

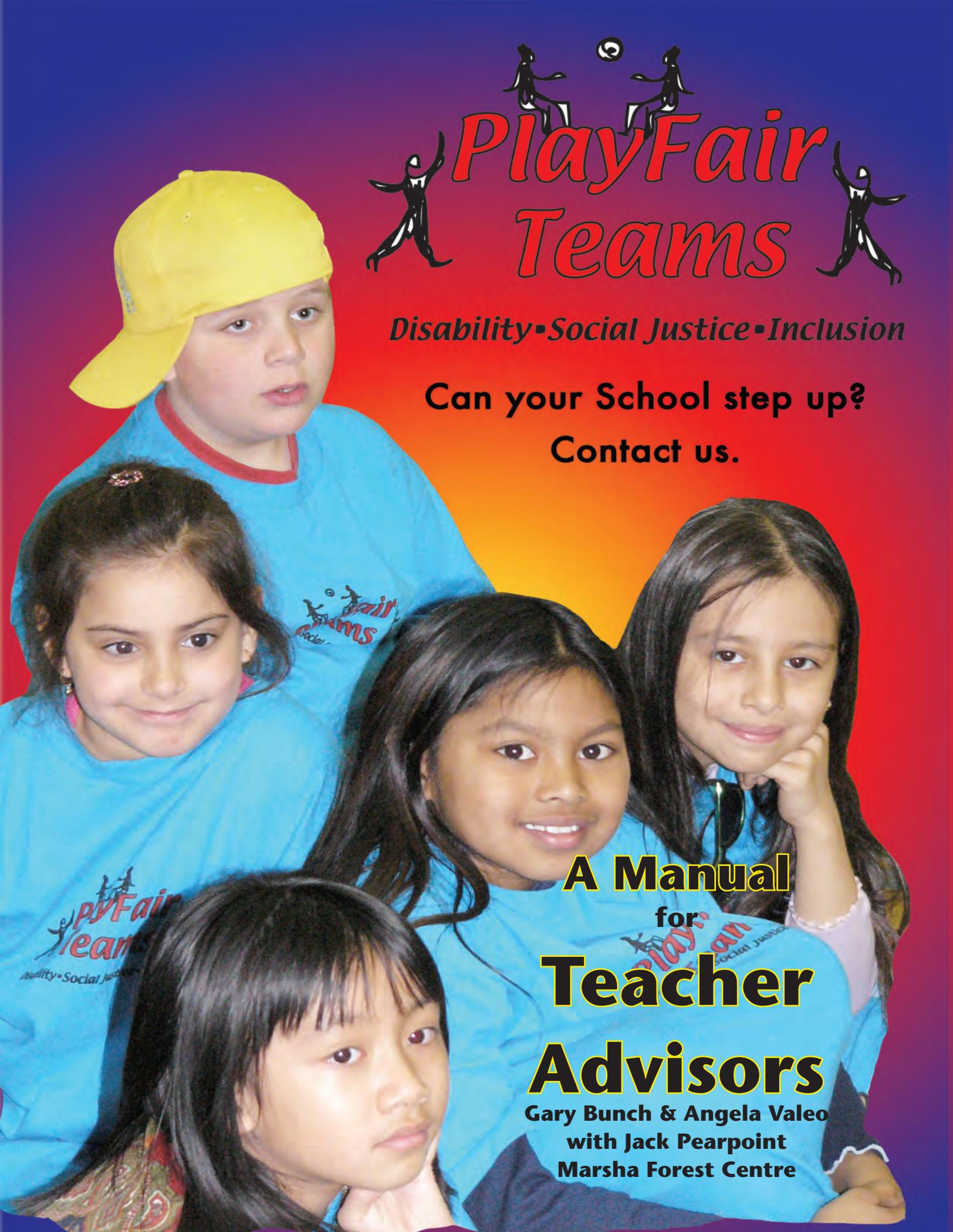


# PlayFair Teams

*Disability • Social Justice • Inclusion*

**Can your School step up?**

**Contact us.**



**A Manual  
for**

**Teacher  
Advisors**

**Gary Bunch & Angela Valeo  
with Jack Pearpoint  
Marsha Forest Centre**

# PlayFair Teams

**Disability • Social Justice • Inclusion**



## **A Manual for Teacher Advisors**

**Gary Bunch & Angela Valeo  
with Jack Pearpoint**

**Marsha Forest Centre**

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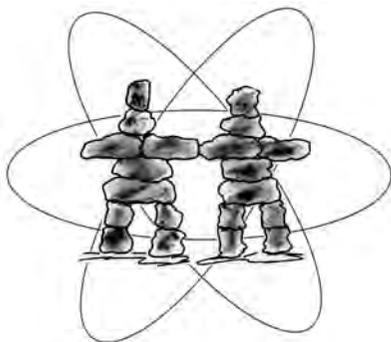
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Marsha Forest  
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## An Introduction to PlayFair Teams

If you are reading this message, you likely care about people with disabilities. You want them to have a fair chance at life. You want them to be accepted, respected, and active members of society just like everyone else.

We at the **Marsha Forest Centre (MFC)** want this as well. You may have heard of us. It was at the **Marsha Forest Centre** that the **Circle of Friends** inclusion strategy was developed. **PATH** \* was developed at **MFC**. So was **MAPS** – and **Graphic Facilitation** – and the **Summer Institutes Around Disability**. We create. We write. We research. We do projects. We work with and for people with disabilities, families, advocates, teachers, and anyone else who wants their family members, their friends, and their associates with disabilities to have a fair chance at life.

**PlayFair Teams** is a new project of **MFC**. You will find descriptions of what **PlayFair Teams** are, who joins them, who guides them, and why the concept was developed. We and those who already have experience with **PlayFair Teams** know they have value. They open peoples' eyes and hearts. They make a difference. Read the comments of students who have been members of **PlayFair Teams** on the following pages to see what they say.

We also know that sometimes schools hesitate to act as positively as they might when it comes to learners with disabilities, or they are slow to learn of new opportunities. There are a number of possible reasons for this, but we will not dwell on the negative here. Here we have a positive strategy that elementary and secondary schools can use to support all learners and make them leaders and activists for social justice, while at the same time informing their communities of Disability, Social Justice, and Inclusion.

To do this we need your help.

*\* PATH and MAPS are Person-Centered Planning tools used internationally to assist people to be fully included in classrooms and life. They use graphics to help people see their dreams and capacities - and turn it into a practical plan of action. For more information see the Inclusion Press web site:*

*[www.inclusion.com](http://www.inclusion.com)*

## What Is a PlayFair Team?

A **PlayFair Team** is a leadership opportunity for schools and students. In our experience, it is rare for a school to set about development of a long-term program aimed at strengthening the surrounding community on issues of social justice. Yet, this is exactly what schools talk to their students about through the curriculum. However, most often there is talk without action. What is missing is giving students opportunities to be involved in social justice, to take social justice to the community. What better way to accomplish this curricular aim than to become activists in the community around the school?

**PlayFair Teams** are a positive response by schools to the unfortunate fact that people with disabilities are not yet fully accepted members of our society. Many students with disabilities are separated from their able-bodied peers in the school system. They often remain unknown in their communities, have restricted friendship circles, experience teasing and bullying, and are treated as second-class citizens. Adults with disabilities face high unemployment rates and low wages when employed. Housing is a continuing concern. Even in Canada, a wealthy, progressive nation, people with disabilities are marginalized in society. The larger society, the local community, is not aware of the situation of people with disabilities in its midst.

**PlayFair Teams** are aimed at informing communities about the situation of people with disabilities. It is aimed at disability, social justice, and inclusion.



### THE STUDENT VOICE<sup>1</sup>

*PlayFair has been an experience like no other. It was definitely nothing like I had expected. When I was first told about the nature of PlayFair, my initial thought was that as the Grade 12s, we would be leading the special ed students in developing a presentation. As soon as I learned, the true experience was for me. I'd discovered the joy of meeting new people. Despite physical and mental disabilities, the special ed students are like any other teenager. During this experience, we talked, played, laughed, and cried.*

Michelle, Grade 12

<sup>1</sup> The Student Voice quotations are given in the students' words. We have not 'cleaned up' the grammar to retain the originality of each quotation.



