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ACCESSIBLE WORK 4 ALL



INFORMATION IS EMPOWERMENT

COMMUNICATION
APPLICATION
PERSONNEL
CONTRACTS

TRAINING PACKAGE

www.accessiblework4all.eu





Module 4 – COMMUNICATION & ACCESSIBILITY

- *Module description: Unit 4 is dedicated to “communication and accessibility”. After taking into account the previous 3 modules, it is fundamental to speak about how good communication is provided and which accessibility possibilities are given at the working place. The participants will test con four different aspects enclosed in the following units:*
 - **UNITS:**
 - **Unit 4.1: communication equipment**
 - Unit 4.2: conflict at work
 - Unit 4.3: self-disclosure
 - Unit 4.4: non-discrimination, accessibility and compensation of disadvantages
 - *Aims and Achieved competences*
 - *skills: list and know the possible communication equipment and how to request them*
 - *knowledge: know the country-specific details*

UNIT 4.1 – Communication Equipment

Videos associated



Video link AW4A:

[Accessible Toolkit in LIS - YouTube](#)

- *communication equipment*

[Accomodamenti ragionevoli dei luoghi di lavoro in LIS - YouTube](#)

Setting



Classroom / Online / Individual Study

Type of activity



Individual work / Group work / Whole class

Timeframe



45 minutes + 30 minutes self-study task

Brief description of the activity

All activities can be held in presence or online through the desired platform.



For activities online, we recommend using a platform that can split the group into smaller rooms/groups in order to guarantee the success of the activities. Send the necessary material to each participant and give clear instructions on how to proceed through the activities.

Regarding the video, a good connection with the host is necessary if the video is presented on a shared screen. Otherwise, it is recommended to send the link to each participant so that they can watch the video on their own device.

Discussions should be held keeping in mind that the host is also a facilitator and has to ensure that every participant is involved in the discussion and gives their own contribution.

Preparation of students to watch the video

GAME: TELL ME WHAT YOU SEE

Procedure:

This is a small group activity for adults. The activity is held in pairs. Participant 1 in each pair is given a picture and must not show it to their partner, Participant 2 who has drawing paper and a pen. Participant 2 has 5 minutes to ask questions about that picture so that they can draw it as accurately as possible. Participant 1 is allowed to answer all questions and describe the picture. The goal is to collaborate and help each other. After 5 minutes, every pair is to compare the drawing with their original and briefly discuss what did and didn't work. Then they swap roles for another 5 minutes with a new picture. After the activity, the group will reassemble to discuss the difficulties of communicating with each other and to discuss strategies that they could use to overcome those difficulties.

Video presentation

Q&A to video

DISCUSSION

The activity will be presented with the important meaning of being deaf and Deaf, step by step with some discussions about those topics:

Deaf Resilience and Deaf Capitalism

Finding inclusive methods and approaches in workspace

Self-study tasks & assignments

Procedure:



Try to create the most inclusive day at the workplace in different situations (meeting, coffee break, colleagues, working space etc). The participant is asked to develop the ideal working place by pointing out all the facilitation and adjustments necessary for the most inclusive working place.

Glossary



ASL, interpreter, d/Deaf, vocal synthesizer, C-Print, VRI, communication, accessibility, Deafhood, Deaf Resilience, Deaf and hearing culture, accessibility, law, human right, UN, inclusion and mainstreaming, Deaf Gain, Deaf Identity.

Material



Worksheets unit 1, paper, pencils.

**Country
specific section
(Italy)**



How to obtain equipment through national health service

**Sources /
further reading /
resources**



*-Understanding Deaf culture, in search of Deafhood (Paddy Ladd)
-A lens on a Deaf Identities (Irene W.Leigh)
-The Legal Recognition of Sign Languages (Murray, De Meulder, Mckee)
-Deaf Gain (Dirksen Baumann e Joseph Murray)*



TELL ME WHAT YOU SEE

Module 4 - Communication and Accessibility

Unit 4.1 - Communication Equipment

Exercise: Asking Questions to Seek Information and Clarify Understanding

Duration: 15 Minutes + 15 minutes Follow-up Discussion

Introduction

This is a small group activity for adults. When working together with other people, the quality of the final product, service or in general the working environment highly depends on the quality of the team's ability to communicate efficiently with each other. This activity is a good exercise to develop active listening skills about asking questions and clarifying, and moreover pay attention to the answers. misunderstandings can be reduced with these skills when communicating with others, such as in a work environment or project team.

Exercise:

You will work in groups of two. One of you will have a picture to look at, while the other participant won't see it and has a blank sheet of paper and a pen. A timer will start and you will have 5 Minutes. Participant 2 has to draw the picture that Participant 1 is holding. He/she can ask any questions he/she likes. Participant 1 has to describe the picture by those questions. The goal is to collaborate and help each other. Then you will receive a new picture and you will swap roles.

Discussion: Try to answer the following questions

What difficulties did you encounter?

How did you clarify what you were describing?

What kinds of questions did you ask to seek more information?

Was the second round easier? Why/Why not?

What are some real-life situation correlations that you've experienced?

