

for people with disability AND recreation service providers

Toolkit

Know b4 U Go



Produced by Nican with the assistance of the ACT Government through Disability ACT and Sport and Recreation Services



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KNOW BEFORE YOU GO tool kit



WELCOME

It is with great pleasure that I welcome you to the **Know Before You Go** tool kit.

The **Know Before You Go** project was funded by the ACT Government under Disability ACT and the Territory and Municipal Services' Inclusive Participation Funding Program. The ACT Government is working towards an inclusive community in which every Canberran can enjoy all that our capital has to offer. What you hold in your hands is contributing to that vision.

In whatever form you are now reading this, either on paper or online, I am sure you will find some handy tips, tools and information to build your confidence in accessing recreation opportunities. We also hope that recreation providers will find this kit a handy tool to develop strategies to open doors to people with disabilities.

Work like the **Know Before You Go** project is in line with the ACT Government's plan for disability: **Future Directions: Towards Challenge 2014**. It supports strategic priorities about people with disability engaging socially and in the community. It also supports strategic priorities about providing people with the information they need to know. It breaks down the barriers created by a lack of confidence and a lack of understanding.

Know Before You Go is one element in a broad range of work being undertaken to encourage better practice by mainstream service providers. I note that Nican are also facilitating a series of innovative workshops in a learning circle style to support a number of individuals to develop skills and confidence. Other initiatives being undertaken by the ACT Government, that support these priorities, include ACT Business Leaders Innovative Thoughts & Solutions and the ACT Chief Minister's Inclusion Awards.

I commend Nican for creating this tool kit which is packed with tips, ideas and practical solutions, and I am sure that it will support you on your journey towards inclusion.

Joy Burch MLA



KNOW BEFORE YOU GO tool kit



WELCOME

I have had the privilege of being Nican's National Patron for a year now. However I have long admired the work they do linking people, places and resources to improve access to recreation experiences for people with disabilities and their communities.

Recently, I chaired a Nican national dialogue involving disability organisations working to improve access to tourism. Inclusive tourism requires efforts nationally and on the ground. It is good to see Nican working in both these spheres to bring people together, to support providers to be more confident, and to provide people with disability that extra help to get involved. This includes, for example, administering the Qantas Carer Concession Card that currently offers a 50% discount to carers on most domestic flights.

The **Know Before You Go** project is just one aspect of the work that Nican does. It is hoped that the learning and successes of this project can be replicated around the country.

What Nican has achieved with **Know Before You Go** is very important. It recognises that there are two sides to inclusion – building the confidence of service providers to be more accessible to people with disability, as well as working with people with disabilities to develop skills and confidence to approach a range of opportunities in sports, arts, recreation and the broader community. Congratulations Nican on a job well done.

Annette Ellis

National Patron

Nican – inclusive recreation for Australians of all abilities

how to use this kit



PART ONE

For people with disability

Know Before You Go is an exciting new project that aims to build your confidence to plan and get involved in social, recreational and cultural activities.

Inactivity and a lack of social participation are known to contribute to poor general health. Recent research even indicates that the health consequences of social isolation may be equivalent to a moderate smoking habit¹.

This tool kit has been developed following a series of learning circles that empowered a group of people with disability to take action and get involved in things they were passionate about, such as film making, motor mechanics, and finding a job. Now you can use the same techniques and knowledge to help you overcome the physical and emotional barriers blocking you from getting involved in the activities you want to do.

You might even like to use the kit to run your own learning circle with your friends or in your local community.

Start at the beginning of **Part One**:

- Work through the self-assessment tool in **Section 1** to determine what barriers are holding you back.
- The self-assessment will direct you to fact sheets in **Section 2** to help you overcome these barriers.
- The fact sheets in **Section 3** have more general advice about how to look after yourself.
- **Section 4** has a series of posters and postcards that you can stick up to keep you motivated.

¹ <http://www.plosmedicine.org/article/info%3Adoi%2F10.1371%2Fjournal.pmed.1000316>

- **Section 5** is a handy checklist of the sort of questions you'll need to keep in mind when talking to a recreational service provider. This is useful, as the person you speak to may have limited experience of working with people with disability.
- **Section 6** gives you ideas about what you can do and how to get there.

PART TWO

For recreational service providers

If you are a fitness centre, sports club, cultural institution, hobby group or community organisation looking to expand your membership or play a bigger role in your community? Regardless of whether you are professional or voluntary organisation, the **Know Before You Go** tool kit could be just the boost you need to move from planning to action.

Inactivity and a lack of social participation are known to contribute to poor general health, depression and increased consumption of illicit drugs, tobacco and alcohol. This is a significant issue, as recent research indicates that the health consequences of social isolation may be equivalent to a moderate smoking habit².

The information in this tool kit will help you open your doors to new markets, new members and new experiences by helping your organisation become more accessible and disability-friendly.

Start at **Part Two** in the **black** half of the kit:

- **Section 1** provides an overview of inclusive participation – what it is, why it's important and what are your legal obligations?
- A handy 10-steps checklist is included in **Section 2** to enable you to quickly identify where your organisation can make positive changes.
- The self-audit kit at **Section 3** can be used to help develop specific strategies to improve access and inclusion, such as working towards a Disability Action Plan.
- **Section 4** provides a sample Disability Action Plan to assist with developing your own.
- **Section 5** is another handy checklist specifically for inclusive events.

² <http://www.plosmedicine.org/article/info%3Adoi%2F10.1371%2Fjournal.pmed.1000316>

FOR PEOPLE WITH DISABILITIES

Do you sometimes feel...stuck
in? Bored? Isolated? Sick of the
access run around? Keen to get
active and try something new?
Then read on.

PART ONE

PART ONE

SELF ASSESSMENT TOOL





self assessment tool

How to use this tool

Working through the questions below can help you focus on what you want to do and what steps you can take to get started.

QUESTION	CONSIDER...	THEN...
What social/ recreational activities might you like to be more involved in?	Do you want to be more active but have no ideas about what you want to do?	No ideas? Too many ideas? Brainstorming is a way to get your ideas flowing AND get some focus to them. Then you can start to explore your idea in more detail. Go to FACT SHEET: Brainstorming pg no. 13
	Do you know what you want to do, but just don't know where to start?	Some dreams, big or small, seem too complicated or impossible when looking at the whole picture. Mind mapping is a technique that can help you break your idea down to smaller, achievable chunks. This will make it easier to see where to get started. Go to FACT SHEET: Mind Mapping pg no. 23 Go to FACT SHEET: Goal Setting pg no. 25

QUESTION	CONSIDER...	THEN...
<p>What do you think is currently stopping you from being more involved in social/recreational activities?</p>	<p>Don't know where to start?</p>	<p>As above, mind mapping can help break your big idea into smaller, bite-sized pieces. Then, take one of those smaller bits and do some research – explore using the web, visit the library, learn everything you can about what you want to do. Track down anyone who is doing anything similar and give them a call – most people are happy to talk about what they do and may be able to give you some helpful advice.</p> <p>Go to FACT SHEET: Mind Mapping pg no. 23</p> <p>Go to FACT SHEET: Making Friends pg no. 27</p>
	<p>Don't have the opportunity?</p>	<p>Some people think that opportunity only comes to a lucky few. Successful people know that opportunity, like luck, comes from taking action. Rather than waiting for others to make it happen, successful people make it happen themselves. So make a start, take action, and create your own opportunities.</p>
	<p>Don't have anyone to go with?</p>	<p>It is always nice to have a friend to do something new with. But friends aren't always interested in the same things you are. It can take a lot of personal courage to overcome shyness or fear in order to try something new. But once you take that first step, you will meet people who like to do the same thing and you will find yourself making new friends.</p> <p>Go to FACT SHEET: Managing Fear pg no. 15</p> <p>Go to FACT SHEET: Making Friends pg no. 27</p>

QUESTION	CONSIDER...	THEN...
<p>What do you think is currently stopping you from being more involved in social/ recreational activities?</p>	<p>Don't know how to get there?</p>	<p>There are many ways to get to where you want to go to. Look into your local taxi and bus services and record it for future reference on the chart in Section 6 (pg no. 53).</p> <p>You might also check out options for community transport and assistance, such as Taxi Subsidy Schemes.</p>
	<p>Don't have the energy or motivation?</p>	<p>Poor health and fitness can stop people being more involved or active. Small changes to lifestyle can make a big difference to how you feel about yourself and about getting involved, having fun and enjoying a social life.</p> <p>Go to FACT SHEET: Fit & Healthy pg no. 31</p> <p>Go to FACT SHEET: The Inner Critic pg no. 19</p>
	<p>No one else seems to be doing it?</p>	<p>No deaf and blind person had learnt to communicate fully before Helen Keller. No one in a wheelchair had been elected US President before Franklin Roosevelt. No blind person had appeared on Dancing with the Stars before Gerrard Gosens. So no one has done what you want to do? Then maybe you are going to be the first person in the world to do it! Be a trailblazer and take that first step.</p> <p>Go to FACT SHEET: Managing Fear pg no. 15</p>

QUESTION	CONSIDER...	THEN...
<p>What do you think is currently stopping you from being more involved in social/ recreational activities?</p>	<p>Already doing too many other things?</p>	<p>If you have a busy life doing things for other people, but not enough time to do things for yourself, maybe you need to look at finding more of a balance.</p> <p>Go to FACT SHEET: Life Balance pg no. 21</p> <p>Go to FACT SHEET: Assertiveness pg no. 11</p>
<p>What is the nature of your disability?</p> <p>What are your specific support requirements?</p>	<p>Consider things like:</p> <ul style="list-style-type: none"> • wheelchair access (car parking, disability toilets and access to facilities) • signage for vision or hearing disabilities • attendant carer • assistance with personal care • communication needs, such as a communications board or sign interpreter 	<p>The people organising the activities you want to be involved in may have never worked with a person with disabilities before or with the sort of disability you have. You need to be clear to them about what you want to do and needs you have.</p> <p>See our checklist at Section 5 (on pg no. 47) for a range of specific questions relating to you and your individual needs that you can ask a recreational group or service before you go.</p> <p>Go to FACT SHEET: Assertiveness pg no. 11</p>
<p>Do you have any other requirements that you should tell people about?</p>	<p>Consider things like:</p> <ul style="list-style-type: none"> • dietary requirements • allergies • transport issues 	<p>These aren't necessarily anything to do with your disability, but may still be important for someone organising the activities you want to be involved in. This will help make sure your experience is as enjoyable and care free as possible.</p> <p>Go to FACT SHEET: Assertiveness pg no. 11</p>

WHAT'S STOPPING YOU

The following fact sheets contain tips for helping you overcome some of the barriers stopping you getting out and involved.



PART ONE



FACT SHEET

assertiveness

...everyone needs to be heard

It can be very stressful when other people don't listen to you or make decisions for you. When this happens to you, do you speak up and express yourself? Or do you get angry inside but not say anything?

Bottling up your emotions and not saying anything is not a good way to deal with situations, as this can create stress, tension, frustration and resentment. Learning to be more assertive and to clearly express yourself can help reduce stress and tension.

WHAT IS ASSERTIVENESS?

Assertiveness is calmly and clearly expressing your needs. Being assertive is simple, yet it is not easy. Some people don't know how to be assertive. Some people lack confidence to express themselves and others fear being rejected if they do stand up for themselves.

Being assertive IS NOT the same as being aggressive. Assertiveness doesn't mean that you disregard other people's needs or emotions. It does mean that you have your needs heard as well.

