

Disability Outreach & Inclusion Workshop for Students

A Guide for Equipping Students to Include and Support Children with Disabilities



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Organizations:

Kupenda for the Children is registered in the U.S., and Kuhenza for the Children is registered in Kenya. The organizations' mission is to transform harmful beliefs and practices surrounding disability to those that improve children's lives. Both organizations report to their respective national governments, manage their own operational funds, and are overseen by their own boards of directors. Each year, Kuhenza and Kupenda collaboratively fundraise to support their joint projects. They have been co-designing and co-implementing disability programs since 2003.

Writers:

Leonard Mbonani, Kuhenza for the Children's Founder and Executive Director
Loice Maluki, Kuhenza for the Children's Program Manager
Martha Karo, Kuhenza for the Children's Program Director
Martha Omar, Kuhenza for the Children's Program Officer
Cynthia Bauer, Kupenda for the Children's Founder and CEO
Jessica Abrams, Kupenda for the Children's Development Director
Lauren Blair, Kupenda for the Children's Content and Policy Writer/Editor

Editors:

Lucky Mahenzo, Kuhenza for the Children's Deputy Assistant Director
Thomas Katana, Kuhenza for the Children's Project Officer
Cynthia Bauer, Kupenda for the Children's Founder and CEO
Jessica Abrams, Kupenda for the Children's Development Director
Lauren Blair, Kupenda for the Children's Content and Policy Writer/Editor

Photographer:

Kupenda for the Children and Kuhenza for the Children

Contributors:

The staff, facilitators, volunteers, and students of Kupenda and Kuhenza's *Disability Outreach & Inclusion Workshop for Students* in Kenya, whose guidance, discussions, and feedback contributed to the content of this guide.



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Note on Guide Adaptability

This document exists as a guide for facilitators but can and should be adapted based on the workshop participants' needs, culture, literacy level, and learning styles. The contents of this workshop can also be truncated or elongated, depending on available time and resources.



Introduction



The World Health Organization (WHO) estimates that **16% of the world's population, more than one billion people, are living with a disability.** Among marginalized groups, children with disabilities remain some of the most excluded and discriminated against, not only because of their disability but also because of misunderstandings related to the causes and implications of disability. In many countries, people believe that children with disabilities cannot contribute meaningfully to society and may attribute disability to curses, witchcraft, sin, or other harmful beliefs. These misconceptions can lead families and communities to hide, neglect, abandon, or abuse children with disabilities. In some tragic cases, children with disabilities are even killed at birth.

Many of these beliefs and attitudes are passed down from one generation to the next. Young people often absorb what they see and hear from their families and communities, shaping how they understand and treat people with disabilities. For this reason, **students play a critical role in changing attitudes and creating more inclusive communities.**

Kupenda for the Children and Kuhenza for the Children developed the Disability Outreach & Inclusion Workshop for Students to **help young people explore these issues and become advocates for inclusion.** Through discussions, testimonies, and collaborative activities, students examine common beliefs about disability, learn about the rights of children with disabilities, and reflect on how their attitudes and actions can impact others. This workshop also equips students with strategies to prevent bullying, support peers with disabilities, and promote inclusion within their schools and communities.

At Kupenda and Kuhenza, we have seen that **when young people are empowered with accurate information and compassion, they can become powerful advocates for change.** Students who participate in this workshop often leave with a renewed commitment and concrete plans to stand up against bullying, challenge harmful beliefs, and support classmates with disabilities.

The results from this workshop are meaningful and long-lasting. By encouraging empathy, respect, and advocacy among students, the workshop helps create school communities where children with disabilities are valued, included, and supported. Ultimately, this work contributes to a broader cultural shift, one in which students with disabilities are recognized as important members of our families, schools, and societies.

Preparing for the Workshop

Arrange All Personnel

- Identify the school where the workshop will be held.
- Work with the head of the school where you will facilitate the workshop to identify 20-25 possible students to attend the workshop.
- Invite two sign language interpreters to communicate with children who are deaf or hard of hearing.
- Invite a person with a disability (ideally a child or youth) to tell the story of their life and experience as a person with a disability. Ideally, this would be someone from the participants' community. Brief them on what to cover in the speech (see the speech content list on page 24).
- Gather volunteers or staff who can help with setup, break times, meals, monitoring the group, administering the *Survey* (Appendix A-2) to illiterate participants, and assisting with action planning.
 - **Important:** Allow approximately 30 minutes per participant for completing the *Survey*, and 30 minutes each for individual anti-bullying action plans and group Disability Action Plans. Check with the host in advance how many participants will need support, so you can plan staffing accordingly.

Arrange Venue and Meals

- When looking for a venue, ensure that it is accessible to all participants. (See full *Facility, Communication, and Resource Accessibility Checklist* in Appendix A-8.)
- Ensure there are enough chairs and desks for each participant.
- Make tea and lunch arrangements.

Gather Information

- In advance of the workshop, collect as much data as you can regarding disability in the community(ies) of your participants from organizations for persons with disabilities (OPDs), community leaders (Christian leaders, traditional healers, local chiefs, etc.), government ministries, non-governmental organizations (NGOs), schools, medical facilities, etc.
- Look up the Disability Act of the country that your participants are from.
 - Ensure you've read the Act and are familiar with the local laws regarding people with disabilities.
 - Bring 1 copy of the Act to leave with the host.
 - If possible, develop a short (ideally 1-page) *Summary of the National Act or Local Laws Regarding Disabilities* and any other supportive legislative summaries (see example in Appendix A-6).
- Prepare your *Media Consent Form* (see example in Appendix A-1).
 - Arrange for the school to have Media Consent forms (Appendix A-1) signed by parents prior to the workshop.
- Prepare a *Service Referral Guide for Children with Disabilities* for the area in which you are presenting (see example in Appendix A-5).
 - Include schools, clinics, assessment offices, child protection centers, OPDs, and nonprofit organizations that can provide services for children with disabilities.
 - Include local facilities but also look beyond them in case there are more services available at the county and national levels.
- Research laws and penalties related to abuse in the country that your participants are from and add those details to the *Abuse Prevention Resources* (see Appendix A-7).



Preparing for the Workshop



Prepare Handouts

Before preparing your handouts, speak with the host to decide on the language for the workshop. If you choose a language other than English, translate the workshop handouts and flip chart content accordingly.

- Group Materials and Facilitation Materials:
 - 1 copy of the *Sign-In Sheet* (Appendix A-3)
 - 1 copy of the *Disability Act* of the country that your participants are from
 - Medical and non-medical causes of disability cards for each small group, using all responses from the chart (see page 22)
 - Rights and non-rights cards for each small group of 4-5 people, using all responses from the chart (see page 23)
 - Action Plan flip chart for each small group with the following columns:

| Date | Activity | Location | Person Responsible |
|------|----------|----------|--------------------|
| | | | |

- 4 flip charts (1 question per flip chart)
 - *Question 1: How do you define “disability”?*
 - *Question 2: What do you believe causes disability?*
 - *Question 3: What are challenges faced by children with disabilities?*
 - *Question 4: What are the rights of children with disabilities?*
- Photos of children with different types of disabilities for the “Discuss Different Types of Disabilities” activity (page 20).
- Individual Handouts and Materials:
 - 1 notebook
 - 1 pen
 - Gifts bearing the name of the organization to motivate participants
 - 1 copy of the *Disability Guidebook* (Appendix A-9)
 - 1 copy of the *Media Consent* (Appendix A-1)
 - 2 copies of the *Survey* (Appendix A-2)
 - 1 copy of the *Service Referral Guide* handout (Appendix A-5)
 - 1 copy of the *Short Summary of the National Act or Local Laws Regarding Disabilities* (Appendix A-6)
 - 1 copy of the *Abuse Prevention Resources* (Appendix A-7)
 - 1 copy of the *Student Action Plan Against Bullying* (Appendix A-4)
 - 1 copy of the *Certificate of Participation* (Appendix A-11)

