



Disability Awareness Day Manual
The DAMAN Project
(Disability Awareness Moving Across the Nation)

Edition 1

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This copy is the property of:
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Introduction

I started the DAMAN Project to help get the word out that having a disability is not a bad thing. DAMAN stands for Disability Awareness Moving Across the Nation. The hope is that one day the DAMAN project will be all over the U.S., with material for all age levels K-12.

The main aspect of the project is to educate people without a disability what it actually is like to have a disability. The DAMAN Project is designed so that the playing field becomes equal for one day. Each school organizes its own Disability Awareness Day to help the students, staff, and teachers know what it's like to have a disability. On this day, a group of students who are not normally disabled get to have a disability for that day. The day usually starts or ends with an assembly, which can include a real disabled person sharing about their experiences with their own personal disability. Some schools can choose to have the participating students do different things, such as wheelchair races. When the races take place, it is an opportunity for students that do have disabilities feel equal to those participating in the event for the day.

After each Disability Awareness Day, I ask for feedback. Here's what one student had to say:

Q- How much did your attitude about people with disabilities change? What made your attitude change?

A- It changed immensely. I now realize how hard it is for them to feel accepted in society.

The purpose of the DAMAN Project is to educate people about different disabilities as well as making sure that people understand to just because a person has a disability, that does not mean that we cannot enjoy life.

Getting Started

The first mission in preparing for the Disability Awareness Day is producing interest and support. Discuss the idea with teachers, clubs and groups at your school to find out who would be willing to help with planning the event. Generating interest from staff and students is essential in order to get the idea approved. Next, arrange a meeting with your school's principal to get approval for the event. Be acquainted with this manual and any other thoughts you may have about the event before meeting with your principal. Make sure you have prepared a presentation that shows how you plan to get people involved and how you will make the event successful.

Once the event is approved, the next task will be to set up a date for it. Come up with ways to get the students involved and introduce them to the idea behind the event. This will help show that the activity is serious and encourage them to appreciate the experience.

Find out if any other approval or permission is needed before you go too far into the planning process. For example, at Klahowya Secondary School, consent by the department of heads was needed. After you have attained all required approvals, you are ready to move forward in planning the rest of the event.

Early Planning

It is important, in the beginning of the planning process, to settle on which clubs or groups will be in charge of particular tasks.

An example on how to allocate the tasks is to divide the work into two groups:

Simulation (Group 1)

- Finds hospitals/pharmacies to donate medical equipment
- Coordinate equipment drop-off and pick-up times with donors
- Set up a sign up area and distribution of permission slips
- Organize equipment before and after the event
- Create and print evaluation forms to used after the simulation
- Plan a fun activity for participants at lunch

Things to Remember

One of the most important tasks to complete early on is finding hospitals and/or pharmacies to donate the equipment for the simulation. Get the exact quantities each business is donating in writing so you know exactly what each business is donating to avoid last minute problems or confusion.

Here is a list of the disability simulations performed at Klahowya:

- Paraplegia: strap legs into wheelchair (most popular)
- Quadriplegia: strap arms and legs to wheel-chair (participants must find an assistant)
- Blind: a blindfold over eyes (participants must find an assistant)
- Non-verbal: tape over mouth

Deaf: ear plugs and ear muffs to minimize hearing

Limited Leg Movement: a knee immobilizer on each knee and crutches

Limited Hand Movement: tape all fingers together

Before signing up participants for the simulation you must know how many participants are able to simulate each disability based on the amount of equipment available. Participants will simulate their assigned disability(ies) all day until the assembly. Participants can sign up for more than one if wanted, but they must fill out a permission slip stating they will not damage the equipment and that they have approval from one of their parents and their teachers. Go to: <http://www.disabilityawareness.org/docs/hs/permissionslip.pdf> to download the permission slip. You may reproduce as many copies as needed.

Volunteers are also needed to help the participants get in and out of their equipment. In the morning, allow 30-45 minutes before the start of the school day to get people in their equipment and 15 minutes before the assembly to collect all the equipment and have participants fill out evaluations.

The simulation should be completed before the assembly. Students should not walk away with the idea that they should feel sorry for people with disabilities because this is not true! Ideally, they will see that people with disabilities should be treated just like any other person. Reactions may differ between those who performed the simulation and those who witnessed it.

