SCRUFFY MUFFIN

MORE THAN ONE THING

Make a portrait of you using pictures, words or symbols.
Show something you enjoy,, something you are learning
and something you would like to try.
Share only what you choose.



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FACT OR GUESS?



Amara is holding a book. Leo is smiling. Mia has a paintbrush.

What can you observe? What would you need to ask?

Sort these ideas: ‘Leo feels happy.’ ‘Mia likes painting best.’ ‘Amara has a book.’

Explain your choices. A picture cannot tell us everything.

I can observe

I would need to ask

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RESPECT THEIR EQUIPMENT

Discuss each choice with a partner.

- Move someone's wheelchair without asking. ◯
- Leave their talker within reach. ◯
- Pick up their cane to play with. ◯
- Ask before touching their equipment. ◯



Which choices respect the owner? Explain why.

Make a reminder for your classroom.

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AN INVITATION THAT HELPS

Your class is holding a story afternoon.
Create an invitation that tells guests what to expect.
Include the place, time, activities and a person they can contact about access or support.
Use clear words and pictures.
Ask a partner what information is still missing.



Where:

When:

What to expect:

Who to contact:

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ART YOU CAN EXPLORE



Create a picture with raised lines and different textures.
Choose safe materials such as card, fabric and string.
Ask before inviting someone to touch your artwork.

Describe what you made.

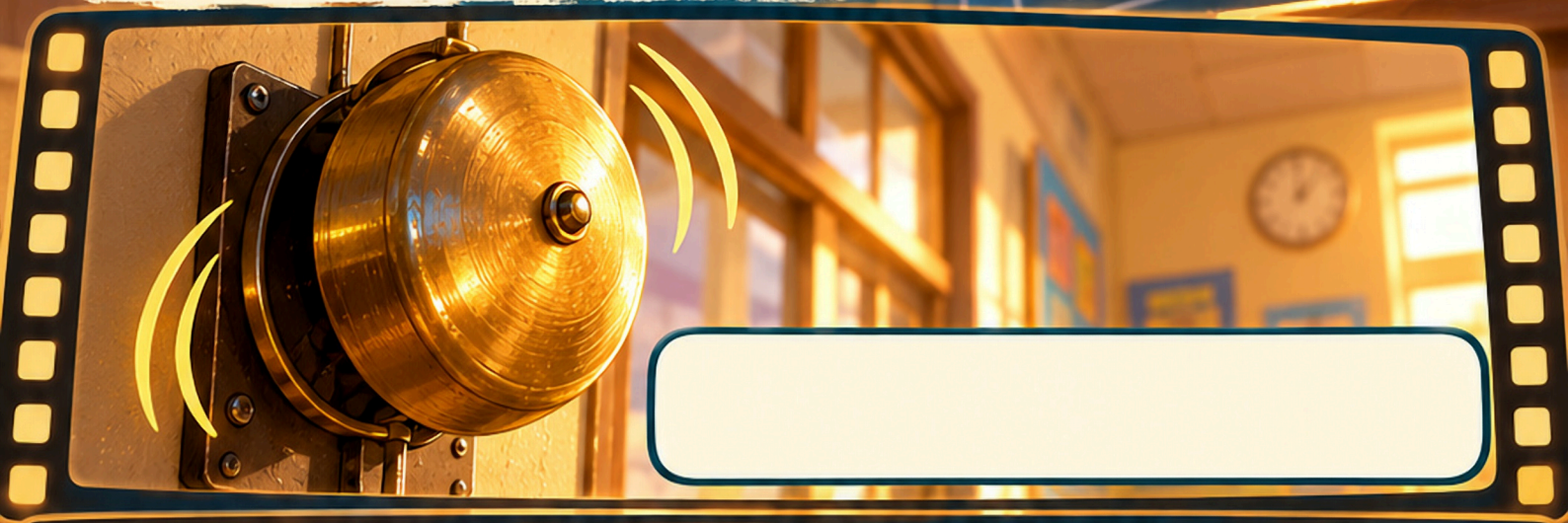
What could make your picture easier to explore?

You can plan it here or make it with a partner.

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ADD THE MISSING CAPTIONS

A class film needs words to describe its sounds.
Write or choose a caption for each moment:
a bell rings, rain taps the window, Scruffy barks.
How could viewers know who is speaking?
Try your captions with a partner.
Clear captions help people follow the action.







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EVERY VOTE COUNTS

- Choose a class project: a mural, a model or a puppet show.
- Let everyone vote by pointing, speaking, using symbols or another chosen way.
- Record the votes.
- How will you include ideas from people whose choice did not win?
- Agree one next step together.



Mural	Model	Puppet show

Our next step:

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THE TEAM EXPERIMENT



1. Which material absorbs water?
2. Test paper, foil and fabric with the same small amount of water.
3. Choose jobs together: prepare, pour, observe or record.
4. Share or swap jobs if you wish.
5. Record what happened.

Material	What happened
	
	

How did your team make space for everyone's ideas?

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FAIR DOES NOT ALWAYS MEAN SAME

Three pupils want to make a mark on paper.
One chooses a thick pencil. One uses a pencil grip.
One chooses a keyboard.
Do they need identical tools to join in?
Discuss your ideas.



Draw or describe another way to take part in the same task.