Being assertive is an essential part of looking after ourselves.

HOW YOU CAN BE MORE ASSERTIVE

Being assertive takes courage and patience, but the benefits are worth it. Next time you feel your voice is not being heard, try the following techniques:

- **STAY CALM** – it is much easier to diffuse anger and get your point across if you can take a deep breath and not let yourself get caught up in any emotion. If the other person is reacting angrily, calmly state that you will talk the matter over with them when they have calmed down.
- **USE 'I' STATEMENTS** – saying things like “I would like to make this clear” or “I need to say something” help you get your point across in a less confrontational way than statements like “You are doing the wrong thing.”

- **LISTEN** – while communicating your wants and needs, try to establish some mutual respect by listening to what the other person is saying as well.
- **EYE CONTACT** – eye contact and appropriate body language can help get your point across in a clear and confident way.
- **REPEAT YOUR POINT** – don't let your conversation be sidetracked. If others aren't listening to your needs, or are trying to divert the topic, you may have to repeat a couple of times your specific needs or point.

The more you practice asserting yourself, the easier it will become. You will feel your confidence growing and your stress levels dropping.



FACT SHEET

brainstorming

...find focus through the flurry

WHAT

Brainstorming is a way of capturing lots of ideas about a single idea or issue.

Brainstorming can be a fun game to do on your own or with a couple of friends. In fact, brainstorming with friends can lead to many more ideas that you may not have thought of on your own.

HOW

Get a big piece of blank paper and some coloured markers or pencils. Then think of your problem or issue, and just start writing down any word that comes into your head. Write it anywhere on the page - the only rule of brainstorming is to getting as many words out as quickly as possible, without thinking too hard about what the words are.

Give yourself five or ten minutes – until the words aren't coming as quickly or you have run out of ideas.

Have a look over all the words and ideas you now have on the paper. Do you see any common themes? Can you group any of the words together? These might give you an idea about further areas for investigation.

For instance, if you were brainstorming “things I like” (see the example overleaf) to help you decide what recreational activities you might like to try and many of your ideas were about nature, you might think about doing an outdoor activity. Or if there were lots of ideas relating to art or galleries, why not try a painting class?

Things I Like

gardening
plants
trees
mountain views

What is Greening Australia doing in my local area?

birds

animals

finding feathers
drawings of birds
books about birds

Find out if there is a local birdwatchers group I could join.

painting
photography
cameras

Maybe I could do a photography course at TAFE.

cars

motor racing

racing games



...how it turns your life story into a great movie

**“There is nothing
to fear but fear itself,”
Sir Francis Bacon,
over 400 years ago.**

If you went to see a movie where the hero was never scared, was never challenged in any way, never had to be brave or overcome fear, do you think you would enjoy the movie... or even remember it? To turn your life story into a memorable movie, you will need to accept that some things you want to do are scary.

Fear is a part of life. It is an emotion that evolved to protect us from harm, yet fear can unreasonably stop us doing so many things that we want to do.

There are many types of fear that hold us back from taking action or making the most of an opportunity. These include:

- **Fear of failure** What if I do it wrong? What if I've made the wrong choice? What if it doesn't work?
- **Fear of embarrassment or rejection** What if I look stupid? What if people don't like me or think I'm no good?
- **Fear of commitment** What if I get stuck on the wrong path? What if this isn't what I really want to do?
- **Fear of success/change** What if this is what I want but my life has to change to get it? What if I don't want all the attention?

What type of fear is currently stopping you from achieving your dreams?

Successful people aren't fearless – they just accept fear as a normal part of doing something really special. For instance, the actor Sir Laurence Olivier suffered stage fright so badly that he was often sick before going onstage, even at the height of his career.

Successful people also use clever tricks to help sidestep their fear. Here are a few to help you break through your fear barrier:

1 REHEARSAL

Actors go over their lines again and again and again before they take to the stage or get in front of a camera. Musicians and rock stars practice over and over until they can sing their song without thinking about it – then they hit the stage or the recording studio.

Fear is often driven by the unknown. Practice makes something familiar and builds confidence – if you have done it before, you can do it again. This takes away some of the fear.

You can rehearse by actually doing it:

- If you need to make a speech, or are even just nervous about making a phone call, write yourself a script of exactly what you want to say and practice it in front of a mirror or with friends and family.
- If you want to play a musical instrument or a sport, practice over and over again. Take lessons – you'll learn from someone who knows exactly how hard it can be, and you'll meet someone new in the process.

2 VISUALISATION

Another approach to rehearsing is to visualise. Before you give that speech, or make that phone call, or play that trumpet, or score that goal, imagine yourself trying your hardest. See yourself doing it. See yourself succeeding at it. Let your imagination feel how good it feels to having done a great job.

Really try to make the picture in your head as clear as if you had just lived it, as if you were really there. Believe it or not, psychologists say that imagining you did something well is almost the same as actually having done it. It gives you confidence, makes you more relaxed and reduces your fear because, by visualising your success, you have already succeeded.

An affirmation is a short, positive statement.

Positive affirmations will help build your confidence, which will in turn reduce stress and help you manage your fear.

Affirmations work to reverse some of the negative labels and messages we give ourselves. Telling yourself that you are good at something will actually help make you good at something – if you repeat the message to yourself often enough, your brain puts a new label on yourself and it becomes true.

The trick to positive affirmations is to keep them short, non-competitive and in the present:

GOOD AFFIRMATION	NOT SO GOOD AFFIRMATION
"I am a confident public speaker"	"Speaking in front of groups of people doesn't make me nervous or scared anymore"
"I am getting better with every game"	"I am going to win that game"
"My trumpet playing is constantly improving"	"I will be the best trumpet player in the world"

Think about a positive affirmation that will help you achieve your goals. Then, morning and night, find a quiet place to sit and close your eyes. Take three slow, deep breaths and repeat your affirmation out loud three times. Doing this regularly will rewire your brain in a positive way.

When you are desperate to live your dream but scared of what is involved, use positive affirmations in combination with visualisation and rehearsal. You will find yourself breaking through those fear barriers and being the hero in your own life story. Now that's a movie that people will remember!

notes

A series of horizontal dotted lines for writing notes.

the inner critic

...sometimes you are your own worst enemy

**"We are what we think
about all day long,"
Ralph Waldo Emerson**

On average, 1 in every 12 thoughts we have about other people is negative. However, did you know that 1 in every 4 thoughts we have about ourselves, is negative?

This is our inner critic. It holds us back from so much that we could be doing.

Driven by fear, striving for failure – that is the inner critic. It is that voice in your head that tells you that you are not good enough, don't deserve it or that you are going to fail. The inner critic always anticipates the worst.

Everyone has an inner critic – it is part of a social survival mechanism that we develop as children. But while we mature and evolve, that voice doesn't. It stays stuck in old habits.

Though the inner critic is always there, you can learn to sidestep it.

1 AWARENESS

Becoming aware of your inner critic is the first step to getting rid of its negative influence. Now that you know the inner critic exists, start to pay attention to when you hear it. Is it when you are feeling nervous, or tired, or are having a bad day? What does it say to you at those times? Are those comments the inner critic is making really relevant or helpful to you at that moment?

It is important to remember that the inner critic isn't you – it is just one of many voices in your head. Knowing that the inner critic isn't trying to be helpful means that you can choose not to listen to what it has to say.

2 CHOOSE WHO YOU LISTEN TO

You have a positive voice inside you as well. This is the same voice you use to support your friends and help those you care about. You can make an active choice to listen to this positive voice and use it to help support yourself as you would help one of your friends, rather than getting sucked into the negativity of the inner critic.

3 TALK TO YOUR CRITIC, OR SEND IT A LETTER

What would you say to someone who spoke to you the way your inner critic does? Would you be angry, upset, annoyed? What if someone was speaking like that to one of your friends? The inner critic is not a nice person and, as in real life, you can stand up to it and say, “No, what you are saying is unhelpful and not wanted!”

If you find it difficult to have this conversation in your head, have it on paper instead. Write out what your inner critic would have you believe, and then write back to it. Tell your inner critic how it makes you feel. Tell your inner critic it is wrong and that it isn't being helpful. Finally, tell your inner critic that it is no longer wanted and should go away. After a bit of practice, your inner critic will get the message and will start to fade behind the positive messages you have for yourself about strength, confidence and courage!

According to Suzanne Rix, author of **Superworking: How to achieve peak performance without stress**, high achievers spread their mental energy across many aspects of their everyday lives. These aspects include:



WORK: Work is a part of everyone's life, be it paid work, study, voluntary work or your domestic chores. With so much of your mental energy directed to work, it is important to find positive aspects of your work. And there are crossovers with other areas of your life, such as self-development.

REFLECTION: Quiet time can help the brain sort through everything that has happened each day. You can reflect by meditating, or you can do simple tasks such as watering the garden, watching a sunset, taking a bath or listening to some quiet music.

EXERCISE: Physical fitness is essential to a healthy mind and body and a common trait of successful people. Regular exercise gives you more energy, better concentration and improved confidence. And all you need to do is increase your heart rate for 20 minutes a day!

INNER LIFE: We all have a spiritual or philosophical sense of the world and our place in it. Recognising your own beliefs, and being true to them, helps give you a sense of clarity, integrity and connectedness.

FUN: Laughter stimulates the body's production of endorphins that make you feel good, improve the immune system, reduce the impacts of stress, improve creativity and reduce feelings of anger and hostility. So find time for fun and laughter and share the benefits.

SELF-DEVELOPMENT: Lifelong learning is another trait of high achievers. Keeping the brain engaged has been shown to keep people more active, healthy, alert and cheerful. Learning new things can also lead to new job opportunities and new friends.

FAMILY & FRIENDS: Shared time with friends and family provides important opportunities for acceptance, personal support, advice, companionship and affection... for you and for the ones you love.

HOBBIES: Like self-development, hobbies keep the brain fit. Time spent focused on your passion or hobby has the added bonus of recharging your mental battery, giving you more energy for everything else in your life.

FINDING BALANCE

Dedicating time and thought each day to each of these aspects helps high achievers stay energised, motivated and productive. This is because their energies are not being drained by one thing only – they are recharged and fulfilled by everything that is important in their life.

- Is there balance in your life?
- Do you have significant contact with people who are not paid to be a part of your life?
- Do you feel that you have real choices about the things you do every day, or are these decisions mainly driven by carers and support workers?

Finding life balance is a bit like that circus act with the spinning plates – nothing is ever really in perfect balance. The secret is to allocate regular time to each of the aspects of your life and then, like the plate spinner, give a little attention to those that start to wobble.



FACT SHEET

mind mapping

WHAT

Mind mapping is a way of organising your thoughts on paper. The usual method of making a list only engages the logical left side of the brain. By incorporating colour, space and pictures, mind mapping also uses the artistic right side of the brain and allows your creativity to join in the thinking.

Mind mapping can be used for solving problems, setting goals, taking notes or making plans. It puts a lot of information onto a single page, and yet is still easy to refer back to at a single glance. Mind mapping is a simple yet very effective tool.

HOW

Compare these points to the example on the next page.

1 TURN YOUR PAPER SIDEWAYS

This gets your mind into picture mode and away from writing on the lines. Mind mapping is all about getting between the lines.

2 START IN THE MIDDLE

In the middle of the page write your problem or draw a picture of it.