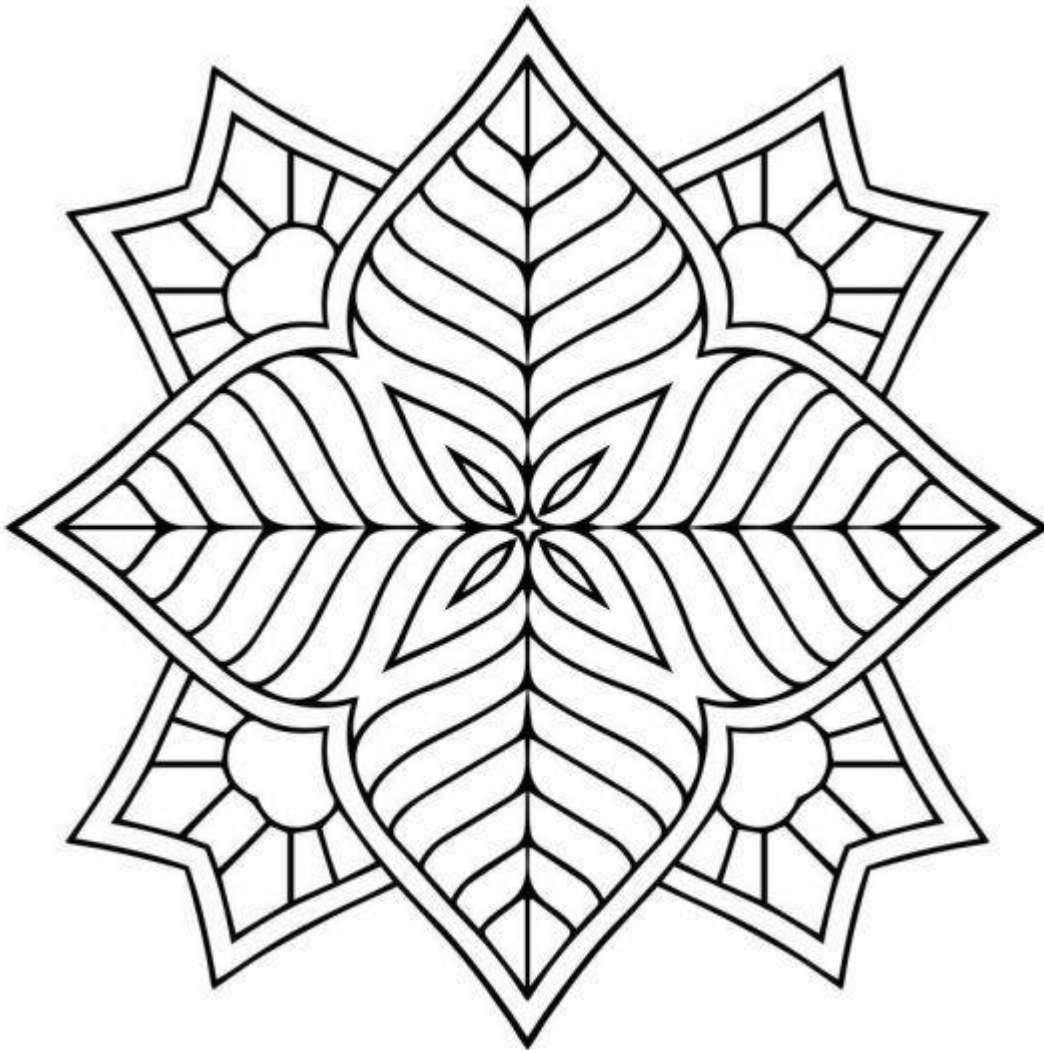
Resources and References:

- 7 Unique Active Listening Games, Exercises and Activities for Adults' by Andrew G. Ward, at www.goodlisteningkills.org, © 2020.



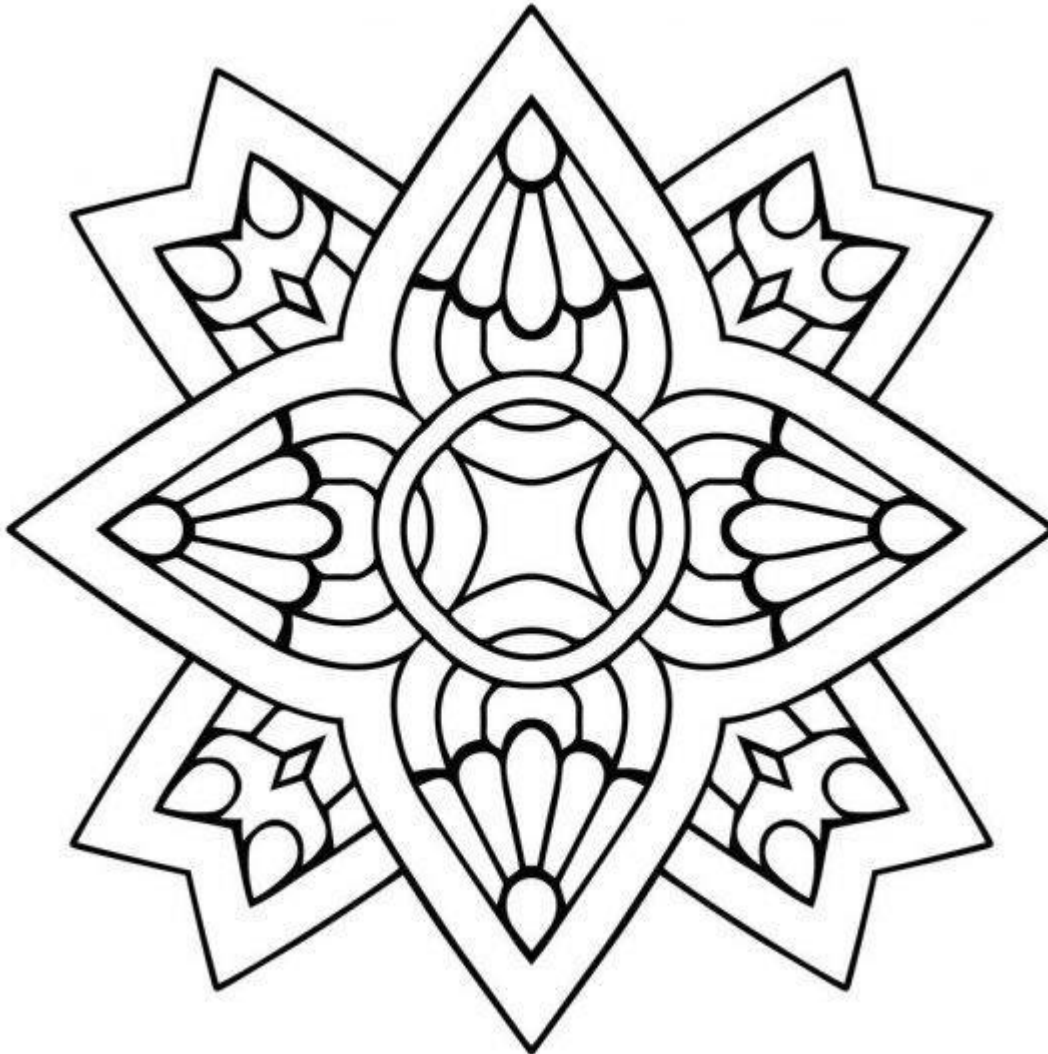
Resource - Printable A4 Simple Pictures

For this Active Listening game, you can create your own simple pictures, or use the pictures below.





