

GET YOUR LIFE TOGETHER

STEPPING INTO SHOES: EXPLORING PERSPECTIVES AND INCLUSION



KEY TOPICS

- Social integration
- Inclusion of people with disabilities

SUMMARY

This workshop promotes social inclusion, focusing on integrating individuals with disabilities into the community. Participants will explore how they can actively contribute to fostering social inclusion and recognise their collective responsibility in this critical process.

Participants will become aware of the challenges those at risk of social exclusion face and discover practical ways to overcome these obstacles. They will also learn about the importance of social inclusion in creating cohesive communities and the role of social entrepreneurship in promoting support and inclusivity.

TECHNICALITIES



Up to 25 people



Up to 120 minutes



Definition of social entrepreneurship, flipchart paper (1 per group +1), markers (10), laptop, projector, Handouts with the scenarios (1 per group)

TOPIC INTRODUCTION

This workshop focuses on social inclusion, which the United Nations defines as enhancing participation in society for disadvantaged people through improved opportunities and access to resources. Importantly, the responsibility for creating an inclusive society lies with all of us, not just those who face disadvantages. Everyone has a role—governments, businesses, NGOs, and individuals.

Many people want to help, but don't know how to engage with those experiencing social exclusion. This workshop offers young people the chance to reflect on life for disadvantaged individuals and learn how to identify their needs while appreciating their unique contributions to the community.

Inspired by the work of the **Adisvati Association** in rural Spain, which supports people with disabilities through vocational training and job opportunities, this workshop promotes their values. By raising awareness about social inclusion, we aim to empower individuals to recognise their responsibility in fostering a more inclusive community.

WORKSHOP INTRO

Methods

- energiser/ ice-breaker
- brainstorming
- simulation
- case study
- group discussion

Objectives

- Understand social entrepreneurship and its role in promoting inclusivity
- Recognise the importance of social inclusion
- Raise awareness of the challenges faced by those at risk of social exclusion

Praparatory

- Print the materials
- Put chairs in a circle
- During the break arrange tables and chairs for every group
- Connect the laptop and speakers to the projector

Introduction

Instructions

1. Ask everyone to sit in a circle and ensure you are part of the group.
2. Present yourself to the participants.
3. Invite each participant to state their name and share a hobby.

Energiser: Human Rock, Paper, Scissors



7 minutes



none



- Foster group bonding through participation in the activity.
- Boost energy levels for upcoming activities.

Instructions

1. You can begin by deciding on a full-body pose for each item: for example, rock could be represented by curling into a fetal position.
2. Divide the participants into two smaller groups.
3. Have the groups face off against each other. Allow a few seconds for each group to decide on their pose for the round.
4. Count down from 3, and on "go," both groups perform their poses simultaneously.
5. The traditional rules for determining the winner are that rock beats scissors, scissors beat paper, and paper beats rock.

Introduction to the Concept of Social Entrepreneurship



15 minutes



Printable definition of social entrepreneurship, flipchart paper, marker



Learning objectives

- Introduce the definition of social entrepreneurship.
- Establish a clear, shared understanding of what social entrepreneurship entails.
- Clarify the differences between social and traditional entrepreneurship.

Instructions

1. Start by asking participants if they have heard of "social entrepreneurship" and if they can explain what it means.
2. If participants have some knowledge, create a common definition, which you will record on a flipchart.
3. If they are unfamiliar with the term, present the provided definition and explain the key differences between traditional and social entrepreneurship.

Video Introduction to Adisvati



15 minutes



video of [Adisvati](#), laptop, projector, speakers, flipchart, markers



Learning objectives

- Learn the values of a social enterprise example.
- Gain insight into the structures and functions of a social project in a rural area.
- Understand how social integration is implemented within an entrepreneurship framework.

Instructions

1. Play [the video](#) about Adisvati.
2. After watching, engage participants in a discussion about what makes this project a social enterprise.
3. Highlight Adisvati's values, particularly its commitment to comprehensive social integration.
4. Ask participants if they know anyone with disabilities (such as family members, classmates, or neighbours). Discuss the challenges these individuals and their families face, and explore what support they receive and from where.

Record Conclusions: Write down key insights and conclusions from the discussion on a flip chart for later reference.

Build Your Household



15 minutes



Printable definition of social entrepreneurship, flipchart paper, marker



Learning objectives

- Promote Social Inclusion, focusing on people with disabilities.
- Recognize Responsibilities and their contribution to the community.
- Increase awareness of social exclusion and explore ways to address these obstacles.

Instructions

1. Group Formation:

Divide the participants into small groups of 5. If a group of 5 isn't feasible, adjust the number of members according to the scenarios on the handouts.

2. Distribution of Materials:

Give each group a handout that describes a specific household scenario.

3. Task Explanation:

Explain that each group will create a household based on the characteristics given in their handout. They need to discuss how they will organise life in their home and what actions they will take to improve their situation.

Encourage them to be as detailed as possible in their discussions.

4. Discussion Time:

Allow 15-20 minutes for groups to discuss and organise their household.

5. Presentation Preparation:

Instruct each group to prepare a visual aid on the flipchart paper to support their presentation.

6. Group Presentations:

Each group will present their household to the other groups, with approximately 3 minutes allocated for each presentation.

Ask the remaining participants to take notes on their reflections about each presentation, focusing on what caught their attention, what they found important, and any missing elements they noticed.

Expense evaluation: During discussions, provide participants with a QR code linking to the website [Numbeo Cost of Living](#) to help them assess their household's financial needs. Encourage them to use this resource if needed.

Debriefing

- After the presentations, lead a discussion with these questions:
 - Did the responses to the scenarios seem realistic?
 - What did you learn during the activity?
 - What challenges did your group face, and what solutions did you propose?
- Discuss the importance of social inclusion and ask why it matters in society.

Debriefing of the workshop and strengthening the learning outcomes

Guide the evaluation discussion, ensuring all voices are heard and encouraging thoughtful participation.

Discussion Questions:

Use the following questions to stimulate evaluation and reflection:

- How did the concept of social entrepreneurship resonate with your values or experiences?
- What insights did you gain from the video on the social enterprise example?
- What did you enjoy most about today's workshop?
- Were there any surprising ideas or concepts you hadn't considered before?
- What commitments can you make to promote social inclusion in your community?
- How will you use the knowledge of social entrepreneurship in your personal life or career moving forward?

Sustainability tips



Send participants handouts via WhatsApp or email instead of printing them on paper.

Use a whiteboard for group activities instead of flipcharts and markers to reduce paper waste.

Laptops and a projector can be used for presentations, allowing each household to share ideas without paper.

Additional Comments and Tips for Facilitators

- If small groups do not consist of 5 participants each, consider removing the role of one person without disabilities from the scenarios to maintain balance in the group dynamics.

Handouts

- Video on the [Adisvati Association](#)
- Additional material - [SE definition for teachers](#)
- Additional material - [Build your household Game](#)