3 WORK FROM THE INSIDE OUT

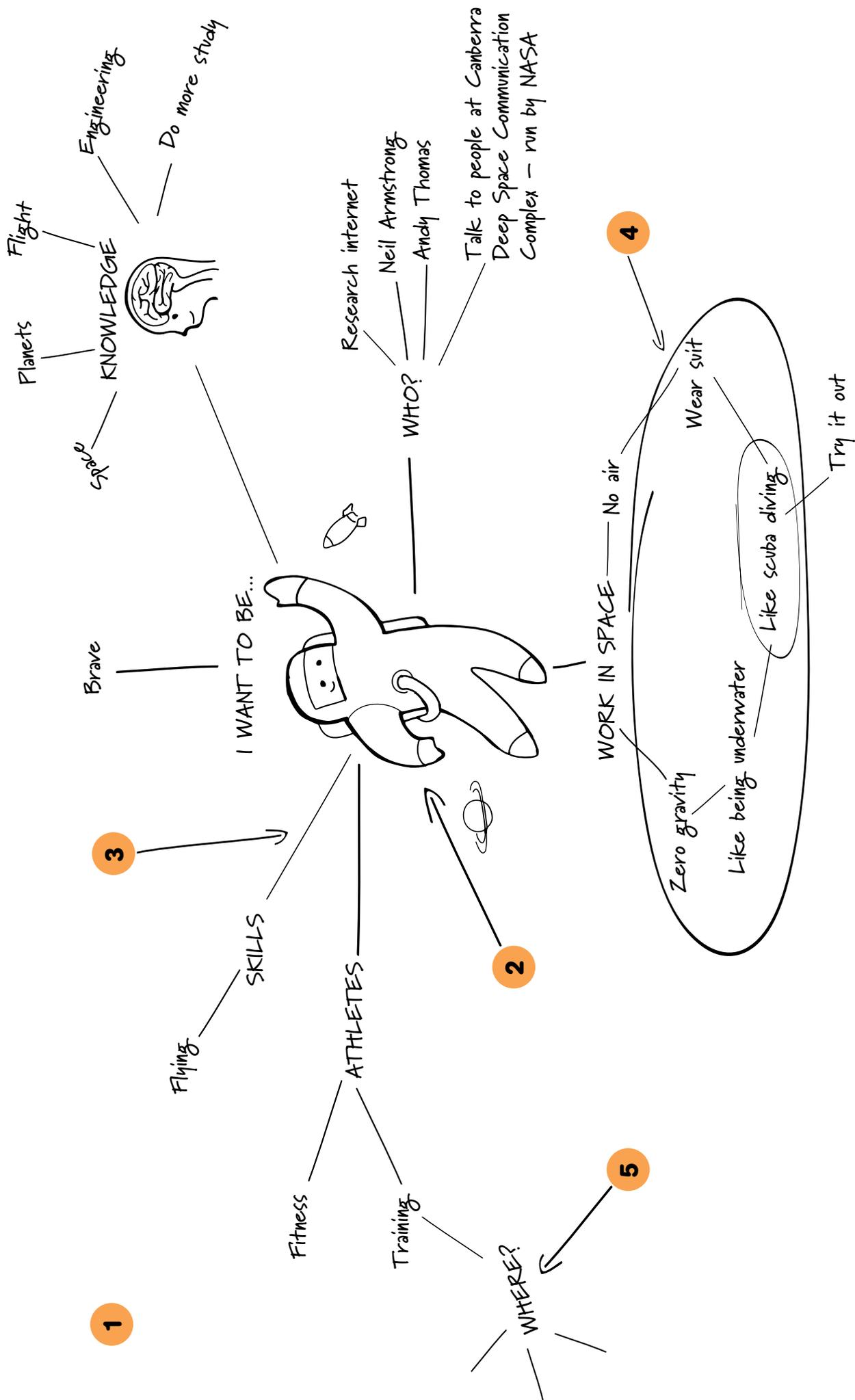
Think about your problem and as ideas come to mind, jot them down. You don't need to write whole sentences – you only need a single word or picture to remind you what you meant. Write down as many ideas as possible.

4 LINK IT TOGETHER

As you write down your ideas, link them to the central problem of the idea that came before. You will start to see patterns and connections emerging. Looking at these connections, you will get more ideas – write them down.

5 KEEP GOING

Keep writing ideas and words down, then making new connections, then writing more ideas down until you have covered everything you can think of about your central issue until you run out of ideas.



...turning your dreams into actions

“Those who plan do better than those who do not plan, even though they rarely stick to their plan,”
Winston Churchill

Now you know what you want to do, you need to devise a plan on how to get there.

1 SEE IT CLEARLY

Your dream goal may be as realistic as getting a job or as fantastic as flying to moon. Your dream should not be constrained by whether or not you think it is achievable. What is important is that you can see it clearly, that you can imagine yourself living the dream. You need to know where you are going if you have any hope of getting there.

2 BREAK IT DOWN

There is an ancient Chinese saying that goes “the journey of a thousand miles begins with a single step”. While you may want to be an astronaut, you’re not going to be able to jump in a spaceship tomorrow and fly to the moon. So you need to break down your big dream into smaller steps.

Take another look at what you want to achieve. Break it down into smaller goals, maybe using a technique like mind mapping. These smaller steps should be SMART:

- Specific** Detail exactly what you will do. For instance, rather than saying “I’m going to get fit”, say “I am going to join Slim’s Gym down the road and get a personal fitness plan”.
- Measurable** Can you show others that you have done it?
- Achievable** These are small steps, not big steps, so don’t plan on running a marathon next week if you are only starting out. If you think running around the block would be a challenge, then have that as your first goal.

- Relevant** Make sure each action is working towards your larger goal or dream.
- Timely** Be specific about when you are going to take these actions. For instance: I am going to make that phone call tomorrow. I'm going to join the gym next Saturday. I want to run the marathon next year.

3 WRITE IT OUT

Write your action plan down and keep it somewhere obvious – beside your bed or pin it up in the kitchen. That way you will have a reminder every day of what you can do to get closer to your dreams.

ACTION PLAN	DO WHAT?	WITH WHOM?
In one week I will...		
In two weeks I will...		
In one month I will...		
In six months I will...		
In one year I will...		

4 DO IT AND REVIEW IT

Plans do change. As you progress towards your goal you will find that new opportunities arise that you hadn't thought of, or you meet someone new who can help you get to your goal faster. Likewise, things like getting sick or going on holiday can slow your plan down.

Going back to your plan on a regular basis allows you to work around any changes that have come up, positive or negative. Looking at your plan also helps keep you focused on what it is you want to achieve. Furthermore, it allows you to see what you have achieved so far on this journey towards living your dreams.

LOOKING AFTER YOU

The following fact sheets help you take care of the most important person in your life... **YOU.**



PART ONE



FACT SHEET

making friends

...get out, connect and grow

A relationship is a connection between people. Some relationships are casual. Others involve deep feelings that develop over a long period of time.

Your relationships will come and go depending on your life experiences. Relationships tend to grow like plants! They start small and can develop into real friendships. You need to develop lots of relationships to cultivate a real friendship.

Handling tricky situations in your relationships with others is part of being human. You can't really do anything about having a disability but you can control your attitude about it.

Remember, all relationships involve a little risk-taking. Having a disability is only a part of who you are and only a part of your relationships.

Whether you have a disability, you have relationships just like everyone else. Having good social skills will help you have good relationships and will help with:

- having friends
- having a social life
- finding a good job

Making and keeping friends is easier for some people than others. You may think that having a disability makes it harder for you to make friends. That isn't necessarily so. Making friends is about being yourself.

The biggest limit is sometimes attitudes – our own and other people's. You can't really do anything about having a disability, but you can control your attitude about it. People will pick up on your attitude. If you act like you're angry or dependent because you have a disability, people may not want to be around you. If you feel confident and happy with yourself, you will make friends more easily. Your disability is only a part of who you are. Be proud of yourself and your accomplishments.

Sometimes making friends is about overcoming limits we put on ourselves.

For instance, are you one of those people who tends to say no when invited to do new things and find excuses (like too busy, too far away, too hard)? Do you find yourself saying “Yes, but”

Sometimes these excuses can stop us being who we want to be and where we want to be. It can be difficult/tiring/expensive to go out when you have a disability and it can be easy to make excuses and to stay in. Your comfort zone can also become a trap.

Start saying “Yes” to the things you want to do! This might include doing things that are difficult and a bit outside your comfort zone in order to meet new people and have new experiences.

Remember:

- Attitudes are important and they work both ways
- Everyone wants to have friends
- The best way to make friends is to be one
- Friendships involve give and take

Practice good social skills every day:

Here are things that people sometimes do to make friends and connect with others:

- Listen when people are talking. Look at them when they are speaking to you. Learn good communication habits. Practice empathy (seeing things from another persons point of view).
- Grab opportunities when they present themselves – sometimes these can be ‘hiding in plain sight’ – like friends on Facebook who would like to reconnect with you.
- When you are invited to a party/dinner/cup of coffee or to join a club or a group, say yes instead of no or “yes, but”.
- Take pride in how you look and wear clean clothes before going to work or meeting with friends and family.
- Take pride in your surroundings. It’s hard to have people over for dinner if your house looks like a rubbish tip. Have a day where you clean up while listening to music – you’ll feel better.

Sometimes people with and without disabilities have problems in:

- Learning to strike up a conversation
- Knowing how to enhance friendships
- Learning to listen
- Learning to interact in groups

STEPS YOU CAN TAKE

Role-playing

Role-playing, how you would react in different situations, is a way to practice your social skills. Ask a friend to go through different scenarios with you, like:

- Posture (how you sit or stand) when speaking with others
- Personal appearance – take pride in yourself
- Personal space – give everyone about an arm's length of room
- Touch – knowing when and where it is appropriate, shaking hands if you are just meeting someone and hugging a close friend are examples
- Eye contact – look at people when they are speaking
- Head movements – nodding your head “yes” is a nonverbal way of showing that you are listening
- Facial expressions – smiling when you say hello to someone

Another way to talk about how you would act in different situations is by watching TV or a movie with someone you know. Then you can talk about what is going in a particular scene and why that is happening.

Common interests

It can be a hard to make friends sometimes, so it can help to be part of a group doing things that you are interested in. Do some research online or with a friend to fill out the chart in Section 6 to see what opportunities there are in your local area. Here are some ideas:

- Get involved in a sport (either with people with disabilities or with another group).
- Join a walking or cycle group or a club working on a hobby – there's lots to choose from.

- If you are a young person, think about a youth development organisation like the Duke of Edinburgh Award, the Foundation for Young Australians, Scouts or Rovers.
- Consider joining a group like Probus, Rostrum, Apex, Rotary or Lions.
- Become involved in an art class or community education.
- Join a fan club for your favourite TV show or a book club.
- Consider learning about a craft or yoga or cooking.
- Consider getting involved in leadership or mentoring.
- Consider volunteering or being part of a community group.

Volunteering

Create new social opportunities by volunteering. Stepping outside your own life and volunteering for an organisation can help you:

- meet people
- practice social skills
- provide you with a positive experience
- boost your confidence
- do something good in the community

To find out more about volunteer opportunities, contact your nearest Volunteer Centre, or visit www.govolunteer.com.au or www.volunteeringausstralia.org.



FACT SHEET fit & healthy

...no pain, lots to gain

GETTING FIT

Feeling good, getting fit and taking charge of your own health are important for everyone. For some people with a disability getting fit and healthy is an important step to feeling better about yourself and making the sort of life changes you need to get out, feel good and move beyond your inner critic. While you might have limited mobility – there are things that we can all do to get fit and feel better.

