







Info session for people with disabilities for promoting volunteering



Manual with suggested activities and tools

Project Title	IMProVE 2:0 – Inclusive Method in Professional Volunteering in Europe	
Lead partner organisation	Dobrovolnické centrum, z.s. Czech Republic	
Partners	Jaunuolių dienos centras (JDC) Lithuania	
	UNIAMOCI Italy	
	Gemeinsam leben und lernen in Europa e.V. Germany	

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Schedule for the info session

This publication aims at sharing a model for the delivery of an info session for people with disability where to promote volunteering.

The suggested length for the info session is among 60 minutes and 2 hours, it depends on the number of participants (if they are with many, more time is needed) and on the type of disability the participants have (if you are going to involve people with learning disability the session should be shorter, or they will lose concentration).

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General measures when involving people with a specific disability

It is suggested to deliver two info sessions for homogeneous groups in terms of cognitive abilities, creating two separate events, one addressing people with learning disability and one addressing people with physical, sensorial, and mental disability: it will allow the facilitator to a complexity of language and meaning that will appear adequate to the involved participants.

Following some general measures, the organiser/facilitator should be aware of, when involving people with a specific disability (physical disability, learning or cognitive disability, blind people, deaf people).



If the group of participants involve people with physical disability (people in a wheelchair, people using crutches, people with motor difficulties), you must make sure that:

- the info session venue is accessible (without relevant architectural barriers)
- the space is not prepared with too many chairs because some of the participants will not need them
- enough volunteers (preferably 1 per each two participants) are involved as supporting staff for the info session: they will provide support to the participants to move in the venue, take a seat, write, pick up objects from the floor, open doors etc. when and if the participants need it.



If the group of participants involve people with learning and intellectual disability, you must make sure that:

- all the information is provided in easy to read and to understand language (both when you deliver documents and when you speak)
- instruction and main concepts are repeated several times
- enough volunteers (preferably 1 for each sub-group for the activities in small groups and 1 volunteer for each 3-4 participants in general) are involved: they will provide support to the participants to actively participate to the interactive activities



If the group of participants involve **people with mental health issues** (ex. anxiety disorders, mood disorders and psychoses), you must make sure that:

- instructions are broken down in small tasks to be easily understandable
- only concrete expressions are used and no concepts are given for granted
- the participant's personal space is respected (in some people it could cause anxiety).
- some limits are fixed: ex. "I have just 5 minutes to talk with you" or "if you are so excited I cannot talk with you".
- the facilitator and support staff are welcoming and reassuring.



If the group of participants involve people with autism spectrum disorder, you must make sure that:

- it is not assumed that this person has limited cognitive skills, s/he may understand every word you say, but may have difficulty responding verbally - try to investigate the cognitive level before to start the activity by asking some questions or asking about it to the person who is accompanying him/her to the event (if any)
- a literal, clear, and concise language is used, avoiding the use of slang, nuance, and sarcasm: these forms of communication may be confusing and not easily understood by a person on the autism spectrum
- little more time is given to them to absorb and process information before giving you their response
- They have the possibility to stay in a calm place for a bit if they feel too stressed by the situation (you may notice it by the increase of motor or vocal stereotypes).



If the group of participants involve **blind people**, you must make sure that:

- there are no obstacles (ex. chairs or tables) in the walking path
- before to start, some information is given to the participants about the features of the venue where the info-session is being hosted, where the facilities are located, who is in the room
- All the information is provided using the voice and avoiding the use of abstract words
- enough volunteers (at least 1 volunteer each 3-4 participants in general) are involved: they will guide the participants to their seat, to the facilities (if needed), to take objects, open doors etc., to write the participants contributions during the group activities



If the group of participants involve **deaf people**, you must make sure that:







- a sign language interpreter is invited, to facilitate the communication or a software for the real time transcription of what is being said, is used and connected with a projector (or more simply, you could invite a volunteer to type in real time what is said and to project it on a screen)
- the facilitator speaks slowly and with a normal tone of voice, he/she is in a well-lighted position, his/her mouth is well visible, and he/she is close to his/her audience to facilitate the lip reading
- the information is provided in a written format too
- the facilitators have a flexible attitude: some deaf people communicate through sign language, some others use lip reading and they can speak, some others prefer the written communication: they must be prepared to adapt the facilitation of the session to the needs of the participants.

