



Post Primary Schools **Guide**



#LotsOfSocks4DSI #ShareTheJourney
#WorldDownSyndromeDay



Down Syndrome Ireland, Unit 3, Parkway House, Western Parkway Business Park, Ballymount Drive, Dublin 12, D12 HP70
CRA Number: 20010164 CHY Number: 6062

How to support World Down Syndrome Day?

World Down Syndrome Day (WDSD) is celebrated annually on March 21st. The date for WDSD being the 21st day of the 3rd month. People with Down syndrome are born with an extra, 3rd copy of chromosome 21.

By taking part, you and your school are making a real, practical difference to thousands of children across Ireland with Down syndrome.

How do we take part?

Lots of Socks

Wear your Socks

Ask students and staff for a donation to wear different coloured socks into school on 21 March

Lesson Plan

We have included an activity around inclusivity which can be carried out in class with your students, as well as information about Down syndrome.

Promote

Be sure to share your fundraiser with parents and staff to let them know when the big day is and to donate to your fundraising page

Thank you for bringing World Down Syndrome Day to your school and joining schools across the country!



Post Primary School Information - Teacher Notes

Introduction

Teenagers who have Down syndrome are just like all other teenagers, in that each one of you is different. Like each of you, they have their own way of doing things, of understanding and of interacting.

Teenagers with Down syndrome need to be recognised for who they are. We are all making a voyage through life and the world. For some of us, there will be a few extra problems. We all hope to be happy being who we are, and the teenager with Down syndrome can be too, if he / she is surrounded by the same love and trust that we enjoy. If they are respected, they can become independent individuals with a lot to contribute to society.

Respect does not just 'happen' ~ it develops when we

- listen to each other
- get to know each other
- sharing with each other
- trust each other

Down syndrome is the most common, identifiable cause of a learning disability. Having a learning disability can mean that children may be

- Slow to develop
- Slow to learn to talk, walk and play

For a teenager with a learning disability, extra help may be needed with

- School work
- Solving everyday problems
- Free time activities and pastimes
- Shopping
- Using transport independently

New interests, friends and school work pose challenges for teenagers with Down syndrome. What is expected of them as they begin to live their own lives?



What Can You Do to Help?

Some people just don't know anyone with a learning disability and avoid anyone they think is different. They feel awkward because they might not understand or know what to do. As more young people meet people with a learning disability, they will feel more comfortable

- Look at how far your classmate with Down syndrome has come and the hurdles he / she has overcome
- Value their good sense of humour
- Value their good company
- Praise him / her to your other friends and let others know of their achievements
- Give them a hand
- Help them to do things for themselves so that they can be recognised as being the same as other people, as a member of a group of friends

It is good to question how people treat others with a learning disability. Some people do not understand that everyone is important. In an accepting society, helping others and encouraging them to be more confident is valued.

The teenager with Down syndrome is more like every other student than they are different. Students with a disability such as Down syndrome are just as diverse in their personal characteristics, behaviours, interests and learning aptitudes as any group of students

Goals

- To become as independent as possible in their personal care and social lives
- To develop a positive self-identity, self-confidence and self-esteem – to feel good about themselves
- To develop a network of friends, personal relationships and leisure interests
- To progress their cognitive, speech and language, and academic skills, and prepare for work



Professor Sue Buckley sums up the situation thus:

“Individuals with Down syndrome are people first, with the same rights and needs as everyone else. Their development is influenced by the quality of care, education and social experiences offered to them, just like all other people.”

Down syndrome is the most common identifiable cause of learning disability. Down syndrome is a genetic condition caused by the presence of an extra chromosome 21. A baby born with Down syndrome has three copies of chromosome 21 instead of the usual two.

- Research has identified a profile of developmental strengths and weaknesses, specific to individuals with Down syndrome
- This profile makes their learning needs different from most other children and teenagers with similar levels of cognitive ability

Social Understanding & Social Interactive Skills

Most teenagers are socially sensitive and understand non-verbal cues to emotions e.g. facial expression, tone of voice, body posture etc. Many teenagers show good empathy and understanding of social behaviours but may not have the language ability to explain how they feel or to negotiate social situations. They can behave appropriately in showing concern, expressing emotion or becoming upset.

