



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

#toy
like
me®



Supported using public funding by
**ARTS COUNCIL
ENGLAND**



**Queen Margaret
University**
EDINBURGH

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 after playing with disabled toys for just three minutes, children develop more positive friendship intentions towards their peers with disabilities.’

Who are we?

ToyLikeMe is an arts and play based not-for-profit organisation based in Norwich and York. We start playful conversations with children about disability to boost self-esteem and grow open minds.

We **CREATE** art and design projects to start playful conversations with children about disability, **INFLUENCE** the toy industry to better represent 150 million disabled children worldwide and **EDUCATE** through our schools workshops and public events.

Learn more at toylikeme.org



What does being 'disabled' mean?

Being disabled means having a physical or mental impairment which may mean your body works differently or you understand the world differently to the majority of others.

The level of 'disability' a person experiences depends on the environmental, social and attitudinal barriers around them.

This is called the Social Model of Disability

Pause for Thought

Imagine a wheelchair user whizzing along a flat smooth pavement on her way to work. She comes to some stairs and a lift. The lift is broken. What is the disabling barrier that is stopping her getting to work on time? Her legs or the broken lift?

Get started

Step 1 Print the 12 Toy Box Tales images in the back of this pack and display them round your classroom.

Step 2 Print off the quiz found in the resources section (there are two difficulty levels) and engage your learners to complete the quiz.

Step 3 Get chatting! Use the Toy Box Tales images to start playful conversations with your learners. If you have a further budget you could purchase some toys with disabilities (including toys with wheelchairs and cochlear implant hearing aids) from [amazon.co.uk/shop/toylikeme](https://www.amazon.co.uk/shop/toylikeme) for hands-on learning.

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 your learners.

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.

"I am proud to be disabled, it is part of who I am. It can be frustrating at times, but I also see it as an adventure. Being disabled has led me to meet people and do things that I know I would not have experienced if I was a non-disabled person."

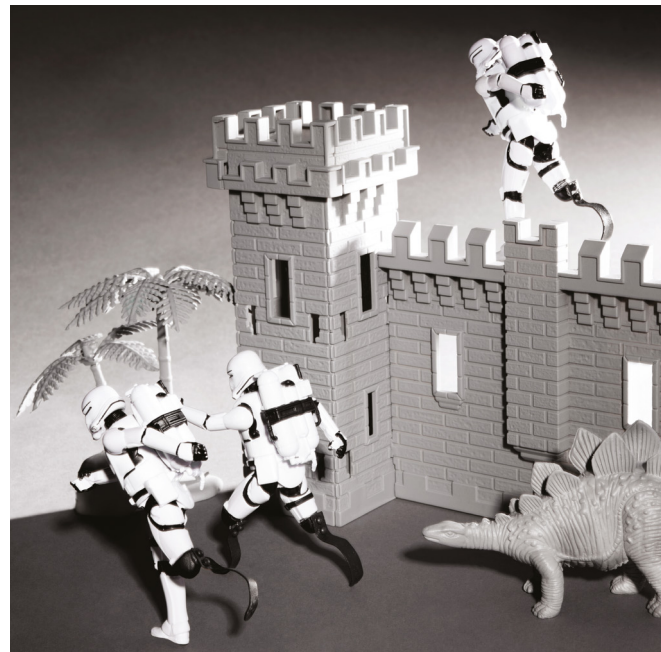
Rebecca Atkinson Co-director Toy Like Me

Get chatting about limb difference

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

- What do you **notice** in these images?
Guide towards – Barbie/Storm Troopers have prosthetic legs/limbs.
- **What is a prosthetic limb for?**
Guide towards – Walking, moving around, dancing, running. Some prosthetic limbs can help people run very fast. These are called running blades. You may have seen Paralympic athletes with blades. (e.g. Jonny Peacock).
- **Why might someone need a prosthetic leg?**
Guide towards – Some people are born with limb difference, which means they have never had fully formed legs or arms. Other people may have lost a limb through an accident or illness.
- **Do you use a prosthetic leg, or do you know someone who does?**

Go further – for a tactile conversation starter you could purchase a Barbie with a prosthetic limb from www.amazon.co.uk/shop/toylikeme



Get chatting about deafness

Print these two images and pass them around your learners. Larger versions of them can be found at the end of this pack. Cut off 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 – Olaf has a cochlear implant hearing device and Ken has a hearing aid. There are 45,000 D/deaf and hard of hearing children in the UK.
- **What is a cochlear implant?**
Guide towards – a cochlear implant is a hearing device used by people to help them hear more sounds. You have a little operation to have a cochlear implant as it involves a magnetic plate under the skin and a little wire that goes into the inside part of your ear called the cochlear. On the outside of your head you wear a processor which is held in place by the magnet through your skin.
- **Why might someone need a cochlear implant?**
Guide towards – Some people are born with no hearing at all (although total deafness is rare) others are born with some hearing but not the full range of sounds. This can vary. There is not one way to be deaf – different people can hear different amounts. They might use either hearing aids or a cochlear implant to enable them to hear more sounds. Some people choose to use neither, they are happy without sound. Everyone is different.
- **Do you use a cochlear implant or hearing aid, or do you know someone who does?**

