



Just Like You

Book of Differences

**Stage 1
Teacher resource**



variety
the children's charity[®]

Different is great!

What are six things that make you different and amazing?

1.

2.

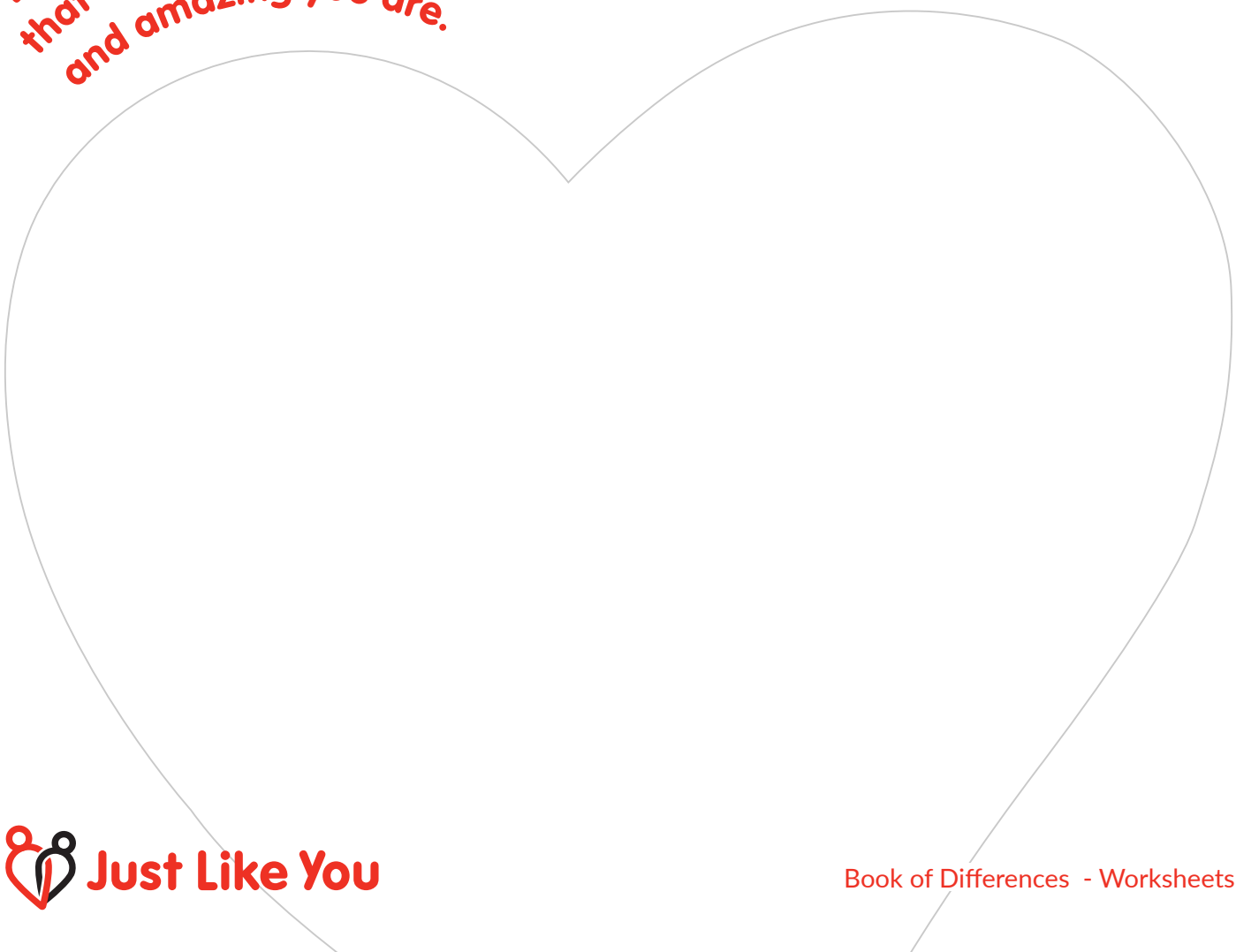
3.

4.

5.

6.

*Draw a picture of yourself
that shows how different
and amazing you are.*



Spot the Similarities

What does each pair have in common?

