

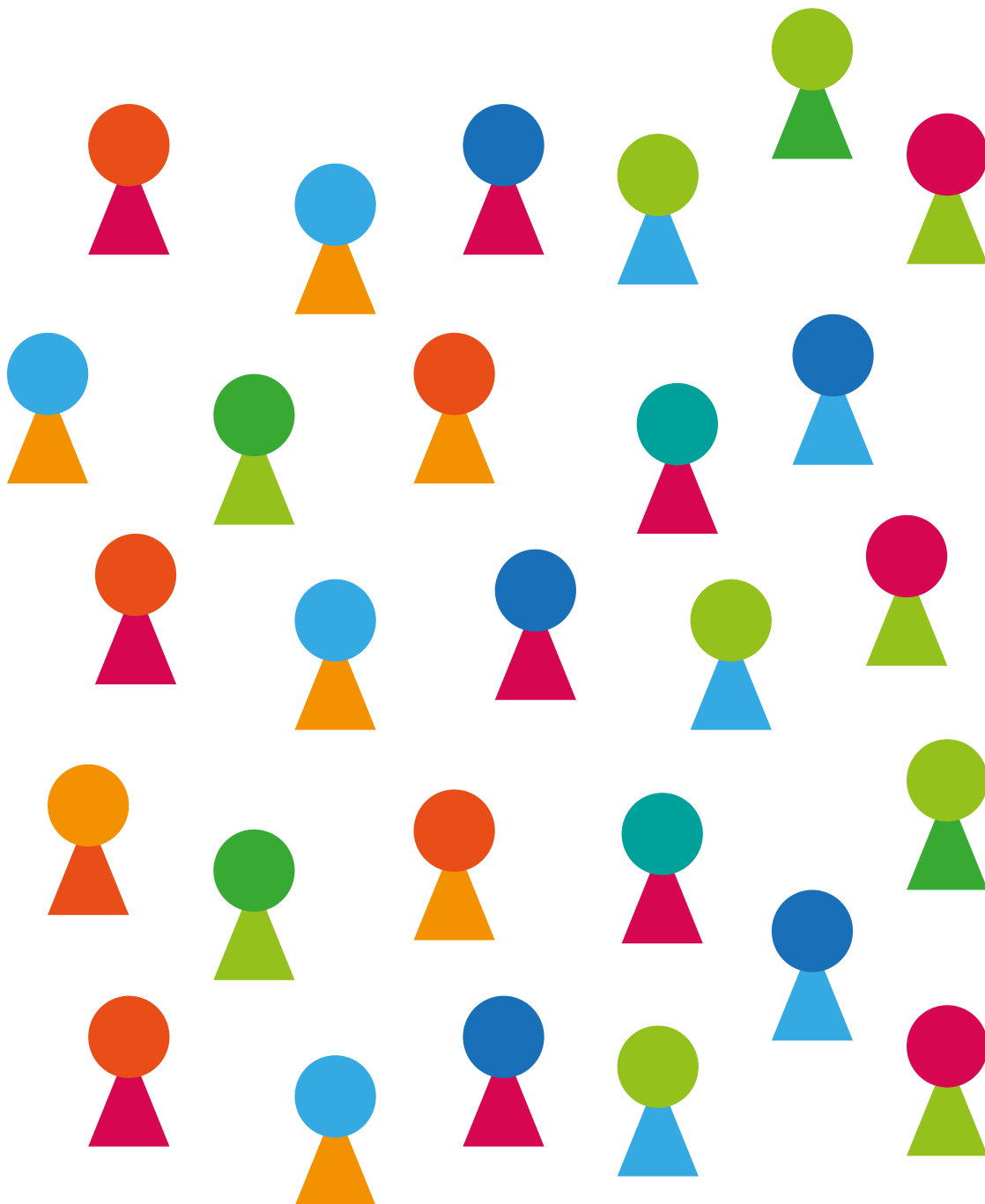
Education unlocks a more inclusive world

Resource pack for ages 11-16



About this resource

Every child has the right to access quality education yet almost half of children with disabilities around the world are missing out on school. And even when they are in school, disabilities can mean that some children face significant barriers to learn such as inaccessible curricula, discrimination and a lack of assistive technologies. Taking an inclusive approach to education is essential in ensuring that every child has an equitable and equal chance to grow, learn and succeed. It is also key to diversifying, enriching and strengthening all communities. These engaging activities will develop learners' understanding of the different ways in which people learn, build empathy and strengthen collaborative skills.



Activity 1 – Recognising our similarities and differences

This is a short starter activity that encourages learners to recognise some of the things they have in common with others, as well as celebrate the differences that makes each one of us special and unique.

Activity 2 – How do I learn best?

Through this activity learners will appreciate that we all learn in different ways. Learners will reflect on and discuss their individual approaches to learning. They will consider how and what they like to learn, as well as what or who supports them.

Activity 3 – Barriers to learning

This activity develops learners' understanding of possible barriers that some people may face when trying to learn. Learners will be asked to collaborate and communicate with others to complete an identical group task. However, each group, except for one, will have to overcome a barrier to learning in order to try and achieve this task.

Activity 4 – Spotlight on disability

Learners will discuss the meaning of disability and explore some of the barriers to learning that people with disabilities might face. They will then investigate some of the ways in which these obstacles could be broken down to help ensure that everyone is included in education. Learners will also find out how two Theirworld Global Youth Ambassadors are taking action to make education inclusive and fair for everyone.

Activity 5 – Making our classroom more inclusive

In this final activity, learners will consider possible actions they could take to make their classroom more inclusive to accommodate all the different ways in which people learn and make sure that everyone has the support they need.

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Notes for educators

- These flexible activities are intended to support your teaching rather than direct it. Additional teaching may be required to develop learners' knowledge and skills, as well as their understanding of some concepts.
- The activities could be used as standalone sessions for a drop down (off-timetable) day or to enrich the teaching of different subjects and topics. An overview of potential curriculum links is provided below.
- The approximate timings given for each activity are a guide only. We recommend completing all the activities over a series of lessons, if possible, but educators may prefer to use a selection depending on their learners' needs and the time available. Some additional activity ideas are included at the end of the resource.
- Learning outcomes are provided at the start of each activity. No starters and plenaries are included as it is assumed that educators will want to plan these individually.
- All activity and resource sheets are included in this pack. An accompanying slideshow is provided as a separate download.
- Where possible, the activities and resources are differentiated to help you meet the needs of different learners in your class. This guidance might also be useful in adapting some of the activities for younger and older learners. It may also be helpful to refer to the Education unlocks a more inclusive world resources for ages 7-11.
- This resource explores complex issues connected to disability and inclusion. Some of the activities may need to be adapted if there are children and young people in the class with direct experience of these issues. If learners feel comfortable, it may be helpful to sensitively draw on these personal experiences to further develop the awareness and understanding of others in the group.
- We have also put together a list of useful links and resources to help support any additional teaching about this issue.
- We hope these materials will be of interest and use but ultimately defer to you to check and decide whether these materials are suitable. We do not provide any warranty or guarantee, or accept liability, as to the accuracy, performance and suitability of the materials or information provided for any particular purpose.

