



Just Like You

Book of Differences

**Stage 2
Teacher resource**



variety
the children's charity[®]



Different is great!

What are some things that make you different to other people?

1.

2.

3.

4.

5.

6.

Why is being different a good thing?

Types of disabilities

There are 3 main kinds of disability: physical, sensory and hidden.

1. **Sensory disability** - when someone has a disability that affects their senses.
2. **Physical disability** - when part of a person's body is missing or doesn't work the way it should.
3. **Hidden disability** - when you can't tell someone has a disability by just looking at them, but their disability can affect their thoughts, feelings and the way they act, or how their body operates.

List or draw any examples you can think of for the 3 main types of disabilities:

Sensory (Hint: Think of your 5 senses)

Physical (Hint: Think of the body)

Hidden (Hint: You can't see it)

List or draw any examples of things that people with the 3 main types of disability may need:

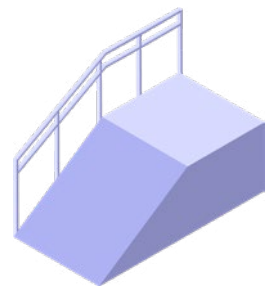
Sensory (Hint: Think of your 5 senses)

Physical (Hint: Think of the body)

Hidden (Hint: You can't see it)

Who needs what?

Match the person to their needs. (Hint: They can have more than one!)





Taylor does not have a disability, but how can she help her friend Andy who has autism?

List any ideas you have.

(Hint: what does Andy need? Think about his emotional needs as well as his physical needs)

This is me!

Stick or draw a picture of yourself.

How are you going to help people with disabilities and make a difference?
List or draw any ideas you have below.

Teacher-run activities

Activity 1: Stay positive

Activity summary

Teaching children that using positive language can make a big difference.

What you will need to run this activity

- N/A

1. Ask students if they have ever watched a scary movie – did they jump at something scary, even though they knew it couldn't hurt them?

Our brain doesn't always know what's real and what's pretend! If we say "you can't do maths" to ourselves over and over again, our brain will start to believe it! But if we use positive and encouraging words instead, we can build confidence.

Positive language can change everything.

2. Tell students to imagine that they are on a pirate ship and they need to come up with a pirate name for themselves. But pirates usually have their most obvious quality in their name – like Black-eyed Bill or Peg-leg Patty.

Ask students to imagine if their name had their most obvious trait in it – would that always be positive? What would some of the negative aspects be?

3. Pair students up to help each other come up with a positive name for themselves by taking their best quality or talent and combining it with their name.

Examples: Terrific Taylor, Positive Polly, Friendly Flo

We all want to be described by our BEST qualities and traits.

Activity 2: The language snowman

Activity summary

Teaching children the importance of inclusive language, and some inclusive phrases that they can use to describe people with disability or things that have been designed for them.

What you will need to run this activity

- A whiteboard and whiteboard marker (or equivalent).

1. Explain to students that inclusive language is language where no one feels discriminated against or insulted, and everyone feels they can fully participate in the conversation.
2. Tell students that they're going to play a game of Snowman to learn some inclusive phrases. They will guess letters to form a phrase and each time they get a letter wrong, you draw a part of the Snowman on the board.

For each wrong letter (up to 9) draw in order:

- a. The lower (the biggest) snowball
- b. The middle snowball
- c. The third snowball (the snowman's head)
- d. First stick arm
- e. Second stick arm
- f. Top hat
- g. Left eye
- h. Right eye
- i. Sad face



3. Play a few rounds of 'Snowman' where students guess letters to form an inclusive phrase:

a. Round 1: Meet Vince.

People often say that Vince "can't see", but this doesn't make Vince feel very good because it is very limiting – it focuses on what he can't do. Let's find a better way to describe Vince's disability.

Vince is _ _ _ _ _

Answer: vision impaired

b. Round 2: Meet Fatima.

People often say that Fatima "can't hear".
Let's find a better phrase to describe Fatima.

Fatima is _ _ _ _ _

Answer: hearing impaired

c. Round 3: Meet Andy.

People often call Andy "autistic". This makes Andy feel like he is defined by his disability, rather than it just being one aspect of his life. Let's find a better phrase to describe Andy.

Andy _ _ _ _ _

Answer: has autism

**d. Round 4: We often see toilets that are called 'the normal toilet' and 'the disabled toilet'.
But the toilet isn't disabled – it doesn't use a walking stick to get around, or use a seeing-eye dog!
Let's find a better phrase.**

An _ _ _ _ _ toilet

Answer: accessible toilet

Activity 3: Putting the person first

Activity summary

Teaching children why disability-first language can be hurtful, and helping them to practice using person-first language.

What you will need to run this activity





- Print outs of the 4 photos on the following pages, or a screen to present them on.

1. Explain the concept of person-first language to students:

A disability is just one aspect of a person. But when we call some 'a disabled person' (i.e., when we put the disability first) we define them by their disability – it makes them feel like people are only seeing the disability and not the person, which can be hurtful.

Saying 'a person with a disability' instead (i.e., when we put the person first) frames the disability as just another aspect of who that person is. Like a person with brown hair, or a person with a loud voice!

2. Show students the four images on the following pages, one by one. Ask students to raise their hand to describe the people on screen, remembering to **put the person first**.

Image	Descriptor first (example)	Person first (example)
	<ul style="list-style-type: none">• Glasses girl• Curly-haired girl	<ul style="list-style-type: none">• Girl with glasses• Girl with curly hair
	<ul style="list-style-type: none">• Freckled boy• Blue-eyed boy	<ul style="list-style-type: none">• Boy with freckles• Boy with blue eyes
	<ul style="list-style-type: none">• Disabled boy• Wheelchair boy	<ul style="list-style-type: none">• Boy who is disabled• Boy who uses a wheelchair
	<ul style="list-style-type: none">• Mute girl• Sign language girl	<ul style="list-style-type: none">• Girl who is mute• Girl who uses sign language









**Thank you for participating in our
program, and always remember
people with disabilities are**