Go further – for a tactile conversation starter you could purchase a Lottie doll with a cochlear implant from www.amazon.co.uk/shop/toylikeme



Get chatting about assistive technology

Print these three images and pass them around your learners. Larger versions of them can be found at the end of this pack. Cut off 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 – Ana, Hulk and Superman all have technology to support them in everyday life. Ana is using a trach tube, Hulk has an insulin pump and Superman is using a wheelchair.

- **What is Assistive Technology?**

Guide towards – Assistive technology (AT) is any item, tool, piece of equipment, software program, or product that enables or supports a person with an impairment. AT can be anything from a high-tech wheelchair, to a hearing aid or a pair of glasses

- **Ana** – A trach tube is used when a person's lungs don't work well on their own. This tube helps them with breathing.
- **Hulk** – Hulk has diabetes and his body needs support to balance the amount of insulin in his body. The pump helps him do this.
- **Superman** – Superman is using a wheelchair. Around 1.2 million people in the UK use a wheelchair as a mobility tool. They may use their chair every day, or occasionally.

Some people may not be able to walk at all, whilst other wheelchair users may be able to walk short distances or under some circumstances. Everyone is different.

Wheelchairs can be manually powered, or power assisted by an electric battery.

- **Do you use any assistive tech? Or perhaps know someone who does?**



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 off 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 Kristoff 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.
- **Kristoff** 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. Kristoff 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



Class challenge

You can use these challenges to get your learners thinking about adaptation and problem solving within society so that everyone can be included.

- Consider a whole room of deaf sign language users chatting animatedly. A hearing man walks in. He can't sign. He tries to make conversation but cannot make himself understood. Who is disabled?
- How could a deaf cinema-goer understand the story of a film if they can't hear any of the words being spoken? How could the film be adapted so they can understand the story? The answer is very simple!
- What objects in daily life require two hands or two feet to operate? A tin opener needs two hands. One to hold the handle and one to turn the wheel. A car needs two feet to drive. Think about how you could adapt these objects to make them accessible for people who have just one hand or one leg. Remember, there is always another way to do nearly everything! It's all about adapting and thinking creatively.
- Is it possible to talk with your hands and hear with your eyes? Think about sign language, which is as rich as any spoken language. Each country in the world has its own sign language, just like different spoken languages around the world. Can you learn the British Sign Language alphabet?
- Olaf takes his cochlear implant off at night to go to sleep. Without his cochlear implant he cannot hear the alarm clock. How will he know when to wake up? Think about alternatives to sound to wake you up. Many deaf people use a vibrating alarm clock under their pillow!
- Discuss old and new buildings and how they have been designed. Have building designers always thought about wheelchair users or people with mobility issues? Is your school old or new? Is everywhere accessible if you use a wheelchair? Would it be possible to convert this area? How would you do it? Visit a new building, is it accessible for wheelchair users? Visit an old building like a church or cathedral. Did the designers think about wheelchair users when they designed the spiral staircases? Maybe if they had, all churches would be single storey! Maybe stairs would never have been invented at all! Can you imagine a world with no steps or stairs? Is that possible?



Get creative

Explore disability and design further with these hands-on activities.

- Use the colouring sheets at the back of this pack to explore wheelchair or hearing aid design in a fun way.
- Find an old toy and turn it into a #ToyLikeMe. Try to avoid hospitals or older people disability stereotypes, instead create fun fantasy characters. Be stereotype busting! Use your imagination and go wild! Give a fairy a hearing aid? Make a guide dog or a diabetic line for a wizard. You could use an old lolly stick to create a white cane or FiMo or plasticine to create a hearing aid. Lots more images of toy makeovers are available on toylikeme.org
- Design a fantasy building that is wheelchair accessible. Will it be a tree-house with a platform hoist? Will it be a space ship with eye gaze remote control doors and ramps? Let your imagination run wild!
- Think about a local playground – are the swings accessible if you use a wheelchair? How would/do you feel if you can't use the equipment? What does feeling left out feel like? Can you use your design skills to make sure everyone is included? Can you design a playground which is fully inclusive to people who use wheelchairs – maybe you can roll onto the roundabout or there is a special swing platform?
- Junk modelling – create a cardboard home for a character with a wheelchair or someone who is deaf and needs a flashing doorbell, or someone visually impaired who needs lots of natural light in their home.
- If there are steps in your school create a cardboard ramp and send a toy wheelchair down the ramp.
- Have fun!