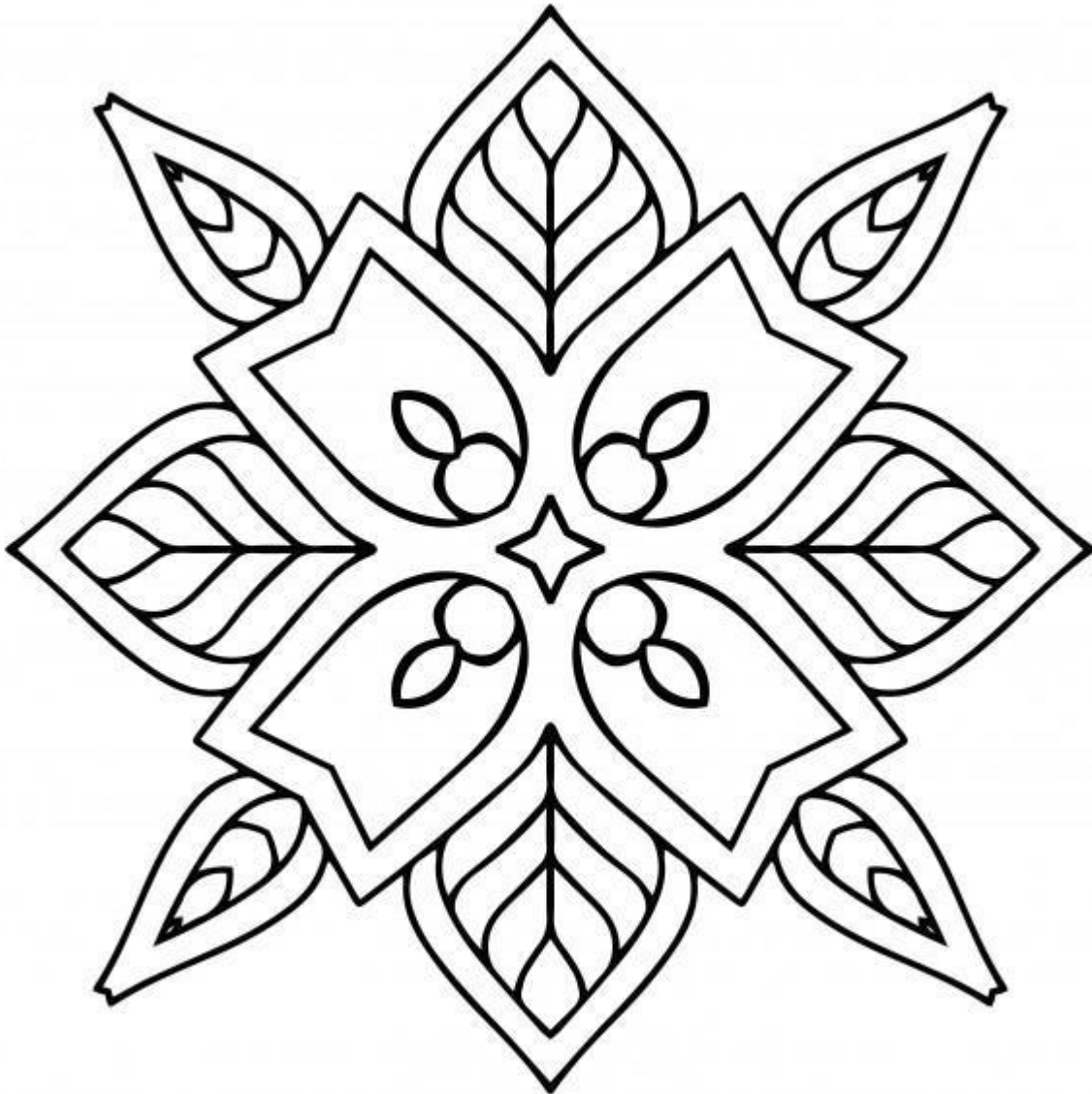
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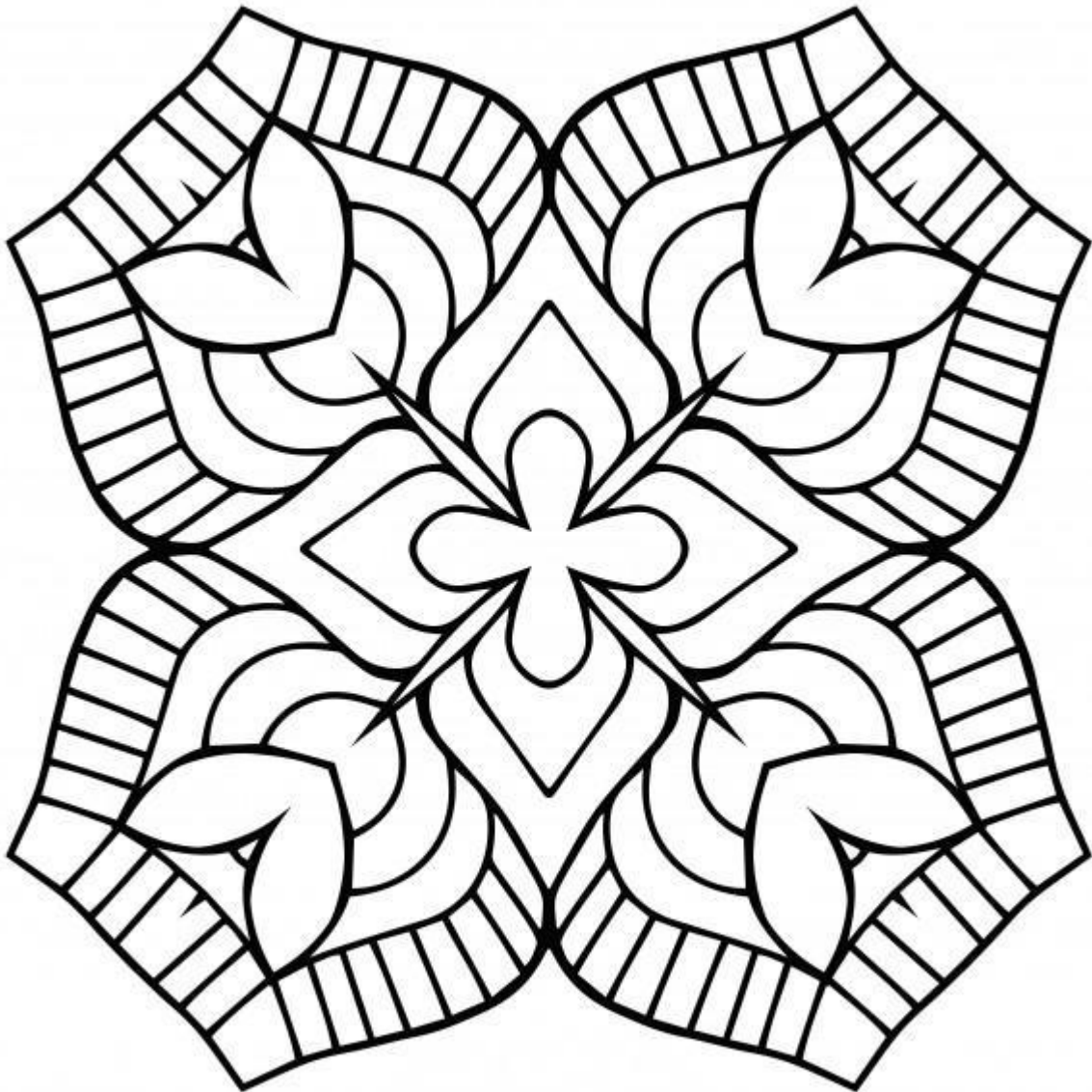


