

There is a new participant in your group (or class). What could you do to make that person feel welcomed?

POSSIBLE ANSWERS

- Introduce the person to everyone
- Ask the group for volunteers to show the person around and to introduce them to others
- Focus on the person's strengths

CHALLENGES 1, 2 & 3

1

What steps can you take to ensure that a participant is not chosen last for a game?

POSSIBLE ANSWERS

- Divide the group into two groups
- Assign numbers to determine teams
- Pick teams by coloured pencils, white and coloured t-shirts, etc

CHALLENGE 3

3

Someone in your group (or class) has epilepsy and has regular seizures (describe if needed). People are making fun of him. What can you do to stop this from happening in your program?

POSSIBLE ANSWERS

- Talk to the youth and engage them in a discussion about why they are doing this
- Talk to the person and parent about presenting to the group about seizures and let them ask questions

CHALLENGES 1 & 3

2

Why would someone who has a disability want to come to your program?

POSSIBLE ANSWERS

- The person lives in the neighborhood
- The program is fun and everyone is welcomed
- The program is accessible

CHALLENGES 1 & 2

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How could you facilitate participants helping each other?

POSSIBLE ANSWERS

- Choose activities that require teamwork
- Encourage the group to ask each other for help
- Focus on participant's strengths

CHALLENGE 2

5

How would you modify your program activities to accommodate someone who is visually impaired?

POSSIBLE ANSWERS

- Ask the participant how you can assist him/her
- Involve the group in the assistance that s/he requests
- Take the time to provide a detailed description of what is happening or expected

CHALLENGE 1

7

What would you consider “bullying” and what could you do to prevent it from happening in your group or class?

POSSIBLE ANSWERS

- Look for the signs and intervene quickly
- Ask supervisor for support
- Implement various anti-bullying learning strategies

CHALLENGE 3

6

You notice that one of the people in your group (or class) is being left out all the time. What could you do to help?

POSSIBLE ANSWERS

- Use a buddy system so everyone does things in pairs
- Ask the participant if something is bothering her/him
- Try an activity that s/he is good at

CHALLENGES 2 & 3

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Why do you think it is important for youth with disabilities to be included in activities with youth who do not have disabilities?

POSSIBLE ANSWERS

- Everyone learns how to be more flexible and adaptable
- Encourages youth to be welcoming of diversity
- They become more creative with problem-solving
- Learn how to work as a team based on people's strengths

CHALLENGES 1 & 2

9

Someone asks “What is wrong with the person you are supporting?” How do you respond?

POSSIBLE ANSWERS

- Important to anticipate such questions and how you will respond specific to each person
- Take the focus off “What is wrong” and ask why they are curious. Some disabilities are not as visible and the person asking may wonder why you are there
- Include the person being supported in the response
- Talk about your role and how you help the person

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What can you do to be a role model for other staff when you are supporting someone who has a disability?

POSSIBLE ANSWERS

- Interact and respond respectfully
- Value the person's abilities and capabilities
- Language you use to describe person or when talking with the person
- Remember why you are present – supporting the person.

10

Why do you think it is hurtful for someone who has a disability to hear the word “retard”? What can you do if you hear someone using that word?

POSSIBLE ANSWERS

- Comfort the person. Tell them you understand that the word is hurtful.
- Don't use the word yourself and encourage others not to use it.
- Tell friends about the “Lose It Don't Use It” campaign.

People may say they are not calling anyone the “R” word, but they still use it to describe something negative (eg. That movie was so “R”...) It is still hurtful, even when used out of context.

You can make a connection to the use of “That is so gay”. In both cases the word is used in a derogatory/negative way to put a whole group of people down. It is also hurtful for people who hear it who have a family member with a disability or who is gay. You never know who might be hearing you!

CHALLENGE 3

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How can a person who uses a wheelchair play basketball? How would you change/adapt the game to make sure the person is included?

