

# Virtual Disability Inclusion Games and Activities

## Book a remote Disability Equality speaker



Our speakers can talk to your group about disability, inclusion and the effects of bullying through presentations, workshops and lots of fun activities. These free sessions can be tailored to suit your group, so if you are looking for something specific let us know.

To request a speaker [fill in our online form](#). You can also email [speakers@leonardcheshire.org](mailto:speakers@leonardcheshire.org) or call 077203 37130.

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## Social Action

For ideas about small actions for young people to take such as sending a card to our services, visit our [social action page](#). We are also an Approved Activity Provider for Volunteering for The Duke of Edinburgh's Award and have produced a 12 week guide to volunteering from home for participants.

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## Creative Communication Drawing Game

### Overview and Outcomes

This game encourages participants to describe an object in a creative way to people who can't see it. Participants think creatively about ways to describe an object and understand that although everyone has heard the same description, people interpret it differently. This game is effective for finding new ways to communicate around barriers. It also helps build problem-solving skills and effective communication strategies.

### Time

20-30 minutes

### Materials/Resources

Two objects

Each participant will need paper and pens/pencils

### How to Play

- Before your meeting ask two people to select an object that they will describe to the group but they must keep it hidden from the group.
- The person with the object should describe it for 5 minutes without explicitly saying what the object is and the rest of the group must then draw it based on the description.
- Once the person describing has finished, get each member of the group to show their drawing. If you wish you can choose a winner based on who created the most accurate drawing.

### Reflection

Afterwards you could ask the group why they think people drew the object differently. You could ask them to think of a situation when being able to describe something creatively might be useful (for a visually impaired person, for example).

## Simon Says – Differences and Similarities Game

### Overview and Outcomes

An anti-bullying game based on Simon Says, teaches children that other people in their group have shared qualities and differences, likes and dislikes. The game demonstrates diversity and similarity shared by all students, and helps children to learn to be tolerant of others.

### Time

20 minutes

### How to Play

- Explain to the group that they will play a version of Simon Says in which only some people will respond to each command.
- Tell the group that they must watch and listen carefully as they play the game because at the end, each person must say one new thing they learned about another member of the group.
- Lead a game of Simon Says. Provide directions that everyone will be able to see on a screen. For example:
  - Simon says "Everyone with brown eyes, wave your hand."
  - Simon says "Everyone who has pet dog, put your right hand on your head."
  - Simon says "Everyone whose favourite sport is football, put your left hand on your head."
  - Simon says "Everyone who speaks more than one language, touch your nose."

... and so on. Choose categories appropriate for your group.

### Reflection

At the end of the game ask each member of the group to say one way in which he or she and another member of the group are alike. The trait they share must be something they didn't know before playing the game. Players might say, for example, "I didn't know that Sarah spoke another language" or, "I didn't know that Mike was left-handed."

## What Could you Do? – Anti-Bullying Activity

### Overview and Outcomes

An activity to help participants understand a range of ways in which they could respond to some bullying situations. The activity also introduces disablist bullying - Primary school pupils with special educational needs are twice as likely as other children to suffer from persistent bullying. For more facts and statistics about disablist bullying visit [The Anti-bullying Alliance](#)

The activity will help young people to build some strategies to deal with bullying themselves and they will learn some ways to support others who are being bullied.

### Time

30-40 minutes

### Activity Instructions

- Tell the group that they will work in small groups to come up with ideas about what they could do to help stop a bullying situation. They will be awarded points for coming up with a realistic solution and creative ideas.
- Read out a bullying statement, split the group into smaller groups, and give the groups 5 minutes to come up with ways to help. The bullying scenarios will vary depending on the group and their ages but here are some suggestions:
  - At school, Jen has been repeatedly calling Daniel rude names because he finds it hard to understand some of the work in class. He is starting to feel very sad and down. *What could you do?*
  - A new student started at your school this week, and she is having trouble fitting in because she is new to the country and her English isn't very good. Some of your friends have been laughing behind his back. *What could you do?*
  - You report bullying to your teacher, but the teacher doesn't believe you. *What could you do?*
  - You're invited to a party but your friend isn't. At the party, some of the kids make jokes and laugh about your friend because he uses a wheelchair. *What could you do?*
  - Someone shoves you and wants to fight you. You want to stick up for yourself, but you don't want to get into a fight. *What could you do?*
  - You are in a group with someone who is sending cruel and untrue messages about someone at your school with a learning disability. *What could you do?*
- Thank and praise the groups for their suggestions. Say which group is the winner and why.

### Reflection

Ask the participants whether they would like to share any examples of disablist bullying that they have seen or experienced. If they were able to respond, what did they do? Is there anything they would do differently now?

## Disability Mythbusting Game

**Overview and Outcomes:** A true/false game about disability myths with explanations. The game challenges some of the mythology surrounding disabled people.

The young people will learn some common myths about disabled people and will challenge their own beliefs about disabled people.

The young people will be introduced to the Social Model of Disability by challenging negative assumptions and stereotypes about disabled people.