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

Shop for ToyLikeMe-tastic toys and resources

Download teaching resources in our TES shop –
www.tes.com/teaching-resources/shop/ToyLikeMe

Toys – amazon.co.uk/shop/toylikeme

Toy Box Tales products (mugs, posters, clocks and more) –
redbubble.com/people/toylikeme

We receive a small commission from all sales to help fund our work in schools.

Read More

Read more about our story here – theguardian.com/commentisfree/2015/may/18/toy-like-me-toys-transform-disability

For more information about the research team at Queen Margaret University and their projects please visit their website – <https://www.qmu.ac.uk/services-for-business-and-industry/entrepreneurship-at-qmu/qmu-innovation-fellowships/drsi%C3%A2n-jones-dr-clare-uytman/>

Or contact the team via email – toyresearchgroup@qmu.ac.uk



Second level

Exhibition, Quiz & Get Chatting
Get Creative
Class Challenge

Literacy & English

CFE SECOND LEVEL

Experiences and Outcomes

Listening and talking. Enjoyment and choice.

I regularly select and listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain sources.

I regularly select subject, purpose, format and resources to create texts of my choice.

LIT 2-01a

Knowledge and Understanding Skills

I can decide on a particular format and resources required when creating a text and I can give reasons for my choices.



Tools for listening and talking

When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking.

LIT 2-02a

I can listen for new information and use this to develop my own thinking.



I can engage, respond and talk with others appropriately according to my role.



I can show respect for the views of others by responding appropriately in discussion.



I can recognise how the features of spoken language can help in communication, and I can use what I learn.

I can recognise different features of my own and others' spoken language.

ENG 2-03a

I can use pace, tone, gesture, eye contact, volume, expression and emphasis when talking to others.



I can share my opinion of other speakers based on the techniques they have used.



Finding and using information

I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.

LIT 2-06a

I can select relevant information from what I have heard or watched.



I can share information in a way that is appropriate for my audience.



Understanding, analysing and evaluating

I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own.

LIT 2-07a

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



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



I know the difference between these types of questions.



To help me develop an informed view, I can distinguish fact from opinion, and I am learning to recognise when my sources try to influence me and how useful these are.

LIT 2-08a

I can explain the difference between fact and opinion.



I can identify facts and opinions.



I can take part in a discussion and share my opinion with others.



I can justify my opinions.



Creating texts

When listening and talking with others for different purposes, I can:

- share information, experiences and opinions
- explain processes and ideas
- identify issues raised and summarise main points or findings
- clarify points by asking questions or by asking others to say more.

LIT 2-09a

I can share information, experiences and my opinion with others.



I can explain processes and ideas in enough detail so that others understand.



I can identify issues raised in discussion.



I can summarise main points or findings when listening and talking.



I can ask questions or ask for more information in order to clarify points made by others.



I can communicate clearly and effectively in discussion.



I can communicate clearly and effectively when giving a talk to an audience.



I can use resources I have chosen to support what I want to share.



Literacy & English

Experiences and Outcomes

Knowledge and Understanding Skills

Finding and using information

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

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.

✓
✓
✓
✓

Understanding, analysing and evaluating

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 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.

✓
✓

To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own.

ENG 2-17a

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.

✓
✓

Tools for writing

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 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.

✓
✓
✓

Organising and using information

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**

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.

✓
✓
✓

By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.

LIT 2-26a

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.

✓
✓
✓

Creating texts

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

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 convey information, describe events, explain processes or combine ideas in different ways. **LIT 2-28a**

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 persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence. **LIT 2-29a**

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.

✓
✓

As I write for different purposes and readers, I can describe and share my experiences, expressing what they made me think about and how they made me feel. **ENG 2-30a**

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.

✓
✓
✓

Second level

Exhibition, Quiz & Get Chatting
Get Creative
Class Challenge

Expressive Arts

Experiences and Outcomes

Participation in performances and presentations

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 2-01a

Knowledge and Understanding Skills

I can present my art work to an audience.

I have enjoyed looking at other artists' work on display.

I can perform a short piece of drama to an audience; on my own or with others.

I can sing or play for an audience; on my own or with others.

I can be a member of an audience and know how to behave and react appropriately.

✓
✓
✓
✓
✓

Art and design

I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks.

EXA 2-02a

I have explored and learned how to use different media and techniques to create images and objects.

I can select an appropriate medium or technique to create a particular effect.

I can combine different media, tools and techniques for specific tasks and can explain why I have chosen to do so.

✓
✓
✓

Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail.

EXA 2-04a

I can record what I see using a camera.

✓
✓
✓

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design.

EXA 2-05a

I can record what I see using different media.

I can include a high level of detail in my recording.

I can respond to a wide variety of stimuli in art activities.

I can share how I feel through art and design activities.

I can show my ideas through art and design activities.

I can show what I'm thinking through art and design activities.

✓
✓
✓
✓
✓
✓

I can develop and communicate my ideas, demonstrating imagination and presenting at least one possible solution to a design problem.