Prepare Handouts (continued)

- Other Presentation Visuals:
 - Review the visuals you will be referring to during your presentation (see *Student Guide Presentation Visuals* in Appendix A-10).
 - If you do not plan to use the *Student Guide Presentation Visuals*, also print or prepare flip charts with this additional content:
 - The Participants' Agenda (page 13)
 - The Workshop Objectives (pages 17-18)
 - Questions about experiences with disability (page 18)
 - National definition of disability (page 19)
 - Definitions of abuse (page 27)
 - Types of abuse (page 27)
 - Definition of bullying (page 29)
 - Definition of advocacy (page 30)
 - Definitions of self-advocacy and peer-to-peer advocacy (page 31)

Select and Prepare Your Co-Facilitators

Select a group of co-facilitators (ideally 2-5 staff or volunteers) to help you with the following tasks. Ensure these individuals have the disability knowledge and language, organizational, photography, and interpersonal skills needed to provide you with strong support.

- Place a pen and notebook on each participant's desk.
- If you have prepared materials on flip charts, tape the prepared flip charts to the walls **face down**. (You will turn these over 1x1 as the groups discuss them.)
- Place the *Sign-In Sheet* (Appendix A-3) on a desk at the front of the room.
- As participants arrive, ask them to write their information on the sign-in sheet. Check that they are doing this. If it appears that a participant is illiterate, help them complete the sign-in sheet.
- Keep an eye on the time during the workshop and breaks. When it's getting close to the end of each part of the day, prompt the facilitator with a 5-minute and then a 1-minute warning. (You may want to create a sign to hold up that says "5" and "1.")
- Ensure tea and lunch are served on time and the cooks are paid.
- Take notes on the workshop. Be sure to include:
 - The action plans
 - Any profound notes
 - Any problematic topics, content, or logistics
- During small group activities:
 - Walk around the room listening to different groups
 - Assist groups who are struggling or off track
 - Praise groups that are doing a good job

Preparing for the Workshop



Select and Prepare Your Co-Facilitators (continued)

- Take close-up, engaged photographs during the workshop ONLY after the participants have given their consent.
- Ensure everyone has written their name and contact details on the sign-in sheet and that they've written legibly.
- Distribute and collect handouts as prompted by the facilitator.
- If participants arrive late, ensure they add their information to the sign-in sheet and help them to join a group. Brief them on the workshop content as needed.
- Help illiterate participants complete the survey.

Gather the Materials

- Camera with fully charged battery
- Flip chart and markers
- A large roll of tape/push pins/hammer and nails (to put the flip charts on the wall)
- Cards for the rights/non-rights activity and the medical/non-medical causes of disability activity
- Tape or other adhesive to put the cards on the flip charts
- Appropriate computer/screen/projector/cord(s)/power source (or pre-printed visuals) to show the *Student Guide Presentation Visuals* (Appendix A-10)
- Photos of different disability types
- Ball

Important Notes on Workshop Timing

- The following agendas were developed to guide facilitators in conducting the workshop during a single 7-hour day.
 - Facilitators may choose to expand the length of the workshop if they would like or hold it over several days.
 - For those who choose to shorten the workshop, please note that **discussions around the four key questions, abuse and bullying prevention, and action planning** are the most important parts of the workshop. Facilitators are encouraged to cut down on the other workshop content, as needed, to ensure they have ample time to cover the content in these sections.
- For those who wish to follow the agendas and complete the content in a single day, it is critical to begin the workshop on time. To support this, the facilitator can:
 - Discuss the start time with the host prior to the workshop to ensure they encourage and support participants to arrive on time.
 - Post a piece of flip chart on the venue wall prior to the start of the workshop. When unexpected questions emerge from the participants and they may take too much time to address, the facilitator can write them on this flip chart. Oftentimes, the questions are addressed in future parts of the workshop. If they are not, the facilitator can discuss them individually with the student who asked them during the workshop breaks.
- Note: Even with an on-time start, the workshop content may take longer if there are many participants or if the participants have lower levels of education. Shorter discussions and more staff to help low-literacy participants complete pre/post surveys and action plans can help facilitators to keep to the schedule.



Sample Participants' Agenda



Disability Advocacy Workshop Agenda

(Add date and location here)

| | |
|---------------|---|
| 9:00 - 10:00 | <ul style="list-style-type: none">• Pre-Survey• Song• Prayer• Welcoming Remarks• Group Norms• Self-Introductions• Expectations• Workshop Objectives and Agenda• Facilitator's Introduction• Individual Experiences with Disability |
| 10:00 – 11:00 | <ul style="list-style-type: none">• Defining Disability• Causes of Disability• Challenges Faced by Children with Disabilities |
| 11:00 - 11:15 | BREAK |
| 11:15 - 12:45 | <ul style="list-style-type: none">• Rights of Children with Disabilities• Testimony of an Individual with a Disability• Abuse/Bullying Prevention |
| 12:45 - 1:45 | LUNCH |
| 1:45 - 4:00 | <ul style="list-style-type: none">• Action Planning• Sharing Disability Resources• Post-Survey• Closing Words and Prayer |

Facilitators' Agenda



| Sample Timing | Activity |
|---|---|
| 8:30 - 9:00 | 1. Ask participants to sign in as they arrive |
| Introduction | |
| 9:00 - 10:00 | 2. Administer the Survey (Appendix A-2) 3. Volunteer song 4. Volunteer prayer 5. Welcoming remarks 6. Agree on group norms 7. Self-introductions 8. Review participants' expectations 9. Review workshop objectives 10. Review the participants' agenda 11. Facilitator's introduction |
| Personal Experiences with Disability | |
| 10:00 - 10:15 | 12. Large Group Discussion: Explore individual experiences with disability |
| Group Discussion – Question #1: How Do You Define “Disability?” | |
| 10:15- 10:30 | 13. Discuss different types of disability 14. Present the national definition of disability 15. Discuss the definitions' similarities and differences and the role of perception 16. Discuss person-first language |
| Group Discussion – Question #2: What Do You Believe Causes Disability? | |
| 10:30 – 10:45 | 17. Small group discussions about the causes of disability 18. Large group discussion about the causes of disability 19. Discuss how spiritual or superstitious beliefs affect people with disabilities |
| Group Discussion – Question #3: What Are Challenges Faced by Children with Disabilities? | |
| 10:45- 11:00 | 20. Discuss challenges faced by children with disabilities |
| 11:00 – 11:15 | BREAK |
| Group Discussion – Question #4: What Are the Rights of Children with Disabilities? | |
| 11:15 - 11:35 | 21. Small group discussions about the rights of children with disabilities 22. Large group discussion about the rights of children with disabilities |
| Testimony of an Individual with a Disability | |
| 11:35 – 12:05 | 23. Guest speech 24. Participant questions 25. Disability is not inability discussion 26. Participant stories of disability not being inability 27. Conclusion on the influence of attitudes and opportunities on ability |

