

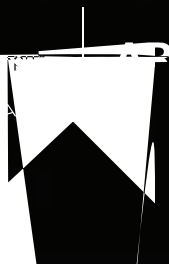


TOY BOX TALES

The Big Chatty Pack!

All you need to start playful conversations
and lessons to explore disability with your
Scottish first and second level learners.

toylikeme.org



Welcome

Get ready to grow some open minds and boost self-esteem with this Big Chatty Pack from ToyLikeMe.

In this pack you will find the seeds to get you started (lots of images and ideas), all you need to do is water them by creating conversations, activities, and fun to get your class talking and thinking about disability. It all links to Level 1 and Level 2 of the Scottish curriculum too!

Using the Toy Box Tales images (12 stunning photographs of toys with disabilities) as a springboard, you can print and build playful lessons to explore human diversity in an engaging fun way.

'Academic research by Dr. Sian Jones at Queen Margaret's

University has found that a er playns (i)114 (t)-23 (h d)17.2 (i)119 (s)-10 (a)9.4 (r)b (s)15
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What does being 'disabled' mean?

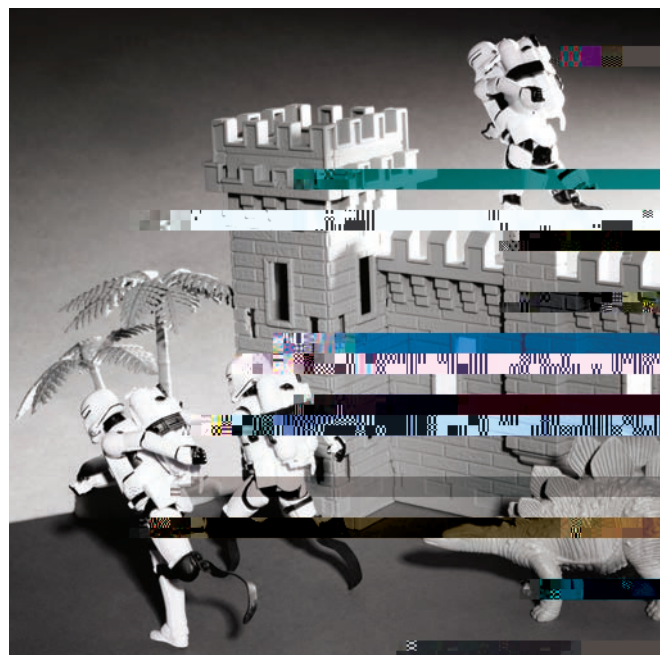
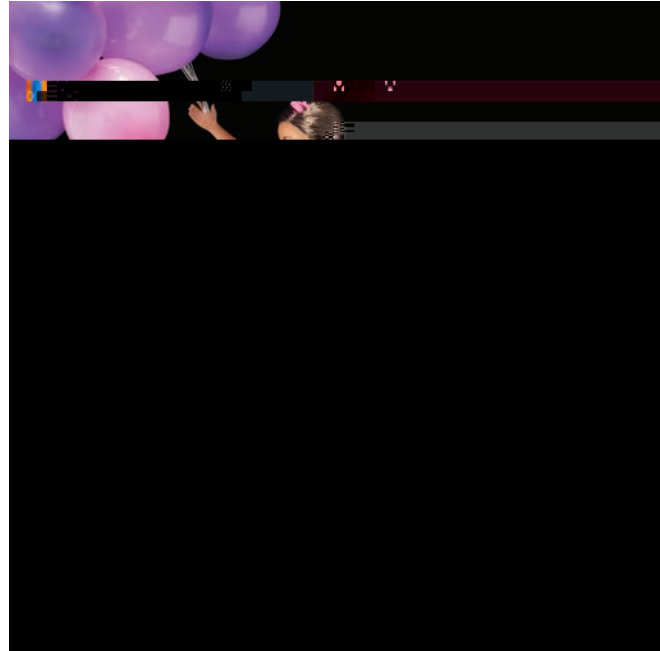
Being disabled means having a physical or mental impairment

Get chatting

Children are naturally curious about difference. Using the printable images from the Toy Box Tales exhibition, you can start open and playful conversations with

Tips for chatting about disability and the Toy Box Tales images

- Encourage children to share **what they notice** in the images and discuss their responses.
- Avoid negative language such as 'what is wrong' or 'what is the problem.'
- Avoid pitying language or tones when you talk about disability. Instead use positive affirmation of disabled people and disability culture.
- Explain that disability, in all its many forms, has always existed, and will always exist. It's part of the natural spectrum of human life.
- Explain that people can be born with a disability or they might become disabled through an accident or illness.
- Explain that there are many very successful people with disabilities.
- Explain and discuss that not all disabilities are visible.



Print these three cards and pass them around your class for your learners. Larger versions of them can be found at the end of this pack. Cut out the text beneath the pictures as you don't want the pictures to be clues away!

Ask the class:

- **What do you notice about the images?**
Guide towards – Ask the class about Superman and how he uses technology to support himself in everyday life. For example, using a trach tube, he has a tracheostomy which means he can't breathe. Superman is using a trach tube to breathe.
- **What is Assistive Technology?**
Guide towards – Assistive Technology (AT) is any device, item, tool, piece of equipment, software, or hardware, or product that enables students with disabilities to learn with an impairment. A

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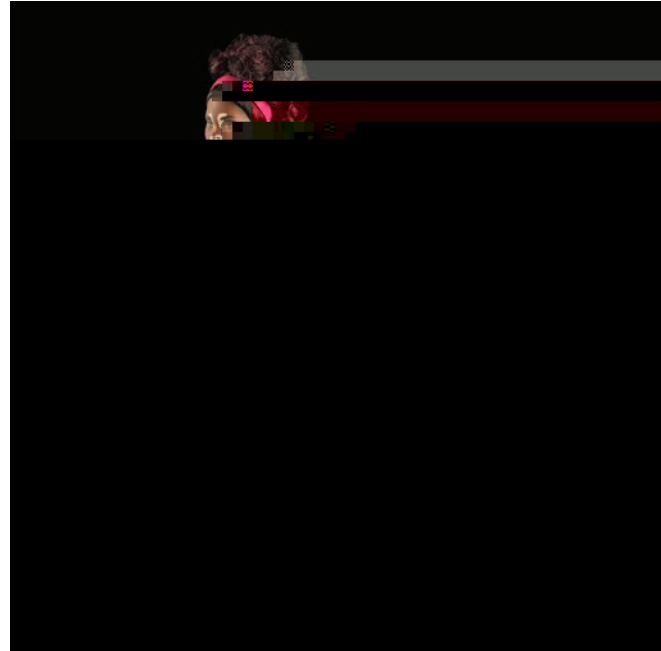
Get chatting about visible differences

Print these two images and pass them around your learners. Larger versions of them can be found at the end of this pack. Cut out or hide the text beneath the picture as you don't want to give any clues away!

