



Australian Service Challenge

Activity Pack



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GIRL GUIDES
AUSTRALIA

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Global Action Theme (GAT)



girls worldwide say
“together we can change our world”

The World Association of Girl Guides and Girl Scouts (WAGGGS) has a strong and proud tradition of speaking out to bring about change, not just for themselves but also for others. In 1909 a group of girls and young women arrived at a Scouting Rally at Crystal Palace, London, and demanded a place for themselves in the Scouting family. One hundred years on, advocacy continues to play a crucial role in achieving the WAGGGS’ Mission and Vision.

Action can happen at many levels. The GAT—girls worldwide say “together we can change our world”—encourages girls and young women to make a personal commitment to change the world around them. ‘Our world’ starts at a personal level and expands to include our local community, our country and the international community.

We can **make our voice heard** through advocacy campaigns on GAT-related issues. This is an important part of the GAT educational programme. The WAGGGS definition of advocacy is simply:

‘We influence people to take decisions that will improve our lives and the lives of others.’

For WAGGGS, influencing always includes:

speaking out, doing, educating

This means:

- **speaking out** on issues that affect girls and young women and influencing opinion-formers
- **doing** projects that address root causes of issues affecting girls and young women
- **educating** girls, young women and society at large in areas such as leadership, health, peace and world citizenship.

A more focused use of advocacy will help us to improve the lives of girls and young women. It will help us to grow as a Movement and make sure we are seen and heard as an organisation by speaking out and taking action on the issues affecting young people to bring about positive change.

(Sourced from WAGGGS *Global Action Theme guidelines for Member Organisations*, 2009)

Heads Held High

Heads Held High describes the aspirations of people with disabilities. They want to be able to have the same opportunities in education, in the workplace and in the community as you and I, and at the end of the day be successful in their lives and hold their heads up high.

Guiding can hold a special place in the hearts of Guides or Leaders with a disability, as it does for all of us. At Guides, all girls and women have fantastic opportunities to develop new skills, try challenging and fun activities, gain confidence to think and act for themselves, make new friends, acquire a greater respect for the environment and experience a sense of community while having fun.

The focus of this challenge is to gain a greater understanding of the opportunities and issues that people with disabilities face in Australia. This pack contains information and activities to enable Guides of all ages to achieve the Australian Service Challenge badge. This challenge can be run within a Unit or a Patrol, or Guides can work on activities individually. All the activities can be adapted by Leaders to suit all of the developmental stages of girls or by adults to provide a challenge for themselves.

Please note that this badge is not a uniform badge. Once earned it can be sewn onto a Guide blanket or Guide bag.

The Australian Service Challenge comprises three parts:

1. participating in a number of activities that enable Guides to experience some of the challenges that people with a disability face in everyday life. The number of activities will depend on the age of the Guides.
2. learning about an organisation that provides services to people with disabilities
3. participating in a practical service project related to people with disabilities.

Embedded within each part are components that provide challenges and opportunities for Guides to promote disability awareness and understanding, to discover how Guiding can be more inclusive and accessible to both Guides and Leaders who have a disability, and to share with others information about people with disabilities.



This symbol is shown to indicate how an activity can be expanded for girls really interested in the topic and/or older girls.

A challenge sheet is included at the end of this pack. This can be copied for every Guide participating in this challenge. A Unit progress sheet for recording the Guides' activities is also included for use by Leaders.

This pack provides information on service opportunities with two organisations, Riding for the Disabled and Special Olympics, and both organisations have agreed to work with Girl Guides Australia on this challenge. There are however many organisations that provide services for people with disabilities and there may be an organisation near your Unit that you would prefer to work with to achieve this challenge. Examples of other organisations you may choose to contact are:

- State wheelchair sport or disabled sport organisations
- Arts Access Australia (www.artsaccessaustralia.org)
- Autism organisations in your State
- Blind Citizens Australia (www.bca.org.au)
- Carers Australia (www.carersaustralia.com.au)
- Cerebral Palsy Foundation (www.cpaustralia.com.au)
- Deaf Society/Organisation in your State
- Down Syndrome organisation in your State
- Guide Dogs for the Blind (www.guidedogsaustralia.com)
- Multiple Sclerosis Society of Australia (www.msaustralia.org.au)
- Spinal Cord Injuries Australia (www.scia.org.au)
- Vision Australia (www.visionaustralia.org.au)

Riding for the Disabled

(Sourced from www.rda.org.au)

What they do

Riding for the Disabled Association Australia (RDAA) is a voluntary, non-profit organisation which provides opportunities for anyone with a disability to enjoy safe, healthy, stimulating, therapeutic, horse-related activities in Australia.