Losing weight is always difficult, and most people struggle to reach their target weight. Some people with a disability can find it even more difficult, as they need to consider obstacles such as range of motion, aerobic fitness or limited strength and capabilities. But there are always things you can do to assist you get fitter and lose weight.

SOME IDEAS

One of the easiest ways to burn calories is by drinking more water. Water speeds up the metabolism and can create weight loss within a matter of days.

Water is also a great place to exercise in. Water aerobics, water walking or jogging, or swimming are all great exercise for people with any type of disability. The water provides resistance while reducing a person's body weight. People with leg or back injuries often comment that they no longer notice their injury when they are in the water.

Nothing beats walking for burning calories, but if you are in a wheelchair or use a mobility aid, you need to find other ways - most gyms have small machines that a person in a wheelchair can wheel up to and exercise arms, much like a stationary cycle. Many communities also have excellent cycle paths that can be shared by people with and without disabilities.

Exercise doesn't need to be a chore – it can be about getting from A – B. It can also be about the way you move. Having a scooter may give you more freedom but do you need to ride it everywhere – like on a weekend trip to the shops? Try to find opportunities for exercise within your routine.

EATING WELL

Eating right is important for everyone, but it can especially important if you have limited mobility and/or if you have some specific disabilities and medical regimes that lead to complications like diabetes or that make you prone to infection. Your body is like a computer or a car – if you put garbage in, you'll get garbage out! Taking charge of what you eat can be an important part of taking charge of your life, increasing your energy levels and getting more fun, fit and social. Here are some general tips on good eating:

- Drink lots of water and juice.
- Try fresh juices. Juices like cranberry and fresh orange juice can have specific benefits for the digestive system.
- Eat less highly processed food like white sugar, white bread and fried food.
- Enjoy plenty of whole grains, fruits and vegetables.
- Eat moderate portions. Don't feel obliged to eat everything in a serve.
- Eat regular meals. Skipping meals makes you more likely to binge or eat unhealthy food.
- Eat more fish especially grilled, poached and steamed. Fish have omega-3 fatty acids which the body can't produce naturally.
- Reduce, don't eliminate certain foods. Most people eat for pleasure as well as nutrition. If your favourite foods are high in fat, salt or sugar, the key is moderating how much of these foods you eat and how often you eat them.
- Reduce alcohol, caffeine and smoking. Smoking in particular can affect your fitness levels, eating habits, breathing and general mental and physical wellbeing. The cravings last a few days but you will be amazed at how good you feel when you give up! As a first step, try talking to the Quitline on 13 7848, or visit www.quitnow.gov.au.

If you have specific allergies, needs or dietary issues, or any doubts, talk to your doctor who can refer you to a nutritionist for professional advice.

TAKING CHARGE

Are you ready to take charge of your health? Having a disability doesn't mean a person is sick, but we all have different medical needs. Some of these may be related to a disability or they may be unrelated.

Right now, a carer may take the responsibility for making sure these needs are met. But just like anyone else, you need to begin to understand all about your body, and to learn how to make medical appointments and know when and how to get help.

How ready are you to start taking charge of your own health? See if you can answer "yes" to most of these questions.

Self-care checklist

YES	NO	QUESTION
		How much do you know about your own disability? Would you know enough to be able to describe it to another person or to assist a person who was learning about it for the first time?
		Do you have regular check-ups with your doctor and dentist on a regular basis? (Everyone should have checkups sometimes – not just people with a disability)
		Do you call to schedule your own medical and dental appointments?
		Do you have a doctor who is knowledgeable about your disability, and who understands your needs?
		Can you describe symptoms in a way that your doctor can understand?
		Can you often tell the difference between health problems that can wait till your next scheduled appointment, and problems you should call about right away?
		Do you ask your doctor clear, honest questions?
		Do you call your doctor or pharmacy to refill prescriptions when needed?
		Do you carry your Medicare card and other cards with you, such as a Concession Card or private medical insurance card?
		Is there some self-care which is being done by other people – which you could learn to do yourself to make you more independent and less reliant on other people? Do you know how to maintain the equipment you use or keep track of your medication?

Did you answer “yes” to most of these? Then you’re doing a great job, and moving towards greater independence.

If you answered “no” to many of the questions, talk to your family/carer/support worker and/or doctor. Tell them that you want to start taking more control over your health care. Work together to get started and to explore areas where you could do more. Soon, you’ll have the confidence to take greater charge of your own health care needs.

DISCOVER YOUR PASSION

Having trouble getting motivated? Try displaying these postcards and posters somewhere prominent to keep you on track and focussed on discovering your passion and finding your potential. These are also available as wallpapers at www.nican.com.au

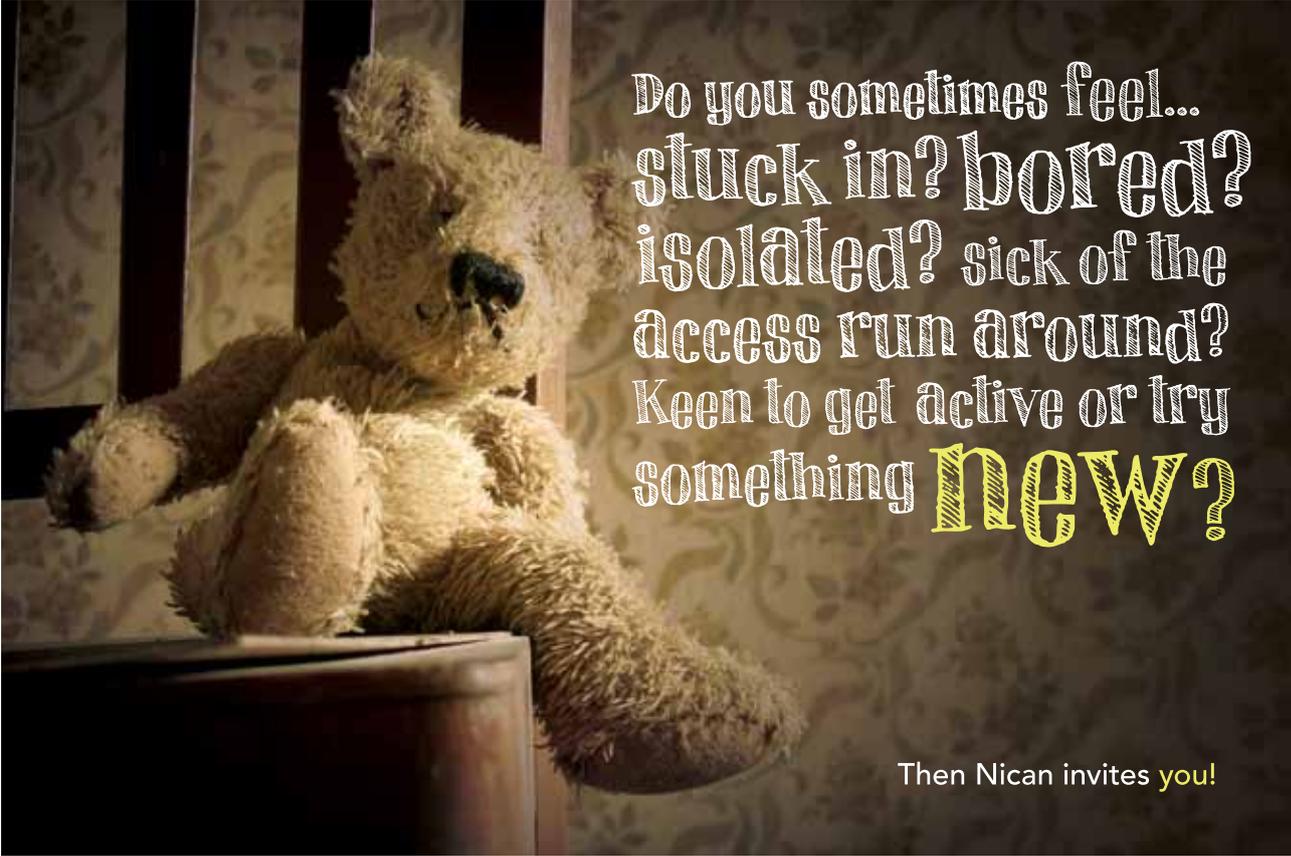


PART ONE



Do you sometimes feel... stuck in?
bored? isolated? sick of the
access run around? Keen to get
active or try something **NEW?**

Then Nican invites you!



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Search Australia's premier database of over 4,000 access friendly recreation, tourism, sport and arts opportunities.

Have **FUN** and **DISCOVER** what's out there for you.

Share your experiences, join us & tell your friends about it.



Toll FREE call **1800 806 769**
NEW user friendly AAA access website
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HERE



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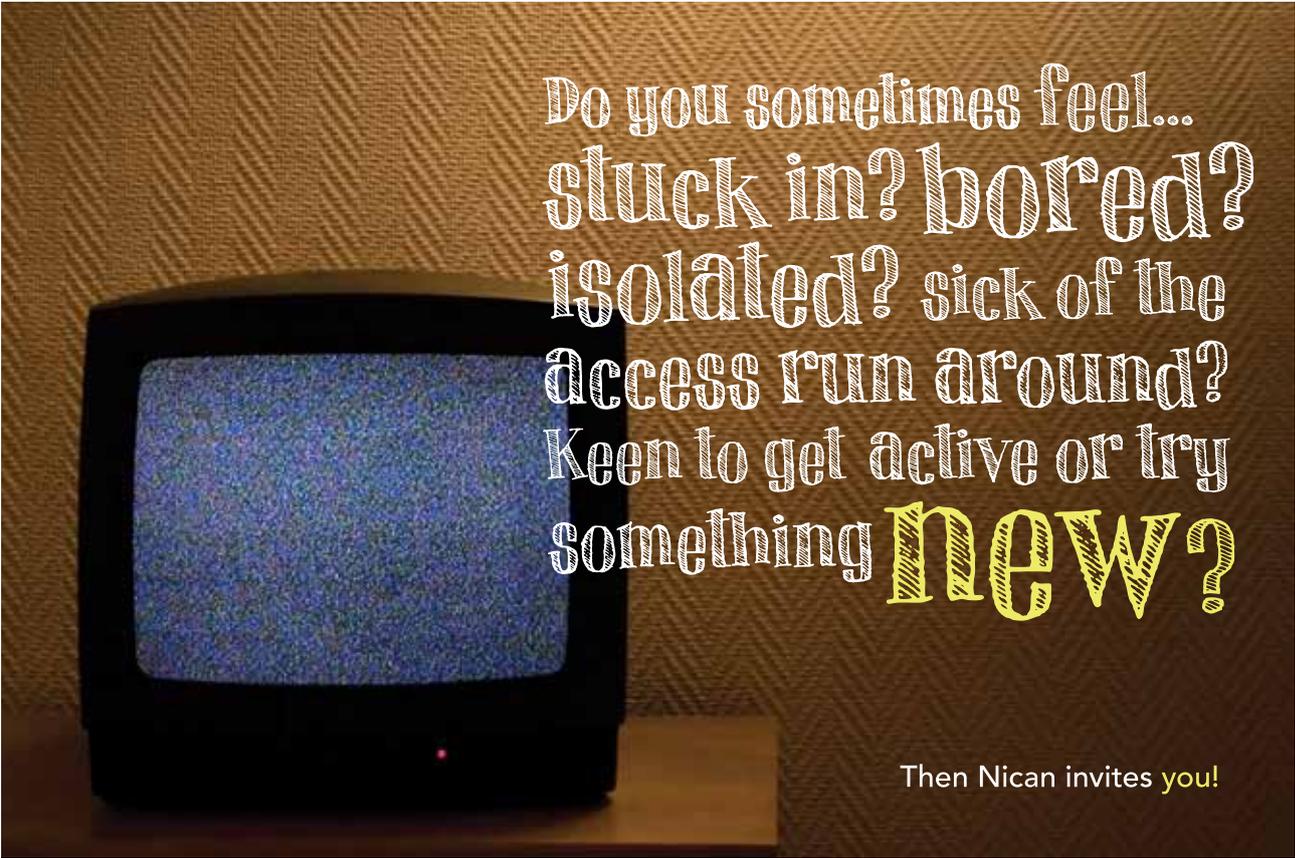


