

**Value:** Respect and acceptance of individual differences  
**Activity:** Experiencing similarities and differences

## GENERAL GOAL

Students experience the uniqueness of all human beings.

## SPECIFIC GOALS

- To become aware of individual attitudes towards persons with a disability.
- To overcome any preconceived notions towards 'disability'.
- To become aware that persons with a disability can experience enjoyment through sport.
- To overcome any possible reservations concerning the verbal expression of disability.

## ENVIRONMENT

Classroom activity.

## SUGGESTED EQUIPMENT

Five sets of 32 pictures (provided on the PSD DVD).

## PEOPLE INVOLVED IN THE ACTIVITY

Session leader, assistants and psychologist (optional).

## STARTING THE ACTIVITY

- Before the activity, the session leader should print out the 32 photo cards (provided on the PSD DVD).
- The session leader splits the group a few times based on different criteria. This is to show the students that people can be different from each other based on different criteria. For example groups can be divided using criteria such as:
  - Boy/girl
  - Blond hair/dark hair
  - Playing an instrument or not
  - Resident of the school town/resident of another town
- Each group receives a set of 32 pictures and the session leader instructs the groups to spread the pictures out and examine the differences.



## RUNNING THE ACTIVITY

- The students choose a criterion on which to make their selections (see possible criteria below).
- The students divide the pictures in two parts (based on the chosen criterion).
- Students discuss the criterion and fill out the chosen criterion on the worksheet (provided on the PSD DVD).
- Repeat this task up to three to four times using different criteria.

Possible criteria which are illustrated on the cards:

- Individuals with or without disability.
- Happy or serious individuals.
- Individuals practicing sport or not doing sport.
- Male or female.
- Child or adult.

The session leader initiates a discussion about the chosen criteria and the ways in which all people are unique.

The students are asked to pick out the pictures they believe are most in accordance with the proposed criteria below:

- Who are the most physically active persons?
- Which persons do you think have the most friends?
- Who do you believe is an elite athlete?
- Which persons do you think are the most happy?

The session leader stresses the fact that both persons with or without a disability can match these criteria!

The final section of this activity depends on the age of the participants (see guidelines for younger/older participants).



## GUIDELINES FOR ADAPTATION TO YOUNGER PARTICIPANTS

- Play the "who is it" game (see below) with the cards.

## GUIDELINES FOR ADAPTATION TO OLDER PARTICIPANTS

- The students pick two cards (out of the cards provided on the PSD DVD) and try to create a story about the persons displayed on the cards.

## REFLECTION

During the activity, the session leader should reflect on the ranking of the selection criteria chosen by the students. In most cases students have chosen "disability versus ability" as a first criterion. The session leader should link the student's attitude to the ranking of the criteria.

### Sample Questions:

- What photographs surprised you and why?
- What feelings did you have when you saw the photographs?
- Can persons with a disability enjoy sport?
- Are persons with a disability less active than those without a disability? Why?
- Do you have any friends with a disability? Could you be friends with a person with a disability?

## "who is it?"

Students are out into teams of four and two teams play against each other. Each group has the same amount of identical picture cards lying faced up in front of them. Each group may pick one card from a third identical pile of cards, which are lying faced down on the side of the table. They do this without the opposing group seeing which card they chose.

The aim of the game is for the groups to guess as quickly as possible what card the other group has chosen. The opposing groups take turns in asking direct questions which focus on specific characteristics. Questions can be answered only by yes or no. For example, if a group asks the question to the opposing group "does the person in the card you're holding have a disability?" that group looks at that card, sees if it contains a person with a disability or not and gives an honest answer. If the answer is yes, the opposing group may turn all the 'able-bodied' cards faced down. This is repeated until the first group guesses correctly which card they have.



Watching without sight,  
Running without legs,  
Conversing without voice,  
Loving without prejudice,  
Often times it is belief that makes it happen...  
What's different in being different?  
Acts which are naïve, those deemed grand,  
Small, tall, some with, some without,  
Some who can, some who can't...  
What's different in being different?  
Thinking, feeling, acting, sharing,  
Moving, gaming, loving, romping,  
You and I, not the same but  
Yet the same because we are by fate just people...  
What's different in being different?  
Oh, for chance to share my dreams,  
To hold hand, to join happiness,  
To play your games, to taste the differences in life,  
and not to be scorned in being different....  
What's different in being different?

- David Compton, *Leisurability*, 2 (July 1975), 27.