RDAA enables people with disabilities and volunteers throughout Australia to experience enjoyment, challenge and a sense of achievement through participation in equestrian activities, resulting in the development of life skills, improved quality of life and attainment of personal goals.

It is operated by trained and caring people committed to their aims now and in the future. RDAA is recognised as having active involvement within the equestrian and general communities.

Riding Develops Abilities

RDAA Centres provide suitable horses, trained volunteer helpers, accredited RDAA coaches, riding and safety equipment to run a range of equestrian activities including:

- structured riding classes
- recreational horse riding
- hippotherapy
- games / competitive riding
- vaulting
- carriage driving
- dressage
- equestrian camps

Who they help

People with all types and levels of disability are accepted into RDAA programs (including but not limited to):

- spina bifida
- cerebral palsy
- muscular dystrophy
- multiple sclerosis
- amputees
- vision and hearing impairments
- intellectual disabilities
- down syndrome
- autism

How their programs help

Horse riding is a natural, reflex inhibiting position which helps improve balance and posture providing a unique form of exercise and rehabilitation.

Their programs make a huge difference to the lives of children and adults with special needs and disabilities by helping to:

- improve balance and posture
- improve cognitive skills
- develop hand-eye coordination

- make new friends
- improve communication skills
- learn new skills
- build self-confidence and self-esteem.

Opportunities for service

RDAA has ninety riding centres across Australia. Check their website (www.rda.org.au) to discover more information about them.

The service project that you could do for an RDAA centre will depend on each centre and the age of the girls in your Unit. Here are some ideas for you to think about:

- helping the volunteers at an RDAA centre for a 'busy bee' day
- running a camp for RDAA riders (sample programs are available)
- running an activity day for RDAA riders using challenges that you might use for a Guide activity day
- volunteering for a day during an RDAA riding program.

Special Olympics

(Sourced from www.specialolympics.com.au)

What they do

Special Olympics is an international, non-profit organisation dedicated to empowering individuals with intellectual disabilities to become physically fit, productive and respected members of society through sports training and competition. Special Olympics offers children and adults with intellectual disabilities year-round training and competition in thirty Olympic-type summer and winter sports. Special Olympics currently serves 2.5 million people with intellectual disabilities in more than 200 programs in over 180 countries.

Today, Special Olympics stands as a leader in the field of intellectual disability. It is a truly global movement, with more than 500,000 athletes in China, 210,000 in India, 550,000 in the United States, 4,400 in Rwanda and 4,500 in Australia. The Special Olympics World Games were held in Ireland in 2003, Japan in 2005 and China in 2007. Most importantly, Special Olympics sharpened the focus on its mission as not just 'nice' but critical, not just as a sports organisation for people with intellectual disabilities but also as an effective catalyst for social change. Children and adults with intellectual disabilities who participate in Special Olympics develop improved physical fitness and motor skills, greater self-confidence and a more positive self-image. They grow mentally, socially and spiritually and, through their activities, exhibit boundless courage and enthusiasm, enjoy the rewards of friendship and ultimately discover not only new abilities and talents but 'their voices' as well.

The Special Olympics Oath is: 'Let me win. But if I cannot win, let me be brave in the attempt.'

Opportunities for service

In April 2010 (18–24), Special Olympics Australia will be holding their National Games in Adelaide. This event is held every four years. This is obviously a prime opportunity for Guides in South Australia to do some 'hands on' service but there are opportunities for other Guides also.

Some ideas:

- sign up to be a volunteer at the National Games
- support a Special Olympics athlete in getting to the games in Adelaide in 2010.

Special Olympics have offices in every State in Australia. Check their website (www.specialolympics.org.au) to discover more information about them.

Activities

1. Disability awareness

The following activities are designed to raise general awareness about people with disabilities.

1.1 True or false

Aim: To 'bust' some of the myths associated with people with a disability and engage Guides in discussion about some of these myths.

Suggested time: 30 min

Materials needed: *True or false sheets*—one for each participant
True or false Leader's guide

Directions:

Give each Guide a copy of the *True or false* sheet and ask them to mark which they think are the right answers. Then use the *True or false Leader's guide* to go through each statement with your group.



Take the opportunity to extend the Guides thinking by asking further questions (as suggested on the Leader's guide) about that particular statement.

