



I Am Me Scotland with Epilepsy Scotland

Primary School Pack

Promoting Equality & Diversity

Disability/Bullying



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Introduction

Introduction and Background

I Am Me Scotland is a community based charity which works in partnership with Police Scotland to raise awareness of Disability Hate Crime (harassment and bullying of disabled people).

Disability Hate Crime is recognised as one of the most under reported crimes in the UK and Mencap estimate that around 97% of disability hate crimes currently go unreported. This is for a variety of reasons, including fear of reprisal, fear of not being believed, unsure how to report it and sadly, because disabled people have simply learned to accept abuse and harassment as part of normal daily life.

Many disabled people are victimised throughout their lives and harassment and abuse can start at a very early age. This is often recognised as bullying but can frequently go unchallenged. If bullying is not dealt with, the impacts on a person's life can be devastating, often leading to low self esteem, social isolation and on occasion, self harm.

I Am Me Scotland has two key initiatives; I Am Me and Keep Safe. I Am Me is a suite of training resources designed to raise awareness of the effects that harassment and abuse can have on individuals and wider communities. Resources are available free from www.iammescotland.co.uk.

In addition to the I Am Me resources, the group have worked closely with Police Scotland to develop a 'Keep Safe' initiative. Keep Safe works with a network of local businesses to create safe places for elderly, disabled and vulnerable people when out in the community (see page 69).

More information can be found on I Am Me and Keep Safe at

- www.iammescotland.co.uk
- [@iammescotland](https://www.instagram.com/iammescotland)
- www.facebook.com/iammeproject

Introduction

Epilepsy Scotland Foreword

Epilepsy Scotland has thoroughly enjoyed working in partnership with I Am Me Scotland to produce the Happiness Heroes film and accompanying book for their primary school resource. It has been a great opportunity to highlight the stigma that still affects some people as a result of a hidden disability such as epilepsy. The story of Jags and the treatment he received from children at his school, is sadly, still a very real experience for many people of all ages with epilepsy. As a third party reporting centre, Epilepsy Scotland wholeheartedly supports the work of COPFS and Police Scotland in raising awareness of hate crime in any and all forms. As an organisation we firmly believe that education is key to challenging the stigma and discrimination still associated with epilepsy. By reaching children at a younger age, we can make a real difference to attitudes now, creating a better future. We hope that children across Scotland will question this behaviour before it goes as far as a hate crime. Perhaps they will even teach the adults in their own lives as Macey does in hers.

How to use this pack

This resource has been developed by I Am Me Scotland in collaboration with Renfrewshire Council, Education Scotland, Epilepsy Scotland, Police Scotland, Crown Office Procurator Fiscal Services, young people and disabled people.

The pack has been designed for use in a classroom setting and can be used to introduce disability and raise awareness of bullying and hate crime.

The lessons support the experiences and outcomes within the Curriculum for Excellence and promote Children's Rights and Wellbeing.

Each lesson has been prepared with all accompanying materials and will encourage children to assess the learning achieved through participation in the session.

Confidentiality

The training sessions encourage discussion about disability, bullying and hate crime. Each individual should have his/her own views respected and it should be recognised that this may be the first time that participants and victims have had the opportunity to discuss these issues. Some people may choose to disclose personal experiences and it should be agreed that anything disclosed will not be discussed out with the training session.

This should be respected in all cases unless there is a child or vulnerable adult protection concern, in which case an appropriate course of action will need to be identified according to the child or adult protection procedures of the education setting hosting the training.

It should also be noted that language used in this training may be explicit and is solely for training purposes and is not intended to offend anyone.

Aims and objectives

Aims and Objectives

The lessons within this pack have been designed to enable the participants to:

- Understand the range of disabilities and recognise that not all disabilities are visible
- Actively seek ways to reduce barriers for disabled people.
- Accept diversity as part of normal daily life
- Promote inclusion and tackle prejudice-based attitudes and behaviour
- Understand the effects and consequence of Disability Hate Crime
- Understand the effects on individuals and wider communities.

Curriculum for Excellence

The aim of this project is to introduce disability and raise awareness of the effects of bullying, through the use of the activities, drama and film. The project aspires to work in synergy with the Curriculum for Excellence to ensure that the participants develop their attributes and capabilities through active engagement and a participative learning experience.

It is intended that through participating in the lessons within this pack, children and young people can be:

Successful Learners

- Be enthusiastic and motivated to learn new things.
- Be able to make reasoned evaluations.

Responsible Citizens

- Have respect for others and demonstrate a commitment to participating in their community.
- Acknowledge diversity and understand that it is everyone's responsibility to challenge discrimination.

Effective Contributors

- Demonstrate self-reliance and ability to communicate in different ways.
- Take the initiative, solve problems and work in partnership and in teams.

Confident Individuals

- Be secure in their values and beliefs.
- Relate to others, manage themselves and develop and communicate their own beliefs and view of the world.

Furthermore the project delivery within the schools will enable pupils to achieve experiences and outcomes set out in the Curriculum for Excellence. These are detailed within each lesson plan.

Rose Fitzpatrick QPM Deputy Chief Constable Police Scotland



Disability hate crime is a particularly damaging offence, in which the wholly unacceptable behaviour of perpetrators can arise from ignorance and a deep-seated reluctance to accept difference.

Society's understanding of disability has changed dramatically for the better over the last fifty years. Although the United States led the way in 1969 with the introduction of the Matthew Shepard Act, which acknowledged the aggravating factor of crimes motivated by a victim's actual or perceived disability, Scotland has made significant progress, and reporting of offences has risen as the confidence of individuals and communities that they will be treated with respect by the police and other agencies has grown. Efforts made to tackle the mindset that leads to such behaviour have been driven by far-sighted individuals who have brought together agencies that can contribute to positive change.

The 'I Am Me' project typifies this approach. The community charity has focussed collaboration between Police Scotland, the Crown Office and Procurator Fiscal Service, young people and disabled people to produce a range of awareness-raising activities and resources.

Having seen the development of this project, observing the transition from stage play to film and attending the 'I Am Me' DVD launch in Paisley in 2015, I am personally convinced that this work has greatly enhanced confidence and understanding. The project has stimulated a great deal of interest and been quite rightly recognised by a number of awards. Its success is also clear in the increase in community confidence that has led to a marked rise in reporting of offences. This Promoting Equality and Diversity resource has now been produced to widen awareness even further, in partnership with Dyslexia Scotland & Epilepsy Scotland.

The final years of primary school are a time when we can positively shape our young citizens' perceptions of disability, and illustrate to them the damaging effects of ill-founded and misinformed prejudices. It is our responsibility to help young people ensure that disability hate crime is understood, recognised, challenged and ultimately eliminated.

Rose Fitzpatrick QPM

Deputy Chief Constable
Police Scotland

Frank Mullholland QC Lord Advocate



It is our aim in Scotland that we have a society that is fair and just, in which all can participate, flourish and benefit, where we respect and value diversity, and where we work together to build a buoyant and successful country.

Fundamental to this aim is preventing and responding effectively to discrimination in all of its forms, including hate crime. I have previously voiced my support for the work of I Am Me in highlighting and responding to disability hate crime, and continue to do so, in supporting, and commending to you, this guidance.

Like the training pack which was published for secondary schools last year, this resource is particularly beneficial in building our capacity in understanding of disability and disability hate crime. This training pack is aimed at a younger, primary school audience, and seeks to build an understanding of these issues from an early age, ensuring that children, and as they become later young people, have confidence to seek help if needed, and know that they will be listened to and taken seriously.

At the same time, through building increased understanding, it is hoped that this type of abhorrent behaviour towards people with disabilities will not be tolerated as part of our society, and will be eradicated over time. I want to assure you of my support for the many efforts in Scotland to tackle disability hate crime, and of the Crown Office and Procurator Fiscal Service's continued commitment to your communities.

This guidance is an important step in a preventative approach to tackling disability hate crime. I am confident that we are heading in the right direction and I am confident that in time such offences will reduce as Scotland becomes and even fairer and more inclusive society to live in.

Frank Mullholland QC

Lord Advocate

Peter MacLeod Director of Children's Services, Renfrewshire Council



Encouraging acceptance of diversity at an early age is key to building a society which is equal, fair and inclusive of all.

Renfrewshire Council are pleased to work in partnership with the community charity 'I Am Me' to design and produce this resource for primary school children which introduces disability and diversity from the beginning of the education years.

Not all disabilities are visible and this resource encourages children and young people to be aware of the range of both hidden and visible disabilities. Individuals are encouraged to recognise what they can do to help support disabled people both within

the school and in the community. Disabled children can often be the victim of bullying and this can affect their social and emotional wellbeing right through to adult hood. Raising awareness of the consequences and severity of bullying behaviour will hopefully encourage our children and young people to be more responsible and caring citizens.

The resource has been designed with young people, who have assisted with the lessons, the script writing and the accompanying films and we hope it will be used within schools across Scotland to raise awareness of disability whilst helping tackle bullying and preventing hate crime.

A handwritten signature in black ink that reads "Peter MacLeod". The signature is written in a cursive style.

Peter MacLeod

Director of Children's Services,
Renfrewshire Council

Section 2

Early Level

Primary 1

Resources

*Kindness is a language that the deaf
can hear and the blind can see*

Mark Twain

Primary 1 Resource

Lesson	Introducing Disability	
Learning Intention	To understand some of the difficulties faced by a person with a disability and actively look for ways to assist an individual with a disability.	
Activity	<ul style="list-style-type: none"> A set of games that explore what it can be like to have limited sight and movement 	
Duration	Recommended 1 hour – 2 hours	
Resources	<ul style="list-style-type: none"> Oven gloves, garden gloves or washing up gloves, large shoes, cup and ball and a bag full of random sized items. 	
Curriculum	HWB 0-10a	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 0-16a	I am learning to assess and manage risk to protect myself and others, and to reduce the potential for harm when possible.
	HWB 0-45b	I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication.

Teachers Notes:

The following activities have been designed to introduce the difficulties which disabled people can face on a daily basis and to introduce to children that not all disabilities can be seen. They can be carried out by choosing a pair to demonstrate and then discuss or by encouraging all of the class to participate in the activities.

Points for discussion:

Q What is disability?

A Disability is a condition that limits a person's movement, senses (sight/hearing) or activities.

Q Can anyone name any disabilities?

A Blind, Deaf, Missing Limb, Wheelchair User etc

Q Can we do anything to help?

A Not drop litter, look out for dog dirt and bins/cars on the pavement.

Note: The Equality Act (2010) defines disability as “a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities”

Activity one—The Guide Game

Resources: Blind Folds

Lesson: The class will identify possible hazards for blind/partially sighted people, discuss ways to help make things safer and learn the correct way to guide someone who is partially sighted or blind.

1. Split pupils into pairs (A and B)
 2. Person A will put the blind fold on and will be guided by person B
 3. The correct method for guiding someone who is blind or partially sighted is:
 - Firstly ask the blind or partially sighted person how they would like to be guided and on what side they would prefer you to stand. Allow the blind or partially sighted person to take hold of your arm, just above the elbow. Do not grab their arm.
 - Walk half a step ahead if possible and mention any kerbs, steps, holes or hazards such as chairs and bags on the floor. (when out in the street, you would need to look for hazards such as litter, dog dirt, bins on the pavement etc.)
 4. When showing a blind or partially sighted person a seat, place their hand on the back of the seat to allow them to orientate themselves.
 5. When leaving a blind or partially sighted person, leave them somewhere safe and let them know where you are going.
 4. If the guided pairs bump into someone or something they must sit down.
 5. The winning pair will be the pair who have managed to guide safely without bumping into anything or anyone.
 6. Swap the pairs around so that everyone gets the opportunity to guide.
- Note:** Sometimes the term Visually Impaired may be used to describe a person with sight loss, rather than blind or partially sighted

Question for the class

Ask the class—How would someone who is visually impaired access reading materials.

