



# FAST

Facilitating Accessibility  
in Support of Tourism

## C1. Short-term joint staff training activity methodologies

# 1. Short-term joint staff training activity methodologies

## Template

<b>Title</b>	(Add the title of the methodology)
<b>Activity associated with module</b>	(Add the number and name of the module)
<b>Aim</b>	(Describe the goal of the methodology/activity)
<b>Duration</b>	(Add the duration of the activity)
<b>Group size</b>	(Add the size of the group as a whole or, if applicable, smaller groups)
<b>Preparation and resources</b>	(Describe the activities that have to be done to prepare the activity (before the implementation of the activity) and list the materials that are needed during the implementation)
<b>Steps description</b>	(Describe all the steps needed to implement the activity. Be as detailed as possible)
<b>Risks and recommendation</b>	(Describe possible risks/situations that might occur during the implementation of the activity and add recommendations to mitigate those risks)

## 1.1 Module I. Dealing with people with physical, sensory and cognitive impairments & First aids basic concepts

<b>Title</b>	Know the impairments
<b>Activity associated with module</b>	Module I. Dealing with people with physical, sensory and cognitive impairments & First aids basic concepts
<b>Aim</b>	The aim of this activity is to confirm the perception of concepts associated with the various types of disability and the correct terminology. It is also intended to raise awareness of inappropriate terms and unconscious bias, including stereotypes and assumptions, and to actively counteract.
<b>Duration</b>	30 minutes (or more depending on the number of participants and impairments definition)
<b>Group size</b>	15 people, divided in groups of 3 (the number of participants can be higher or lower if needed)
<b>Preparation and resources</b>	<p>The trainer should prepare cards with the names and descriptions of the impairments (1 card with the name and 3 cards with possible definitions, per impairment per group). Some of the definitions will be incorrect, others incomplete, and some correct.</p> <p>Materials needed: cards (A6 or A7 size), blue tack (or other material to put the cards on the wall)</p>
<b>Steps description</b>	<p>The trainer should start the activity by dividing the participants in small groups of 3 and explain the task.</p> <p>He/she should say that each group will receive a set of cards with text that is related to each of the impairments that he/she will put on a wall (with some separation between). There will be 3 cards per impairment (the trainer can decide to distribute the cards grouped by impairment or all together) and each group will have to choose the one(s) that are correct and to put it/them on the wall, near each of the impairments (you should inform that they have 10 minutes for this, or more if you use more than 5 impairments).</p> <p>Please note that several situations can be applied to the cards, for example:</p> <ul style="list-style-type: none"> <li>• Only one card with a correct definition and the other 2 incorrect;</li> <li>• Two cards that are correct and one is incorrect;</li> <li>• All the cards are correct;</li> <li>• One of the cards is empty and the group has to write a correct definition (even if there is, or not, other correct cards)</li> <li>• The text on the card has some spaces that have to be filled by the participants</li> </ul> <p>In order to, later, identify the answers of each group, the cards can be numbered/named, for example by writing in the upper right corner of the cards "Group1".</p>

	After this is completed, the trainer will go through the responses that were given by the groups to each of the impairments and start a discussion based on the responses that were given. (This part of the activity should take 20 minutes or more if you use more than 5 impairments or more than 15 participants/5 groups)
Risks and recommendation	No risks are foreseen for the implementation of the activity.



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