True or false????

Statement	True	False
People with learning disabilities aren't smart		
People who use wheelchairs can't play basketball		
People with disabilities can't live by themselves		
People who are visually impaired can read		
People who can't hear don't watch TV		
People with an intellectual disability can get jobs		
You can catch a disability		
People with disabilities can vote		
People who can't hear can use the telephone		
People with cerebral palsy always have an intellectual disability too		

True or false Leader's guide

Statement	True	False	Leader notes	Further discussion questions
People with learning disabilities aren't smart		✓	You probably already knew that people with learning disabilities have normal or above normal intelligence. Did you know that Keira Knightley (the actress) has learning disabilities?	
People who use wheelchairs can't play basketball		✓	Many people with physical disabilities participate in organised basketball programs.	Can you name any other sports where people with disabilities participate? For example, swimming, skiing, wheelchair rugby, netball, mountain climbing, hang gliding, sailing, cycling.
People with disabilities can't live by themselves		✓	With support from different devices (such as door bells that light up for people who are deaf) or upgrades to their house (such as ramps), most people with disabilities can live by themselves. Some people may need support from friends or family members but they could still live in their own home.	Can you name other devices that might help a person with disabilities live in their own home? For example, hearing dog, rails in the bathroom and toilet. What about checking on people during emergency situations (e.g. a bushfire) or just regularly to see if they are OK?
People who are visually impaired can read	✓		Although people who are blind cannot see the words, they read using Braille or access talking books.	
People who can't hear don't watch TV		✓	With the help of closed captioning, many people who are deaf watch TV. Closed captioning is a device on newer televisions or a box connected to older TVs that provides the spoken words in writing on the screen.	
People with an intellectual disability can get jobs	✓		People with intellectual disabilities are employed in all sorts of jobs in the community. Some work in offices, factories, recreation facilities and food services, and others are actors and consultants.	Can you name any films or TV shows where an actor was a person with a disability? Discover suitable jobs for people with various disabilities in your local community.
You can catch a disability		✓	Disabilities are not illnesses so you can't catch them like a cold.	Can you name some disabilities?
People with disabilities can vote	✓		If people with disabilities meet the citizenship requirements and register to vote like everyone else, they can and do vote as per their legal obligation.	

Statement	True	False	Leader notes	Further discussion questions
People who can't hear can use the telephone	✓		Using a Text Telephone (TT), people with hearing impairments can communicate with just about everyone through landlines. With a device called a Text Telephone (TT), people who can't hear can communicate with others who have similar devices that use telephone lines. If a person who is deaf wants to order a pizza from a pizzeria that doesn't have a TT, he or she can call a special number called a Telecommunications Relay System where someone will call the pizzeria and place the order for the person who can't hear.	
People with cerebral palsy always have an intellectual disability too		✓	Although people with cerebral palsy may have limited control of their arms and legs, most have full intellectual capabilities.	

1.2 Disability in the media

Aim: To investigate what is being said in the printed media about people with disabilities.

Suggested time: 15 min

Materials needed: Magazine or newspaper articles about a person or persons with a disability
Magazine or newspaper articles about a person or persons without a disability

Directions:

Provide each participant or Patrol with two newspaper or magazine articles; one focusing on a person with a disability and the other on an able bodied person. They then complete the following exercise.

1. Read the article relating to the person with a disability.
2. Does the way it is written (including editorial content, adjectives and tone) convey a positive image of the person with a disability, focusing on the person, or does it portray the person as 'different', focusing on the person's disability?
3. How could the article be re-written to be more positive? (Hint: imagine you are the person being talked about in the article—how do you feel about the way the article describes you?)
4. Now look at a similar article about a person without a disability and compare the two (for example, this could be a profile on a Paralympian and also on an Olympian).

1.3 What's out there

Aim: To discover all the organisations in your local community who provide services for people with a disability.

Suggested time: 30 min

Materials needed: Community services directory
Phone book (white and yellow pages)
Business directory
Council services directory
Information from various websites
Butcher's paper / flip chart paper
Textas/pens

Directions:

Using the resources available ask the Guides to list all the organisations in their own local community that provide services for people with a disability and what sort of services they provide. This could range from therapy to job opportunities to education facilities to training to wheelchairs, etc.



You may also be able to arrange a visit to one of these organisations and find out first hand what they do and how they support people with disabilities.

1.4 Value your hearing

Aim: To recognise how important hearing is.

