



## *London Museum Development Volunteer Training Bank:* **Disability Awareness Training Plan**

This plan was written by Tess McManus ([trainingandconsultancy@daii.org](mailto:trainingandconsultancy@daii.org)) on behalf of the London Museum Development Team. Tess is a freelance trainer, consultant and writer specialising in disability awareness training. Tess currently works for Disability Action in Islington. Tess has produced the 'Disability Awareness Training Plan' to be used in conjunction with the 'Disability Awareness Presentation,' 'Disability Awareness Exercises,' and the 'Disability Awareness Handouts' available on the London Museum Development Team's Volunteer Training Bank ([www.museumoflondon.org.uk/supporting-london-museums/resources/training-bank](http://www.museumoflondon.org.uk/supporting-london-museums/resources/training-bank)).

For more information on how to use these resources to support you to train your volunteers, please read the 'How to use the Training Bank' and the 'Train the Trainer Guide' documents available here: [www.museumoflondon.org.uk/supporting-london-museums/resources/training-bank](http://www.museumoflondon.org.uk/supporting-london-museums/resources/training-bank)

This half-day course has been designed to give Volunteer Managers the confidence to manage their volunteer programmes in a way that is inclusive of volunteers from across impairment groups and to deliver accessible services that do not create barriers to Disabled people wanting to visit the museum or gallery. The 'Disability Awareness Training Plan' provides a suggested agenda, along with a more detailed plan with trainer notes, for staff to use to deliver the session to volunteers.

The training is important in that it creates equality of opportunity to Disabled volunteers and also provides a strong message to others of the accessibility and inclusivity of volunteering. Please be aware that people often raise personal issues in this type of training – it is important to be prepared for this. Issues might be personal or be about a family member or friend. For more information, here is a link to London based Disabled People's organisations: [www.inclusionlondon.org.uk/directory/listing/](http://www.inclusionlondon.org.uk/directory/listing/)



By the end of the course, participants should:

- Have an increased understanding of the Social Model of Disability
- Know that there are different impairment groups
- Know that there are 3 different types of barrier which pose problems for Disabled people
- Have discussed the barriers that might exist in their setting
- Have discussed actions that they could take to minimise the impact of these
- Have knowledge of a range of things that they can do to make their museums and the activities within them more accessible to disabled visitors
- Have more confidence in their communication with disabled people



## ***Suggested Agenda***

<b>Time</b>	<b>Activity</b>
10.00am	Arrival
10.30am	Introductions
10.45am	Context
10.55am	How do you think about Disability?
11.05am	Medical/Old Fashioned and Social Models of Disability
11.25am	Different Impairment Groups
11.40am	Break
11.50am	Identifying Barriers
12.20pm	Identifying Solutions
12.50pm	Disability Etiquette
1.05pm	Disability Etiquette Card Game
1.20pm	Conclusion and Evaluation
1.30pm	End



## Training Plan with trainer notes

Activity & Corresponding PowerPoint Presentation Slide	Training Notes	Additional Comments for Trainer	Time needed
<b>Introduction</b>  (PowerPoint slide 1-2)	<ul style="list-style-type: none"> <li>• Introduce self</li> <li>• Cover housekeeping items, eg fire alarm / evacuation, breaks, mobile phones</li> <li>• Explain the purpose of the training / aims of the course</li> <li>• Participants to introduce themselves</li> <li>• Participants to state what they hope to get out of the session</li> <li>• Each person to write two things on a post-it note and stick on wall</li> </ul>	<p><i>Make sure participants know what to expect from the training and that, although the training is participative, it is a safe environment.</i></p> <p><i>Remind people that today's training space is:</i></p> <ul style="list-style-type: none"> <li>• <i>confidential</i></li> <li>• <i>a safe space to speak</i></li> <li>• <i>free of mobile phones</i></li> <li>• <i>comfortable</i></li> </ul> <p>Keep this brief and to the point.</p>	15 mins
<b>Understanding Disability / Context</b>	<ul style="list-style-type: none"> <li>• There are about 60+ million people in the UK and approximately 12 million of those are Disabled people</li> <li>• There are a lot of Disabled people in the UK. They</li> </ul>		10 mins



<p>(PowerPoint slide 3)</p>	<p>have family and friends and might like to visit a museum or gallery with their friends as other people do</p> <ul style="list-style-type: none"> <li>• So what we do makes a difference to people's cultural lives.</li> </ul>		
<p><b>How do you think about Disability?</b></p> <p>(PowerPoint slide 4)</p>	<ul style="list-style-type: none"> <li>• Brainstorm what participants think about Disability</li> <li>• Participants will be asked to call out what they think disability is, in single words, phrases or images</li> <li>• Write the words they come up with on a flipchart or slide using two columns - where you write the word depends on whether you, the trainer, think their descriptions of disability are medical or Social Model related descriptions</li> <li>• When the trainer has written a list in each column, ask participants what they think the difference is between the two columns</li> <li>• Through brief discussion and analysis, establish that one list contains medical, 'what's wrong with you' descriptions (eg they can't walk, they need help to get to the train, blind, etc.) and the other describes Disabled people's experiences of barriers in society - Social Model type descriptions</li> <li>• The message here is that if we focus on identifying barriers we can remove them, but if we focus on</li> </ul>		<p>10 mins</p>