Use of language

- For the purposes of this specific resource, we have used people-first language (for example, 'people with disabilities') which places the emphasis on the person instead of their disability. An alternative approach is identity-first language (for example, 'Disabled person') which identifies a person's disability first).
- Preferred language choices can vary depending on the disability, community, place and people concerned. Ultimately, the 'best' option is always to check with individuals as to their personal preference.

Curriculum links

England: Citizenship; English; Personal, Social and Health Education;

Northern Ireland: Language and Literacy; Personal Development and Mutual Understanding

Scotland: Health and Well-being; Languages; Social Studies

Wales: Health and Well-being; Humanities; Languages; Literacy and Communication

Background information

Disability is the most significant barrier to quality education, outweighing all other individual and household characteristics. An estimated 1.3 billion people experience disability – the largest minority group in the world. Nearly 50% of children with disabilities are out of school, compared with only 13% of those without disabilities. Even when in school, children with disabilities often face increased barriers to learning such as untrained teachers, inaccessible reading materials and lack of access to assistive technologies.

Taking an inclusive approach is key to achieving quality education for all. Inclusive education is about bringing children of all abilities and backgrounds together in the classroom so that every child has equitable and equal opportunities to grow, interact and learn. The benefits of inclusive education are many, both for individuals with disabilities and the wider community. When children with disabilities are included in mainstream education, they learn at higher levels than when separated from their peers of similar ages and abilities. Inclusive education creates a more diverse experience for all learners – deepening their appreciation of differences, reducing discrimination and strengthening collaboration skills.

About Theirworld

Theirworld is a global children's charity committed to ending the global education crisis and unleashing the potential of the next generation.

A quality, inclusive and equitable education gives children and young people the skills and opportunities they need to succeed in life. There are 250 million children around the world who are not in school. Of those, 75 million have had their education interrupted by conflicts and emergencies. The pandemic affected the education of more than 90% of the world's children and further worsened the global education crisis.

Through our campaigning and advocacy work we are working to reshape the global mindset around the importance of education and development for young people. A total of 100,000 children and young people have been directly supported by our projects over the past 10 years. From double-shift schools for Syrian refugees in Lebanon, to computer skills for girls in Kenya; from supporting psychosocial support for displaced children in emergencies, to breakthrough scientific insights on the effects of preterm birth, Theirworld is proud to be agile, innovative and bold in our approach.

Glossary

This glossary provides definition of some of the terms and concepts used in this resource. It does not aim to be a comprehensive list and there are many other useful sources of information available online such as this useful [Education and Training Jargon Buster](#) from Disability Rights UK

Assistive technology

Assistive technology and devices include all those products and services, such as hardware or software, that improve the functioning of persons with disabilities.

Identity-first language

Identify-first language mentions a person's disability or difference first rather than the person. An example would be 'Disabled person' or 'autistic children'.

Impairment

An impairment is an injury, illness or condition that causes or is likely to cause a loss or difference of physiological, psychological or anatomical structure or function. Examples of impairments include the loss of a limb, loss of vision or memory loss.

Inclusive education

inclusive education is about making sure that everyone is included and has equal and equitable opportunities to learn. ALLFIE (The Alliance for Inclusive Education) have identified [seven principles which they believe inclusive education should be based on](#).

Non-disabled

Non-disabled is a term that can be used to describe a person without a disability.

People-first language

People-first language places the emphasis on the person rather than defining them by their disability or difference. An example would be 'people with disabilities' or 'a person with a mobility impairment'.

Social model of disability

The social model of disability is based on the idea that people are disabled by barriers in society rather than by the impairment or difference they have. These barriers can be physical, such as a building with an inaccessible entrance. Barriers can also be caused by societal aspects such as people's attitudes about disability and how people communicate. The social model of disability places the emphasis on society to remove barriers that restrict life opportunities and choices for people with these impairments or differences. This [summary from Scope, the disability equality charity](#), provides a helpful explanation of this model.

Activity 1 – Recognising our similarities and differences

10 min+



Learning outcomes

Learners will:

- identify some of the ways in which they are similar and different
- appreciate that every person has a unique set of characteristics that makes them special
- develop collaboration and communication skills

What you need:

- Slideshow (slide 2)
- Copies of the *Getting to know you* activity sheet
- A large open space such as the playground or a school hall, where learners can move around easily. Alternatively, the classroom could be used by moving chairs and tables to one side.

What to do:

- 1** Explain that learners are going to play a game to get to know each other a bit better, as well as appreciate some of the similarities and differences among people in the class.

- 2** Distribute copies of the *Getting to know you* activity sheet and read through the questions together. Explain that the aim of the game is to talk to different people in the class and try to complete the questions on the sheet. Learners should try to write a different name for each box. Encourage learners to work together to make sure that everyone is included in the activity and has the opportunity to find answers for as many questions as possible. Emphasise that they are not competing against each other to see who can complete the sheet first.

- 3** Give learners 10 minutes or so to play the game.

- 4** Allow time for some brief follow-up discussion. Possible discussion questions are provided on PPT slide 2.
 - Did you enjoy playing the game?
 - Did anyone find out something about someone else that they didn't know before?
 - What other similarities and differences might people have?
 - What did you do (or notice others doing) to help make sure that everyone was included?

- 5** Finish by making the point that we all have things in common with each other whether that's shared interests, similar characteristics or some other aspect of our lives. However, each one of us also has a unique and special set of attributes that make us who we are.

