



POST PRIMARY GUIDE

#LotsOfSocks4DSI #BetterTogether #WorldDownSyndromeDay



Down
Syndrome
Ireland



World
Down
Syndrome
Day

21
MARCH

YOUR



JOURNEY

starts here...

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?

Wear your Socks

Ask students and staff to wear colourful socks into school around March 21st and make a donation

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 on social media or via Aladdin 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!

SPHE LESSON PLAN



Down Syndrome Awareness & Inclusion



STRAND

Understanding Myself and Others



DURATION

60 minutes



LINK TO JUNIOR CYCLE SPHE LEARNING OUTCOMES

1.4 Recognise influences like dis/abilities on identity

1.6 Discuss experiences/situations of bias, inequality or exclusion and devise ways to actively create more inclusive environments

1.7 Communicate in a respectful and effective manner and listen openly and sensitively to the views/feelings of others



SPECIFIC LEARNING OUTCOMES

Students should be able to:

- Explain what Down syndrome is
- Describe at least two ways a student with Down syndrome might learn or communicate
- Identify inclusive behaviours and language that support classmates with Down syndrome and other additional needs
- Reflect on their own role in making their class and school more inclusive.



SUCCESS CRITERIA

Students can:

- Give a short explanation of Down syndrome
- Identify myths
- Use person-first language
- Suggest inclusive actions in class, at lunchtime and school tours etc
- Decide on their own personal action to be more inclusive



PRIOR LEARNING / LINKS

Junior Cycle Wellbeing indicators - Responsible, Connected, Aware



LEARNING ACTIVITIES

Brainstorm (10mins)

- Prompt such as “What do you know about Down syndrome?”, “What are some benefits of inclusion?”
- Pair or small group discussion or whole-class discussion
- Feedback

What is Down syndrome? (10–15 mins)

- Use Down Syndrome Ireland slides to explain Down syndrome as a genetic condition - extra chromosome 21, not an illness or disease
- Emphasise individuality, potential, and common learning features such as need for visual supports, extra processing time etc
- Introduce respectful, person-first language and briefly challenge inappropriate terms.
- Quick true/false check for understanding.

Group Work – Case Studies of Inclusion (20 mins)

In small groups, give students a school-based scenario such as PE, lunchtime, school trip, crowding into a hall etc where a person with Down syndrome is excluded. Ask questions such as:

- 1 How might the student feel?
- 2 What could we do or say to make it inclusive?
 - Groups record ideas and share two key actions back
 - List inclusive strategies on board such as clear explanations, supportive grouping, meaningful roles, challenging insults, involving everyone, who can you ask for support or advice from etc.
 - **Optional** - if time permits: short roleplay of “before and after” versions.

Class Discussion – Language & Attitudes (10 mins)

Whole-class talk on how disability is spoken about in school/social media

- Why disability is sometimes used as an insult
- What kind of class they want to be
- Emphasise that jokes/insults about disability are harmful and that inclusion is about equal belonging, not pity.

Individual Reflection – Inclusion Action Slip (5 mins)

Students complete one sentence such as:

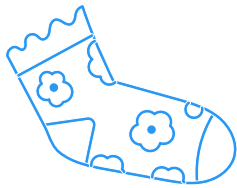
- "One change I can make to be more inclusive in class is... ",
- "If I hear disability being used as an insult, I will..."
- "One thing I learned today about Down syndrome is..."

Collected or kept in SPHE copies.

SPHE LESSON PLAN CONT.

KEY QUESTIONS

- 1 How can differences be a strength in our class?
- 2 What is Down syndrome in simple terms?
- 3 What are some myths about Down syndrome or disability?
- 4 How might a student who has Down syndrome feel in each scenario?
- 5 What does respectful, person-first language sound like?
- 6 What can I do personally to make our class and school more inclusive?



RESOURCES

- DSI presentation and sample scenario cards can be found at downsyndrome.ie/lots-of-socks/
- A4 sheets or slips for inclusion actions.
- Whiteboard

DIFFERENTIATION

- **Use mixed methods:** oral discussion, visual prompts, written responses.
- Bulletpoint or drawing responses instead of long writing where needed.
- Provide simplified language or vocabulary list for students with literacy needs.
- Monitor group dynamics; assign roles to encourage participation from quieter students.
- Pre-teach key terms to some students if needed.

ASSESSMENT FOR LEARNING

- Teacher observation of contributions in discussions and group work.
- Quality and accuracy of ideas in group casestudy responses.
- Language used by students when speaking about disability.
- Review of individual inclusion action slips to assess understanding and personal reflection.





LITERACY / KEY SKILLS

Literacy

- Development of respectful vocabulary around disability
- Speaking and listening in group discussion
- Short written reflections.

Key skills

- Working with Others
- Staying Well
- Communicating
- Being Responsible



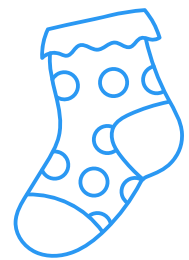
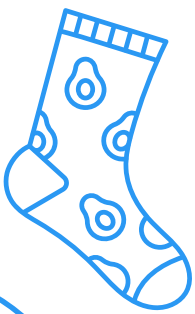
CROSSCURRICULAR LINKS

- **CSPE** : human rights, equality, inclusion
- **Religion** : dignity of the person, respect



TEACHER REFLECTION

- What aspects of the lesson engaged students most (e.g. scenarios, discussion)?
- Did students demonstrate understanding and empathy?
- Was any language or attitude concerning and needing follow-up?
- What would I adjust next time (timing, resources, groupings)?



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 online, 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

Unit 3, Parkway House, Western Parkway Business Park, Ballymount Drive, Dublin 12, D12 HP70

CRA Number: 20010164 CHY Number: 6062

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