Warning: it is possible that the participants will be a mixed group or that some disabilities weren't notified to you in advance, so you should be flexible in the management and find creative ways to adapt the activities, thanks to the support of volunteers.

TOOLBOX: facilitation tools, exercises, and tips for delivering the info session

Each activity of the schedule is described in detail, for replicability.

For each activity is indicated if it is suitable for a specific type of disability:

-  people with physical disability
-  people with learning and intellectual disability
-  people with mental health issues
-  people with autism spectrum disorder
-  deaf people
-  blind people)

or there are some suggestions to adapt it.

Knowledge game

Suggested activities differentiated accordingly different types of disability the participants may have:



Adapt for participants with physical, learning and intellectual disability and/or people with mental health issues and/or people with autism spectrum disorder

Preparation: *prepare NAME PLATES for each participant and the involved staff (facilitators and volunteers); a set of images representing people doing different things (a number 3 times bigger than the number of the participants, cut from old magazines or printout from the web)*

Game

When entering the room, distribute to the participants some NAME PLATES and ask them to wear them for the whole duration of the meeting - support them in wearing it if needed.

Greet and welcome the participants to the event and tell them you are going to get to know each other better through the following game:

- ask the participants to pick one image that represents themselves (which says something about herself/ himself, her/ his values, or concerns)
- when each of them is holding his/her image, ask the participants to stay in a circle and one by one to say their name, show the image they chose and motivate their choice.

Adapt for deaf participants

The group stands in a circle. Each one takes turns showing his name (writing it in capital letters on a flipchart or showing it using the finger alphabet) and making a movement/gesture. The group repeats the name and movement.

Adapt for blind participants

The group stands in a circle. Each one takes turns saying his name and creating a sound with the body. The group repeats the name and sound.

PRESENTATION OF THE PROJECT



Use this presentation as a guide for your speech:



https://www.canva.com/design/DAFC0kgff30/9-rWNGaNIWF7mH5Niv7bMg/view?utm_content=DAFC0kgff30&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink

Remember to use an easy-to-understand language if in your audience there are people with learning disabilities. If in the group there are people with visual impairments, to project the presentation can still be useful.

A suggestion about what to say to present the project:

Voluntary work is important both for our society and for individuals. Participation in such can enrich a life through social integration and the development of personal skills, but people with disabilities have often been excluded from this. The IMProVE project stands for inclusion and equality and is intended to enable people with disabilities to enter voluntary work. To implement the goal of inclusive volunteering, support structures are being developed to enable people with disabilities to access advice and training. Information events and counselling for parents and caregivers will improve skills and thus facilitate the path to volunteerism. Another goal is to change the public perception of people with disabilities. Everyone, regardless of age, culture, gender, sexual orientation, origin, religion or disability can make a contribution to our society and play an active role.

 *The easy-to-understand version of it, could be:*







Voluntary work is important for our society. Voluntary work is important for people. If you are a volunteer your life will be more beautiful. If you are a volunteer, you will feel part of the society. If you are a volunteer, you will develop your skills. Unfortunately, people with disabilities have often been excluded from volunteering.

The IMProVE project stands for inclusion and equality. The IMProVE project wants to enable people with disabilities to be volunteers. When people with disabilities can volunteer, we call it inclusive volunteering. To make volunteering inclusive, we inform and train people with disabilities. To make volunteering inclusive, we inform and train parents and caretakers. Parents and caretakers facilitate the person with disability's path to volunteerism. We want to change the way people look at people with disabilities. We want to tell the people that anyone can do something for others.