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FIND INCLUSIVE METHODS

Module 4 - Communication and Accessibility

Unit 4.1 - Communication Equipment

Exercise: Find inclusive methods in the working place

Duration: 30 Minutes

Introduction

This activity will help develop the consciousness about accessibility in the working space and the different situations in which communication equipment is necessary.

Exercise:

1. Imagine a hypothetical (or real-life-experienced) working space
2. Split different situations (business meeting, coffee break, working space, meeting with the boss...)
3. Try to elaborate on the most inclusive situation possible
4. Write down in keywords what would be the most inclusive aspects to take care
5. Write down a short text in which you explain your keywords

Resources:

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Keywords:

Small explanation:



- *Module description: Unit 4 is dedicated to “communication and accessibility”. After taking into account the previous 3 modules, it is fundamental to speak about how good communication is provided and which accessibility possibilities are given at the working place. The participants will focus on four different aspects enclosed in the following units:*
 - **UNITS:**
 - Unit 4.1: communication equipment
 - **Unit 4.2: conflict at work**
 - Unit 4.3: self-disclosure
 - Unit 4.4: non-discrimination, accessibility and compensation of disadvantages
 - *Aims and Achieved competences*
 - *skills: define and recognize the phases of a conflict at work*
 - *competence: develop strategies to solve a conflict at work*
 - *knowledge: know the country-specific details*

UNIT 4.2 – Conflict at work

Videos associated



- Video link AW4A:
[Accessible Toolkit in LIS - YouTube](#)
- *conflicts at work*
[Conflitti sul lavoro in LIS - YouTube](#)

Setting



Classroom / Online / Individual Study

Type of activity



Individual work / Group work / Whole class

Timeframe

45 minutes + 30 minutes self-study task



**Brief
description
of the
activity**



All activities can be held in the presence or online through the desired platform.

For activities online, we recommend using a platform that can split the group into smaller rooms/groups in order to guarantee the success of the activities. Send the necessary material to each participant and give clear instructions on how to proceed through the activities. Instead of a flipchart, you can use a jam board.

Regarding the video, a good connection with the host is necessary if the video is presented on a shared screen. Otherwise, it is recommended to send the link to each participant so that they can watch the video on their own device.

Discussions should be held keeping in mind that the host is also a facilitator and has to ensure that every participant is involved in the discussion and gives their own contribution.

Preparation of student to watch the video

ROLE PLAY

Materials:

Worksheet unit 2, Handouts of the different characters with notes.

Procedure:

Role-playing takes place between two or more people, who act out roles to explore a particular scenario. You can use role-play to see problems or situations from different perspectives.

To start the process, introduce the problem, set up a scenario in enough detail for it to feel "real." Then identify the various involved fictional characters. Some of these may be people directly involved, others will represent people who are supportive or hostile, depending on the scenario. Once you've identified these roles, allocate them to the participants; Each person can then assume their role, and act out the situation, trying different approaches where necessary. It can be useful if the scenarios build up in intensity, i.e., through a series of scenarios, that could become increasingly hostile and difficult. You could then test and practice different approaches for handling situations so that you can give participants experience in handling them.

Video presentation

Q&A to video,



self-study tasks & assignments

CASE STUDIES/SCENARIOS

Procedure:

The activity will present several examples of mobbing on different levels, following these instructions:

List the exercise phases:

1. Read the first scenario, understand the case and analyze any doubts about the content.
2. Take notes about what you think are behaviours that could relate to or lead to bulls or conflicts.
3. Elaborate a possible solution to the conflict, try to find strategies that could apply to the scenario and solve the problem.
4. A small discussion will be held to analyse the different aspects of the scenarios
5. After the explanation of the scenario, ask participants to compare and share their thoughts.
6. Hold any aspects on a flipchart or jam board.
7. Repeat for all scenarios, then recap and summarize from the flipchart/jam board and encourage a discussion on the topic and how possible solutions could look like.

In addition, a small brainstorming will be held to verify the knowledge of conflict solution strategies of the participants.

Glossary

Works council, mediator, mobbing, the duty of care, contract for works



Materials

Worksheets unit 2, pencil, paper.





**Country
specific
section**

Bullism in Italy



**further
reading
/
resource
s**

- Understanding Deaf culture, in search of Deafhood (Paddy Ladd)*
- A lens on a Deaf Identities (Irene W. Leigh)*
- The Legal Recognition of Sign Languages (Murray, De Meulder, Mckee)*
- Deaf Gain (Dirksen Baumann e Joseph Murray)*





ROLE PLAY

Module 4 – Communication and Accessibility

Unit 4.2 – Conflict at work

Exercise: experimenting bullying and conflict situations and possible solutions

Duration: 15 minutes + 5 minutes discussion

Introduction

Role-playing takes place between two or more people, who act out roles to explore a particular scenario. You can use role-play to see problems or situations from different perspectives.