Facilitators' Agenda



| Sample Timing | Activity |
|--|--|
| Discuss Abuse/Bullying Prevention | |
| 12:05 - 12:45 | <ul style="list-style-type: none"> 28. Discuss the definition of abuse 29. Discuss types of abuse 30. Discuss steps for reporting sexual abuse 31. Discuss the definition of bullying 32. Discuss the impact of bullying 33. Discuss who should address bullying 34. Discuss self-advocacy as a response to bullying 35. Discuss peer-to-peer advocacy as a response to bullying 36. Write and discuss student action plans against bullying 37. Discuss the need for inclusion |
| 12:45 - 1:45 | LUNCH |
| Action Planning and Discussion About the Role of Students | |
| 1:45 – 3:00 | <ul style="list-style-type: none"> 38. Discuss the role of students 39. Develop small group action plans through large group discussion |
| Action Plan Follow-Up Logistics | |
| 3:00 - 3:10 | <ul style="list-style-type: none"> 40. Review reporting instructions |
| Resources Review and Distribution | |
| 3:10 - 3:45 | <ul style="list-style-type: none"> 41. Present and distribute the <i>Disability Guidebook</i> (Appendix A-9) 42. Present and distribute the local disability law summary (see example in Appendix A-6) 43. Present and distribute the <i>Service Referral Guide for Children with Disabilities</i> (see example in Appendix A-5) 44. Distribute the <i>Abuse Prevention Resources</i> (Appendix A-7) 45. Present and distribute a copy of the host organization's brochure (if applicable) 46. Administer the <i>Survey</i> again to assess changes (Appendix A-2) 47. Distribute the <i>Certificate of Participation</i> (Appendix A-11) |
| Conclusion | |
| 3:45 – 4:00 | <ul style="list-style-type: none"> 48. Volunteer reflection 49. Closing words 50. Word of thanks 51. Closing prayer 52. Collect sign-in sheet |

Introduction

Note: Before you begin the workshop, ask a sign language interpreter to sign for those who are deaf or hard of hearing.

1. Ask Participants to Sign In as They Arrive

- Place a copy of the *Sign-In Sheet* (Appendix A-3) at the front of the room.
- As participants arrive, ask them to write their information on the sign-in sheet. Check that they are doing this.
- If it appears that a participant is illiterate, ask one of your co-facilitators to help them complete the sign-in sheet.
- As students are being seated, have any students whose parents did not sign a *Media Consent* (Appendix A-1) move to a seat on the periphery so you can easily keep them out of photographs.

2. Administer the Survey (Appendix A-2)

- Explain the following before you pass out the document:
 - They will have 30 minutes to complete this worksheet.
 - They should not speak to one another as they complete the survey.
 - They should not look up the answers on their phones.
 - They should be honest. They will not be judged.
 - This is not an exam.
 - We will give you another survey at the end of the workshop.
 - The results will be used to assess the workshop, but their specific names and answers will be kept confidential.
- If some participants are illiterate or have a low level of literacy, assign volunteers or staff members to administer the surveys verbally to them and then write down their answers.

Note: Remind volunteers or staff members that they should not provide the survey answers to the participants while assisting them.

- Walk around the room helping people who are stuck or confused.
- Ensure they answer every question.
- Give them time warnings when there are 5, 3, and 1 minute(s) remaining.
- Ask people to submit their worksheets.

3. Volunteer Song

- Invite a volunteer to initiate a song to be sung together.

4. Volunteer Prayer

- Invite a volunteer to commence the workshop with a prayer.

5. Welcome Remarks

- Invite the host to welcome the participants and introduce the facilitator.

Introduction (continued)

6. Agree on Group Norms

- Ask the participants to come up with “group norms” guiding the workshop.
- Explain that these “norms” are ways we’d like everyone in the room to conduct themselves for a productive, collaborative workshop.
- As participants give answers, write them on a board or flip chart.
- Ensure participants say things like:
 - Respect teachers and one another.
 - Listen without interrupting and value all opinions.
 - Participate and contribute to discussions.
 - Cooperate with teachers and classmates.
 - Keep noise and unnecessary movement to a minimum.
 - Be punctual and return promptly from breaks.
 - Remember there are no right or wrong answers.
- Once you’ve developed the list, tape the flip chart to a wall in the workshop room.

7. Self-Introductions

- Provide the group with the following instructions:
 - Ask everyone to sit in a large circle.
 - Begin by stating your name and one thing you enjoy doing.
 - Pass a ball to the person on your left and ask them to state their name and one thing they enjoy doing.
 - Then ask the participant to pass the ball to the person on their left. Continue until each student has introduced themselves in the same way.

8. Review Participants’ Expectations

- Ask participants what they expect to happen during the workshop and what they expect to learn.
 - As participants give answers, write them on a flip chart.
 - Some examples of possible participant answers include:
 - To learn new things about disability
 - To learn more about people with disabilities and how they are treated
 - To learn about the needs of people with disabilities
- At the end of the exercise, tape the flip chart to a wall in the workshop room.

Note: Since every audience is different, this exercise helps the facilitator to understand the group. They can tailor the content and direct the conversation around their needs and interests.

9. Review Workshop Objectives

- Explain to participants that you will now review workshop objectives that will help them handle disability issues in their families, schools, and communities.
- Call on participants randomly to read or sign the workshop objectives from the prepared flip chart. (*Random selection helps participants to pay attention.*)
 1. Share personal experiences with disability
 2. Explore disability issues in our communities
 3. Discuss the responsibilities of students related to disability support
 4. Develop action plans

Introduction (continued)

9. Review Workshop Objectives (continued)

- Explain any items that need more detail.
- Answer any questions the participants may have.

10. Review the Participants' Agenda

- Hang the prepared flip chart with the agenda written on it.
- Review the agenda together.
- Explain any agenda items that need more detail.
- Answer any questions the participants may have.

11. Facilitator's Introduction

- Introduce yourself and your group or organization. Remember to cover these topics:
 - Your information:
 - Name
 - Job
 - Your organization's:
 - Mission
 - Strategies for helping people with disabilities

Sample Organization Introduction That Engages Participants and Reiterates the Workshop Objectives:

Kupenda and Kuhenza work to transform harmful beliefs and practices surrounding disability to those that improve children's lives. This workshop is designed for you as students because you have the power to shape how your peers are treated in your schools and communities. Together, we will explore what disability means, discuss challenges and rights, and learn how to stand up against bullying and exclusion. By the end, we hope you will feel prepared and ready to take action, speak up, make thoughtful choices, and help create a school where every student feels seen, respected, and included.

Personal Experiences with Disability

12. Large Group Discussion: Explore Individual Experiences with Disability

- Invite volunteers to share their experiences on disability at home and in the community.
- Write their responses to the following questions on a flip chart:

- What do you appreciate about children with disabilities?
- How did you feel when you first discovered you had a disability or you came across another child with a disability for the first time?
- What do you believe causes disability?
- Where do parents take children with disabilities for intervention or a cure?
- How does your community treat people with disabilities and their families?
- What do people in your community believe are some of the causes of and interventions for disability?

Group Discussion - Question #1: How Do You Define “Disability”?