Suggested time: 20 min

Materials needed: *Value your hearing* sheets—one for each participant or Patrol
Pens/pencils

Directions:

Participants can work individually or in a Patrol. Ask them to fill out the *Value your hearing* sheet as follows:

1. List all the sounds that you hear every day (e.g. alarm clock, Mum calling me for breakfast, the teacher talking).
2. For each sound listed state why it is important for you to hear this sound (e.g. alarm clock—if I didn't hear it I wouldn't get up).
3. Now list the impact on a hearing impaired person if they could not hear this sound at all (e.g. if they couldn't hear the teacher they would not be able to learn at school).



You could extend this activity by talking about aids or devices that may help hearing impaired people, e.g. hearing dogs that know when someone is knocking at the door, wearing a hearing aid that enables a person to hear.



A further extension is to ask the Guides if they have a family member, relative, friend or work colleague who is hearing impaired. Discuss how they perceive the hearing impairment affects the person's life.

Value your hearing

Sounds you hear every day	Why is it important for you to hear this sound?	How would not hearing this sound impact on a hearing impaired person?

2. Look at the person not the disability

The following activities encourage Guides to focus on the person rather than their disability.

2.1 A way with words

Aim: To learn about appropriate words to use when interacting with people with disabilities.

Suggested time: 30 min

Materials needed: *Words to watch* set of cards—one for each participant or Patrol
Words to watch Leader's guide

Directions:

Give each participant or Patrol a set of the cut up 'words to watch' and ask them to try to put the pieces under the right headings, either 'no words' or 'yes words', then pair the relevant 'no' and 'yes' words. Use the *Words to watch Leaders guide* to go through the words.

Some general tips for using appropriate words when interacting with people with disabilities are:

- avoid stereotypical or stigmatising depictions of people with disabilities
- avoid phrases and words that demean individuals with disabilities
- promote the 'people first' concept, i.e. not 'disabled person' but 'person with a disability'.

Portray people with disabilities in the same way as you would any other person.



Challenge the Guides to suggest 'yes words' as a more appropriate alternative to anyone they hear using 'no words'.

Words to watch

No words	Yes words
Abnormal, subnormal	<i>Specify the disability</i>
Afflicted with.....	The person has...(the disability)
Confined to a wheelchair, wheelchair-bound	Uses a wheelchair, is a wheelchair user
Cripple, crippled	Has a physical or mobility disability
Deaf and dumb	Hearing impaired, communication disorder
Defective, deformed	<i>Specify the disability</i>
Epileptic	Person with epilepsy
Handicapped	Person with a disability
Mentally retarded	Person with an intellectual disability
Mongol	Has Down syndrome
Spastic	Person with cerebral palsy

Words to watch leader's guide

No words	Leader notes	Yes words
Abnormal, subnormal	Negative terms that imply failure to reach normality	<i>Specify the disability</i>
Afflicted with.....	Most people with disabilities don't see themselves as afflicted	The person has... <i>(the disability)</i>
Confined to a wheelchair, wheelchair-bound	A wheelchair provides mobility not restriction	Uses a wheelchair, is a wheelchair user
Cripple, crippled	These terms convey a negative image of a twisted, ugly body	Has a physical or mobility disability
Deaf and dumb	The inability to hear and speak does not imply intellectual disability	Hearing impaired, communication disorder
Defective, deformed	Degrading terms	<i>Specify the disability</i>
Epileptic		Person with epilepsy
Handicapped		Person with a disability
Mentally retarded	Also defective, feeble minded, imbecile, moron and retarded are offensive and inaccurate terms	Person with an intellectual disability
Mongol	Outdated and derogatory	Has Down syndrome
Spastic	Usually refers to a person with cerebral palsy or who has uncontrollable spasms. Derogatory, often used as a term of abuse, should never be used as a noun	Person with cerebral Palsy

2.2 Some famous people with disabilities

Aim: To discover some people with a disability have achieved their dreams and made their fame and sometimes fortune.

Suggested time: 30 min

Materials needed: *Famous people with a disability* set of cards
Additional notes for Leader's

Directions:

Mix up the names, occupations and disabilities and get the Guides to re-arrange them into the correct columns. Discuss how the various persons' disabilities made an impact on their career and/or way of life. (This may require some research.) Discuss individuals who are known to Guides who have found their disability does not hold them back from doing what they want to do. Ask the Guides if they know of any other well known people who have a disability if they do not recognise many of the names provided.