Exercise:

To start the process, we will introduce the problem, set up a scenario in enough detail for it to feel "real." Then we will identify the various involved fictional characters. Some of these may be people directly involved, others will represent people who are supportive or hostile, depending on the scenario. Once you've identified these roles, we will allocate them to the participants; Each person can then assume their role, and act out the situation, trying different approaches where necessary. It can be useful if the scenarios build up in intensity, i.e. through a series of scenarios, that could become increasingly hostile and difficult. You could then test and practice different approaches for handling situations so that you can experience handling them.

Resources and References (English)

[Role Play Exercise \(Free practice\) | AssessmentDay](#)

[Role-Plays: A Step-By-Step Guide To Assessment Centre Success
\(\[assessmentcentrehq.com\]\(http://assessmentcentrehq.com\)\)](#)

[lesson_plan_facilitator_guide.pdf \(weebly.com\)](#)



PRINTABLE SCENARIOS:

Rumours!

Christian is a Co-worker of a facility, who has worked there for 20 years. Recently, he suffered from a severe illness which also affected his deambulation. On every shift Christian sees his co-workers whispering behind his back, in the mensa, on the coffee-break ecc. Rumours have started circulating about the circumstances surrounding his health.

Role-play this situation and how Christian should act in these types of situations

NOTES:



The New Guy

Sahid is a new staff member in the library. Often, when he asks his co-workers for the assistance they roll their eyes at him, shake their heads and/or make comments that he isn't cut out for this job.

Role-play this situation and how Sahid should act/respond.

NOTES:



The more, the worst

Clara and Janette often do not agree on how to deliver a task at work. They often drag other co-workers into their arguments, asking them to “choose sides”, which creates a tense working environment.

Role-play this situation, including what the appropriate actions should be by everyone involved.

NOTES:



CASE STUDIES, CASE SCENARIOS

Module 4 – Communication and Accessibility

Unit 4.2 – Conflict at work

Exercise: Identify the solutions to bullying and conflict in real-work-life-situations

Duration: 30 minutes

Introduction

A case study involves a detailed examination of a particular case or cases, within a real-world context. The phenomenon is studied in detail, cases are analyzed and solutions or interpretations are presented.

Exercise:

List the exercise phases:

8. Read the first scenario, understand the case and analyze any doubts about the content.
9. Take notes about what you think are behaviours that could relate to or lead to bulls or conflicts.
10. Elaborate a possible solution to the conflict, try to find strategies that could apply to the scenario and solve the problem.

Resources and References

- Stake, R. (1995). *The art of case research*. Newbury Park, CA: Sage Publications. BOOKS

PRINTABLE SCENARIOS:



SCENARIO 1

Barbara works in a restaurant. Her boss is really strict about the dress code and punctuality and always tells the employees to be on time and to wear clean and respectable clothes, including the work uniform. The employees keep their clothes in a common lockers room. Several times recently, Barbara couldn't find her work clothes in the morning and was therefore late. She found some of them crumbled behind the lockers. Her supervisor was annoyed and scolded her and told her to get up earlier to be on time. One day she couldn't find her uniform at all and had to go wear her T-shirt. Her boss got very angry and told her to go home.

NOTES:

SCENARIO 2

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Sahid has an intellectual disability. He works in an office. Recently he has had difficulties and has made some mistakes. During the usual three-months-meeting, all employees check together with the supervisor if anything should be changed. Sahid's supervisor speaks with him about the mistakes and the difficulties of recent weeks. The supervisor asks him if the job is too difficult for him at the moment and if he wants to work in another area. Sahid is angry and thinks that the supervisor wants to fire him.

NOTES:



SCENARIO 3

Andrea is a shy young man working in a big company. He has noticed for some time that his colleagues avoid contact with him. Every time he enters the room his colleagues are whispering or turning their back to him. Some colleagues giggle and point at him. Today his manager has asked him if it is true that he stole some material from the office.

NOTES:



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 - Unit 4.2: conflict at work
 - **Unit 4.3: self-disclosure**
 - Unit 4.4: non-discrimination, accessibility and compensation of disadvantages
 - *Aims and Achieved competencies*
 - *skills: identify general and legal pros and cons of self-disclosure*
 - *knowledge: know the country-specific details*

UNIT 4.3 – self-disclosure

Videos associated



- Video link AW4A:
[Accessible Toolkit in LIS - YouTube](#)
- *self-disclosure*
[L'aprirsi agli altri in LIS - YouTube](#)

Setting



Classroom / Online/ Individual Study

Type of activity



Individual work / Group work / Whole class

Timeframe



45 minutes + 30 minutes self-study task

Brief description of the activity

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Preparation of students to watch the video

TWO TRUTHS AND A LIE

Procedure:

Give participants some time to think about two truths and a lie. Every participant should have a couple of them ready. Each participant states two truths and one lie about themselves to the group. The statements can be intimate, or just simple interests or past experiences. One at a time, each person shares their statements. The group has to guess which statements are true and which statement is a lie.

WRITE AN EPITAPH

Procedure:

Participants have to write epitaphs that could be engraved on their tomb. It should be a sentence that summarizes a person's life. The task is to write six different epitaphs, three epitaphs of "positive" content and three of "negative": for instance, accomplishments, positive aspects of character, something to be/not proud of, failures, things you would like to forget. Try to write it in a funny or sarcastic sentence. The group members will share their epitaphs with the group and explain the reasons why they have chosen them. Encourage interaction and focus on how much this is private or public information and what consequences this disclosure can bring.

Video presentation

Q&A to video, Exercises/games



DISCUSSION

Procedure:

The activity will include a discussion about self-disclosure and be presented with the important meaning of being deaf and Deaf, step by step with some discussions about those topics:

- Deaf Gain
- Deafhood

self-study tasks & assignments

QUESTIONARY

Procedure:

Participants will be asked to fill in a questionnaire about self-disclosure.

Glossary



Workplace accessibility, self-disclosure, degree of disability, salary supplement, deaf gain, deafhood

Material



Worksheets unit 3 pencils, paper, flipchart

Country specific section



l'analysis of the law 68/99 for targeted job placement

Sources / further reading / resources



-Understanding Deaf culture, in search of Deafhood (Paddy Ladd)

-A lens on a Deaf Identities (Irene W.Leigh)

-The Legal Recognition of Sign Languages (Murray, De Meulder, Mckee)

-Deaf Gain (Dirksen Baumann e Joseph Murray)



WRITE AN EPITAPH OVER YOUR TOMB

Module 4 – Communication and Accessibility

Unit 4.3 – Self-disclosure

Exercise: Define different stages of self-disclosure

Duration: 15 minutes + 5 minutes discussion

Introduction

This exercise can be a very simple activity, but it helps the participants to show their self-image both in their positive and negative ways. This method helps participants to tell what they feel about themselves, what they like and what they dislike. The necessary material is some thick coloured felt pens and big paper sheets.