EXA 2-06a

I can collaborate with others or create my own plan in response to a design problem.

I understand that the function and form of an object can determine the medium and techniques used in its production.

I can share how I plan to solve a design problem on my own or with others.

I can communicate my ideas for a design solution using mood boards, sketches, designs, models etc.

✓
✓
✓
✓

I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.

EXA 2-07a

I can describe an artist or designer's work and say how it makes me feel.

I can respond to an artist or designer's work in a creative medium.

I can analyse an artist or designer's work using what I know about visual elements, media and techniques.

I can talk about my own art work, evaluate it and explain what I am trying to show.

I can comment constructively on someone else's art work and how it could be changed or improved.

✓
✓
✓
✓
✓

Drama

I can create, adapt and sustain different roles, experimenting with movement, expression and voice and using theatre arts technology. **EXA 2-12a**

I have and can use a wider repertoire of voice, facial and movement techniques in order to create, adapt and sustain a role.

✓

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama.

EXA 2-13a

I can express and communicate my ideas, thoughts, feelings and opinions through movement, expression and voice.

✓

Second level

Exhibition, Quiz & Get Chatting
Get Creative
Class Challenge

Health and Wellbeing

CFE SECOND LEVEL

Experiences and Outcomes

Mental and emotional wellbeing

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

HWB 2-01a

Knowledge and Understanding Skills

I am aware of how I feel.

I can express my feelings and I am able to say why I feel this way.

I know when it is appropriate to express my feelings.

I know that my feelings can be affected by things and events around me.



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 2-05a

I know what caring and sharing means.

I know what fairness means.

I know what love means.

I know that caring, sharing, fairness and love are important in building positive relationships.

I can demonstrate my ability to foster and maintain positive relationships with others.

I know what respect means.

I can demonstrate care and respect for others.



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 2-08a

I know what feeling alone means.

I know what being misunderstood means.

I know what being left out by others means.

I know that feeling alone, misunderstood or being left out can have a negative effect on someone's mental wellbeing.

I know how to support others.



Social wellbeing

As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.

HWB 2-09a

I know that we have rights to which we are entitled.

I understand the need to respect the rights of others.

I understand the need to behave in a way that does not negatively impact on the rights of others.



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 2-10a

I know that each individual has their own abilities and needs.

I know that everyone in my school community plays an important part.

I can demonstrate how I value others and appreciate their special qualities.

I understand the importance of being friendly and welcoming.



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

HWB 2-13a

I can contribute my views to bring a positive change in my school and wider community.

I can use my time and talents to work towards positive change in my school and wider community.



Second level

		Exhibition, Quiz & Get Chatting	Get Creative	Class Challenge
<h3>Technologies</h3> <p>CFE SECOND LEVEL</p>				
Experiences and Outcomes		Knowledge and Understanding Skills		
<p>Digital Literacy</p> <p>I can extend and enhance my knowledge of digital technologies to collect, analyse ideas, relevant information and organise these in an appropriate way.</p> <p>TCH 2-01a</p>		<p>I have used digital technologies to collect ideas and information.</p> <p>I have used digital technologies to analyse ideas and information.</p> <p>I have used digital technologies to organise ideas and information in an appropriate way.</p>		
		✓	✓	✓
		✓	✓	✓
		✓	✓	✓
<p>I can use digital technologies to search, access and retrieve information and am aware that not all of this information will be credible.</p> <p>TCH 2-02a</p>		<p>I can use digital technologies to search for information.</p> <p>I can use digital technologies to access information.</p> <p>I can use digital technologies to retrieve information.</p> <p>I can evaluate information found and am aware that not all information is credible.</p>		
		✓	✓	✓
		✓	✓	✓
		✓	✓	✓
		✓	✓	✓
<p>Technological Developments in Society and Business</p> <p>I can investigate how product design and development have been influenced by changing lifestyles.</p> <p>TCH 2-05a</p>		<p>I can investigate how a product is designed and developed.</p> <p>I can investigate how product design and development has been influenced by changing lifestyles.</p>		
		✓	✓	✓
		✓	✓	✓
<p>Craft, Design, Engineering and Graphics</p> <p>I can extend and enhance my design skills to solve problems and can construct models.</p> <p>TCH 2-09a</p>		<p>I can design, develop and construct models.</p> <p>I can use problem-solving strategies in the development of a model.</p>		
		✓	✓	✓
		✓	✓	✓
<p>I can recognise basic properties and uses for a variety of materials and can discuss which ones are most suitable for a given task.</p> <p>TCH 2-10a</p>		<p>I am aware of the properties and potential uses of materials.</p> <p>I am aware of the limitations of certain materials.</p> <p>I can discuss and explain why certain materials are most suitable for a given task.</p> <p>I can select materials most suitable for a given task.</p>		
		✓	✓	✓
		✓	✓	✓
		✓	✓	✓
		✓	✓	✓
<p>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.</p> <p>TCH 2-11a</p>		<p>I can use manual drawing techniques to represent objects or ideas.</p> <p>I can use manual drawing techniques to communicate ideas or enhance objects or ideas using effects such as light, shape, shadow and textures.</p> <p>I can use digital techniques to represent objects or ideas.</p> <p>I can use digital drawing techniques to communicate ideas or enhance objects or ideas using effects such as light, shape, shadow and textures.</p>		
		✓	✓	✓
		✓	✓	✓
		✓	✓	✓
		✓	✓	✓
<p>I can extend my knowledge and understanding of engineering disciplines to create solution.</p> <p>TCH 2-12a</p>		<p>I can investigate different engineering disciplines.</p> <p>I can use what I have found out about different engineering disciplines to create a solution.</p>		
		✓	✓	✓
		✓	✓	✓

