

EQUALITY



INCLUSION



EQUALITIES MAGAZINE

Culloden Academy |
October 2023



CULLODEN
ACADEMY

Classroom code: aykkpg6

MEET THE TEAM:

Teachers:

Miss Cavellini

Mr Munro

Mrs Skinner

Mr Wilson

Pupils:

Sophie Jones

Zara Jones

Zoe Jones

Scott Mackay

Macy MacKay

Molly Maclaren

Elliot Goldie

The equalities and rights respecting group meet every Thursday lunch time in Miss Cav's classroom.

We'd love to see you there!

A bright, glowing spotlight effect is centered at the top of the page, illuminating the title text below it.

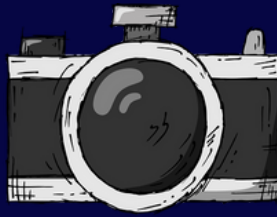
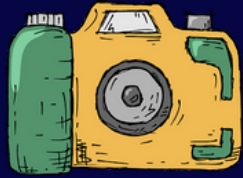
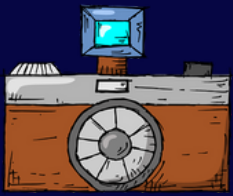
SPOTLIGHT

ON THIS MONTH

**This issue focuses
on these two
awareness events**

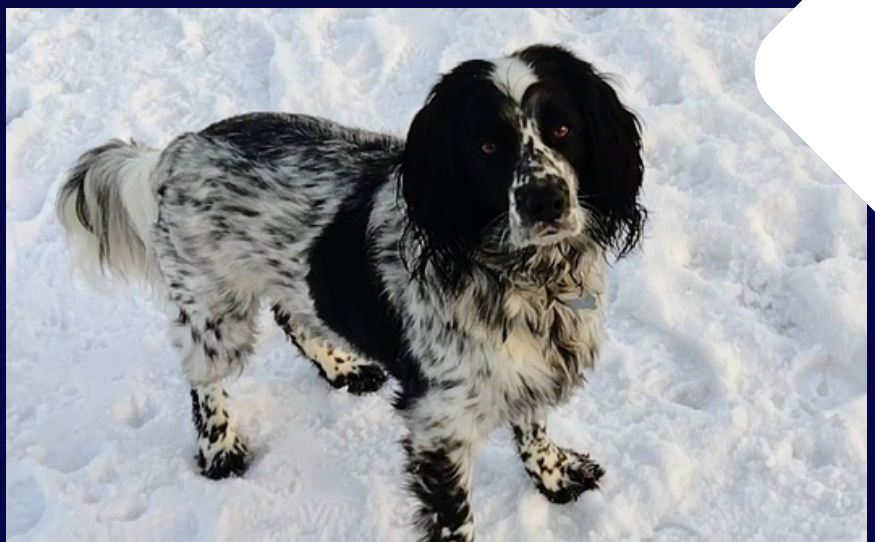
**Dyslexia
Awareness
Week: 4-10th
October**