Ask the class:

- What do you **notice** in these images?
Guide towards – Roller Barbie and Kristo both have visible differences.
- **What is a visible difference?**
Guide towards – a visible difference is a scar, mark or condition on your face or body that makes you look different from the majority of others.
- A visible difference can be something you are born with (the medical term for this is “congenital”) or it could occur or develop during your life.
- **Roller Girl**, has a condition called Vitiligo. Vitiligo is a long-term skin condition which leads to white patches appearing on the skin. The condition causes the skin to lose its pigmentation (colour) and appear white or sometimes pink.
- **Kristo** has a cleft lip scar. A cleft is a gap or split in the upper lip or roof of the mouth (palate) which is present from birth. It occurs because the affected part or parts did not join together fully during the baby's development. Kristo has had an operation to his cleft lip which has left a small scar.
- **Do you have a visible difference? Or perhaps you know someone who has?**

Go further – for more resources and discussion you could look at www.changingfaces.org.uk/ or purchase a Barbie doll with Vitiligo from www.amazon.co.uk/shop/toylikeme



Explore disability and design further with these



Further information

Connect with us and share your creations

Website – toylikeme.org for lots of images

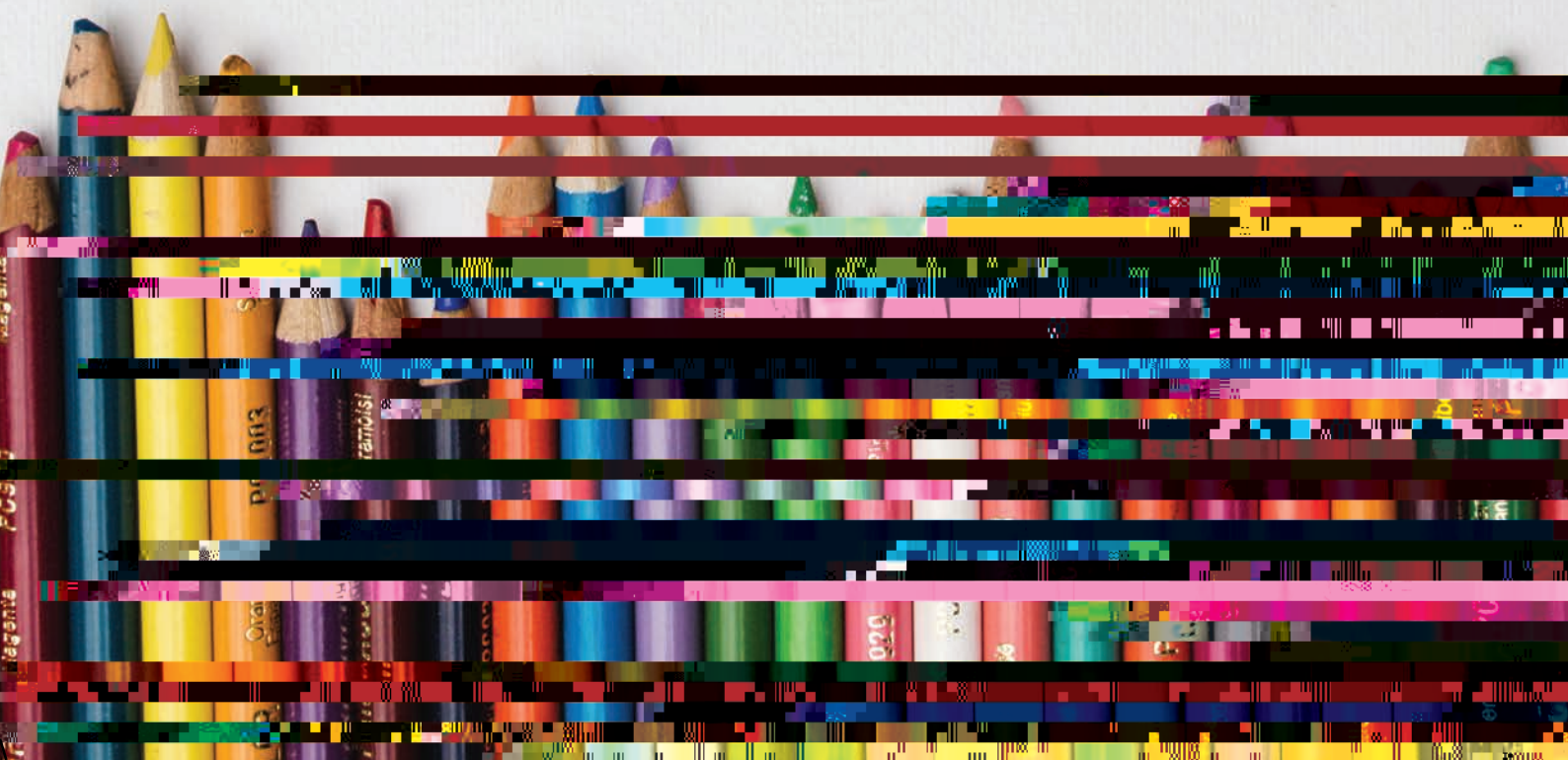
Facebook – facebook.com/toylikeme

Twitter – [@toylikeme](https://twitter.com/toylikeme)

Instagram – [@toylikeme](https://www.instagram.com/toylikeme)

Email us – toylikeme@gmail.com

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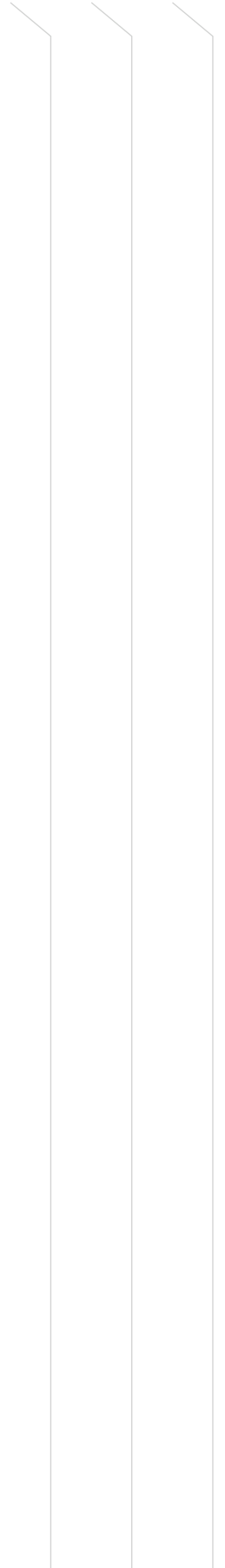


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I am aware of and able to express my feelings and am developing the ability to talk about them.