Second level

		Exhibition, Quiz & Get Chatting	Get Creative	Class Challenge
Sciences				
CFE SECOND LEVEL				
Experiences and Outcomes		Knowledge and Understanding Skills		
Forces, electricity and waves				
By investigating how friction, including air resistance, affects motion, I can suggest ways to improve efficiency in moving objects.				
SCN 2-07a				
		I know that friction is a force caused by one object rubbing against another.	✓	✓
		I know how friction including air resistance affects motion.	✓	✓
		I have identified situations where friction is helpful and unhelpful.	✓	✓
		I can investigate and suggest ways to improve efficiency in moving objects.	✓	✓
		I understand and can use the word streamlined.	✓	✓
Electricity				
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				
		I am beginning to understand what a battery consists of and how it works.	✓	✓
		I can help to build a simple chemical cell using readily available materials.	✓	✓
		I can use a simple chemical cell I have helped build to power an appliance.	✓	✓
Vibrations and waves				
Through research on how animals communicate, I can explain how sound vibrations are carried by waves through air, water and other media.				
SCN 2-11a				
		I have researched how animals communicate through vibrations carried through sound waves.	✓	✓
		I can explain how sound waves are carried through air, water and other media.	✓	✓
Biological systems – Body systems and cells				
By investigating some body systems and potential problems which they may develop, I can make informed decisions to help me to maintain my health and wellbeing.				
SCN 2-12a				
		I have investigated the functions of some body systems e.g. digestive, respiratory, circulatory etc.	✓	✓
		I have investigated problems that can occur in these body systems.	✓	✓
I have explored the structure and function of sensory organs to develop my understanding of body actions in response to outside conditions.				
SCN 2-12b				
		I have explored the structure and function of sensory organs e.g. eye, ear, nose, tongue, skin.	✓	✓
		I know how each organ/my body responds to outside conditions in order to try and keep me safe.	✓	✓
Topical science				
Through research and discussion I have an appreciation of the contribution that individuals are making to scientific discovery and invention and the impact this has made on society.				
SCN 2-20a				
		I have identified individuals who have made or are making a significant contribution to scientific discovery and invention.	✓	✓
		I can appreciate the impact the discoveries of these individuals have had or will have on society.	✓	✓
I can report and comment on current scientific news items to develop my knowledge and understanding of topical science.				
SCN 2-20b				
		I can identify a current scientific news item.	✓	✓
		I can follow the development of a current scientific news item.	✓	✓
		I can report and discuss a current scientific news item and how it could affect everyday life.	✓	✓

Second level

Exhibition, Quiz & Get Chatting
Get Creative
Class Challenge

Religious and Moral Education

CFE SECOND LEVEL

Experiences and Outcomes

Values and issues

Through investigating and reflecting upon the lives and teachings of Jesus and key Christian figures, and drawing upon moral values as expressed in Christianity, I am beginning to understand how these have influenced Christian morality.

RME 2-02a

Knowledge and Understanding Skills

I can explain what a moral value or a moral issue is.

I can discuss what I think and feel about these moral values in contemporary society.



I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights.

RME 2-02b

I can explain my views on fairness and equality in society.

I can explain my feelings on human rights in society.



Values and issues

I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights.

RME 2-05b

I can explain my views on fairness and equality in society.

I can explain my feelings on love, caring and sharing in society.

I can explain my feelings on human rights in society.



Development of beliefs and values

I am developing an increasing awareness and understanding of my own beliefs and I put them into action in positive ways.

RME 2-08a

I can explain my own beliefs and values with developing confidence.

I can demonstrate my own beliefs and values in my actions.



I am increasing my understanding of how people come to have their beliefs, and further developing my awareness that there is a diversity of belief in modern Scotland.

RME 2-09a

I can demonstrate respect for the beliefs of others and how they reached those beliefs.



I can explain why different people think that values such as honesty, respect and compassion are important, and I show respect for others.

RME 2-09c

I know and can explain why honesty, respect and compassion are important.