**PlayFair Teams** are a leadership opportunity for students. It may sound trite to say “The students of today are the leaders of tomorrow.” but it is true. If we wish for equitable treatment of Canadians with disabilities in our communities, we must look to the leaders of tomorrow and support them in social justice for all.

Most people do not personally know a person with disability. They know of them. They see them on the street or at the mall at times. But they do not know them personally. They do not know how often their fellow citizens with disabilities are ignored, avoided, and marginalized in their communities. The way to change this is to become involved.

There is an old saying with a great deal of truth:

**Tell me and I will forget.**

**Show me and I may remember.**

**Involve me and I will understand.**

**PlayFair Teams** recognizes that we advocates for social justice have a powerful tool with which to alter the regrettable situation of many people with disabilities. In every city, town, and village across Canada there are elementary and secondary schools full of energetic, eager students. These students are wonderful people, energetic, full of hope, and gifted with the pure desire to be good and to do good.

### **THE STUDENT VOICE**

*PlayFair gave me the opportunity to meet and get to know 12 different, amazing people, all of who taught me something. The things I've learned about the process of a presentation and about myself are lessons that'll stay with me for life.*

Florence, Grade 11

Our students are a powerful tool, which can change the lives of many Canadians with disabilities.

§ Our students know what is fair and not fair.

§ Our students, with strong adult guidance and example, have the potential to sensitize their communities with regard to disability and social justice. They know what playing fair means.

§ **PlayFair Teams** is a community education strategy to mobilize the youth of Canada in advancing disability, social justice, and inclusion.

§ **PlayFair Teams** is social justice, playing fair, in action.

§ **PlayFair Teams** is schools looking outward and contributing to their communities.

§ **PlayFair Teams** is students, now and in the future, becoming leaders for social justice.

§ **PlayFair Teams** is the Canadian character of accepting all with equity, generosity, and personal responsibility in action.



*Patrice Goodman,  
Hosting PlayFair event*



## ***What Does a PlayFair Team Look Like?***

A **PlayFair Team** looks like any group of elementary or secondary students. It is a group, which varies in size from school to school. Here are a number of points about what a **PlayFair Team** looks like and does.

A **PlayFair Team** is:

- § A small group of volunteer students of any age or grade. The number of volunteers determines the group size.
- § A blended group with and without disabilities
- § Two school staff members as **PlayFair Team Advisors**
- § A person with disability from the local community as **Community Mentor for Disability** to connect the **PlayFair Team** to the community
- § An extra-curricular activity like other extra-curricular activities
- § An opportunity for personal leadership
- § People working together to achieve a positive goal
- § An opportunity for contribution to the community around a school
- § An opportunity to practice and understand social justice

The numbers do not matter. Even one student is enough to visit a community group to offer stories, songs, poems, and skits about social justice. The need is to form a **Team** and to become active.



*Rebecca Beyani,  
Community Mentor*

*Dovie Rochester,  
singer/songwriter  
performing at PlayFair events*



**PlayFair Team** members are volunteers. One cannot be required to engage in social justice. The desire must come from within oneself.

**PlayFair Teams** represent what they want for their communities. They are an example of disability, social justice, and inclusion. Both students with and without disabilities form a blended team. The only time both groups might not be in the team would be if no volunteers from one or the other group came forward. *We particularly caution against centering out students with disabilities by approaching them to be involved if they do not volunteer.*

**PlayFair Teams** is focused on social justice. This suggests equity and equal contribution according to the abilities of each Team member. Any hint of charity or paternalism/maternalism is inappropriate.



Gary Bunch, PlayFair founder  
life long educator

### PlayFair Performance Team



## ***“PlayFair Team”***

### ***What is the Source of the Name?***

Young students inspired the name **PlayFair Team**.

Those of us involved in conceptualizing and initiating the **PlayFair Teams** Project have worked around Disability • Social Justice • Inclusion for many years. We are teachers, parents, people with disabilities, and advocates.

We have spent a long time in the company of young people. We have immense respect for their abilities and for their potential contribution to equity in society. **PlayFair Teams** is a way to stimulate and channel this potential for societal good.

We have noticed that young people, from the earliest ages, know whether the way they are treated is fair or not fair. School yards and community playgrounds and streets echo with cries of “No fair!”, “Not fair!”, and “Play fair!”.

That is the source of the name **PlayFair Teams**. It is the spontaneous cry of young people when they are not being treated fairly. It is a visceral cry to be treated with equity. It is a spontaneous clarion call for social justice for all.

***“PlayFair” is a cry that communities  
around schools should hear.***



#### ***THE STUDENT VOICE***

*To never ever make fun of people that go to special ed because they are just as important as the rest of us.*

Shalini, Grade 3

## Why Do We Need PlayFair Teams?

It is a sad fact of life that many Canadians with disabilities are not accepted in community as are other Canadians. They are seen as:

- § objects of pity and charity
- § incapable of contributing to society
- § a drain on the public purse
- § poor learners

People we know who happen to have a disability reject this negative view of who they are. They have a very positive view of what communities can do.

In fact, they:

- § Do not want or enjoy pity or charity, but simply want the same acceptance and rights as other Canadians
- § Contribute to society to the best of their ability.
- § Wish to be fully employed and to pay taxes as do other Canadians
- § Wish to learn as well and as much as possible despite the very real challenges they have

Canada is a nation that accepts diversity. Canada has a worldwide reputation for accepting all and including all in community. We have made significant progress in terms of race, gender, language, ethnicity, sexual preference, and culture. One group, and one group alone, stands out as less understood, less accepted, and less included. Canada continues to struggle with acceptance and inclusion of people with disabilities.

### THE STUDENT VOICE

*I was glad to be in the team and heart space to heart hope. The kids are cool there and my team is fun. My group that nice to have at school and I hope to stay in the group all year.*

Rosemond, Secondary School  
Special Class



**PlayFair Teams** recognizes this struggle and is aimed at helping to win it. **PlayFair Teams is** based on the inherent fairness of Canadians. But, we recognize that Canadians are poorly informed about the abilities, contributions, and needs of their fellow citizens with disabilities. **PlayFair Teams** is about providing needed information and about social justice for all.

Inclusion of all. Inclusion with equity.

§ We need **PlayFair Teams** to act as a catalyst for change in communities surrounding our schools.

§ **We need PlayFair Teams** to sensitize communities regarding issues of disability and social justice.

§ **We need PlayFair Teams** to help in achieving acceptance of Canadians with disabilities as full members of our communities without charity and pity.

§ **We need PlayFair Teams** as beacons of what our schools and students can do to make our nation an even better and fairer country.



### **THE STUDENT VOICE**

*All my life I was judged, put down and left out of things just because I am physically disabled, but, for once, I'm not. I guess it's true. People really have no clue how powerful they really are.*

Megan, Grade 11



### **THE STUDENT VOICE**

*Everyone is just as smart as everyone else, but they learn in a different way.*

Mohamed, Grade 3

## ***What is the Genesis of PlayFair Teams?***

The genesis of **PlayFair Teams** was in a class of York University students studying educational inclusion of people with disabilities with Professor Gary Bunch, Chair of the Marsha Forest Centre. Three students, Greg Rogers, Sofia Karambatsos, and Stella Hantzakos, developed a team presentation around issues of disability. The concept of a team presentation was based on a student leadership program of the Toronto Catholic District School Board. In this program, students form presentation teams around important issues and present to other students. Greg, Sophia, and Stella expanded the concept to disability.

Stella and Sofia decided to join together in their graduate research to work with a school and develop a student team, which would create a unique presentation. The presentation would provide information on issues of disability, respect, and acceptance.

Sofia and Stella approached an all-girls school and found five volunteers. They worked with these students in developing a workshop presentation format. Presentations were made to elementary and secondary schools, as well as to a teacher group. Their research is detailed later in this manual. See Appendix A.

Two years after Sophia and Stella completed their research on impact of the presentations on the girls who gave them and those who sat in the audiences, the Ontario Coalition for Inclusive Education, with Gary Bunch, renewed the presentation concept in a project called Students Leading Students.

