

# A MILLION HANDS

## Disability resource pack

**In partnership with**



[scouts.org.uk/join](https://scouts.org.uk/join)  
#SkillsForLife



# Disability resource pack

# Contents

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<b>A Million Hands Big Moment</b>	<b>4</b>
<b>Calendar</b>	<b>4</b>
<b>Understand the issue</b>	<b>5</b>
<b>Plan action</b>	<b>8</b>
<b>Take action</b>	<b>10</b>
<b>Learn and do more</b>	<b>11</b>
<b>Tell the world</b>	<b>13</b>

# A Million Hands Big Moment

## Calendar

September 2018	October 2018  Understand the issue  Inclusive Games Activity	November 2018  Plan Action  Inclusive Fun Event Planning	December 2018	January 2019	February 2019
March 2019  Take action  Inclusive Fun Event	April 2019  Take action  Inclusive Fun Event	May 2019  Tell the world  Inclusion Poster	June 2019  Learn and do more  Stay Connected	July 2019	August 2019

# Understand the issue

## With Leonard Cheshire

### Inclusive games activity

**Overview:** This activity encourages Scouts to understand inclusion and how to make the games we play fun for Everyone. The games explore non-verbal communication, adaptation, inclusion and exclusion.

**Outcome:** Scouts will have gained a better understanding of disability and how to include everyone through fun, inclusive activities and games.

**Time:** 50 minutes

**Equipment:** Balloons, chairs (and any other materials needed for your inclusion game).

### Linked badges:

Community Impact Stage Activity Badge



### Activity instructions:

- You could invite a Leonard Cheshire speaker to talk about inclusion and help with the games. Email [Speakers@leonardcheshire.org](mailto:Speakers@leonardcheshire.org) with your group's postcode, the size of your group, and the day and time of your meetings.
- Discuss with your Troop what they understand the term disability to mean. Explain that it could mean a learning disability, where it takes people a bit longer to learn or understand some things. It could mean a physical impairment. It could also mean a sensory impairment, such as sight loss or being deaf.
- Explain that disabled people are often excluded from activities and experiences because the activities haven't been adapted to include them. We are going to explore some ways to make games inclusive by playing the games outlined below. You can download more inclusive games ideas from [Leonard Cheshire](https://www.leonardcheshire.org).

### The confusion game, 15-20 minutes

#### Instructions:

- 1 Come up with a game that your young people have not played before. This could be a sporty game, card game or a word game, for example.
- 2 Choose a few young people to wait out of earshot, i.e. outside the room.
- 3 Explain the rules of the game to the rest of the group and ensure that they understand the rules.

- 4 The other young people are asked to re-join the group but are not told the rules of the game.
- 5 All the young people should try playing this game. Those that did not hear the rules may find that they are trying to work out the rules as they go along, or are breaking the rules.
- 6 After the game is over, explain that some people may struggle to remember, understand or interrupt all the rules to a game. For example, a young person with autism may struggle with verbal communication, or a young person with ADHD may find it difficult to remember a long list of rules or instructions.
- 7 Reflect as a group on the following questions:
  - What did it feel like to not understand the rules?
  - Was it confusing to find out the rules as you went along?
  - Did those who knew the rules want to tell those that didn't?
  - What other ways could rules or instructions be given when explaining an activity or game?
  - How could you include another young person who does not seem to be following all the rules?
- 8 We all communicate in different ways. Our facial expressions, gestures and actions can be very important. Remember to check how someone best communicates so you can make sure they are included.

### Balloon volleyball

This follows the same rules as regular volleyball except the balloon helps to slow the game down. This makes it more accessible.

