



**Title:** Similarity, diversity and respect: What is disability?

**Level:** FIRST

**Code:** 1.4.4 (V2)

**Links to Curriculum for Excellence**

Experiences/Outcomes	Benchmarks
I recognise that we have similarities and differences but are all unique. HWB1-47a	<ul style="list-style-type: none"><li>• Recognises that everyone is unique and identifies similarities and differences.</li><li>• Explains that development and growth of each individual is different.</li></ul>

**Learning Intentions**

- Children learn about themselves, what makes them unique and the idea of diversity.
- Children learn about what is meant by the term disability
- Disability stereotypes or expectations are questioned.

**Success criteria**

- Children show respect for others.
- Children understand that a child with a disability is a child first.

**NOTE:** The focus here is on disability. There will be children in the class who have a disability. Some will be aware of it as such, others may not be aware or have the language to describe it. Children may also have family members with a disability. Some will want to share, some will not. As always, respect the experiences and views shared, as well as the privacy of a child who does not want to contribute.

**Resources to support this activity**

PowerPoint slides.

Films available via the links provided.

- Luke <https://attitudelive.com/watch/Kids-with-Disabilities-Luke>
- What's up with Nick? <https://researchautism.org/resources/kit-for-kids/>
- Winnie <https://attitudelive.com/watch/Kids-with-Disabilities-Winnie>

## Activity

1. Explain to the class/group that today we are going to be learning about disability. We are doing this because we are all unique. Use the PowerPoint slide:

**A disability is when a person finds it difficult (or maybe impossible) to walk, see, hear, speak, learn, or do other important things. A disability can be something a person was born with, or it can be because the person has been ill or had an accident.**

Check understanding and any questions.

2. Use the next 2 slides and talk through them, checking understanding or taking questions as you go. (slides with images)

**Many people have a disability.**

**Maybe you or someone in your family has a disability.**

**Sometimes you can see that someone has a disability, for example if they use a wheelchair.**

**Sometimes you can't see a disability, like maybe someone is deaf or is autistic.**

**A disability can be something to do with your body. Or a disability can be about how you learn or understand the world around you.**

3. Explain that we have some films to watch today, and the first thing we will do is to meet **Luke** who is 9 and has Downs Syndrome <https://attitudelive.com/watch/Kids-with-Disabilities-Luke> After viewing, get some thoughts, impressions or questions from the children.

4. Tell the children, we will watch a cartoon about a boy called Nick. Nick has autism and his friends talk about that in this cartoon.

**What's up with Nick?** <https://researchautism.org/resources/kit-for-kids/>

Children may have immediate reactions or questions, but some prompt questions could be: *What do you think of that story? What did the girl think about Nick at first? How did she and her friends get to know Nick?*

5. Remind the children that they have been talking about disability. Have these bullets on the white/smart-board and talk through them, checking understanding or taking questions as you go.

**People with disabilities usually understand how it affects them, and they can usually do most things just like other people. They might just do them differently.**

**If you think a person with a disability needs help with something, ask them first.**

**It's okay to ask polite questions about a person's disability.**

**It's never okay to be mean to someone because of their disability.**

Encourage questions or discussion.

6. Ask if the children would like to meet another child? The child's name is **Winnie**, she is 9 and has Cerebral Palsy <https://attitudelive.com/watch/Kids-with-Disabilities-Winnie>. Again, after viewing welcome any thoughts, impressions or questions from the children.

7. End with recognition, *in this class we are all individuals, different, unique and special.*

### Additional ideas

Talk about the Paralympics and how this has changed perceptions of disability:

<https://www.bbc.co.uk/newsround/23462775>

Some books for small groups or the library:

- *My Friend Isabelle* by Eliza Woloson and Bryan Gough introduces younger children to a character with Downs Syndrome
- *We'll paint the Octopus Red* by Stephanie Stuve-Bodin is about a new baby sister who has Downs Syndrome.
- More resources from the US based makers of *What's Up With Nick* here: <https://researchautism.org/resources/kit-for-kids/>

### Connecting with home

*A note for parents could read:*

We have been thinking and talking about disability. This was explained to children: **A disability is when a person finds it difficult (or maybe impossible) to walk, see, hear, speak, learn, or do other important things. Some disabilities last forever, some just last for a while. A disability can be something a person was born with, or it can be because the person has been ill or had an accident.**

We are learning and talking about disability because we want our school and our class to be a place where every child is welcome and learning and has friends. We watched some short films to help us learn. Here are the links. Your child might be happy to watch them again with you.

- **Winnie**, she is 9 and has Cerebral Palsy <https://attitudelive.com/watch/Kids-with-Disabilities-Winnie>
- **Luke** is 9 and has Downs Syndrome <https://attitudelive.com/watch/Kids-with-Disabilities-Luke>
- **What's up with Nick?** is about a boy with autism <https://researchautism.org/resources/kit-for-kids/>

### Further RSHP activities on this topic Similarity, diversity and respect are available

1.4.1 I am unique: My self portrait

1.4.2 We are all special: What makes us similar and different

1.4.3 What is gender?

1.4.5 What is heterosexual? What is Lesbian, Gay, Bisexual?

### Practitioner Notes