For example; Braille (little bumps which make up words), Large Print (usually Ariel 24 Bold)

If a person is completely blind or has very little sight left, they may ask for information in an email and use a screen reader for this, or they may ask for the information on a CD.

Did you know?

Every 5 seconds, someone in the world goes blind. 25,000 children in Britain are blind or partially sighted. Most people who are blind have some sight left and very few (less than 5%) have no sight at all.

Further information and resources on sight loss can be accessed at: www.rnib.org.uk

Activity two—Can you do it?

Resources: Gloves, pencils and paper, oversized shoes, bag and small objects, cup and ball (or crumpled paper into a ball)

Lesson: The class will wear the oversized items whilst trying to complete tasks. This will give the class an understanding of how difficult things can be if someone has impaired mobility.

1. At one end of the room set up a selection of stations. Station one should contain some pencils, paper and a pair of gloves. Station two should contain a cup and ball. Station three should contain gloves, a bag and a selection of small objects scattered around the floor.
2. Give each pupil a number from 1 to 3. Ask all of the number ones to go to station one, all of the number twos to go to station two and all of the number threes to station three.
3. At station number one ask the group to draw a picture of a house. The house should have windows and a door and people outside it. They must also write their name on the picture. They must have their eyes covered while completing the task
4. At station number two, the pupils must pick the ball up from the floor and put it in the cup. They must keep their hands behind their back at all times and not use them to lift the ball. The ball also must not be kicked in the air e.g. can they think how to get the ball into the cup by perhaps placing the cup onto its side and rolling the ball in?
5. At station number three, ask the pupils to stand in a line behind the bag. Wearing the gloves ask the pupils to put all the things scattered on the floor into the bag. When completed they should empty the contents of the bag on the floor and let the next person have a go.

Question for the class

Ask the class if they found the tasks difficult and if they were seeking ways to make things easier for themselves. Everyday tasks can be difficult for people with mobility difficulties.

Can the class identify ways to be more helpful and to make things easier for people with mobility difficulties? Would it have helped if the paper and pen were a little bigger? Would the ball have been easier to get into the cup if the cup was bigger? These changes are called adjustments. Sometimes people may use things that look a little bit different but make things easier for them.

NB over sized shoes can be worn to demonstrate mobility difficulty.

Did you know?

There are 1 million people in Scotland registered as disabled or having a long term illness - that is 1 in every 5 people!

Further Information and teacher resources can be accessed at: www.scope.org.uk

Communicating with Blind and Visually Impaired People

Ask the person how they would like to communicate

Offer help and follow the person's instructions

Never distract or feed a guide dog when it is working

Introduce other people that are in the room

Use other forms of communications (sound rather than visual)

Relax and be yourself

Use the person's name when addressing them

Identify yourself, speak naturally and clearly

Avoid situations where there is competing noise



Section 3

First Level

Primary 2

Resources

Not all Disabilities are visible

Primary 2 Resource

Lesson	Hidden Disability	
Learning Intention	To recognise that not all disabilities are visible.	
Activity	<ul style="list-style-type: none"> A short animation and activity to introduce hidden disability. 	
Duration	Recommended 1 hour (can be repeated)	
Resources	<ul style="list-style-type: none"> Animation (also available at http://youtu.be/-Xu3yR86oUw) I can't hear you activity, ear plugs/headphones 	
Curriculum	HWB 1-10a	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 1-19a	Through taking part in a variety of events and activities, I am learning to recognise my own skills and abilities as well as those of others
	HWB 1-45b	I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication.

Teachers Notes:

It is estimated that only around 3% of disabled people use a wheelchair. Many disabilities are hidden and may not be noticeable. Not everyone with a hearing loss is disabled and for many people, hearing loss does not affect their ability to participate fully in all activities. There are different degrees of hearing loss, mild moderate and profound. A person with hearing loss is likely to be registered as disabled if they are profoundly deaf and use British Sign Language.

Note for teacher—sensitivity will be required due to possibility of some pupils within the class having a hearing loss. In the planning stages the teacher should engage with those learners and also inquire if they would be willing, with support, to lead peer discussion or some of the learning, explaining their perspective of having a hearing loss within the school setting (hearing loss may not affect their day to day learning or have an impact on them participating in any events).

Points for discussion:

Andy is 6 years old. He was born with one ear and has recently had a prosthetic ear made especially for him. This is a silicone ear which looks exactly like a real ear. Andy had an operation to put little rods into the side of his head. This means his ear clips into place and will not fall off. Andy cannot hear out of his new ear, so he is deaf in one ear.

Q Do you think Andy is disabled?

A Andy is not disabled as his hearing works perfectly in his other ear. This means he is hearing impaired and has additional support needs.

- Andy was worried that people may have a laugh at his prosthetic ear.

Q Do you think Andy should have worried about that?

- His friends actually thought his prosthetic ear was cool and they wished they had one too.

If Andy's other ear wasn't working, he would be deaf. This would mean that Andy would not be able to hear at all. Sometimes when people get older they may lose some of their hearing and find it difficult to hear when people are speaking to them.

Use the hearing loss activity to let the class experience the difficulties that a person with hearing loss can face.



Activity one—I can't hear you.

Resources: Headphones/ear plugs, paper, pens

Lesson: The class will learn how difficult it can be for someone with hearing loss to understand what is being said and will be able to identify new ways of communicating.

1. Split the class into smaller groups and ask one person in each group to wait outside the room. This person will wear earphones/headphones, representing someone with a hearing loss.
2. Give each of the groups a sentence, this can be the same sentence for each group e.g. My name is Amy.
3. Bring the hearing loss pupils back into their groups and ask them to wear the headphones/ear plugs.
4. The class have five minutes to tell (not shout) the hearing loss person their sentence.
5. After the five minutes, ask the pupils to remove their headphones and say what they think the sentence was – they should have struggled with the group all talking at once and got confused with what the sentence was.
6. Ask the groups what they thought was making things harder and what could be done to improve communication with the person with a hearing loss.
7. Ask the person with a hearing loss to leave the room again and give the groups a new sentence e.g. Santa has a dog.
8. Place some paper and pens on each table and ask the groups to identify one person in the group who will communicate the sentence (they can write, draw pictures use hand gestures, speak clearly, slowly and a little bit louder – not shouting).
9. Ask the pupils with a hearing loss to return and repeat the exercise.
10. Discuss with the class what had improved and ask for suggested ways of communicating with people who are hard of hearing or deaf.

Question for the class

What things could we do to make it easier for people with hearing loss?

Example suggestions: speak clearly speak clearly, face the person when you are speaking to them, speak louder (not shouting), use hand gestures and paper and pen to write things down.

Ask the class what things may help people who have hearing loss. For example, Subtitles on TV, A flashing light on the phone and door bell, which alerts people when there is someone at the door or on the phone.

Did you know?

There are 11 million people in the UK with a hearing loss (that is twice as many people as in the whole of Scotland). Every year in Scotland around 75 children are born deaf.

Communicating with a person with hearing loss

Ask the person how they would like to communicate

(Do they want you to write it down)

Speak clearly and not too slowly

Check if the hearing loop is switched on?

Do not cover your mouth, eat or chew when speaking

Say the person's name so that they know you are speaking to them

Give me time to talk

Make sure the person can see your face

Reduce the background noise

Do not shout



Thanks to our Keep Safe partners for the use of the communication sheets - Centre for Inclusive Living Perth and Kinross is a Scottish Charity no. SC 016452 and a Company Limited by Guarantee no. SC 339913 Registered Office: 90 Tay Street. Perth. PH2 8NP.

Section 3

First Level

Primary 3

Resources

Doctors look at me and say I am autistic. My mummy looks at me and says I am perfect.

Primary 3 Resource

Lesson	Recognising Disability	
Learning Intention	To recognise the range of disabilities, including hidden disabilities.	
Activity	<ul style="list-style-type: none"> • Guess Who – A flash card activity encouraging the class to think about disability and identify the different disabilities that people may have. 	
Duration	Recommended 1 – 2 hours	
Resources	<ul style="list-style-type: none"> • Flash Cards 	
Curriculum	HWB 1-08a	I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.
	HWB 1-10a	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 1-45b	I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults.
	EXA 1-13a	Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama.
	EXA 1-14a	I have developed confidence and skills in creating and presenting drama which explores real and imaginary situations, using improvisation and script.

Teachers Notes:

The flash cards can either be photocopied and handed out to each group or can be placed on the wall. The description should be read out by the teacher and each group must choose who they think the teacher is talking about. They can either hold it up, or move to stand at the picture on the wall. Some disabilities are not visible and may not be identifiable. This is to show the children that not all disabilities can be seen.

Note for teacher—sensitivity will be required due to possibility of some pupils within the class being affected by the disabilities highlighted in the card. In the planning stages the teacher should engage with those learners and also inquire if they would be willing, with support, to lead peer discussion or some of the learning, explaining their perspective.

Points for discussion:

Q What is disability?

A People with disabilities are just the same as everyone else, but may not be able to do certain things the same way as others. Some people may have a physical disability, developmental disability, sensory impairment and/or mental health disorder or suffer from a chronic illness.

Note: The Equality Act (2010 defines disability as “a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities” Substantial and long term means something that usually affects you for 12 months or longer.

Q What disabilities do you know about?

- Physical disability (Cerebral Palsy, Paralysis, Limb Loss, Arthritis)
- Developmental Disability (Dyslexia, Down Syndrome, Autism Spectrum Disorder, Asperger Syndrome)
- Mental Health Disorder (Depression, Bipolar, Anxiety, Schizophrenia)
- Sensory Impairment (Hearing loss, Sight loss)
- Chronic Illness (Asthma, Cancer, Diabetes, Tuberculosis, Chronic Fatigue Syndrome)

Q What difficulties can disabled people face?