13. Discuss Different Types of Disability

- Present photos of children with different types of disabilities.
- Display each photo one at a time and ask participants, “In these photos, which parts of the body do you believe are affected by this disability?”
 - Write the answers on a flip chart while grouping the disabilities into physical, mental, and sensory categories.
- Tell participants, “We are grouping disabilities into physical, mental, and sensory categories to help us learn, but there are other types of disabilities. Some affect learning, emotions, or long-term health, and some people may have more than one disability. We won’t cover all of them today, but it’s important to know they exist.”
- Ask participants, “What are some examples of disabilities which may not be visible?”
 - Elicit answers from a few participants and write them on a flip chart.
- Then ask, “From what you have observed in these photos, how would you define disability?”
 - Elicit answers from a few participants and write them on a flip chart.

14. Present the National Definition of Disability

- This is an example of the definition in Kenya’s 2010 Constitution. Ask a volunteer to read aloud or sign this definition off the flip chart you prepared in advance.

“Disability includes any physical, sensory, mental, psychological or other impairment, condition or illness that has, or is perceived by significant sectors of the community to have, a substantial or long-term effect on an individual’s ability to carry out ordinary day-to-day activities.”¹

15. Discuss the Definitions’ Similarities and Differences and the Role of Perception

- Ask participants, “What are the similarities and differences between the definitions you provided and the national definition?”
 - Elicit their answers and write them on the flip chart.
 - Guide the discussion to include the following point:
Difference: “Barriers” in the national definition might include things like the *perception of others*.
- Explain that disability often comes from physical barriers, such as stairs instead of ramps or dim lighting for someone with impaired vision.
- Then explain that disability can also be social and shaped by the way people view or respond to a person with a disability.
 - Ask if they know of any situations where someone with a disability was perceived to be less capable than they actually were and listen to their stories.
 - If needed, prompt them by asking if they know anyone with a disability who got married, obtained a job, completed a course, or had a child when people in their community thought they were not able to do those things.
- Emphasize language that shows how **perception** of one’s ability or inability has a role in these definitions.

¹ Kenya, Parliament, *The Constitution of Kenya*, adopted August 4, 2010, sec. 260, <http://kenyalaw.org/kl/index.php?id=398>.

Facilitator Notes

Group Discussion - Question #1: How Do You Define “Disability”? (continued)

16. Discuss Person-First Language

- Show a photo of a person with a visible disability and ask, “What do you see?”



- Elicit responses until someone says: “A person.”
- Then write “A Person” on the flip chart.

- Show a photo of a person with hydrocephalus and ask, “What do you see?”



- Elicit responses until someone says: “It’s a person with a large head.”
- Then write: “A Person with Hydrocephalus” on the flip chart.

- Show a photo of a person with microcephaly and ask, “What do you see?”



- Elicit responses until someone says: “It’s a person with a small head.”
- Then write: “A Person with Microcephaly” on the flip chart.

- Then share the following points:

- These people are like any other people.
- Ask them why it is more appropriate to say “a person with a disability” rather than a “disabled person”?
 - Write these two phrases on a flip chart to show the difference.
 - Guide them to the conclusion that “a person with a disability” emphasizes that someone is a person first and not defined by their disability.

Group Discussion - Question #1: How Do You Define “Disability”? (continued)

16. Discuss Person-First Language (continued)

- Prompt the group to use the right language for other disabilities by sharing some of the negative phrases below and asking them to rephrase them more positively.²

| Negative Phrases | Affirmative Phrases |
|--|---|
| Retarded, mentally defective | Person with an intellectual, cognitive, or developmental disability |
| The blind | Person who is blind Person who is visually impaired |
| The disabled, handicapped | Person with a disability |
| The deaf, deaf and dumb | Person who is deaf |
| Suffers a hearing loss | Person who is hard of hearing |
| CP victim | Person with cerebral palsy |
| Epileptic | Person with epilepsy Person with a seizure disorder |
| Wheelchair bound, confined to a wheelchair | Person who uses a wheelchair |
| Stricken by MD | Person who has muscular dystrophy |
| Crippled, lame, deformed | Person with a physical disability |
| Dumb, mute | Person who is unable to speak |
| Crazy, nuts, mad | Person with a psychosocial disability |

Group Discussion - Question #2: What Do You Believe Causes Disability?

17. Small Group Discussions About the Causes of Disability

- Group the participants in groups of 4 to 5 students.
- Give each group 10 cards, which each list a medical or non-medical belief about what causes disability.
- Explain that medical causes come from the body, like sickness or injury. Non-medical causes come from what people believe or think.
- Tell participants, “Each of you is going to work with your group to sort the cards into two columns. If you believe the card shows a medical cause of disability, place it in a ‘medical’ column. If you believe the card shows a non-medical cause of disability, place it into a ‘non-medical’ column.”
- Explain any of the medical or non-medical causes that might need more explanation.
- Walk around the room to help those who appear to be struggling with the task.

²United Nations, *Disability-Inclusive Language Guidelines* (Geneva: United Nations, 2019), accessed September 13, 2025, www.un Geneva.org/sites/default/files/2021-01/Disability-Inclusive-Language-Guidelines.pdf.

Group Discussion - Question #2: What Do You Believe Causes Disability? (continued)

18. Large Group Discussion About the Causes of Disability

- Place a flip chart at the front of the room with 2 columns: 1 column is labeled “Medical Causes” and the other is labeled “Non-Medical Causes.”
- Then ask 1 or 2 people from each group to read aloud or sign their cards and then place them in the correct flip chart column at the front of the room.
- Ask the participants to help you make corrections to the placement of the cards in the 2 columns.

| Medical Causes | Non-Medical Causes |
|-----------------|-----------------------|
| • Accidents | • Demons |
| • Disease | • Infidelity |
| • Genetics | • Curses |
| • Birth Defects | • Punishment from God |
| • Malnutrition | • Witchcraft |

- Ask participants, “In your community, which cause do people believe in more?” Point to the two sides and elicit answers from a few people.
- Then ask: “What about you? What do you believe to be the causes of disability? Which of those columns do you associate with?”
 - Elicit answers from a few people.
- Then make a large question mark on the flip chart and explain that sometimes we don’t know the causes of certain disabilities, and it’s okay not to have all the answers. We don’t need to make up explanations.

19. Discuss How Spiritual or Superstitious Beliefs Affect People with Disabilities

- Ask, “How do spiritual or superstitious beliefs affect people with disabilities?”
 - Elicit answers from participants. If they do not offer the following answers, provide or elicit them.
 - Some of the beliefs place blame on the person and/or their family for the disability.
 - Some of the beliefs cause others to fear the person with the disability and their family.
 - Some of the beliefs cause others to focus on curing the person with the disability rather than loving and including someone as they are.
- Then ask if there are situations where they do not know the cause of the disability or where there could be many causes.
 - Then ask, in those cases, whether they think it’s okay to not have all the answers about someone’s disability.
 - ** This question is to help them understand it’s okay not to have all the answers.
 - Ask the group why it could be harmful to make up explanations about causes and interventions.
 - At the conclusion of this discussion, let the group know that later today we’ll be discussing ways they can support children with disabilities and their families, even when they don’t have all the answers about the causes for their disability.

Group Discussion - Question #3: What Are Challenges Faced by Children with Disabilities?

20. Discuss Challenges Faced by Children with Disabilities

- Ask participants, “What challenges do you believe children with disabilities face in your community?”
 - Write their answers on a flip chart.
- Discuss the challenges they mention. If they do not offer the following answers, provide or elicit them.
 - Children with disabilities may experience being:
 - Locked in their houses
 - Not taken to school
 - Not allowed to play with others
 - Called bad names
 - Denied food
 - Abused
 - Used for begging as a source of income

Group Discussion - Question #4: What Are the Rights of Children with Disabilities?