VOLUNTEERING and (examples of) volunteering positions

1. Brainstorming: ask the participants to share the words that come to their mind when they think about the word volunteering)

OPTIONS:

-    the participants share their ideas, and the facilitator takes note on a whiteboard board (if there are blind participants or if the participants with learning disability cannot read, it can be necessary to verbally resume what is on the paper from time to time)
-    the facilitator writes the word VOLUNTEERING in the middle of the whiteboard (or big paper put on the floor) and, together with the participants, try to organise their contributions as a crossword puzzle (es. If the word the participants say is "help" and then "SUPPORT", it become like this:

H
VOLUNTEERING
L
SUPPORT

The facilitator draws a conclusion based on the participants' contributions.

Useful info to share: *Volunteering is a set of activities for the benefit of the community characterised by: free choice, gratuitousness, benefit for who is receiving it.*





2. **SMALL GROUPS DISCUSSION** about personal expectations and benefits of volunteering, personal fears and obstacles about volunteering and volunteering positions.

Divide the participants in three groups; each group will receive a flip-chart paper with one of the following topics:

1- personal EXPECTATIONS AND BENEFITS OF VOLUNTEERING

2- personal fears and obstacles about volunteering

3- general volunteering positions, volunteer involving organisations I know, people I know who volunteer; volunteer services I use myself

-    Make sure that in each group there is somebody that can easily write using a marker, otherwise assign to the group a facilitator from your support team;
-  it is necessary to assign a facilitator to write down the contributions and to


remind the topic of the discussion and the already shared ideas if the participants are blind or visually impaired.

Tell the participants that they must discuss in group about the topic they have been assigned (see above 1, 2 or 3) and they must write down their contributions on the paper, they should share their thoughts with the rest of the group and write down a note of what they shared.

They have 15 minutes for this activity. Then one representative of the group will present the group conclusions on that topic in plenary.

Before starting the plenary session tell the participants to feel free to add any contribution/comment to the others group work after their presentations.

OPTIONS:


 If you are going to involve people with learning and intellectual disability, the topics for the groups of discussion should be presented in an easy-to-understand language as:

1- If you volunteer, what are the positive things that you can receive back? (it could be necessary for the facilitator to guide the participants in thinking about the specific situation as: "Imagine that you volunteer in a home for the elderly, there will be other volunteers and staff members working with the elderly and you collaborate with them, imagine that you invite a client to play a card game with you and he/she has a lot of fun..." how do you feel? What do you have after this experience that you haven't had before?)

2- Why are you not volunteering already? Do you fear something? Which difficulties do you think that you may face?

3- What can you do as a volunteer? Do you know organisations that involve volunteers in their activities? Do you know any volunteers? Do you receive the support of volunteers?

It will be necessary to be a facilitator in each group, to stimulate discussion and to explain things in an easy way.

 If you are going to have a group with deaf people and the group discussion is difficult, you could prepare some flip chart papers with the topics of the discussion (one paper for each topic, es. Benefits of volunteering (one paper); personal expectations about volunteering (one paper); personal fears about volunteering; obstacles to volunteering; examples of volunteering positions; volunteer involving organisations I know; people I know who volunteer; volunteer services I use myself). Put these papers on the floor in a circle and distribute markers to the participants; they should move in a circle and add something to each paper.

The facilitator reads the and comments the contributions to each topic. The sharing session needs real time transcription.

As conclusion of the session, you could show the participants the photobook with examples of people with disability volunteering ([link to be added when the photobook is ready](#)) and the promo video of the project <https://www.youtube.com/watch?v=bxc4k9lsq10>.

INCLUSION BUDDIES - who they are and how they can support volunteers

1. Explain who the inclusion buddy is in a sentence:

An “Inclusion-Buddy” is a person who accompanies a volunteer with any kind of disabilities and restriction during their volunteer activities and supports them in their volunteer work.



The easy-to-understand version of it, could be:

The inclusion buddy is a person. The inclusion buddy accompanies a volunteer with a disability in his volunteering activities. The inclusion buddy supports the volunteer with disability in doing his volunteer work.