I can demonstrate respect for others.



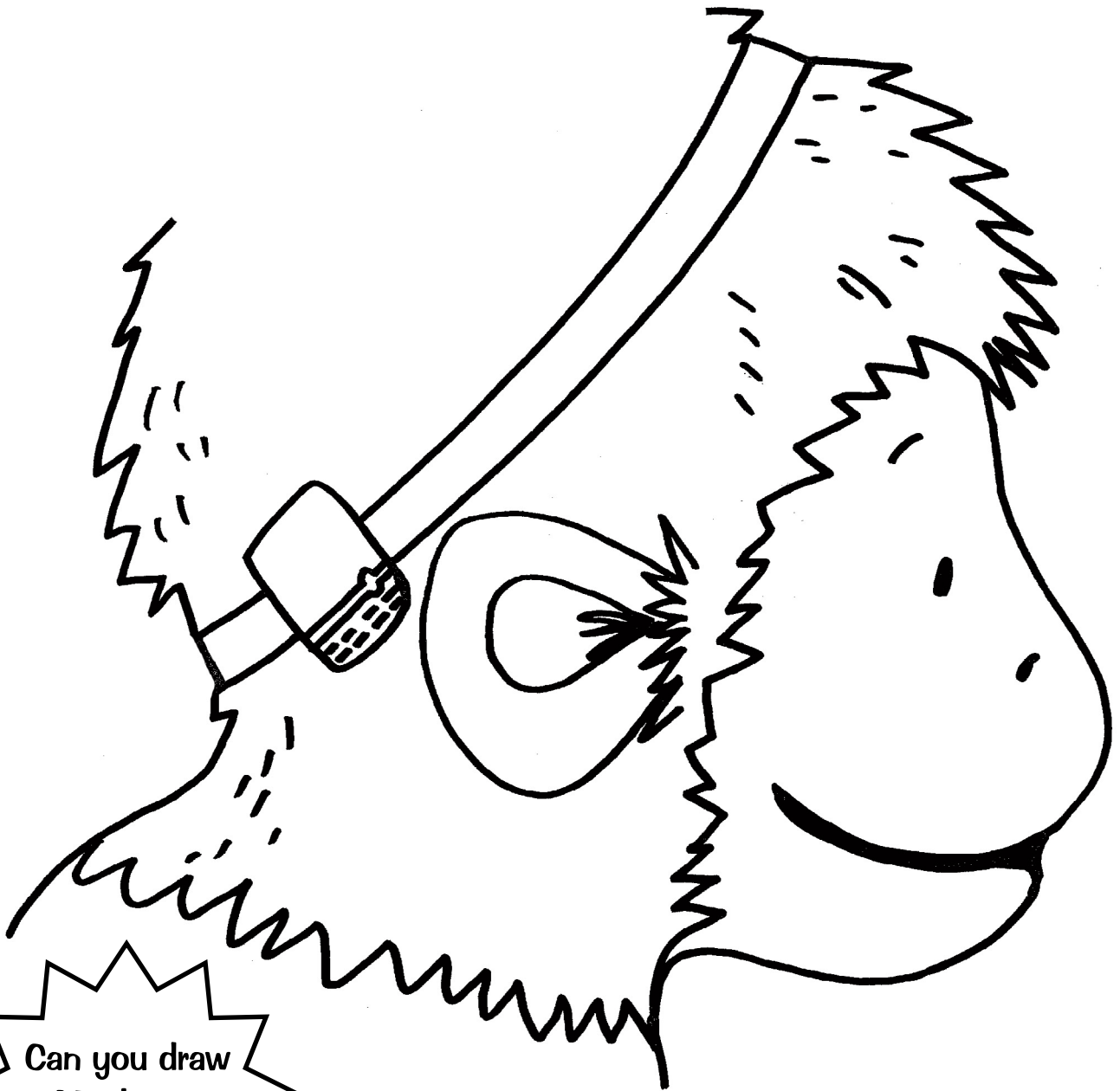
Resources

On the following pages you will find:

Four colouring sheets

12 images to print

Two quizzes



Can you draw
Monkey a
super cool
hat?

What colour and
pattern will you
give Monkey's
Bone Anchored
Hearing Aid?

Name

Age

Class

**#toy
like
me®**



Can you draw
Monkey a
super cool
hat?