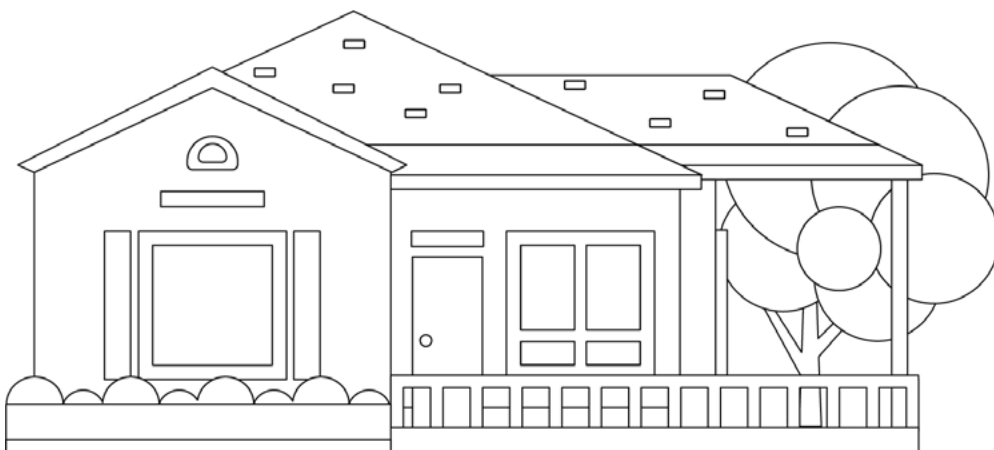
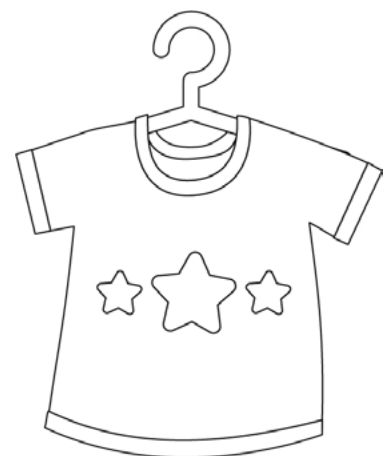
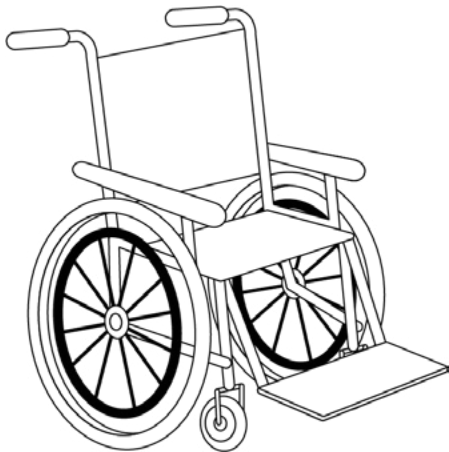
Hint: They can have more than one thing in common!





Colour in the things that Maddie needs

Hint: Remember needs are different to wants.



Teacher-run activities

Activity 1: What is a Disability?

Activity summary

Teaching students what a disability is and the common types of disability.

What you will need to run this activity

- Print outs of the 3 main types of disability (found on the following pages)

1. Ask students to share what they think a disability is. Then share the definition and the 3 main types of disability with them.

A disability is something that affects a person's body or brain. It can affect their movement, senses (the way they see, hear and feel) or activities.

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

- a. **Sensory disability** - when someone has a disability that affects their senses. They might have trouble hearing, seeing or speaking.
 - b. **Physical disability** - when part of a person's body is missing or doesn't work the way it should. For example, some people can't stand on their legs, so they use a wheelchair.
 - c. **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.
2. Print out the 3 disability types on the following pages and stick each one on a different wall around the classroom. Then describe the following people and ask your students to move to the wall that represents the type of disability that the person you are describing has.

Will

- Will loves watching scary movies and playing tennis
- Will uses a wheelchair to get around because he has Paraplegia (paralysis of the legs and lower body)

[Will's disability is physical because it affects his body – we can see it, and it doesn't affect his senses.]

Ziyad

- Ziyad loves eating pizza and walking his dog
- Ziyad reads using braille or audiobooks because he has a vision impairment

[Ziyad's disability is sensory because it affects his sight. Even though your eyes are a part of your body, we call vision impairment sensory, because it mainly affects the senses.]

Rachel

- Rachel loves singing and dancing – especially to Taylor Swift
- Rachel finds it hard to understand other people because she has autism

[Rachel's disability is hidden because we can't tell she has a disability just by looking at her. Her autism doesn't affect her body or her senses.]