2. Tell the participants that you are going to discover together what an inclusion buddy does: you are going to show them some images (see [annex 1](#)) and they must guess the kind of support the inclusion buddy is giving to the volunteer. Show an image and ask: “what do you think the inclusion buddy is doing?” After the first/second attempt, give the right answer. The first 5 images of the annex are just to present the characters that will appear in the cards: the volunteers’ coordinator, the volunteers, the volunteer’s parents, the inclusion buddy. Then follows the images representing the tasks that can be performed by the inclusion buddy:

1. Comforting the volunteer
2. Finding solutions to problems
3. Helping with taking the public transport
4. Communicating with the volunteer and organising transport
5. Communicating with the volunteers’ coordinator
6. Pushing person in a wheelchair
7. Helping with writing/signing something
8. Ensuring communication between the parties (es. in case of cancellation): volunteer and inclusion buddy
9. Ensuring communication between the parties (es. in case of cancellation): inclusion buddy and responsible of the volunteering place
10. Grabbing something from a shelf
11. Communicating with the volunteer’s parents
12. Reassuring the volunteer with presence

In addition, or as alternative to this activity:


If you already have some experienced Inclusion buddies, you could invite one or two of them, to briefly introduce their experience (personal motivation, activities as inclusion buddy, goals, feelings).


Talks by volunteers with disability/potential hosting organisations


Preparation: invite 2 representatives of organisations who hosted volunteers with disability in the past and 2 volunteers with disability who already volunteered in the past to share their experience. For the preparation of the talk, you could provide them 2 - 3 topics on which to focus during their personal talk, the maximum duration of their talk, ex. 3 minutes (it may be necessary to time he talks to avoid that they take too long and annoy the participants), and ask them to bring some photos or a video in digital version so they can be projected during their talk).

The volunteers should focus on where they volunteered and which were their volunteering activities, their initial fears and how it turned out to be the experience (personal benefits, obstacles, feelings).

The representatives of the organisation should focus on the type of organisation and volunteering positions, volunteers with disabilities involved and their volunteering tasks, personal comments (benefits, difficulties, remarks).

 If there are participants with learning and intellectual disabilities, remind the guests to use a very simple language and to speak slowly; it could be necessary to interrupt the guest and repeat the concepts using an easier language.

 In case the participants are a mixed group that involve blind people, it will be necessary to describe the content of the images and videos, the group is entirely composed by blind people there is no need to use photos and videos, but the descriptions may need to be more accurate.

 In case of deaf people, if they need to read the real time transcription, you should project photos and videos at the end of the talk, to avoid that they must watch two screens at the same time.

Let's discover my skills, abilities, and preferences - Participatory activity to support the participants in identifying their skills, abilities, and preferences

OPTIONS:

1. Flower self-analysis

A scheme in the shape of a flower is used to make the self-analysis easier and more interesting for the participants. The facilitator can prepare it in advance with adequate (for their purpose) and understandable (for the users) questions, in order to deliver them to the participants; or he could ask the participants to draw their flower and instruct them on what to write on each petal (one question for each petal). If the analysis wants to focus on several aspects, it is possible to draw also the stem, leaves and roots (generally the area of the roots it is used to focus on fears or threats).

Examples of questions to write on the petals:

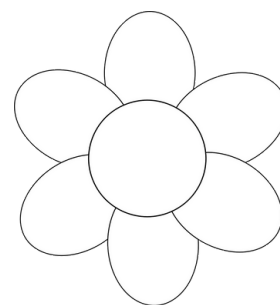
Who am I?

What am I good at?

What do I like to do?

What don't I like about me?

What would I like to change about myself?




2. If you were a business product

The facilitator asks the participants to imagine: “if you were a business product what would you like to be?” The participants can imagine a biscuit, a car, a brush, it could be everything.

Provide the participants with papers, pencils, and markers.