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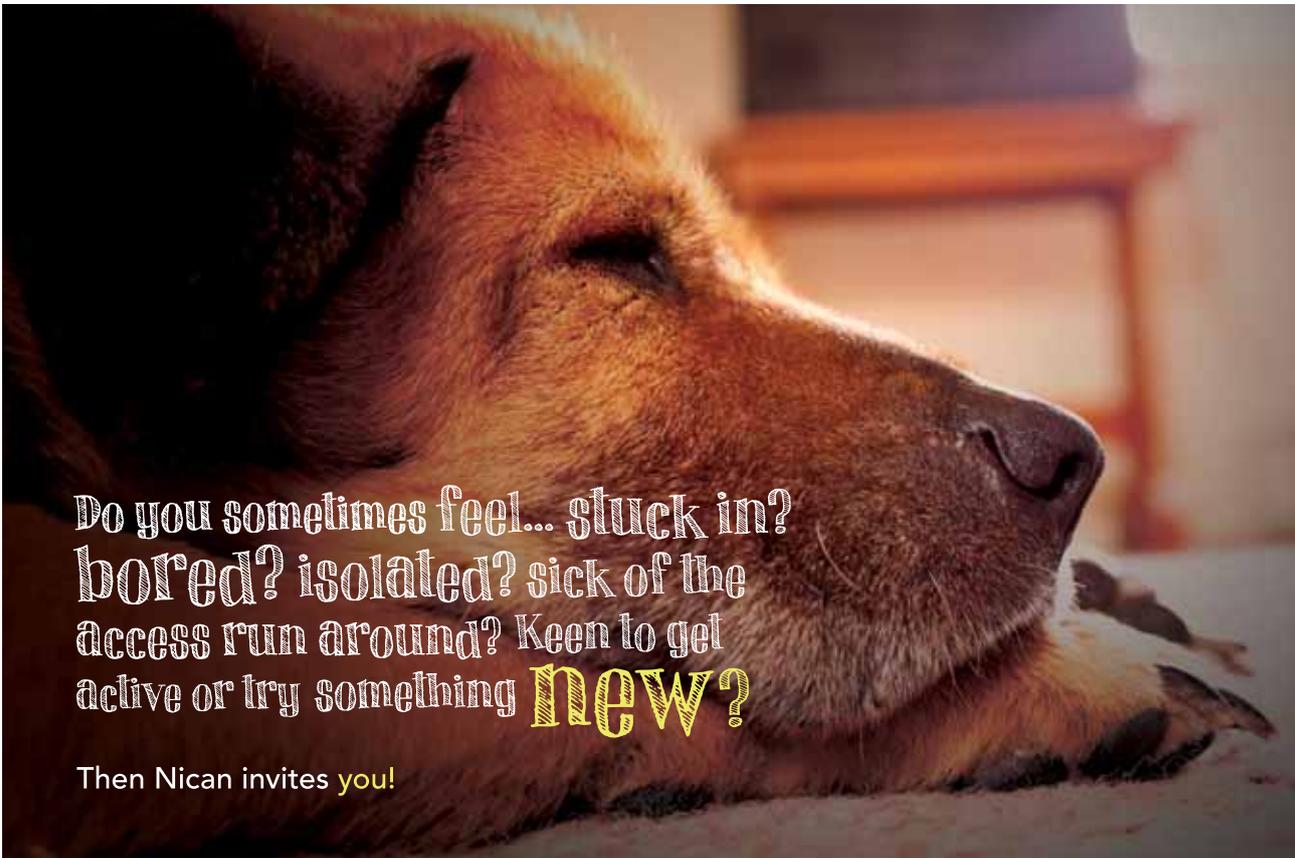
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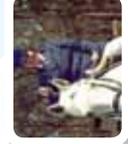
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PART ONE

CHECKLIST



checklist

SOME QUESTIONS TO ASK WHEN APPROACHING A SPORT OR RECREATION PROVIDER FOR THE FIRST TIME...

How to use this checklist:

- This is included as a guide only – not all questions will be appropriate for every experience and not every issue will be covered for each individual.
- Add your own! It is important to ensure you ask the questions which best meet your needs.
- Not all questions will be about your disability – you need to find out if this activity is right for you and suits your interests, level of experience and matches the level of time and financial commitment you are prepared to make to it.
- Some sport and recreation groups are for 'die-hard' enthusiasts while others welcome casual participants who get together for fun. You need to match your level of interest and commitment with the style of club or group that you are considering being a part of.
- Some questions are designed to help you find out if a club or activity is comfortable about including people with disabilities. Sadly this is not always the case, but it is good to know first so that you can get on with trying to find a group which is right for you.
- As well as asking questions, having a come and try day or watching a game is a good idea to find out if an activity is right for you. Don't be afraid to ask whether you might meet some members of the team so that you can get a better idea of your fit with the group.

It can be useful to start off by having a meeting with the sport or recreation group you are interested in. Here are some things you might think about and bring for that first meeting.

GETTING STARTED – YOUR FIRST MEETING

Name of activity/ group/team	
Location where you are going to meet (and access details if needed)	
Contact phone number	
Mobile number (in case you are delayed or get lost)	
Email	
Website	www.

THINGS TO BRING

Taxi/bus fare (to get there and home again)	
Application form (if you plan to join on the spot)	
Concession card (if applicable)	
Identification (check if needed)	
Communication equipment (communication board, hearing aids)	
Checklist with your questions (see over page)	

Think about whether you would like to bring a support person or family member with you. Remember that everyone is nervous when meeting people for the first time – they are probably nervous too!

THE CHECKLIST

QUESTION	ANSWER
Fit with your interests & availability	
What do you offer? Can I tailor a program to suit myself?	
What is the time commitment? What happens if I miss a game/ session?	
Can I talk to someone about what's involved and meet with the other participants to get an idea? Can I come and watch a session or a game?	
Where do you meet? Is it near where I live?	
My other questions	My notes
Culture or what it's like	
What level of experience is required? Do people participate for fun or is the club mainly for 'die hard' enthusiasts and professionals?	
Who are your main members or participants? Do they include people with different body shapes and levels of confidence?	
Have you had people with disabilities in your program before? Can I talk to them about their experiences?	

QUESTION	ANSWER
Have your staff had any training in working with people with disabilities? Have you undertaken a self audit and/or do you have an action plan?	
Is there a dress code? Are there other things that I am expected to know or ways that I am expected to behave?	
My other questions	My notes
Logistics and access	
Is there disability access parking? Is it right out front or do I need to go across the road?	
Are there disability accessible toilets and showers?	
Are there tactile indicators?	
Does the place where you hold your meetings have a hearing loop and Braille signage? Can you organise a deafness interpreter?	
Do you have material in easy to read formats or could I meet with someone to talk about what I would like to do rather than respond in writing?	
Can I get help with transport – such as car pooling with another participant?	

QUESTION	ANSWER
Do you have support if there are problems, such as a first aid officer?	
My other questions	My notes
Money	
What are the costs involved?	
Are there 'hidden' costs like uniforms or equipment that aren't included in membership?	
Is there a discount for people with a Health Care Card or a Pensioner Concession Card?	
Can you help with any additional costs I might have, like an attendant carer or help with transport?	
My other questions	My notes

notes

A series of horizontal dotted lines for writing notes.

WHAT WILL I DO TODAY?

Ideas for inclusive recreation.



PART ONE

what will i do today?

Fill in the blanks of this wall chart with activities, dates, times and contact details. Jump online or on the phone to help you get ideas start to plan how to get out and discover your passion. Pin this wall chart where you can see it so that, if ever you are feeling stuck or bored, you will have a ready reference of activities to motivate and enervise you:

SPORTS	ACTIVE LEISURE	ARTS/MOVIES/MUSIC	VENUES	EVENTS	LIVING AND LEARNING
Play social sport	Get fit	See a movie	Go shopping	Go to a show/festival	Join a class
Play disability sports	Go for a swim	See a play	Go to a café	Go to a market	Follow your interest
Play sports for everyone	Go for a walk/wheel	See a band	Grab a bite to eat	Go to a museum/gallery	Catch up with a friend
Aim for elite sports	Go sailing	See an Exhibition	Go clubbing	Get out of Town	Spend time on a Hobby

RESOURCES TO HELP YOU IN YOUR QUEST

TRANSPORT
Taxi service
Phone:
Accessible bus routes
To:
Bus #:
Time:
INFORMATION
Nican – information on recreation, tourism, sport and the arts for people with disabilities: www.nican.com.au
OTHER SUPPORT SERVICES
Travellers Aid Australia – providing free personal care assistance for clients to enable them to attend work or social events independently and autonomously: www.travellersaid.org.au
Attendant care services:

PART TWO

FOR RECREATIONAL
SERVICE PROVIDERS



PART TWO

NICAN NATIONAL RECREATION GUIDELINES

These guidelines will help your organisation develop consistent and meaningful recreational opportunities for people with disability.

A training module for these guidelines is available from Nican by calling 1800 806 769 or emailing info@nican.com.au.





NICAN NATIONAL RECREATION GUIDELINES



Organisations have legal obligations in relation to providing a service which allows participation without discrimination. They also have moral obligations in relation to establishing standards of access, choice, privacy, status, complaint mechanisms, service management, protection and recruitment of personnel.

These guidelines are designed not to take away from the core business of serving people but to guide interactions and compliment organisational practice. Nican believes these guidelines will enhance services provided to people and endeavour to promote an entirely personal approach.

These guidelines have been written to enable any organisation to use, personalise and adopt.

BACKGROUND

Nican is a national information service in the areas of recreation, tourism, sports and the arts. Nican aims to create active and dynamic links between people, places and resources that enables access to recreational opportunities for people with disabilities and their community.

PURPOSE OF THE NICAN NATIONAL RECREATION GUIDELINES

The purpose of these guidelines is to assist in the further development of consistent and meaningful, individualised recreation opportunities for people with a disability.

It has been developed utilising the following principles:

- Recreation and leisure are major contributors to quality of life.
- People with a disability are individuals and have the same rights and responsibilities as all citizens.

- People with a disability should not experience barriers to participation and inclusion.
- Participation in recreation is skill related.
- Participation in decision making is essential.
- Continuous improvement is required to obtain optimal outcomes for all.

Nican has created a set of National Recreation Guidelines to assist organisations to commit to service user participation in planning, implementation and evaluation, and to continuously improve performance in order to achieve the best possible outcomes for participants.

DEFINITION OF TERMS

Recreation: Recreation is activity a person chooses to participate in during their discretionary time which generates an attitude characterised by feelings of enjoyment and satisfaction.

Leisure: Leisure is referred to as a state of being, an attitude of mind, or a quality of experience. It is distinguished by the individuals perceived freedom to act.

Inclusive Recreation: A person with a disability can participate as fully as he or she is wanting in any community activity that is available to a person of similar age and interest.