HWB 1-01a

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 1-02a

I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.

HWB 1-04a

I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.

HWB 1-05a

I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.

HWB 1-07a

I understand that 2 (e)-14.9 (l)T11 1 TJ /T1-12.5 (l)-4.3 c)-19.9 (a-11.5f(r m)-520 (e)-24.3e)-1.3a)-2 l)-4.7(o)rnl ans can bn



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I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.

HWB 1-11a

Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.

HWB 1-13a

I value the opportunities I am given to make friends and be part of a group in a range of situations.

HWB 1-14a

I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations.

HWB 1-17a

I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships.

HWB 1-44a

I recognise that we have similarities and differences but are all unique.

HWB 1-47a

I am aware of the importance of learning.

I am developing the ability to encourage learning and confidence in others with the comments I make.

I am developing the ability to contribute my views to bring a positive change in my school and wider community.

I am developing the ability to use my time and talents to work towards positive change in my school and wider community.

I am developing the ability to make friends in a variety of situations.

I am developing the ability to be part of a group in a variety of situations.

I am aware of how to keep myself and others safe.

I can identify the skills and abilities of others.

I know that friends are important and give us a sense of wellbeing.

I know that friendships often come from shared interests or things in common.

I know that relationships are influenced by likes, dislikes and needs.

I am aware that it is important to get on with others whether I am friends with them or not.

E

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I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate.

LIT 2-15a

To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail.

LIT 2-16a

I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader.

LIT 2-24a

I can use my notes and other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new text.

I recognise the need to acknowledge my sources and can do this appropriately. **LIT 2-25a**

C

I am learning to use language and style in a way which engages and/or influences my reader. **ENG 2-27a**

I can identify key points in a text.

I can make notes that are relevant to my search.

I can use my notes to create new text.

I can summarise text I have read.

I can read and identify important information in a text.

I can summarise information from a text I have read; including all key points and details.

I can ask literal, inferential and evaluative questions about what I have read.

I can answer literal, inferential and evaluative questions about what I have read.

I can present my writing using features appropriate to a particular genre, purpose or audience.

I can present my work using clear, cursive handwriting.

I can present my work using different lettering and graphics in order to engage my reader.

I know that notes differ from extended writing.

I can use my notes to further develop my understanding and to help create new subject specific texts.

I can acknowledge the sources of information I have used in my text.

I can use an appropriate writing style for the genre of text I am creating and for the audience I am writing for.

I can include key information in my writing.

I can organise events and information in my writing in a logical manner.

I can use an appropriate writing style for the audience I am writing for.

I can select vocabulary that engages and/or influences my reader.

I can choose an appropriate writing style or genre to convey information.

I can use subject specific vocabulary.

I can structure information, events, processes or ideas logically.

I can include sufficient detail in order to meet the needs of my reader.


I can share my ideas and opinions in order to persuade my reader.

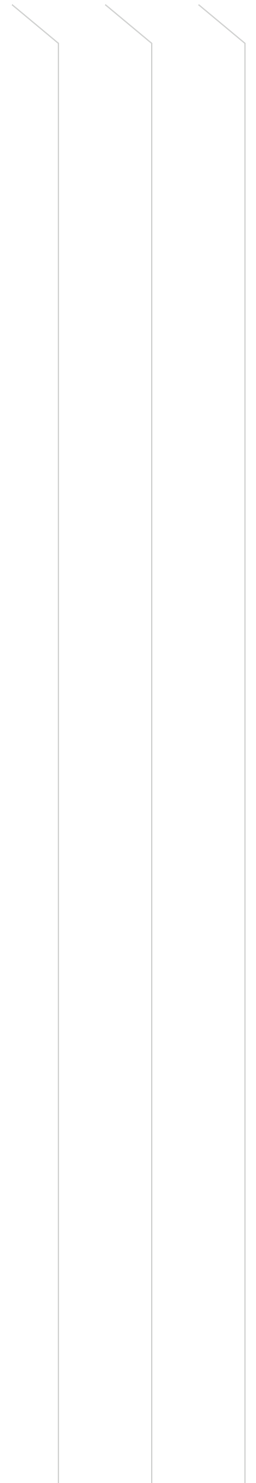
I can argue my case and justify my opinion with supporting detail or evidence.

I can create texts that share my experiences and feelings.

I can include sufficient detail in order to meet the needs of my reader.

I can select vocabulary that is expressive and engages my reader.

I am aware of and able to  express my feelings and am developing the ability to talk about them.

Three vertical lines are positioned on the right side of the page, each starting with a short diagonal line at the top, forming a series of three parallel vertical channels for writing or drawing.

E

D

I can extend and enhance my knowledge of digital technologies to collect, analyse ideas, relevant information and organise these in an appropriate way.

TCH 2-01a

I have used digital technologies to collect ideas and information.

I have used digital technologies to analyse ideas and information.

I have used digital technologies to organise ideas and information in an appropriate way.

I can use digital technologies to search, access and retrieve information and am aware that not all of this information will be credible.

TCH 2-02a

I can use digital technologies to search for information.

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B

I can investigate how product design and development have been influenced by changing lifestyles.

TCH 2-05a

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I can extend and enhance my design skills to solve problems and can construct models.

TCH 2-09a

I can recognise basic properties and uses for a variety of materials and can discuss which ones are most suitable for a given task.