Working with four Ontario schools in London, Hamilton, and Toronto, the Coalition led student teams in development



of individual presentations. These were presented to various community audiences. The original concept was strengthened by the addition of a **Mentor for Disability** to ensure connection of the teams to people with disabilities in the communities surrounding the schools. Patrick Worth, one of the founders of People First Canada, took on the role of Mentor for Disability and did a splendid job. {Patrick died suddenly on November 11 in 2004. We miss his insight and leadership, and dedicate this book to his memory.}

What those of us at the Marsha Forest Centre and our partners in the **PlayFair Teams** project have learned from these pioneering experiences is that the concept of student teams must continue. The youth of Canada, through initiatives such as **PlayFair Teams**, have the potential for positive effect on the lives of many Canadians with disabilities, their families, and, indeed, of all Canadians.

The schools of our nation are crucibles in which students can be led to contribute to their immediate communities. Their teachers possess the interest and ability to guide them in this adventure.

**Students and teachers can move the concept of fair play to reality.**



### **THE STUDENT VOICE**

*And I think everybody realized it wasn't just about a product, what we performed, but more about the process and how we got there. All the things we have learned from each other are so much more than we expected. I think one of the most important things we discovered as a group was how much little things can matter and make a difference in someone's day.*

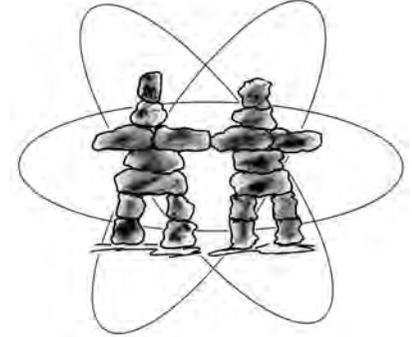
Crystal, Grade 10



## What Do the PlayFair Team Symbols Mean?

Two symbols are associated with PlayFair Teams. Both were developed by Jack Pearpoint of the Marsha Forest Centre and the creative mind behind the new Graphic Facilitation strategy used around the world in work with people with disabilities.

The first symbol is the twinned Inukshuk symbol. The Inukshuk is a rock figure or cairn of stones set up originally by early northern Canadians to act as a signpost or marker. It says, "We have been here." Go in this direction to find people and help." or "Food is in this direction". In other words, the Inukshuk is a means of communication, information, and assistance. The twin figure, or Inuksui, indicates working together, friendship, partnership, and community. These various meanings are all implied in the term PlayFair Teams.



The **PlayFair Teams** symbol is a set of figures grouped around the name **PlayFair Teams** and underset by the words Disability • Social Justice • Inclusion. These words represent the motivating ethic of **PlayFair Teams**. They describe the focus of each **PlayFair Team**. The four figures represent a blended team of students with and without disability playing together in equity, the essence of **PlayFair Teams**.



The Inukshuk and **PlayFair Team** symbols appear on the T-Shirts and caps worn by Team members. The symbols signal the intent of **PlayFair Teams** members to be a signpost for Disability • Social Justice • Inclusion for communities around schools.



## ***Underlying Principles***

There are principles to which schools must commit to join the **PlayFair Team** national group. It is these principles, which guide **PlayFair Teams** and give them their ethic of fairness.

1. A **PlayFair Team** is a whole-school activity. The focus is all students in the school, whatever differences there might be among students. This is not a “special education” activity; it is a whole-school program. All students are invited to join, though our experience is that the actual number who volunteer is modest.

2. A **PlayFair Team** is a blended team of students with and without disabilities. All students have equal opportunity to join. All contribute equally within their abilities. If a call for volunteers does not bring forth any who have a disability, a **Team** still can be formed. The next year when the school re-activates the **PlayFair Team**, a call will go out again to all students. The intent to form a blended team is a principle.

3. For obvious reasons, we believe a Team composed only of students with disabilities would not be a good idea. If a school for special students would like to start a **PlayFair Team**, partnership with a nearby regular school should be sought. Schools can join together to achieve a positive end.

4. A new **PlayFair Team** school agrees to bring a second school into the project the next year. There are always more communities in need of understanding issues of Disability • Social Justice • Inclusion. That second school will bring a third school on the next year. The plan is to create a self-sustaining spread of **PlayFair Team** schools across Canada.

### **THE STUDENT VOICE**

*It means that you need to do things the fairplay way.*

Monica, Grade 3



5. Each **PlayFair Team** school will recruit a person with disability from the immediate community to work with the Team as a Mentor for Disability. This strategy is to ensure that continued contact with the disability community is maintained. It also means that students will meet an adult with disability in a role of responsibility, an event still too rare in our society.

6. A **PlayFair Team** focuses on bringing information on disability, social justice, and inclusion to the community around the school. This is where presentations are to be made for the most part. Of course, your school and other schools are part of the community.

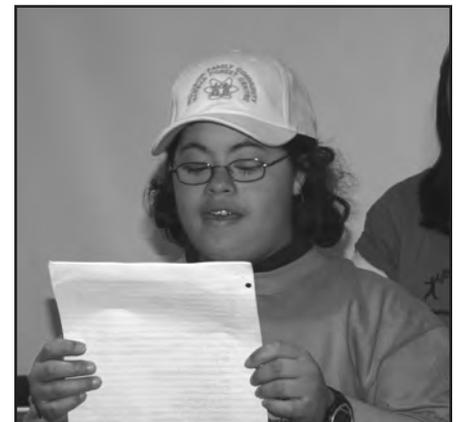
You may wish to begin with school audiences, but the greater objective is the community around the school. It is this focus on the surrounding community and social justice characteristic, which makes **PlayFair Teams** different than any other extra-curricular activity of which we are aware. Most extra-curricular activities which venture into the community tend to be sports or drama oriented. These are excellent things to offer communities. However, **PlayFair Teams** is designed to teach a community about an important issue. That issue is that all people, even people with disabilities, have the right to be fully accepted by their communities as full citizens of Canada.

One organizing idea that may make some presentations easier is to “piggy-back” your presentation into the agenda of existing events and/or agencies. If the people are already gathered (for their own event/meeting), add PlayFair Teams to their agenda. Then you don’t have to organize the meeting.

### **THE STUDENT VOICE**

*Treat everyone the same way like you treat other people.*

Jose, Grade 3



## Doing It

### How Can You Set Up a PlayFair Team?

Teacher Advisors are essential to a **PlayFair Team**. Teachers are leaders of students. They are charged with ensuring that all students are treated fairly and with equity. They are where students look to see how to respond to difference.

First, it is simple to set up a **PlayFair Team**, and you are not alone in doing so. The Marsha Forest Centre will support you through provision of an organization manual and a guiding DVD, e mail connection to a network of other **PlayFair Team** schools, and by providing **PlayFair Team T-shirts and caps** to the first 100 schools. After that we will give schools ideas for local fund raising to get their own t-shirts. **You** also will receive **PlayFair Team** posters to publicize your presentations.

The most important step in setting up a **PlayFair Team** is the decision to do so, and to subscribe to its principles. In fact, this is the only difficult step. Once you make the decision to go ahead, you will find students in your school more than willing to join in.

The **PlayFair Team** project welcomes any school, at any level to join. All students, wherever in Canada, can join together in assisting their immediate communities to recognize issues of Disability • Social Justice • Inclusion. Students want to do good. They want to contribute. They want to work together.





### **THE STUDENT VOICE**

*The day was perfect and it took me to another world. It reminded me of all the problems I had in my life and if I can help Mrs. Galati and her daughter Felicia and other kids like me, what a difference we could make in this world.*

Jennifer, Grade 12



So, how do you and your school set up a **PlayFair Team**?

## Here are Eight Steps:

**1.** Think about the fairness of the situation of people marginalized in society. Use the students in your school as an example.

**2.** Have a look at the **PlayFair Teams** resource material as a way to introduce concepts *Disability • Social Justice • Inclusion* to students in your school.

**3.** Select staff members to become **PlayFair Team Advisors**.

**4.** Bring on board a community person with disability as the **Community Mentor for Disability**.

**5.** Make the **PlayFair Team** opportunity known to all students, with and without disabilities, and call for volunteer **Team** members.