21. Small Group Discussions About the Rights of Children with Disabilities

- Ask the participants to get into their former groups.
- Give each group 10 cards, each listing either a right or a non-right for children with disabilities.
- Ask participants to sort their cards into two columns: rights and non-rights.
- Walk around the room to help those who appear to be struggling.

22. Large Group Discussion About the Rights of Children with Disabilities

- Place a flip chart at the front of the room with 2 columns: 1 column is labeled “Rights” and the other is labeled “Non-Rights.”
- Ask a representative from 1 group to read aloud or sign one right and one non-right and place the corresponding card in the correct column on the flip chart.
- Ask a representative from each subsequent group to do the same, sharing a right and a non-right that have not yet been mentioned and placing them in the correct column.
- Ask the participants to help you make corrections to the placement of the cards in the 2 columns.

| Rights | Non-Rights |
|------------|---------------------|
| Education | Life Taken |
| Shelter | Not Taken to School |
| Medication | Locked in the House |
| Life | Denied Food |
| Good Name | Isolated |
| Clothing | Neglected |

Group Discussion - Question #4: What Are the Rights of Children with Disabilities? (continued)

22. Large Group Discussion About the Rights of Children with Disabilities (continued)

- Ask participants, “Do children with disabilities have the same rights as those without disabilities?” Elicit answers until participants respond “yes.”
- Add any rights that may have been missed, such as:
 - The right to play and participate in activities
 - The right to be included in school and the community
 - The right to be heard and express their opinions
 - The right to protection from harm, abuse, and neglect
 - The right to access support or assistance they may need
- Answer any questions the participants may have.

Testimony of an Individual with a Disability

23. Guest Speech

- Invite the guest with a disability (preferably a child or youth) to come speak to the group.
- Introduce them to the participants.
- Guide them to cover the following points in their speech.
 - What were their initial feelings when they discovered they had a disability?
 - What was the community’s response to them?
 - How did they cope with stigma and discrimination related to disability?
 - What are the successes and achievements they have experienced in relation to their disability (socially, academically, emotionally, physically, spiritually, or professionally)?
 - What do they wish others could know about people with disabilities?

24. Participant Questions

- If there is time, allow participants to ask the guest questions about their experiences.

Sample Testimony: George



I was born with a disability. After I was born, I didn't cry for three hours. As I was growing, I did see myself as normal, but those who were my same age or older—they did not see me as a normal person. Some did not allow me to play with them. As any child would—I felt bad. I loved to play with other kids, but they didn't want to play with me. I wasn't happy when people were running away from me because that is the only thing that made me discover I had a disability.

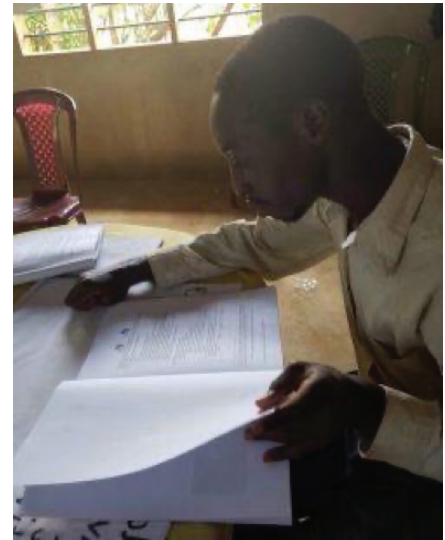
The community generally did not accept me. Some people ran away when I came near them. Others would imitate how I walk. This really hurt me.

The community gave me two names: the first was simply “drunkard” and the other was a name that means someone used me in a traditional ritual to make money for themselves while leaving me with a disability. Because of my walking style, they thought I was always drunk.

But one thing that helped me overcome was that I come from a place called “Mashasheni.” The school in my community did not have a special school or unit where children like me could receive an education, so I had to learn in a mainstream school. Kids would laugh at me and beat me, because they knew I would do nothing in return. That is when my parent thought it best to take me to Gede Special School. At this school, I met a group of pastors who used to come to the school to take the students to a neighboring church.

Going to church encouraged me a lot and made me think, “I am a person like anyone else.” Reverend Mangi really encouraged me too. He used to sing with me in church and show me love. We used to sing together. Pastor Mangi, he loved me. My teacher, Leonard Mbonani, and most of the teachers at Gede also showed me a lot of love. Leonard was the one who called pastors—by doing their different activities the pastors surrounded me with their teachings. Leonard said, “When we educate this boy, he will become a very important person.” So he encouraged me and made me believe I was also a person.

I was able to complete my primary and secondary education and join a computer college through Kuzenza's support. Now I can do anything like any other person.



Sample Facilitator Questions to Prompt More Details

Facilitator Question to George:

Do other people look at you and undermine you?

George's Answer:

Yes, but if they get to know me, they act better.

Testimony of an Individual with a Disability (continued)

25. Disability is Not Inability Discussion

- Ask participants to share ideas of what they think the person with a disability who just shared their testimony cannot do.
 - Elicit participant answers and write them on a flip chart.
 - Then allow the person with a disability to explain that they can, in fact, do many (or all) of those things.
 - If possible, demonstrate some of the abilities in question and have others present who can also testify to their abilities.
- If there is time, allow participants to ask the guest any additional questions.

26. Participant Stories of Disability Not Being Inability

- Invite participants to share other stories of people they know with disabilities who are exceeding expectations (i.e., they are in school, working, helping their families, etc.).

27. Conclusion on the Influence of Attitudes and Opportunities on Ability

- Ask participants, “What were some of the reasons our guest excelled?”
 - Have a few participants share their answers.
- Ask participants, “What happens when we give people with disabilities opportunities?”
 - Have a few participants share their answers.
- Pick someone with glasses in the audience or one of the staff that has glasses and ask if they can see without their glasses. They will likely say “no” or “not very well.”
 - Ask if they are considered disabled and, if not, why they are accepted while other disabilities are seen more negatively?
- Ask participants, “Are there beliefs about disabilities that exist in your community that could be harming or limiting to children with disabilities?”
 - Have a few participants share examples.
- Conclude this section by making the following points:
 - Our guest was given an opportunity and that’s why they excelled.
 - If we give people with disabilities opportunities, they will realize their potential. If we don’t, they never will.
 - Some of us cannot see without glasses—it’s like we all have a disability (i.e., visual impairment), but the cultural norms around glasses are accepted, while the norms around other disabilities are negative.
 - Some of you were mistaken about what our guest could and could not do.
 - Some of our beliefs about disability could be mistaken and could be harming or limiting children with disabilities.