TCH 2-10a

I can use a range of graphic techniques, manually and digitally, to communicate ideas, concepts or products, experimenting with the use of shape, colour and texture to enhance my work.

TCH 2-11a

I can extend my knowledge and understanding of engineering disciplines to create solution.

TCH 2-12a

F By investigating how friction, including air resistance, affects motion, I can suggest ways to improve efficiency in moving objects.

SCN 2-07a

E To begin to understand how batteries work, I can help to build simple chemical cells using readily-available materials which can be used to make an appliance work.

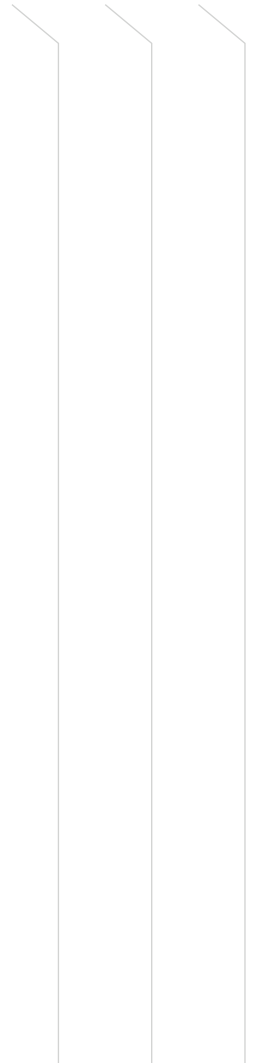
SCN 2-10a

Through research on how animals communicate, I can explain how sound vibrations are carried by waves through matter.

SCN 2-11 a



Through investigating and reflecting upon the lives and



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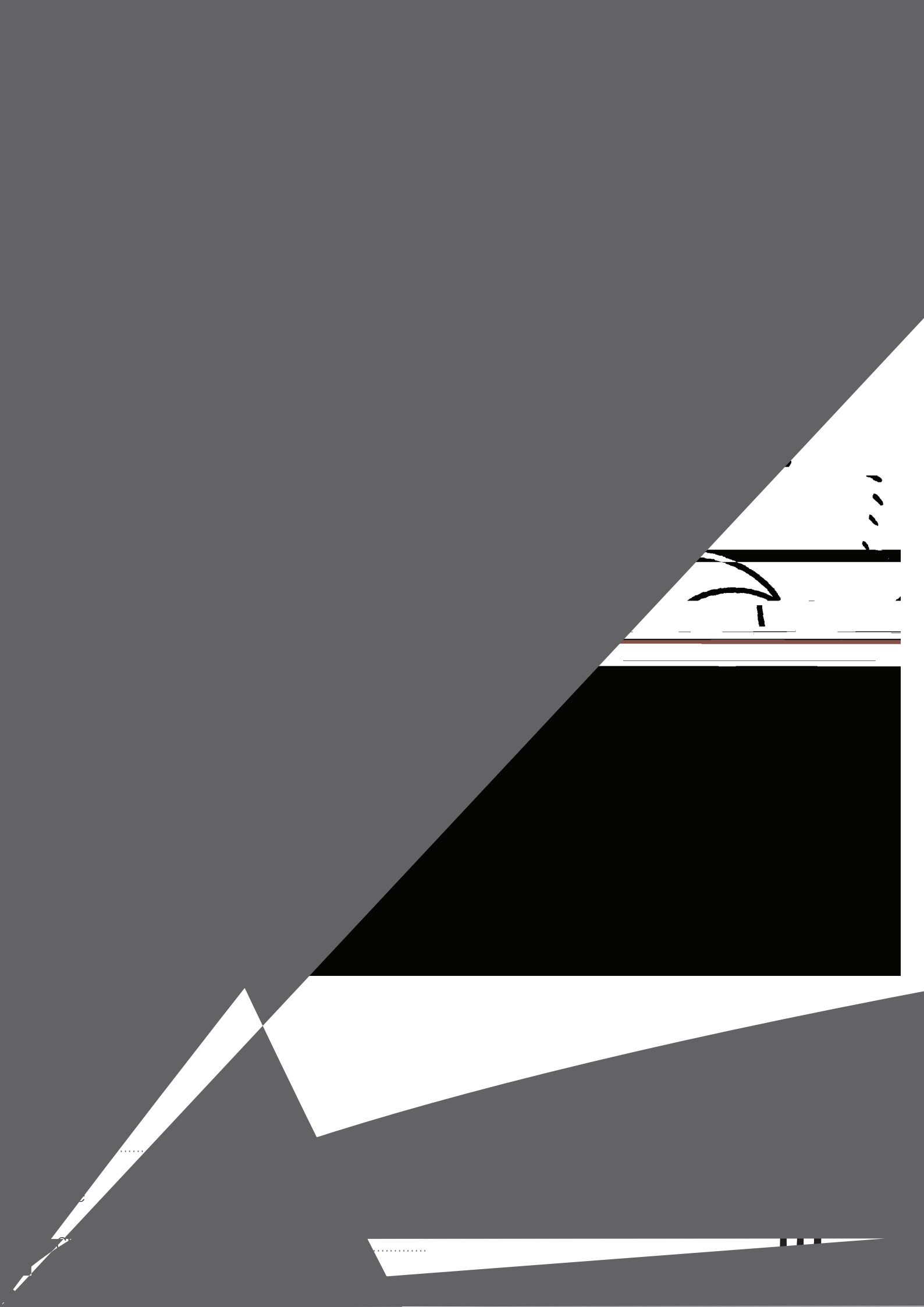
Name

Age

Class

Handwritten notes on lined paper, including the word "Ninth" and various scribbles.