Assembly (Group 2)

Plan the layout of the assembly

Find a speaker(s) to present on a disability topic

Find staff and students to help during the assembly

Other clubs or groups can help wherever needed if you have more than one or two at your school. The group that plans the simulation will need more time and people than the groups planning the other events.

Things to Remember

It is crucial to find a good speaker. It would be to the best effect if the speaker was someone who has overcome a disability. For suggestions, contact the DAMAN Project (contact information is on the front cover). Essays about people with disabilities can also be read during the assembly to further promote disability awareness.

The nature of the assembly should be respectful and uplifting. The main goal of the assembly is to present different perspectives on life and affect the attitudes students and staff have about people with disabilities in a positive way.

A good sign that the assembly was successful is if almost everyone at the assembly is quiet and attentive.

Before conducting the assembly, have a thorough program of events that includes who is participating and when they are scheduled. An example of an assembly script is at the end of this document.

Other Events

The following are other events that were held at Klahowya's Awareness Day that may be useful for your event:

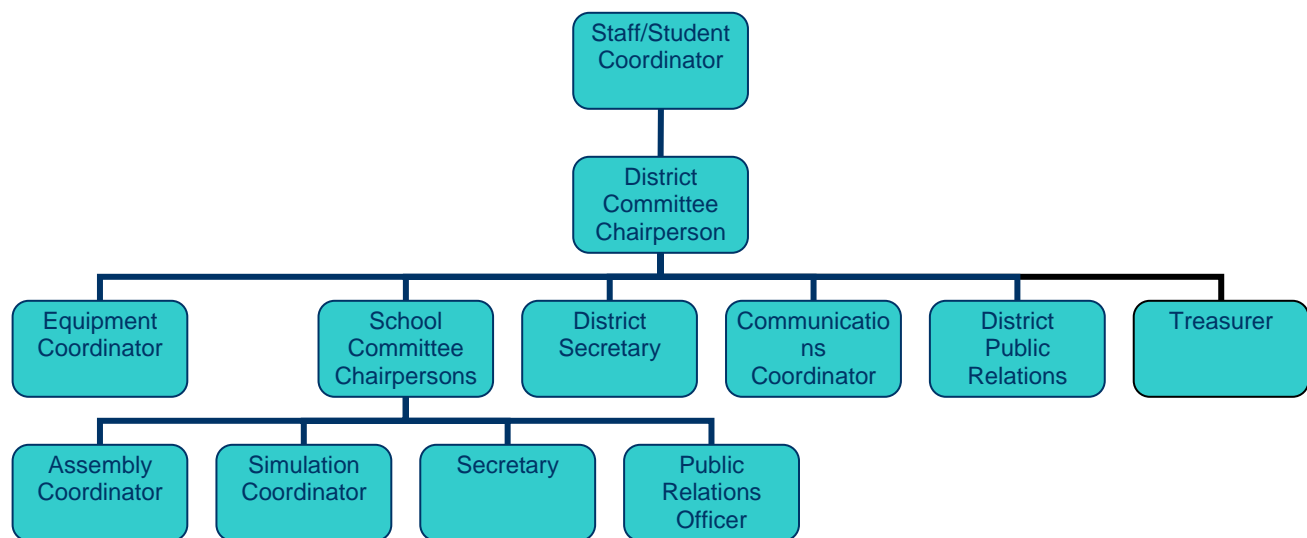
Wheelchair races at lunch are a great way to have fun and see a more optimistic view of people in wheelchairs.

Dr. Sheryl Burgstahler, Director of the DO-IT Program at the University of Washington, was invited to hold a DO-IT informational meeting after school.

The evening of the Awareness Day a fundraiser dinner was held at Klahowya to raise money for the Disability Awareness Program. Kevin and Melinda Berg and Dr. Sheryl Burgstahler spoke again about reaching for your goals and disability awareness. The Klahowya Pro-Start class catered the dinner.

Multiple Schools

If you have multiple schools participating (for example, a school district) we recommend forming committees with each member having specific duties:



District Committee Coordinator

- Heads the planning at the district level.
- Verifies that all jobs are completed on time.

Equipment Coordinator

- Makes sure all equipment is delivered where it needs to be on time.
- Verifies all inventory lists.
- Works with each school's Simulation Coordinator to find volunteers to transport and inventory equipment.
- Finds companies to donate the equipment.

District Committee Secretary

- Takes minutes at District Committee Meetings.
- Distributes permission slips and evaluation forms to each school.
- Works with each School Committee Secretary to keep a file of all minutes, permission slips and evaluations to turn in after the event.