Exercise:

1. Hand out some paper and pencils.
2. You will be asked to write some epitaphs that could be engraved on your tomb. (An epitaph is a short, concise sentence to be engraved on a person's tomb, which summarizes a salient trait of that person's life and character)
3. Use the big sheets of paper and the pencils were given
4. Write three different positive epitaphs i.e., things you have accomplished, things you are proud of, things that brought you satisfaction, etc. for instance, "He shone like a bright star in the world of sports." "Here lies to rest one who never stopped doing good to others".
5. Write three negative epitaphs, i.e., short sentences that summarize your failures in life; things you feel ashamed of, or things you would like to forget, etc. You may be a bit sarcastic and ironic; for instance, "He showed the way to others, but he never walked on it"



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6. The group members will share their epitaphs with the others and explain the reasons why they have chosen them.
7. Discussion: The moderator will help the group to reflect on the different levels of self-disclosure and on the insights gained.

Resources and References

[15 Seriously Fun Meeting Ice Breakers: Games and Questions \(earlebrown.com\)](http://earlebrown.com)

[45 Ice Breaker Games \[That Your Team Won't Find Cheesy\] | SessionLab](#)



WORK EXPERIENCE

Module 4 - Communication and Accessibility

Unit 4.3 - Communication Equipment

Exercise: Complete Questionnaire about Work Experience

Duration: 20-30 minutes

Introduction

Answer fully the questionnaire about different stages of self-disclosure in the workplace and add a reflection.

Exercise:

11. Read the questionnaire
12. Answer the questionnaire
13. Reflect about the situation and give a short explanation of your choice

Resources

- Links

<https://www.tinypulse.com/blog/sk-50-must-have-questions-for-your-employee-feedback-survey>

<https://www.questionpro.com/survey-templates/my-company-as-a-place-of-work/>

PRINTABLE HANDOUTS

Here below are written 10 items of personal information. You have to indicate near to each item the level of disclosure you expect the person should give for the type



of information (you can sign more than one). Use X for any item you feel should not have been disclosed at any time. Use the following shorthand for those items you feel should be disclosed.

- Fa = Family
- Fr = Friendship
- W = Work
- X = None of the above

1. Correct age _____

Why? _____

2. history of family mental illness or genetic disorders _____

Why? _____

3. relationship history (previous involvements, children) _____

Why? _____

4. annual income, assets, and debts _____



Why? _____

5. cultural background (race and nationality)
and beliefs (for example, prejudices, ethnocentrism) _____

Why? _____

6. sexual orientation and inclinations _____

Why? _____

7. religion and religious beliefs _____

Why? _____

8. illnesses and diseases _____

Why? _____



9. attitudes toward commitment, fidelity, expectations

Why?

10. political beliefs and attitudes

Why?



TWO TRUTH AND A LIE

Module 4 - Communication and Accessibility

Unit 4.3 – Self Disclosure

Exercise: Define different stages of self-disclosure

Duration: 15 Minutes + 5 minutes Discussion

Introduction

This activity is for adults, no materials are required and it is ideal for 10 to 15 people; if there are more participants it's better to divide them into groups so it will take no more than 15 to 20 minutes.

The game begins when one member from the group starts asserting two truths and one lie about themselves: the statements could be personal, true-life or just hobbies. Also the lie can be exorbitant or humble, it depends on how much participants want to make it difficult.

This way each group has to guess which statements are true and which statement is the lie.

Exercise:

List the exercise phases:

14. Participants start to stand or sit in a circle and you can split them in groups of three if numbers are too high.
15. Participant 1 declares their own two truths and one lie, speaking slowly and clearly.
16. Other participants can ask them to repeat the statements.
17. Now participants have to guess which assertions are true and which assertion is a lie, no more than 5/10 minutes.



18. In the end open a discussion between participants on what came out, what they found out about each other and suggest a reflection on different levels of self-disclosure, it will take 5 minutes.

Resources

- Links:

<https://blog.prepscholar.com/two-truths-and-a-lie-good-lies>

<https://parade.com/1185071/marynliles/two-truths-and-a-lie-ideas/>

[7 Targeted Active Listening Games, Exercises and Activities for Adults](#)

<http://goodlisteningkills.org>



Printable Handouts: Examples

- I love horror movies.
- I have never been ice skating.
- I can't stay awake past 10 p.m.
- I love chocolate chip pancakes.
- I have been interviewed on the BBC.
- I home-schooled my kids.
- I love eating tomatoes and mushrooms.
- I have been ice fishing.
- I have flown in a hot air balloon.
- I have been bungee jumping.
- I have never been to Vegas.
- I have a banana tree in my yard.
- I am shy on the phone.
- I love camping.
- I have never broken a bone.
- I was an Olympic swimmer.
- I won a pie-eating contest.
- I love eating oysters.
- I won the "Funniest Home Videos" prize.
- I am a vegan.
- I have a tattoo of a shark, but I can't show you.
- I had lunch with George Clooney.
- I sleep only four hours a night.
- I won a national drawing contest.

Likes/Dislikes

- My favourite animals are peacocks.
- I hate spicy food.
- I can't stand it when people pay with exact change.
- I am a vegetarian.
- My favourite place in the world is New York City.

Skills

- I'm really good at cooking Italian food.
- I can juggle.
- I never learned how to ride a bicycle.

Experiences

- I went to Europe as a high school student.
- I've met Tom Cruise.



- I've never seen any of the *Star Wars* movies.
- I've never gotten a speeding ticket.

Wishes/Dreams

- I've always wanted to try paragliding.
- One of the places I want to visit most is Thailand.
- I hope to eventually run a marathon.

Family,

- I am a great-great grandniece/grandnephew of Abraham Lincoln.
- I am the youngest of five siblings.
- I own a pet hamster named Murray.
- I have 18 first cousins.

Random/Weird

- I am colourblind.
- I was born with a tail.
- I am deathly afraid of clowns.
- I brush my teeth four times a day.
- I am incredibly superstitious.



