



EuropePlus

R2

BOX OF VALUES

Equality

VALUE	EQUALITY
PARTNER	FORUM PARA LA EDUCACIÓN Y EL DESARROLLO, S.L.

Value introduction

The value of equality is the belief that all individuals should be treated fairly and without discrimination. It involves recognizing that every person has the same inherent worth and dignity, regardless of their race, gender, ethnicity, age, religion, sexuality, ability, or any other characteristic.

Equality is not just about treating everyone the same, but also about recognizing and addressing the differences that exist between individuals and groups. It involves understanding that certain groups may have historically faced barriers to achieving equal opportunities and that these barriers must be actively dismantled in order to create a more equitable society.

The value of equality is important because it helps to ensure that everyone has access to the same opportunities and resources, regardless of their background or circumstances. It promotes fairness, justice, and respect for diversity, and helps to create a more inclusive and harmonious society.

At its core, the value of equality is about recognizing and valuing the unique contributions that every individual can make to society. It is about creating a world where everyone has the chance to fulfill their potential and lead fulfilling lives, regardless of their identity or background.

<p>GAME</p>	<p>Title: "Obstacle Course"</p> <p>Objective: To encourage reflection on equality between people with and without disabilities and the importance of inclusion and accessibility.</p> <p>Materials: Obstacles, blindfolds, wheelchairs, and other elements that help simulate disability.</p> <p>Instructions:</p> <p>Divide students into groups of four.</p> <p>Each group will participate in an obstacle course where they must overcome different challenges that simulate barriers and obstacles faced by people with disabilities.</p> <p>In each team, one person will be designated to represent the disability (e.g., a person with blindfolds or in a wheelchair) and the rest of the team members will have to help that person overcome the obstacles.</p> <p>The obstacle course can include obstacles such as ramps, stairs, narrow doors, architectural barriers, and other barriers faced by people with disabilities.</p> <p>After the obstacle course, open up a discussion to reflect on the barriers and obstacles that people with disabilities face in their daily lives and how these barriers can be eliminated or reduced.</p> <p>This game is an interactive and dynamic way to promote reflection on equality between people with and without disabilities and to promote inclusion and accessibility. It also fosters empathy, solidarity, and teamwork.</p>
<p>CASE STUDY</p>	<p>Title: "The Case of Equal Access"</p> <p>Objective: To explore issues of equality and accessibility in the context of education and the built environment.</p>

Case Study:

Samantha is a high school student who uses a wheelchair due to a spinal cord injury. She attends a school that was built before accessibility standards were put in place, so the school is not fully accessible for Samantha. She has difficulty accessing certain classrooms and facilities, such as the library and the gym. She often has to take a longer route to get to class or wait for someone to help her up stairs.

One day, Samantha and her friends decide to put on a play for the school's drama festival. They have a great idea for a play that explores issues of equality and accessibility in education and the built environment. They work together to create a play that highlights the challenges that Samantha and other students with disabilities face in accessing education and other facilities.

The play is a big success and many students and teachers are moved by its powerful message. They realize that there are many barriers that people with disabilities face in accessing education and other facilities, and that these barriers need to be addressed in order to promote equality and inclusion.

After the play, the school community comes together to discuss ways in which they can improve accessibility and promote equality for all students. They create an accessibility committee that works to identify and address barriers in the school environment. They also work to raise awareness about issues of accessibility and inclusion and to promote a culture of equality and respect for all students.

Through this case study, a play could be created that explores issues of equality and accessibility in education and the built environment. The play could raise awareness about the challenges that people with disabilities face and inspire action to promote

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THEATRE PLAY

Title: "Equal Access"

Characters:

Samantha, a high school student who uses a wheelchair due to a spinal cord injury

Claire, Samantha's best friend

Mr. Johnson, the school principal

Ms. Garcia, the school counselor

Alex, a student who is passionate about accessibility and equality

Extras, including students, teachers, and members of the accessibility committee

Act I

Scene 1: (Samantha and Claire are sitting in the school courtyard. Samantha is trying to navigate around the courtyard but is having difficulty because of the stairs.)

Claire: Are you okay, Sam? Do you need some help?

Samantha: No, I'm fine. I'm used to it by now.

Claire: But it's not fair. You should be able to get around just like everyone else.

Samantha: Yeah, well, the school wasn't built with accessibility in mind. It's not just the stairs, either. There are a lot of places in the school I can't go because they're not accessible.

Scene 2: (Mr. Johnson and Ms. Garcia are sitting in the principal's office.)

Mr. Johnson: We need to do something about accessibility in the school. Samantha and other

students with disabilities should be able to access everything that the school has to offer.

Ms. Garcia: I agree. We need to make sure that the school is in compliance with accessibility standards and that we're providing equal access to all students.

Scene 3: (Mr. Johnson and Ms. Garcia meet with the accessibility committee, made up of students, teachers, and community members.)

Mr. Johnson: We need your help to identify areas where the school is not accessible.

Alex: I'm passionate about this issue. I'm willing to help out in any way I can.

Ms. Garcia: Thank you, Alex. We need all the help we can get.

Act II

Scene 1: (Samantha and her friends are discussing ideas for a play for the school's drama festival.)

Alex: What about a play that explores issues of accessibility and equality?

Claire: That's a great idea! We could talk about all the challenges that Samantha faces in getting around the school and accessing everything she needs.

Samantha: Yeah, and we could show how important it is for everyone to have equal access to education and other facilities.

Scene 2: (The play is being performed on stage. Samantha is playing herself and Claire is playing her best friend.)

Samantha: (wheeling onto stage) Hi, everyone. My name is Samantha, and I'm a high school student who uses a wheelchair.

Claire: (walking on stage) And I'm her best friend, Claire.

Samantha: (narrating) This is our school. It's a great school, but it's not accessible for everyone.

(Claire and Samantha act out scenes where Samantha has difficulty accessing different areas of the school, such as the library and the gym.)

Samantha: (narrating) I love my school and I love learning, but sometimes it feels like the school doesn't love me back.

Scene 3:

(After school, in the school cafeteria. Mr. Johnson, Ms. Garcia, Olivia, and other students are gathered around a table discussing ways to improve accessibility.)

Mr. Johnson: So, Olivia, thank you for bringing these issues to our attention. It's important that we work together to ensure that all students have equal access to our school resources.

Olivia: No problem, Mr. Johnson. I just want to make sure that everyone has the same opportunities to learn and succeed.

Ms. Garcia: I agree. As a parent, I want my daughter to have every opportunity to reach her full potential.

Student 1: (raising hand) I've noticed that some of the classrooms aren't accessible to students with physical disabilities.

Mr. Johnson: That's a great point. We should look into making our school more physically accessible, such as installing ramps and widening doorways.

Student 2: (nodding) And what about students who have trouble seeing or hearing? Do we have accommodations for them?

Ms. Garcia: That's a good question. We should make sure that our school has the necessary equipment and resources to accommodate students with different needs.

Mr. Johnson: Exactly. And we should also make sure that our school website and online resources are accessible for students with disabilities.

Olivia: (smiling) It's great to see everyone coming together to make our school more inclusive.

Mr. Johnson: (nodding) Yes, it's important that we work as a community to create an environment where every student has the opportunity to succeed.

(Scene ends.)