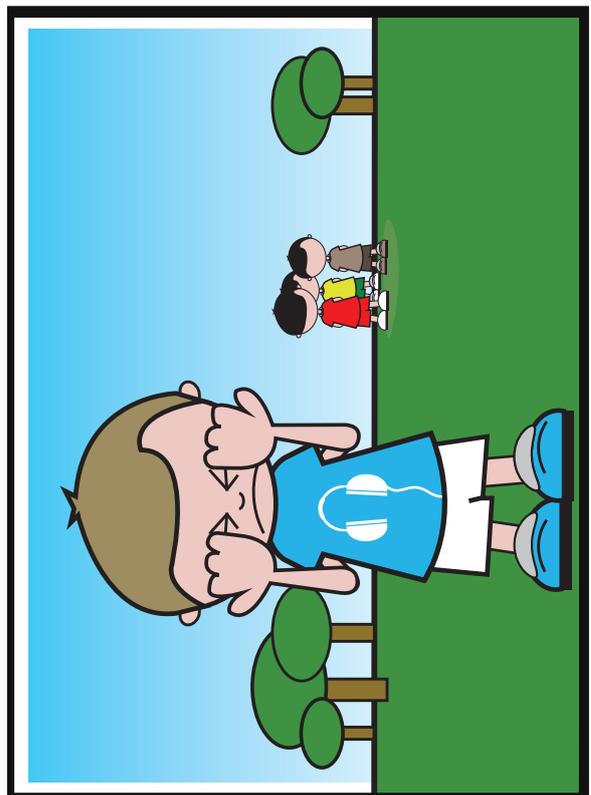
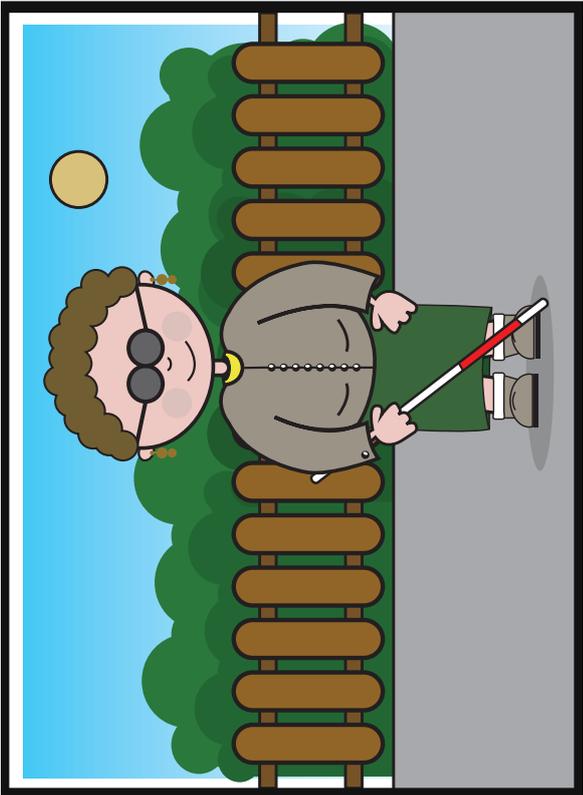
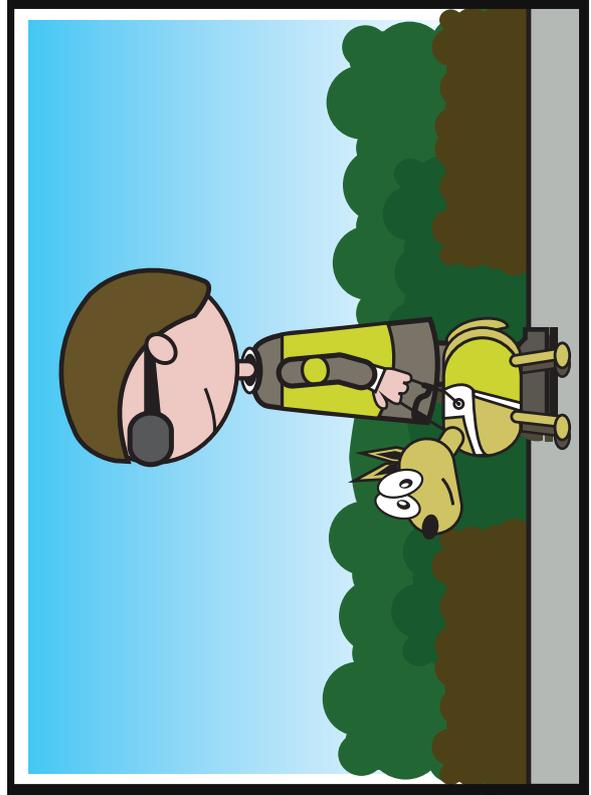
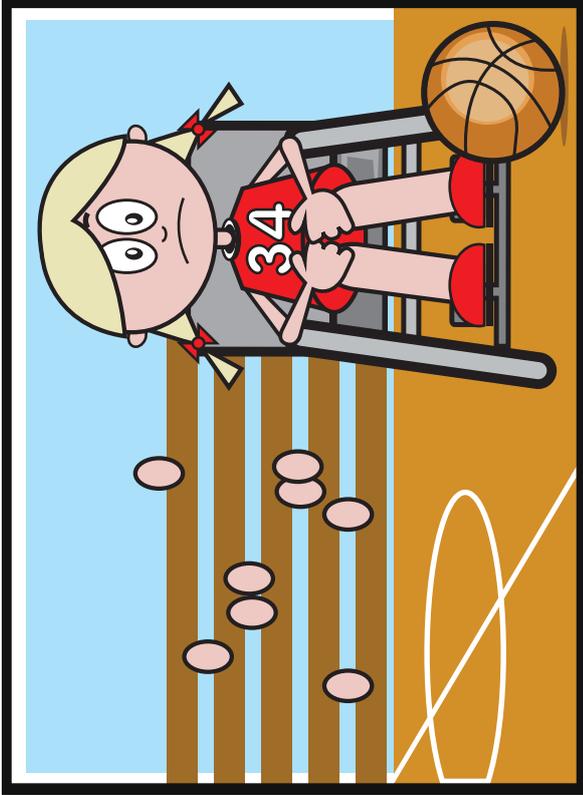
- Cars or bins on the pavement (restricting access for blind people or wheel chair users)
- Cars parking over dropped kerbs (kerbs which have been lowered to enable wheelchairs to cross the road)
- Accessing transport
- Information not being provided in a suitable format (larger print, easy read, Braille, sign language)
- Attitudes and responses from other people (people assuming the disabled person cannot understand them)

Each group can choose a flash card and act out the difficulties that the disabled person may face and what they could do to make things easier/better.

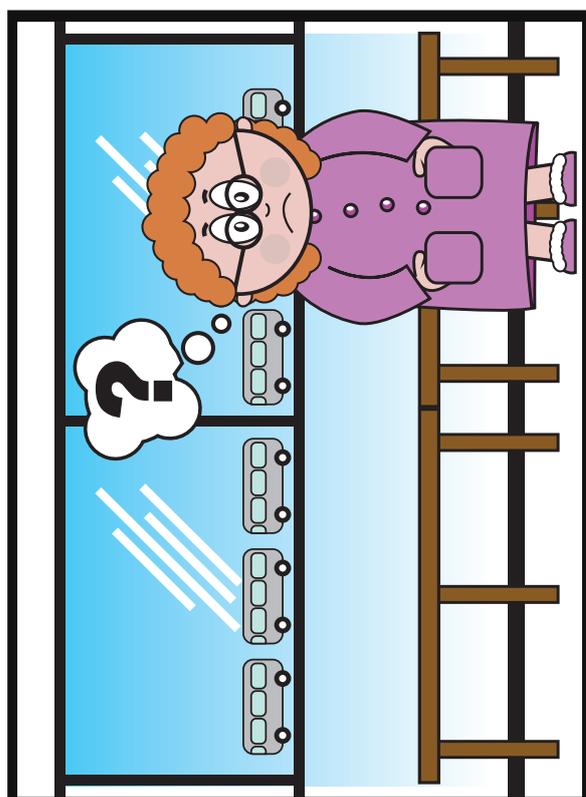
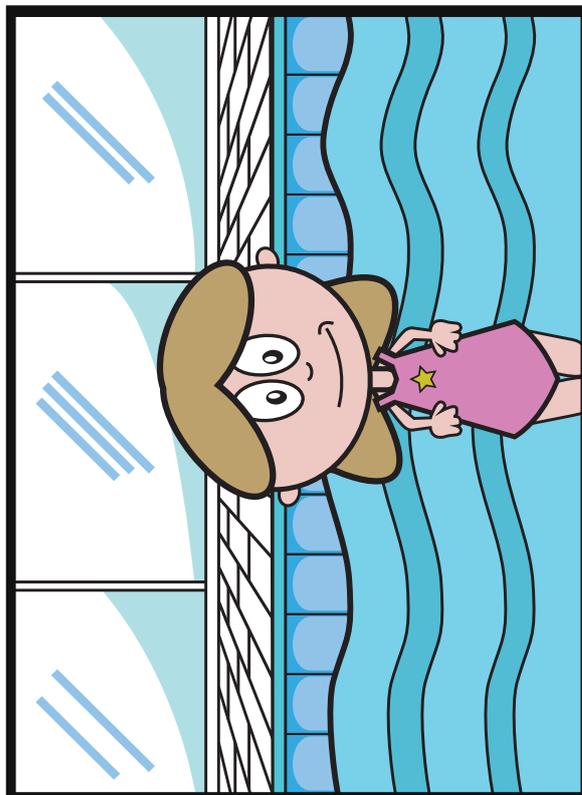
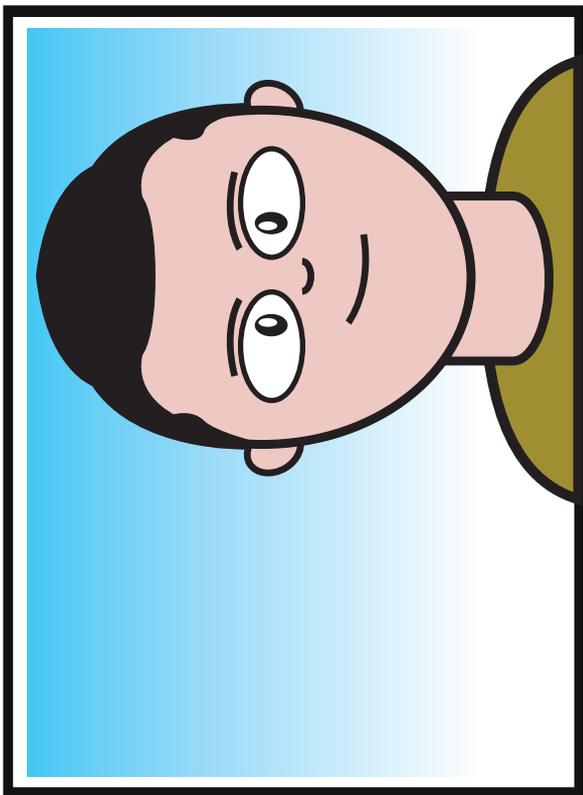
Each person can make a pledge of what they will do to make a difference (for example, not let their dog poop on the pavement, or moving the bin back to allow wheelchair/pram space or even helping a friend in the playground)



Activity one — Guess Who (Flash cards to be given to pupils)



Activity one — Guess Who (Flash cards to be given to pupils)



Activity one — Guess Who (Flash cards to be read out by teacher)

A

Jenny has 3 children and 6 grandchildren. She has recently been diagnosed with Dementia. This means that she finds it very difficult to remember things like names, places, conversations and sometimes may even forgets who her children and grandchildren are. Jenny sometimes gets upset and confused and this would have made her act differently than she did before.

What difficulties may Jenny face?

- She may get scared when she forgets things
- She may forget how to get home if she goes to the shops.
- She may forget that she has put the oven on.

B

Sandra is 23 years old. She is dyslexic and finds it hard to remember things, and struggles to read and write. Sandra found school quite a lonely time and felt left out of the class because she could not keep up with the work. Sandra is now older but she still feels very upset about remembering her school years and has been diagnosed with depression. This means that quite often Sandra gets very sad and finds it difficult to leave the house. Sandra also finds it very hard to sleep and doesn't look after herself properly or eat very healthily.

What difficulties could Sandra face?

- She may not want to worry her friends and family, so she may pretend to be happy when she is with other people and they may not know how sad she really feels.

C

George is 17 and he has a learning disability. This means that George can find it difficult to learn new skills, like managing money or looking after himself. He can also find it difficult to communicate and make new friends. People with a learning disability tend to take longer to learn and may need help to understand. This means that George may not always behave the way you would expect him to.

What difficulties may George face?

- George may find it difficult to travel by himself and he may get confused and upset if he meets new people or goes to new places.
- Some people may also be mean to George because he behaves a bit differently. This make George feel very sad.

D

Edna is 51 years old and she is deaf and blind. This means that Edna can't hear or see very well and she needs help to get around. Edna may need you to speak loudly, slowly and more clearly. Edna has very little sight left, but she can still recognise her grandchildren by their lovely red hair.

What difficulties may Edna face?

- Edna may not be able to see or hear danger when she is out in the community. Holes in the ground or bins or litter on the pavement may be a danger to Edna when she is walking.

Activity one — Guess Who (Flash cards to be read out by teacher)

E

Jack is 12, he has Autism Spectrum Disorder (ASD). Jack finds it difficult to communicate – this can mean he finds it hard to make new friends, to join in conversation or play, and he may also get upset and worried in new situations. Although Jack struggles with some written work, he is very intelligent and can compose and write his own music.