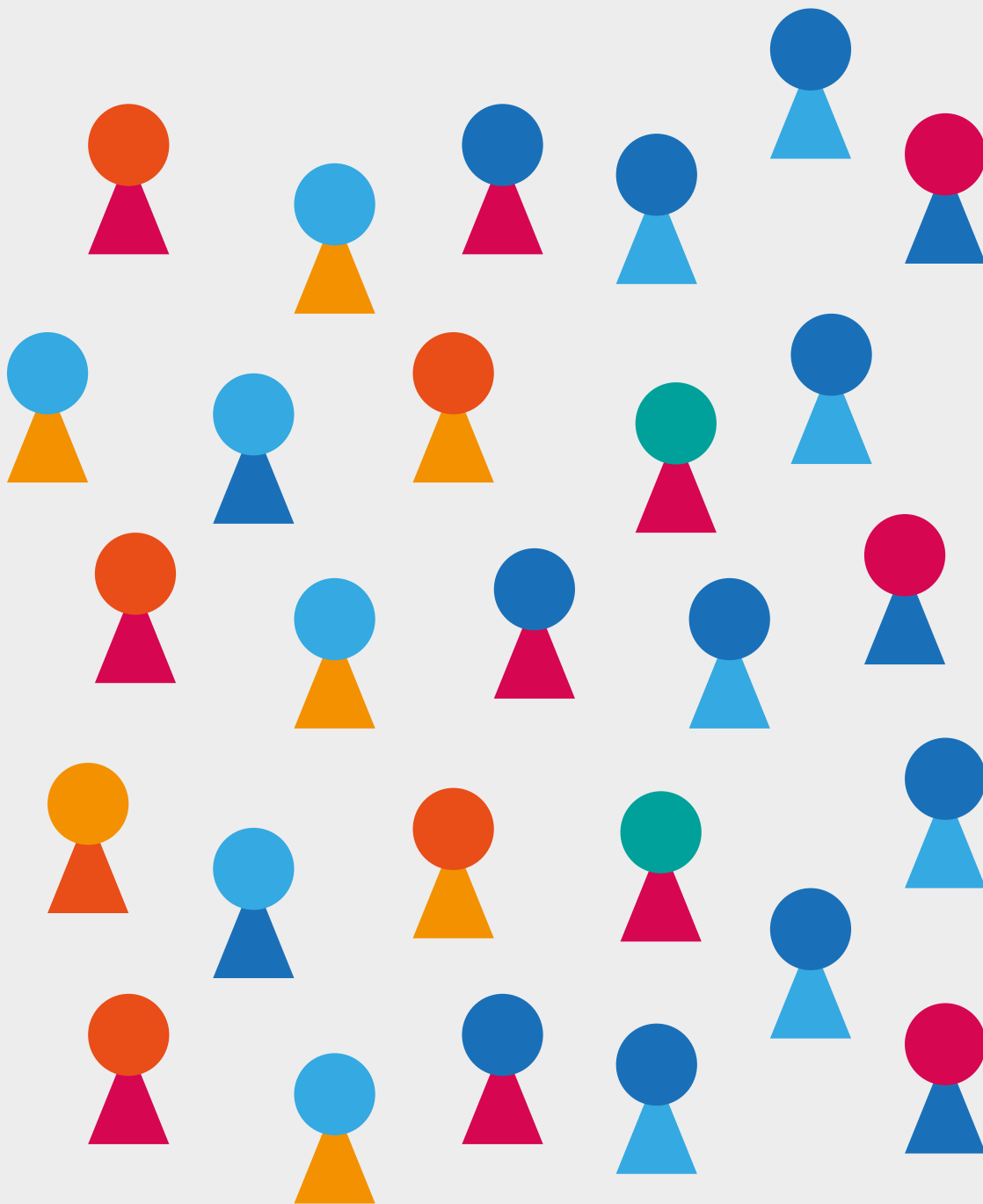
Differentiation

Make it easier:

Learners could complete the questions in pairs rather than individually.

Make it more difficult:

The questions could be adapted depending on the age and context of the learners involved.



Activity 2 – How do I learn best?

40 min+



Learning outcomes

Learners will:

- identify and discuss factors that help them to learn
- recognise similarities and differences in the ways that people learn
- appreciate that every person has a unique set of attributes that makes them special

What you need:

- Slideshow (slides 3-6)
- Resources will be dependent on the creative approach learners decide to take

What to do:

- 1** Ask learners to talk with a partner about how they learn. Use the questions on PPT slides 3-6 to support this discussion.
 - Where do you learn best?
 - How do you like to learn?
 - What helps you learn
 - Who helps you to learn?
- 2** Discuss their ideas as a class. Draw out through discussion that we all learn in different ways. Although there will be similarities in some of the things we need, such as a safe place to learn and people around to help us, there will also be differences. For example, some people might prefer to learn on their own and others might prefer to learn with others in a group. Some people might prefer to read a book themselves and others might prefer to listen to an audio book. Some people might use a screen reader to help them to learn, others might like to wear headphones to cancel out background noise. There might also be differences in which subjects we prefer (and the ones we like the least).
- 3** Ask learners to suggest other potential similarities and differences in people's learning preferences.
- 4** Explain that learners are going to create something to represent their personal learning needs and preferences such as how and where they like to learn, who or what helps them to learn and their favourite subjects.
- 5** Encourage individuality by asking learners to choose their own approach for this. Discuss possible options such as writing a poem, making a collage, painting a picture or creating an animation.

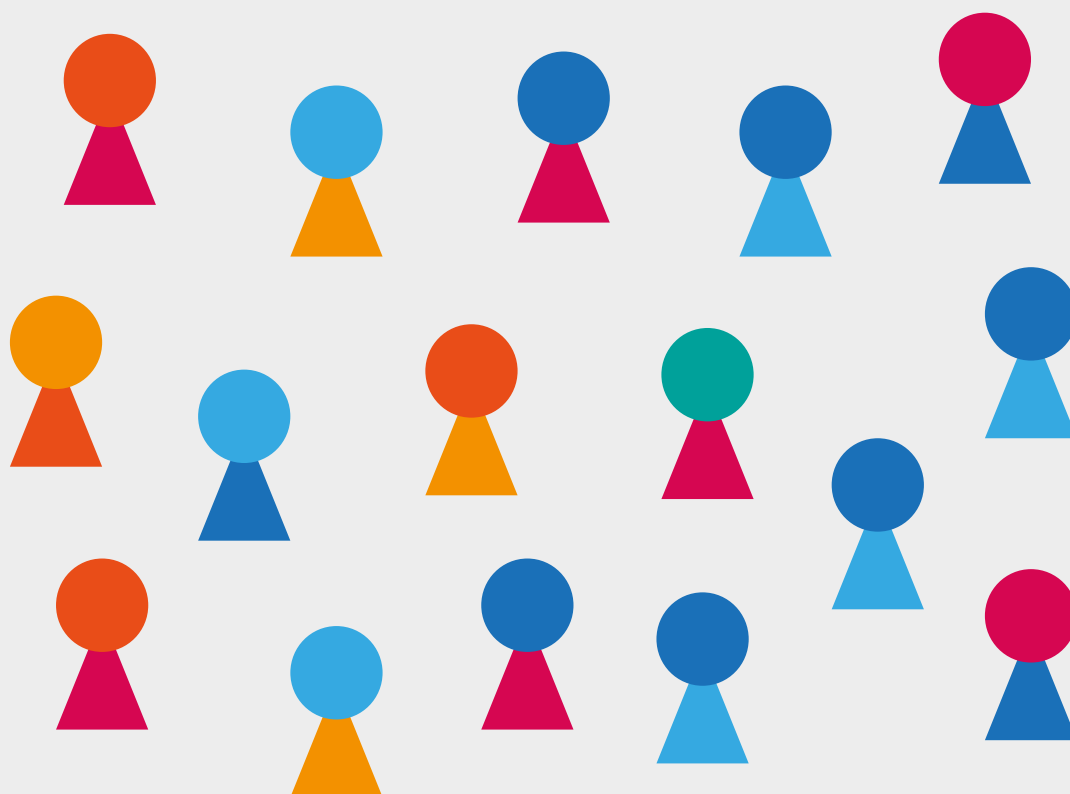
6 Learners could be invited to share their 'creations' in pairs or groups of three. It is important to let learners know in advance if you plan to do this. Any learners who feel uncomfortable sharing with others should be allowed to opt out.

