sale

Size of group: 4+

Why do it?

Time it takes
20 Minutes

- This exercise gets people to think about which rights are really important to them.
- It will also help people learn that they don't have to choose – they should have all of their rights.

What you need for this activity	How many?	Tick
 <p>Article 14 Disabled people should be free and safe, the same as everyone else. Disabled people should not be locked up just because they are disabled but only if the law says so for other reasons.</p>	12 of the Rights sale cards.	
	Tokens to buy the rights with e.g. poker chips, toy money, pennies, or beads.	

Activities – What Rights Are

How to do it

1. Divide the group up into a few smaller groups.



2. Explain that their groups are now pretend new countries
Get the groups to come up with names for their groups/countries (these can be anything, they don't have to be serious).

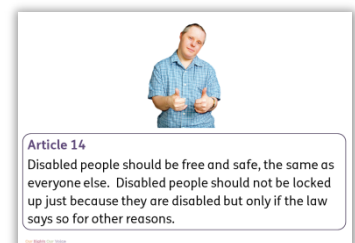


3. Explain that as rulers of their new countries they need to buy some rights for the disabled people that live there.
These will be sold by auction.



Rights

4. Lay the rights sale cards down on the floor or table and let the groups have a look at them to decide which ones they want to bid for.



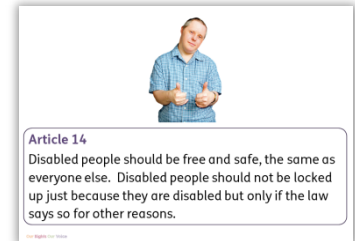
5. Gather the cards back in ready to start the auction.

Activities – What Rights Are

Give each group ten tokens for them to buy rights with.



6. Hold each rights card up in turn and ask if anyone wants to bid for it. If someone does, see if anyone else wants to make a higher bid.



7. Collect tokens from the highest bidder and give them the rights card.



8. At the end, ask them who thinks they have done best or why

- Is it the group with the most cards?
- Are some rights more important than others?



9. Tell them that luckily disabled people don't have to choose - they should be getting all of the rights.



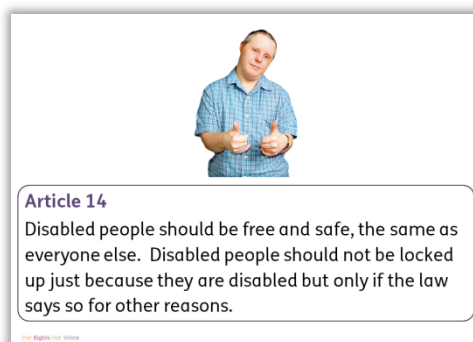
★ Top Tip

It can be easier if one trainer reads out the rights and sells the rights and another trainer collects the tokens from the groups and gives them the rights cards.

Changing it for different groups




If you want you could put the rights on a table or the floor and give each group tokens to spend.

They choose which rights they think are the most important and put their tokens on these.



Why Rights Matter

- These activities help the group to think about how rights can affect their lives.
- The group get to think about which rights they get easily or don't get so easily.
- They will think about what things or people help them to get their rights.
- They will think about what things or people make it harder for them to have their rights.

Activity	Page in this pack
	Spare group member Page 49
	Traffic lights Page 53
	Speech bubbles Page 57

Activities – Why Rights Matter

Spare Group Member

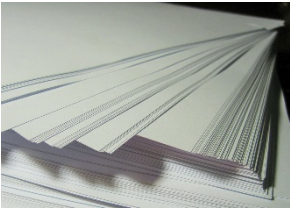

Size of group: 1+

Why do it?

Time it takes
20 Minutes

This exercise gets people to think about what things might be important in the lives of another person with a learning disability.

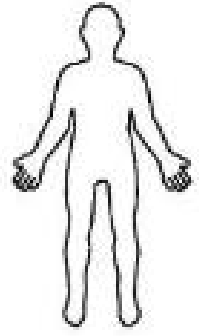
- To think about what or who helps them to get their rights
- To think about what or who can make it harder for them to get their rights.