**World Mental
Health Day:
10th October**



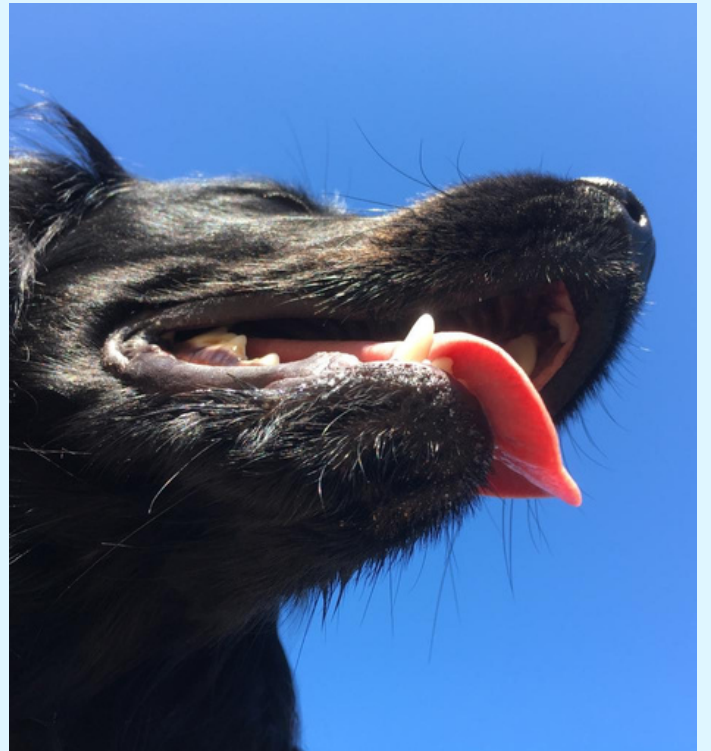
PHOTOGRAPH COMPETITION

Thank you to everyone who sent a picture in!









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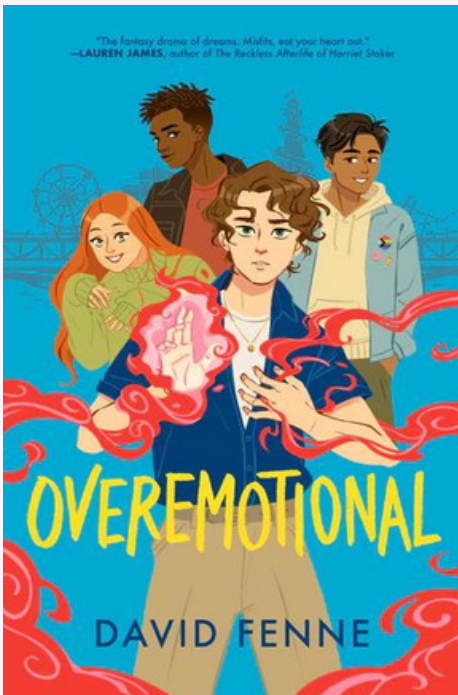
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BOOK CLUB

A selection of great stories supporting equality for Young Adults



Overemotional - David Fenne

The first in a wholesome queer YA fantasy trilogy packed with magic, loveable characters and big plot twists from debut author **David Fenne**.

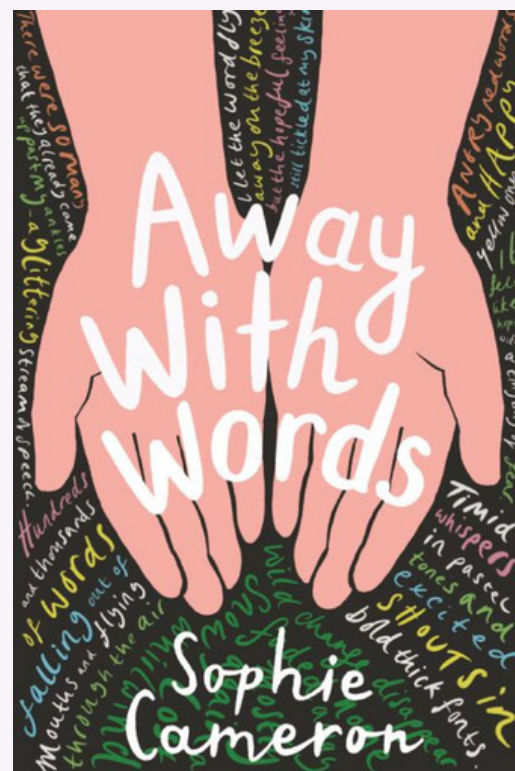
Whatever emotion Steven Percival experiences manifests as magical powers, with consequences ranging from the disastrous to the hilarious. When a mysterious secret agency starts hunting him down, Steven and his friends must fight back - and get him a boyfriend, of course.

Away With Words - Sophie Cameron

Sophie Cameron is a YA author from the Black Isle, Scotland.