CHARACTERISTICS EXPERIENCED BY PEOPLE WHO ARE NOT MEMBERS OF A COMMUNITY	CHARACTERISTICS ARISING FROM LEISURE EXPERIENCES
A feeling of separateness from the real world	Belonging to and being part of communities
A life of constant boredom	Adventure and challenge
Loneliness	Companionship, increased social networks, new and stronger friendships
Dependence or total isolation	Interdependence with community
Restricted freedom	Sense of freedom
Being controlled	Control and power over own lifestyle
No sense of future	Improved self image through achievement of goals
Limited scope for growth and new challenges	Hope and enthusiasm for the future
Poor health	Good health/mental health
Failure	Achievement

GUIDELINE STATEMENT 1

Access

Each person with a disability seeking a recreation experience has access to a service based on need, interest and available resources.

Indicators

- 1.1 Physical access to the recreation facility is not a barrier to the participant.
- 1.2 Services that are available are clearly identifiable to potential participants.
- 1.3 Personnel demonstrate an understanding of service requirement for individuals with varying needs.
- 1.4 Documentation of policies and procedures in relation to fair and equitable service.

GUIDELINE STATEMENT 2

Individual Requirements

Participants receive recreational experiences and where necessary are tailor made, flexible and adaptable to the particular needs of each individual.

Indicators

- 2.1 Individuals have an avenue for advising your organisation of their requirements.
- 2.2 Individual support strategies are identified and implemented according to needs and goals.
- 2.3 Your organisation ensures that services are flexible enough to accommodate changing needs.
- 2.4 Personnel are trained to appropriately support individuals.



GUIDELINE STATEMENT 3

Choice and Decisions

The individual has ownership of choice and decision making including planning, participating and evaluating recreation opportunities.

Indicators

- 3.1 Opportunities and assistance (when required) are available for participants to make informed decisions on their choices of creation.
- 3.2 Your organisation develops strategies and demonstrates the ability to respond to a participant's changing needs.
- 3.3 Your organisation takes reasonable care to avoid risks whilst maintaining an individuals ability to decide or choose a recreation experience in the least restrictive alternative.

GUIDELINE STATEMENT 4

Privacy, Dignity and Confidentiality

Ensure that relevant ethical practices are upheld in relation to confidentiality and privacy legislation and that individuals are treated with dignity and respect.



Indicators

- 4.1 Your organisation has policies and procedures addressing privacy and confidentiality.
- 4.2 Personnel demonstrate the ability to implement privacy and confidentiality policies and procedures at all times.
- 4.3 Recreation participants are advised of the usage, storage and disposal of personal information.
- 4.4 A Code of Conduct is developed for all relevant stakeholders.



GUIDELINE STATEMENT 5

Inclusion

Develop and implement when necessary the least restrictive alternative guidelines which ensures that individuals can participate in recreation opportunities within their community.

Indicators

- 5.1 Your organisation recognises and develops strategies to address barriers to participation in recreation opportunities.
- 5.2 Stakeholders encourage the development of formal and social networks to enhance the recreation opportunities of the individual.
- 5.3 Strategies are developed and implemented that build on participants' ability and skills to access further community participation.



GUIDELINE STATEMENT 6

Valued Roles

Recreation opportunities are developed to enhance individual skill and abilities to promote a positive and valued role within the community.

Indicators

- 6.1 Your organisation provides the opportunity for individuals to contribute to recreation as valued members of the community.
- 6.2 Your organisation develops and implements strategies that prevent discrimination and negative community perceptions.
- 6.3 Stakeholders develop and encourage participation in capacity building of individuals.



GUIDELINE STATEMENT 7

Grievance Process

Encourage and promote an evaluative process that fosters a continuous improvement model which is accessible to all stakeholders and ensures satisfactory resolution is achieved.

Indicators

- 7.1 Your organisation develops and implements frameworks that provide accessible complaints and dispute resolution system.
- 7.2 Participants are provided in appropriate format the complaints and dispute procedure.
- 7.3 Your organisation develops a system to link complaint resolutions to their continuous improvement plan.

GUIDELINE STATEMENT 8

Organisational Management

High quality standards in the delivery of recreation are achieved through sound management practice and governance.

Indicators

- 8.1 Your organisation's corporate governance including structure, values, objectives and practices complies with legislative, Standards, administrative, financial and performance requirements.
- 8.2 Your organisation develops strategies to review and assess operating performance.
- 8.3 Your organisation, through a continuous improvement model, demonstrates effective service delivery.

GUIDELINE STATEMENT 9

Legislation and Human Rights

Abide by relevant legislation and human rights standards to ensure a positive recreation experience.

Indicators

- 9.1 Your organisation has a Member Protection Policy in place and ensures it is adhered to.
- 9.2 Your organisation trains personnel to be knowledgeable of rights and develops strategies for the recognition, reporting and assisting people who have been identified at risk.

GUIDELINE STATEMENT 10

Human Resources

Recruit, employ and develop personnel that are committed to furthering their values, skills and knowledge to ensure recreation opportunities are facilitated within regulatory requirements and “good practice” standards.

Indicators

- 10.1 Your organisation has transparent policies and procedures in place for the recruitment and selection of personnel.
- 10.2 Position descriptions outlining roles and responsibilities are in place for all paid and unpaid personnel.
- 10.3 Appropriate personnel induction procedures are in place.

CONCLUSION

Recreation is valuable in creating a healthy society as it has social, psychological and physical outcomes for an individual and for communities at large. Recreation builds skills used in other parts of people's lives.

Recreations' role in the building of social capital is under-recognised. Recreation permeates all aspects of society including the economy and community identity. It is important that all members of our society have fair and equitable access to recreation.

Those involved in the delivery of recreation should embrace the need to have policies in place as a proactive step in delivering good service. These guidelines will enable users to be solution focused rather than operating in an environment which is inhibited by real and perceived problems. The difference between a poor and great service is often attitude and planning.

Give it a go!

ACKNOWLEDGEMENTS

The first national recreation policy was developed by the National Recreation Network auspiced by Nican in 1994, this policy was further reviewed and circulated extensively in 1999. These present guidelines are the culmination of ongoing consultation with key stakeholders throughout Australia from 2003 to 2010.

The intent of these guidelines that they align with National Disability Service Standards and therefore can be adopted by any organisation.

Reference: **Disability Section Quality System – Resources and Guide**. State of Queensland – Disability Services Queensland. 2004

FOR FURTHER INFORMATION VISIT:

Disability Discrimination Act

www.hreoc.gov.au/disability_rights/dda_guide/dda_guide.htm

Disability Standards and Guidelines

www.hreoc.gov.au/disability_rights/faq/stanfaq/stanfaq.html

People with Disability Australia

www.pwd.org.au

Association of Consultants in Access, Australia Inc.

www.access.asn.au

Australian Federation of Disability Organisations

www.afdo.org.au

10 STEP GUIDELINES CHECKLIST FOR CHANGE

This checklist supports the Nican National Recreation Guidelines and enables your organisation to take a snapshot of your current services and outline some specific actions you can take to improve.



PART TWO



10 STEPS GUIDELINES CHECKLIST

This checklist supports the Nican National Recreation Guidelines and enables your organisation to take a snapshot of your current services and outline some specific actions you can take to improve.

INDICATOR	NOT ADDRESSED	PARTIALLY ACHIEVED	ACHIEVED	ACTIONS
<p>Guidelines Statement 1: Access</p> <p>Each person with a disability seeking a recreational experience has access to a service based on need, interest and available resources.</p>				
1.1 Physical access to the recreation facility is not a barrier to the participant.				
1.2 Services that are available are clearly identifiable to potential participants.				
1.3 Staff demonstrate an understanding of service requirements for individuals with varying needs.				
1.4 Documentation of policies and procedures in relation to fair and equitable service.				

INDICATOR	NOT ADDRESSED	PARTIALLY ACHIEVED	ACHIEVED	ACTIONS
Guidelines Statement 2: Individual Requirements				
Participants receive recreational experiences and where necessary are tailor made, flexible and adaptable to the particular needs of each individual.				
2.1 Individuals have an avenue for advising organisations of their requirements.				
2.2 Individual support strategies are identified and implemented according to needs and goals.				
2.3 Organisation ensures that services are flexible enough to accommodate changing needs.				
2.4 Personnel are trained to appropriately support individuals.				
Guidelines Statement 3: Choice and decisions				
The individual has ownership of choice and decision making including planning, participating and evaluating recreational opportunities.				
3.1 Opportunities and assistance (when required) are available for participants to make informed decisions on their choice of recreation.				

INDICATOR	NOT ADDRESSED	PARTIALLY ACHIEVED	ACHIEVED	ACTIONS
3.2 Organisation develops strategies and demonstrates the ability to respond to a participant's changing need.				
3.3 Organisation takes reasonable care to avoid risks whilst maintaining an individual's ability to decide or choose a recreational experience in the least restrictive alternative.				
<p>Guidelines Statement 4: Privacy, Dignity and Confidentiality</p> <p>Ensure that relevant ethical practices are upheld in relation to confidentiality and privacy legislation and that individuals are treated with dignity and respect.</p>				
4.1 Organisation has policies and procedures addressing privacy and confidentiality.				
4.2 Personnel implement privacy and confidentiality policies and procedures at all times.				

INDICATOR	NOT ADDRESSED	PARTIALLY ACHIEVED	ACHIEVED	ACTIONS
4.3 Recreational participants are advised of the usage, storage and disposal of personal information.				
4.4 A Code of Conduct is developed for all relevant stakeholders.				
<p>Guidelines Statement 5: Inclusion</p> <p>Develop and implement when necessary the least restrictive alternative guidelines which ensures that individuals can participate in recreation opportunities within their community.</p>				
5.1 Organisation recognises and develops strategies to address barriers to participation in recreational opportunities.				
5.2 Stakeholders encourage the development of formal and social networks to enhance the recreational opportunities of the individual.				

INDICATOR	NOT ADDRESSED	PARTIALLY ACHIEVED	ACHIEVED	ACTIONS
5.3 Strategies are developed and implemented that build on participants' ability and skills to access further community participation.				
<p>Guidelines Statement 6: Valued Roles</p> <p>Recreation opportunities are developed to enhance individual skill and abilities to promote a positive and valued role within the community.</p>				
6.1 Organisation provides the opportunity for individuals to contribute to recreation as valued members of the community.				
6.2 Organisation develops and implements strategies that prevent discrimination and negative community perceptions.				
6.3 Stakeholders develop and encourage participation in capacity building of individuals.				

INDICATOR	NOT ADDRESSED	PARTIALLY ACHIEVED	ACHIEVED	ACTIONS
<p>Guidelines Statement 7: Grievance Process</p> <p>Encourage and promote an evaluative process that fosters a continuous improvement model which is accessible to all stakeholders and ensures satisfactory resolution is achieved.</p>				
7.1 Organisation develops and implements frameworks that provide accessible complaints and dispute resolution system.				
7.2 Participants are provided in an appropriate format the complaints and disputes procedure.				
7.3 Organisation develops a system to link complaint resolutions to their continuous improvement plan.				
<p>Guidelines Statement 8: Organisational Management</p> <p>High quality standards in the delivery of recreation are achieved through sound management practices and governance.</p>				
8.1 Organisation's corporate governance, including structure, values, objectives and practices, complies with legislative, Standards, administrative, financial and performance requirements.				