Famous people with a disability

Name	Occupation	Disability
Agatha Christie	Author	Epilepsy
Alan Marshall	Author (<i>I can jump puddles</i>)	Epilepsy
Beethoven	Composer	Hearing impairment
Christopher Reeve	Actor	Quadriplegia
David Helfgott	Pianist	Psychiatric disability
Douglas Bader	Fighter pilot	Physical disability (amputee)
Handel	Composer	Epilepsy
Louise Sauvage	Paralympic wheelchair racer	Spinal disability—myelodysplasia
George Washington	US President	Learning disability
Helen Keller	Teacher	Hearing and vision impaired, mute
Julius Caesar	Ruler of Rome	Epilepsy
Louis Braille	Inventor	Vision impairment
Marlee Matlin	Actress	Hearing impairment
Napoleon	French General	Epilepsy
Steady Eddie	Comedian	Cerebral palsy
Stevie Wonder	Singer	Vision impairment
Tom Cruise	Actor	Dyslexia
Michael Milton	Paralympic skier and cyclist	Physical disability (amputee)

Famous people with a disability—additional notes

Louise Sauvage

Not only is Louise Sauvage perhaps Australia's most famous sportsperson with a disability, she is also one of the greatest track athletes this country has ever produced. In Sydney in 2000 she became a household name after winning a gold medal in the 800-metre wheelchair demonstration race at the Olympic Games and two golds and a silver at the Paralympics. But Louise Sauvage had already been a professional athlete for a decade, competing internationally at the top level of her sport. She was involved in sport in one way or another from the age of three, 'when a Perth mother had trundled her daughter along to a neighbourhood swimming pool a couple of days a week, just for some exercise and therapy.'

Louise was born with a severe spinal disability called myelodysplasia, which inhibits the function of the lower half of the body, giving limited control over the legs. As her mother Rita puts it, 'She had one leg underneath her and one over the top, right up to her shoulder. That's how she was born ... She was four and a half hours old when they gently pulled her leg down. It snapped like a piece of cheese.' Louise would undergo over twenty operations before the age of ten.

Tom Cruise

Tom Cruise is a talented actor in Hollywood. His films take in hundreds of millions of dollars and his fans also number in the millions. Some of his big hits were *Top Gun*, *Days of Thunder*, *Rain Man*, *Far and Away*, *A Few Good Men*, *Mission Impossible* and *Jerry McGuire*.

Even though Tom Cruise battles dyslexia, which is a learning disability that alters the way the brain processes written material, he was nominated for, and won, several awards for best actor.

Marlee Matlin

Marlee Matlin is a stand-up comedian and an actress. Some of her films include *Dead Silence*, *It's My Party*, *Hear No Evil*, *Bridge to Silence*, *Walker* and *Children of a Lesser God*. In 1987, she captivated the world by winning the Academy Award for best actress in the film *Children of a Lesser God*.

Marlee Matlin became deaf in infancy due to Roseola infantum. Roseola is a relatively common contagious viral infection of young children.

Christopher Reeve

Christopher Reeve grew up in Princeton, New Jersey, with his mother and his stepfather. In 1977 Reeve was chosen from 200 hopefuls to star in *Superman* for which he won the British Academy Award as best actor.

During a cross-country event in May 1995, his horse balked at a rail jump, pitching Reeve forward where he landed head first. His injuries left the actor paralysed, unable to use any of his limbs or even to breathe without the help of a respirator.

Reeve was dedicated to increasing public awareness about spinal cord injury and to raising money for research for a cure. Furthermore, Reeve founded the Christopher Reeve Foundation in 1996 to raise research money and provide grants to local agencies which focus on the quality of life of people with disabilities. Reeve died at age 52 on 10 October, 2004 from cardiac arrest caused by systemic infection.

2.3 Wheelchair etiquette

Aim: To equip Guides to better understand the etiquette associated with communicating with a person in a wheelchair.

Suggested time: 30 min

Materials needed: *Top ten tips for wheelchair etiquette* set of cards

Directions:

Some people feel uncomfortable around people in wheelchairs because they don't know how to act. Ask the Guides to select what they think would be the top ten tips for wheelchair etiquette from the set of cards you give them. Note: there is no definitive answer for the top ten—the key is that a person in a wheelchair is respected and treated with dignity. To a person in a wheelchair, the wheelchair is their legs. Further discuss why they chose the ten they did. Is one person's top ten better than anyone else's?



Find out if there is a community project focusing on improving access for people with limited mobility and/or in wheelchairs, and how you might be able to participate.