Ask to the group to accomplish the following tasks:

- Create a logo of yourself (Yourself = the business product).
- For how long will you be on the market?
- Prepare your warranty.
- What kind of services, additions, cares do you need to function properly?
- Present yourself: three things about you.
- How much are you worth?

 *Deaf people can answer in a written form to these questions, you could prepare a scheme of the activity to be delivered, so that they can do it step by step*

This exercise may be particularly indicated for people who find it difficult to introspect and to focus on themselves. The learners will choose a business product that in some way represents themselves or their wishes moving the attention from themselves to the object.

The facilitator should highlight strengths and weaknesses of every business product discussing with the group.

The last question is the key to the activity: How much am I worth?

If people really believe in themselves and in what they do, they can reach great results.

Adaptation for blind participants

The facilitator asks the participants to imagine: “if you were a business product what would you like to be?” The participants can imagine a biscuit, a car, a brush, it could be everything.

They must think about a slogan that represents themselves as a business product and think about a short description answering the following questions:

- For how long will you be on the market?
- content of your warranty.
- What kind of services, additions, cares do you need to function properly?


- How much are you worth?


The facilitator asks them to present themselves.

Self-evaluation questionnaire



Ask the participants to fill the self-evaluation questionnaire Be volunteer ([Annex 2](#))

 People with learning and intellectual disability should fill its easy-to-read version ([Annex 3](#)).

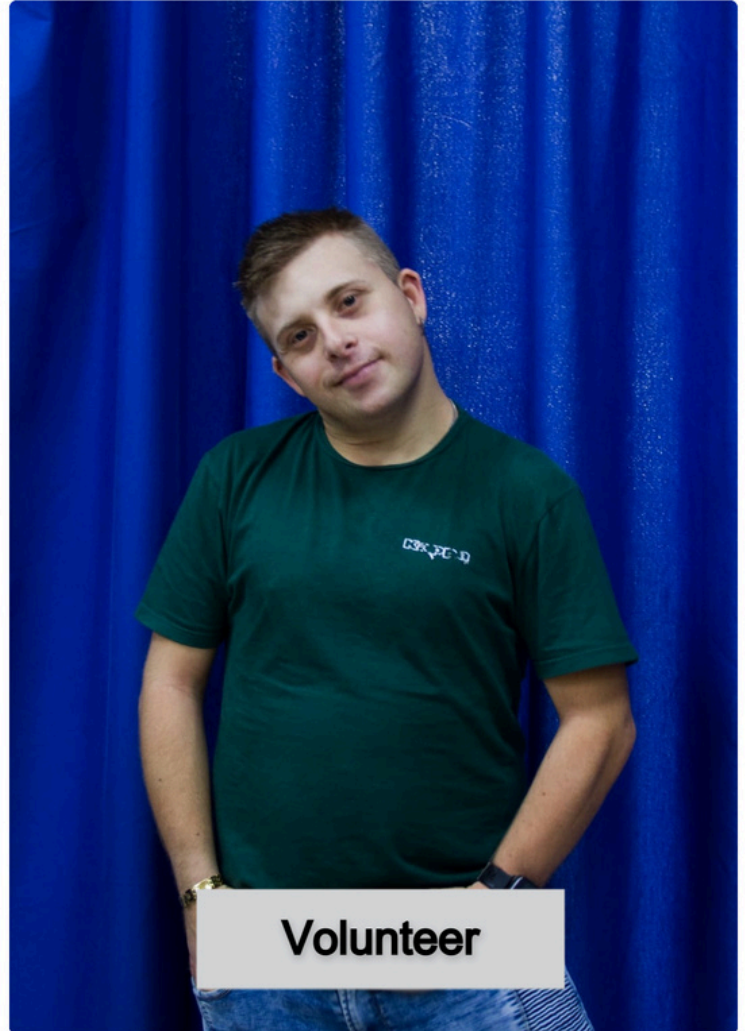
 Volunteers should support blind and visually impaired people to fill-in their questionnaires, just reading questions and registering answers)

Thanks, and invitations for the next activities

Thank the participants for being there, give your contact details for any question and invite them for the following activities of the programme: the volunteering activities *wheelmap.org* and “*Check-up my place*” – *How inclusive are we?*, the training course and the volunteering taster sessions.



