



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

This exercise 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 Exercise' to be used in conjunction with the 'Disability Awareness Presentation,' 'Disability Awareness Training Plan,' 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 is a 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 deliver accessible services that do not create barriers to Disabled people wanting to visit the museum of gallery. The 'Disability Awareness Exercise' provides the information to give to delegates in the session to complete the main group activities throughout the training session.



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### ***Exercise 1: Common Etiquette Scenarios Card Game***

- 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.
- Pass the cards out with the scenario face up.
- Remind people not to turn their cards over.
- Ask the first person to read out their scenario and invite members of the group to offer up solutions.
- When the correct answer is achieved or the group has run out of steam, ask the individual to turn the card over.



One thing you should  
always tell a blind person  
at the end of a meeting  
is ...



... that you are  
leaving the room.



# Wheelchair users generally prefer you to...



**... not touch their  
wheelchair.**



The best way to  
offer a Disabled person  
assistance is...



... ASK what  
they want!





If you are talking to  
someone who is hard of  
hearing, you should  
**never....**



**... SHOUT!**

**It looks aggressive and  
distorts the mouth shape  
if they are lip-reading.**



# BLOCK CAPITALS ARE ...



... difficult to read for  
people with visual  
impairments and people  
with limited literacy.



If a Disabled person with  
a carer/support worker  
asks you a question, you  
should...



... respond to the  
Disabled person, **not** the  
carer/support worker.



To work correctly, a  
hearing induction loop  
needs...



... to be **switched on**,  
and in the right position.





# Chairs with arm rests help...



... people who have  
mobility issues.



# The word “handicap” has its roots in...



... “cap i’ hand”  
and begging for charity.  
(Therefore, it should not be used  
as many Disabled people find it  
offensive.)



# You can tell a person is Disabled because...



... you **cannot** - many  
impairments are hidden.



It is useful to know a  
person's diagnosis  
because...



... nothing. All you need to know is what to do to make your services accessible.





Arial, size 14pt, is a good font to use for all correspondence because....



...it increases the number of people who can read your standard information (therefore reducing the need for other formats)