Gala and her dad, Jordi, have just moved from home in Cataluña to a town in Scotland, to live with Jordi's boyfriend Ryan. Gala doesn't speak much English, and feels lost, lonely and unable to be her usual funny self. Until she befriends Natalie, a girl with selective mutism.

The two girls find their own ways to communicate, which includes collecting other people's discarded words.

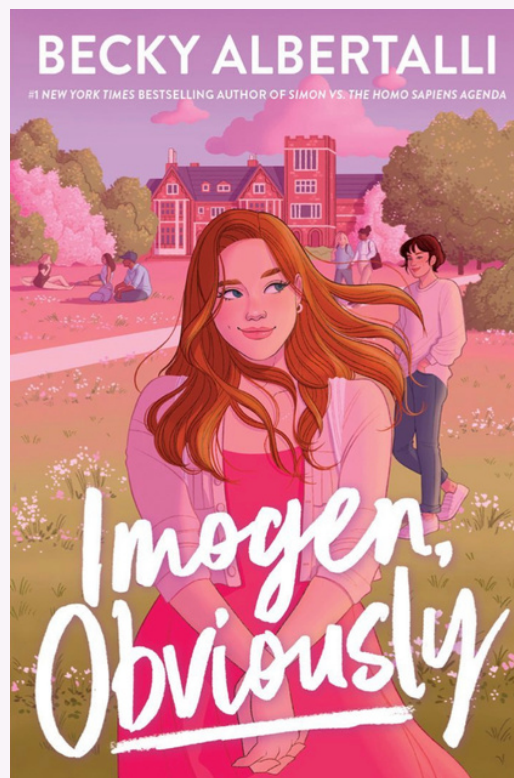




Imogen, Obviously - Becky Albertalli

With humour and insight, #1 New York Times bestseller Becky Albertalli explores the nuances of sexuality, identity, and friendship.

Imogen, Obviously is about a high school senior who goes to visit her friend Lili at the college she will attend next year. There, she finds out Lili lied to her friend group and said she and Imogen used to date. Except Imogen is straight, but is she? After meeting Lili's friend Tessa, Imogen begins to question everything.

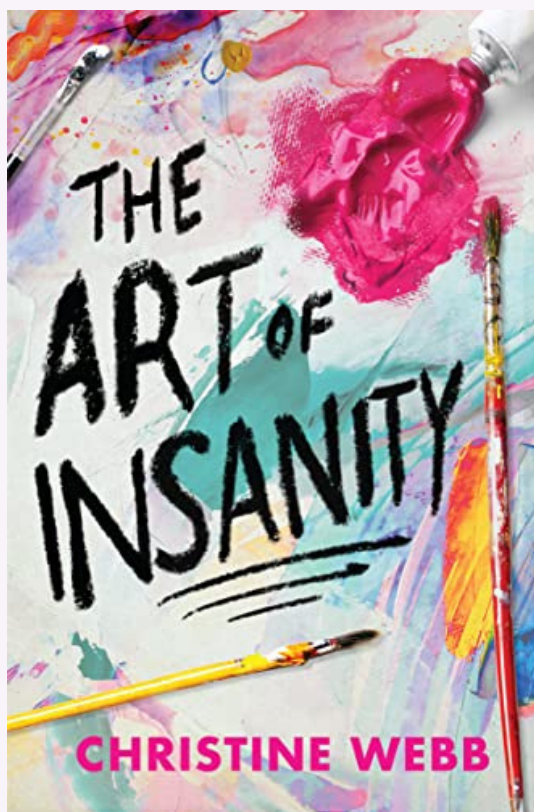


The Art of Insanity - Christine Webb

Written from experience, this heartfelt and candid contemporary YA novel explores the stigma surrounding mental illness and offers an uplifting narrative of resilience.

High schooler Natalie Cordova has just been diagnosed with Bipolar disorder. Her mom insists she keep it secret.