What you need for this activity		How many?	Tick
	Flip chart paper		
	Marker pens		

Activities – Why Rights Matter

How to do it

1. Draw an outline of a body – you could draw around someone if you have big enough paper.
2. Tell the group that they are going to create a new person for the group. This person will have learning disabilities.
3. Together the group needs to give this person a name, age and whether they are a man or a woman
4. Ask the group to think about some more things for the ‘person’.
For example:



- What kind of place do they live in?



- Do they live with anyone?



- Do they work or volunteer?



- How do they get around?



Activities – Why Rights Matter

- Did they go to school? Where?



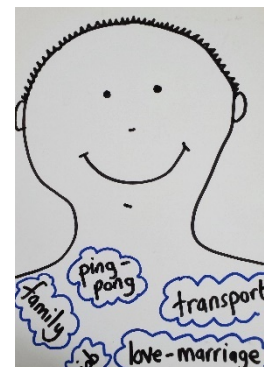
- What do they enjoy doing – do they have any hobbies?



- Is there anything else that is really important to them?



5. As the group calls out things write or draw them inside the outline of the body.



6. Ask the group to think about whether anything makes it harder for the person to do things in their life. Write these things outside of the body.

7. Now ask them if anything makes it easier for the person to do things in their life. Write these things outside of the body.



Activities – Why Rights Matter

8. Explain that some of the things they have talked about are rights.

Rights

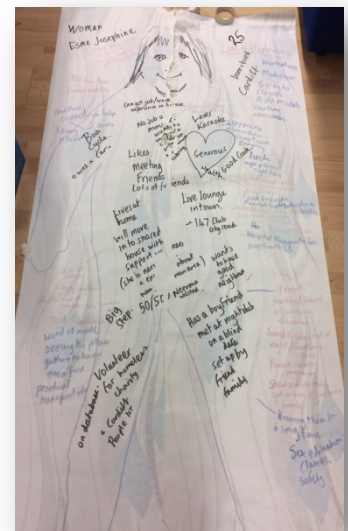
9. Tell them that the people and organisations around them should be doing what they can to help them to get these rights.



Top Tips

Use three different coloured pens to write down the things the group tells you. For example:

- use a black pen for inside the body
- use a red pen for the things that make it hard for them to do things
- use a blue pen for the things that make it easier.



You could draw lines from the ideas inside the body to the outside - this makes it easier to think about what makes getting that thing harder or easier.

Changing it for different groups

You could put people into smaller groups and they all make a different person.

Then everyone shares them with the whole group afterwards.

Activities – Why Rights Matter



Traffic Lights

Time it takes
15 Minutes

Size of Group: 1+

Why do it?




- To let the group know what the key ideas are about for the rights of disabled people.
- So the group can think about which rights they get and what kind of things help or stop them getting their rights.

What you need for this activity		How many?	Tick
	<p>A set of 'traffic lights' for each person.</p> <p>Resources – Traffic lights</p>		
	<p>The questions to ask people</p> <p>These are written a bit further down this pack.</p>		

How to do it

1. Hand out a set of traffic light cards to each person.

These are different shapes as well as different colours to make it easier for more people to use them.

	Yes - I do agree
	Maybe
	No - I don't agree

2. Explain that you will read out a statement and you would like people to hold up the traffic light colour or shape to show if they agree or not.
3. After each question ask the group if any of them want to say why they chose their answer.

Questions

- I can choose what I want in my life



- I can join in with things I want to



- I have the same chances as everybody else



- Children with a learning disability are helped to be who they can be



- It's ok for us all to be different



Activities – Why Rights Matter

- There are lots of things to help me do things I want or need to do



- Men and women should be treated the same



★ Top Tips

- Put holes in the cards and tie them together in sets to make them easier for people to use.
- If you are short of time just chose a few of the questions to ask.

Changing it for different groups

You can write yes, no and maybe on the cards to help people know which one to use.