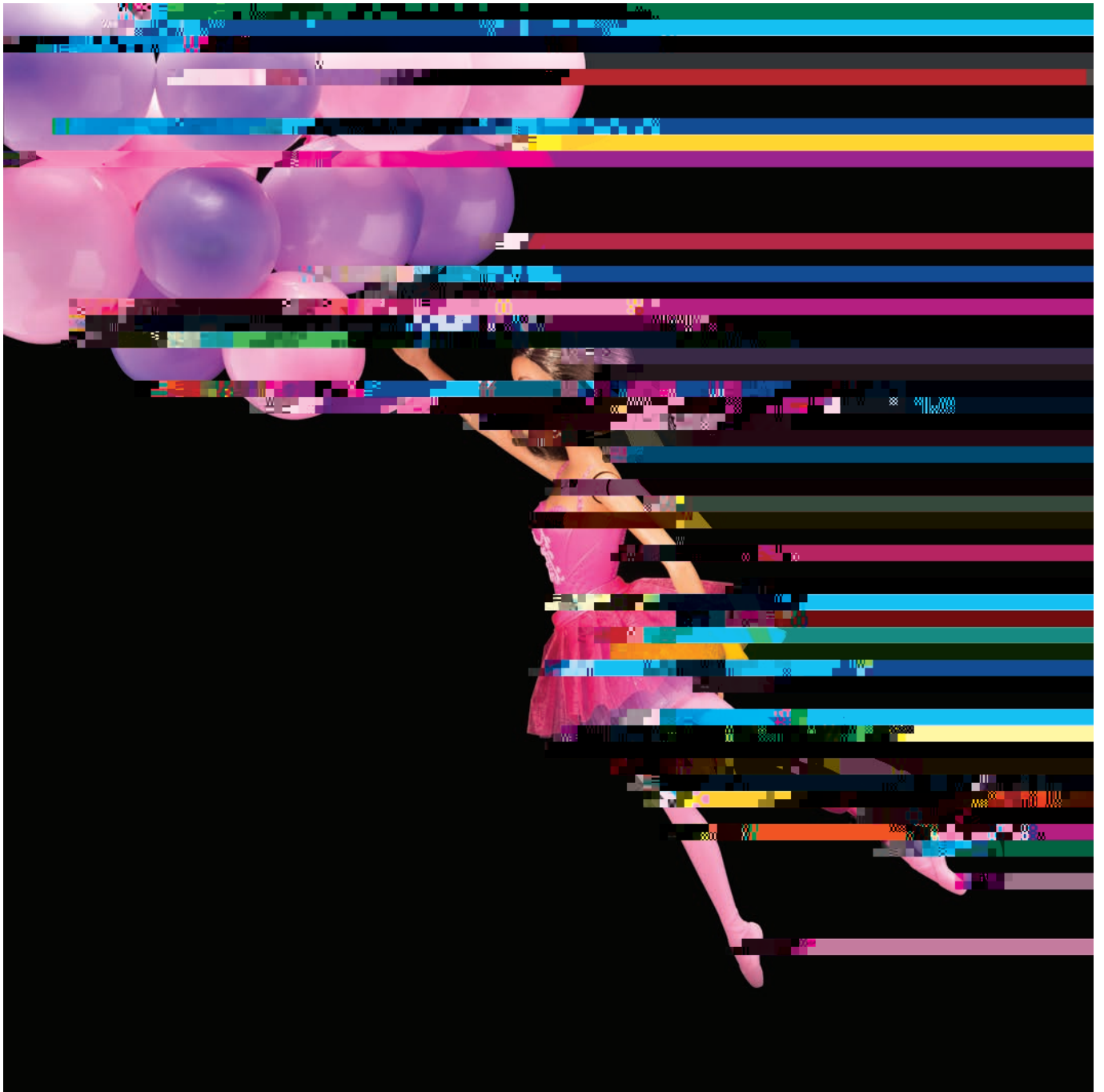




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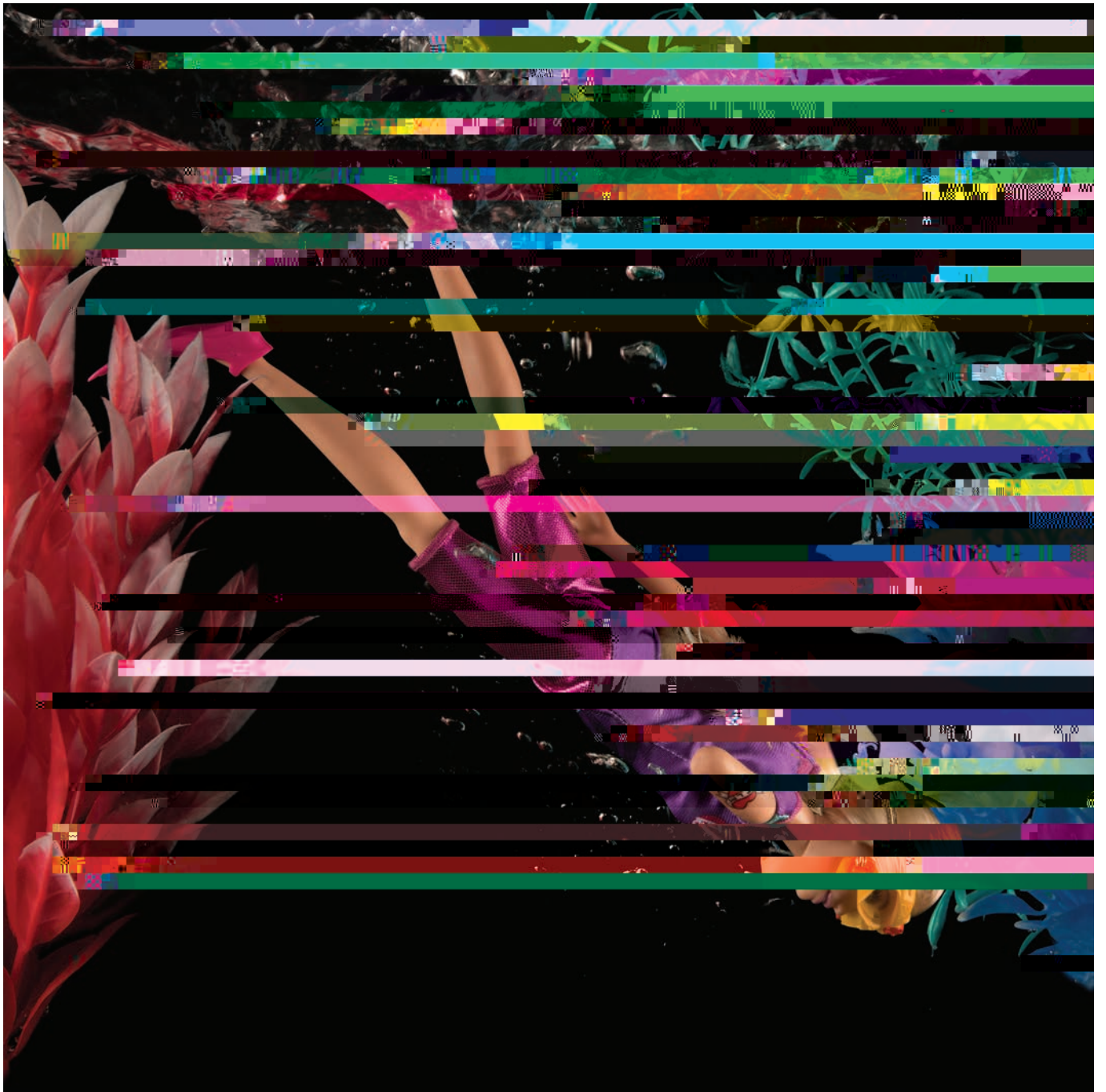
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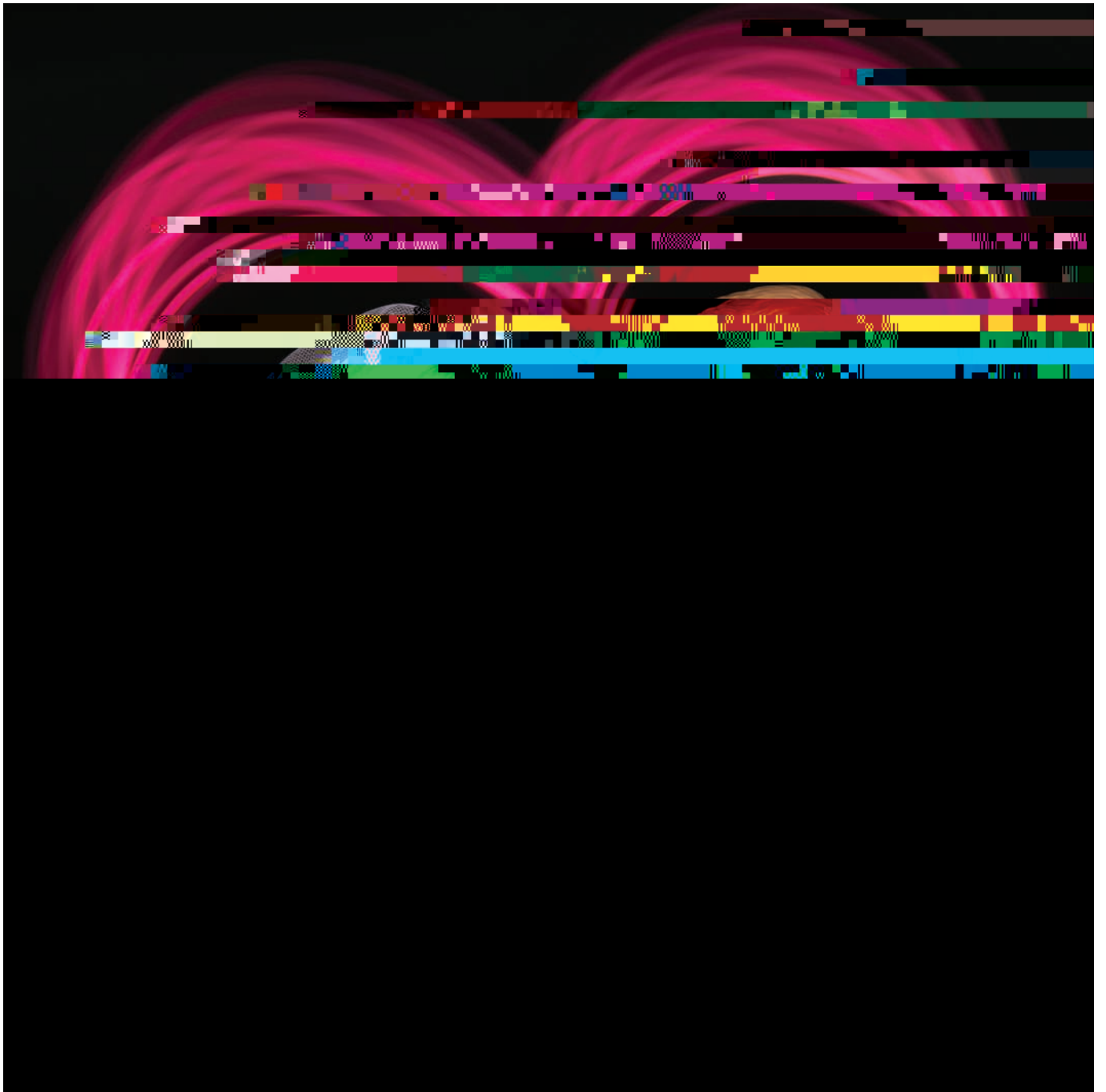
Did you know...

Barbie dolls were invented in America in 1959 but there wasn't a Barbie with a prosthetic limb produced until 2020.



Look closely...

This diving doll has a tattoo, but can you see what it says?



Language of Love...

Did you know the doll in this image is signing 'I Love You' in sign language?



Guess what...

This roller girl with the skin condition, vitiligo, was inspired by the successful Canadian fashion model Winnie Harlow.



Breathe another way...

Some children use a



Lucky Fin...

Some children are born with limb difference like this Elsa from Frozen. Some people call this their 'Lucky Fin' after Nemo the fish who had one fin smaller than the other.