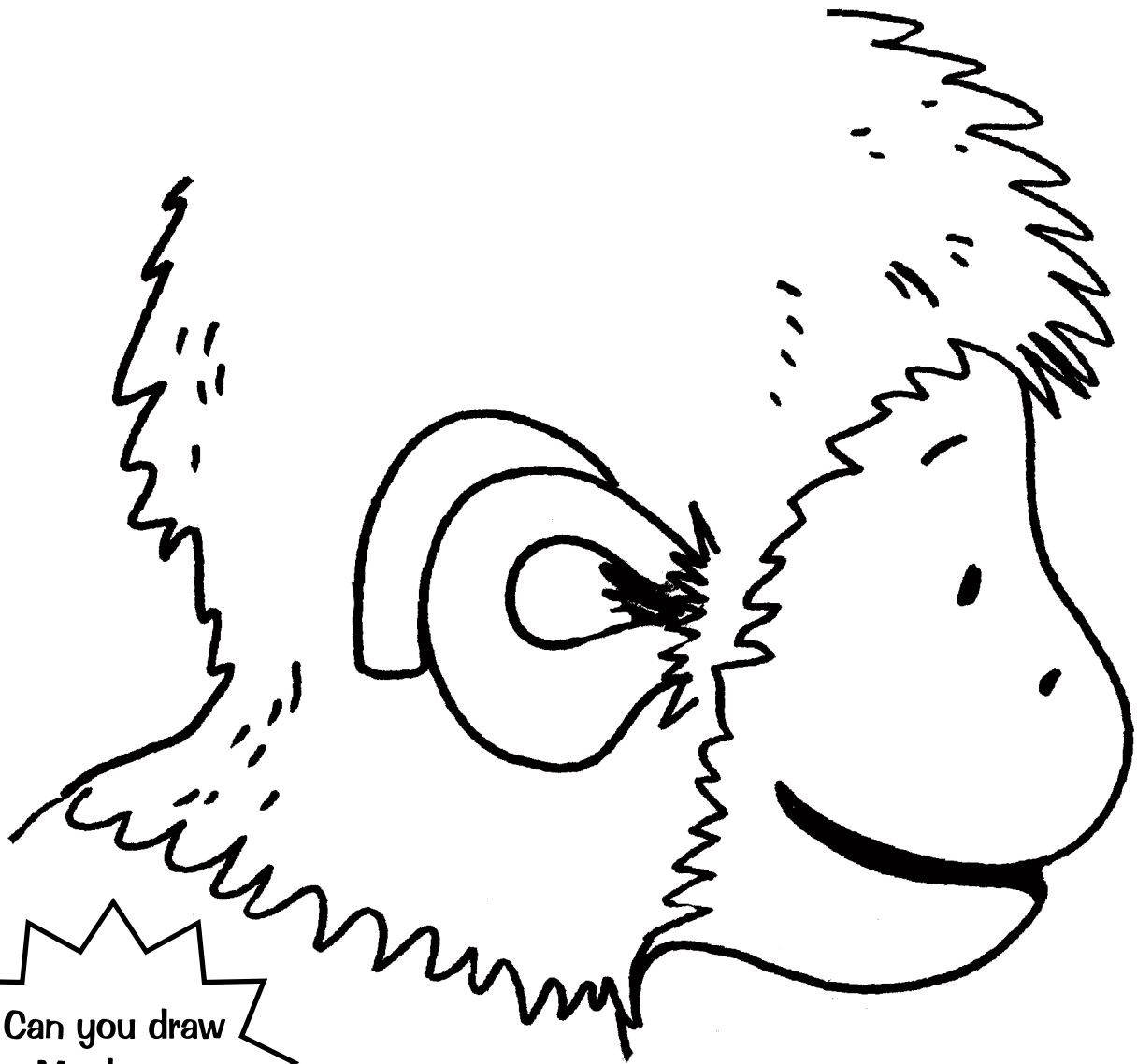
What colour and
pattern will you
give Monkey's
Cochlear Implant?

Name

Age

Class

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Can you draw
Monkey a
super cool
hat?

What colour and
pattern will you
give Monkey's
Hearing Aid?

Name

Age

Class

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Can you
draw Monkey
a pet?