- 1 Set up a net using string or rope across the middle of the room.
- 2 Split the Troop into two teams and position them either side of the net.
- 3 Choose a few players who must sit on the floor throughout the duration of the game. They must not move from the spot they are in.
- 4 Choose a few players who must sit on chairs throughout the game and the chairs must not move.
- 5 All other players can be standing and move around.
- 6 Now begin the game of volleyball. Play a few rounds and then swap round who is in the different positions.
- 7 You can make the game more challenging by draping a sheet over the rope so the other team can't see the balloon coming.
- 8 Once the young people have played a few rounds, gather the teams together and ask them to think about the following questions:
  - Did they feel like they were equally involved in the game when they were sat on the chair or on the floor?
  - Did they find it frustrating when they were in different positions?
  - Did they try to include everyone in the team?
- 9 Ask the group to think of a way they could try to make the game more inclusive for those on the floor and chairs. Maybe each time the ball comes to your team at least one person standing, on a chair and on the floor must touch the ball before it goes back over the net. Or maybe everyone has to sit on the floor or on a chair?
- 10 After the games, talk about how important it is for us all to feel included and think about what else you could do to adapt your meeting place and activities to ensure that everyone can take part.
- 11 Be aware that some of these discussions might cause young people to reflect on a time when they might have been excluded – ensure you allow young people to reflect in a positive and supportive environment whilst following guidance on the [Yellow Card](#) at all times.

- 12 You could end your meeting by saying thank you, goodbye or other phrases using British Sign Language – maybe some Scouts in your Troop know some BSL? If not, here is a [video](#) which teaches you some words and phrases useful for Scouts.

# Plan action

## Inclusive fun event planning

**Overview:** Plan a fun, inclusive, and accessible activity in partnership with a group of disabled people in your community. If you would like to plan a Leonard Cheshire Give and Bake event with the disability group you have linked up with, you can order a resource pack [here](#) which includes posters, invitations, balloons and bunting.

**Outcome:** Scouts will have learned more about how to include disabled people, and reduce isolation and loneliness. Working in partnership with a group of disabled people, Scouts will understand more about disability and be confident communicating with disabled people.

**Time:** 1 hour+

**Equipment:** Paper, pens, and a planning template (included in the resource pack).

## Linked badges:

Community Impact Staged Activity Badge

Creative Challenge Award (req. 3)

World Challenge Award



## Activity instructions:

- 1 Ask Scouts if they know a disability group in your area to work with; if not, you could research this online. Email [scouts@leonardcheshire.org](mailto:scouts@leonardcheshire.org) with your postcode to see if there is a Leonard Cheshire group in your area.
- 2 Make contact with the disability group and ask them if they would like to do some activities together with your Scout Troop. Consider:
  - What sorts of activities do the people in the group enjoy? Could you do a Scouting activity, like a campfire? Some activity ideas can be found [here](#).
  - How can they ensure that the event is inclusive for all those attending?
  - When is the best time to run an activity?
  - Would the group like to be involved in planning and/or delivering the activity?
  - Would they want your group to go to them, or would it be better to find an external accessible venue?
  - Could you do any fundraising at the event?
- 3 Discuss with Scouts what the word 'loneliness' means. Explain that research by Scope has shown that loneliness and isolation amongst disabled people is high. This will help the Scouts to understand the difference they can make by ensuring everyone is included in activities.
  - Two-thirds (67%) of disabled people have felt lonely in the past year.
  - A shocking 85% of young disabled adults – 18 to 34 year olds – feel lonely.

- 4 Ensure the Scouts consider how best they can make the event or activity inclusive for the group and ensure the group feel welcome.
  - In groups ask Scouts to create invitations to the disability group they are inviting, telling them a few things they are interested in. They could do this on a computer.
  - Scouts could get creative by making welcome signs or signs to show people where important parts of the building are, such as the toilets. This will help to ensure all visitors feel included and welcomed to the event.
  - Scouts could think of other ways to make the group feel welcome. This could include coming up with name games, making gifts for the group to remember the event or making a video all about their Troop to share with the group beforehand.

# Take action

## Inclusive fun event

**Overview:** Run an inclusive joint activity with a group of disabled people in your community

**Outcome:** Scouts will have learned about how to include disabled people, and reduce isolation and loneliness. Scouts will better understand disability and feel more confident communicating with disabled people.

**Time:** 1 hour (dependent on activity)

**Equipment:** Welcome signs, signposting, invitations, any other equipment required for your chosen event (food refreshments, cakes/biscuits to sell). A pack of resources for hosting a Leonard Cheshire Give and Bake event can be requested [here](#) (includes bunting, flags and balloons).