What difficulties may Jack face?

- Jack doesn't like shouting or very noisy places as this can make him scared. Jack also doesn't like it when places are very busy as this can make him upset.

F

Tegan is 9 years old and has a form of Restricted Growth, which can be known as dwarfism, short stature or little person. Tegan is a happy little girl who enjoys art and drawing, horse riding and swimming. She recently won a gold medal in the Scottish Disability Gala.

What difficulties may Tegan face?

- As Tegan is much smaller than children of her age, she has problems reaching items like light switches and taps. She also has problems walking and sometimes needs to use a wheelchair. Clothes and shoes are also hard to find because her arms and feet are smaller than other children her age.

G

Harold has been blind since birth. He has tunnel vision, which means that he can only see what is directly in front of him, a bit like looking through the lid of a pen. Harold can't see anything when it is dark. He needs help to get around as he is unable to see enough to keep himself safe from danger. He has a guide dog called Benji. Benji has been trained to guide Harold and to keep him safe.

You must never distract a guide dog when he is working as this may make things unsafe for the owner.

What difficulties may Harold face?

- Harold and Benji may find it difficult to walk safely if there are things on the pavement that are not supposed to be there (like litter, dog dirt, bins, cars etc)

H

Margaret is 8 years old and has been in a wheelchair since she was 4 (she was in her buggy until then).

Margaret was born with Spina Bifida, which means that her spine was damaged causing paralysis to her lower limbs (her legs did not work). Margaret needs help to dress, bathe and move from her wheelchair to places like the car, her bed or the sofa.

Even though Margaret is in a wheelchair she enjoys playing with her friends, watching tv, going to school, swimming and playing basketball.

What difficulties may Margaret face?

- Margaret may not be able to access places which have stairs instead of ramps, she may find it difficult to go through doors (unless someone holds the door open for her).

Communicating with a person with a Mobility Impairment

Ask me how I would like to communicate

Ask me if I need help and follow my instructions

Speak to me and not the person with me

Relax and speak normally

Don't invade my space

Speak To ME

Don't move my walking aid away from me

Don't be afraid to approach me



Thanks to our Keep Safe partners for the use of the communication sheets - Centre for Inclusive Living Perth and Kinross is a Scottish Charity no. SC 016452 and a Company Limited by Guarantee no. SC 339913 Registered Office: 90 Tay Street. Perth. PH2 8NP.

Section 3

First Level

Primary 4

Resources

The worst thing about disability is that people see it before they see you.

Primary 4 Resource

Lesson	The Talent Show	
Learning Intention	To perform a play that explores issues relating to disability and exclusion.	
Activity	<ul style="list-style-type: none"> Primary 4 pupils will rehearse and perform 'The Talent Show' play text. 	
Duration	3–5 hours (recommended)	
Resources	<ul style="list-style-type: none"> Two benches and a CD player, music CD and bell (or improvise by making a bell noise) 	
Curriculum	EXA 1-01a	I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances.
	EXA 1-12a	I enjoy creating, choosing and accepting roles, using movement, expression and voice.
	EXA 1-13a	Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama.
	EXA 1-14a	I have developed confidence and skills in creating and presenting drama which explores real and imaginary situations, using improvisation and script.
	HWB 1-08a	I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.
	HWB 1-19a	Through taking part in a variety of events and activities, I am learning to recognise my own skills and abilities as well as those of others.

Teachers Notes:

The script has been designed by young people for primary 4 children to perform to the younger years. There are 6 main characters within the play and two smaller speaking parts.

The Talent Show

The Process

- Divide the class up into smaller groups. Not everyone needs to appear on stage as they can take part in the rehearsal and decision making process.
- Discuss with the class the kind of talents on display at a talent show. These can include everything from singing to juggling.
- In groups give the class time to discuss what kinds of talents they would like to do within the talent show Scene 3. Encourage a diverse mix of talents and suggest they draw on the talents within the group.
- Give the groups enough time to rehearse their talent.
- Bring the whole class together and have each of the groups perform their chosen talent for the show.
- When all groups have performed ask the pupils to vote for the groups or individuals they want to perform in the play.

The Dance Group

- The Dance Group should form one group in itself. It should include characters Charlie, Alex, Sam and Reece.
- During the discussion this group should decide what kind of routine they would like to do.
- During the rehearsal period this group should choreograph a short routine lasting around two or three minutes.
- When the class are brought together this group should show their newly choreographed routine.
- At the end of this session the pupils with speaking roles should be asked to take the scripts home and learn their lines and Practise their short dance routine.
- A children's version of the script is available to download from www.iammescotland.co.uk

I Am Me — The Talent Show

Rehearsals

- The class teacher should direct and block the piece scene by scene; deciding where each pupil is standing during each scene. Actors on stage should not turn their back on the school audience. They should use loud voices in order to be heard at the back of the performance space.
- The rest of the class will act as the Audience in Scene 5 by responding to the jokes told by Skye.
- The stage hands should be encouraged to bring the benches on stage as quietly and quickly as possible.
- The sound operator should test the CD player and school bell noise during rehearsals.

Performance

- A full dress rehearsal should be carried out allowing all tech support, on stage actors and the rest of the class making up the Audience to be present. The play should be run from beginning to end with no stopping.
- The pupils who are not in the show can make up a Talent Show banner for the performance or could be included in the stage design, costumes and/or set design.
- If there are enough people, the teacher could allocate Director and Producer Roles and encourage young people to help direct the script.
- Once rehearsals are complete the play is ready to perform—good luck!

Class discussion

- What happened to Skye within the play?
- How do you think Skye felt when she was excluded?
- Do you think this can be bullying?
- How could the dances group have included Skye?
- In school what can we do to make sure no one is left out?

Did you know?

Famous people with a disability:

- Cerrie Burnell (Cbeebies presenter) is missing her right hand and forearm.
- Cara Readle who has Cerebral Palsy and played the character Layla from Tracey Beaker.

Can you name any other famous people with a disability?

I Am Me — The Talent Show

Written by: Castlehead High Pupils: Ava Raeside, Brooke McCreight, Murray Keir, Nika Thexton-Friel, Meghan McGhee & Kirsty Arbuckle

Supported by: Emily Rowan, Carol Burt & Megan Milligan

With thanks to: Williamsburgh Primary School P5 Class: Mrs Scott, Mrs Dunn, Amy, Mirrin, Gary, Keira F, Ryan Ciaran, Michael H, Rebecca, Skye, Declan, Christopher, Vada, Alex, Kiera M, Michael O, Jack, Beau, Lee, Sonny, Stephanie, Milosz

Key

Character Information

Stage Set-up

Resources Required

Stage Directions

Characters

Skye

Skye is in Primary 4. Due to an illness as an infant she is missing the lower half of her left arm. She is a shy girl but very funny and creative. She proves this when she demonstrates her ability to make everyone laugh with her jokes.

Keiran

Keiran is an 8/9 year old boy in Primary 5. He helped Skye to come out of her shell and believed in her when no one else would by encouraging her to go up on stage.

Charlie

Charlie is a p5 pupil aged 8/9 and is in the same class as Skye. Can be played by either boy or girl.

Alex

Alex is a p5 pupil aged 8/9 and is in the same class as Skye. Can be played by either boy or girl.

Sam

Sam is a p5 pupil aged 8/9 and is in the same class as Skye. Can be played by either boy or girl.

Reece

Reece is a p5 pupil aged 8/9 and is in the same class as Skye. Can be played by either boy or girl.

Voice in the Crowd

This is a pupil in the audience of Scene 4 and can be played by anyone.

Audience

The remainder of the class. They are seated on the benches on either side of the stage in Scenes 2–5.

Teacher

Class teacher.

I Am Me — The Talent Show Scene 1

Characters in this scene (in order of appearance):

- Charlie (Group)
- Reece (Group)
- Alex (Group)
- Skye
- Sam (Group)

Stage set-up:

- Scene Setting – Playground.
- Stagehands set up benches on the left and right hand side of the stage, facing in towards the centre.
- The benches remain on stage for the entire play.

Resources needed in this scene:

- Stagehands
- A bell sound
- Benches
- Jackets

Stage directions:

- No one is on the stage.
- BELL RINGS for playtime.
- The children go out into the playground (the stage) with jackets on. Skye is standing with the Group.

Script

- Charlie:** Are you guys doing the talent show?
- Reece:** I don't know... I was thinking about it, but I don't know what I could do.
- Alex:** Same, I don't know what to do.
- Skye:** We could do something together!
- Reece:** Yeah, that'll be fun!
- Alex:** Maybe we could sing together?
- Reece:** Nah, I can't sing!
- Charlie:** Me neither, Reece.
- Sam:** Why don't we make up a dance routine and we can do that for the talent show?!

SCENE CONTINUED OVER PAGE

I Am Me — The Talent Show Scene 1 (continued)

- Charlie:** Yeah, that's a great idea Sam!
- Alex:** Should we start practising it now?
- Sam:** Yeah, we should start now. It can't be too long though, otherwise we won't be able to remember it.

The Group of school pupils begin to make up a dance routine, they're doing cartwheels and handstands. They are facing the school audience, with their back to Skye, leaving her out.

Skye stands awkwardly in the corner.

- Skye:** (quietly) Guys, what can I do?

The Group turn to face her, with their sides to the audience; they all stop and look at each other, not knowing what to say.

- Sam:** Um, can you do this? (Sam does a cartwheel)
- Skye:** (Shakes her head)
- Alex:** What about this? (Alex does a handstand)
- Skye:** (Shakes her head)
- Reece:** Yeah, you'll probably just fall.

Some of the Group snigger.

- Charlie:** We don't want someone who can't do it in our group.

The Group turns their backs on Skye and they continue to do their dance routine, facing the school audience.

Skye is disappointed and sad. She moves away from the group and sits alone on one of the benches until the bell rings for the end of playtime.

BELL RINGS – Everyone walks off stage.

END OF SCENE

I Am Me — The Talent Show Scene 2

Characters in this scene (in order of appearance):

- Audience
- Skye
- Charlie (Dance Group)
- Alex (Dance Group)
- Sam (Dance Group)
- Reece (Dance Group)
- Keiran
- Teacher

Resources needed in this scene:

- Talent Show props and banners (designed by class)
- Stagehands
- Bell sound
- Notepad
- Pen

Stage set-up:

- Scene Setting – The assembly hall.
- Stagehands set up the stage with props and banners that have been designed by the class for the Talent Show.

Stage directions:

- The pupils have taken their jackets off when off-stage. They walk in to the assembly hall after playtime.
- The benches are still on both sides of the stage and a clearly marked stage area is in the centre. The talent show is about to begin.
- The Audience are sitting on the benches on the stage.
- Skye sits on a bench at one side of the stage, watching the talent show and trying not to be noticed. She has a notepad on her lap.
- The Dance Group sits on the benches at the other side of the stage, quietly practising and warming up for their performance.
- Keiran is sitting on the same bench as the Dance Group.

Script

Charlie: I'm nervous Alex!

Alex: Me too, I hope nothing goes wrong!

Sam: I'm not very good at doing the handstands, I hope I do okay.

Reece: You'll be fine Sam, don't worry!

Teacher: Quieten down everyone! We are ready to start the talent show.

END OF SCENE

I Am Me — The Talent Show Scene 3

Characters in this scene (in order of appearance):

- Audience
- Teacher
- Charlie (Dance Group)
- Alex (Dance Group)
- Sam (Dance Group)
- Reece (Dance Group)
- Skye
- Keiran

Resources needed in this scene:

- Music for talent show acts
- Notepad
- Pen
- An enthusiastic Audience

Stage set-up:

- Scene Setting – The assembly hall.
- The stage remains decorated for the Talent Show.