Communications Coordinator

- Helps the District Committee and School Committees stay in contact.
- Helps all committee members with communications.

District Public Relations Officer

- Contacts the media sources to inform them of the Disability Awareness events
- Takes care of all correspondence out of the committees

School Committee Chairperson

- Meets with the District and School Committee to discuss progress.
- Makes sure all school level tasks are completed on time.

Assembly Coordinator

- Is responsible for planning the assembly at their school.
- Forms an Assembly Planning Committee to help.

Simulation Coordinator

- Plan how equipment will be distributed/collected.
- Take inventory of all equipment when it arrives and leaves your school.
- Makes sure all participants have turned in permission slips and evaluations.

Secretary

- Records and documents all minutes from all school committee meetings.
- Documents all permission slips and evaluations.
- Turns all documents into the District Secretary after the event.

Public Relations Officer

- Contact the school newspaper about the event.
- Advertises for the event.

You can also modify the committees to work on the school level only.

Sign Ups

It is important to get the students excited about the event from the start. Be creative! Remember, this is a crucial part of the program because student enthusiasm is vital to the success of the Disability Awareness Day.

Find a way to introduce the Awareness Day idea to your school. Try to arrange this a week before the event. Klahowya used its' video broadcast system to show videos explaining the event, but the situation will differ at every school. Don't forget to hand out the permission slips to students that are interested.

Keep a count of how many students signed up for each simulation. The number of students that are able to participate will be determined by your principal's approval and the amount of equipment that has been donated.

Setting Up for the Simulation

Plan on receiving the equipment *at least* two days before the awareness day to be safe. It is important to designate enough time to be sure all the needed equipment was received and to make modifications if necessary. For example, at Klahowya, one company gave us seven wheelchairs less than they committed, although we were able to find a pharmacy to donate wheelchairs on short notice. Mark all the equipment to keep track of where it needs to be returned (i.e. use different colored dot stickers). Staying organized is very important in making your Disability Awareness Day a success!

Before Disability Awareness Day, choose an open location such as the gymnasium or cafeteria in which to store the equipment. Set up the equipment in stations within that location. Generate a check-in spot for the next morning and assign volunteers to each equipment station.

On the morning of the event, ask the volunteers arrive ten minutes prior to participant check-in. Be sure to have as many volunteers as you can to help with check-in and equipment distribution.

The Disability Awareness Day

It is best to recruit a considerable amount of volunteers for your Disability Awareness Day. The number needed will depend on the number of events being held at your school throughout the day. If students take it as seriously as they did at Klahowya, the day should go smoothly and effectively.

Remember to also have fun and enjoy the event. It might be chaotic, but take the time to talk to some of the participants and get their feedback.

Be sure to welcome your speaker(s) and ask them if they have everything they need. Treat them like guests, remembering that they are donating their time.

GOOD LUCK!

Evaluations

Please take the time to have staff and students fill out evaluations. This is a crucial part of the process and will inform you on how the day went. You can see what people were thinking and what they saw throughout the day. Administrators and advisors also like to see an evaluation process.

The evaluations also help the DAMAN Project improve our curriculum. Please mail a copy of all your evaluations to:

The DAMAN Project
P.O. Box 312
Seabeck, WA 98380-0312
RE: Evaluations

Evaluation Comments

Some comments we have received are:

How much did your attitude about people with disabilities change? What made your attitude change?

It changed immensely. I now realize how hard it is for them to feel accepted in society.

How much did you learn about the lifestyle of people with disabilities? What did you learn?

I learned really how hard it is for someone with a disability to do everyday activities, but that it can be accomplished.

Should we do another Disability Awareness Day in the future? Why or Why not?

Of Course! It wakes people up!

How much can we improve the Disability Awareness Day?

More participants

How much did you learn about the lifestyle of people with disabilities? What did you learn?

Blind - I learned that people with disabilities are real. At the end of the day, no one thinks about what disabled people have to go through. Being blind was the first step to changing how I feel and persuading others to do the same.

How hard was it to live a day or assist someone with a disability? What was the hardest part of the day?

Blind - I got lost at my 5th period class between my desk and the sharpener it took me five minutes to get back!

What was the best thing you saw happen today? Why?

The best thing that happened I think was that many people learned about disabilities and their eyes were opened to them.