POSSIBLE ANSWERS

- Creativity about how they can participate. (e.g. Lower the net; Everyone sits in a wheelchair; Pair up with a person in wheelchair; Use a softer ball, etc.)
- Remember that there is always a way to include someone and to make them feel welcomed
- Look beyond the disability to the person's abilities

CHALLENGE 1, 2 & 3

13

Blindfold Challenge

One team member is blindfolded and his/her teammates, without leaving their seats have to give verbal directions to get a specific object (e.g., water bottle, blackboard eraser, etc.)

(Debrief with the team about the strategies they used.)

POSSIBLE ANSWERS

- Have to use the abilities of the person e.g. hearing, touch
- Work as a team to help the person
- Adjustments they needed to make
- Empathy – an opportunity to put yourself in someone else's shoes

CHALLENGE 2 & 3

15

If you had a person in your group or class who has a disability, what could you do to ensure that the person is included?

POSSIBLE ANSWERS

- Include them in all activities
- buddy system
- accommodate their abilities and inabilities

CHALLENGE 1, 2 & 3

14

Communication Challenge

One team member must communicate the following phrase to team mates without using any words.

“I want dessert”

POSSIBLE DEBRIEFING QUESTIONS

- How hard was it to communicate without words?
- How hard was it to understand?

CHALLENGE 1 & 2

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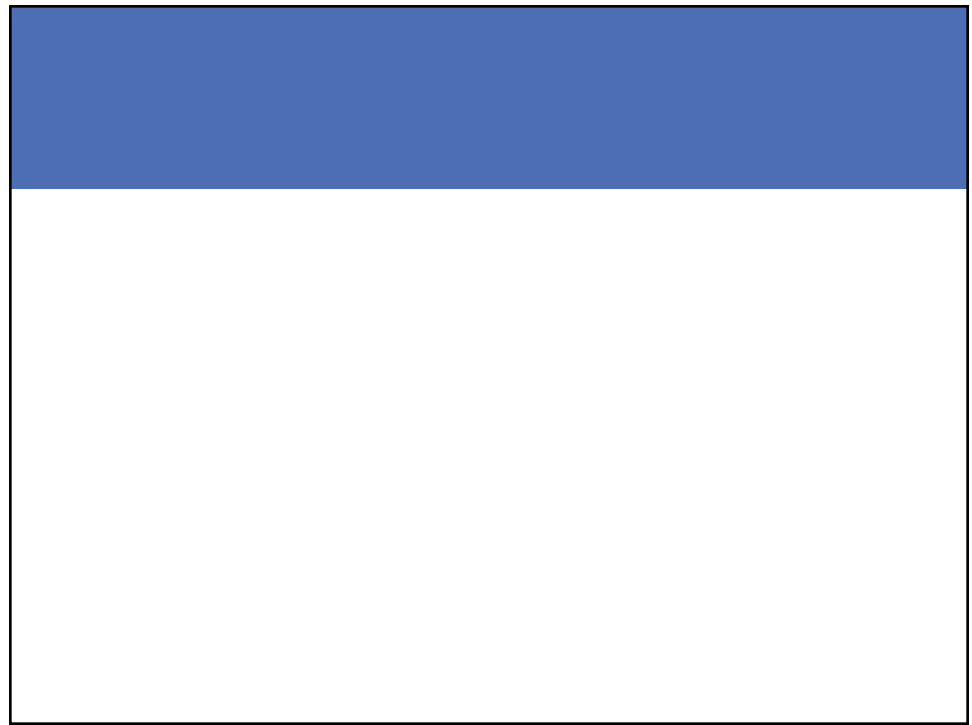
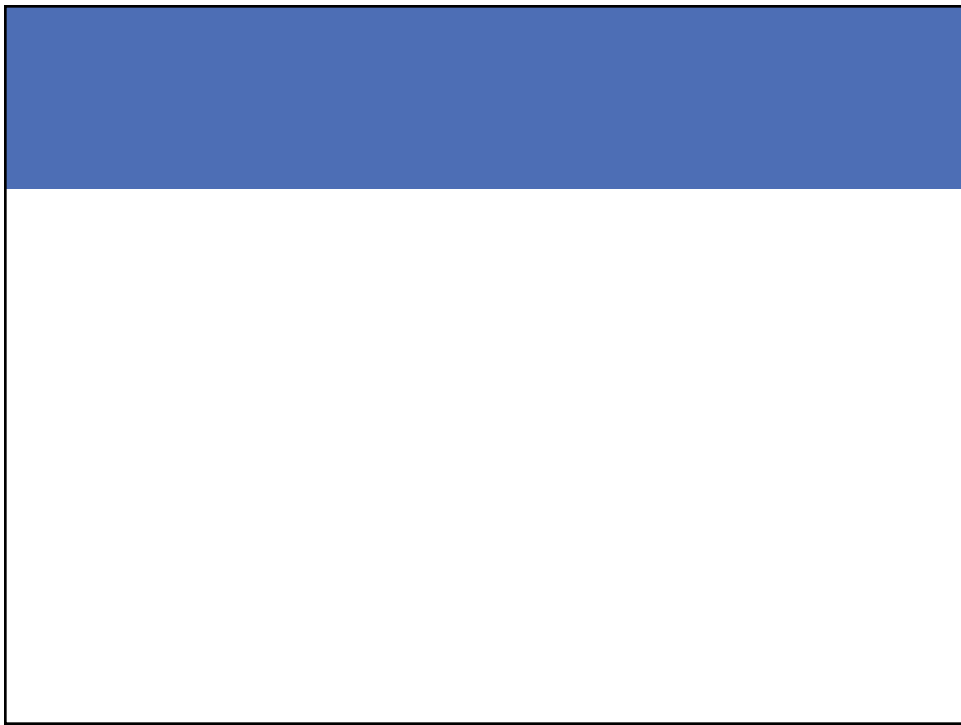
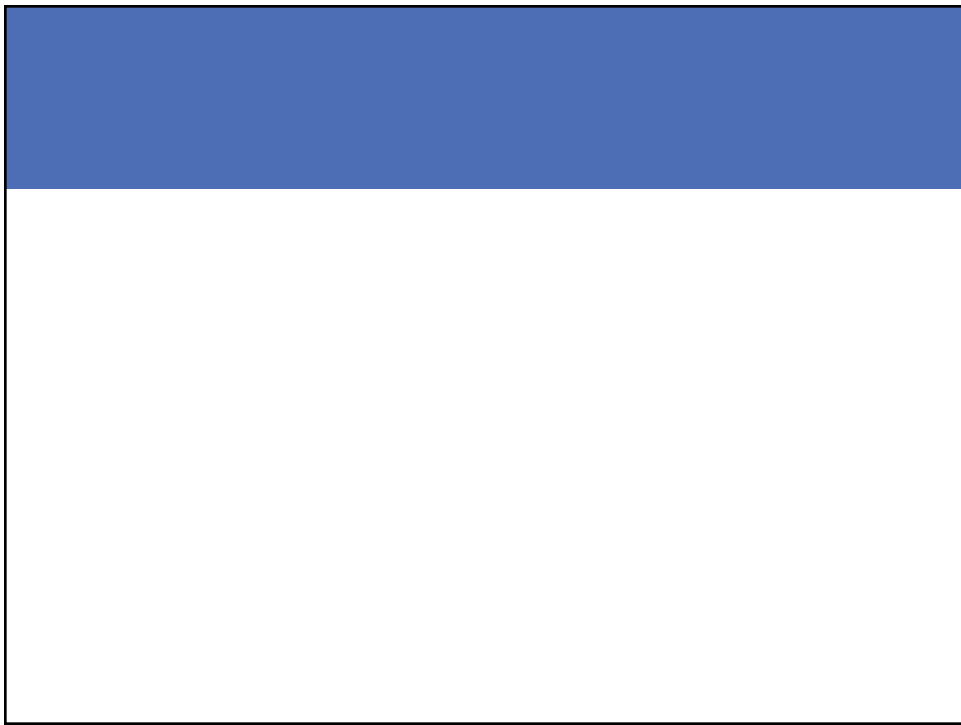
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