Astrid

- Astrid loves with basketball – she plays everyday and watches basketball games on TV
- Astrid uses sign language to communicate because she is hearing impaired

[Astrid's disability is sensory because it affects her hearing.]

Chris

- Chris loves to read books and to write stories – he has a great imagination
- Chris has muscle spasms in his left leg sometimes because he has Multiple Sclerosis

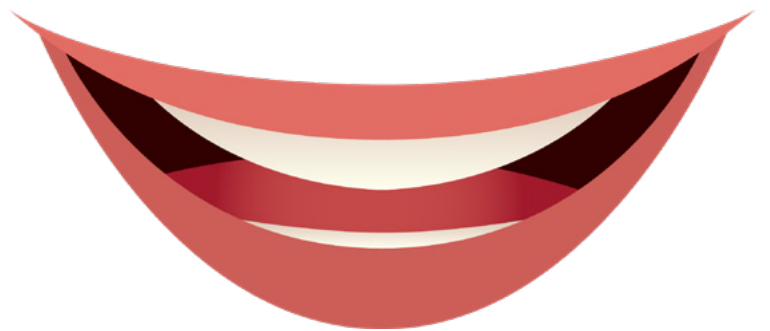
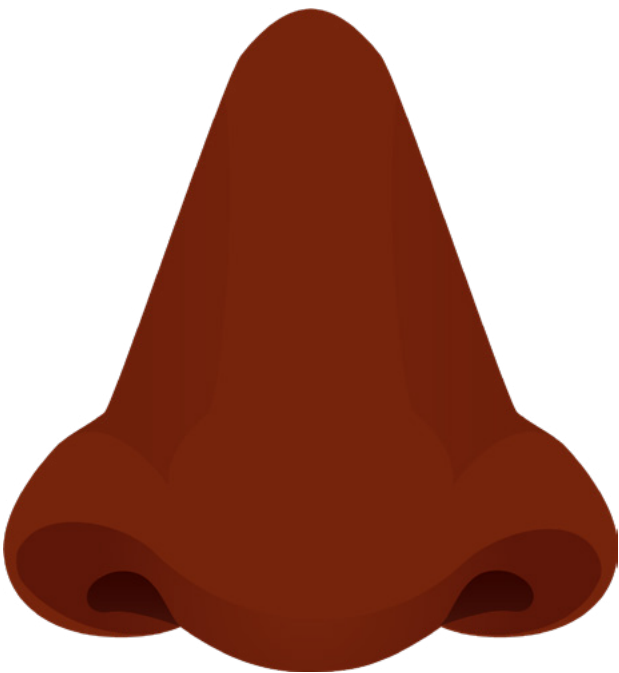
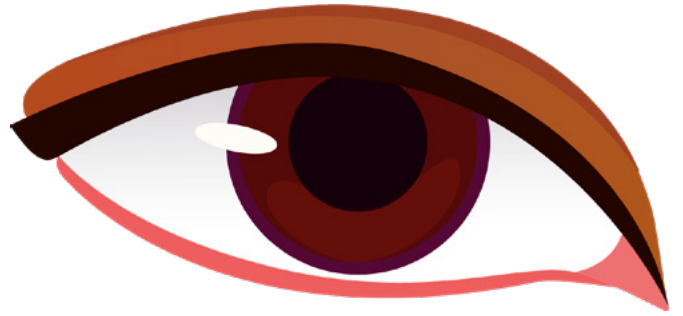
[Chris' disability is physical because it affects his body.]

3. Ask students if they have anything in common with any of the people described – do they love singing, dancing, pizza, or basketball? Do they like watching scary movies or walking their dog?

No matter what type of disability someone may have, they are just like you!

