





VotesforSchools Lesson Plan: 45 minutes

Are neurodiversity labels helpful?



			
4-6 mins	1. Starter: Stick it on	Pair	Voters discuss what labels are used for.
3-4 mins	2. Why are we talking about this?	Whole class	Voters explore why this topic is relevant at the moment, with reference to the annual Neurodiversity Celebration Week.
9-16 mins	3. Finding the right label	Whole class	Voters reflect on the strengths and weaknesses of different neurodiverse conditions through a series of character descriptions. They guess the name of a condition from a set of options. Then, they discuss whether they share any traits with the characters and whether assigning a label to a condition is easy.
4-6 mins	4. Strengths and weaknesses	Whole class	Voters link neurodiversity to the natural world. Then, they hear from a group of celebrities discussing strengths and weaknesses associated with dyslexia.
12-18 mins	5. Labelling	Whole class	Voters hear about the spectrum of neurodiversity. Then, they organise some statements about labelling into positives or negatives. They evaluate two contrasting opinions about sharing a neurodiverse label. Finally, voters reflect on whether the label "normal" can be used.
N/A	Vote!	Whole class	Voters review the Yes/No arguments for this topic before casting their vote. Feel free to email info@votesforschools.com to find out more.

Keywords:

- Neurodiversity
- Spectrum
- Dyslexia

Learning objectives:

- To describe some neurodiverse conditions.
- To evaluate the use of labels for neurodiversity.

Supporting materials for SEND learners in this box

Cross curricular opportunities in this box

Challenge tasks in this box