**6.** Work with the ideas of Team members to develop a presentation based on *Disability • Social Justice • Inclusion*.

**7.** Make presentations to others in your school, other schools, and the community around your school.

**8.** Support your **PlayFair Team** as you would any other extra-curricular activity.

Wherever people gather is an opportunity for **PlayFair Teams**: other classes, other schools, community groups, seniors' homes, churches, mosques, synagogues. The strategy of making the **PlayFair Team** an extra-curricular activity is to maintain



sustainability. Too many positive initiatives have short lives due to lack of built-in sustainability. **PlayFair Teams** are formed for the long run.

**Social justice is not a short term commitment.**

**If it were, it would not be social justice.**

Attached as Appendix B is how one school approached initiation of its **PlayFair Team**. Stilecroft Public School in Toronto established a coordinating committee. School administrators facilitated the planning and work of the committee. Various teachers took on roles to support **Team** activities. The school went past the idea of a presentation in its activities. A decision was made early to make **PlayFair Team** activities visible to all in the school and to visitors. Activities included a presentation, the basic objective of a **Team**, but also included creation of a Friendship Mural and a Friendship Garden.





## ***What is the Role of Your Administrators?***

This is easy.

However your administrators hear of **PlayFair Teams**, through you, through a community advocate, from educator friends, or through advertising, the role is the same. The administrators, along with the appropriate school staff, decide whether a PlayFair Team would be a valuable school activity. This decision includes:

1. Considering the values and principles of **PlayFair Teams**.
2. Deciding one would be good for your school.
3. Giving you the go ahead. We recommend that two staff members work together on this and support each other.
4. Supporting your **PlayFair Team** as the school would any other extra-curricular activity.
5. Showing their support to the staff and students involved, and to the community around your school.

Ensure that your administrators understand the principles guiding **PlayFair Teams**. In particular, emphasize that a **PlayFair Team** is a whole school activity. It is not a part of the special education program. It is open to all students in an equitable manner. This is a particularly important point as many administrators and teachers automatically see any activity involving learners with special needs as being part of the school's special education program. **PlayFair Teams** specifically are whole school activities aimed at equity among students.

### **THE STUDENT VOICE**

*I personally feel that my group did an extraordinary job displaying how important acceptance is to everyone and how everybody, no matter what age or ability level, just wants to be accepted. I think by the end everybody realized how much impact it could have on someone by simply accepting them.*

Crystal, Grade 10



## How Can You Contact

### a Community Mentor for Disability?

A **PlayFair Team** is a blended team of learners with and without disabilities. We think there is value in extending this concept of “blending” to the adults who advise the students. The way we suggest you do this is to contact a person in the community around the school who has a disability, and whom you believe has the interest and time to work with you. This strategy also has the value of maintaining contact with people with disabilities in the community and providing a model for all the students.

The **Mentor** works with and assists the **PlayFair Team Advisors**. The **Advisors** coordinate all activities of the **PlayFair Team**. The **Advisors**, with the advice of appropriate others, invite a person with disability from the immediate community to act as **Community Mentor for Disability**.

The process of forming the extra-curricular **PlayFair Team** begins with the nomination of the **Advisors**. The **Community Mentor for Disability** may be brought on board before or after the call for student volunteer members of the **PlayFair Team** goes out. We suggest selection of the **Mentor** before the call for volunteers is made. This will permit the **Advisors** and **Mentor** to form a team and prepare together for the first meeting with the students.

The **Mentor** may have any type of challenge to fill this role: hearing, sight, physical, intellectual, health, and so on. Selection



#### THE STUDENT VOICE

*I thought it would be amazing if we could break down all these barriers, make people approach things with open arms, but is that possible? To me the answer to that question seemed grim but when we arrived at Mary Ward High and saw all those students just as we are, working together, it changed my whole point of view. Because now I truly believe that with presentations as powerful and inspiring as the one I was blessed with being able to witness that day, anyone could become enlightened, and would understand the importance, As I do now.*

Michelle, Grade 12

of a Mentor may occur in a number of ways.

§ If your school was approached by someone in the community with the **PlayFair Teams** idea, ask that person for a contact.

§ Check with other school staff to see if they know a suitable person in the community.

§ Check with your school's Parents' Council.

§ Check with the local School Trustee.

§ Check with knowledgeable others in the community: religious leaders, elected officials, and so on.

§ Check with any local group of people with disabilities or the local Association for Community Living.

Once knowing of an appropriate person, make contact and arrange a meeting. At the meeting, discuss the **PlayFair Team** concept and explain as necessary. It may be a good idea to invite the potential **Community Mentor** to bring along a friend for this first meeting. At times, communication may be a consideration and a friend who knows the potential **Mentor** may be of assistance.

During the first meeting, or shortly afterwards, discuss the role you see for the **Community Mentor**. Possible aspects of the role may be for the **Mentor**:

§ To tell her/his personal story. Such a story commonly includes indication of how the person has been received by society. Very often the incidents mentioned will go a great way toward opening the eyes of many of the students with regard to issues of social justice. (See the stories of Andreas Prinz, a young man with Down Syndrome and the National Mentor For Disability of the **PlayFair Team** project, and of Corrine Humphries, a young



woman disabled in a motorcycle accident.)

- § To assist you in setting up the **PlayFair Team** meetings and rehearsals.
- § To suggest typical situations encountered by people with disabilities in daily life.
- § To invite other persons with disabilities to visit with the Team to chat, tell her/his story, or simply observe. The more people with disabilities the Team members meet, the greater will be their understanding.
- § To take pictures, video, etc. as part of your school's **PlayFair Team** publicity and history.
- § To assist the **PlayFair Team Advisors** in preparation for meetings as appropriate.

These are suggestions only. The need is to involve the **Community Mentor for Disability** under your guidance in a real way as an adult model. As the **PlayFair Team** develops their presentation and prepare to go into the community, you will discover various larger and smaller ways to include the Mentor as assistant and model.

The stories of the first two **PlayFair Team Mentors for Disability** follow. Your **Community Mentor**, and many others in your school and community, have their stories to tell as well.



## Andreas' Story

This is Andreas' personal story. He wrote it with support from a friend. Among his many qualities, Andreas happens to have Down Syndrome. Andreas filled the role of National Mentor for Disability at the startup of **PlayFair Teams**. Your **Community Mentor** and many others in your school and community have their stories to tell as well.

*I want to share with you part of my life.*

*School:*

*I went to St. Gregory's just to learn, but I didn't have friends. I felt sad and alone. My Mom took me under her wing and helped me to figure out high school.*

*My High School was Bishop Allen in Etobicoke*

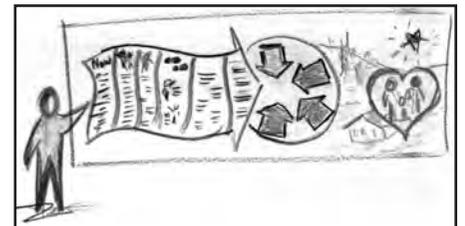
*First the staff put me in the Green Room. I felt very frustrated that they made me go there. I was in tears. It wasn't fair to be there, because I wasn't learning in the Green Room. They didn't want to accept me. They didn't want me to learn. The Green Room only had lots of flowers. And only students with a disability were in the Green Room. It made me feel sad and I felt like I was not like the other students. I wanted to get out of there – a cry of help to get out.*

*What I did – I talked to the Principal – Pat Gavel – he was a good guy to talk to. He helped me get out of the Green Room and I went to regular class with all the other students.*

*When that happened, I felt accepted and I made friends there. After school, I went to Drama Club and we put on a school play. We did the song YMCA in the play.*

*I got involved with acting. My passion is acting.*

*After high school, I went to College at George Brown. I went to*



*Drama School where I studied plays, like Romeo and Juliet.*

*I made more friends at Drama School. We had a similar interest in acting. We all went to auditions to be in plays. I got parts for 2 plays and was on the set of a movie called "Jewel" with Farah Fawcett.*

*In my life, I am included in many things. I am outside the box. Inside the box is negative and stressful. People are not nice or accepting of other people.*

*When I audition for a play, it is still hard work, a struggle. People sometimes see a label, they see a disability. They see differences. It is the wrong thing to think about.*

*I have learned to overcome the struggle by being in focus. I focus on my career in acting. I have friends like Paul who encourage me. My Mom was really strong. She taught me how to speak out.*

*In life, we have more similarities than differences. We just want to be treated like a person, and offer our talents to the world.*

Andreas Prinz

National Mentor for Disability

(This is Andreas' personal story. He met one morning over coffee with his friend and Coordinator of PlayFair Teams, Nancy McNabb, at his condominium apartment. Nancy invited Andreas to share his experiences in school, his talents, and the important people who played a significant part in his life.)