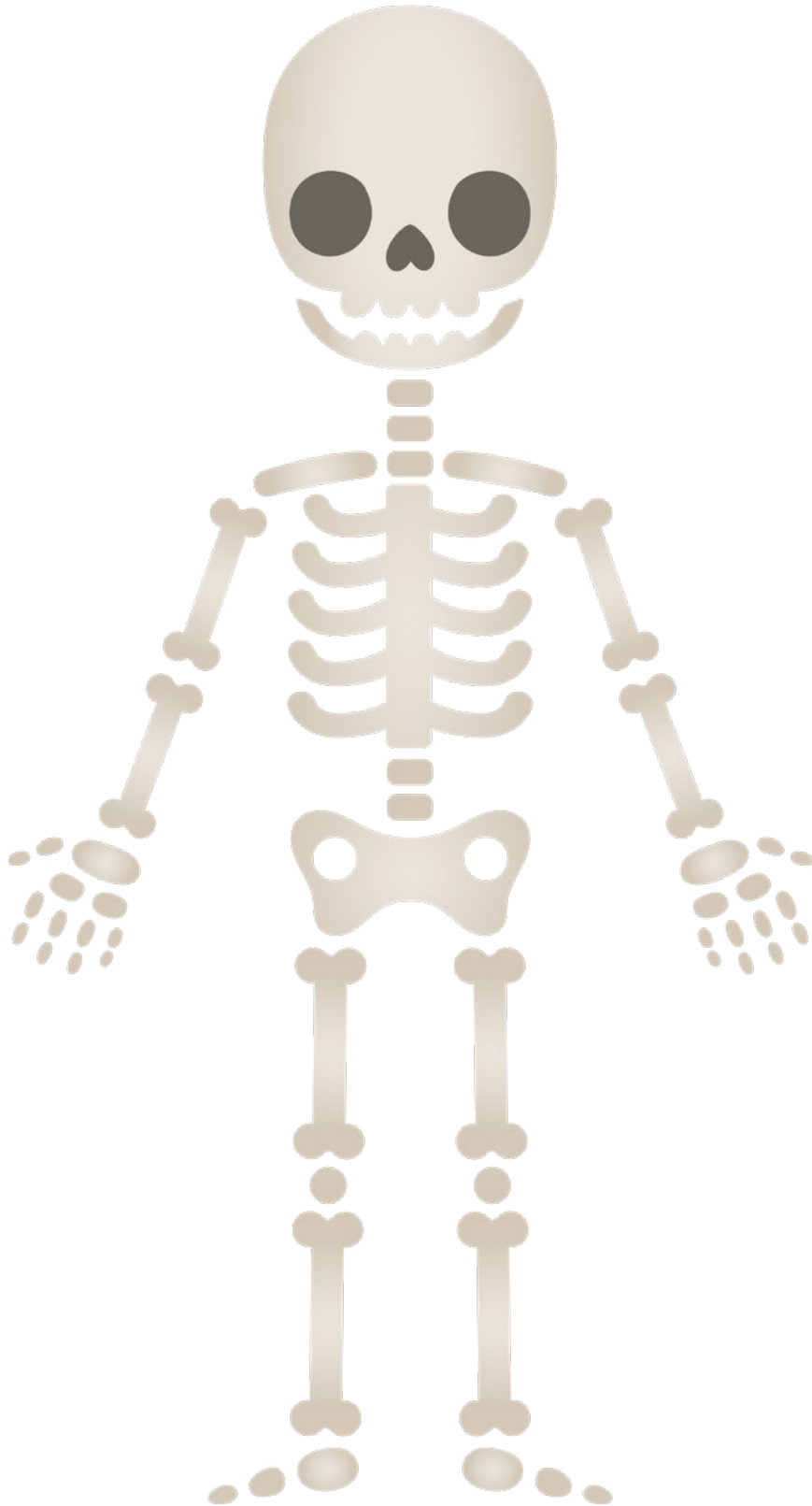


Sensory



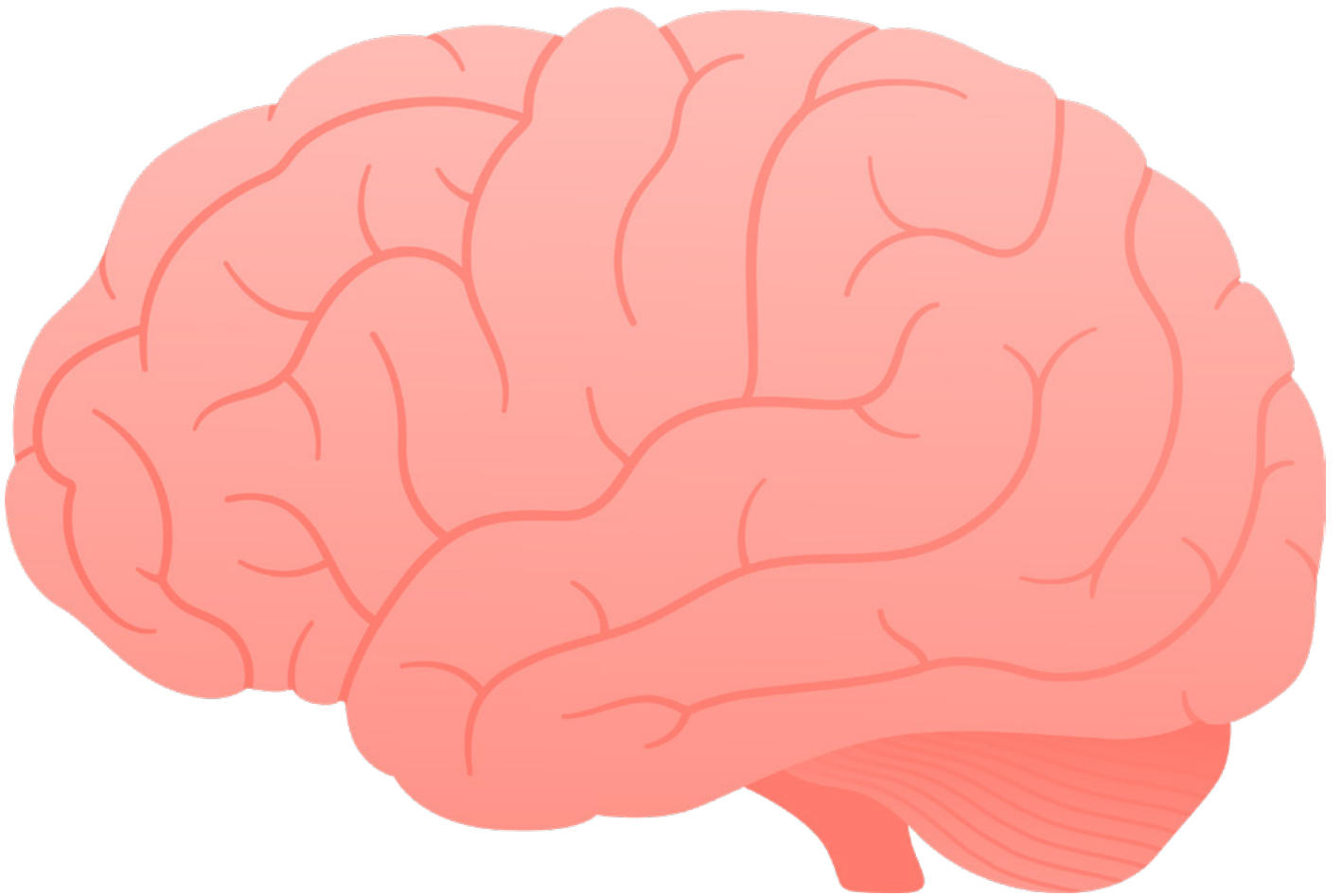


Physical





Hidden



Activity 2: Inclusive party time!

Activity summary

Students are introduced to Guy who is throwing a birthday party. They must help Guy to make sure his birthday party is inclusive for everyone, including a child with a hearing impairment and a child with one arm.

What you will need to run this activity

- A beanbag (or equivalent) that students can throw to each other
- A rope (or equivalent) to tie a student's hand behind their back
- Headphones for one student to wear

1. Introduce students to Guy. It's Guy's birthday and he is inviting the whole year to his party! But Guy needs help making the games and activities inclusive for everyone.

Divide the class into two groups and choose one volunteer from each group to be a child with a disability.

Group 1:

- A volunteer who is hearing impaired (and so wears headphones)
- Play a game of Telephone with the sentence "A purple money dances on the moon" to each other

Group 2:

- A volunteer who has one arm (and so has their dominant hand tied behind their back)
- Play a game of 'pass the beanbag'

2. Repeat the games with some changes to make sure everyone is included:

- **Group 1** – Turn the game into a charades telephone where people have to act out the phrase
- **Group 2** – Everyone plays the game with their dominant hand behind their back, and everyone must touch the beanbag at least once instead of catching it

3. Have a class discussion:

- How did the volunteers feel in the first round?
- How did they feel when the games were changed?
- Were the games still fun even when they were changed to be inclusive?
- Was it easy or hard to change the game?

Even though Guy had to change the games a little bit, they were still fun – and his party was a huge success because everyone was included!

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