7 Learners' work could also be displayed in the classroom or elsewhere in the school as a visual reminder of some of the ways in which we are all wonderfully unique.

Differentiation

Make it easier:

Agree on a creative approach to take as a class rather than asking learners to decide individually.



Activity 3 – Barriers to learning

20 min+



Note: This activity is adapted from Student Activities to Promote Diversity, Inclusion and Empathy, Stephanie Shaw, 2016.

Learning outcomes

Learners will:

- appreciate how differences in how people learn may result in some individuals being excluded from learning
- identify potential barriers to learning that some people might face
- develop empathy and collaboration skills

What you need:

- Slideshow (slides 8-9)
- Copy of the sets of instructions in the Barriers to learning resource sheet (cut up)
- Resources for completing the group task (one set per group of three learners): an A4 sheet of white paper, an A5 sheet of yellow paper, a pencil, a glue stick and a pair of scissors. Each set of resources should be placed in a bag or large envelope, along with a set of instructions.

What to do:

- 1** Organise learners into groups of three. Explain that each group will be given the same short task to complete. Everyone will be given the same set of instructions and the same resources. Tell learners that they will need to read the instructions carefully; they will not be able to get help from anyone who isn't in their group.

- 2** Explain that the groups will be competing against each other to see who can complete the task first. Check that everyone understands the activity and that they think that this competition sounds fair.

- 3** Give each group a bag or envelope containing one of the sets of instructions from the Barriers to learning resource sheet and the resources needed to complete the task (see above). Tell learners that they are not allowed to open the bag or envelope until you start the activity.

- 4** Start the activity. It is likely that you will hear some frustrated comments from around the room as some learners complain that it isn't fair. You may wish to respond by apologising that they don't understand Arabic or need to have their eyes closed but that it isn't your fault.

- 5** After a few minutes, the group with no barriers to learning (who were given the Group 1 instructions) should complete the task. Stop everyone and ask all the other groups to join you in congratulating the worthy winners. Praise this group for working well and completing the task so quickly.

- 6** Discuss learners' thoughts about the activity. Possible discussion questions are provided on PPT slide 8.
- Was there anything that made it difficult for your group to complete the task? List the barrier each group faced so that all learners are aware of what these challenges were.
 - How did you feel during this activity? Did you feel included?
 - Do you think this activity was fair? How could it have been made fairer?
 - What did you learn anything by completing this activity?
-

- 7** Ask learners to suggest any other barriers to learning that people might face. It may be useful to remind them of their discussions in the previous activity about how they learn, for example, what and who helps them to learn. Learners could also be asked to think about what difference it would have made if one group wasn't given a pair of scissors or a glue stick.
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- 8** Discuss learners' ideas and then talk through the additional potential learning barriers provided on PPT slide 9.
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- 9** Extend this discussion by asking learners whether they think all children and young people will face these barriers or just those in certain countries or places within a country? Point out that some of these barriers, such as being hungry or having other stresses and worries in your life will be a reality for some children and young people in all countries, including the UK. Other barriers such as not having a school nearby to go to are likely to be more country-specific (although not all children within a certain country will face these challenges).
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- 10** Finish by reminding learners that we all learn in different ways. Similarly, there will also be differences in the things people need in order to learn. Sometimes our differences can make us feel excluded. Explain that it is important to respect these differences and do what we can to break down any barriers to learning that people might face. This helps to make sure that everyone is included and has the opportunity to learn. Tell learners that they will be thinking more about how education can be made inclusive and fair for everyone in the following activities.
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Differentiation

Make it easier or more difficult:

One or more of the sets of instructions could be omitted or replaced as needed.

Activity 4 – Spotlight on disability

30 min+



Learning outcomes

Learners will:

- discuss the meaning of disability
- identify some of the barriers to learning that people with disabilities might face
- investigate possible actions that could be taken to help break down these obstacles and make sure that everyone is included in education

What you need:

- Slideshow (slides 10–20)
- Copies of the *Locks and keys* activity sheet (optional)

What to do:

- 1** Recap learning from the previous activity by asking learners to talk with a partner about possible barriers to learning that someone might face. Briefly discuss their ideas as a class.

- 2** Tell learners that in this activity they will be thinking more about how disabilities can make it difficult for some people to be included in education.

- 3** Explain that different people have different views about disability. One way of viewing it is called the social model of disability. This model says that disabilities are caused by barriers people face in society, not by their impairment or difference.

- 4** Use PPT slide 10 to explain the difference between impairment and disability. This [explanatory video from FutureLearn](#) could also be shared with older learners. Ask learners to suggest impairments that might lead to disability such as mobility, visual or hearing impairments.

- 5** Explain that there are many different types of impairments and disabilities. Sometimes these may be invisible which means that they aren't easy to see or notice, either all or some of the time.

- 6** Share the facts on PPT slides 11-13 and briefly discuss learners' responses.

Point out that there will be similarities and differences in the way different people, whether with the same or different impairments, will experience disability.

- 7** Show PPT slide 14 and explain that many different factors intersect to shape the life opportunities and experiences that each one of us has. Some examples are provided on this PPT slide. Similarly, the experiences of people with disabilities will be affected by connections between these different factors. For example, a person with disabilities might face additional barriers because they are a girl and their family is living in poverty.