Andreas was a key player in most of our initial school meetings. At the call for volunteers, he often told his story. At meetings, he offered guidance. The impact of Andreas being an active part of those events would be hard to over state.



*Nancy McNabb  
National Coordinator*

## **Corrine's Story**

Corrine is a young woman with physical disability. Prior to a few years ago, Corrine was an active athlete. She swam on school teams. She played hockey on male teams. She loved sports. She tells us that she was a female jock. Corrine also worked in a motorcycle shop and rode motorcycles.

Corrine also rode motorcycles.

One day it happened. A car, driven by a person who was not watching what was going on around him, hit her motorcycle. Corrine lives with constant chronic pain. One leg now is shorter than the other. A computer is implanted in her abdomen.

A terrible tragedy. Yes, it was. Did Corrine permit it to stop her from attaining her aims? No, though she no longer works at the motorcycle shop.

We met Corrine when she was taking her Master of Arts degree in Critical Disability Studies at York University. She had completed her undergraduate degree. It was during that degree that her accident happened. She did not permit it to put an end to her studies. Recently she married Randy, an artist with a developing reputation. She has a career in mind. Her future includes a Ph. D.

Corrine worked with the first elementary school **PlayFair Team**. She was an inspiration to the students and all others involved. Now she is helping us to expand **PlayFair Teams** to the university and college level. She is being helped in this by Ayshia, a young Muslim woman who happens to be blind. Ayshia has been heavily involved in **PlayFair** at the organizational level. She, too, is looking forward to doctoral studies.



## ***The Logistics***

### ***When to Begin***

Our experience is that **PlayFair Teams** should begin at the same time as other extra-curricular activities. It is a good idea to avoid any dynamic which would centre out a **PlayFair Team** as different. People with disabilities have enough problems as it is with being centred out.

**Teams** seem to need the first term to develop and practice their presentation. Over the next term and following terms, presentations can be made in the community.

We encourage development of fresh presentations, at least in part, each year. Ideas may be obtained from later sections of this manual, or by contacting the network of **PlayFair Team** schools for ideas.

To begin at the same time as other extra-curricular activities, planning should begin in the Spring for a September launch. A **PlayFair Team Advisor** can be selected. A **Mentor for Disability** can be found. Students can be advised of this new opportunity. We have found that it is wise to prepare in the Spring if a **Team** is to be formed early in the Fall term.

The substructure needs to be in place if **Teams** are to develop their presentations during the September to December period.

Now you are set up and ready to go.



## What Goes Into a PlayFair Team

### Presentation?

There is no one answer to the question, “What goes into a **PlayFair Team** presentation?”. The presentation is a flexible and fluid concept with an objective rather than a set form. The objective, informing community audiences of issues of Disability

- Social Justice
- Inclusion, can be achieved through many activities.

Among these are:

§ Relaying facts regarding lack of social justice and inclusion in the lives of many people with disabilities: A personal story works wonders here, whether from a person with disability, someone close to a person with disability, or someone with a point to make.

§ Songs: It is surprising how many songs refer to social justice and inclusion. These can be used with relation to disability.



A number actually focus on disability. One simply needs to listen to songs with a sensitive ear, or do a little research on the web or in the library. See the DVD for some positive examples. They are written and sung by Dovie Rochester. Dovie has a son challenged by schizophrenia.

§ Skits: Students have no difficulty in coming up with situations in which people with disabilities have been treated unfairly – and ways in which the situation might have been different. They know from personal experience of having witnessed unfairness, or having been unfair themselves. Kids are no strangers to unfair treatment and what it means.

§ Poems and other literature: Innumerable poems, books, and plays speak about disability and absence of social justice. Again, a bit of research will unearth material, which can form a skit, reading, or other performance. Check *Google* or other source for ideas.

§ Video clips: Movies and TV shows, as well as documentaries, abound with representations of how society treats people with disabilities. A short clip or series of short clips can be effective.

§ Examples of what disability means: There are recordings of what a person with hearing loss hears, examples of what a person with learning disability sees when faced with reading, etc. Organizations dealing with disability often produce materials, videos, etc, which deal with the meaning of disability and social justice.

§ Speaker panels: There are organizations and individuals with much to say about Disability • Social Justice • Inclusion. Organizing a speaker panel and taking it into the community is



an excellent idea.

In other words, there is no lack of ideas for presentations. We would suggest that the **Advisors** and **Mentor's** role is to suggest possible sources for ideas. The students can dig out the information. We find it most effective when the information comes from the students and their efforts. They internalize the meaning more if they are involved. Their presentations seem to have more vitality. Community audiences respond to the excitement and enthusiasm of young people. They are excellent ambassadors.



## To What Community Groups Can Your PlayFair Team Present?

The purpose of your **PlayFair Team** is to inform the local community around your school about Disability • Social Justice • Inclusion. (There may even be a spin-off positive effect for your school.) Therefore, the Team must get out into the community. Any group in the community, including other schools and your own school, is a potential audience.

We can guarantee you that almost any group in your community will not have considered Social Justice and Inclusion when they think of disability. People with disabilities do not have a high profile in community thinking. Equity for racial groups, linguistic groups, and cultural groups is a topic and need familiar to most. People with disability are low on the social agenda. When thought of, the model we use tends to be that of pity, charity, and segregation, not that of Social Justice and Inclusion. This is where schools are ahead of society and have a major contribution to make.

We would start with your own school. This would provide



### THE STUDENT VOICE

*I wasn't thinking this group would change me or give me new experiences, or perspective. I thought only that I would join and do stuff and not receive anything in return – but I did. When I saw and heard stories dealing with the acceptance of people labeled with challenging needs, it made me realize that I could relate to them so much, because of the things I had gone through in my own life.*

Daniel, Grade 11





a known and friendly audience. Other in-school audiences are available on curriculum night or parent's night. **From there**, you can branch out to other schools; public, private, or denominational. All of these will understand what your **Team** is trying to achieve. Then you can go to the general community.

Other possible groups are:

- § Church, mosque, temple, etc. groups
- § Rotary, Lions, etc. groups
- § Senior citizen groups or homes
- § Teacher or student teacher groups
- § Advocacy organizations
- § Special Education Advisory Councils
- § Scouts, Brownies, Guides, Cubs, etc.
- § City or town councils
- § School system trustees

Another idea is to be proactive and do presentations in public places without aiming at any particular group, but at passersby. Malls often are interested in opportunities to give their patrons an extra treat. Libraries welcome opportunities to attract people. In India, people we know have made an art of "street" theatre addressing issues of disability. They just select a community venue where people gather, set up, and begin. By the way, they have heard of **PlayFair Teams** in India and plan to use the concept as a strategy for inclusion.

Our communities are hotbeds of activities undertaken by groups of every kind. One of your challenges may be to make presentations at times various groups meet outside of school



### **THE STUDENT VOICE**

*They should respect the children.*

Anita, Grade 4

hours. However, this is not an unusual challenge for school teams, or other extra-curricular clubs. As your students come from the community surrounding your school, and many can travel easily within the community, this may not be the challenge it first appears.

The need is to get started. Even in your own school you can find people belonging to groups within the immediate area. Certainly, the families of your students will be connected to almost all groups around your school. The opportunity is there and waiting for us to seize it.