Sensitivity can make teenagers with Down syndrome vulnerable as they will quickly pick up on negative emotions such as dislike, anger or rejection. As they are usually not able to explain how they feel, their distress will be expressed in behaviour.

Visual Memory & Visual Processing

Teenagers with Down syndrome should be thought of as visual learners and all teaching should be supported with visual materials. Here are some ways to communicate more effectively during a lesson:

- Pictures rather than words
- Viewing videos / examples of work / demonstrations
- Reading stories with humour / excitement / adventure
- Visualising actions / scenes / characters / while reading
- Learning phonics / skills / vocabulary in context
- Finding visual cues in texts (charts / graphs)
- Using artistic means to express what they learn
- Doodling / drawing while listening
- Writing out words during spelling games
- Being shown the correct version of what they have done wrong
- Having neat organised workplaces ~ visual order.



Health Issues

Most teenagers with Down syndrome, like typically developing teenagers, may be affected by any type of illness

Of those disorders prevalent in people with Down syndrome, there are several of particular importance

- Hearing
- Vision
- Infections
- Heart Disorders

Hearing

Teenagers with Down syndrome tend to have a significantly higher incidence of hearing problems than any other groups and studies have indicated that about 50-60% of teenagers will have some problem with hearing

Puberty & Sexual Health

Teenagers with Down syndrome experience the same physical and emotional changes during adolescence as other teenagers. Their sexual and emotional needs are the same as those of the rest of the population

It is important that teenagers with Down syndrome learn as much as possible about the ways in which their bodies are changing and about taking care of their personal hygiene



Mental Health

A large percentage of people with Down syndrome of all ages tend to talk to themselves and / or have imaginary friends.

In virtually all cases, this is perfectly normal It is now generally accepted that self talk is merely a form of thinking aloud and serves an adaptive function by helping to think about the various tasks and problems of daily life



Speech & Language

Learning to talk is one of the most important things that we do. It is the basis of our social, emotional and cognitive development.

Consequently, progress in learning to talk will benefit every other aspect of our lives For children with Down syndrome, speech and language skills are often significantly delayed, more so than their non-verbal abilities

- Communication skills are usually good
- Vocabulary is delayed but grows steadily
- Understanding is ahead of expression
- Grammar is more difficult ~ tend to use just nouns / verbs {basic meanings & words}
- Clear speech is more difficult

Using sign to facilitate language and clear speech

Lámh is a signing system designed for children and adults with intellectual disabilities and communication needs in Ireland

Lámh is based on Irish Sign Language {ISL}, although there are some differences;

[1] Some signs are adapted to be more representative of the actions or objects for which they stand;

[2] Simple hand shapes are chosen where possible, rather than the more difficult finger spelling of ISL