Discuss Abuse/Bullying Prevention

28. Discuss the Definition of Abuse

- Ask participants, “How do you define abuse?”
- Write their answers on a flip chart.
- Then ask a volunteer to read aloud or sign the following definitions of abuse from Appendix A-7:

Example: National Definition of Abuse from Kenya’s Children’s Act of 2001:
“Child abuse includes physical, sexual, psychological and mental injury”³

World Health Organization (WHO):

“All types of physical and/or emotional ill-treatment, sexual abuse, neglect, negligence, and commercial or other exploitation, which results in actual or potential harm to the child’s health, survival, development or dignity in the context of a relationship of responsibility, trust or power.”⁴

29. Discuss Types of Abuse

- Post a flip chart at the front of the room, which lists columns for the different types of abuse:
 - Physical
 - Emotional
 - Sexual
 - Child Labor
 - Neglect
- Ask participants, “What are some examples of abuse?”
 - Write their answers on the flip chart underneath the correct type of abuse.
 - Fill in any missing items from the list below:
 - Physical:
 - Being beaten
 - Being restrained (such as tying to a tree)
 - Emotional:
 - Being mocked
 - Being accused of things they did not do
 - Not being allowed to mingle or play with others
 - Sexual:
 - Being inappropriately touched
 - Rape
 - Child Labor:
 - Being treated as a source of income and having to beg for money
 - Being prevented from attending school to work on farms or to graze animals
 - Neglect:
 - Being left alone without anyone to care for them
 - Being kept from medical care
 - Not being enrolled in school
 - Being denied food, water, or cleanliness

³ Kenya, Parliament, *Children Act*, Children CAP 141, adopted March 1, 2002, Revised Edition 2012 [2010], art. I, sec. 2, https://www.ohchr.org/sites/default/files/Documents/Issues/Migration/CallEndingImmigrationDetentionChildren/CSOs/RefugeeConsortium_of_Kenya_Annex3.pdf.

⁴ “Child maltreatment,” World Health Organization, last modified September 19, 2022, <https://www.who.int/news-room/fact-sheets/detail/child-maltreatment>.

Discuss Abuse/Bullying Prevention (continued)

29. Discuss Types of Abuse (continued)

- If appropriate, use a culturally relevant child-protection song. The example below is used in Kenya:
 - *“Do not touch my private parts. If you touch them, I will report to my teacher/parents, who will then report it to the police. You will be jailed, and you will cry.”*

30. Discuss Steps for Reporting Abuse

- Then ask, “If abuse occurs, what are the steps for reporting it?” If they do not offer the following answers, provide or elicit them.
 - Report it to a parent.
 - Report it to a teacher.
 - Report it to the village elder.
 - Report it to the chief.
 - Report it to any adult nearby.
- Ask participants, “What should you do if you experience sexual abuse?”
 - Elicit participant answers and write correct ideas on a flip chart.
- Then lead participants in a discussion about the “Steps for Reporting Sexual and Physical Abuse” (Appendix A-7). Ask these questions:
 - What is the first thing a person should do if they are sexually abused?
Answer: Leave the scene immediately and go to a safe place.
 - Who are some people the person should tell about the incident?
Answer: A trusted friend or family member.
 - Where should the child be taken to after the assault?
Answer: The hospital and/or the police station gender desk.
 - Why do you think they should not remove their clothes or take a bath?
Answer: Because their body and clothes may have evidence that would help the police convict the perpetrator.
 - How can someone preserve the evidence if they must remove their clothes?
Answer: Wrap them in a newspaper, not a plastic bag.
 - What are 3 services the person will receive at the hospital?
Answer: Medical treatment for physical injuries; prevention treatment for pregnancy, HIV, and other sexually transmitted infections; and counseling support
 - What can be done to prevent future abuse?
Answer: Establish a safety plan for the person and their caretakers to follow

Discuss Abuse/Bullying Prevention (continued)

30. Discuss Steps for Reporting Abuse (continued)

- Tell the participants that after they report to the police station and complete the medical exam, the police will investigate the case and may recommend that the person responsible be charged.
- Then continue asking the following questions:
 - “What other services should the person receive?”
Answer: Legal counsel
 - “What are some of the penalties for abuse in your country?”
*Answer: In Kenya, the penalty for abuse is jail time and fines.
(Refer to local laws and Appendix A-7 for specific penalties.)*
- Tell them they will receive a document on abuse at the end of the workshop that they can refer to. (Note: Handing this out before the workshop is over is usually a distraction.)

31. Discuss the Definition of Bullying

- Mention that one challenge faced by children with disabilities is bullying.
- Ask the group to brainstorm the definition of bullying for a few minutes in pairs.
 - Elicit participant answers and write correct ideas on a flip chart.
- Then ask a volunteer to read aloud or sign this definition off the flip chart you prepared in advance.

Bullying: “The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.”⁵

- Then ask, “What are some harassing behaviors you have seen or experienced?”
 - Elicit a few examples as a group and then have them discuss their answers in pairs for 3-5 minutes.
 - Then elicit pair responses in front of the large group and write them on a flip chart.
 - Provide or elicit any answers participants may have missed from the list below:
 - Unwelcome conduct, such as verbal abuse, name-calling, epithets, or slurs
 - Graphic or written statements
 - Threats
 - Physical assault
 - Other conduct that may be physically threatening, harmful, or humiliating

32. Discuss the Impact of Bullying

- Remind the group that many students with disabilities are already addressing unique challenges in school. When they are bullied, it can directly impact their ability to access an education, learn, and grow.
- Ask the group, “How do you think bullying may negatively impact someone’s ability to learn or access an education?”
 - Elicit participant answers and write correct ideas on a flip chart.

⁵“Our definition of bullying,” Anti-Bullying Alliance, accessed April 29, 2025, <https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/understanding-bullying/definition>.

Discuss Abuse/Bullying Prevention (continued)

32. Discuss the Impact of Bullying (continued)

- If they do not offer the following answers, provide or elicit them. Fill in any missing items from the list below:
 - School avoidance and higher rates of absenteeism
 - Lower grades
 - Inability to concentrate
 - Loss of interest in academic achievement
 - Increase in dropout rates
- Tell the group that children with disabilities are 2-3 times more likely to be bullied than their peers without disabilities.⁶

33. Discuss Who Should Address Bullying

- Ask the group who they think is responsible for reporting and addressing bullying.
 - Elicit participant answers and write correct ideas on a flip chart.
- Fill in any missing items from the list below:
 - Parents and caregivers
 - Teachers
 - School staff
 - Community members
 - Students
- Ask the group, “What is advocacy?”
 - Elicit participant answers and then ask a volunteer to read aloud or sign this definition off the flip chart you prepared in advance.

Advocacy: “Providing support for students who are being bullied, are vulnerable to being hurt or harmed, or are isolated from other students.”⁷

- Remind students that adult intervention is important. It is never the responsibility of the child to fix bullying. If children could do that, they wouldn’t be seeking the help of an adult in the first place.
- Mention to teachers and school staff at the workshop that you will be handing out a resource about bullying at the end of the workshop for them to use.

⁶ C.A. Marshall et al., “Disabilities: Insights from across fields and around the world,” The experience: definitions, causes, and consequences 1 (2009). <https://psycnet.apa.org/record/2009-11004-000>.

⁷ “Students with Disabilities and Bullying: 5 Important Facts,” PACER’s National Bullying Prevention, accessed April 29, 2025, <https://www.pacer.org/bullying/info/students-with-disabilities/>.

Discuss Abuse/Bullying Prevention (continued)

34. Discuss Self-Advocacy as a Response to Bullying

- Ask participants, “If you experience bullying, what would you do?”
 - Elicit participant answers and write them on a flip chart.
- Ask a volunteer to read aloud or sign the following definition off the flip chart you prepared in advance.

Self-Advocacy: With self-advocacy, youth experiencing bullying are able to communicate what they want and need in a straightforward way.⁸

Self-advocacy is knowing how to:

- Speak up for yourself
- Describe your strengths, challenges, needs, and wishes
- Take responsibility for yourself
- Learn about your rights
- Obtain help or know who to ask if you have a question

- Then explain, “The person who has been bullied should be involved in deciding how to respond to the bullying. This provides students with a sense of control over their situation and helps them identify someone who is willing to listen, take action on their behalf, and reassure them that their opinions and ideas are important.”