*Gary Bunch in an anganwadi in Mumbai, India - with the early beginnings of PlayFair in India.*



## ***How Can You Evaluate the Effect of Your Team's Presentations?***

It may be useful to evaluate how an audience has received a **PlayFair Team** presentation. An evaluation may suggest possible changes. It may be of value in gaining support for the **PlayFair Team** in the school and the community. It may be used to show **Team** members the effect of their presentation.

We do not suggest attempting any heavy or detailed evaluation. To do so may have unwanted effect. The audience may be irritated at being asked to spend too much time on the evaluation. This may lead to less than positive comments. It also may lead to evaluation forms being discarded.

Three simple evaluation forms were designed during early stages of the **PlayFair Teams** Project. **PlayFair Team** Advisors assisted in designing and testing the forms. They seem easy and quick to complete and effective in providing information.

The three forms are provided on the following pages. One was developed for quite young audiences, grades 1 to 3 or so. The second is for grades 4 to 6. The third is for any older group. See if you can find a stock of those short pencils golf courses use for those who have nothing to write with. Share them and then collect them. They are inexpensive. Perhaps a community business might support their purchase.

We would love to have any feedback you may wish to share following presentations by your school's **PlayFair Team**. That will assist us in strengthening future **PlayFair Team** manuals, and in



### ***THE STUDENT VOICE***

*Now I am part of this team which means so much to me, I am going to spread this message of acceptance to the best of my abilities because we are who we are, and everyone should be accepted regardless of any differences. We shouldn't have to disguise our true selves for anyone.*

Michel, Grade 12

obtaining continuing support for the project.

Lastly, we have provided typical comments from some of the youngest audiences to participate in a **PlayFair Team** presentation. We thought you would be interested in the appreciation audiences have for what typical students with and without disabilities can do.

**We have included audience evaluation forms we have used with audiences of various ages. See Appendix C.**



## What Do We Offer Your School?

The Marsha Forest Centre is the originator of **PlayFair Teams** across Canada. We are a volunteer organization dedicated to working with and for Canadians with disabilities in their struggle to participate fully and equitably in every facet of society.

We believe in the potential of the youth of our nation. Our young people truly are our future. If Canadians with disabilities are to be fully and equitably accepted by all, the best place, it seems to us, to start is with our young people. If positive thinking and activism begin early, and friendships and acquaintances develop, we very well may affect the future.

This is the first and most important thing we have to offer your school; the opportunity to be part of a project aimed at improving the quality of Canadian society for a group of Canadians, which is presently marginalized in too many ways.

More concretely, we offer you support for your **PlayFair Team**. If you are reading this manual, you already know part of what we offer you. In addition, we offer:

§ A **PlayFair Team t-shirt and cap** for every member and the adult advisors, for the first 100 Canadian schools.

§ A DVD showing how and why **PlayFair Teams** operate.

§ A brief DVD, which can be used to explain **PlayFair Teams** to others, particularly possible audiences and supporters.

§ A CD with song selections written and sung by our friend Dovie Rochester of Toronto. They and other songs may become



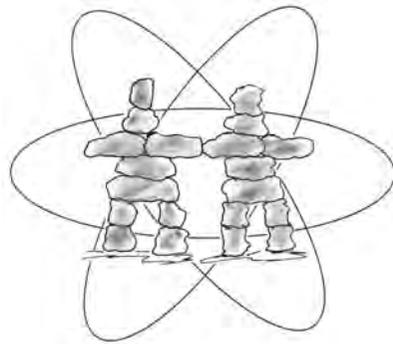
*Kevin Finnegan, Marsha Forest Centre Board member and Ayshia Musleh, PlayFair Celebration Event Coordinator*



part of your **PlayFair Team** presentation.

§ Access to a national network of other **PlayFair Teams** for sharing ideas and questions.

§ A link back to the Marsha Forest Centre for further support.



### **THE STUDENT VOICE**

*We all have become better people, inspired by each other. We've become people of wonder. Our diverse team has been a source of numerous insights, a site of understanding built on a different dimension: dimension of integrity, love and care. I've discovered new people around me, and a new person within me. Now that I got to know how to make the wonderful goals and ideas come true, I can say, from the depths of my heart, that I've been blessed, I sincerely believe that PlayFair Team would make a significant impact on everybody's life. To me, it's the greatest play of all.*

Monika, Grade 12



## Appendix A

### **What Does Research Say About PlayFair Teams?**

As noted earlier, Sofia Karambatsos and Stella Hantzakos, graduate students at York University and teachers in the Toronto area, undertook research into effect of a presentation focused on disability and inclusion. Sofia studied effect on secondary students of involvement in making a presentation. Stella studied effect on grade eight students attending the presentation.

The presentation to which Sofia and Stella refer was in workshop format where they conducted various activities giving a sense of what people with disabilities experienced with their audience. Their focus was including students with disabilities in regular education settings. Though the **PlayFair Team** focus is somewhat different, their research still has implication. And, any **PlayFair Team** presentation may be in workshop format, depending on the design any particular Team chooses.

### **Sofia's Research**

Sofia interviewed students involved in presentations and also reviewed journals they had kept of their experiences. A number of key aspects emerged.

#### **I Used to Think that Disability was More Serious**

All secondary students interviewed stated that their understanding of the term "disability" had changed. Before involvement in the presentation, they believed that a person with a disability was:

- § Someone who is in a wheelchair.
- § A person who was a quadriplegic, that's all!
- § Someone who has something physically wrong with them.

Following their involvement, their understanding of disability had widened.

- § *I used to think that a disability meant the inability to perform tasks because they don't have the bodily capability to do a certain thing.*

- § *Actually, my best friend has a learning disability. It's not a serious one, but she just gets help when she needs it. And, actually, another friend of mine is really depressed lately. She's seeing a psychiatrist and that kind of stuff. So, I guess that's another type of disability.*
- § *People can be disabled in many different ways.*
- § *Everybody has strengths and weaknesses, and it's the same with disabilities. They're a weakness that a person has, but that person has much strength too. Disabilities are a problem like any other. Just like smoking. Just like anorexia. Just like any other problems that people have to deal with.*

### **Just be Sensitive Toward Disabled People**

All of the participants mentioned the importance of being sensitive toward disabled individuals. They each described feeling an increased sensitivity as a result of teaching the workshop, and they made comments about how others should display sensitivity.

- § *This workshop was so eye-opening and I learned how to be and how to teach other people to include and be sensitive.*
- § *By giving everyone the same amount of attention and respect. Just be sensitive, all the time.*
- § *If everybody worked to help them, if everyone were to see somebody in need and go help them, like, at school or anything, then that'd be helping them already. But a lot of people are having trouble and saying "Too bad". They don't help, just say something fast to get it over with. That's not helping them. That's just bad.*
- § *If she, a student with challenge, asks me to help her, it's easy for me to give the answer. But now, instead of giving her the answer instantly, I would just ask her to explain everything to me. It takes longer, but at least she understands. And it not like I'm telling her and I don't want to deal with her. It's a little harder, but in the long run, the results are better.*



- § *The workshop experience kind of changes you in a good way to help people like that. It makes you look at things differently, like, you realize how to be a better, more sensitive, more understanding person.*

### **Inclusion is a Great Idea**

All participants thought inclusion was “a great idea”. The majority supported complete inclusion, but a minority held reservations. Here, we focus on what the majority said.

- § *It's awesome to have everybody all together.*
- § *You have to be able to experience inclusion with people with disabilities, if you're gonna go up to university and then go and get a job. You have to know and sort of learn to deal with it.*
- § *School should have a program that would not discriminate against people who have challenging aspects. And I know of schools that do have people included and really have good programs, and they interact in all their classes and have lots of friends. I think it's totally great.*

### **Peers Can Help Make Inclusion Work**

The workshops presented by these students mostly were to other students at the elementary or secondary level. They thought that it was very beneficial to give the presentation to other students. All participants agreed that peers can have a significant influence on each other.

- § *If I share this knowledge with peers, they may just pass it right along and they will start a train of respect for those children and/or adults with disabilities. Students are the ones in the school, and they're the ones around all these people everyday, so they can see what goes on. So they should be the ones to spread the word around.*
- § *Students don't listen to adults. If peers give the workshop, peers are more attentive.*

## Stella's Research

Stella used interviews before and after the presentation to assess the effect on grade eight students. Her intent was to discover if any change occurred in student attitudes, and whether a peer-to-peer workshop model would have positive influence on attitudes toward inclusion. Stella chose two students, Kate and Chew, for in-depth analysis.