	<p>“what’s wrong”, we can just justify excluding people</p> <ul style="list-style-type: none"><li>• Medical Model: John cannot come on the talk because he will not be able to hear</li><li>• Social Model: Ask Jane to wear her Induction Loop - there maybe people with hearing impairments coming on the talk</li></ul> <p>Here are examples of terms that might come up:</p> <p><b>Medical type descriptions:</b></p> <ul style="list-style-type: none"><li>• Can’t walk / hear/ speak / read etc.</li><li>• Need help / looking after</li><li>• Mentally ill</li><li>• Vulnerable</li><li>• Learning difficulties</li><li>• Hearing loss</li><li>• Autism</li></ul> <p><b>Social Model type descriptions:</b></p> <ul style="list-style-type: none"><li>• Isolation</li><li>• Lack of access</li><li>• Unemployed</li><li>• Accessibility</li><li>• Poverty</li></ul>		
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<p><b>Medical/Old fashioned and Social Models of Disability</b></p> <p>(PowerPoint slides 5-6)</p>	<ul style="list-style-type: none"><li>• Historically people were categorised by what they could not do and generally excluded and discriminated against</li><li>• As the trainer you might refer to some key facts from this site: <a href="https://historicengland.org.uk/research/inclusive-heritage/disability-history/">https://historicengland.org.uk/research/inclusive-heritage/disability-history/</a></li><li>• Disabled people responded to this very restrictive approach and started to develop their own way of understanding/framing the exclusion they faced by developing the ideas of the Social Model of Disability and the Cultural Model of Deafness – you will need to familiarise yourself with the definitions</li><li>• The following link will help you do this: <a href="http://www.inclusionlondon.org.uk/disability-in-london/social-model/the-social-model-of-disability-and-the-cultural-model-of-deafness/">www.inclusionlondon.org.uk/disability-in-london/social-model/the-social-model-of-disability-and-the-cultural-model-of-deafness/</a></li><li>• It is important to emphasise here that the social model is important to us as it points us towards delivering accessible services. It makes us think about what size font we use and where we place seating etc.</li><li>• Give examples such as:<ul style="list-style-type: none"><li>○ John could not go to the tour of the medicinal</li></ul></li></ul>		20 mins
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	<p>gardens because he cannot walk (Medical)</p> <ul style="list-style-type: none"> <li>○ John and his wife took the step free access route on the medicinal gardens tour. This route had been designed by volunteers and was included in the main literature (Social)</li> </ul>		
<p><b>Different Impairment Groups</b></p> <p>(PowerPoint slide 7)</p>	<ul style="list-style-type: none"> <li>● Explain that the majority of the 12 million Disabled people living in the UK can be grouped into the following 6 impairment categories:             <ul style="list-style-type: none"> <li>○ Disabled people with physical impairments</li> <li>○ Disabled people with visual impairments</li> <li>○ Disabled people with learning difficulties</li> <li>○ Deaf people</li> <li>○ Disabled people with hidden impairments</li> <li>○ Mental health system survivors / people with mental health issues</li> </ul> </li> <li>● Explain that all these groups of Disabled people have shared experiences of exclusion and discrimination because of their impairment, but that the specific ways in which they are excluded or discriminated against – the barriers each group face - can be different according to the access needs different impairments create</li> <li>● Give following explanation/definition of:             <ul style="list-style-type: none"> <li>○ “Barriers”: this the term used to describe the physical environments, ways of communicating</li> </ul> </li> </ul>		<p>15 mins</p>



	<p>and attitudes that discriminate or disadvantage Disabled people</p> <ul style="list-style-type: none"> <li>○ “Access needs”: this is the term used to describe the arrangements that need to be in place in order for a Disabled person to have equal access to a service, opportunity or activity.</li> </ul>		
<p><b>Break</b></p> <p>(PowerPoint slide 8)</p>			10 mins
<p><b>Barriers to Disabled people at your Museum of Gallery</b></p> <p>(PowerPoint slides 9-10)</p>	<ul style="list-style-type: none"> <li>● <b>Group Exercise:</b> Place the participants in small groups</li> <li>● Have a list of impairment groups visible on one flip chart and the following on a second flip chart:             <ul style="list-style-type: none"> <li>○ Physical barriers</li> <li>○ Information Communication Barriers</li> <li>○ Attitudinal Barriers</li> </ul> </li> <li>● Ask the groups to discuss and list the barriers that people from each impairment group might face in:             <ul style="list-style-type: none"> <li>○ Finding out about</li> <li>○ Getting to</li> <li>○ Getting into</li> <li>○ Getting around</li> <li>○ Taking part at their museums</li> </ul> </li> </ul>		30 mins