- 8** Explain that having an impairment might lead to a person facing barriers to learn. For example, someone with a mobility impairment might not be able to access a classroom if they need to climb steps to go inside it. Someone with a hearing impairment might not be able to hear what the teacher is saying.
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- 9** Ask learners to suggest other possible barriers to education that people with disabilities might face. Some examples of physical and social barriers are provided on PPT slides 15-16.
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- 10** Display PPT slide 17 and explain that inclusive education is about making sure that everyone is included and has the same opportunities to learn. Inclusive education:
- values, respects and celebrates our learning differences
 - makes things fair by giving everyone the support they need to learn
 - brings everyone together to learn so that nobody is excluded.
-
- 11** Explain that learners are going to think further about possible actions that could be taken to overcome some of the barriers to learning that people with disabilities might face. Revisit PPT slides 16-17 and say that we can think of these barriers as 'locks' and the actions as 'keys' to open up learning to everyone.
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- 12** In pairs, learners should identify some potential barriers to learning that people with disabilities might face. Learners should then discuss possible 'keys' to break down each of these barriers and open up learning to everyone. Learners could be given copies of the Locks and keys activity sheet to record their ideas. An example is provided on PPT slide 18.
-
- 13** Allow time for learners to share and discuss their ideas. Encourage learners to think about what might make it difficult for some of these padlocks to be opened and what additional action might be needed. For example, schools might not be able to afford to make changes to buildings to improve access. Teachers might not have the training, support and resources they need to make sure learning is fully inclusive. An action might be to campaign for governments to increase funding for inclusive education.
-
- 14** Finish by sharing the case studies on PPT slides 19-20 of two inspiring Theirworld Global Youth Ambassadors with disabilities who are taking action to help make education inclusive for everyone. Alternatively, teachers could share copies of the case studies (see below). Explain that in the final activity, learners will be thinking about what action they could take to help make their classroom more inclusive.
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Differentiation

Make it more difficult:

Ask learners to go online to research potential barriers and solutions. Pairs of learners could be allocated a specific learning barrier to investigate. Learners could then share their findings to create a class set of locks and keys.

As an optional extension activity, learners could research the life and achievements of someone else who has taken action to help make learning more inclusive for everyone. Alternatively, learners could find out about a person with disabilities who they find inspiring. Why do they find this person inspirational? What challenges has this person faced during their life? This could be someone learners know personally, or someone more widely known.

Activity 5 – Making our classroom more inclusive

40 min+



Learning outcomes

Learners will:

- reflect on what it means to be included
- discuss ways in which they could make their classroom more inclusive so that everyone has an equitable and equal chance to learn

What you need:

- Slideshow (slide 17 and 21)
- Copies of the *Making our classroom more inclusive* resource sheet (optional)
- Paper, pens and pencils (optional)

What to do:

- 1** Discuss what it means to be included. Learners could be invited to share any personal experiences of a situation in which they (or others) were included or excluded (without naming any names). Ask questions such as: What happened? How did you feel? What did other people do (or what could they have done) to help you to be included?

- 2** Recap the meaning of inclusive education (a definition is provided on PPT slide 17). Remind learners of the 'stars' they decorated in Activity 2. Explain that inclusive education is about working together to make sure that everyone has the chance to shine. Point out that inclusive education is good for everyone. As well as making sure that everyone is included, it also helps people learn lots of different skills such as teamwork, communication and empathy.

- 3** Explain that in the final activity, learners are going to be thinking about ways in which they could make their classroom more inclusive so that everyone has an equitable and equal opportunity to learn. Remind learners that we all learn in different ways. How could we make sure that everyone has the support they need to learn?

- 4** Organise learners into groups of three or four. Ask learners to work in their group to come up with a list of possible actions that could be taken. They could write a list or record it digitally. Some ideas are provided in the *Making our classroom more inclusive* resource sheet.

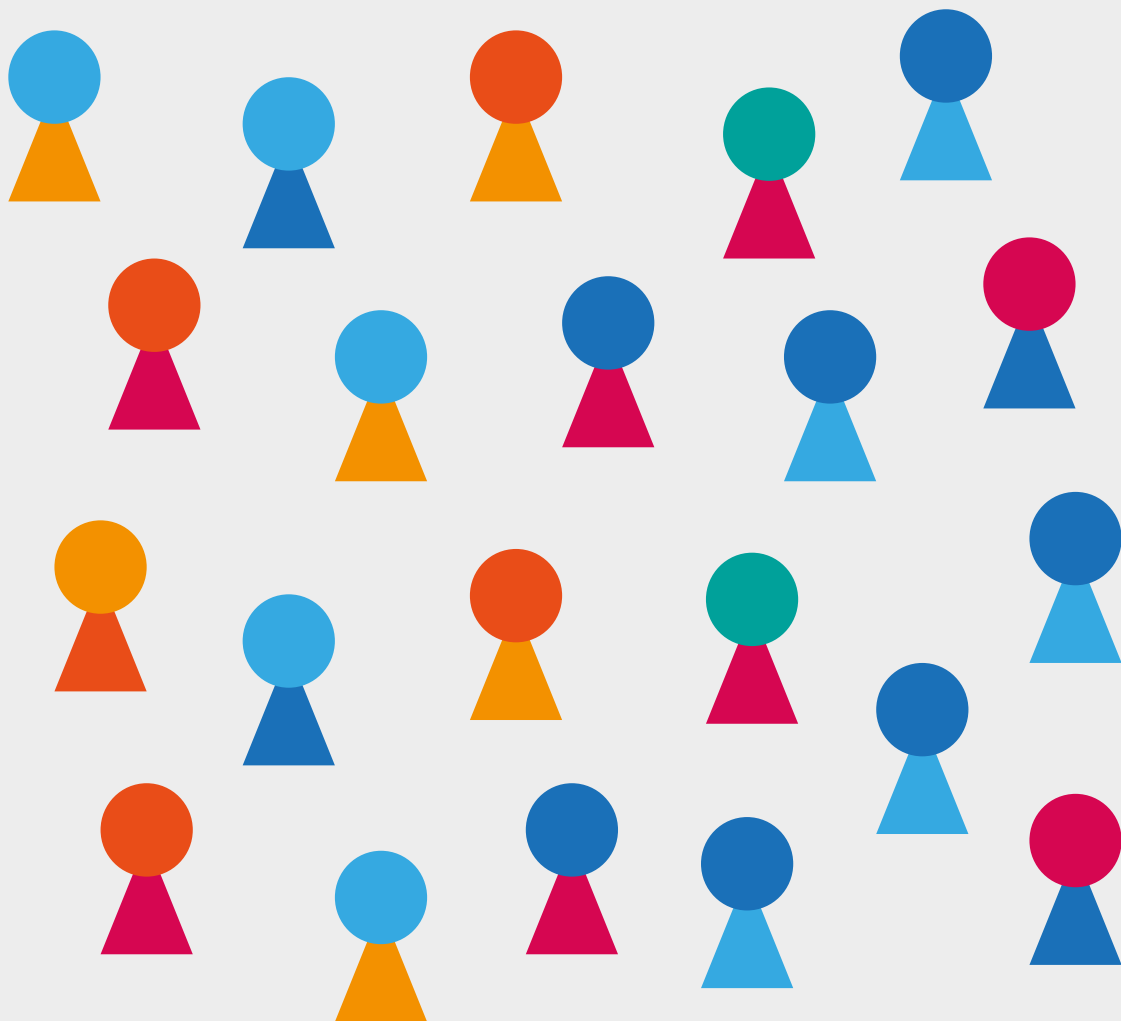
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Discuss their ideas as a class. Possible discussion questions are provided on PPT slide 21:

- How easy do you think each of these different actions would be to do?
- What impact might each of these actions have? Which do you think would make the biggest change?
- What might be the barriers to carrying out some of these actions? For example, schools might not be able to afford to make changes to buildings to improve access. Encourage learners to think about how these barriers could be overcome. For example, a response might be to campaign for governments to increase funding for inclusive education. Organise learners in pairs or groups of three. Give each pair or group a cut up set of the Impairments and Descriptions from the Match them up activity

6

If possible, support learners to choose and carry out one or more of their actions (either as a group or a whole class).