### Before the Presentation

Both Kate and Chew had previous experience with children with disabilities. Kate had worked as a camp counselor. In that role, she had assisted a younger girl with special needs. Her experience was positive. Chew knew a class peer who was supported by an educational assistant. His acquaintanceship was not close and he felt the student having help in the class was unfair.

Prior to the workshop Kate indicated that she felt a teaching approach in which the teacher places students with differing abilities together in cooperative groups could support educating all students together.

§ *I definitely think that all students should be in the same classroom. I think it is a good idea and that everyone can benefit. For example, some people are good at writing, other people are good at speaking, others at drawing, and if you do group work each person can be assigned a part that they can do. Yeah, I think that group work is good.*

During his first interview Chew queried the presence of a student with disability in his class. He believed the student could not be successful in cooperative learning due to his general incapability.

§ *Our class had to work in groups to complete a project, and everyone worked in a group except the guy who had a teacher's assistant. He worked alone in the corner of the classroom, or sometimes he stayed in his other classroom, and he only had to complete part of the project. The rest of the class had to complete the whole project and present it to the class. I guess if he was good enough, he*



*could have worked with us in our group.*

There was a single instance Chew could recall when his peer with disability did make a contribution in class.

§ *Once, and only once, did the guy fit into our class. As part of our social studies class we had to create a display to show what we were working on for parent's night. Well, this guy I was telling you about did the entire lay out. He created a back-drop to a little skit we put on and did an excellent job presenting it to his parents. I was really impressed by his work. I didn't think he was good for much else before. It's too bad we couldn't do more things like art and drama in class so he can feel good about himself and show his stuff.*

This was a single instance. Chew's teacher did not use art and drama with any frequency.

Chew, unlike Kate, was of the opinion that modifications to the curriculum should not be permitted. If a student could not keep up, that student should not be in the class.

§ *Well, it's just like that guy I was telling you about in my class. He only came in for social studies and we never saw him. I guess it's kinda because he couldn't handle the work. You know what I mean? If he could have handled the work, he could have stayed in the class, but he always left to work with another class and another teacher. I guess his special teacher is teaching him and that is better because he woulda, I mean I don't think he could keep up with us. He is obviously a slower learner.*

Chew did not question the constant removal of this peer from his class and kept to his belief that you shouldn't be here if you can't keep up with the rest of us.

Even when suggestions were made to include this particular student in activities, Chew would not hear of it. He cited reactions of his friends and his fear that he, Chew, would be ostracized if he agreed with including the student.

§ *My best friend said that we should try to include him in our soccer game and the rest of our buddies flipped out. You know, they almost bit his head off. Do you get what I am saying? Why would I go against the pack? Do you think I want my head bit off? I see how he is a loner, and I don't want not to have any friends and be like him.*

However, Chew, like Kate, was aware that peer modeling was effective in encouraging appropriate behaviour in peers with challenges.

Kate:

§ *This girl usually throws things around in her support class. I know she does this a lot because I am a peer tutor in her room. Her teacher always has to stick up for her. Once she is integrated into our art class, she is a complete angel. At the beginning she would toss things around, but everyone just ignored her. So, she never did it again. She probably realized that grade eight students don't do that.*

Chew:

§ *He went to the front of the room to get his assignment and worked on it alone. When he was stuck on a question, he asked one of the guys at his table for help. He didn't fool around like he often does when his helper is with him. When he got something wrong, he tried to figure it out on his own. He was asked to complete one question, but because we were asked to complete two questions, he did two.*

In summary, prior to the workshop presentation, Kate and Chew disagreed on whether it was possible to include a peer with challenges. Though Chew knew that his class peer did have strong ability in art and drama, and that he responded well to peer modeling, he did not support inclusion on the basis that the peer could not keep up with the class, and that his peers would ostracize him if he supported any type of inclusion.

### After the Presentation

Both Kate and Chew were positive with regard to the manner in which secondary school older peers presented their workshop.

Chew:

§ *When you asked the mentors questions, you would receive a response immediately since you didn't have to wait for one teacher to come around to you. If one teacher had delivered the workshop, the teacher would probably not be able to respond to so many people.*

Kate:

§ *There was always a tutor around to ask a question and that you didn't feel stupid asking them a question because they were cool. They would give us examples that we could relate to cause they were not that much older than us.*

Kate's original positive attitude toward educating all students in the same class was reinforced by the peers. She pointed, in particular, to modeling effect.

§ *Seeing the peer mentors showing the grade eights proved to the grade eights that we can all learn together if we are taught how. The peer tutors showed us ways to work with this little girl in the wheelchair who couldn't work very well. Instead of writing on her own bingo card, she just typed in on the computer.*

Chew was impressed by the role-playing aspect of the workshop in which one participant played the role of a girl with speech difficulties who pointed to what she meant. Chew learned how to respond and communicate in such a situation. He also learned to make accommodations to support learning.

§ *I didn't know what she meant so she started to point at people when she heard their answers so I knew what she was referring to. She also took me to different areas in the classroom like the house centre to show me a baby doll which represented the fact that she had a sister at home.*

Chew also learned beyond simple support strategies. His awareness of the

ability of peers with challenges developed.

§ *I didn't know they were so smart. Like they seem so helpless, but this little girl who was in a wheelchair was so smart. I haven't had much experience with these kinds of kids. When you see people in wheelchairs in the grocery store, you feel sorry for them because you don't know if they can manage. I know the girl in the wheelchair can manage. Now I know that the people I see in wheelchairs at the grocery store can also manage.*

Lastly, as a result of workshop activities Chew began to think about disability in new ways:

§ *Now I kinda know how it feels to be blind cause we had to walk around with a scarf over our eyes and it was really scary. Kids that are blind have a lot of courage. I think that instead of avoiding them, I should be giving them a chance to show me what they do, and I can show them something too.*

and he began to understand the power of working in a team.

§ *Having to work in a group to accomplish something meant that you really listened to what each group member had to say. You really got to see who listened and who didn't, and you also got to see what they were good at and not so good at.*

**Appendix B****STILECROFT PUBLIC SCHOOL  
PlayFair Committee**

Planning Guide  
2005/2006



**PURPOSE:** To foster an understanding of and appreciation for students that are differently-abled. Develop global concern for children facing social injustices.

**LONG TERM GOAL:** To equip students with knowledge base that we live in a global society and should show compassion by extending ourselves to form friendships and acceptance to everyone, regardless of ability, culture, colour, gender or faith.

**Thought:** *Learning is about more than what we teach children. Social interaction fosters a greater learning about who we are in relation to the world, and what we can do to create a positive global village more than any textbook ever will.*

**To this end we will:**

1. Inform students through a classroom teacher and announcements about **PlayFair Team**. Encourage all students from grades 2, 3, 4, and 5 who are interested to attend information meeting.
2. Form **PlayFair Team** from the list of students that showed interest.
3. Develop goals and a timeline with students.
4. Work with **PlayFair Team** to write and create a play that embraces our purpose.
5. Plan a school-wide performance.
6. Contact the Drama Instructional Leader to facilitate a workshop with the **PlayFair Team** in developing ideas for the play.