Stage directions:

- The talent show begins. Pupils from the Audience put on different performances. After each performance, the act re-joins the Audience on the benches on the stage.
- Pupils from the ‘Audience benches’ cheer and clap enthusiastically after each performance.
- The Teacher introduces each act before they come on.
- There is a break in performances.

Script

Teacher: Ok everyone we’re going to take a short break while the next group gets ready.

The Dance Group stretch and practise their routine at the side of the stage.

The Audience sit quietly.

Skye writes in her notebook.

Keiran looks over at Skye.

END OF SCENE

I Am Me — The Talent Show Scene 4

Characters in this scene (in order of appearance):

- Skye
- Keiran
- Dance Group
- Teacher
- Audience
- Voice in Crowd

Resources needed in this scene:

- Notepad
- Pen
- Music for the Dance Group

Stage set-up:

- Scene Setting – The assembly hall. The Talent Show has taken a break.
- The stage remains decorated for the Talent Show.

Stage directions:

- Skye is sitting on the benches writing in her notepad.
- Keiran approaches Skye and sits down next to her at her right hand side.
- The Dance Group are at the other benches stretching and warming up.
- The Audience sit quietly waiting for the next performance to begin.

Script

Keiran: You okay? Thought you were meant to be up on stage with them?
(Gestures to the Dance Group)

Skye: They said I won't be able to.

Keiran: How come?

Skye: I'll probably fall and embarrass myself or something.

Keiran: Don't listen to them.
(Short silence)

Keiran: What you writing there? (Trying to peep over her shoulder)

Skye: Nothing, it's not important.

SCENE CONTINUED OVER PAGE

I Am Me — The Talent Show Scene 4 (continued)

- Keiran:** Come on, let me have a look.
- Skye:** (Hands over the notepad, nervously)
- Keiran:** (Starts to giggle) These jokes are really good, who came up with them?
- Skye:** They're mine (looks embarrassed)
- Keiran:** I think you should show the class how funny these are.
- Teacher:** Break time over everyone, can we have the next act on stage please?

The Dance Group go into the centre of the stage and do their performance.

The Audience cheers.

Keiran and Skye watch silently.

After the performance, the Dance Group high 5 and congratulate one another as they sit back down on the opposite bench from Skye and Keiran.

- Teacher:** Does anyone else want to do something in the talent show? Last chance for anyone wishing to showcase some talent.
- Keiran:** Come on now's your chance.
- Skye:** (nervous) No, everyone will laugh at me.
- Keiran:** Trust me, no one will be laughing at you; they'll be laughing with you. These jokes are amazing.
- Teacher:** Come on guys, one slot left, any takers?

Keiran grabs Skye's hand and thrusts it into the air.

- Keiran:** (Shouts) WE'LL GO! (Whispers to Skye) Let's go up together.

Audience starts whispering.

SCENE CONTINUED OVER PAGE

I Am Me — The Talent Show Scene 4 (continued)

Voice in crowd: What can she even do?

Skye: See I said this wouldn't be a good idea, can we go sit back down, please?!

Keiran: No turning back now. We can do this

Keiran passes Skye her notepad. Skye is clutching her notepad as she makes her way to the centre of the stage with Keiran.

The Audience seem shocked.

END OF SCENE

I Am Me — The Talent Show Scene 5

Characters in this scene (in order of appearance):

- Audience
- Keiran
- Skye
- Teacher
- Charlie
- Reece
- Alex
- Sam

Stage set-up:

- Scene Setting – The assembly hall. Skye is about to perform.

Stage directions:

- Skye and Keiran are standing on the stage, linking arms looking out at the school audience.
- The Audience is looking up at Skye and Keiran in shocked silence.

Resources needed in this scene:

- Notepad (with jokes inside as prompts)
- An enthusiastic Audience

Script

Keiran: (whispers to Skye) Come on, trust me, read your first joke.

Skye: (is shaking, tightly gripping her notepad) Um... Knock Knock...

Keiran: (Motioning to Audience and school audience) Who's there?

Skye: Boo...

Audience

and Keiran: Boo Who?

Skye: No need to cry about it, it's only a joke.

Audience laughs.

Skye becomes more confident and speaks louder.

SCENE CONTINUED OVER PAGE

I Am Me — The Talent Show Scene 5 (continued)

Skye: What do you call a French shoe maker?

Keiran: I don't know?? What do you call a French shoe maker?

Skye: Philippe Philop

Audience laughs again, a bit louder. People are enjoying it.

The Dance Group smile.

Skye is much more confident and lets go of Keiran's arm.

Skye: Where do pirates go shopping?

Keiran: Where?

Skye: Arrrrr-gos.

Audience laughs louder. The Dances Group laugh too.

Skye: Why did the banana go to the doctors?
(Pauses)

Because it wasn't peeling well.

The Audience clap and are laughing as Keiran and Skye make their way back to the benches.

The talent show has finished and the pupils are standing and quietly talking to one another about Skye's performance.

Teacher: Thank you very much Skye. That was thoroughly entertaining. It's nice to have something a bit different. Ok everyone that's the talent show over. There are a few minutes before the bell, so you can chat amongst yourselves.

The Audience sit silently as the Dance Group approach Skye and Keiran.

SCENE CONTINUED OVER PAGE

I Am Me — The Talent Show Scene 5 (continued)

- Charlie:** That was awesome!
- Reece:** Why didn't you say you were funny?
- Skye:** Well, you never gave me a chance to join in.

The Dance Group look guilty and have sad voices.

- Alex:** Oh...
- Reece:** I guess we didn't, Skye. I am sorry.
- Charlie and Alex:** Yeah, sorry Skye.
- Sam:** (Perking up) Do you want to come to the park with us after school?
- Skye:** (Smiling) Can Keiran come too?
- Alex:** Yeah, of course.
- Keiran:** (Smiles)

They all have a group hug.

THE END

Section 4

Second Level

Primary 5

Resources

*I may have dyslexia, but dyslexia
does not have me.*

Primary 5 Resource

Lesson	Judged	
Learning Intention	To raise awareness of dyslexia and bullying.	
Activity	A short film (10 minutes), activities and discussion to raise awareness of dyslexia.	
Duration	1 hour	
Resources	<ul style="list-style-type: none"> • Judged Film (also available from http://youtu.be/C2ABomMMtss) • Activity Cards 	
Curriculum	HWB 2-02a	I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.
	HWB 2-08a	I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.
	HWB 2-10a	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 2-44a	I understand that a wide range of different kinds of friendships and relationships exist.
	HWB 2-44b	I am aware that positive friendships and relationships can promote health and the health and wellbeing of others.

Prologue

Chloe is 10 years old and she has just moved to a new school. Until recently, Chloe's dad was in the army. This meant that they travelled around all over Europe and Chloe would have to change schools a lot. This was very tough on Chloe

and she has found it difficult to settle into school. Chloe struggles with her reading and writing, is this because she moves school all of the time or is there more to it?

Teachers Notes:

Note for teacher—sensitivity will be required due to probability of some pupils within the class actually being dyslexic.

In the planning stages the teacher should engage with those learners and also inquire if they would be willing, with support, to lead peer discussion or some of the learning, explaining their perspective of dyslexia within the school setting and also highlighting positive aspects.

It is estimated that 1 in 10 people in the UK has some degree of dyslexia and this includes around 4% who are severely dyslexic. Ask the class to discuss:

- What is dyslexia?
- What happened to Chloe?
- Do you think Chloe’s class mates laughing at her and not playing with her could be bullying?
- How did Chloe feel?
- Why do you think Chloe was getting angry at home and in the classroom?
- What should Chloe has done?
- What could you do to help?
- What could Chloe’s teacher have done?

Note: The film has been designed for raising awareness of dyslexia with young people and does not represent how dyslexia would be diagnosed in each school.

Although many reports have been made that Walt Disney had dyslexia, these have never been proven. Many famous people who have dyslexia have spoken about their own experience. (See www.dyslexiascotland.org.uk)

Dyslexia is—Dyslexia can be described as a continuum of difficulties in learning to read, write and/or spell, which persist despite the provision of appropriate learning opportunities. These difficulties often do not reflect an individual’s cognitive abilities and may not be typical of performance in other areas.

The impact of dyslexia as a barrier to learning varies in degree according to the learning and teaching environment, as there are often associated difficulties such as:

- auditory and /or visual processing of language-based information
- phonological awareness
- oral language skills and reading
- short-term and working memory
- sequencing and directionality
- number skills
- organisational ability
- Motor skills and co-ordination may also be affected.

‘Dyslexia exists in all cultures and across the range of abilities and socio-economic backgrounds. It is a hereditary, lifelong, neurodevelopmental condition. Unidentified, dyslexia is likely to result in low self-esteem, high stress, atypical behaviour, and low achievement’

Scottish definition of dyslexia - www.gov.scot/Topics/Education/Schools/welfare/ASL/dyslexia

Did you know?

Dyslexia and intelligence are NOT connected. Many dyslexic individuals are very bright and creative and have accomplished amazing things as adults.

Do you know any famous people with dyslexia (see www.dyslexiascotland.org.uk)

Activity one

Resources: Activity card

Lesson: Place activity card onto smartboard, projector or wall and ask groups to shout out the colour, rather than the word (the colour of the word).

BLUE

RED

GREEN

BLACK

PINK

YELLOW

ORANGE

PURPLE

BROWN

Activity two

Resources: Activity card

Lesson: Some people with dyslexia may see words blurred, mixed up or moving around the page. This can make it difficult to read.

normal eye-tracking:

The cat on the mat.

The cat on the mat.

Th ecat onth em at.

The cat on the mat.

The cat on the mat.

The cat on the mat.

Did you know?

In some cases Dyslexia can cause a person to see letters switched around when they read for example; seeing “dlua” instead of “blue”, sometimes the words can appear to move around the page or even be blurry. The activities will give you an idea of what it can be like when your brain sees things differently from your eyes.

Did you know?

Dyslexia can affect reading and writing, but can also affect:

- short-term and working memory
- sequencing and directionality
- number skills
- organisational ability

Activity three

Resources: Translated text

Lesson: Highlighting the importance of making information more accessible

1. Give the group the text in Activity 3
2. Explain that the group have 5 minutes to translate the text.
3. Continually encourage the group throughout the 5 minutes, saying “read it slowly”, “take your time”, “it isn’t difficult” etc.
4. After no more than 5 minutes collect in the sheets and ask the group to discuss how they felt during the exercise.

Test

The following test is to highlight how a person with dyslexia may see text. The words can sometimes:

- Be blurred
- Jumbled up
- Move around the page
- Appear to be backwards

- Some letters can become confused with other letters
- Sometimes the words may merge together

Three different font’s have been used to highlight how you can make small changes which may make things a bit more accessible.

Test Text

Dyslexia is a common learning difficulty that can cause problems with reading, writing and spelling.

It’s estimated that up to 1 in every 10 to 20 people in the UK has some degree of dyslexia.

It’s a “specific learning difficulty”, which means it causes problems with certain abilities used for learning, such as reading and writing. Unlike a learning disability, it doesn’t affect a persons intelligence.

Dyslexia is lifelong problem that can present challenges on a daily basis, but support is available to improve reading and writing skills and help those with the problem be successful at school and work.

Did you know?

People who have dyslexia can struggle to understand the written word the same way as other people. It doesn’t matter how many times you tell someone to take their time, read slowly or how easy it is if they try. If someone has dyslexia, no matter how long they spend on it, how slowly they read it or how easy you tell them it is, they will not be able to do it.