Volunteer



Volunteer



Inclusion buddy



Volunteers' coordinator

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The parents of the volunteer

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1.



2.

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11.



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Be a volunteer!

Section 1 (of 2)

Tell us something about yourself.

We need information you give us to guide you towards a volunteering opportunity that responds as much as possible to your interests and availability.

*Mandatory field

Name *

Surname *

Gender *

Male

Female

I prefer not to specify it

Age *

Nationality *

Email *

Mobile phone*

Tax ID code *

What is your work condition?*

- I am a student.
- Study and work.
- Looking for a job.
- I work.

Other

In which areas would you be interested in volunteering?*

- Culture
- Rights' protection
- Environment
- Animals
- Children
- Women
- Health
- Homeless
- Old people
- Refugees
- People with disabilities
- Sport
- Other

If you answer "Other...", which field do you prefer?

What tasks would you be available for?*

- Office work
- Entertainment
- Active listening
- Keep company
- Support for learning
- Promoting
- Protection of cultural heritage
- Art activities

- Handiwork
- Teaching
- Other

If your answer was “Other...” which task would you prefer?

What is your time availability? Indicate the days and times when you would be available for volunteering.*

Monday Tuesday Wednesday Thursday Friday Saturday Sunday

Morning
Afternoon
Evening

Indicate neighborhoods in the city where you would be willing to go for the volunteer activity.*

Which skills, interests and competences do you think can be useful for your volunteering activity? (e.g. profession, sport, music, IT, hobbies, etc)*

Have you already volunteered? If you did, where? *

Could you attend a training course before you start volunteering?*

Yes

No

Section 2: Additional information

The next questions will be used to acquire sensitive data.

These data are needed to combat discrimination and promote social inclusion.

What kind of disability do you have? *

- Visual impairment
- Hearing impairment
- Physical disability
- I have a wheelchair
- Psychiatric disorder
- Intellectual disability
- Learning disability
- Behavior disorder
- Other

Other:

Do you have medical needs? (for example: epilepsy, diabetes, allergies ...) *

What kind of help do you need? *

- I need constant support.
- I can participate and will ask for help when needed.
- I can participate without any help

Do you want to be contacted by an IMProve staff member to discuss your needs?*

- Yes
- No

Your emergency contact: *

I authorize the transmission of these personal data to the members of the project staff.*

Yes

No

I hereby authorize the use of my personal data in accordance with the GDPR 679/16 - "European regulation on the protection of personal data"*

Yes

No

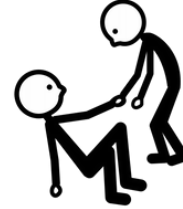
Place and date _____

Signature

Be a volunteer!



A volunteer is a person who helps others.
You can help in many ways.



These questions are to know you better.
We want to know what you like.
We want to know when you can be a volunteer.



If you want to be a volunteer,
you have to answer to these questions.



Today's date: _____









What is your name? _____







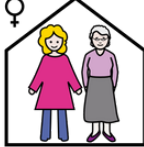





How old are you? _____

In which city do you live? _____


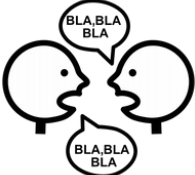
What is your phone number? _____







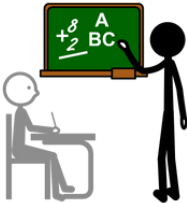
What is your email? _____

<p>You must answer YES or NO.</p> <p>Make a X on the right answer.</p>	<p>YES</p> 	<p>NO</p> 
<p>Are you going to school or are you in training?</p> 		
<p>If the answer is yes, what type of training?</p> <hr/>		
<p>Are you visiting a day care center?</p> 		
<p>Do you work?</p> 		
<p>Where do you want to volunteer?</p> <p>A volunteer takes care of someone.</p> <p>For example: children.</p> <p>Sometimes a volunteer takes care of something.</p> <p>For example: a monument.</p> <p>Make a X on your answer.</p> 	<p>YES</p> 	<p>NO</p> 