Name

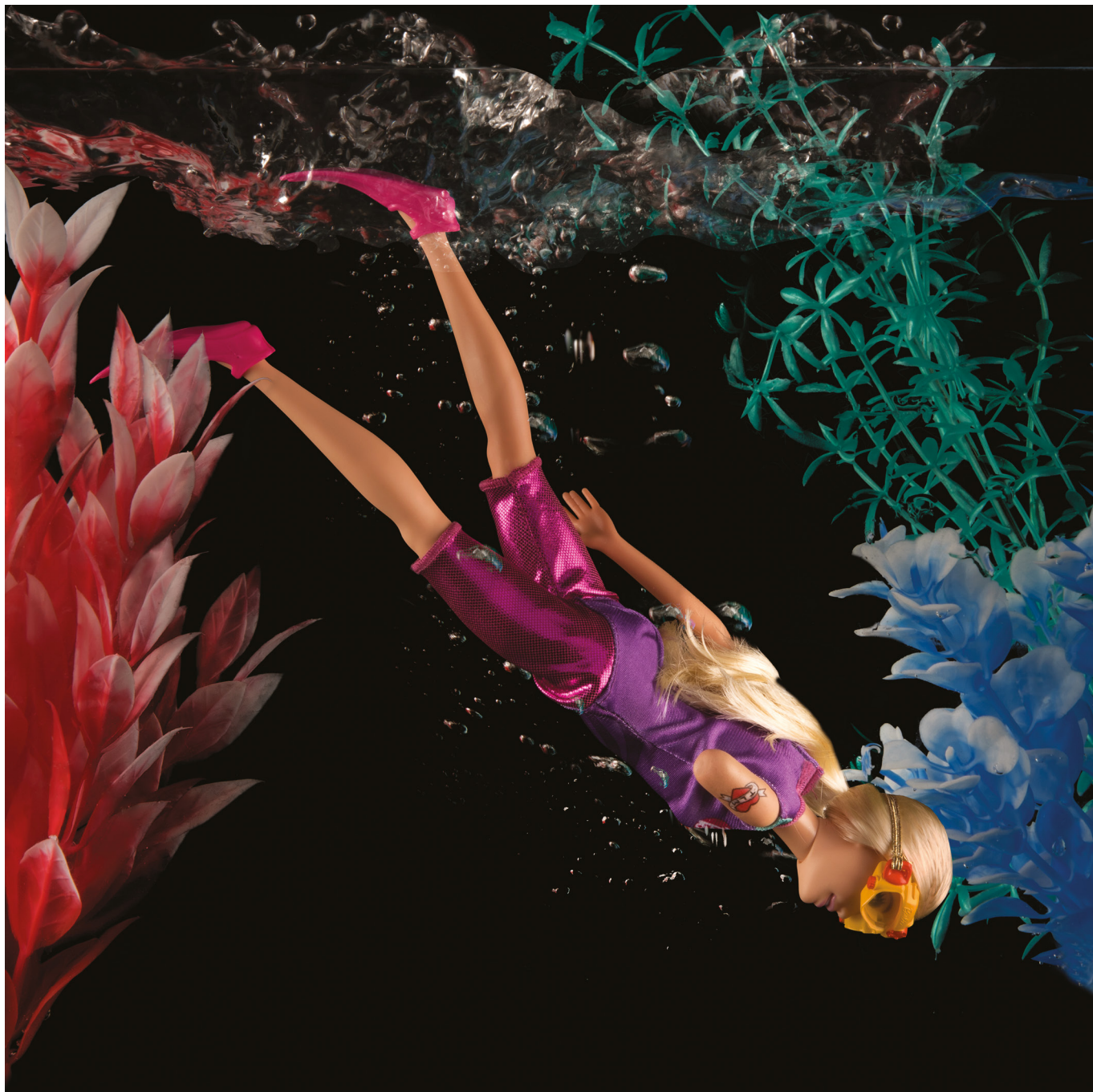
Age

Class



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 trach tube to help them breathe through a hole in their neck, like this Ana from Frozen.



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.



Olaf Like Me

Olaf has an orange cochlear implant to match his nose! There are 45,000 children in the UK who are deaf or hard of hearing like this Olaf.



Toy Like You...

How could you make the cast of Frozen more like you or someone you know with a diff:ability? Would you give them a hearing aid? A wheelchair? Maybe Kristoff 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 anything what would you have? A wheelchair superhero? A princess with a guide dog? A baby doll with a hearing aid?



Did you know...

This Hulk is fitted with a diabetic line but the actor who played Hulk in the original TV series, Lou Ferrigno, wore a hearing aid.

TOY BOX TALES



Quiz 1

Q Spot three differences. On the Hulk picture on the right, circle where the items have changed.



Q Can you draw your dream toy here?



Q Can you decorate these roller boots to make them super cool?
Will you give them some stars, rainbows, flames or lightning flashes?



What did you think?

Please tell us what you thought about the Toy Box Tales exhibition and why?

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.....

toylikeme.org is an arts and play based not-for-profit celebrating disability in toys and play. If you would like to receive news from us, please provide your email address below:

.....

#toylikeme

TOY BOX TALES




Quiz 2

Q When did Lego bring out the first Mini-figure with a wheelchair?

A

Q What did Nemo call his small fin?

A

Q How many deaf and hard of hearing children are there in the UK? 

A

Q What does diver Barbie's tattoo say?

A

Q Spot the difference. What three things are missing in the picture of Hulk?

1

2

3



Q In the picture of Ana what does she use to help her breathe?

A

Q How many balloons are helping Barbie fly?

A

Q Barbie is dressed as a bride, but what is she signing to Ken?

A



Q Can you draw your dream toy here?



Q Can you decorate this monkey and her wheelchair? Will you give them some stars, rainbows, flames or lightning flashes?



What did you think?

Please tell us what you thought about the Toy Box Tales exhibition and why?

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toylikeme.org is an arts and play based not-for-profit starting playful conversations with children about disability to boost self esteem and grow open minds.

#toylikeme

Acknowledgments

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