Activities – Why Rights Matter


Speech Bubbles

Size of Group: 1+

Time it takes
15 Minutes

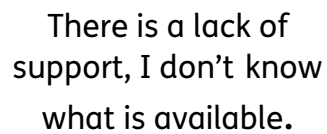
Why do it?

So that the group can think about something in their own lives which means that they do or do not get a right.

What you need for this activity	How many?	Tick
 Workbooks		
 Speech Bubble handouts		
 Pens		

How to do it

1. Ask the group to turn to page 27 of their workbook
2. Tell them to read what others have said about when they have not got their rights.



There is a lack of support, I don't know what is available.

3. Ask them to write down or draw their own experiences in the blank speech bubble in their packs.



★ Top Tip

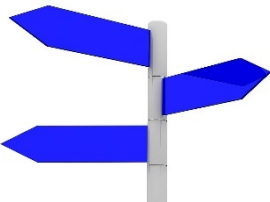
Take some spare printed out speech bubbles in case anyone wants to write more than one or not use the one in their packs.

Changing it for different groups

You could read out some of the examples from other people's speech bubbles from the front.

What to do if you are not getting your rights

These activities help the group to know who they can go to for help if they think that they are not getting their rights.

Activity		Page in this pack
	Signposting	Page 60

Activities – What to do if you are not getting your rights

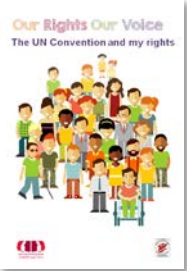

Signposting

Size of Group: 1+

Why do it

Time it takes
10 Minutes

- This exercise will help the group know who they can turn to for help and advice
- It will help people to make a difference for themselves
- People can share their own contacts

What you need for this activity	How many?	Tick
 Workbooks		
 Pens		

How to do it

1. Tell the group to turn to page 30 of their workbook.

2. Ask them to look at the list of people or groups they can turn to when they feel they haven't got their rights.



3. Ask the group to call out anyone else who they think they could go to for help if they weren't getting any of their rights.




4. Remind them that the people and organisations around them should be helping them to get their rights and if not they should be able to complain.



Telling others about the rights of disabled people

- Not enough disabled people know that they have got rights or that they should have the same chances as anyone else.
- It is important to spread the word so that disabled people and the people in their lives know about these rights.
- Everyone doing this course can tell at least one other person who wasn't there about rights. Then more and more people will know!

Activity	Page in this pack
	Promise pebble Page 63

Activities – Telling others




Promise pebble

Size of Group: 1+

Why do it

To spread the word that disabled people have got rights

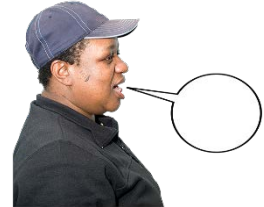
Time it takes
5 Minutes

What you need for this activity		How many?	Tick
	Promise Pebble In workbook page 39		
	Spare Pebbles printed out Resources – Promise pebbles		
	Pens		

How to do it

1. Ask the group to turn to page 28 of their workbook.

2. Tell them to write down or draw someone that they are going to talk to about rights of disabled people.



3. Remind them that by doing this they are changing the world for disabled people!



★ Top Tip

Take spare pebbles along in case some people want to make more than one promise or just don't want to write in the one in their workbooks.

I'm going to tell
my friend Julie
about her rights.

How was today?

Evaluation

Size of Group: 1+

Why do it

- To find out whether the group learned anything from the session
- To find out whether they enjoyed the session

**Time it takes
5 Minutes**



Happy

What you need for this activity	How many?	Tick
<p>Awful Not very good Good Really good Brilliant</p> <p>How much did you enjoy the training?</p>		
<p>Strongly Disagree Disagree Neutral Agree Strongly Agree</p> <p>The training was useful</p>		

How to do it

1. Put smiley to frown face charts and yes no maybe chart on tables or walls
2. Give each person enough dots so they can put a dot on each chart to show what they thought for each question

Questions can be:

“How much did you enjoy the training today?”

“How useful was the training?”