Putting up a front and hiding her mental illness from her classmates is going to be the hardest thing high schooler Natalie Cordova has ever done. Surely her newly prescribed medication is to blame for the funk she finds herself in. But as Natalie's plan to self-treat unravels, so does the perfect façade she's been painting for everyone else.



Dyslexia

By Miss Van Exan



It is important to talk about Dyslexia because the more we normalise it as a thinking difference, the more inclusive people will be. We can make such use of dyslexic thinking and we need to change the perception from it being a disability to a strength.

Group.

I was inspired by my own journey through school, as well as experiencing school again through my own kid's experiences (both of whom are Dyslexic). Schools are not set up for our brains and the struggle can be real. We can experience an awful lot of shame and it can affect your self esteem for life. I wanted to work with our dyslexic students to help them understand how their brain works; To develop strategies for the things we find difficult; and celebrate the unique aspects of a Dyslexic brain that gives us advantages in life.

My own experience.

I liked school and I enjoyed learning but there are darker aspects too. I was put in the hallway an awful lot to run flash cards and try and help me learn. This is a terrible way to help a dyslexic child. The anxiety and the shame when I am faced with adding and subtraction still sticks with me. I failed most essays I had to write. I think now, if I knew how my brain worked, and if I had assistive technology to help me, I could have done it. I am sure I ended up in theatre because I liked reading plays. There were no overlays then and no large print texts. But with plays the lines were spaced out and I could read the text because of it. Dyslexics are also really good at visualising things in 3d so when I read I could picture the story like a movie. Dyslexics are really good at being empathic, problem solving and are often leaders. My senior years in high school were a blast. I got to lead a Mediating program for the whole council, was awarded for my humanitarian work, helped organise a pile of events in the school for fun and for charity and started new programs to include the younger years in the school community. Dyslexia can be such an advantage and this certainly helped in these areas.

What to do

I am working with our dyslexic kids to find their voice and communicate with their teachers. We are trying to normalise asking for accommodations in class not just for tests and use their strategies. I am also hoping they will feel confident in working together with their teachers to help them access the curriculum.

A quick Checklist for dyslexia

Do you:

- Confuse visually similar words such as cat and cot
- Spell erratically
- Find it hard to scan or skim text
- Read/write slowly
- Need to re-read paragraphs to understand them
- Find it hard to listen and maintain focus
- Find it hard to concentrate if there are distractions
- Feel sensations of mental overload/switching off
- Have difficulty telling left from right
- Get confused when given several instructions at once
- Have difficulty organising thoughts on paper
- Often forget conversations or important dates
- Have difficulty with personal organisation, time management and prioritising tasks
- Avoid certain types of work or study
- Find some tasks really easy but unexpectedly challenged by others
- Have poor self-esteem, especially if dyslexic difficulties have not been identified in earlier life



If you have trouble with all of these you might be dyslexic.
You could speak with your guidance teacher with your concerns.

Support in school.

I think that supporting our students means allowing them to have a voice. If they need support, time or assistive technology we need to allow them to use it. It would be great if we could remove the stigma of using technology as cheating. All the studies prove that it is directly the opposite and that it enhances knowledge and literacy. Across the board for all our students we need to remove barriers to learning.

More than anything I would like to see people understand that struggling with reading and writing is only a small fraction of dyslexia. The way people are treated can affect their self esteem and the shame can have a life long affect.

We need to celebrate the dyslexic brain! There is so much to offer!

WORDSEARCH

A Dose of Positivity

V	T	I	B	E	L	I	E	V	E	D	V	P	T
N	D	S	L	T	R	V	R	Y	I	U	M	O	R
T	N	G	L	H	E	E	E	P	N	I	T	S	I
V	U	M	E	O	F	V	R	P	D	H	L	I	H
S	R	E	V	U	L	G	B	A	E	F	O	T	P
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I	C	O	U	Y	T	O	E	A	T	E	C	F	L
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INDEPENDENT
POSITIVE
GRATEFUL
SMART
EMPATHY
MEDITATION
NURTURING
HAPPY
STRONG
VIBES
BRAVE
BELIEVE
REFLECTION
SUPPORTIVE
THOUGHTFUL

Rights Respecting Interview

with Mr Wilson

By Scott Mackay and Macy Mckay

What is the rights respecting school award?