INDICATOR	NOT ADDRESSED	PARTIALLY ACHIEVED	ACHIEVED	ACTIONS
8.2 Organisation develops strategies to review and assess their operating performance.				
8.3 Organisation, through a continuous improvement model, demonstrates effective service delivery.				
<p>Guidelines Statement 9: Legislation and Human Rights</p> <p>Abide by relevant legislation and human rights standards to ensure a positive recreational experience.</p>				
9.1 Organisation has a Member Protection Policy in place and ensures it is adhered to.				
9.2 Organisation trains personnel to be knowledgeable of rights and develops strategies for the recognition, reporting and assisting of people who have been identified at risk.				

INDICATOR	NOT ADDRESSED	PARTIALLY ACHIEVED	ACHIEVED	ACTIONS
<p>Guidelines Statement 1: Human Resources</p> <p>Recruit, employ and develop personnel that are committed to furthering their values, skills and knowledge to ensure recreation opportunities are facilitated within regulatory requirements and “good practice” standards.</p>				
10.1 Organisation has transparent policies and procedures in place for the recruitment and selection of personnel.				
10.2 Position descriptions outlining roles and responsibilities are in place for all paid and unpaid personnel.				
10.3 Appropriate personnel induction procedures are in place.				

SELF-AUDIT KIT FOR INCLUSION AND ACCESS



PART TWO



CREATING INCLUSIVE SPORT AND RECREATION

a self audit framework for sport and recreation providers

INTRODUCTION

A Disability Self Audit is a part of a strategy for changing your practices to better engage people with disability and avoid unintentional discrimination.

This may culminate in the development of a Disability Action Plan or just provide you with some ideas about areas to improve as you include people with a disability in your programs.

WHY UNDERTAKE A SELF AUDIT?

A survey conducted in the United Kingdom found that 83% of people with disability had avoided a service or business after being unable or unwilling to make a purchase or access a service due to accessibility issues.³

According to the Australian Bureau of Statistics (ABS), people with disability represent approximately 20% of the population, or almost 4 million people. This represents an important cross-section of your base, as well as an often untapped talent pool.

When relatives, friends, carers, colleagues, and associates of people with disability are added to this cross-section, you are presented with a sizable issue which cannot be ignored.

People with disabilities generally participate less in recreation than other people and face multiple disadvantages due to this exclusion. ABS research shows a consistent pattern of low participation and access across a range of cultural activities from sports to attendance at cultural events and activities. Participation is consistently lower across all domains, with one exception - libraries. This suggests a long list of common barriers regardless of participation type for people.

Recreation sport and physical activity also have many advantages for a person with a disability, while lack of participation is associated with poor outcomes for people, including poor mental health and comorbidity (including obesity, depression and substance abuse).

³ The Walk Away Pound Survey, Employers Forum on Disability and Royal Association for Disability and Rehabilitation (UK), 2006.

But it's not just about people with visible disabilities, as inclusive features often also benefit all service users, particularly ageing people and other groups such as women with children.

There are many myths about disability and the risks and levels of effort involved in inclusive service. Sometimes small steps can make a big difference.

One clear and avoidable risk for sport and recreation providers is the failure to provide access to people with disability. A self audit can help identify ways to ensure accessibility to your programs and premises, thus managing this risk.

Specific Commonwealth, state and territory legislation makes it unlawful to discriminate on the grounds of disability in most areas of life. A self audit will help you to work towards compliance with legislation, including the **Disability Discrimination Act 1992 (Commonwealth)** and the 1991 ACT Discrimination Act.

For recreation and sports providers with government contracts, there are also sometimes specific requirements to include people with disabilities in the services you offer.

Knowledge is power and it makes sense to be an inclusive provider and to be informed about the ways you can improve access for people with disability in your recreation service.

WHAT IS A DISABILITY?

According to the **Commonwealth Disability Discrimination Act 1992**, a disability, in relation to a person, means:

- A total or partial loss of the person's bodily or mental functions; total or partial loss of a part of the body; or
- The presence in the body of organisms causing disease or illness; or the presence in the body of organisms capable of causing disease or illness; or
- The malfunction, malformation or disfigurement of a part of the person's body; or
- A disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or
- A disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgment, or that results in disturbed behaviour.

Many people with disabilities do not require adaptations or alterations to assist them, but may find the 'manner' in which goods, services or facilities are provided to be a barrier. The **Commonwealth Disability Discrimination Act 1992** covers discrimination of this type.

According to the ABS, four million Australians reported having a disability in 2009. That is the equivalent of one in every five people⁴. Of these, 87% had a specific limitation or restriction; that is, an impairment restricting their ability to perform communication, mobility or self-care activities, or a restriction associated with schooling or employment.

The degree of disability determines whether a person with a disability always or sometimes requires personal help or supervision to carry out the functions of normal daily living. A disability can affect a person's ability to get about independently, and their capacity to communicate or interact with others.

A disability is usually permanent but can be episodic.

However, just as in all people, individual differences in personality, cultural background and life experience will have substantial influence, often more than the impact of their disability. People with a disability come in a variety of shapes, sizes, colours and nationalities. Just as we all do.

Often the only thing that would distinguish a person with a disability is that, for one reason or another, they may be unable to do certain things in the same way as others without some form of adaption or alteration to assist. Some people do not require adaptations at all but may find the manner in which goods, services and facilities are provided to be a barrier.

WHAT ARE SOME DIFFERENT EXPERIENCES OF DISABILITY?

Just as no two people are alike, every disability is different and every person's experience of that disability is different. Disabilities can be:

Physical

This affects mobility and a person's ability to use the upper or lower part of the body. This can result from conditions such as spinal cord injury, arthritis, and cerebral palsy, acquired brain injury, multiple sclerosis and other muscular, nervous and respiratory conditions. Physical disabilities can restrict movements, communication and mobility.

Intellectual and learning difficulties

It can affect the ability to learn, communicate and retain information. Often referred to as a developmental disability. People with a learning difficulty may be able to complete university degrees or undertake substantial learning when the material is presented in such a way to minimise the effects of their disability.

⁴ <http://www.plosmedicine.org/article/info%3Adoi%2F10.1371%2Fjournal.pmed.1000316>

Sensory

Affects the senses such as vision and hearing. Only a small number of vision impaired people have a total absence of vision (approx 5%). Others classified as legally blind will have some vision. Some people who are deaf or hearing impaired will have some hearing or speech whilst others will not. People use a variety of strategies to communicate, such as lip reading, email, sms text messaging or Auslan interpreters.

Neurological

Neurological disabilities are those that result in the loss of some bodily or mental functions.

They include acquired brain injury and multiple sclerosis.

Psychosocial (or psychiatric)

Psychosocial disabilities are those that affect a person's thinking processes. They may affect emotions, perceptions or behaviour. They may also be episodic.

UNDERTAKING THE SELF AUDIT

There are a number of publicly available tools for conducting audits, such as the ACT Access to Government Strategy and tools provided by the Australian Human Rights Commission. Conducting an audit usually involves scoping your needs, thinking about what a person with a disability might experience in your sporting team or recreation opportunity, undertaking a self-assessment across a number of domains and then developing a plan of action.

This may form part of an official Disability Action Plan or simply identify the steps you have decided to take to support inclusion by people with a disability. Here are some suggested steps and issues to think about.

1 SCOPING

- How many people with disabilities are your members, players, clients, customers or employees?
- Do people with disabilities attempt to use the services of your organisation?
- Have you thought about the needs of your clients and customers with disabilities? How about the needs of your potential clients?
- Have you assisted them?
- Are your staff/coaches/leaders aware of this customer group?
- What else could you do to cater to the needs of people with disabilities?

2 WALK IN MY SHOES:

- Have you ever thought about what it's like to have a disability?
- Have you ever considered how difficult it can be to access your team/club or organisation, particularly if you have a disability?

3 CONSIDER SPECIFIC BARRIERS

When visiting your service, does a person with a disability:

- Need to ring beforehand to check access to the building, and that there is a disability access parking bay and a ramp to enter the building?
- Need to make a long detour around the building as the front door is too heavy to open?
- Get to the reception area only to find the counter is too high, or unmanned, or that no one can see you or you cannot reach the buzzer?
- Feel embarrassed when their wheelchair will not fit under the desk or conference table, or they cannot take their place as they are unable to remove the chairs?
- Try to make a payment, but find that the accounts section is upstairs and there is no lift? (They have to get a message to someone to come downstairs to take their money)
- Have to knock on the door as they can't reach security pods or the internal phone?
- Notice some pamphlets that interest them while they are waiting, but cannot reach the dispensers?
- Need to go to the toilet but finds there is no accessible toilet?
- Need to go to the toilet but finds no signage to show the way?
- Go to the toilet and find there are no hand rails to assist?
- Have to ask for help to fill out a form if they cannot see or read?
- Wait for assistance so long that they become restless and agitated?
- Repeatedly ask the same question as they cannot retain the answer?
- Avoid filling out a form because they cannot see or read the print?
- Enter a building by the side door as the steps at the front door are too steep?
- Become frustrated and shout because they cannot hear you properly?
- Fall down the stairs because there are no tactile indicators?

Getting thinking

Being disability confident is about more than providing ramps for wheelchairs – a range of aspects need to be taken into account when looking to improve access. For instance, providing hearing loops for people with a hearing impairment or plain English documents for people with developmental disabilities.

- What are some examples of different sorts of access issues in your club or organisation?
- What might some of the solutions be to different access issues?

5 CONSIDER DIFFERENT BARRIERS

It is important to remember that people with various disabilities face different barriers when attempting to access clubs and recreation facilities.

Barriers to accessing places and spaces

- Weight of doors.
- Width of doorways and corridors.
- Height of steps, kerbs, slope of ramps.
- Access to desks, counters and reception areas.
- Parking availability and proximity to public transport.
- Toilet facilities.
- Height of locks and door handles.
- Lighting and signage.
- Lack of tactile and other indicators for people who are sight impaired.
- Height of security pods.

Barriers to accessible information

- Height of pamphlet containers.
- Design of reception areas and accessibility to buzzers, phones.

- Lack of availability of information in large print, Braille, audiotape, Internet (non PDF text based formats).
- Lack of access to Auslan interpreters.
- No captioning of material on online video, video, telephone typewriters (TTY), easy English (short sentences or pictures to convey a single concept).
- Lack of opportunities to participate in consultations.
- Lack of access to information in a plain English format.

Tips for removing barriers

- Conduct this audit to identify barriers.
- Use the public consultation and forums access guidelines developed by Disability ACT to ensure that public forums are as accessible and inclusive as possible for people who have a hearing impairment, have a sight impairment, or have mobility issues.
- Contact an Access Consultant who can suggest solutions.
- Organise training or information sessions for staff through the ACT Human Rights Office.
- Ask for someone from Better Hearing or Blind Citizens Australia to come and present information.

Getting thinking

It is important to consider what barriers may arise due to the lack of staff awareness and skills in delivering services to people with disabilities.

For example, do your staff know the best way to communicate with a person with low hearing?

Tips for communicating

These tips below cover different forms of communicating - speaking, using documents, information technology and electronic media.

Using speech

- Speak naturally and in a normal tone.
- Speak directly to the person with the disability, not to an interpreter or support person if present.
- If the person is accompanied by a deafness interpreter be careful not to talk too quickly and if giving a talk or hosting a meeting, allow rest breaks at intervals for the interpreter.
- If talking with a person who is lip-reading, speak strongly and clearly, look at the person and do not cover your mouth with your hands.
- If speaking to a person with a vision impairment it can be useful to introduce yourself and others by name. In a meeting let the person know who else is in the room.
- Describe charts, graphics or powerpoint slides in a presentation when a person with a vision impairment is present.