Question for the class

What difficulties could you face with reading and writing if:

- You had dyslexia
- Your first language was not English (e.g. British sign language)

Activity three

Test

You have 5 minutes to translate the following text:

Dyslexia is a common learning difficulty that can cause problems with reading, writing and spelling.

It's estimated that up to 1 in every 10 people in the UK has some degree of dyslexia.

Dyslexia is a "specific learning difficulty" which means it can cause problems with natural abilities such as reading and writing. Unlike general ability it does not affect overall intelligence!

Dyslexia is a learning problem that can present challenges in the classroom, but support is available to improve reading and writing skills and help those with the problem be successful at school.

Dyslexia is a common learning difficulty that can cause problems with reading, writing and spelling.

It's estimated that up to 1 in every 10 people in the UK has some degree of dyslexia.

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Dyslexia is a learning problem that can present challenges in the classroom, but support is available to improve reading and writing skills and help those with the problem be successful at school.

Did you know?

Sometimes changing to a larger, clearer font can make things a bit more accessible, for example verdana size 12 font, black text on a coloured page (pastel yellow or blue). Sometimes it may take time before finding a text size, font and colour which is suitable. Some people have severe dyslexia which is recognised as a hidden disability. The Equality Act 2010 places a duty on public authorities to ensure that information is accessible and reasonable adjustments are made.

Section 4

Second Level

Primary 6

Resources

Those who understand will never judge and those who judge will never understand.

Primary 6 Resource

Lesson	Happiness Heroes	
Learning Intention	To introduce the consequences of hate crime using epilepsy as an example of hidden disability.	
Activity	<ul style="list-style-type: none"> • Film (15 minutes) • Happiness Heroes Book • Discussion 	
Duration	3 hours	
Resources	<ul style="list-style-type: none"> • Happiness Heroes Film (also available from https://youtu.be/_Odr8zr7N1Y) • Happiness Heroes book; card, drawing paper, colouring pens/pencils/paint 	
Curriculum	HWB 2-13a	Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.
	HWB 2-44a	I understand that a wide range of different kinds of friendships and relationships exist.
	HWB 2-44b	I am aware that positive friendships and relationships can promote health and the health and wellbeing of others.
	HWB 2-45a	I am identifying and practising skills to manage changing relationships and I understand the positive impact this can have on my emotional wellbeing.
	HWB 2-49b	I know that all forms of abuse are wrong and I am developing the skills to keep myself safe and get help if I need it.
	HWB 2-51a	I can describe the role of a parent/carer and the skills, commitment and qualities the role requires.

Teachers Notes:

1 in 97 people in Scotland have epilepsy (that's 54,000 people). There are also over 40 different types of seizure. Sometimes the person might become unconscious, some may wander around or appear confused and some people just look like they are daydreaming. People can develop epilepsy at all ages. It often occurs in later life and childhood.

Note for teacher—sensitivity will be required due to possibility of some pupils within the class actually having epilepsy. In the planning stages the teacher should engage with those learners and also inquire if they would be willing, with support, to lead peer discussion or some of the learning, explaining their perspective of epilepsy within the school setting and also highlighting positive aspects.

Bullying

Bullying is defined by respectme (Scotland's anti-bullying service) as 'behaviour that can make people feel hurt, threatened, frightened and left out.

Hate Crime

Police Scotland define hate crime as: a crime perceived as being motivated by malice or ill will towards a particular social group on the basis of their **actual or presumed** sexual orientation, transgender identity, disability, race or religion. A hate incident is any incident that is not a criminal offence, but something which is perceived by the victim or any other person to be motivated by hate or prejudice.

In Scotland the age of criminal responsibility is 8 years old and the age at which a child can be prosecuted is 12 years old. A child would only be prosecuted for a hate crime under extreme circumstances. However it is hoped that learning about this law will deter children from behaving in this manner.

Did you know?

There are around 54,000 people in Scotland who have epilepsy

Did you know?

Epilepsy is a tendency to have recurrent seizures. It can affect anyone, at any age, from any walk of life. It is one of the most common serious neurological conditions.

Points for discussion:

Would you know what to do if someone had a seizure?

Do:

- Keep calm.
- Check the time to see how long the seizure lasts.
- Move any objects that could cause injury.
- Put something soft like a rolled up jacket or cushion under the person's head to prevent injury.
- Maintain the person's airway and loosen tight clothing around the neck.
- Remove glasses.
- Stop other people crowding around.
- Check for medical identification as this may have more information on the person's epilepsy.
- Turn the person onto their side into the recovery position as soon as the jerking stops.
- Protect the person's privacy, particularly if they have emptied their bladder and/or bowels.
- Speak softly and gently when you tell the person what has happened.
- Remember they may be confused after a seizure, if so, stay with them, keep them safe and tell them what happened.

Do not:

- Do not move the person unless they are in danger, e.g. on a busy road or at the top of stairs.
- Do not try to stop the jerking or restrain the person.
- Do not put anything in the person's mouth or between their teeth.
- Do not offer the person anything to eat or drink until they are fully conscious.

Call an ambulance if:

- You are unsure what to do (call 999)
- It is the person's first seizure.
- The person has injured themselves beyond first aid.
- You suspect they may have inhaled food or liquid.
- The jerking lasts for five minutes or a longer time than is usual for that person.
- One seizure follows another with no recovery time in between.
- The person is having problems breathing after the seizure has stopped.

Further information and teachers' resource are available from www.epilepsyscotland.org.uk

Did you know?

Epilepsy can be used as an example of a hidden disability – when not having seizures, a person with epilepsy will appear just like everyone else. For many people, seizures can be completely controlled by medication so no-one would ever know that they have the condition.

Activity one

Resources: Film

Lesson: Watch the film with the class and then ask questions

Ask the class to discuss some or all of the following questions:

Q What is epilepsy?

A Epilepsy is a condition where a person has seizures, sometimes called fits. There are lots of different kinds of seizures. They can sometimes be controlled by medication.

Q What did you think when you saw Macey's dad smirking at the children shouting?

A At first what Macey's dad did by smirking may not seem to be so bad. We hope that in following the whole story, the viewers will realise that it was hurtful to Jags and to Bobby.

Q Did you understand why Macey was angry?

A Macey was angry because she realised it was wrong – and particularly because she is a Happiness Hero at school.

Q Why might someone be bullied when they have a health condition like epilepsy?

A People with epilepsy can be bullied because it can be frightening to see someone having a seizure. Sometimes people are unsure how to react or what to do to help so they avoid the person or make fun of them. It can be the same with any condition that makes people feel uncomfortable.

Q Bobby doesn't have epilepsy. Why has he experienced bullying in his past?

A He was bullied in the past because of his race. (the colour of his skin or ethnic background)

Q How has Bobby learned to deal with threatening behaviour from other adults?

A He has learned that he can contact the police and ask them to help. If the behaviour is serious and if it is motivated by his race then it could be a hate crime.

Q What different categories can you think of that come under the rules of hate crime?

A Sexual orientation, transgender identity, disability, race or religion.

Q Hate crime is when someone treats someone badly because of who they are – the crime is motivated by malice or ill will. What do these terms mean?

A They mean wanting to cause harm or hurt to the person.

Q Macey says that when Jags isn't having a seizure he just looks like everybody else. Can you give examples of things that people can be bullied for which are **(A)** Hidden (like epilepsy) and **(B)** Visible (like a wheelchair)

A Other hidden disabilities like autism. Or sexual orientation, or religious belief.

A A physical disability – like being in a wheel chair. Or having a different colour of skin.

Q And how might someone look different to other people and be picked on for that difference?

Activity two

Resources: Book

Lesson: Read the book with the class

Teachers Note

Creating a team of Happiness Heroes in the school and having an agreed point for children when they need support can help to foster a safe environment where children who feel isolated for whatever reason can easily be spotted and helped.

Ask the class to discuss:

- What are Happiness Heroes?
- How do they help?
- How would a child signal that they wanted a Happiness Hero to come and talk to them?

Discussion Point

Happiness Heroes badge:

Work in groups to design Happiness Heroes badges particular to the school. Think about choice of colours, shape, size. Sell your design idea to the class and have a vote on which one is the favourite.

Buddy Bench:

Discuss where would be the best place to put a buddy bench in your school. If you already have one, could it be improved in any way?

- What could it look like?
- Children to draw a decorated Buddy Bench
- Put on show and choose a winning design.
- Present the Happiness Heroes badge and the buddy bench to school assembly?
- How can these ideas actually happen in your school? What needs to happen next?



Section 4

Second Level

Primary 7

Resources

*I don't need to be looked after,
just not overlooked!!*

Primary 7 Resource

Lesson	Prejudice Based Bullying	
Learning Intention	To introduce diversity and raise awareness of prejudice based bullying/hate crime	
Activity	<ul style="list-style-type: none"> • DVD – Lucky Break (20 minute) • Question/Answer Session • Activity – Use flashcards to discuss bullying/hate crime and ask young people to develop a short improvisation which will raise awareness of prejudice based bullying. 	
Duration	Recommended 1–2 hours	
Resources	<ul style="list-style-type: none"> • Lucky Break Film • Protected Characteristics Bio's 	
Curriculum	HWB2-02a	I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.
	HWB2-07a	I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.
	HWB 2-08a	I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.
	HWB2-10a	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 2-44a	I understand that a wide range of different kinds of friendships and relationships exist.

Did you know?

Around 97% of disability hate crime goes unreported

Did you know?

Some studies estimate there are over 100,000 young carers in Scotland (ScotGov)

Teachers Notes:

Bullying

Scotland's anti-bullying service, Respectme, describe bullying as 'behaviour that can make people feel hurt, threatened, frightened and left out' This behaviour can include:

- Being called names, teased, put down or threatened
- Being hit, tripped, pushed or kicked
- Having belongings taken or damaged
- Being ignored, left out or having rumours spread about you
- Receiving abusive messages electronically
- Behaviour which makes people feel like they are not in control of themselves
- Being targeted because of who you are or who you are perceived to be.

This behaviour can harm people physically or emotionally and, although the actual behaviour may not be repeated, the threat may be sustained over time, typically by actions: looks, messages, confrontations, physical interventions, or the fear of these. But this is not an exhaustive list, and it is important to consider impact, intent and persistence when defining bullying behaviour.

Hate Crime

Hate Crime is: Police Scotland define Hate crime as 'a crime perceived as being motivated by malice or ill will towards a particular social group on the basis of their **actual or presumed** sexual orientation, transgender identity, disability, race or religion'.

Crime is an act which breaks the law of the land, these can include (but not limited to);

- Physical Assaults
- Verbal Incidents
- Intimidating or threatening behaviour
- Target anti-social behaviour
- Vandalism
- School bullying/name calling
- Cyber bullying
- Sexual incidents

Any crime has the potential to be a Hate Crime if it is perceived by the victim or any other person to be motivated by malice or ill will based on the victims social group or perceived social group. For example; Jonathan was assaulted and called offence names. Relating to disability e.g. retard. Whether Jonathan is actually disabled is irrelevant as the crime suggests malice or ill will based on disability this would be treated as a hate crime.

Information

Further information and resources can be downloaded from www.respectme.org.uk

Information

Further information on hate crime can be accessed at www.scotland.police.uk

Points for discussion:

The Scottish Law recognises that people may be different, but each person should be treated equally. This is called equality and diversity. Some people think it is ok to pick on or bully people because of the way that they look or because of who they are. This is not ok and the law protects people and groups that they think may be more likely to be picked on. This is called protected characteristics. There are 9 protected characteristics; Age, Sex, Religion, Disability, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Sexual Orientation, Gender Reassignment.

Hate Crime legislation further protects some of these groups: sexual orientation, transgender identity, disability, race or religion'

If you bully other people, you can make them feel frightened, sad and lonely and they may even question their own self worth. You can also get into serious trouble for bullying, from teachers and maybe even the Police (especially if the bullying results in a hate crime being committed). It is better to think how you can help people, include people and be friends with people.