35. Discuss Peer-to-Peer Advocacy as a Response to Bullying

- Ask participants, “If you see a friend being bullied, what would you do?”
 - Elicit participant answers and write them on a flip chart.
- Ask a volunteer to read aloud or sign the following definition off the flip chart you prepared in advance.

Peer-to-Peer Advocacy: “Peer advocacy—students speaking out on behalf of each other—is a unique approach that empowers students to protect those targeted by bullying.”⁹

- Ask participants, “Why do you think peer advocacy is effective?”
 - Elicit participant responses and write correct answers on a flip chart
- Fill in any missing items from the list below:
 - Students are more likely than adults to see what is happening with their peers, and this influence is powerful.
 - A student telling someone to stop bullying has much more impact than an adult giving the same advice.
- Ask participants, “What can students do to support others who are being bullied? This could be someone with or without a disability.”
 - Elicit a few examples as a group and then have them discuss their answers in pairs for 3-5 minutes.
 - Then elicit pair responses in front of the large group and write them on a flip chart.

⁸ “Students with Disabilities and Bullying: 5 Important Facts,” PACER’s National Bullying Prevention.

⁹ “Students with Disabilities and Bullying: 5 Important Facts,” PACER’s National Bullying Prevention.

Discuss Abuse/Bullying Prevention (continued)

35. Discuss Peer-to-Peer Advocacy as a Response to Bullying (continued)

- Fill in any missing items from the list below:
 - Sit by them at lunch
 - Talk with them in the hallway
 - Include them in group activities
 - Invite them to spend time with you
 - Listen to their concerns
 - Provide advice and support
 - Get them away from the situation
 - Ask the person bullying to leave them alone (only if it feels safe to say something)
 - Let them know that everyone deserves to be safe
 - Let them know that they are important to you
 - Help them talk with an adult
 - Report it to an adult

36. Write and Discuss Student Action Plans Against Bullying

- Then tell participants you are going to share a resource called the *Student Action Plan Against Bullying*.¹⁰
- Explain that this is a self-advocacy resource that includes 3 steps to address bullying:
 1. Define your experience
 2. Reflect on your ideas
 3. Develop potential solutions

¹⁰ “Student Action Plan Against Bullying,” PACER’s National Bullying Prevention, accessed April 29, 2025, <https://www.pacer.org/publications/bullypdf/bp-25.pdf>.

Discuss Abuse/Bullying Prevention (continued)

36. Write and Discuss Student Action Plans Against Bullying (continued)

- Hand out the *Student Action Plan Against Bullying* (Appendix A-4). Go through the example on page 2 with the group:

Example Plan #1

| <i>Kyla is a 10-year-old girl with Down syndrome. A classmate is making fun of her speech.</i> | | |
|--|---|--|
| Step 1: Describe your experience | Step 2: Reflect on your ideas | Step 3: Develop potential solutions |
| Think about the bullying you have experienced, seen, or even done yourself. Describe the situation, including where it happened, who was involved, what happened, and how it made you feel. | Then consider how that situation could be different. Include what you would like to see happen, what things could change, and what would help you feel more in control of the situation. | Next, think about the steps needed to make those changes happen. Consider what role you need to take, who would need to be involved, and what they would need to do. |
| Place your responses in the boxes below | | |
| Sometimes, when I talk, it can be hard to understand. When it happens, there is this kid named Jordan that imitates me, and he makes a big deal out of it. He exaggerates my words and then makes sure that all his friends hear it, and a lot of them laugh. It really hurts and makes me wish I didn't have to go to school. | I don't want to get anyone in trouble, I just want him to stop. It's hard when it feels like people are laughing at me because of something I can't control. I want to say something to him but it's not easy to do. I wish one of the other kids would stick up for me. Maybe I could talk with some of my friends and see if they would support me when this happens. | I am going to talk with my mom and ask her for ideas. I am going to ask my mom if we can go to my teacher together and let her know what's been happening. My friend Andrea is someone who is always at my side. I am going to ask Andrea if I can talk with her any time I'm feeling bad. When I feel ready, I want to prepare myself to say something to Jordan, but in the meantime I am going to remember that I have many people who care about me. |
| Next steps | | Who is involved? |
| <input type="checkbox"/> My mom and I will go to my teacher together | | My mom and me |
| <input type="checkbox"/> We will tell my teacher what is happening | | My teacher, my mom, and me |
| <input type="checkbox"/> I will ask for Andrea to be my support | | Andrea and me |
| <input type="checkbox"/> We will help Andrea with ways she can be supportive | | My teacher, my mom, Andrea, and me |
| <input type="checkbox"/> I will practice what I can say to Jordan | | My mom, Andrea, and me |
| <input type="checkbox"/> If Jordan continues to do this, I will let Andrea, my mom, or my teacher know | | Andrea, my mom, my teacher, and me |

Discuss Abuse/Bullying Prevention (continued)

36. Write and Discuss Student Action Plans Against Bullying (continued)

- Then have students turn to page 4 and give them 30 minutes to fill in the answers.

My Personal Plan to Take Action Against Bullying

| Step 1: Describe your experience | Step 2: Reflect on your ideas | Step 3: Develop potential solutions |
|---|--|--|
| Think about the bullying you have experienced, seen, or even done yourself. Describe the situation, including where it happened, who was involved, what happened, and how it made you feel. | Then consider how that situation could be different. Include what you would like to see happen, what things could change, and what would help you feel more in control of the situation. | Next, think about the steps needed to make those changes happen. Consider what role you need to take, who would need to be involved, and what they would need to do. |
| Add your responses in the boxes below | | |
| | | |
| Next steps | | Who is involved? |
| <input type="checkbox"/> | | |
| <input type="checkbox"/> | | |
| <input type="checkbox"/> | | |
| <input type="checkbox"/> | | |
| <input type="checkbox"/> | | |

Discuss Abuse/Bullying Prevention (continued)

36. Write and Discuss Student Action Plans Against Bullying (continued)

- Ask a few participants who are comfortable to share their plans with the group.
- Answer any questions the students may have about bullying or how to respond.
- Tell teachers and staff at the workshop that you will be handing out extra copies of this resource at the end of the workshop.

37. Discuss the Need for Inclusion

- Tell participants that you will now be discussing common examples of discrimination that they may witness towards people with disabilities and how they may foster inclusion.
- Ask participants, “If you see a child being left with dirty/soiled clothes, what should you do?”
 - Elicit compassionate answers, such as “clean them up and change the clothes.”
- Ask, “What would you tell the parent about the discrimination if they were the one leaving the child in dirty/soiled clothes?”
 - Elicit compassionate answers such as “explain that the child is a human being who deserves to be respected and given clean clothes.”
- Ask, “What would you do if you saw a child with a disability left all alone in their home?”
 - Elicit compassionate answers, such as “visit him,” “report the case to the police,” or “advise the parent not to discriminate against the child.”
- Ask, “What would you do if you saw a child in a wheelchair trying to get into a classroom, but there was no ramp?”
 - Elicit compassionate answers such as “help them,” “make a ramp,” or “ask a teacher for help.”
- Explain that, if participants witness discrimination towards people with disabilities, they should speak up.
- Ask, “What are other ways we can be more inclusive of people with disabilities?”
 - Elicit answers such as “visiting them,” “supporting them,” “talking to them,” etc.
- Ask, “Is it our responsibility to support people with disabilities?” Ask those who agree to raise their hands.
- Tell participants, “It is not enough to not discriminate against people with disabilities and support them. We should also include them in our clubs, sports, and other activities so that we can become friends with them.”