Additional activity ideas



Learners could:



Consider other ways in which they could make their classroom or school more inclusive by helping people to feel welcome. Theirworld's [Education unlocks support for refugees](#) resources encourages learners to consider possible actions they could take to make their school and classroom more welcoming for newcomers.



Role play different scenarios when somebody or a group of people weren't included. Act out each situation again but this time showing the same person or people being included. For each version, learners could try to imagine what the people involved might be thinking and how they might be feeling.



Find out what action is already being taken in their school or classroom to help create an inclusive learning environment. Learners could consider any ways they could try to support these initiatives, as well as thinking of potential improvements.



Read and discuss [the story of Winnie the Witch to develop their understanding of the social model of disability](#).



Investigate how advances in technology have helped to make learning more inclusive. For example, learners could research different apps that have been developed to make life more accessible, such as this [list compiled by the charity, Scope](#).



Try [learning British Sign Language](#), find out about the [history of Braille](#), or explore the [use of Makaton](#).



Consider other barriers that people with disabilities might face beyond the classroom and find out about any action that is being taken to make things fairer. For example, Scope's [Let's Play Fair campaign](#) is calling for more to be done to make playgrounds inclusive.



Find out about the [UN Convention on the Rights of Persons with Disabilities \(CRPD\)](#). Adopted in 2006, the CRPD is an international treaty that sets out the rights of Disabled people and the obligations of states who have signed up to it to promote, protect and ensure those rights. This [easy-read version of the CRPD](#) may be of interest.

Share your learning!

Theirworld would love to hear how any schools have used these activities in the classroom. Please also let us know any feedback so that we can try to improve our resources and support for schools in the future. Email schools@theirworld.org or find @theirworld on [Twitter](#) and [Facebook](#).

Useful links and resources

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- Check out [Theirworld's schools hub](#) to access other resources to help children and young people learn and think about the importance of education in unlocking big change.
- Use [Theirworld's The Key resource](#) to find talking points, facts and infographics to help make the case for inclusive education.
- This [collection of class activities](#) includes teaching ideas to help develop learners' understanding of what it is like to live with different disabilities.
- [ALLFIE \(the Alliance for Inclusive Education\)](#) works together with others for 'a world where inclusive education is a right not a struggle'. Further information about ALLFIE's campaigns and a collection of resources around inclusive education are available on their website.
- [UK Disability History Month \(UKDHM\)](#) takes place each year to celebrate the lives of people with disabilities in the present and past and challenge disablism, with the ultimate aim of achieving equality. See their website to find out more and access [resources for schools and colleges to help develop understanding of disability and promote inclusion](#).
- The [NEU's Full Story](#) resource helps to promote inclusive education by supporting teachers to consider the books they are using their classrooms.
- This [advice from a US disability-led non-profits organisation, RespectAbility](#), may be useful in exploring how people's behaviour and use of language can affect how included people with disabilities may feel. There is also a link to a video that could be used to stimulate further discussion.
- Scope, the disability equality charity, has published a range of [story books featuring children with disabilities](#). Their website also has links to [lists of other stories that may be of interest](#).

- [Inclusive Schools II](#) is an EU-funded multi-partner project that aims to increase the knowledge and skills of school leaders and teachers to take an inclusive approach. As part of this project, [resources and tools](#) have been developed to promote and facilitate inclusive education.
- [Inclusive Schools Week](#) is a US initiative which is held each year to celebrate the efforts of schools to work inclusively with their increasingly diverse range of learners. Some of the [suggested activities](#) may be of interest for teachers looking to promote inclusiveness in their classrooms.
- This recently published [report by Theirworld](#) explores the important role of assistive technologies in creating inclusive classrooms.



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Getting to know you

Activity sheet

Find someone who...

... likes football

... prefers working on their own rather than in a group

... can speak a language other than English

... is left-handed

... has travelled to another country

... doesn't like bananas

... was born in the same month as you

... enjoys drawing

... has the same favourite colour as you

... plays a musical instrument

... can remember all the words to a song

... has brown eyes

Instructions

Group 1

1. Draw a large circle on the yellow piece of paper.
2. Cut out the circle and stick it in the centre of the white piece of paper.
3. Use the pencil to write 'WELCOME' on the circle.
4. Write your names in pencil on the back of the white piece of paper.

Instructions

Group 2

1. Draw a large circle on the yellow piece of paper
2. Cut out the circle and stick it in the centre of the white piece of paper.
3. Use the pencil to write 'WELCOME' on the circle.
4. Write your names in pencil on the back of the white piece of paper.

عقبات التعلّم

المجموعة 3

1. ارسم دائرة كبيرة على الورقة الصفراء.
2. اقطع الدائرة وأصقها وسط الورقة البيضاء.
3. استخدم قلم الرصاص لكتابة "مرحباً" على الدائرة.
4. اكتب اسمك بقلم الرصاص على الصفحة الخلفية من الورقة البيضاء.

Instructions

Group 4

1. Draw a large circle on the yellow piece of paper.
2. Cut out the circle and stick it in the centre of the white piece of paper.
3. Use the pencil to write 'WELCOME' on the circle.
4. Write your names in pencil on the back of the white piece of paper.

Instructions

Group 5

Read the instructions and then put on blindfolds to complete the task.

1. Draw a large circle on the yellow piece of paper.
2. Cut out the circle and stick it in the centre of the white piece of paper.
3. Use the pencil to write 'WELCOME' on the circle.
4. Write your names in pencil on the back of the white piece of paper.

Instructions

Group 6

Everyone in the group needs to have one hand behind their backs.

1. Draw a large circle on the yellow piece of paper.
2. Cut out the circle and stick it in the centre of the white piece of paper.
3. Use the pencil to write 'WELCOME' on the circle.
4. Write your names in pencil on the back of the white piece of paper.