Identify ways in your community that accessibility could be improved for people with limited mobility and/or in wheelchairs.

Top ten tips for wheelchair etiquette

Speak directly to the person who uses the wheelchair not to someone who is nearby as if the wheelchair user did not exist.	Don't be sensitive about using words like 'walking' or 'running'. People using wheelchairs use the same words.
Don't discourage children from asking questions of a person who uses a wheelchair about their wheelchair. Open communication helps overcome fearful or misleading attitudes.	Don't demean or patronise the person who uses a wheelchair by patting him or her on the head.
Don't shout, speak patronisingly or force enthusiasm. Forget the 'speed limit' jokes.	Focus on the person first not the disability.
Never slap a disabled person on the back or thigh as a goodwill gesture. This can cause the person to lose their balance or trigger muscle spasms which can lead to the person falling out of their chair. Muscle spasms are uncontrollable movements in the body due to a damaged spinal cord and can be uncomfortable and painful.	A wheelchair is a part of a person's body space; don't push it, lean on it or tap it—respect the wheelchair as you would another person's limbs.
If your conversation lasts more than a few minutes, consider sitting down, etc. to get yourself on the same eye-level as the person who uses the wheelchair. It will keep both of you from getting a stiff neck!	It is OK to use expressions like 'running along' or 'let's go for a walk' when speaking to person who uses a wheelchair. It is likely they express the idea of moving along in exactly the same way.
Always ask the person who uses a wheelchair if he or she would like assistance before you jump in to help. Your help may not be needed or wanted.	When giving directions, think about things like travel distance, location of curbscuts and ramps, weather conditions and physical obstacles that may hinder their travel.
Accept 'no' for an answer and don't hover. People using wheelchairs have their own unique way of doing things.	It is appropriate to shake hands with a person who has a disability, even if they have limited use of their hands or wear an artificial limb.

2.4 This is my life

Aim: To personally meet someone with a disability who is willing to share their life experiences with the Guides.

Suggested time: 30 min

Materials needed: Visiting speaker who has a disability

Directions:

Ask someone who has a disability to come and talk to the Guides about their life and their disability (what it is, how it came about, how life is for them or how it has changed if the person has not always been disabled). The person talking to the Guides should be briefed that young people have a lively curiosity and imagination so the questions may be very direct and not questions that adults would feel comfortable to ask.

3. Access for people with disabilities

The following activities enable Guides to assess the issues around the physical access for people with disabilities to their Guide meeting place and other facilities within their local community.

3.1 I've got wheels

Aim: To experience the difficulties in getting from point A to point B in a wheelchair.

Suggested time: 1 hr

Materials needed: Wheelchair borrowed from a disability service organisation, nursing home or hospital. If this is not possible try and simulate a wheelchair or use a pair of crutches.

Directions:

Let the Guides take it in turns in the wheelchair and see if they can navigate from the car park or roadway outside your meeting place to inside your meeting place. Now see how easy/difficult it is to get the wheelchair into the toilet at your meeting place. Discuss with the Guides what they experienced. Ask them to think about other aspects in your meeting place that may be difficult for a person in a wheelchair, for example, getting materials from a cupboard, using the oven, sitting at a table.

A similar exercise could be conducted by tying a piece of wood to one leg of each Guide so that it is immobilised. Add some crutches and let them go.



Take the Guides in Patrols on a walk in your local area and visit various places, e.g. local shopping centre, library, doctor's surgery, and get them to write down all the hazards and all the aids they can see for somebody in a wheelchair. Examples of hazards may be potholes in the footpath, no ramp at a corner, steps to get into the shopping centre. The girls can now advocate for people in wheelchairs by writing a letter to the Council or the building management with their findings.

3.2 Access survey

Aim: To examine your own Guide meeting place and determine how accessible it is for a person with disabilities.

Suggested time: 45 min

Materials needed: Flipchart/butcher's paper
Textas/pens

Directions:

Ask the Guides to work in Patrols and to critically look at their own meeting place and determine how accessible it is for a Guide or a Leader with a disability. Consider all types of disability, e.g. visual impairment, mobility impairment, hearing impairment. Is the door wide enough to enable someone in a wheelchair to get into the room? Are there bars in the toilet to enable someone who is not too steady on their feet to use the toilet?



Identify what would need to be done in order for girls or adults with a disability to join the Unit.

4. Communication

The following activities enable Guides to experience the challenges that people with disabilities face with basic communication skills.