Q What disabilities were highlighted in the film

A Dementia and Cerebral Palsy

Q How did Emily feel having to look after her grandmother?

Q How did Emily feel when Matthew started the school?

Q Do you think Matthew was bullied because of his disability?

Q Who do you think bullied Matthew

Q Do you think Emily bullied Matthew?

Q Why do you think Emily behaved in this way?

Q Who could have done something about it?

Q What could they have done to help?

Q Was any crime committed?

A Yes, this could have been a disability hate crime

Q What could have been a crime?

A When Matthew was called names and pushed over. This was assault with an aggravation of prejudice

Did you know?

Disability hate crime is defined as 'any incident which is perceived by the victim or any other person, to be motivated by a hostility or prejudice based on a person's disability or perceived disability' Often when an incident like this happens in school, the school will deal with this as a bullying incident and record it against the protected characteristic (if applies). However, if Matthew was to be attacked and called names

and chose to report it to the Police, the people who are displaying bullying behaviour could be charged with assault with an aggravation of disability related prejudice. This could mean that they could have a criminal record which would and they may find it difficult to get a job when they are older and may not even be able to travel to different countries.

Activity one

Resources: Activity cards

Lesson 1: The flashcards below highlight each of the protected characteristics. Ask the group whether they think the incident is prejudice based bullying, a hate crime, both or neither. This can be done by placing wall cards around the room and asking the group to stand underneath their chosen card.

Lesson 2: The cards can be photocopied and one given to each group or groups can be asked to select one themselves. The groups should then be given 20 minutes to put together a short improvised play in which they act out the scene. They should then be given 10 minutes to re-design the play, but this time acting out a scene that changes the way the person has been treated.

Answers

1. Jack (Disability) – Bullying behaviour and possibly disability hate crime (pushing could be assault)
2. Navid (Race/Ethnicity) – Bullying behaviour and could be Race Hate Crime (theft and vandalism are crimes, name calling may be racism)
3. Bobby (Religion/Belief) – Bullying behaviour and possible Religious hate crime (stone throwing can be assault and names may be sectarianism)
4. Victor (Age) – Bullying behaviour (Victor's manager is discriminating against him because of his age. Victor can seek legal advice under the Equality Act) – no crime as age is not an area for hate crime.
5. Jilly (Sexual orientation) – This is Bullying behaviour. Sexual orientation is protected by hate crime legislation, but no crime has been committed at this stage.
6. Jasmin (Sex) – This is neither. Jasmin has been discriminated against and should seek legal advice under the Equality Act.
7. Simon (Marriage and Civil Partnership) – This is Bullying behaviour. No crime has been committed at this stage.
8. Jenny (Pregnancy & Maternity) – This is Bullying behaviour – No crime has been committed at this stage.
9. Pattie (Gender Reassignment) – This is Bullying behaviour. No crime has been committed at this stage, but Gender Reassignment is protected by hate crime legislation and if things were to escalate, this could become be a hate crime.

Disability

Jack is 10 years old and loves football. His granddad used to play for Scotland and was a fantastic striker, scoring lots of goals for the team. Jack would love to play football with the rest of the boys from his class but they won't let him play because he has cerebral palsy. Having cerebral palsy means that Jack's muscles are very weak and he finds it very difficult to walk. Jack can walk very short distances with crutches, but usually has to use a wheelchair to get around.

Sometimes the rest of the class get annoyed and push him and call him names because his wheelchair can get in the way.

This makes Jack feel very upset and lonely as he just wants to be treated the same as everyone else.

Bullying / Hate Crime / Neither / Both

Religion/Belief

Bobby's parents are very religious and make him go to Church every week. Although Bobby doesn't have any interest in religion he goes as he does not want to upset his parents. Recently when he was coming out of the church, some of the boys from the local school began shouting names at him and his family. The boys have now started waiting outside Bobby's school and following him home, throwing stones at him and calling him names.

Bobby has been upset and scared by the boys behaviour and has started to avoid going to school.

Bullying / Hate Crime / Neither / Both

Race/Ethnicity

Navid is 15 years old and was born in Glasgow, though his mother and family are from Pakistan. One of the main languages in Pakistan is Urdu, but even though some of Navid's family speak Urdu, Navid does not. Some people in Navid's new school asked him to translate something into Urdu, and got annoyed when he told them he cannot. They told him that as he is Pakistani, that he must speak the language. When Navid told the other pupils that he is not from Pakistan and was born in Glasgow just like them, they laughed and called him names. Since then they have been stealing his things and vandalising them.

Navid is now scared to go to school and doesn't want to worry his family by telling them about the things that have been happening.

Bullying / Hate Crime / Neither / Both

Age

Victor has recently turned 65 and his boss has asked him when he is likely to retire. Victor doesn't want to retire as he enjoys his work and has been working for the same company for the past 30 years. His new boss has never liked him and has started to give Victor jobs that nobody else wants to do. He recently stated that Victor should be the tea man since he is now "too old" to work and should be "taking things easy". Victor has become so upset by his manager's behaviour that he no longer wants to go to work and has stopped going out to visit his friends.

Bullying / Hate Crime / Neither / Both

Sexual Orientation

Jilly is 7 years old and has two mums. Jilly was adopted and has been raised by her two mums since she was a baby. They always do lots of fun things together like playing in the park, going on family holidays, and going to the cinema. One of the boys in Jilly's class noticed that Jilly had two mums at a parents evening. He has started to call Jilly and her mums nasty names. This makes Jilly feel very embarrassed and upset. She is too scared to tell her mums in case she hurts their feelings.

Bullying / Hate Crime / Neither / Both

Marriage and Civil Partnership

Simon is 9 years old and his mum and dad are not married. They have always been together but have just never wanted to get married. Some of the other children at the after school club have started calling Simon names because his parents are not married. Simon is embarrassed by this and gets angry at his parents for not being married. He shouts at his mum and dad because he thinks it is their fault he is being picked on.

Bullying / Hate Crime / Neither / Both

Sex

Jasmin has been wanting to study to be an engineer when she is older. A large engineering company recently came to the school to tell the young people about careers options and apprentice opportunities for young people to join the company. Jasmin asked for an application form and was told that she could not apply as the apprenticeships were for boys/men only.

Since then Jasmin has felt confused and worried that she is not going to have the same opportunities as other people. She is angry that she could become an apprentice if she was a boy.

Bullying / Hate Crime / Neither / Both

Pregnancy and Maternity

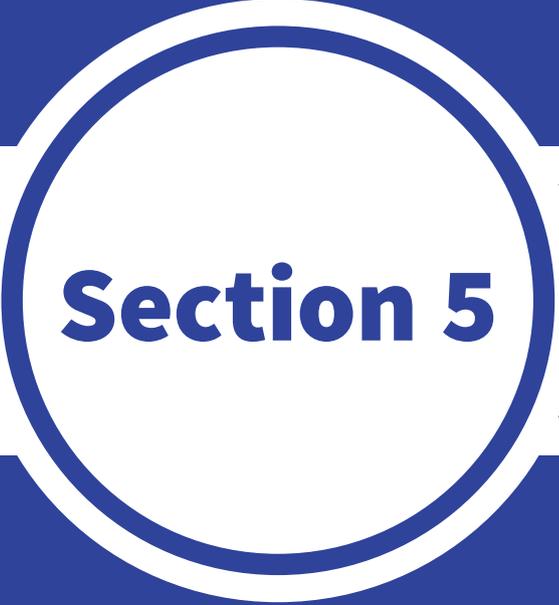
Jenny's mum is pregnant with twins. Jenny is an only child and is really looking forward to having brothers and sisters. Some of the children have started telling Jenny her mum is too fat because her mum has gotten so big. This has made Jenny feel really sad and now she isn't sure if she wants her mum to be pregnant anymore. Jenny has not told her mum because she doesn't want to make her sad too.

Bullying / Hate Crime / Neither / Both

Gender Reassignment

Pattie is 11 years old and has always liked to play with boys' toys instead of dolls and makeup. She does not like wearing dresses and prefers to wear tracksuits. She often wished that she was a boy instead of a girl, and sometimes she will dress up in her brother's clothes. Pattie thinks that she was born in the wrong body, and has asked her family to call her Patrick instead of Pattie. Pattie's mum and dad also let her cut her hair short, and this made Pattie very happy. Pattie was excited to go to school to show her friends her new hair cut. When she got to school she asked her friends to call her Patrick, but they laughed at her and her new hair style. This made Pattie feel bad for being different and she is very upset, because she can't help who she is or how she feels.

Bullying / Hate Crime / Neither / Both

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Section 5

Further Information

How to report an incident

How to Report bullying

You can report bullying as follows:

- Tell a parent or a teacher
- Get advice from childline – 0800 1111 or another trusted adult
- Go online for more information – www.respectme.org

How to Report a Hate Crime

- Call 999 (emergency) 101 (non-emergency). If you cannot make voice calls, you can contact the 999 emergency services by SMS text from your mobile phone. Emergency SMS is part of the standard 999 service which has been designed specifically for people with hearing loss or difficulty with speech. You will need to register your mobile phone at www.emergencysms.org.uk before using the service.
- Textphone or TalkByText users can contact the emergency services by dialing '18000'. This call will be connected to the 999 service and translated by a Text Relay Assistant.
- Contact the Police. Find your local Police station at www.scotland.police.uk/Police-stations. You can also fill in an online Hate Crime Reporting Form for non urgent crimes in Scotland at www.scotland.police.uk/hate-crime.

- Crimestoppers. If you do not want to contact the Police, you can still report a hate crime by contacting Crimestoppers on 0800 555111 or by filling in the online Giving Information Form at www.crimestoppers-uk.org.
- Third party reporting. There are a number of 3rd Party Reporting Centres in Scotland. Staff within these centres have been trained to assist a victim or witness in submitting a report to the Police and can make such a report on your behalf. Find your local 3rd Party Reporting Centre at www.scotland.police.uk/assets/pdf/205073/hate-crime-3rd-party-reporting-centres.
- Tell someone such as a trusted adviser, friend or family member.
- Advocacy Service. An advocate is someone who supports you to say what you want to say, or will say what you want to say, when you are not able to do so. Find your local advocacy service by calling the Scottish Independent Advocacy Alliance on 0131 260 5380 or at www.siaa.org.uk.

If you have been affected by Disability Hate Crime or know someone who has been affected, you can contact Victim Support on 0345 603 9213 - www.victimsupportsco.org.uk.

Keep Safe

Keep Safe

The Keep Safe initiative is the first of its kind in Scotland and aims to support and encourage disabled, vulnerable and older people to keep safe and enjoy ordinary day to day life and activities without fear of abuse, intimidation and harassment.

How does Keep Safe work?

Police Scotland and I Am Me work together to invite and train local businesses and public services to join the initiative and become a Keep Safe premises.

Businesses signed up to the initiative agree to support and help disabled, vulnerable and older people by providing a safe place for them to go if they are lost, scared, need help or if they are the victim of crime.

These businesses are easily recognised as a Keep Safe premises as they will display a Keep Safe window sticker. Disabled, vulnerable and elderly people are offered a Keep Safe Card to carry which includes their name, telephone numbers of people who can assist them, information on their health, how they communicate and Police Scotland telephone numbers.

Staff within the Keep Safe premises will be able to help by using the information contained on their Keep Safe Card to contact a relative or named person and the Police or other emergency services as appropriate.

Would your business/organisation like to take part?

Are you a retailer, business or public service who would like to support disabled, vulnerable or older people by signing up to Keep Safe?

Please contact us at iammeproject@yahoo.co.uk

Would you like a Keep Safe card?

