

2010

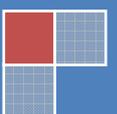
# Module 4: Equality for Disabled People

Sample



In association with  
Equality and Diversity UK Ltd

2010



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# Module 4: Equality for Disabled People

## The objectives for this session are to:

- consider your own values, attitudes and prejudices
- examine what we mean by disability
- explore legislation to protect against discrimination
- challenge inequality with regard to disability
- identify how we can promote and support equality and diversity and create individual or team Action Plans, as appropriate.

## Preparation Checklist

Use this checklist to make sure you have gone through the necessary preparations for the session. Tick each action when it is completed.

You will need to:

- book a suitable venue
- send course details to the participants, reminding them to read the self-study materials, in particular *Equality for Disabled People*, in preparation for this module
- incorporate a set of ground rules for the session in the course details
- familiarise yourself with the Delivery Plan for this module and associated self-study materials
- if appropriate, develop some extended resources to meet the diverse needs of participants and for differentiation
- obtain resources such as a projector, OHP, flipchart/whiteboard and markers, and sufficient copies of handouts, Action Plans and Review Sheets for the participants
- ensure that you are familiar with the resources in this toolkit and have a set to show the participants

You may also find it helpful to discuss the modules with another facilitator or your manager.

## Delivery Plan

**Welcome** people to the session and explain any 'housekeeping' issues, e.g. timings, breaks, security.

### **Optional Activity**      *Icebreaker*

If appropriate to the participants, include an icebreaker that will help people to get to know each other and create an energetic, enthusiastic atmosphere (see *Icebreakers* for some suggestions).

**Explain** the objectives for the session.

#### **At the end of the session participants will be able to:**

- identify their own values, attitudes and prejudices
- define what we mean by disability
- describe the legislation which protects disabled people
- challenge inequality
- develop effective action plans to promote diversity

MODULE 4 SLIDE 3

**Explain** that as the facilitator you will be leading the session, but it is an important part of the training for participants to share experiences and good practice so that we can learn from each other.

## Considering our own values, attitudes and prejudices

**Explain** that the group is going to begin the session by considering our own perceptions of disability.

**Ask** the participants to consider the images that first come into their mind when thinking of a 'disabled person' and invite them to describe the images that they have.

**Discuss** with the participants whether the images suggested represent only certain aspects of what the term 'disability' covers.

**Point out** that the term 'disability' covers a wide variety of different types of conditions, many of which may not be visible to an onlooker.

### Disability can include problems with:

- mobility
- co-ordination or manual dexterity
- speech, hearing or eyesight
- incontinence
- memory, concentration or understanding
- learning
- chronic medical conditions such as diabetes and epilepsy
- progressive conditions such as multiple sclerosis or HIV
- mental illnesses such as depressive disorders

MODULE 4 SLIDE 4

## STEREOTYPES

**Introduce** this section by reminding the participants of the meaning of the term 'stereotype':

*'a fixed, simplified, usually negative view of how a certain group or type of people behave and live'*

Stereotypes are a major barrier that can get in the way of equality.

### Optional Activity      *Defining Stereotyping*

Revisit or introduce the definitions of stereotyping explored in *Module 1: An Introduction to Diversity – Working against stereotyping*.

**Invite** the participants to suggest any stereotypes that they feel are commonly applied to disability and disabled people that may cause offence to, or discrimination against, people with disabilities. Encourage participants to consider examples from their own lives and from the lives of friends and family.

**Chart** the responses on the flipchart/whiteboard, using examples from the list below to prompt ideas.

### **Suggested stereotypes about disabilities**

- Wheelchair users are sometimes wrongly assumed to have a mental disability. For example, a wheelchair user in a fast food restaurant may not be asked for her order, with questions being directed to the assistant pushing the chair.
- People with a speech or hearing disability are sometimes assumed to have, or are treated as if they have, a mental disability.
- People with speech or co-ordination disorders are sometimes thought to be under the influence of drugs or alcohol.
- People with a mental illness are sometimes unjustifiably considered dangerous.
- Down's syndrome children are often said to be 'happy, out-going, affectionate children'. In fact, Down's syndrome children have as varied and wide a range of personality types as any other children.
- People with a disability are sometimes considered not to have sexual feelings or experiences or alternatively should not be allowed to have sexual relationships, to marry or have children.
- People with a disability are sometimes considered to be less effective at performing tasks unrelated to their disability.
- Media and film images of disabled people tend to fall into the categories of the brave and heroic battling against the odds, the pathetic and helpless who need our charity, the comic and simple or the warped and evil villain.
- A new stereotype seems to be emerging in some parts of the press of disabled people as somehow malingering or 'sponging off the state'.

**Encourage** the participants to consider the potential negative effects that these stereotypes can bring to the life of the disabled person concerned.

#### **Optional Activity      *Challenging Beliefs***

Refer participants to the effects of self-defeating beliefs caused by stereotypes covered in *Module 3: Challenging Inequality – Helping people to challenge their self-defeating beliefs*.

### ***Alternatively***

**Revisit** the traffic light system outlined in *Module 3: Challenging Inequality – Challenging people with entrenched gender-stereotypical views that influence their preferences.*

**Explain** the traffic light solution to the participants. This is also useful when self-defeating talk just won't go away. Encourage the participants to take the few seconds needed for traffic lights to change to think about their situation.

- Stop – think about the negative stereotypes
- Wait – list the negative thoughts and change them to positives
- Go – make a plan, and then move ahead with the more positive thoughts

Sample

Here is a list of the rest of the contents of this pack

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To view the remainder of this pack, you will need to purchase it