Instructions

Group 7

1. Draw a large circle on the yellow piece of paper.
2. Cut out the circle and stick it in the centre of the white piece of paper.
3. Use the pencil to write 'WELCOME' on the circle.
4. Write your names in pencil on the back of the white piece of paper.

Instructions

Group 8

Nobody in the group is allowed to talk.

1. Draw a large circle on the yellow piece of paper.
2. Cut out the circle and stick it in the centre of the white piece of paper.
3. Use the pencil to write 'WELCOME' on the circle.
4. Write your names in pencil on the back of the white piece of paper.

Barrier to learning	Possible actions



Aksheyaa is 25 years old and lives in the city of Chennai in southern India.

"I am a person with learning disabilities. I have dyslexia and as a child I lived with ADHD. Dyslexia affects the way people read, write and process information. ADHD stands for Attention Deficit Hyperactivity Disorder. ADHD affects the way someone processes and responds to information. This can mean that people might find it difficult to concentrate or manage their emotions.

"I was diagnosed with dyslexia when I was 11 or 12. It was difficult as I didn't get much support and I felt excluded from learning at times. I was made to feel like it was my fault and that I didn't study hard enough.

"My own experience of the lack of inclusive education for children with learning disabilities in India brought me to start working on this issue. I went on to study psychology at university and I have a Masters in Human Rights. I am now a special educator, supporting children with learning disabilities. I am also a therapist, working with young adults.

"As well as helping individuals, I also wanted to advocate at a bigger level. In India, there's very little information about learning disabilities such as dyslexia and dyscalculia, and I am working with others to increase awareness. I run an organisation called the Hibiscus Foundation that works on mental health, human rights and sustainability awareness education.

“My advice for other young people wanting to take action on this issue would be to start by looking at what is in front of your eyes. Ask questions. Ask those around you what difficulties they face and what changes they would like to see. See what can work. See what you can do.

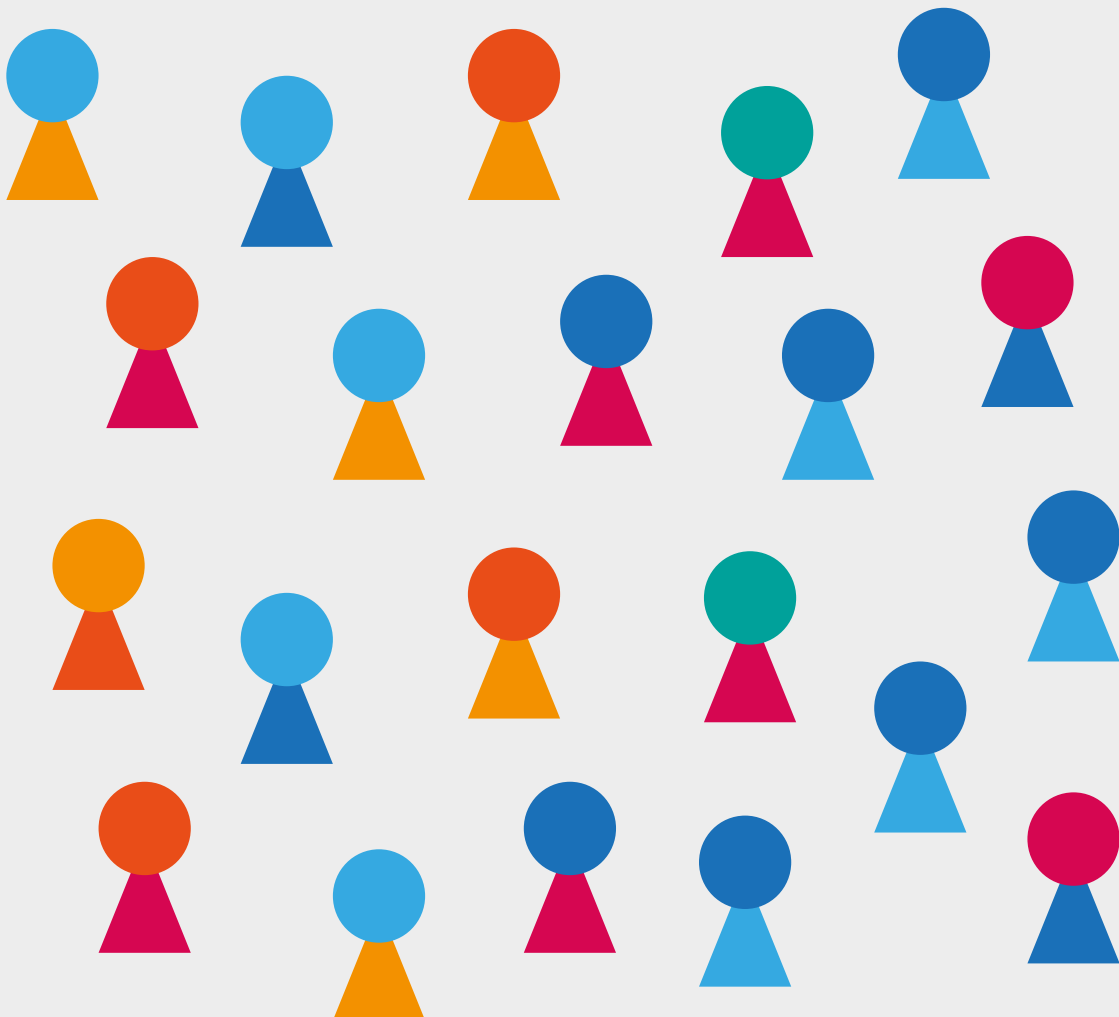
“Standing up for something that you care about can be really hard and overwhelming at times. Those are the days you have to hold onto hope. Even if you are just there for one person, that is an important difference in their life. The 13-year-old me would be very proud of what I have achieved.”

Glossary

Advocate means to publicly support, recommend or suggest a particular idea or way of doing something.

Dyscalculia is a learning difference that affects the way people understand numbers.

Inclusive education is about making sure that everyone has equitable and equal opportunities to learn.





Kigenyi is 25 years old and lives in Uganda.

“Inclusive education is about leaving no one behind. Education is a right and every person should be able to go to school.

“Working on this issue is important to me because I do not want other people to face the same obstacles to learning that I faced. That is why I am trying to raise awareness of the importance of inclusive education and work with others to change things for the better.

“Many of the children born with disabilities in Uganda are prevented from going to school for many reasons. From negative attitudes of people, especially parents, communities and schools to a lack of facilities or trained teachers. However, in the last 10 years I have seen things change and many more people are now able to learn. The Ugandan government started to advocate for the right for education for every person. Now it’s not easy to find a school that isn’t accessible for wheelchair-users or doesn’t have enough teachers.