**Ideas to Consider**

- o Performance
- o Friendship Mural
- o Friendship Garden
- o Family of School Event

**PERFORMANCE:**

1. Students will meet with **PlayFair Committee** to dialogue around issues of differently-abled students, social justice, inclusion, fairness, friendship
2. Students will begin drafting ideas for a play
3. Students will meet with PlayFair Committee to write and rehearse play every other Tuesday at lunch



4. Students must keep in mind roles, props, scenery, backdrops, etc. when drafting play

#### **FRIENDSHIP MURAL:**

1. PlayFair Committee will consult Board about the feasibility of creating a Mural in the school and take the necessary steps to facilitate its creation
2. PlayFair Committee will support **PlayFair Team** in creating ideas for Friendship Mural, which will be on the 2<sup>nd</sup> floor landing by the back door.
3. J. Rebelo will be contacted to draw mural for students
4. PlayFair Committee will supply materials needed for completion of Mural
5. **PlayFair Team** will work together to paint Mural

#### **FRIENDSHIP GARDEN:**

1. PlayFair Committee will consult Board on policies and procedures in creating the Friendship Garden on school property.
2. PlayFair Committee will elicit support for this project from our community partners and business community to donate supplies, gardening tools, flowers, shrubs, bushes, rocks, gravel, etc. to make this project a success
3. **PlayFair Team** will vote on garden of their choice.
4. PlayFair Committee and **PlayFair Team** will create a small garden space beside the tree by the play scape. **This collaborative effort of diversely-abled students will no doubt provide an opportunity to work, learn, and play together.**

#### **FAMILY OF SCHOOLS EVENT:**

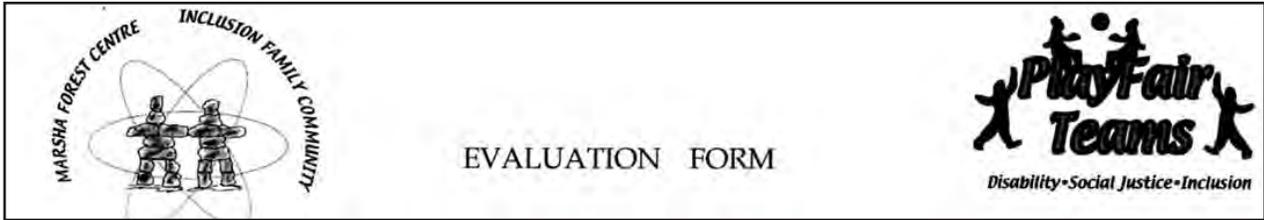
**PlayFair Team** will perform their play in front of invited schools from the NW2 Family of Schools.

Note: The PlayFair Committee developed a timeline for October to June indicating activities month by month as an assist to keeping on track and on time.



## Appendix C: SAMPLE AUDIENCE EVALUATION FORMS

For quite young audiences:



**After watching this presentation, what do you think a PlayFair Team is about:**

- Circle your answer.**
- a) kids playing together
  - b) kids getting along with one another
  - c) kids helping other kids
  - d) all of the above
- 

**Did you enjoy what you saw and heard?**

**Circle your choice:**      Yes  
   No

---

**Draw a picture of your favourite part.**

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**For audiences to about age 10:**

<p>MARSHA FOREST CENTRE INCLUSION FAMILY COMMUNITY</p>	<p>EVALUATION FORM</p>	<p>PlayFair Teams Disability • Social Justice • Inclusion</p>
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**After watching the presentation, what do you think PlayFair Teams means?**

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**Did you enjoy the presentation?**

**Circle your choice:**                      **Yes**

**No**

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**What do you think the main message of the presentation was?**

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**What is one thing you have learned from watching the presentation?**

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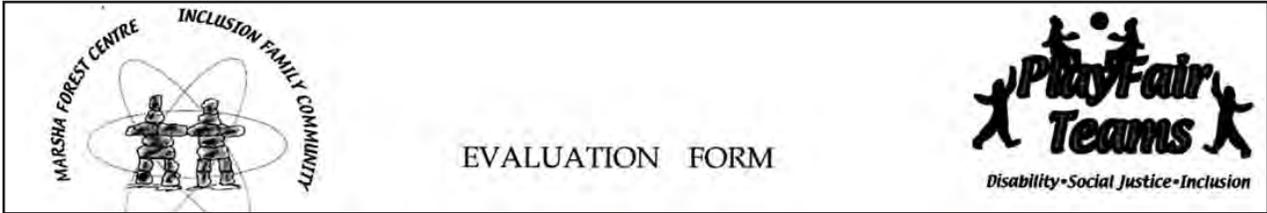
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**For Adolescent and Adult audiences:**



**Did you find the presentation thought-provoking?**

**Circle your choice:      Yes**  
**No**

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**What did the presentation make you think about?**

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**What parts of the presentation stirred your thoughts?**

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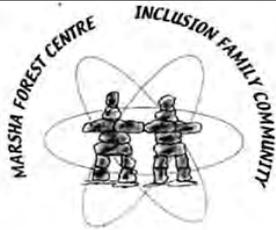
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**Do you think this presentation is worth taking to other audiences?**

**Circle your choice:      Yes**  
**No**

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## EVALUATION FORM

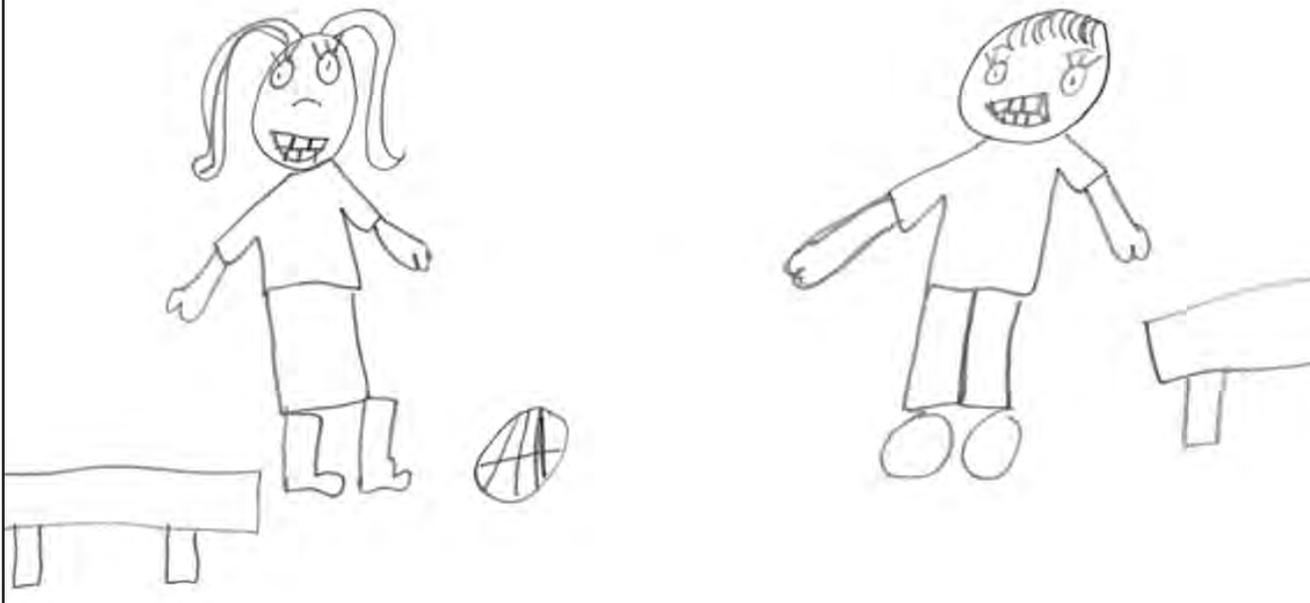
Grade 1Age 7

After watching the skits, what do you think a PlayFair Team is? Circle your answer.

- a) kids playing together
- b) kids getting along with one another
- c) kids helping other kids
- d) all of the above

Did you enjoy the skits? Circle  Yes or  No

Draw a picture of kids on a PlayFair Team playing and having fun together.





## EVALUATION FORM

Grade 4Age 9

After watching the skits, what do you think a PlayFair Team means?

I think it means people  
have to play fair.

Did you enjoy the skits? Circle  Yes or No Why?

I enjoyed the skits because  
I taught me how to play fair.

What do you think one main message of the skits would be?

help someone if they are hurt.

What is one thing that you have learned from watching the skits?

go and play fair and don't  
make fun of others if they go to spec



## EVALUATION FORM

Grade 2Age 8

After watching the skits, what do you think a PlayFair Team is? Circle your answer.

- a) kids playing together
- b) kids getting along with one another
- c) kids helping other kids
- d) all of the above

Did you enjoy the skits? Circle Yes or No

Draw a picture of kids on a PlayFair Team playing and having fun together.





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