4.1 Reading

Aim: To illustrate the difficulties faced by a person with an intellectual disability when we assume that they can read in the same way that we do.

Suggested time: 45 min to 1 hr

Materials needed: Whiteboard or flipchart/butcher's paper
Textas/pens

Directions:

The written word forms a major part of our communication system that we tend to take for granted. A person with an intellectual disability will often have difficulty in reading or will take longer than would normally be expected to read written forms of communication. They can see words very differently to us. Write a number of different sentences backwards on a piece of paper or whiteboard. Ask the Guides to try and decipher the sentences.

Examples:

- ehT kcalb tac tas no eht toh nit foor
The black cat sat on the hot tin roof
- M yd ogha sf leas
My dog has fleas
- Dick stogged for a quick binner
Dick stopped for a quick dinner

Discuss what were the difficulties faced in deciphering the sentences.

How could reading difficulties impact on people's daily lives? For example, words giving a safety or warning message may not be understood correctly—pictures or diagrams are often used to provide a clearer message. Think about what you read each day.

4.2 Writing

Aim: To illustrate the difficulties and frustrations felt by people with disabilities when they cannot control their muscles.

Suggested time: 30 min

Materials needed: Sheets of papers
Pens/pencils
Samples of art work created by foot or mouth artists

Directions:

Ask the Guides to try and perform the following writing tasks.

- Using the opposite hand that they would normally use for writing:
 - write their name
 - write their address
 - write their telephone number
 - draw a mouse.

Was this hard to do? How did they feel trying to do this; were they frustrated? Now extend the task and ask the same questions.

- Using the pen or pencil between their toes:
 - write their name
 - write their address
 - write their telephone number
 - draw a mouse.

And further extend the task and ask the same questions.

- Using the pen or pencil in their mouth
 - write their name
 - write their address
 - write their telephone number
 - draw a mouse.



Show the girls some samples of art work created by people with disabilities using their feet or mouth.

4.3 Lip speaking

Aim: To learn the skill of lip speaking to enable a hearing impaired person to understand us.

Suggested time: 30 min

Materials needed: Ear plugs / ear muffs
Sheets of paper
Pens / pencils

Directions:

Hearing loss is often referred to as an invisible disability. Unless a person wears a hearing aid or other device that is easily seen, their hearing loss may not be readily detected. Today, while society has a greater understanding of hearing loss, it can still evoke a variety of negative feelings in members of the public. Often people shout at a hearing impaired person instead of using the very simple skill of 'lip speaking'.

The Guides should work in pairs. One is wearing ear plugs, ear muffs or blocking their ears with their fingers and is role playing a hearing impaired person. Ask the 'hearing' Guide to do the following tasks and then after each task the 'hearing impaired' Guide writes down what she heard:

- say a word or a sentence but have their hand over their mouth
- say a word or a sentence but not look directly at the other person
- say a word or a sentence with the 'hearing' Guide three metres away from the 'hearing impaired' Guide.

Compare notes between what was said and what was heard. Ask the Guides to swap roles and do the same exercise again. Discuss with the Guides how they could improve their 'lip speaking' with techniques such as:

- facing the hearing impaired person directly
- allowing the hearing impaired person to see their mouth
- speaking clearly (not loudly and not too slow)
- having an appropriate distance between the 'hearing' person and the 'hearing impaired' person—this is generally the space between two people who can hear.



This activity can be extended by playing a game with the Guides which involves calling out instructions and having lots of movement, e.g. Fruit Salad. Half of the Guides should be wearing ear plugs or ear muffs. When the game is finished ask the 'hearing impaired' Guides how they felt during the game. Discuss with the Guides how they could adapt the game so that it is friendlier to people with a hearing impairment.

5. Daily living

The following activities enable Guides to experience the challenges that people with disabilities face in their everyday lives.

5.1 Breakfast time

Aim: To demonstrate how difficult it can be to perform a normal daily task when you don't have the full mobility of your hands.

Suggested time: 20 min

Materials needed: Oven mitts for each Guide
Cereal bowl and cereal spoon for each Guide
Packet of breakfast cereal
Carton of milk
Sugar in a closed container
Drop sheet or plastic cover—to collect the mess

Directions:

Ask the Guides to try and serve themselves breakfast and eat it while wearing oven mitts. When breakfast is finished discuss the difficulties the Guides faced in performing this relatively simple task. This activity could be extended by preparing and eating a different type of food, e.g. a sandwich.