How hard was it to live a day or assist someone with a disability? What was the hardest part of the day?

Paraplegia - The afternoon, I had to get to band class and I couldn't take the usual way I took instead another one that was hard. I even had some trouble with my instrument.

How hard was it to live a day or assist someone with a disability? What was the hardest part of the day?

Deaf - I couldn't hear a lot of the conversations.

How much did you learn about the lifestyle of the people with disabilities? What did you learn?

Blind - To be patient, calm, and keep attention.

How much did your attitude about people with disabilities change? What made your attitude change?

Realizing how hard their lives were.

If you have questions, comments, or concerns please contact the DAMAN Project with the information on the cover.

About Daman Wandke

Daman Wandke is a disability advocate and public speaker based out of Silverdale, WA. He is a member of the Youth Advisory Board to the National Council on Disability, the Society of Disability Studies, and the American Association of People with Disabilities. Daman is the Webmaster/Owner of Daman Wandke's Web Services, an online business providing accessible web design to the public. At Klahowya Secondary School he holds many leadership positions, including ASB Vice-President. To contact Daman Wandke or to request him as a public speaker in your area please contact the DAMAN Project.

Sample Documents

Any documents in this area do not need permission to be reproduced or modified for use with the curriculum in this manual.

Permission Slip	Page 12
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Assembly Script	Page 16

Parent or Guardian,

We are having a Disability Awareness Day at our school. We will be having an assembly to promote the message that people with disabilities can accomplish anything that anyone else can just in a different way. The Disability Awareness Program has been created by the DAMAN Project.

We are also giving students the opportunity to simulate what it's like to have a disability. Beginning at the start of the school day, students can use equipment provided by various companies. This activity will last until the assembly and students who choose to participate are asked to take the activity seriously. Participating students will go to their classes and try to complete everyday tasks, such as moving around the school and taking notes. Students can simulate the following:

- Being blind: A blindfold will be provided.
- Being non-verbal: A piece of duct tape will be provided to put over their mouth.
- Being deaf: A pair of ear plugs will be provided.
- Having limited hand movement: A piece of duct tape will be provided to tape their fingers together.
- Having limited leg movement: A knee immobilizer and crutches will be provided. Participants can't bend one of their legs. The elevator will be unavailable.
- Being paraplegia or quadriplegia: A wheelchair and straps will be provided. The portion of the participant's body that is "paralyzed" will be strapped to the wheelchair. For a quadriplegic, a neck brace can be added for limited head control. The elevator will be available to these students.

Students can combine simulations, such as being blind and deaf. Those who are interested in participating need to arrange accommodations with their teachers. Even though you have a disability you can still complete daily activities, including schoolwork. By participating they are asked to take it seriously. If things get tough, don't stop participating. If a student is interested, they need to fill out the form below.

I agree to participate in this activity seriously and that I won't damage any equipment.

Student Signature: _____

What simulation(s) do you want to do? _____

I approve that this student may participate.

Parent Signature: _____

My student's comments and pictures can be used to further the project. Yes No

Teacher: This student has arrangements for accommodations he/she will need.

P. 1 _____ P. 2 _____ P. 3 _____ P. 4 _____ P. 5 _____ P. 6 _____

Return to the specified location before the due date.

Simulation Evaluation

Name: _____ School: _____

Participant Assistant Student Staff Member

If you were a participant, what disability? _____

How much did you learn about the lifestyle of people with disabilities? 1 2 3 4 5

What did you learn? (1 being a little and 5 being a lot)

How hard was it to live a day or assist someone with a disability? 1 2 3 4 5

What was the hardest part of the day? (1 being easy and 5 being hard)

How much did your attitude about people with disabilities change? 1 2 3 4 5

What made your attitude change? (1 being a little and 5 being a lot)

How were people attitudes towards you or your friend with a disability? 1 2 3 4 5

Do you have any examples? (1 being terrible and 5 being great)

Should we do another Disability Awareness Day in the future? Yes No

Why or why not?

How much can we improve the Disability Awareness Day? 1 2 3 4 5

Any comments? (1 being much improvement and 5 being little improvement)

What was the best thing you saw happen today? Why?

