AWARENESS 4CHANGE

Co-funded by the Erasmus+ Programme of the European Union

Module 4

Practical activities

Exercise 1

Divide in teams and pick one of the two cases. After each team has finished its exercise, switch cases. Present the results and see the differences and possible ways to improve.

Duration: 40 minutes

Case 1
Reflection
Situation: You've finished the interviewing phase of the recruitment process and someone from your team decided to turn down a person with a disability.
Activity: How do you figure out if the decision is based on prejudice or the person is not a good fit for the job.

Case 2
Measures
Situation: John has been working for your company for a year now. He is a valuable member of the team and you want him to continue working with you.
Activity: What would you include in your organization's retaining plan?
Directions: Asses the current situation and come up with at least two solutions.

Compare and contrast - Exercise 2

Introduction:

The Compare and Contrast exercise should be ideally be done in groups but can be done individually if necessary. It is a flexible exercise which can be done by asking participants to develop their own virtual character or using the Employ-able case studies in the Awareness 4 Change website

Time frame	25 min
Materials	Can be done digitally and physically with pen and several pieces of paper

Learning objective:

To understand the similarities and differences between the issues facing people with disabilities starting in a job and someone with no disability starting work with a company.
To understand that starting a new job can be stressful for people I general but there may be some specifc issues for people with disabilities that if addressed could benefit the whole workforce .

Step 1

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Participants are asked to get into three or four groups depending on the size of the group.

Step 2

Once this is done, create a body shape on 2 or 3 flip charts stuck together. This can be done by someone lying on the paper and being drawn round or by free hand which ever the groups feel most comfortable.

Step 3

The group are then told by the facilitator whether their person has physical, sensory or intellectual disability, or indeed no disability at all. It is important to remember that one group should focus on a non-disabled person so if there are only 3 groups the facilitator should choose 2 disabilities groups from the above.
The groups are then given a short time to decide other characteristics of the person including: Name, Gender, Sexual Orientation, Race/Ethnicity, Age, Education Level, Nationality, Ableness, and Native Language, job role they are looking to get.

Step 4

Once this is done each group write as many internal barriers/issues that the person may face in getting and starting a job. These could include lack of confidence, skills, motivation.

Step 5

Following on from this groups are asked to list as many societal or external barriers that their person may face when looking for and starting a job. These may include prejudice, access, money, family.

Step 6

Presentation and Reflection
When having done the whole exercise ask the participants to present their character to the whole group

- The personal details of the character.
- The internal barriers they face
- The external barriers they face,
- As an employer what could we offer to make transition into work easier for them?

Examples of reflection questions are:

- What internal barriers/issues do each of the characters share? Which are specific to the individual?
- What external barriers/issues do each of the characters share? Which are specific to the individual?
- In regards to your own, how might embracing diverse perspectives, have an impact on: your recruitment? How could we go about supporting each of the individuals to have an equal chance through recruitment practices and then to make a successful transition into the job role they are applying for.

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Step 7
Facilitation Note
It is important for this exercise to be accompanied by a facilitator that can moderate the reflection in the end.

Exercise 3

Introduction:

This exercise should be used as an icebreaker, it enables participants to see how their first impressions of someone can be wrong, in a light hearted way with the additional value of helping the group of learners to get to one another

Time frame 10min
Materials First Impressions Template, pen and paper.

Learning objective:

Initiating a discussion about making judgements and first impressions

This exercise could be used to initiate a discussion of first impressions and what makes us jump to the judgments that we do. This can be helpful when bringing together a group of different experts to co-produce training or services. Hopefully, through the exercise, everyone in the group would have a few surprises revealing that you never really can read a book by its cover.

Method

Look at the person opposite you and have a go at completing the questions on this table without speaking to each other. Write down the first thoughts that come into your mind, your 'first impressions'

When you have finished compare your answers

Question	Guess	Actual answer
Favourite colour		
Favourite food		

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Favourite magazine

Favourite sport

Dream holiday

Favourite animal

Favourite type of music

Favourite song

Favourite super hero

Dream job

Hobby

Notes for reflective discussion

Making judgements and first impressions is a human instinct – we need it for survival. This exercise raises awareness a little of how we make judgments, and it is also a bit of a giggle. It is important to consider this when we are recruiting new members of staff.

Working towards equality, finding common ground

It is a way of finding some common ground between you and people are recruiting or are employing, sharing an equal amount of information about each other. Sometimes relationships can feel unequal, especially when we are making decisions about who is best for the job. This exercise is fun way of sharing an equal amount of information about each other whilst remaining within boundaries.

Questions for discussion

What information do we ask of people during the recruitment process?

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How do we safeguard not acting on the first impressions we have on the people we are recruiting?

What information do we share about our company so that potential employees can make a good first impression of us, so that they want, and feel comfortable enough to apply for appropriate vacancies?

Job Needs Auction - Exercise 4

Introduction:

The Job Needs Auction is a way of supporting learners to understand the different motivations for going to work. It uses the context of an imaginary auction where participants have to bid for their most important motivations/reasons for working and doing the particular job that they do.

Time frame	20-30 min (depending on size of the group
Materials	Envelopes with different amounts of imaginary money, flip chart and pens

Learning objective:

To identify personal motivators for wishing to work and relate these to others motivation to work.

The Exercise

Individually list your 3 main reasons for either going to work or wishing to work
Facilitator asks group to share their reasons and generates group discussion to produce a list of as many reasons as the grouo can think of – for example, money, status, sense of purpose, friends etc.
Facilitator explains the group are now in an 'alternate universe' where the things they have identified can only be bought from them and hands round envelopes.
In each enveloped is a different amount of money. The facilitator then starts an auction where participants can 'buy' their job needs by bidding against each other. About half way through participants will realise that each doesn't have the same money, the facilitator may allow joint or consortium bids.

Summing up

Facilitator to draw to close by ensuring everyone has bought at least one of their needs. Summarises by drawing comparisons to how people can have different starting points in their journey to work but we all have similar desires and needs from work and that people with disabilities should not be excluded from the world of work as they have similar needs to all of us.

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