<p>I want to take care of monuments</p> 		
<p>I want to take care of environment. This means to clean the city.</p> 		
<p>I want to take care of animals.</p> 		
<p>I want to take care of children.</p> 		
<p>I want to take care of women.</p> 		
<p>I want to take care of homeless.</p> 		
<p>I want to take care of elderly people.</p> 		
<p>I want to take care of immigrants.</p> 		
<p>I want to take care of people with disability.</p> 		
<p>I want to support sport events or activities.</p> 		

Something else

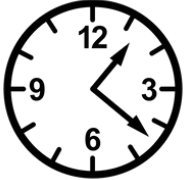
<p>What can you do for them? Make an X on your answer</p>	<p>YES</p> 	<p>NO</p> 
<p>I can answer the phone.</p> 		
<p>I can create funny activities.</p> 		
<p>I can be company for lonely people.</p> 		
<p>I can listen to lonely people.</p> 		
<p>I can help children with their homework.</p> 		

<p>I can be a promoter.</p> 		
<p>I can be a tourist guide.</p> 		
<p>I can create artistic activities.</p> 		
<p>I can clean and tidy up.</p> 		
<p>I can teach something.</p> 		
<p>Something else</p> <hr data-bbox="204 1630 1342 1637"/> <hr data-bbox="204 1765 1342 1771"/> <hr data-bbox="204 1910 1342 1917"/>		

Being a volunteer is something that requires commitment.

Make an X on your answer.

- When are you available?

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning							
Afternoon							
Evening							

- How many hours in a week?

2 hours YES NO

4 hours YES NO

6 hours YES NO

- Where can you go?

Next to my house YES NO

In the city center YES NO

Everywhere YES NO

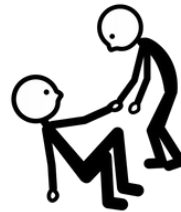
• What do you like to do?



For example: using computer, art, sports

Did you volunteer in the past?

YES NO



What did you do?

• What kind of help do you need?



A total support for all the activities.

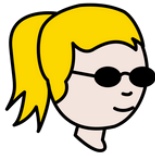
I need support for some activities.

I don't need support. But if I need help, I will ask for help.

We want to know something about you.

Make an X on the right answer.

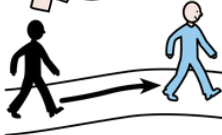
I have difficulty to see



I have difficulty to hear



I have difficulty to move



I use a wheelchair



I feel mentally unstable



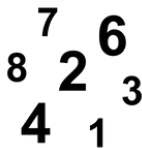
I have difficulty to understand things



I have difficulty to read



I have difficulty with numbers



I have difficulty with anger



I have difficulty to be with people



Other



- Do you have any illnesses that we should be aware of? (such as epilepsy, diabetes, allergies, etc.) Please describe:

- I would like a member of the IMProVE staff to contact me to discuss my requirement, in confidence:

YES NO

Write down the name and phone number of a person that we can contact in case of emergency:

I give my permission for the information about my difficulties to be passed on the project staff, teaching staff and other relevant staff

YES NO




I hereby authorize the use of my personal data in accordance with the GDPR 679/16 - "European regulation on the protection of personal data":

YES NO

Thank you.

We will let you know

where you can volunteer, soon.

Project Title	IMProVE 2:0 – Inclusive Method in Professional Volunteering in Europe	
Lead partner organisation	Dobrovolnické centrum, z.s. Czech Republic	
Partners	Jaunuolių dienos centras (JDC) Lithuania	
	ASSOCIAZIONE UNIAMOCI ONLUS Italy	
	Gemeinsam leben und lernen in Europa e.V. Germany	