Using documents

- Make documents available in alternate formats that include producing them electronically, in Braille or on tape.
- If producing written documents consider using large print and keeping them clear and uncluttered. Avoid unclear text fonts, dark backgrounds/screens or poor colour contrasts.
- Use plain English wherever possible.

Using information technology

- If emailing documents to a person with a vision impairment using a screen reader, try to send them in the 'body' of the email and avoid using attachments, especially non text based formats like acrobat files.
- Don't forget to consider access to websites. Keep your websites free of dark screens and poor contrasts and make documents available in Word or preferably in rich text formats.

- Use a free program like 'Bobby' to check out your website for accessibility.
- Use standard for website access to ensure your website is accessible (see <http://www.w3.org/WAI/>)
- When planning new technology, such as touch screens, consider how people with vision impairments or other disabilities might interact with the technology. Are alternatives available? Are there adaptations that can make the technology accessible like Braille keys, sound responses or voice recognition?
- Are the terminals low enough for wheelchair users or people of short stature?

... and electronic media

- Consider utilising the National Relay Service – a phone solution for people who are deaf or have a hearing or speech impairment. Check out the details at www.relayservice.com.au.
 - Think about subtitles (captions) for video productions.
 - Bear in mind the use of radio in addition to print publicity and in particular Radio for the Print Handicapped.
-

Getting thinking

You are part of a sports club and have been asked to ensure that members of your sports club are aware of an important change to your code rules which affects every player. The information campaign will include a series of community forums, media advertisements and a website.

- What do you need to consider to ensure people with disabilities know about the policy?

Have I said the 'right' thing?

People sometimes worry about the things they can and cannot say to people with disabilities.

There is no 'right' thing to say in every circumstance and above all you should be yourself and talk as you would to any person. Here are a few general tips to keep in mind:

Avoiding assumptions and misunderstandings

- Do not focus on the disability, but do not be afraid to refer to it if necessary.
- Empathise with the person rather than sympathise; people with disabilities want to be accepted, not pitied.
- Avoid assumptions: for instance, people with disabilities are not necessarily on income support. Many work in a range of professions, pay taxes, have families and relationships and a range of interests beyond their disability.
- Avoid using medical terminology or assuming that a disability is experienced as an illness. Many disabilities are very stable and do not automatically involve other problems with general health.
- Do not be afraid to ask if the person has any individual requirements or to offer assistance if warranted but don't be offended if the person says they don't need support.
- Don't assume that everyone with a disability is an expert on a range of disability issues or accessibility.

Effective language

- When referring to a person with a disability, emphasise the person first. The best terms are 'person with disabilities', 'person with a physical disability', 'person who uses a wheelchair' and 'person with an intellectual disability' or 'person with an acquired disability'.
- Don't use statements with a negative meaning such as invalid, incapacitated, slow, handicapped, retard or 'confined' to a wheelchair.
- Avoid cliches and portraying the person as a victim. For example, referring to people as 'amazing' or 'special'.
- Do use words such as 'look' and 'see' as vision impaired people understand such concepts and include these words in conversation.

- Avoid phrases such as 'the blind' and 'the disabled' – although people may have similar disabilities, they are unique individuals. Also don't forget that people can experience the same disability very differently.
- If writing about people with disabilities use the same titles and prefixes you would with anyone else. Don't refer to adults with intellectual disabilities the same way as you would children, for example, captioning a photo 'Mr Smith and Bob, who has a disability'.

Getting thinking

You are preparing to train a group of coaches on relating to players with a range of needs including disabilities. Create a scenario that involves including a person with a disability in your club or recreation service. (This exercise could be repeated utilising a number of different disabilities).

- How might you suggest the coaches go about talking to the person and finding out their needs?

WHAT NEXT?

Steps to success

Tip: Talk with your current members or service users, by survey or in person. Are they a person with disability? Are they a carer? Do they have suggestions or comments for how you can become more accessible? There may be small problems which can be fixed quickly.

The following steps are suggested to assist in conducting an audit and then developing a Disability Action Plan for your organisation. Not every organisation will decide to proceed to an Action Plan but these steps are still useful in pinpointing ways you can work to include members and players with disabilities.

1 STEP 1

Nominate someone to coordinate a review. This would normally be the person responsible for development and implementation of your Disability Action Plan.

2 STEP 2

List all your direct and contracted services.

3 STEP 3

Rank the services identified according to their frequency of use or impact on people with disability.

4 STEP 4

Identify who will conduct the review. Consider the need for transparency, impartiality, and options—such as an internal audit to be completed by corporate services, or an external audit by a specialist consultant.

5 STEP 5

If internal staff are selected to conduct the review, assess their knowledge of disability-specific issues and provide training if necessary.

6 STEP 6

Determine the financial resources required for conducting the review.

7 STEP 7

Decide how the review will be conducted—for example, by program, priority of service delivery, usage, level of risk, etc.

8 STEP 8

Use the checklist in the next section to identify key issues to consider in the review. Seek expert advice on key access issues and how to plan for improvement.

9 STEP 9

When the review is completed, summarise the issues identified.

10 STEP 10

Rank the issues and identify what action is required. Give priority to access issues that impact the most on people with disability.

11 STEP 11

If needed, seek advice on the best and most economical way of dealing with access barriers.

12 STEP 12

Develop a Disability Action Plan that identifies barriers to access, strategies to remove those barriers, timelines for improvement, associated cost barriers and the people responsible for the outcome.

13 STEP 13

Set a review date to accommodate new, emerging or unforeseen issues that may impact on the current Disability Action Plan.

Further information

This document is intended as a guide only. You can obtain further information on developing a Disability Action Plan from the [Australian Human Rights Commission website](#). The Commission can also provide a list of organisations with existing plans, and inform you of your legal responsibilities under the Disability Discrimination Act. Please also check out the rest of this Know Before You Go kit for resources including case studies, a checklist for change and some ideas for inclusive sport, games and recreation activities.

SAMPLE ACTION PLAN

This sample can be used as a guide to help you develop a Disability Action Plan for your own organisation:



PART TWO



SAMPLE ACTION PLAN

This sample can be used as a guide to help you develop a Disability Action Plan for your own organisation:

1 INTRODUCTION FROM THE CEO/CLUB PRESIDENT

2 INTRODUCTION FROM THE SENIOR CHAMPION/S

Might be the team captain or a prominent person within your sports and recreation body.

3 BUSINESS CASE SNAPSHOT

This brief section should include information such as:

- why a Disability Action Plan is important for us
- what your club/body is doing now

4 SUMMARY OF AUDIT OUTCOMES

Provide a brief summary of the key issues identified within your self audit.

5 CASE STUDIES

This section could include case studies of your customers and employees to provide an overview of your current situation.

6 KEY GOALS AND TARGETS

This section should include your business's key short-, medium- and long-term goals and targets. For example:

- **Engagement:** By 2013, 10 percent of our workforce/members/players will be people with disability.

- **Policies for carers:** By 2013 we will have flexible leave in place for carers.
- **Physical access:** By 2015, 90 percent of our facilities will be accessible.
- **Communication barriers:** By January 2013 our website will conform to web accessibility standards. By June 2013, our player manuals will be reviewed for plain English.
- **Purchasing from Australian Disability Enterprises (previously Business Services):** By July 2012, we will purchase all laundry services for our team uniforms from an Australian Disability Enterprise.

7 ACTIONS FOR CHANGE

This section should include barriers to access, timelines for improvement, costs, responsibility and accountability. For example:

- **Barriers to access:** Lack of tactile and other indicators for people who are sight impaired
- **Timeline for improvement:** Indicators in our clubhouse by 2013
- **Costs:** \$2,000
- **Responsibility:** John Smith, Club Manager
- **Accountability:** Joan Smith, Club Secretary

8 PROCESS FOR REVIEW

This section should include information on:

- who will conduct the review
- how the review will be undertaken and what the indicators will be
- details on the reporting cycle.

THIS IS A SAMPLE ONLY – YOUR CLUB WILL NEED TO CREATE A PLAN THAT BEST MEETS YOUR NEEDS AND CIRCUMSTANCES. FOR INSTANCE A SMALL ORGANISATION WITHOUT STAFF MIGHT NOT HAVE INFORMATION ABOUT LEAVE PROVISIONS.

CHECKLIST FOR ORGANISING AN INCLUSIVE EVENT

This checklist is designed to assist with the creation of accessible, inclusive events. It offers practical advice about ensuring that all your stakeholders have the opportunity to be heard.



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CHECKLIST FOR ORGANISING AN INCLUSIVE EVENT

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OVERVIEW

Every event is different, so do a tailored checklist of access issues to use in planning your next event, such as:

- availability of lifts
- disability toilets
- diabetic food, and
- tactile indicators

Take a look at some of the online resources such as *Creating Accessible Events* produced by the Disability Services Commission in Western Australia at <http://www.disability.wa.gov.au/aud/accesspublications.html>.

Be sure to create a full checklist, but you might like to start with some common issues with planning for access, such as those below.

Don't forget to think about equitable access – a ramped entry through a back entrance, kitchens and service areas is not good practice)

Remember that it's not just important to consider access when planning events targeting people with disabilities, especially at public events. People with disabilities attend all kinds of events.

If you are targeting an event specifically for a group of people with disabilities, consider consulting about what will work best.

Before the event

- Have you encouraged invited guests to indicate access requirements when they RSVP?
- Is your invitation in an accessible format?
- Is there a working hearing loop in the place where your event is taking place?
Have you engaged a Auslan interpreter?
- Have you asked participants if they need specialist assistance and booked:
 - Interpreter?
 - Carer?
 - Any other requirements?
- Have you made name tags with font size as large as possible?
- Allowed extra time on the day of the event for set up?
- Secured all electrical cords?
- Staff in place to greet and assist participants if required?
- Have staff had disability awareness training?
- Ensured information about the venue and its accessibility is provided to participants in advance, including a map?
- Have you conducted a site inspection?
- Have you provided transport or offered to assist with transport costs?

Venue

Entry and parking

- Is signage clear and large?
- Does the venue have stairs and is there a ramp with a gentle gradient?
- Is there a place where a wheelchair taxi might drop a person off without them needing to mount a curb?
- Is there disabled parking and is it close to the entrance? If undercover, is there room for a wheelchair hoist (at least 2500 mm in height)

Interior

- Is there a wide disability access toilet?
- If a conference, have you thought about accommodation for guests with disabilities including access rooms at the relevant hotel?
- Are there a variety of well-designed seats to allow for physical limitations that may not be visible (i.e. some chairs with and without armrests)?
- Space and seating for interpreter?
- Seating reserved for people who are hearing impaired (near the interpreter), vision impaired, short statured, sign interpreters, wheelchairs and motorised scooters and people accompanied by guide/service dogs?

Catering

- Are refreshments appropriate for target audience (e.g. vegetarian, halal, etc.)?
- Provided drinking straws?

Communications

- If your event includes an audio visual presentation, have you thought about making materials available in advance to guests with a vision impairment?
- Ensured the use of light coloured letters on a dark background for overheads or PowerPoint presentations. Also use a sans serif font no smaller than 24 point.
- Provided the agenda and any other documents to interpreters at least one week prior to the event.
- Ensured written copies of the presentation are handed out on the day.
- Have you made alternative formats of information available in:
 - Easy English?
 - Large print?
 - Audiotape?
 - Braille?
- Have you supplied copies of material in an accessible text-based format (i.e. not just as a pdf file)?