

# SPHE Lesson Plan – Down Syndrome Awareness & Inclusion

## Scenario Cards

(1 or 2 scenarios per page)

### Scenario 1 - Lunchtime

You and your friends are chatting about going into town after school on Friday. Lucy who has Down syndrome is sitting close by. She can hear what you are all saying.

Your friend whispers, "Be quiet. We don't want her tagging along."

You all start talking about something else. On Friday, you all go into town without Lucy.

---

### Questions

1. How might Lucy feel?

---

2. What could you and your classmates do or say to make this situation more respectful and inclusive?

### Scenario 2 – PE

In PE, your class is playing Dodge Ball for the first time.

Seán, who has Down syndrome, wants to take part.

He is confused about the rules and which team he is in so he sits by the wall.

You say to your friend, "I'll bring him over to our team". Your friend says, "No, he's happy there watching. It's too hard for him." So, you continue playing without Seán.

---

### Questions

1. How might Seán feel?

---

2. What could you and your classmates do or say to make the game more inclusive?  
(Think about explaining, including, and giving clear roles.)
- 

### **Scenario 3 – Corridor**

It is breaktime. Everyone rushes out to their lockers and the canteen.

The corridor is loud and busy. This makes your friend Katie uncomfortable. (Katie does not have Down syndrome.) She says she is going to wait a few minutes until it quietens a bit.

A classmate says, “You big baby! You’re the one with Down syndrome, not John”. John who has Down syndrome hears. Some classmates laugh.

You do not laugh but you do not say anything.

### **Questions**

1. How might John who has Down syndrome feel if they heard that?
- 
2. What could you do in that moment?  
(Think of at least one option.)
  3. What could you do afterwards?  
(For example, speaking a teacher, supporting others.)

### **Scenario 4 – English Class**

Your English class is in the library. You are taking turns to read aloud. Students take turns reading a paragraph.

Jacob has Down syndrome. It is his turn to read. He reads very slowly and he does not know all the words.

Some of your classmates start sighing and rolling their eyes.

A classmate whispers, “We’ll be here all day. Why is he even in this class? He should be in Junior Infants, not Junior Cycle”.

---

### **Questions**

1. How might Jacob feel?

2. What could the teacher do to support Jacob and keep the class inclusive?

3. What could classmates do to make Jacob feel more respected and included?

### **Scenario 5: School Trip**

Your class is going on a school trip to a Science Museum.

Ellie, who has Down syndrome, asks you to sit beside her on the bus. You like Ellie but sometimes find it hard to understand her so you say, "Sorry, I'm sitting beside Anna". You then go and tell Anna to make sure she sits with you because you cannot understand what Ellie says sometimes. Anna says, "Same, I never know what she's saying."

1. How might Ellie feel?

---

2. What could you and your classmates do to help you and your classmates communicate with Ellie?  
(List at least two ideas.)

---

3. How else could you have dealt with this situation?  
(List at least two ideas.)

---

---