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 - Unit 4.1: communication equipment
 - Unit 4.2: conflict at work
 - Unit 4.3: self-disclosure
 - **Unit 4.4: non-discrimination, accessibility and compensation of disadvantages**
 - *Aims and Achieved competences*
 - *competence: Understand the different forms of discrimination*
 - *Knowledge: Know and identify different forms of accessibility and compensation of disadvantages*
 - *know the country-specific details*

UNIT 4.4 – non-discrimination, accessibility and compensation of disadvantages

Videos associated



Video link AW4A:
[Accessible Toolkit in LIS - YouTube](#)

- *non-discrimination, accessibility and compensation of disadvantages*
[Non discriminazione, accessibilità e compensazione degli svantaggi in LIS - YouTube](#)

Setting



Classroom /Online / Individual study

Type of activity



Individual work / Group work / Whole class

Timeframe

45minutes + 30 minutes self-study task



**Brief
description
of the
activity**



All activities can be held in presence or online through the desired platform.

For activities online, we recommend using a platform that can split the group into smaller rooms/groups in order to guarantee the success of the activities. Send the necessary material to each participant and give clear instructions on how to proceed through the activities. For the specific activity: the privilege walk, since it isn't feasible online, participants should count +/- 1 for each sentence and at the end of the actors share their results with the others. Instead of flip charts, you can use a jam board. Regarding the video, a good connection with the host is necessary if the video is presented on a shared screen. Otherwise, it is recommended to send the link to each participant so that they can watch the video on their own device.

Discussions should be held keeping in mind that the host is also a facilitator and has to ensure involvement in the discussion and give their own contribution.

Preparation of students to watch the video

THE PRIVILEGE WALK

Participants:

Everyone will stand in a horizontal line in the middle of the room. The facilitator will read out loud some sentences and if it applies to them, the participants will make a step forward or back. If anyone feels too uncomfortable to take a step, they have the option to remain still. After the exercise, some reflection will be made about what happened during the activity, what is discrimination, what is a privilege and how does it influence our daily life. *The activity will be presented with the important meaning of being deaf and Deaf, step by step with some discussions about those topics:*

Audism

Human rights for Deaf people and accessibility

Video

Q&A to video, Exercises/games

ONE WORD GAME – SPEED DATING



Procedure:
Participants are asked to split up in couples and discuss the topic "discrimination and accessibility" for 2-5 minutes (depending on the number of participants). After that time, they have to define a word that describes discrimination and accessibility and switch partners to talk to. Words should not repeat. At the end of the activity, the group reassembles and shares their results. The host holds the wordlist on a flipchart or jam board.

self-study tasks & assignments

SHORT QUIZ

Procedure: Participants are asked to fill in a short self-assessment to verify their competence about the topic.

Glossary



Accessibility, fundamental rights, discrimination, sexual harassment, origin, compensation

Material

Worksheets unit 4, pencils, paper



Country specific section

Article 21 of the charter of fundamental rights
Article 3 of constitution
Article 67



Sources / further reading / resources

-Understanding Deaf culture, in search of Deafhood (Paddy Ladd)
-A lens on a Deaf Identities (Irene W.Leigh)
-The Legal Recognition of Sign Languages (Murray, De Meulder, Mckee)
-Deaf Gain (Dirksen Baumann e Joseph Murray)





The One Word Game – Speed dating

Module 4 - Communication and Accessibility

Unit 4.4 - Non-discrimination, accessibility and compensation of disadvantages

Exercise: The One Word game – speed dating allows to provide context into a topic, and get everyone in the right mindset for discussion.

Duration: 15 Minutes + 10 minutes Follow-up Discussion

Introduction

Participants are asked to split up in couples and discuss the topic “discrimination and accessibility” for 2-5 minutes (depending on the number of participants). After that time, they have to define a word that describes discrimination and accessibility and switch partners to talk to. Words should not repeat. At the end of the activity, the group reassembles and shares their results. The host holds the wordlist on a flipchart.

Exercise:

1. Split the group into couples
2. Start a timer
3. The participants should find a word within 2 or 5 minutes that describes the topic
4. At the end of the time, participants switch partners and repeat the activity.
5. The facilitator collects all the answers and writes them on a flipchart
6. Participants are invited to discuss and provide explanations of the words listed.

Resources and References:

- [17 Fun \(Not Cheesy\) Ice Breaker Games Your Employees Will Enjoy \(hubspot.com\)](https://www.hubspot.com/blog/tabular/cta-topline/0000059.html)



Short Quiz

Module 4 - Communication and Accessibility

Unit 4.4 - Non-discrimination, accessibility and compensation of disadvantages

Exercise: Participants are asked to fill in a short self-assessment to verify their competence about the topic.

Duration: 20-30 Minutes

Introduction

Discrimination means treating a person unfairly because of who they are or because they possess certain characteristics. The Equality Act 2010 highlights 9 protected characteristics: Age, Gender, Race, Disability, Religion, Pregnancy and maternity, Sexual orientation, Gender reassignment, Marriage and civil partnership. Discrimination that occurs because of one or more of these characteristics is unlawful under the **Equality Act**. Considering every person has at least some of these characteristics such as age, race or gender, the Act protects every person from being discriminated against.

Exercise:

1. Read the questionnaire
2. Answer the questionnaire
3. Confront with the answers

Resources:

[Harassment And Discrimination Quiz - ProProfs Quiz](#)

[What Is Discrimination? « EOC](#)

[QUESTIONARIO SUL TEMA DELLA DISCRIMINAZIONE \(survio.com\)](#)

[Working Families | Questionnaire example for discrimination claims - Working Families](#)

[Quiz & Worksheet - Workplace Discrimination Types & Prevention | Study.com](#)



QUESTIONNAIRE:

1. Harassment may include:
 - a) Making jokes or comments regarding gender, religion or disability
 - b) Scolding a fellow worker for unsafe behaviour at work
 - c) Refusing to show up to work on time
 - d) Continuously taking breaks, even if two 10 minute breaks are allowed

2. A type of sexual harassment is:
 - a) when your terms of employment are based on acceptance of sexual favours
 - b) Offering a promotion in exchange for better job performance
 - c) Taking disciplinary action for excessive bathroom breaks
 - d) None of these are correct