	<ul style="list-style-type: none"> <li>• Prompt questions might include “think about”:</li> <ul style="list-style-type: none"> <li>○ Where is the nearest accessible transport?</li> <li>○ Where are the nearest Blue Badge parking bays</li> <li>○ Can a Deaf person contact you?</li> </ul> <li>• Give people 15 minutes to discuss and then have 15 minutes for feedback. You will have a list of shared barriers/concerns and some which are specific to specific settings.</li> <li>• Further prompt/discussion questions could include:</li> <ul style="list-style-type: none"> <li>○ If you sound unsure about access arrangements - what might the impact be on a Disabled person thinking of visiting?</li> <li>○ Are there any uneven pavements, big dropped curbs or other barriers which might affect someone who could not walk very far?</li> </ul> </ul>		
<p><b>Removing Barriers</b></p> <p>(PowerPoint slide 11)</p>	<ul style="list-style-type: none"> <li>• The following represent headings for the 5 flip chart sheets needed for this feedback exercise The <b>bold print</b> is the heading, and the normal are examples that you can use to get the ball rolling</li> <li><b>1. You can help people with physical impairments by:</b></li> <ul style="list-style-type: none"> <li>○ Making sure that you know about the access to/from and in your building and can communicate that confidently and clearly</li> <li>○ Making sure walkways and toilets are clear of</li> </ul> </ul>	<p><i>Start a group discussion that responds to the feedback from the previous exercise. Use the detailed notes in the next section to populate the flip chart papers (you will need 5).</i></p> <p><i>Familiarise yourself with the etiquette guide prior to delivering this exercise, as it will help you to stimulate ideas and further discussion. Ultimately the</i></p>	<p>30 mins</p>



	<p>barriers</p> <p><b>2. You can help people with visual impairments by:</b></p> <ul style="list-style-type: none"><li>○ Making sure your information meets the RNIB Clear print guidance, which tells you how to have good colour contrast and how to lay out your information</li><li>○ Have a “floor line” like at the Barbican and Old Street Station that people can follow</li><li>○ Always introduce yourself and say where you are in relation to the person with visual impairment</li></ul> <p><b>3. You can help people with hearing impairments by:</b></p> <ul style="list-style-type: none"><li>○ Not covering your mouth when you talk</li><li>○ Making sure you know how to use the Hearing Induction Loop on reception or when you are giving a talk</li></ul> <p><b>4. You can help people who are Deaf by:</b></p> <ul style="list-style-type: none"><li>○ Having regular British Sign Language Interpreted events (Print off BSL interpreted events information from the Hampton Court</li></ul>	<p><i>most important thing to do is to ensure that participants are engaged with the golden rule – ASK FIRST</i></p>	
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	<p>website as an example - <a href="http://www.hrp.org.uk/hampton-court-palace/whats-on/british-sign-language-tours/">www.hrp.org.uk/hampton-court-palace/whats-on/british-sign-language-tours/</a>)</p> <p><b>5. You can help people with learning Difficulties by:</b></p> <ul style="list-style-type: none"> <li>○ Providing information in Plain English (<a href="http://www.plainenglish.co.uk/">www.plainenglish.co.uk/</a>)</li> <li>○ Consider working with a local group of people with learning difficulties to develop accessible talks and events</li> </ul>		
<p><b>Language &amp; Attitudes</b></p> <p>(PowerPoint slide 12)</p>	<ul style="list-style-type: none"> <li>• People worry about offending or saying the wrong thing</li> <li>• In order to feel more confident, it can help to have an understanding of where the more offensive terms originate from</li> <li>• Talk the group through the words outlined in the front part of the etiquette guide. Allow space for discussion.</li> </ul>	<p><b><i>At the beginning of the activity give out Handout 1: Guide to Disability Etiquette and Language</i></b></p>	15 mins
<p><b>Common Etiquette Scenarios Card Game Exercise</b></p> <p>(PowerPoint slide 13)</p>	<ul style="list-style-type: none"> <li>• You have a set of cards in your pack. You need to print out a set of these cards ensuring that the appropriate solution to each of the scenarios is on the back of the correct card</li> <li>• Pass the cards out with the scenario face up</li> <li>• Remind people not to turn their cards over</li> </ul>	<p><i>Make sure you print out the cards. The cards need to be double side printed.</i></p> <p><i>The tone for this exercise is very light and fast paced – key learning is that</i></p>	15 mins



	<ul style="list-style-type: none"> <li>• Ask the first person to read out their scenario and invite members of the group to offer up solutions</li> <li>• When the correct answer is achieved or the group has run out of steam, ask the individual to turn the card over.</li> </ul>	<p><i>most of this is common sense and respect for others.</i></p> <p><b><i>At the beginning of the activity give out Exercise 1: Common Etiquette Scenarios Card Game</i></b></p>	
<p><b>Conclusion</b>  (PowerPoint slides 14-15)</p>	<ul style="list-style-type: none"> <li>• Ask group if they have any further questions</li> <li>• Let them know of the further support available to them from the London Museum Development Team (website, contacts and training)</li> </ul>	<p><i>Collect evaluation/feedback from participants.</i></p>	<p>10 mins</p>