If you would like a Keep Safe card or would like more information about keeping safe when out and about please contact us at iammeproject@yahoo.co.uk



Contacts

Further information to support professional development and issues raised within this resource:

Child Protection

National Guidance for Child Protection Scotland (2014)

www.gov.scot/Resource/0045/00450733.pdf

Bullying

Respect Me

www.respectme.org.uk

Bystander Approach

www.actiononviolence.com

Victim Support

www.victimsupportsco.org.uk

Disability

Dementia - Alzheimers Scotland

www.alzscot.org/

Capability Scotland

www.capability-scotland.org.uk/

Cerebral Palsy – Cerebral Palsy UK

www.cerebralpalsy.org.uk/

Carers UK

www.carersuk.org/scotland

Dyslexia – Dyslexia Scotland

www.dyslexiascotland.org.uk/

Epilepsy – Epilepsy Scotland

www.epilepsyscotland.org.uk/

Recovery Across Mental Health

www.ramh.org

Quarriers

www.quarriers.org.uk

Sense Scotland

www.sensescotland.org.uk

Scope UK

www.scope.org.uk

The National Autistic Society

www.autism.org.uk

Short Stature Scotland

www.shortstaturescotland.co.uk

Harassment/Crime

Crown Office and Procurator Fiscal Services

www.copfs.gov.uk

Adult Support & Protection

www.actionagainstharm.org

Anti Social Behaviour

www.scotland.gov.uk/Resource/Doc/288794/0088353.pdf

Safer Communities Scotland

www.safercommunitiescotland.org

Police Scotland

www.scotland.police.uk

Crimestoppers

www.crimestoppers.uk.org

I Am Me Scotland

www.iammescotland.co.uk

Inclusion and Equalities

Education Scotland

www.educationscotland.gov.uk/inclusionandequalities/

Childrens Rights and Wellbeing

Everybody has the right to feel safe. All children and young people have rights, which are listed in the United Nations Convention on the Rights of the Child, sometimes called UNCRC. This includes your right to a childhood, an education, to be treated fairly, to be listened to, and to be as healthy as possible.

These rights are there to protect you, to give you a voice, and they apply to every single child and young person—that's you and the person who sits next to you in school, or the person who lives next door. Bullying behaviour can take some of these rights away from you so it's important that you are familiar with what they are. You have the right to be safe but so does everyone else, so you also have the responsibility not to abuse other people's rights (www.respectme.org.uk).

You can find out more information on your rights at Unicef or Children and Young People's Commissioner Scotland.

The UNCRC outlines 54 rights for children and young people, below are some rights that are relevant to this training resource.

After each lesson, could you look at the list and discuss which of your rights or the rights of other people may have been affected?

- **Article 2**—You have the right to protection against discrimination
- **Article 3**—Adults should do what's best for you
- **Article 6**—You have the right to life
- **Article 12**—You have the right to an opinion and for it to be listened to and taken seriously
- **Article 13**—You have the right to find out things and say what you think, through making art, speaking and writing unless it breaks the rights of others
- **Article 14**—You have the right to think what you like and be whatever religion you want to be with your parents guidance
- **Article 19**—You have the right to be protected from being hurt or badly treated
- **Article 23**—If you are disabled, either mentally or physically, you have the right to special care and education
- **Article 29**—You have the right to education which develops your personality, respect for other's rights and the environment
- **Article 30**—If you come from a minority group you have the right to enjoy your own culture, practise your own religion and use your own language
- **Article 31**—You have the right to play and relax by doing things like sport, music and drama
- **Article 36**—You have the right to protection from any other kind of exploitation
- **Article 37**—You have the right not to be punished in a cruel or hurtful way
- **Article 39**—You have the right to help if you have been hurt, neglected or badly treated

Equality Act and Additional Support for Learning Act

Information for Practitioners

The Scottish Government have published guidance for practitioners which details how to meet the legal duty to improve access to education for disabled pupils' (Planning improvements for disabled pupil's access to education). The full guidance is available to download from: www.gov.scot/Resource/0046/00462611.pdf

Notes to Appendix A (see below)

1. Not all children who meet the definition of disability will have additional support needs. For example, those with severe asthma, arthritis or diabetes may not have additional support needs but may have rights under the Equality Act 2010 if their impairment has a substantial and adverse, long-term effect on their ability to carry out normal day-to-day activities.
2. Similarly, as can be seen above, not all children with additional support needs will meet the definition of disability under the Equality Act. In particular some children whose emotional and behavioural difficulties have their origins in social or domestic circumstances may fall outside the definition. The needs of these children would be met under the Additional Support for Learning Act.
3. Some of these groups may need the provision of additional support from school staff or other professionals and possibly different methods of curriculum delivery. The important focus is that of the needs of the individual child or young person at all times.

Some resource suggestions to support teachers CLPL on Inclusion and disability

www.educationscotland.gov.uk/inclusionandequalities/index.asp

www.educationscotland.gov.uk/inclusionandequalities/additionalsupportforlearning/index.asp

Route map: Career long professional learning for dyslexia and inclusive practice—

www.educationscotland.gov.uk/resources/r/routemapdyslexia.asp?strReferringChannel=inclusionandequalities&strReferringPageID=tcm:4-851449-64&class=l2+d218547

www.callscotland.org.uk/home/

Planning improvements for disabled pupils' access to education

Pupils' needs which **may** meet definition of disability under the Equality Act to whom education accessibility strategies apply:

- Physical or Mental impairment including:
- Autism Spectrum Disorder Dyslexia
- Diabetes
- Eating disorder (diagnosed) Gross obesity
- Disfigurement
- ADHD
- Incontinence
- Epilepsy

- Learning difficulties, including severe and complex Hearing impairment
- Some conditions may progress to have a substantial adverse effect; heart conditions, Sickle cell anaemia, Rheumatoid arthritis.

Pupils' needs which automatically meet the definition of disability under the Equality Act and to whom education accessibility strategies apply:

- Cancer
- HIV
- Multiple Sclerosis
- Certified/Registered Visual Impairment Severe long-term disfigurement



There may be overlap between the Acts e.g. a pupil may have a disability and may also have additional support needs



Pupils who **may** require additional support under the ASL Act have a barrier to learning as a result of one of the four factors giving rise to additional support needs:

- Learning environment
- Family circumstances
- Disability or health need
- Social and emotional factors

These may include:

- Have motor or sensory impairment
- Are being bullied
- Are particularly able or talented
- Have experienced a bereavement
- Are interrupted learners

- Have a learning disability
- Are looked after by the local authority
- Have a learning difficulty, such as dyslexia
- Are living with parents who are abusing substances
- Are living with parents who have mental health problems
- Have English as an additional language
- Are not attending school regularly
- Have emotional or social difficulties
- Are on the child protection register
- Are young carers

Or for any other reason

These are not exhaustive lists. The purpose is simply intended to highlight the areas where discrimination and disadvantage can occur.

Equality Human Rights Impact Assessment

Overview

I Am Me is a community led Charity, founded in Renfrewshire in 2013, in partnership with Police Scotland. I Am Me aims to raise awareness of Disability Hate Crime (DHC).

This training resource has been impact assessed because it is a new resource which will be available in primary schools. The training will be delivered by teachers.

There are no negative impacts which have been identified and the training resource will help to eliminate discrimination, advance equality of opportunity and foster good relations, with no negative impacts to human rights.

Evidence of Assessment

- There are 5 million people in Scotland, over 1 million (20%) of the population are recorded as having a disability or long term illness (census 2011).
- Just over 26,000 adults in Scotland are recorded as having a learning disability (scotgov).
- In Scotland, disabled people are more likely to be victims of crime than non-disabled people (rates of around 17-18% for each in 2010/11) (scotgov).
- Research highlights around 90% of people with a learning disability have been bullied or harassed in the preceding year (mencap).

- Around 97% of Disability Hate Crime goes unreported (mencap).
- 30% of children and young people (of 8000 surveyed) reported that they had been bullied within the previous school year (respectme.org)
- 43% of young people have been bullied, 44% of which are bullied at least once a week (ditchthelabel.org)

This resource will be used to raise awareness of disability, bullying and exclusion and highlight how incidents can escalate to hate crimes.

Consultation & Involvement

Those involved in the development and consultation of this training resource come from a wide range of skills and backgrounds including education providers, young people and disabled people.

Testing has been carried out with disability groups, primary school children and teachers.

The resource is available as an online resource and will be available in other formats, if requested. The training can be adapted to suit the needs of participants.

The contents of the pack can be emotive, and encourage participants to discuss areas which they may not have previously discussed in public. If anyone has been affected by the subject there are contact details for support and assistance, if required.

Acknowledgements

Organisations

- Renfrewshire Council
- Crown Office Procurator Fiscal Service
- Police Scotland
- Epilepsy Scotland
- I Am Me Scotland
- Gallowhill Primary
- Castlehead High School
- Williamsburgh Primary School
- Paton’s Mill (Johnstone)
- Education Scotland
- Emma Hale Music
- Waylate Films
- Newshot Productions
- Kibble Education
- Respectme

Person(s)

- DCC Rose Fitzpatrick
- Lord Advocate Frank Mulholland
- Cllr Jacqueline Henry
- Peter MacLeod
- Sheila Hood – Gallowhill Primary – Filming/ Testing
- Lena Carter – Argyll & Bute – Testing/Proof Reading
- Nova Scott – Williamsburgh Primary School – Filming/Testing
- Martin MacDonald – Castlehead High School – Filming
- Lesslie Young (Epilepsy Scotland)
- Christopher McLaughlin – Design
- Calum Healy (St John Ogilvie) Feedback
- Jim Greenfield – Design
- Frances Ranaldi – Education Scotland
- Paul McWatt - Education Scotland
- Lorraine Glass - Respectme
- Lynnette Stewart - Equality Impact Assessment

Resources

- P1**—Emily Rowan, Sheila Hood, Carol Burt
- P2**—Craig Russell, Emily Rowan, Oliver F Brand, Scottish Voiceover Company, Carol Burt
- P3**—Carol Burt, Megan Milligan, Frances Ranaldi, Jim Greenfield, Fiona Macintyre, Tegan Davidson
- P4**—Nika Thexton Friel, Ava Raeside, Brooke McCreight, Murray Kier, Meghan McGhee, Kirsty Arbuckle, Emily Rowan, Megan Milligan, Carol Burt, Williamsburgh Primary p5 Class (script testing).
- P5**—Kibble Education Centre, Gavin Sinclair, Paul Russell (Newshot Productions), Emma Hale (Music), Gallowhill Primary School, Sheila Hood and Miss Langford’s P7 Class (2015), Williamsburgh Primary School Nova Scott and Mrs Peden’s p7 Class (2015), West College Scotland Drama Dept, Caitlin Johnstone, Leanne Cameron, Steve Worsley, John Hillcoat, Anne Spencer, Lessons – I Am Me Scotland, Amy Murray (testing), Samantha Wilson (testing)
- P6**—Pamela Spence, Gavin Sinclair, Paul Russell (Newshot Productions), Paul Chaal, Neil Leiper, Ella Reilly, Jovan Chaal, Erin MacKay, Lewis Burns, Kyle Burns, Craig Smith, Smith’s Theatre School (East Kilbride) Lessons Pamela Spence, Carol Burt
- P7**—Andrew Dobie, Tobias Erdman, Eddie Dobbie, Connor McKinley, Eve Wengel, David Byrne, Scot Greenan, Caitlin McDonald, Sanjeev Kohli, Rebecca Wilkie, Eileen McCallum, Clare Grogan, Jim Sweeney, Paul Lapsley, Tyne Roberts, Naomi Sirrat, Alexander Martin (Waylate Films), Lessons, Gallowhill Primary p7 class (script testing)

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