5.2 Night at the movies

Aim: To develop skills in assisting somebody who is visually impaired in getting to their seat at the movies.

Suggested time: 30 min

Materials needed: Blindfolds
Several chairs with Guides sitting on them as if they were at the theatre
One empty chair (that is not easy to get to or in a direct path)
Other obstacles
Half open door to the theatre

Directions:

Guides will work in pairs. One is blindfolded, one is not. The Guide who can see is responsible for getting the 'visually impaired' Guide to her seat in the theatre. Initially try this scenario:

The 'sighted' Guide should not ask where the 'visually impaired' Guide might like to sit. They grab their arm and push the person through the half-open door. They do not describe the path being taken and say 'look out' instead of 'stop' at major obstacles. When the chair is reached, they should spin the visually impaired person around and push them into the seat and then leave without explanation.

In the group discuss:

- What issues arose?
- How were they dealt with?
- Were these strategies successful?
- How did the participants feel?

Highlight the mistakes in this scenario: pushing the visually impaired person instead of offering an elbow, half-open door, obstacles in the way, not asking for a seating preference, not describing the situation (for example, only one chair available), 'look out' instead of 'stop', leaving without explanation. Repeat the role play, this time with the Guide who can see using a combination of physical assistance and verbal cues to direct their partner to a vacant seat in the theatre, starting from outside the room.

5.3 Money, money, money

Aim: To show that simple every day things can sometimes be quite difficult and how important the sense of touch is.

Suggested time: 15 min

Materials needed: Money (both coins and notes in a bag)—one bag for each Patrol
Blindfolds

Directions:

Start with something simple such as picking out a 20 cent coin from the bag. The Leader then calls out an amount of money, e.g. \$2 or \$10.50. The Guides (blindfolded) must try and count out the correct money. Discuss how the girls determined which the correct coin or note was to choose.

5.4 Ring, ring

Aim: To discover a helpful tool on phones and keyboards for people with a disability.

Suggested time: 20 min

Materials needed: Mobile phones
Computer keyboards—or ask the Guides to check their keyboards at home or school
Calculators
Blindfolds

Directions:

Ask the Guides to find something unusual/different about the phone keypad or computer keypad that would assist a person who is visually impaired. How would this feature help that person? Don't reveal the following information to the Guides until the end of the activity. On all phone handsets (mobile and landline) the number five has a raised dot or a raised bar to assist a person in locating that key and then being able to make a phone call. Similarly computer keyboards have a raised dot or bar on the letters F and J (so that both hands can be positioned on the keyboard correctly) and on the numeric keypad the number five has a raised dot or bar. This is also used by touch typists to position their hands correctly on the keyboard.



Ask the Guides where else the number five may have a raised dot—calculators, some lift keys for example.

5.5 Jigsaws with a twist

Aim: To experience how a visually impaired person would have greater difficulties in completing a jigsaw puzzle compared to somebody who had little or no visual impairment.

Suggested time: 20 min

Materials needed: Variety of jigsaws (suitable for the age of the Guides)
Old spectacle frames or safety goggles/masks or cardboard eye frames or ask the Guides to make up their own eye wear template such as this, using light weight card
Different coloured cellophane
Masking tape
Watch, stop watch or timer



Directions:

Make up a variety of eye wear that can be used during this activity:

- frames with several layers of different coloured cellophane over the lens area
- frames with only a small hole in the centre of the lens area.

Now ask the Guides to try and put together a jigsaw using their special eye wear and time them. Get them to complete the same jigsaw without their eye wear. Compare the two times for each Guide and discuss with them what they experienced when they were wearing their eye wear.



Old spectacles can be taken to an optometrist to be recycled and used in a country where glasses are very expensive and beyond the reach of poorer people. This could be a service project for your Unit.

Challenge sheet

- With your Guide Unit participate in your choice of activities from the Heads Held High pack that your Guide Leader has.
 - 5-7 years 3 activities
 - 7-9 years 5 activities
 - 9-12 years 7 activities
 - 12-14 years 8 activities
 - 14-17 years 9 activities

Activity	Date	Activity	Date

- With your Patrol / Guide Unit and using the resources provided by your Guide Leader, learn about some of the organisations that provide services to people with disabilities.
- With your Patrol / Guide Unit participate in a practical service project for a disability organisation or help a person with a disability. Your Guide Leader has more details.

Challenge progress sheet

Name	Activity Challenges							Learning About An Organisation	Practical Service Project





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