**Time:** 30 mins

### **Materials/Resources:**

Disability Myths and Facts Sheet for age 6-10 and 11-18

### **Activity instructions:**

- Print out the Disability Myths and Facts Sheet for the correct age group.
- Read out the myth and ask the people who think it's true to hold up 1 finger and the people who think it's false to hold up 2 fingers.
- Ask them why they chose 'true' or 'false' for the statement
- Explain the fact and give examples (provided on the sheet).

## Myths and facts about disabled people – For 6-10 year olds

Myth	Fact
Disabled people are brave and courageous.	Adjusting to disability isn't brave and courageous. It means that you adjust to a new way of living. Like most people, disabled people would prefer to be called brave and courageous for their actions rather than for being disabled.
Disabled people are sick and in constant pain.	<p>Most disabled people are sick or in pain about as much as non-disabled people.</p> <p>People get sick on occasion or sometimes may be in pain. Disabled people usually do not suffer or experience pain due to their condition.</p>
We should feel sorry for disabled people.	<p>Most disabled people do all of the things non-disabled people do.</p> <p>Disabled people go to school, get married, work, have families, do washing, go shopping, laugh, cry, plan and dream like everyone else.</p>
People who have difficulty learning do not have the same feelings as other people.	<p>People who have difficulty learning have the same feelings as everyone else.</p> <p>This is why it is important to treat everyone kindly and not to use mean words about disabled people.</p>
Disabled people like to be with other disabled people.	<p>Most disabled people prefer to choose their own friends.</p> <p>Most people choose their friends because they enjoy the same things not because they are both disabled.</p>
You should never ask people about their disability.	Most disabled people won't mind answering your question.
Disabled people always need help.	<p>Many disabled people are independent and capable of giving help themselves.</p> <p>If you would like to help a disabled person, ask first.</p>

## Myths and facts about disabled people – For 11-18 year olds

Myth	Fact
Disabled people are brave and courageous	Adjusting to disability isn't brave and courageous. It means that you adjust to a new way of living. Like most people, disabled people would prefer to be called brave and courageous for their actions rather than for being disabled.
People who use wheelchairs are confined to a wheelchair, or "wheelchair-bound."	A wheelchair is a personal assistive device that enables someone to get around like a bicycle or a car.
Disabled people are sick and in constant pain.	<p>Most disabled people are sick or in pain about as much as non-disabled people.</p> <p>People get sick on occasion or sometimes may be in pain. Disabled people typically do not suffer or experience pain due to their condition.</p>
Disability is a personal tragedy and deserves our pity.	<p>Disability does not mean a poor quality of life.</p> <p>Disability is often viewed as an unending burden. Disabled people are often viewed as tragic figures who should be pitied. It is often the negative attitudes of society and the lack of accessibility within the community that are the real tragedy.</p>
People who have learning difficulties do not have the same feelings as other people.	<p>People who have learning difficulties experience the same emotions as everyone else.</p> <p>All people experience similar emotions, whether they express them the same way or not.</p>
People who are blind get a "sixth sense."	<p>People who are blind often develop their other senses more fully.</p> <p>Although most people who are blind develop their remaining senses more fully, they do not have a "sixth sense."</p>

<p>Disabled people are more comfortable with other disabled people.</p>	<p>Many disabled people prefer to join mainstream society.</p> <p>Most people prefer to be part of their community and choose their own friends. In the past, grouping disabled people in separate schools and institutions reinforced this misconception.</p>
<p>Curious children should never ask people about their condition or impairment.</p>	<p>Most disabled people won't mind answering a child's question.</p> <p>Many children have a natural, uninhibited curiosity and may ask questions that some adults consider embarrassing. But telling-off curious children may make them think having a disability is "wrong" or "bad."</p>
<p>The lives of disabled people are totally different to the lives of non-disabled people.</p>	<p>Most disabled people do all of the things non-disabled people do.</p> <p>Disabled people go to school, get married, work, have families, do washing, go shopping, laugh, cry, pay taxes, get angry, have prejudices, vote, plan and dream like everyone else.</p>
<p>Disabled people always need help.</p>	<p>Many disabled people are independent and capable of giving help themselves.</p> <p>If you would like to help a disabled person, ask first.</p>
<p>Equality means we should treat everyone 'the same'.</p>	<p>Equality does not mean treating everyone 'the same'. Equality is about ensuring that every individual has an equal opportunity to make the most of their lives and talents.</p> <p>In order to access some buildings, services, and opportunities we need to make reasonable adjustments to ensure disabled people have an equal opportunity. (Equality Act 2010)</p>
<p>There is nothing one person can do to help eliminate the barriers facing disabled people.</p>	<p>Everyone can contribute to change.</p> <p>You can help remove barriers by encouraging participation of disabled people in community activities by using accessible meeting and event places, advocating a barrier-free environment, speaking up when negative words or phrases are used about disabled people, accepting disabled people as individuals capable of the same needs and feelings as yourself.</p>