



Title: Similarity, diversity and respect
Part 3: Disability

Level: FIRST

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"> Recognises that everyone is unique and identifies similarities and differences. Explains that development and growth of each individual is different.

The RSHP resource learning activities provide information about Es/Os and Benchmarks associated with RSHP within Health and Wellbeing. The teacher/educator can make links to other curricular areas. In terms of this activity there are clear links to the *Mental, Emotional, Social and Physical Wellbeing* curricular area and so the relevant Experiences and Outcomes are also identified here:

- As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. HWB 1-09a
- I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. HWB 1-10a

The learning intentions and success criteria are met with delivery of all parts of this topic.

Learning Intentions

- Children learn about themselves, what makes them unique and the idea of diversity.
- Children consider stereotypes and gender-biased expectations.
- Children learn about what is meant by the term disability.
- Children learn about what is meant by the terms heterosexual, gay, lesbian, and bisexual.
- Children learn about sexual orientation in the context of learning about love.

Success criteria

- I can give examples of what makes me a unique individual.
- I show respect for others.
- I understand that how I look, how I behave, and my aspirations should not be limited by stereotypes, my sex or expectations of what boys and girls should do.
- I understand that some children have a disability that can affect how they walk, see, hear, speak, learn, or do other things.
- I understand that the terms heterosexual, gay, lesbian, and bisexual can be used to describe who a person is attracted to or falls in love with.

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 [Luke - Kids with Disabilities](#)
- What's up with Nick? <https://researchautism.org/resources/kit-for-kids/>
- Winnie [Winnie - Kids with Disabilities](#)

Whenever you use content on a platform like YouTube, please cue the film you intend to play in advance, check it is the film you want to view, and skip adverts.

Activity

1. Start with a review of the learning the children have been doing about being similar, different and unique. Explain to the class/group that today they are going to be learning about disability; they are doing this because we are all unique. Use the PowerPoint slides:

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 there are some films to watch today, and the first thing the children will do is to meet **Luke** who is 9 and has Downs Syndrome [Luke - Kids with Disabilities](#) After viewing, get some thoughts, impressions or questions from the children.

4. Tell the children that next up is 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. Use the next 2 slides, and talk through them, checking understanding or taking questions as you go on these key points.

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 [Winnie - Kids with Disabilities](#). Again, after viewing welcome any thoughts, impressions or questions from the children.
7. End with recognition/acknowledgement of all the great discussion in the session and with the final slide: *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>

This film is also part of the Activity Plans on the RSHP topic of Feelings and Safety in the activity called *This is how I feel*:

- *The Present* a film by Jacob Frey <https://vimeo.com/jacobfrey/thepresent> (duration 4 minutes 19 seconds)

Some books for small groups or the library (also check out our full reading list for First Level):

- *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

This text might be useful to connect learning with home:

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** is 9 and has Cerebral Palsy [Winnie - Kids with Disabilities](#)
- **Luke** is 9 and has Downs Syndrome [Luke - Kids with Disabilities](#)
- **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

I am unique: My self-portrait.

Boys and Girls

Heterosexual, Lesbian, Gay, and Bisexual

Practitioner Notes