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#### LINKS

Website: [www.paralympic.org](http://www.paralympic.org)  
PSD Manual: Section Two, Chapter 3





Photo: Jonas Ekströmer



Photo: Serena Ovens



Photo: M. Kudlacek



Photo: IPC





Photo: Lieven Coudenys



Photo: Lieven Coudenys



Photo: M. Kudlacek



Photo: P. Van de Vliet



Photo: Mushanga



Photo: Matteo Masat

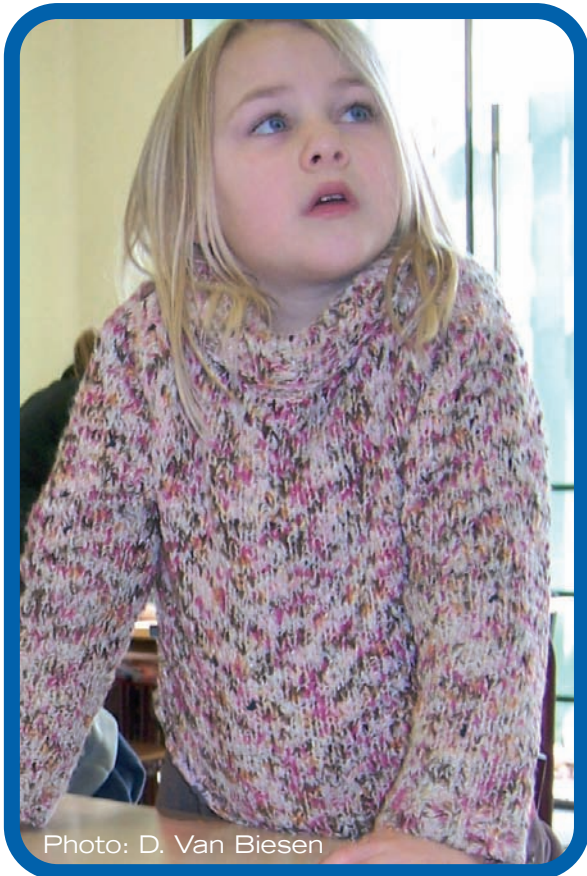


Photo: D. Van Biesen



Photo: D. Van Biesen





Photo: Jonas Ekströmer

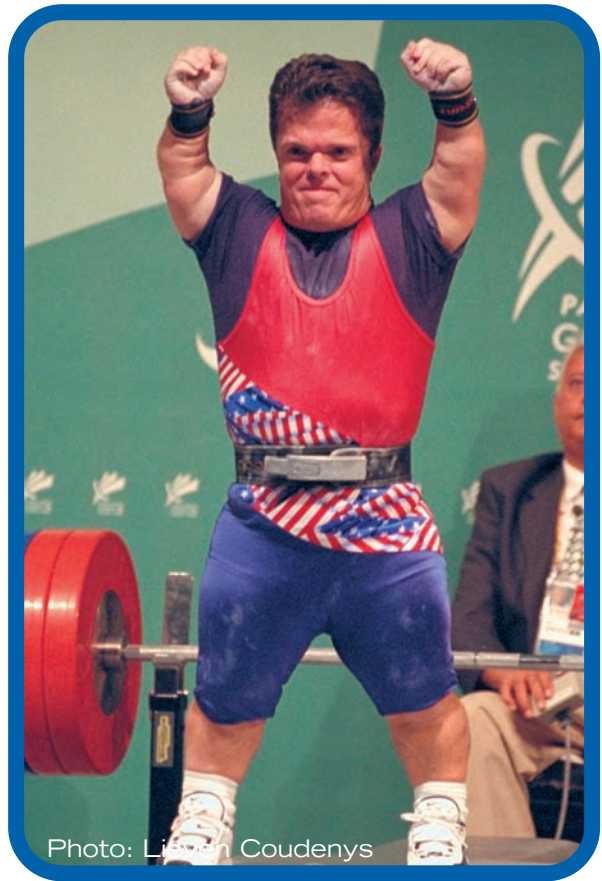


Photo: Lieve Coudenys

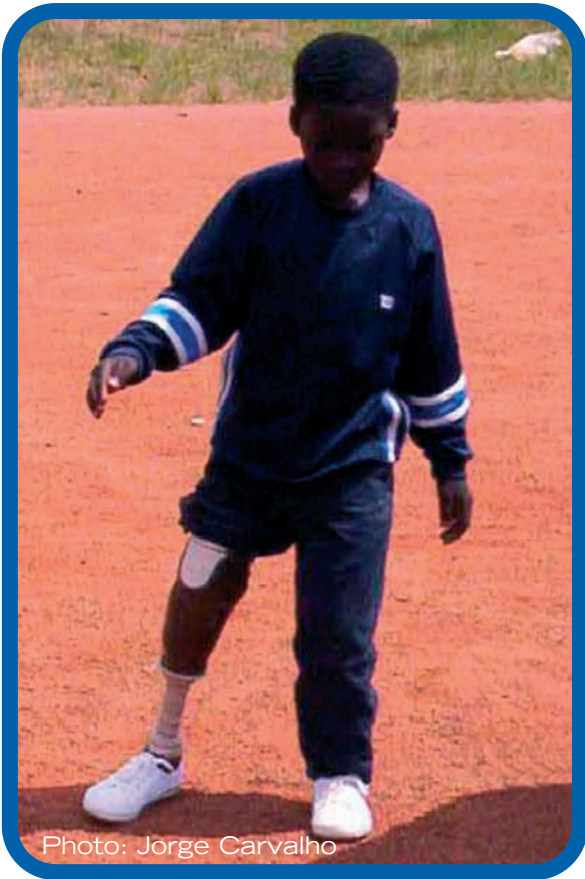


Photo: Jorge Carvalho



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