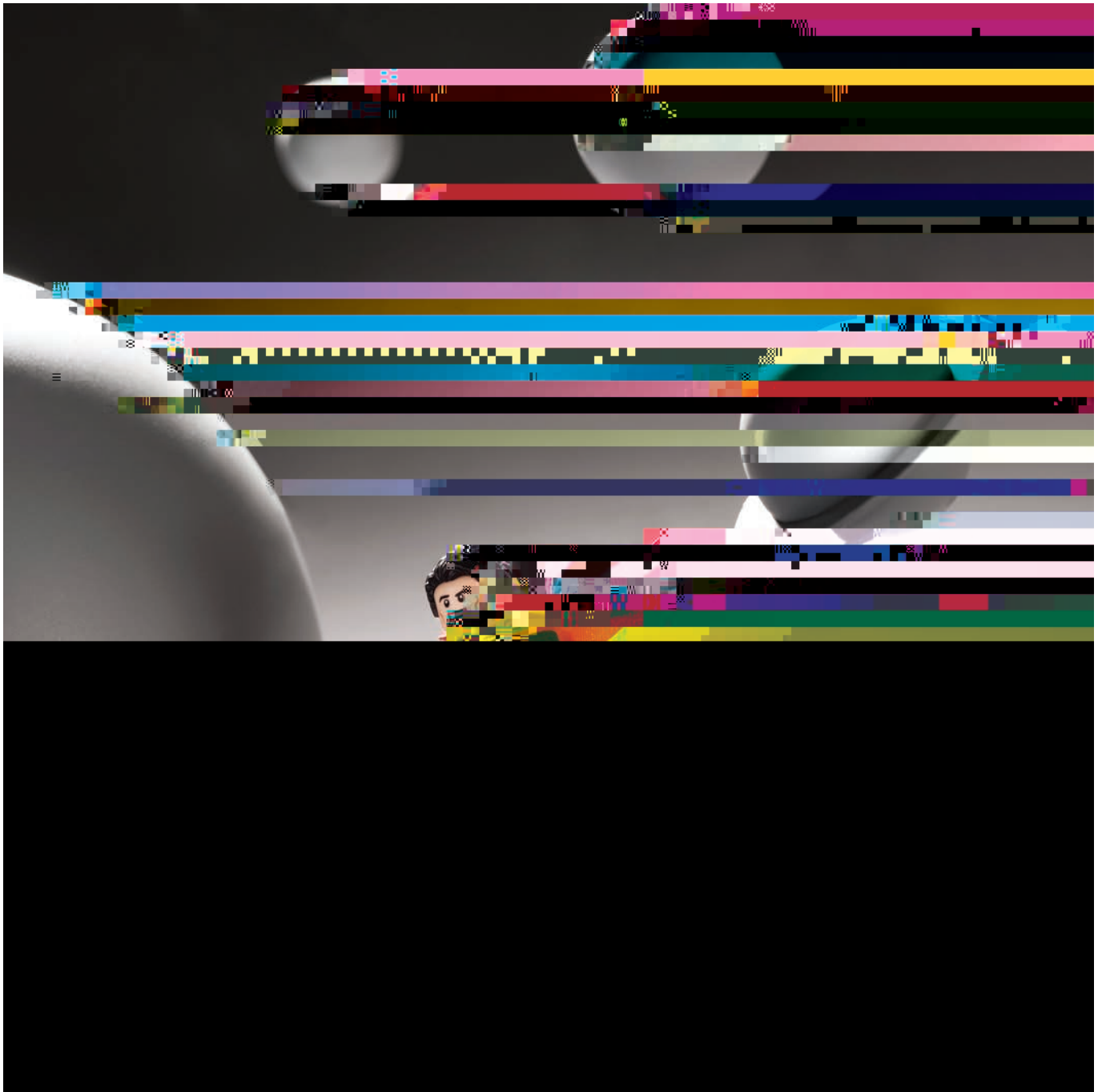
Toy Like You...

How could you make the cast of Frozen more like you or someone you know with a disability? Would you give them a hearing aid? A wheelchair? Maybe Kristo needs a guide dog? Would Ana have a diabetic line?



Have you noticed...

Spidey is not the only one with limb difference in this image. Can you spot who else?



Is it OK...

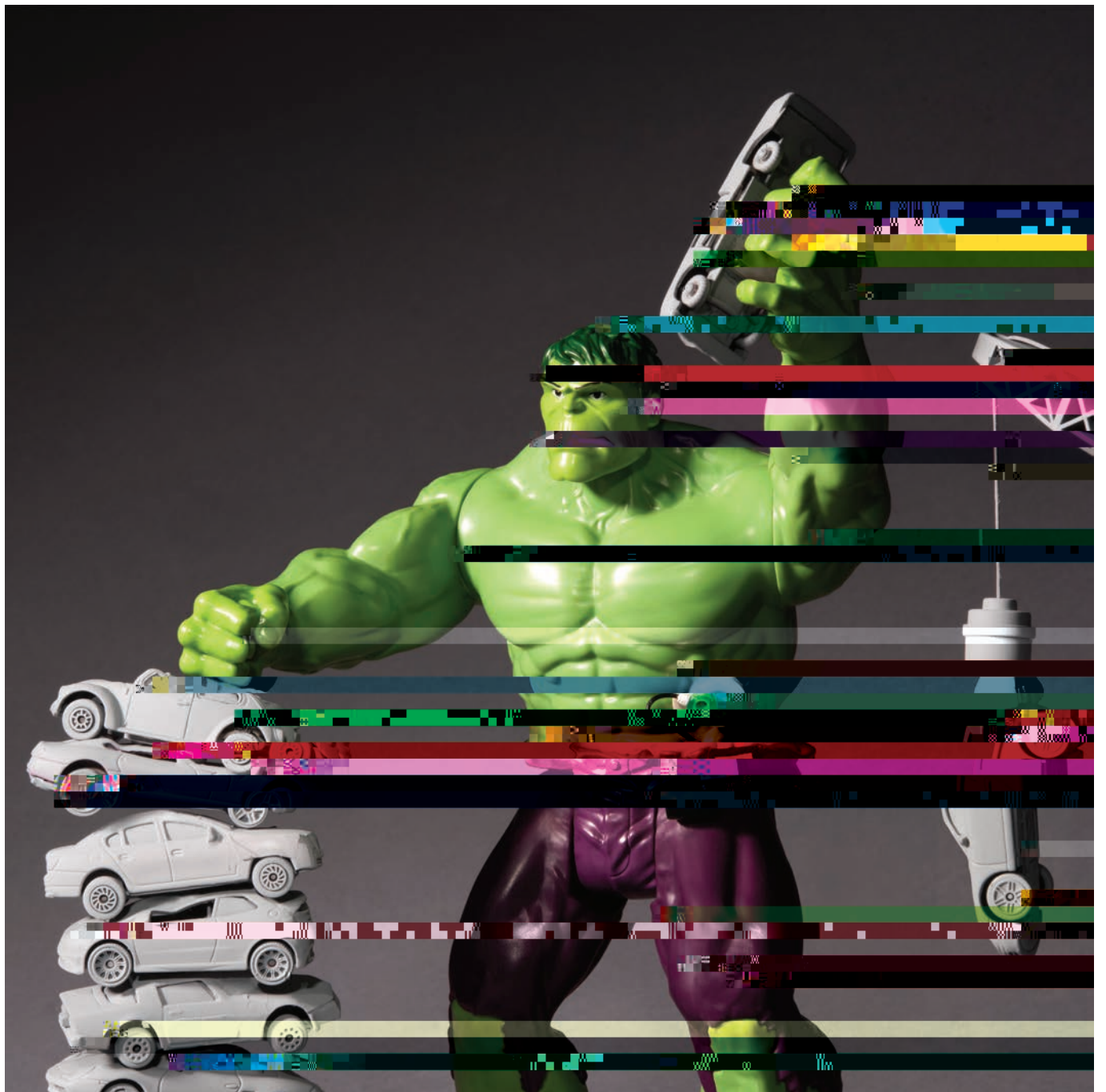
that there are over 150 million disabled children worldwide but it took Lego until 2016 to bring out a mini-figure with a wheelchair?