Staff Evaluation

Staff Member: _____

School: _____

How much did you learn about the lifestyle of people with disabilities? 1 2 3 4 5
What did you learn? (1 being a little and 5 being a lot)

How hard was it to arrange accommodations for participants? 1 2 3 4 5
Do you have examples? (1 being easy and 5 being hard)

How much did students attitudes about people with disabilities change? 1 2 3 4 5
How can you tell? (1 being a little and 5 being a lot)

How serious were participants' attitudes towards the simulation? 1 2 3 4 5
Do you have any examples? (1 being no seriousness and 5 being very serious)

Should we do another Disability Awareness Day in the future? Yes No
Why or why not?

How much can we improve the Disability Awareness Day? 1 2 3 4 5
Any comments? (1 being much improvement and 5 being little improvement)

What was the best thing you saw happen today? Why?

PRESS RELEASE

FOR IMMEDIATE RELEASE

SUBJECT: CKSD Disability Awareness Day Events

In December, the Central Kitsap School District is hosting a Disability Awareness Day at four secondary schools. Students will have the opportunity to simulate having a disability for the day while they attend their regular classes. At the end of the day, there will be an assembly to help break down the stereotypes that people with disabilities face.

This idea is part of the DAMAN Project (Disability Awareness Moving Across the Nation). I started this project and I am the Program Coordinator. The goal of the project is to break down stereotypes so all people have equal opportunities. I piloted the Disability Awareness Day last year at Klahowya Secondary School and the success exceeded everyone's expectations. There is now statewide interest in the project. Our goal is to create an effective disability awareness curriculum for elementary, secondary, and post-secondary schools in the future. With the media's assistance more schools will become aware of the project.

Each Disability Awareness Day has an all school assembly at 1:20 that the press is invited to. The schedule includes: Ridgetop Junior High on December 5, Central Kitsap Junior High on December 6, Klahowya Secondary School on December 8, and Fairview Junior High on December 11. The final event is a fundraiser dinner on December 13 at Klahowya Secondary School from 5:00 to 7:00pm. Tickets are sold at the door for \$10.00 per person.

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For more information or to schedule an interview, please contact Daman Wandke via e-mail at info@damanproject.org or via phone at (206) 339-5090. Reproduction and distribution of this document is encouraged.

2006 Disability Awareness Day Assembly Script

- 1:20 Speaker: _____
“Welcome Klahowya, to the 2006 Disability Awareness Day Assembly, please stand and remove your hats while our national anthem is sung by _____”
- 1:21 National anthem is sung by _____.
- 1:23 Speaker: _____ (contact the DAMAN Project for the clip)
“Thank you _____. We are now going to watch a video about a young adult with a severe physical disability that’s competes in marathons! His body can’t compete alone, but his heart and his father’s body together CAN compete. Together we can accomplish anything!”
[Together clip – 4:22]
- 1:28 “Who would have imagined a person who is severely disabled, physically could have trekked 3,770 miles across America. Mental abilities and persistence can be more powerful than physical abilities. Work with people with disabilities, don’t avoid them because as the movie said, ‘TOGETHER has power. Don’t run alone.’”
- 1:29 Speaker: _____
Breaking the Human Barrier by Hannah Thompson:
http://www.disabilityawareness.org/essays/humanbarrier_hannaht.html
- 1:31 Speaker: _____
“Acceptance. Do we accept people with disabilities as a valuable part of our society? 12 to 18% of Americans have a disability. Disabled people make up the largest minority in America. Treat everyone as equals. Here is the Disability Culture Rap by Cheryl Marie Wade:”
<http://www.tell-us-your-story.com/culturerap1.html>
- 1:34 Amber McMahon introduces Daman Wandke
1:36 Daman Wandke speaks
- 1:51 Speaker: _____
m “Thank you Daman Wandke. We have a letter written by Astra Milberg to a baby that was thrown from a bridge. Society can be so cruel just because of our differences.”
<http://www.mouthmag.com/bridgebaby.htm>
“We need to accept our differences. Nobody is ‘normal.’ Let’s treat every person in our society with respect because we want others to respect our weaknesses.”
- 1:54 Speaker: _____

“Now let’s watch a clip from Murderball. A physical disability does not limit what a person can do. The people we are about ready to watch do not let their disability get in their way from playing Murderball.”

[Murderball clip, approximately 5 minutes]

“Those players were hard core! They showed that a wheelchair does not limit them from living life how they want.”

2:00 Conclusion by student/staff

2:02 [school procedure for concluding assemblies]

*Please have a podium, microphone stand, and projector for Daman Wandke.

The DAMAN Project

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