It is a UNICEF award that is given to schools who make rights respecting values part of their school ethos. There are 3 levels of the award - Bronze, Silver, and Gold. We earned the bronze award in June 2022. This is given to schools that make a commitment to become more rights respecting. You can then go onto the silver and gold award, which requires your school to embed the rights.

What have we done to get this award?

Last year to get bronze we surveyed the school community and set up a rights respecting group that made a plan to work towards the silver.

What are the next steps?

To get the silver award, we need to work through our action plan to make sure everyone in the school is aware of their rights and improvements are made throughout the year.

How can pupils get involved?

Come along to the rights and equalities group on a Thursday, they can get involved in many ways - there are lots of different tasks to help out with on the Silver Award plan.

How can teachers get involved?

Teachers can promote the rights in their classrooms and include rights in their lessons. They can also get involved in the rights and equalities group

Why do you feel that it is an important issue?

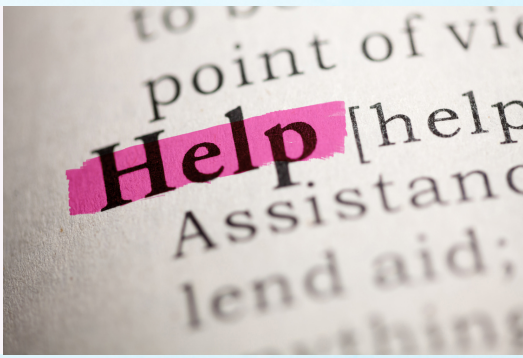
In order for our school to be the best place it can be for pupils and staff, it is really important that everyone has their rights respected, and by gaining the award, I hope that it will help everyone enjoy coming to school. It also helps to build the ethos of the school and supports the 4 school values we have recently adopted.

What do you think is the most important right?

All rights are equally important but something people need to know is that your rights cannot be taken away from you. As a teacher, I obviously think that the right to education is really important to all young people, whether in Culloden or around the world.

Do you think that there are more rights now than there were when you were younger?

Yes, it was a while since I was young but people are more aware of their rights today which is a good thing. When I went to school it wasn't really something that we spoke about so it is a big improvement that in 2022 it has become a normal part of the conversation in Scottish schools.



STAYING

alert

10th September marked World Suicide Prevention Day.

It might be a difficult topic, but it's an important one, because suicide is one of the biggest causes of death among young people.

Suicidal thoughts are frightening, and can make people feel lonely, and although it is common for people to feel anywhere on the spectrum of down, upset or stressed, these feelings can stick with us for a long time, or become very intense very quickly. You probably know someone who has experienced them, and hopefully they have found someone who they can talk to about these feelings.

If you're worried that someone you know is having suicidal thoughts, the best and simplest thing to do is ask them. It might seem scary, and it is a very heavy question, but you can't do any harm by asking, and you might give them the space to talk about feelings that are weighing on them. They might need someone to take with them to speak to a trusted adult (a caregiver or a teacher) about how they feel, and being able to talk to you might be the first step.

The acronym ALERT can help you talk to someone who is feeling suicidal:

A - ask if they are thinking about suicide

L - listen, and show that you care

E - encourage them to get help

R - right now

T - tell someone

If you are having suicidal thoughts, don't let the stigma about them stop you from getting help - you deserve and are worthy of help, no matter how you feel. In school, any trusted member of staff will listen to you and take you seriously to get the help you need.

The most important message of Suicide Prevention day is that suicide is preventable, but only by being more open in talking about the feelings of depression, anxiety and stress that can spiral into feeling suicidal.

Resources:

[The Art of Talking](#) - NHS Scotland Suicide Prevention PDF

[Suicidal Feelings](#) - Mind

[I've got through suicidal feelings - so can you](#) - YoungMinds