When Plans Change



The class picnic must move indoors because of rain.
Make a new plan that everyone can understand.
Show what is staying the same and what is changing.
How could classmates ask questions or share worries?
Create a short picture notice together.

Staying the same

Changing

How could classmates ask questions or share worries?

Our picture notice

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OUR STRENGTHS GARDEN



Choose something you can offer a team.

It might be noticing details, sharing ideas, making people laugh or asking questions.

Add your strength to a flower using words, pictures or symbols.

Join your flowers into a class garden.

Which new strength would you like to grow?

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WHO IS IN THE STORY?

Choose a classroom story together.
Who makes decisions? Who has ideas? Who solves problems?
Can you find disabled characters with their own interests and choices?
Notice what is present and what is missing.
Share one thing you value and one change you would suggest.



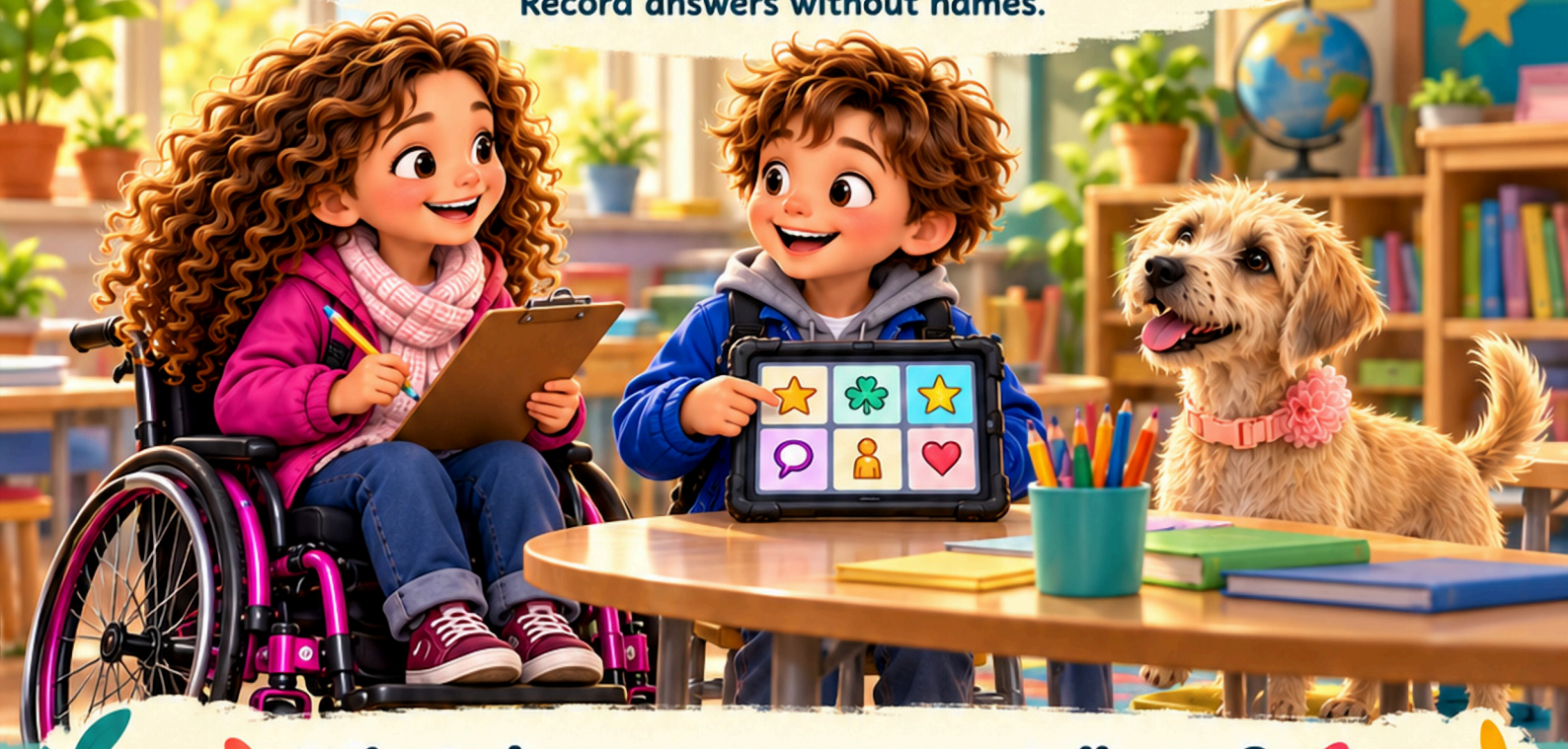
People and choices

Something I value

A change I suggest

ASK THE CLASS

Find out how classmates like to share their learning.
Offer choices: drawing, speaking, typing, making or another way.
People may choose more than one or pass.
Record answers without names.



What does your survey tell you?

Drawing	Speaking	Typing	Making	Another way

Suggest two ways to share the next class project.

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A New Friend's First Day

A new pupil is joining your class.
Create a short welcome guide showing useful places, familiar routines and who can answer questions.
Ask what they would like to know.
Let them choose whether to join an activity or watch first.



Useful places

Our routines

People to ask

What would you want someone to explain?

Our Class Inclusion Promise

Choose one change your class can make this week.
Explain who it could help and how you will make it happen.
Agree when to check how it worked.
Everyone can contribute or pass.
Afterwards, ask: what improved, and what should we try next?



Our change

Our first step

We will check

What we learned