## Linked badges:

World Challenge Award  
Community Impact Staged Activity Badge  
Photographers Activity Badge



## Activity instructions:

- 1 The Scouts should take part in the games and activities that have been designed in the Plan Action stage.
- 2 Scouts should be split into small groups and assigned specific tasks to help the smooth running of the event. For example, you may have some of the Scouts on a welcoming committee, as photographers or supporting activities.
- 3 After checking it is appropriate for the specific group that is visiting, Scouts could be buddied up with different members from the visiting group.
- 4 The Scouts could find out three things they have in common with that person, such as listening to music or enjoying being outdoors.
- 5 The Scouts and the visiting group can then share what they have found out about their buddy with the rest of the group at the beginning of the event. This shows that there are lots of things that people have in common and will help the group to integrate.
- 6 The buddies can stick together for the rest of the event and support each other through the activities.

# Learn and do more

## Inclusion poster

**Overview:** Reflect on your event and create a poster about it that can be displayed in your meeting place.

**Outcome:** Your Troop will have reflected on what they have learned about accessibility and inclusion through previous activities such as the inclusion games and doing activities with disabled people.

**Time:** 30 to 45 minutes

**Equipment:** Very large piece of card, board, sheet, or canvas for mounting pictures, words etc. Coloured paper, card, colour pens, pencils, craft items, glue, scissors, paint, and photos from the inclusive event (if you have them).

## Linked badges:

World Challenge Award

Community Impact Staged Activity Badge

Photographers Activity Badge



## Activity instructions:

- 1 Discuss the following questions with your Troop about the inclusive event to start to reflect on what they learnt.
  - What did they enjoy about the activities?
  - Were there any challenges?
  - Was there anything they would change next time?
  - How did they feel after the activity?
  - How do they think others felt after the activity?
  - What did the Scouts have in common with the visiting group?
  - Can they see how their experience is related to their Scout Promise?
  - What more could they do to help people that feel excluded?
- 2 Give each Scout a postcard size piece of paper or card and ask them to think of what their favourite part of the event was. It could be a specific game or a person they made friends with.
- 3 They can they represent their favourite thing on the card by decorating it. They could use words, pictures, photos or collages.
- 4 As a group, using each Scout's card, create a large collage together. As the young people add their card to the collage, ask them to say what it is and why they choose that as their favourite memory, activity, or thing that they learned.
- 5 If possible, you can display this collage in your meeting place or a community area to show others. You could also post a picture of this collage on social media, using the hashtag #AMillionHands.

# Tell the world

## Stay connected

**Overview:** Work with the local disability group and develop a long term connection through a regular activity, annual event or regular communications. Promote your long term connection locally, and encourage your District or County to open up more events for the wider community and ensure they are inclusive.

**Outcome:** Your Troop will have a long term connection with the group of disabled people, helping to increase Scouts' understanding and potentially reduce the loneliness and isolation of the group whilst promoting inclusion in the wider community.

**Time:** 45 minutes

**Equipment:** Scout programme for the next year and list of District events, access to a laptop or tablet.

## Linked badges:

Communicator Activity Badge  
Community Impact Staged Activity Badge  
Digital Citizen Staged Activity Badge



## Activity instructions:

- 1 Speak to your Troop about what they enjoyed about exploring inclusion and meeting people. Discuss what activities are coming up in your programme over the next year and develop a list of events you could invite your local disability group along to (this could be fireworks night, campfire, end of term party).
- 2 Once you have got a list of events some Scouts could have a go at writing and sending an email to the group with the list of upcoming events in. (this would be best done in a supervised small group).
- 3 Ensure you follow the rules on the [Yellow Card](#) at all times and support young people to be safe online, using the [Scout Stay Safe leaflet](#). You could support Scouts to use a Group email account, for which the leadership team hold the log-in details. Make sure you have parental controls set up on the laptop or tablet you are using. Emails could also be written whilst the device is offline, to reduce any risk of Scouts accessing inappropriate information or sending emails in error. [NSPCC](#) also have some useful guidance supporting children to stay safe online.
- 4 Other Scouts could send an email to your District Commissioner or County Team to promote what you are doing and encourage more Scouting events to be made inclusive for the wider community to attend, Scouts could select some photographs they took at the inclusive event and attach them to the email to show how positive it was.

- 5 Whilst small groups are writing and sending emails the rest of your Troop could play a game of Badge Charades (act out Scout Badges) for them to remember how important non-verbal communication is in including everyone and also to revisit some of the badges they can achieve in Scouts.
- 6 Explain to Scouts that it's important we think about including people all the time not just only at special events. That's why it's important we talk to people about what we do and send emails like we have done today.