Action Planning and Discussion About the Role of Students

38. Discuss the Role of Students

- Ask participants, “Based on our discussions today, what do you think the role of students should be when it comes to supporting children with disabilities?”
- Ask participants, “What is your role when you see the following happen to a child with a disability?”
 - The child is denied education, medication, clothing, food, or shelter
 - The child is being beaten by a teacher or parent
 - The child is being sexually abused
 - The child is being called bad names
 - The child is being isolated by others
 - The child is involved in child labor
- Elicit participant responses and write correct answers on a flip chart.
- Discuss other roles that have not been mentioned. If they do not offer the following answers, provide or elicit them.
 - Playing together
 - Assisting and supporting one another
 - Reporting bullying
 - Sensitizing other students and community members about the rights of children with disabilities

39. Develop Small Group Action Plans Through Large Group Discussion

- Tell participants, “As children and youth who have received this training, you have a role to play in supporting other children with disabilities.”
- Ask for the workshop participants to get into groups of 4-5 people according to their classes/grades/locations/schools.
- Explain that, as a large group, we will take 30 minutes to discuss things they can do at school and in their community to support people with disabilities and their families.
- Explain that as you discuss possible actions, each group should note what is relevant to their own school and situation in a Disability Action Plan. (Hold up the flip chart.)
- Pass out the prepared flip charts with this chart (one flip chart per group.)

| Date | Activity | Location | Person Responsible |
|------|----------|----------|--------------------|
| | | | |

- As the group is doing the exercise, have teachers and co-facilitators ensure participants are filling in their group’s Disability Action Plan. Provide positive feedback to those who are doing it well, and support those who are struggling.

Action Planning and Discussion About the Role of Students (continued)

39. Develop Small Group Action Plans Through Large Group Discussion (continued)

- Ask participants, “What are some things you can do at school and in your community to support people with disabilities and their families?”
 - Write their answers on the Disability Action Plan flip chart.
 - Answers may include the following:
 - Starting a Disability Club
 - Arranging for debates that advocate for disability inclusion
 - Sensitizing the whole school about the rights of children with disabilities
 - Sensitizing their families and communities about the rights of children with disabilities
 - Pushing other children in wheelchairs to class/church/other places
 - Playing with children with disabilities
 - Advocating for the rights of children with disabilities
 - Helping children with disabilities when they need it
 - Counseling parents if they have negative attitudes towards disability
 - Showing love to people with disabilities
- Remind the groups that, while we need to educate our communities about disability, we also need to educate other students about disability because they can propagate harmful beliefs.
 - Ask them to consider how and when they can help other students understand how to provide support for children with disabilities.
- Make sure that one of your co-facilitators takes a picture of each group’s action plans for reporting purposes. The group leaders can take the flip chart home.

Action Plan Follow-Up Logistics

40. Review Reporting Instructions

- Explain that you will follow up with their representatives and teachers, who will report on your activities.
- Also explain that you will visit the schools after one month to learn about their progress.
- Work with participants to set up a follow-up date.
- Answer any questions or concerns they may have.

Resources Review and Distribution

41. Present and Distribute the *Disability Guidebook (Appendix A-9)*

- *Before distributing the booklet*, explain that this resource:
 - Describes some of the most common childhood disabilities
 - Includes causes, interventions, and risk reduction information
 - Includes photographs of children with disabilities
- Pass out the booklet and ask the participants to tell you with whom they might share this booklet. Write their answers on a flip chart. Ensure they include the following:
 - People with disabilities
 - Family members of people with disabilities
 - Teachers and special education teachers

42. Present and Distribute the *Local Disability Law Summary (see example in Appendix A-6)*

- *Before distributing the Short Summary of the National Act or Local Laws Regarding Disabilities (see example in Appendix A-6)*, explain that this resource:
 - Describes some of the local laws related to disability
 - Includes citations and related penalties for breaking these laws
 - Provides contact information for where to refer children with disabilities for support
- Pass out the booklet and ask the participants to tell you with whom they might share this booklet. Write their answers on a flip chart. Ensure they include the following:
 - People with disabilities
 - Family members of people with disabilities
 - Teachers and special education teachers

43. Present and Distribute the *Service Referral Guide for Children with Disabilities (see example in Appendix A-5)*

- *Before passing out the list*, explain that this includes the names and contact details for organizations and entities that can provide medical care, financial support, nutritional support, educational services, assessments, legal support, support groups, and equipment for children with disabilities and their families.
- Pass out the resource and ask the participants to tell you with whom they might share this guide. Write their answers on a flip chart. Ensure they include the following:
 - People with disabilities
 - Family members of people with disabilities
 - Teachers and special education teachers

Resources Review and Distribution (continued)

44. Distribute the *Abuse Prevention Resources* (Appendix A-7)

- Remind participants that you reviewed abuse prevention earlier in the workshop.
- Explain that this resource:
 - Defines abuse
 - Lists the types and examples of abuse
 - Lists laws related to abuse
 - Lists the penalties for abuse
 - Lists steps for reporting sexual and physical abuse

45. Present and Distribute a Copy of the Host Organization's Brochure (If Applicable)

- Explain that this brochure highlights the work of your organization and includes contact details.

46. Administer the Survey Again to Assess Changes (Appendix A-2)

- Explain the following before you pass out the survey:
 - We will take the survey again to determine if there have been any changes.
 - Participants have 30 minutes to complete the survey.
 - They should not speak to one another as they complete the survey.
 - They should be honest. They will not be judged.
 - The results will be used to assess the workshop, but their specific names and answers will be kept confidential.
- If some participants are illiterate, assign someone to administer the survey verbally and write the participants' answers.

Note: Remind the volunteer or staff member that they should not provide the survey answers to the participants while assisting them.

- Administer the survey.
 - Walk around the room helping people who are stuck or confused.
 - Ensure they answer every question.
 - Give them time warnings when there are 7, 5, 3 and 1 minute(s) remaining.

47. Distribute the *Certificate of Participation* (Appendix A-11)

- Explain that you will now hand out a *Certificate of Participation* (Appendix A-11) to each participant for completing the workshop.

Facilitator Notes



Conclusion

48. Volunteer Reflection

- Invite a volunteer to close the workshop with a reflection on the experience.

49. Closing Words

- As a facilitator, share your reflection of the experience. Remember to thank the participants, host, co-facilitators, and teachers.
- If any participants have remaining questions or concerns about the content, encourage them to speak with you after the closing.

50. Word of Thanks

- Invite a volunteer to give a word of thanks.

51. Closing Prayer

- Invite the host to say a closing prayer.

52. Collect Sign-In Sheet

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Appendix A: Resources



A-1. Media Consent

A-2. Survey

A-3. Sign-In Sheet

A-4. Student Action Plan Against Bullying

A-5. Sample Service Referral Guide for Children with Disabilities

A-6. Sample Summary of the National Act or Local Laws Regarding Disabilities

A-7. Abuse Prevention Resources

A-8. Facility, Communication, and Resource Accessibility Checklist

A-9. Disability Guidebook

A-10. Student Guide Presentation Visuals

A-11. Certificate of Participation