[3] Natural gesture is incorporated as much as possible

To learn more about Lámh you can email info@lamh.org

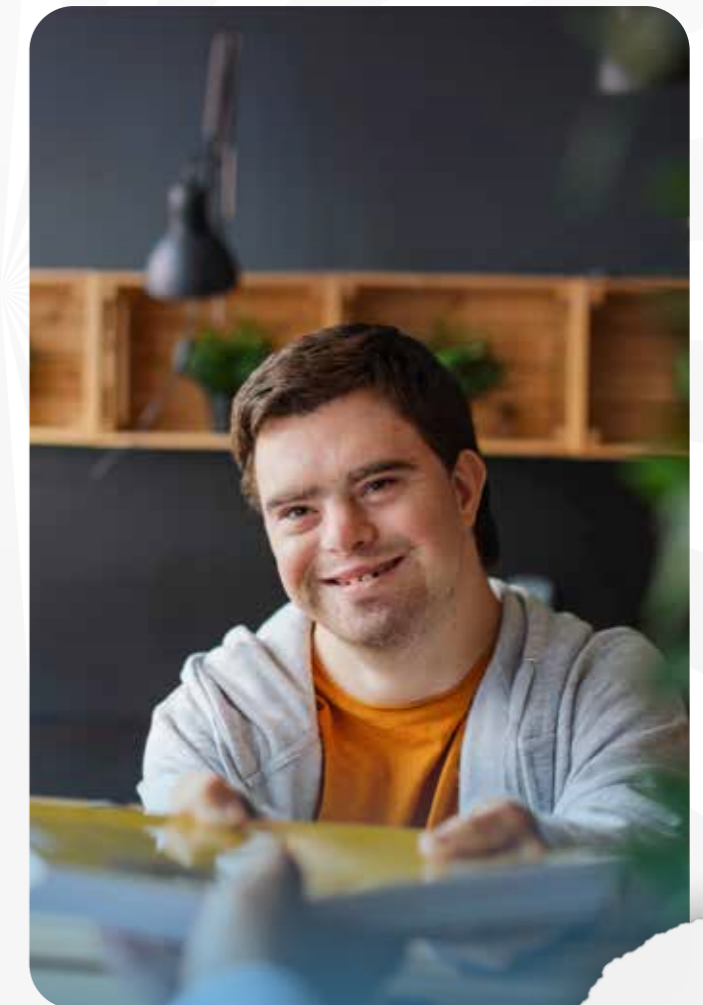
Acknowledgements

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Lesson Plan: End the Stereotypes

At the end of this lesson, you will:

- Define what a stereotype is
- Understand why stereotyping can have a negative impact on people

Keywords: Stereotyping

Stereotyping means thinking that all people who belong to a certain group are the same and labelling them. An example of a stereotype is that all young people who wear hoodies are thugs.

Description

A stereotype is a belief that all members of a certain group share the same personality traits or characteristics.

Stereotyping results in over-simplified general opinions of people, such as: 'Old people are lonely.' 'Young people are lazy.' 'Women are emotional.' Stereotypes can also be positive, such as 'Jamaicans are really relaxed' or 'Gay men have great fashion sense'. While these positive stereotypes may seem harmless enough, it is important to recognise that all stereotypes are problematic because they tend to make us believe we know someone when we don't.

Today we will learn more about gender stereotyping. Teenage stereotypes, like everyone else, all teenagers are different and have their own unique personalities. However, adults, the media or businesses can sometimes stereotype teenagers as troublemakers or as lazy

or moody. Social media might make us believe that all teenagers look the same and have the same interests. This stereotyping can be unfair to young people. Have you ever experienced teenage stereotyping? How did you feel?

Activity

In groups, discuss how teenagers are stereotyped by society. Are there different stereotypes for teenage boys and teenage girls? Draw a picture and label it with some of the stereotypical labels used to describe teenagers.



How to lodge funds raised?

Please bank your funds within 4 weeks of your event so your hard earned donations can get to work straight away.

Online Fundraising

If you are raising funds on iDonate or Facebook, the donations are automatically transferred to us monthly so you don't have to worry about lodging your funds.

Website

Visit <https://downsyndrome.ie/donate/> and use our online form to submit your funds raised using your credit card, debit card or PayPal.

Cheque/Bank Draft

Drop a cheque or bank draft in the post with your name and address. Our address is Down Syndrome Ireland, Unit 3, Western Parkway Business Park, Ballymount Drive, Dublin D12 HP70

Due to new banking procedures all cheques must be made out to **Down Syndrome Ireland**. Please write any further information on the back of the cheque.

Bank Transfer

Make a bank transfer online or lodge any cash donations by bank with the details below. Please make sure to include your name in the details of the transfer.

Bank	AIB
Address	Lower Baggot Street Dublin 2
Name	Down Syndrome Ireland
IBAN	IE75 AIBK 93101217850076
BIC	AIBKIE2D

Post Office

If you lodge your funds in a post office, please email accounts@downsyndrome.ie to let us know the date, amount and post office location of your lodgement. These donations are transferred to us anonymously from An Post and we want to be able to acknowledge your amazing generosity.

Thank you for bringing
World Down Syndrome Day
to your school and joining
schools across the country!



Down
Syndrome
Ireland

End the Stereotypes

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