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A Day at Secondary School for The Girl With The Curly Hair (film + questions)



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Registration

- Why did TGWTCH find Registration difficult?
- How could Mr Black have helped?
- Could Holly have helped at all?



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Getting Ready for School

- What problems did TGWTCH encounter in the morning?
- What strategies could an autistic student implement to be more organised in the morning?



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Chemistry

- How could a teacher best support an autistic student who is very good at a particular subject?
- How could an autistic person use their skills and strengths in daily life and in the future?



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Break

- Why might an autistic student struggle at Break Time?
- What could a school do to support autistic students during Break?



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Geography

- Why did TGWTCH struggle with groupwork?
- Think about how classmates perceived TGWTCH and then think about how you could more sensitively interact with someone who is very quiet or shy
- What could a teacher do to help an autistic student cope with groupwork?
- What skills could an autistic person aim to develop in order to improve at being a part of group projects?



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Lunch Time

- Think about how we perceive those who are alone. TGWTCH made two remarks during the day:
 - at Break Time (“I hope the librarian doesn’t mind that I come here all the time”)
 - at Lunch Time (“I hope no one walks by and finds me here. I’ll have to explain why I’m alone. Everyone is always asking why I’m on my own”)
- How could Lunch Time be made easier for an autistic student?
- How could Holly have supported TGWTCH at Lunch Time?



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P.E.

- Why did TGWTCH struggle with the P.E. lesson?
- How could a teacher make P.E. more manageable for an autistic student?
- Think about the significance of TGWTCH's thought, "I don't know how to kick a ball. How can I play football? How does everyone else know what to do? We've never been shown."
- Think about how P.E. was a consistent worry for TGWTCH throughout the day. How could an autistic person manage their worries about things that have not yet happened or that are about to happen?



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English

- How did TGWTCH's anxiety manifest?
- Think about the importance of understanding when we feel anxious, what behaviours we might have when we feel anxious, and how to communicate that we feel anxious to others
- What didn't the teacher understand?
- How could a teacher support an autistic student who feels anxious about speaking in class or standing at the front of the room?



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Going Home

- What was TGWTCH worried about that was to do with the next day?
- How could a loved one help an autistic child manage their worries about the next day?
- TGWTCH said “no” when Holly invited her over. Holly thought, “Why does she always say “no”? Doesn’t she like me?” How could TGWTCH better manage this friendship? Remember that she’d also already declined Holly’s invitation to sit with her in Registration earlier that day
- How could an autistic person learn to become more flexible, e.g. when their usual food isn’t available or when an activity finishes later than planned?



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Final thoughts...

- TGWTCH wasn’t diagnosed with autism in this film
- Consider why a diagnosis might be important in 1) helping someone succeed in their education and 2) helping others to understand them
- *Should* a diagnosis be important? Is it not simply helpful to support someone with their needs and challenges as the individual they are?
- Reflect on the fact that there are many strategies that could be implemented **but that an autistic person might not be able to communicate their anxieties or their problems.** An autistic person can have ‘invisible’ difficulties. How can someone best support them in these circumstances? How can they best help themselves?



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Thank you!

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P.S. Do you know of any SENCOs?

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We are looking to connect with
more schools to find out how they
support autistic students

If you know a SENCO or feel your
child's school might be interested
in learning more about autism,
please email us
alis@thegirlwiththecurlyhair.co.uk



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