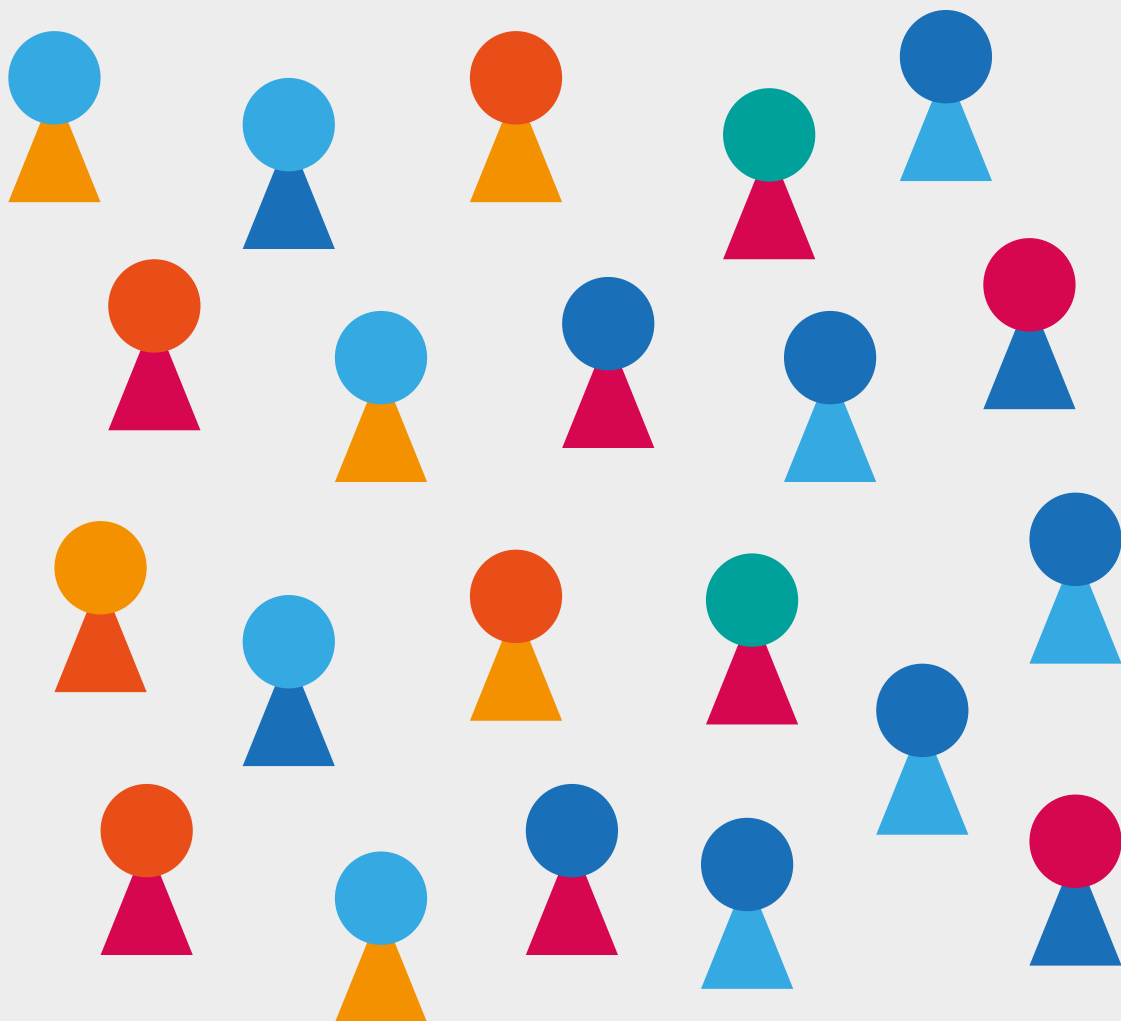
“There are many changes that can be made to make sure that there is a safe and accessible learning space for those living with disabilities. Thinking about the physical environment is a good place to start. For example, are there ramps available to wheelchair-users or people with mobility impairments? Are the toilets easily accessible? Thinking about things like this can make a huge difference.

"I set up an organisation called Amar.org which helps people with disabilities make the step from education to work. One way we do this is by supporting young people with disabilities to access training and internships. I am also a Global Youth Ambassador for the charity Theirworld. This has helped me to connect with people facing similar challenges around the world. Now I have new friends from Nigeria, Kenya, Uganda and South Africa who are also GYAs. This means that when I am planning to do something, I can talk to them to get advice about what to do."

Glossary

Mobility or physical impairments are impairments that affect movement such as walking or holding and lifting things. Some people with mobility impairments might use a wheelchair, crutches or artificial limbs to move around.

Internships are periods of work, often given to students or graduates, that give people the chance to get experience and learn new skills in a career they are interested in.



Find out more

One of the best ways of taking action is by learning more. Research different impairments and any barriers to learning that people with these impairments might face.

Advocate for inclusive education

Invite your local parliamentary representative into school to talk about the importance of inclusive education.

Design a mural

Work together as a class to make a mural to show what inclusive education means to you.

Make it accessible

Check whether your classroom is accessible for wheelchair users. If it isn't, talk to adults in the school about what changes could be made.

Raise awareness

Share your learning about inclusive education with others. Maybe you could give an assembly, teach another class, write something for the school website or design posters.

Invite visitors into school

Inviting different visitors into school is a great way to learn about the ideas and experiences of others.

Learn sign language or Braille

Create a leaflet about the school in Braille or learn how to use British Sign Language to show someone around.

Think about learning styles

Take turns at teaching each other a new skill. Think about the different ways in which people learn when you plan how to teach it.

Control the volume

Many people find it difficult to learn when there is lots of background noise. Perhaps you could agree as a class what the noise level should be for different activities.

Make text easier to read

Use Comic Sans, Ariel or Dyslexia fonts for posters and signs. Some people find these types of font easier to read. Some colour combinations are easier to read as well.

Support others to take action

Find out what action is already being taken in the school to make sure learning is accessible to everyone. Think about how you could support this action.

Break down stereotypes

Use poetry or drama to develop people's understanding of the discrimination that Disabled people may face.

Talk together

Help people to feel included in any classroom conversations. Agree some class rules such as only one person talking at a time or having thinking time before anyone speaks.

Get organised

Help to keep your classroom tidy and organised. This makes it easier for everyone to move around and find what they need to learn.

Help each other to learn

This might be explaining an activity to someone if they aren't sure what to do. Or helping someone who has missed a lesson to catch up.



Theirworld

Theirworld is a global children's charity committed to ending the global education crisis and unleashing the potential of the next generation.

Registered Charity 1092312

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