3. Examples of discrimination include:
 - a) Giving everyone the day off except the janitor
 - b) Comments about someone's gender
 - c) Excluding an employee for lunch break
 - d) Giving one employee a bonus for performance

4. It is possible that if you complain you could lose your job.
 - a) True
 - b) False

5. A typically exaggerated and/or oversimplified belief about a certain group of people is known as a(n)
 - a) Stereotype
 - b) Prejudice
 - c) Discrimination
 - d) Assumption

6. Denying or restricting the rights of a person due to their membership in a certain group is an example of _____.
 - a) Persecution
 - b) Discrimination
 - c) Prejudice
 - d) Stereotype



7. How is employment discrimination best explained?
 - a) It is the unfair treatment of everyone in a company.
 - b) It is the unfair treatment of employees based on corporate expectations.
 - c) It is the unfair treatment of employees based on prejudices
 - d) It is the unfair treatment of employees based on society's expectations

8. Caroline is a human resources manager. In an interview, she dismissed James, a male candidate, on the basis that he is using hearing aids. This is an example of which type of discrimination?
 - a) Gender
 - b) Religious
 - c) Racial
 - d) Disability

9. Barriers to accessibility prevent people with disabilities from fully taking part in the social and economic life of our communities. An example of an information and communications barrier is:
 - a) Providing steps but no ramps or elevators.
 - b) Inflexible work hours that don't coordinate with para-transit bus schedules.
 - c) Providing documents with the print that's too small.
 - d) All of the above

10. Which one of these is an example of direct discrimination?
 - a) Only advertising a job on the internet
 - b) Requiring workers to use an upstairs meeting room
 - c) Asking someone with a wheelchair to work downstairs
 - d) Refusing access to a promotion for an autistic worker

ANSWERS: A A A B B B C D D D



THE PRIVILEGE WALK

Module 4 - Communication and Accessibility

Unit 4.4 - Non-discrimination, accessibility and compensation of disadvantages

Exercise: Raise awareness of various forms of privilege; understand the intersectionality of race, socioeconomic class, gender and other demographic variables that shape individuals; appreciate the diversity of individual backgrounds

Duration: 15 Minutes + 10 minutes Follow-up Discussion

Introduction

Sometimes privilege is not evident because they're so inside in our culture. We are exposed on a daily basis to cultural and social behaviours and rules that may be related to a certain groups' privilege. We are also confronted with minorities and their perspectives. In order to objectively ponder about our interactions, we need to focus on the transversality of privilege. It is an essential basis that can help us understand how every privilege or marginalization exists in a different but related place.

Exercise:

Everyone stands in a line in the middle of the room. As the moderator reads a statement or question, the participant will step forward or step back if it applies to them. If anyone feels too uncomfortable to take a step, they have the option to remain still. (Ensure that room is a safe space); Read the QUESTIONS below.

Discussion post-exercise: What was the purpose of this exercise? What happened during the exercise? Were you surprised by anything? What might we draw from this exercise that can help us in our everyday lives? → How can you apply what you have learned here to your work?

Resources and References (in English):

[Privilege Walk](#)



[The Privilege Walk \(theodysseyonline.com\)](http://theodysseyonline.com)

[Conducting a privilege walk | Opensource.com](https://opensource.com)

QUESTIONS TO READ OUT LOUD

STEP FORWARD:

1. If one or both of your parents graduated from college, take one step forward.
2. If you were told by your parents that you were beautiful, smart, or successful, take one step forward.
3. If you knew since you were a child that it was expected of you to go to college, take one step forward.
4. If you or your family never had to move due to financial inabilities, take one step forward.
5. If you almost always see members of your race, sexual orientation, religion, with your disability and class widely represented on television, in the newspaper, and the media in a POSITIVE manner, take one step forward.
6. If you feel that people do not interpret your personal opinions as a representation of people with the same disability, take one step forward.
7. If you almost always feel comfortable with people knowing your sexual orientation, take one step forward.
8. If you feel certain that you will not be followed, harassed, or watched under close surveillance because of your disability, take one step forward.
9. If you never worry about crime, drugs, rape, or any other violent threats in your neighbourhood, take one step forward.

STEP BACK:

1. If both of your parents are Deaf, take one step back.



2. If you started school speaking a language other than the national language, take one step back.
3. If you have ever been the only person of your race/ethnicity in a classroom or place of work, take one step back.
4. If you grew up in an economically-disadvantaged or single-parent home, take one step back.
5. If you were ever discouraged from any personal goal or dream because of your race, socioeconomic class, gender, sexual orientation, or physical/learning disability, take one step back.
6. If you have ever been called names regarding your race, socioeconomic class, gender, sexual orientation, or physical/learning disability and felt uncomfortable, take one step back.
7. If you have ever been hesitant to communicate to avoid being ridiculed because of your disability or speech impediment, take one step back.
8. If you have been mistreated or served less fairly in a place of business because of your disability, take one step back.
9. If anyone in your immediate family has ever been discriminated against because of their disability, take one step back.



ASSESSMENT

Unit 4.1 Communication Equipment

What are reasonable communication adaptations?

- A) Interpreter
- B) Smartphone and tablet
- C) subtitles
- D) all of the above

Please rate how you feel about the following statement:

I know what kind of communication equipment are available in a working place if I need one.

1	2	3	4
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Unit 4.2 conflict at work

What is one step that you have to consider when a conflict at work occurs?

- A) Understand the perspective of the other person
- B) The work environment
- C) The day and hour of the conflict
- D) None of the above

Please rate how you feel about the following statement:

I am aware of different possibilities to approach a conflict at work, if I want to face one.

1	2	3	4
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Unit 4.3 Self-disclosure

What pros can you have from self-disclosure?

- Be aware of the other's problems
- Create significant bounds with work colleagues
- Get a bonus from the boss
- Find new friends

Please rate how you feel about the following statement:

I'm aware of the most important factors that self-disclosure can bring.

1	2	3	4
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Unit 4.4 non-discrimination, accessibility and compensation of disadvantages

What is the aim of the European law for accessibility?

- A) Help financially persons with disabilities
- B) Block the dissemination of bad practices
- C) all European countries should have the same national laws
- D) Promote diversity

Please rate how you feel about the following statement:

I'm aware of what is discrimination and what I can do if I'm discriminated against.

1	2	3	4
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