Why do you think it took them so long?



Dream toys

If you could have



TOY BOX TALES



Quiz 1

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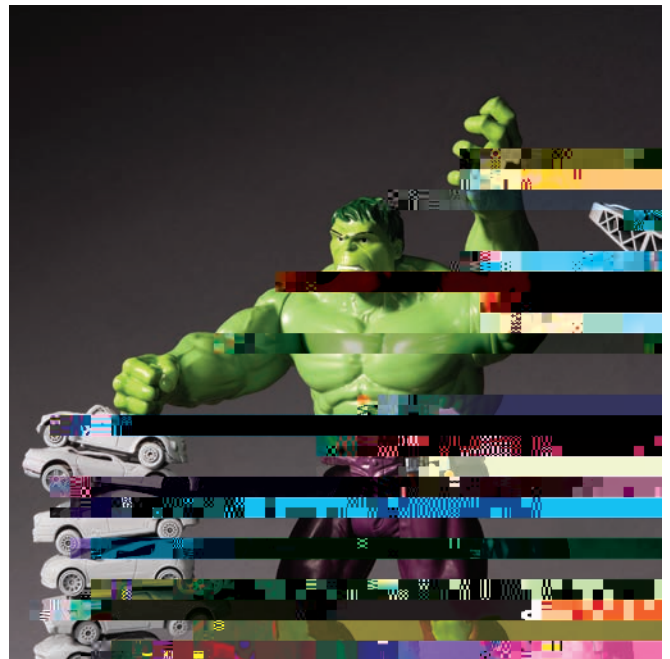
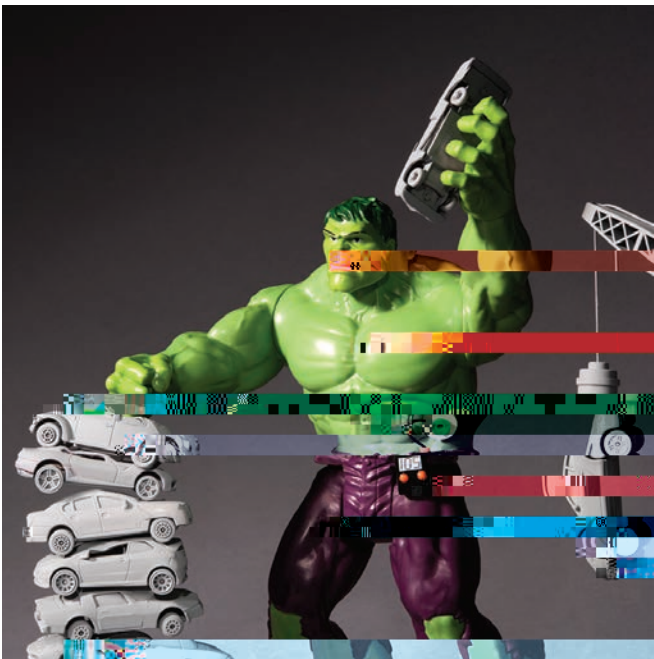
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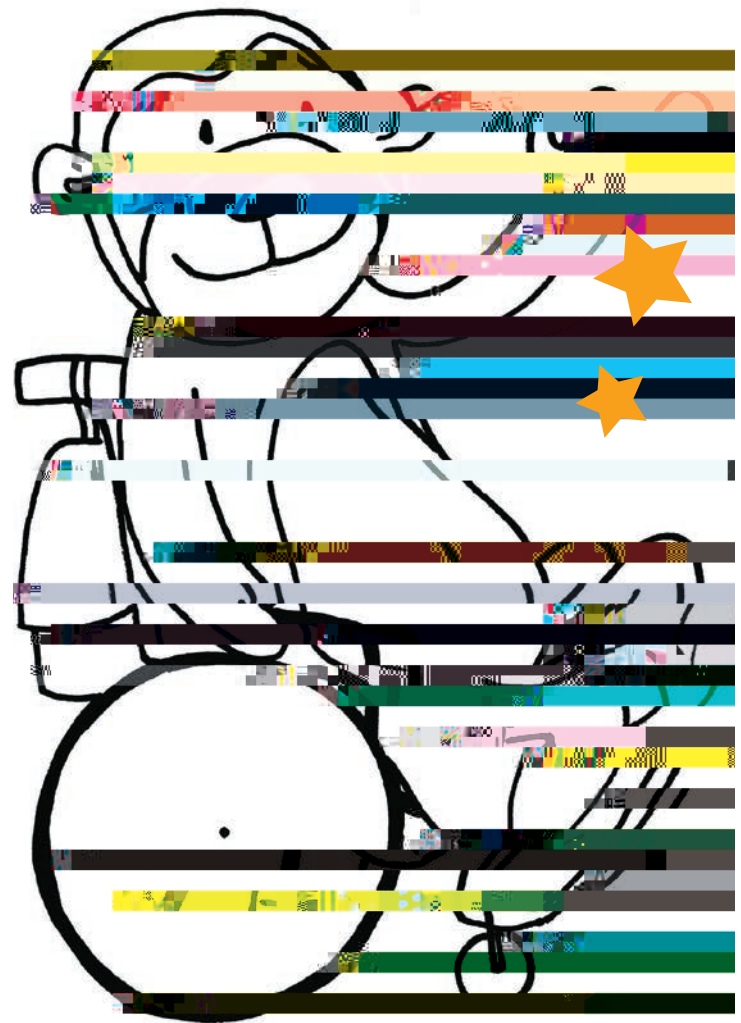
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What did you think?

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