

## **Agreeing on dos and don'ts – Guidelines for use with individuals or groups of people with a learning disability**

### Materials needed (all image files can be downloaded from the website):

- Wall space or board
- Blue/white tack, pens
- Speech balloons (in members' colours)
- Existing rules (if available), with each rule written on a separate card (in members' colours)
- Square\_target\_A1\_white.pdf: ideally, this should be printed professionally A1 size, trimmed and then laminated (otherwise, use the largest paper available - e.g. A3).
- Square\_target\_A1\_black.pdf: see above.

### General principles:

- Everybody chooses a card colour, which is their colour for all activities.
- For people with colour-blindness, their name or initials should be written on the cards, or a small photo of them can be glued in the middle of the cards. For people with no vision, thicker cards should be used.
- If the activities in the toolkit are regularly used by a group, they become a shared language that everyone can learn to use and understand.

### How to use the materials:

1. Put the DO and DON'T posters up on the wall, with the DO poster above the DON'T one. Explain that white is 'do' and black is 'don't'.
- 2a. If the community has rules, print or write each rule on a separate card. Give each person a set of these cards in their colour and ask them to sort the cards into dos and don'ts. Put Some examples on the appropriate poster to check understanding.

**or**

- 2b. If there are no existing community rules, give everyone SPEECH BALLOONS cards in their colour. Ask them to write down (with help) some dos and some don'ts. Some examples can be placed on the appropriate poster to check understanding.
1. Explain that the most important rule goes in the middle, and the least important rule goes in the outer ring.
2. Give everyone a set of the dos in their colour and ask them to place their cards in the appropriate ring on the poster.
3. Give everyone a set of the don'ts in their colour and ask them to place their cards in the appropriate ring on the poster.

4. Use the SMALL SPEECH BALLOONS cards to add further dos or don'ts to the respective posters (white or black) (optional activity).
5. Add up the cards in the middle and the outer rings and count which are the most and the less important rules.
6. Remove all the coloured cards and replace them with one set of white cards with the rules written on them. Arrange them on the posters from most to least important (middle to outer rings).
7. Make simple drawings or photos (or use e.g. Photosymbol) to show some of the main rules visually.
8. The posters should be put on a communal wall, or recorded in a photograph.

**If you have used any of the activities, please help us to continue developing our toolkit by filling in our short survey on the website, or by emailing Lisa El Refaie ([RefaieEE@cf.ac.uk](mailto:RefaieEE@cf.ac.uk)) with your feedback/suggestions.**