

DOWN SYNDROME Awareness



Activities and lessons to teach about
acceptance, friendship
and **Down syndrome**



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Pages 10-16: DS mini-book (great to use in place of the informational posters if the language of the posters is too advanced for the grade you teach).

Pages 17-18: Discussion cards to encourage small group or whole class discussion about Down syndrome.

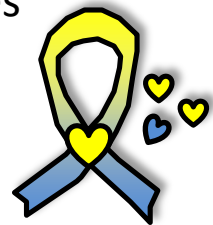
Pages 19-23: Book and video resources to use in your classroom. Video and book review pages are also included for the resources on the list.

Pages 24-27: Random Act of Kindness activity. Included is a description of the activity, cards, a brainstorming sheet, and a writing page.

Pages 28-33: Making Connections Worksheets- These are differentiated worksheets to help students connect with each other and find similarities.

Pages 34-36: Speech and Fine Motor Worksheets- These worksheets explain difficulties individuals with DS face in these areas through engaging activities.

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This specific product is near and dear to my heart. My son (Anthony) was born with Down syndrome. I hope by using this you are able to help me spread awareness and acceptance!



DOWN SYNDROME

K

What I know

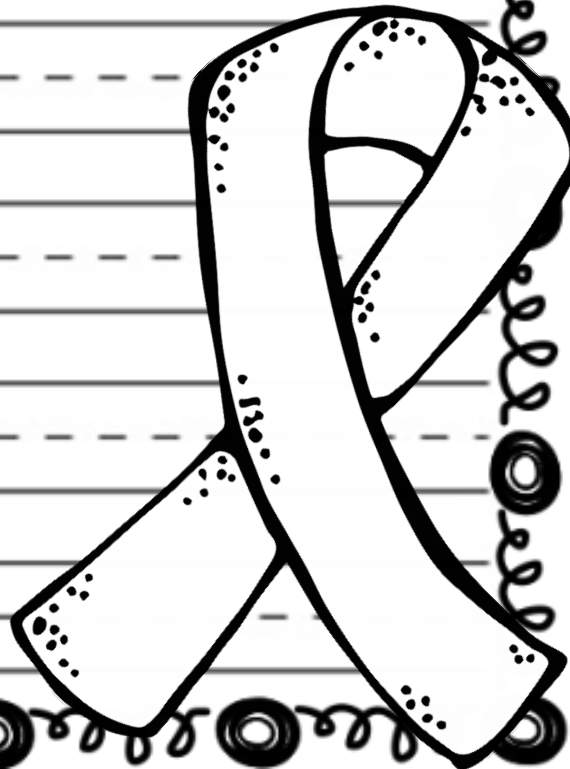
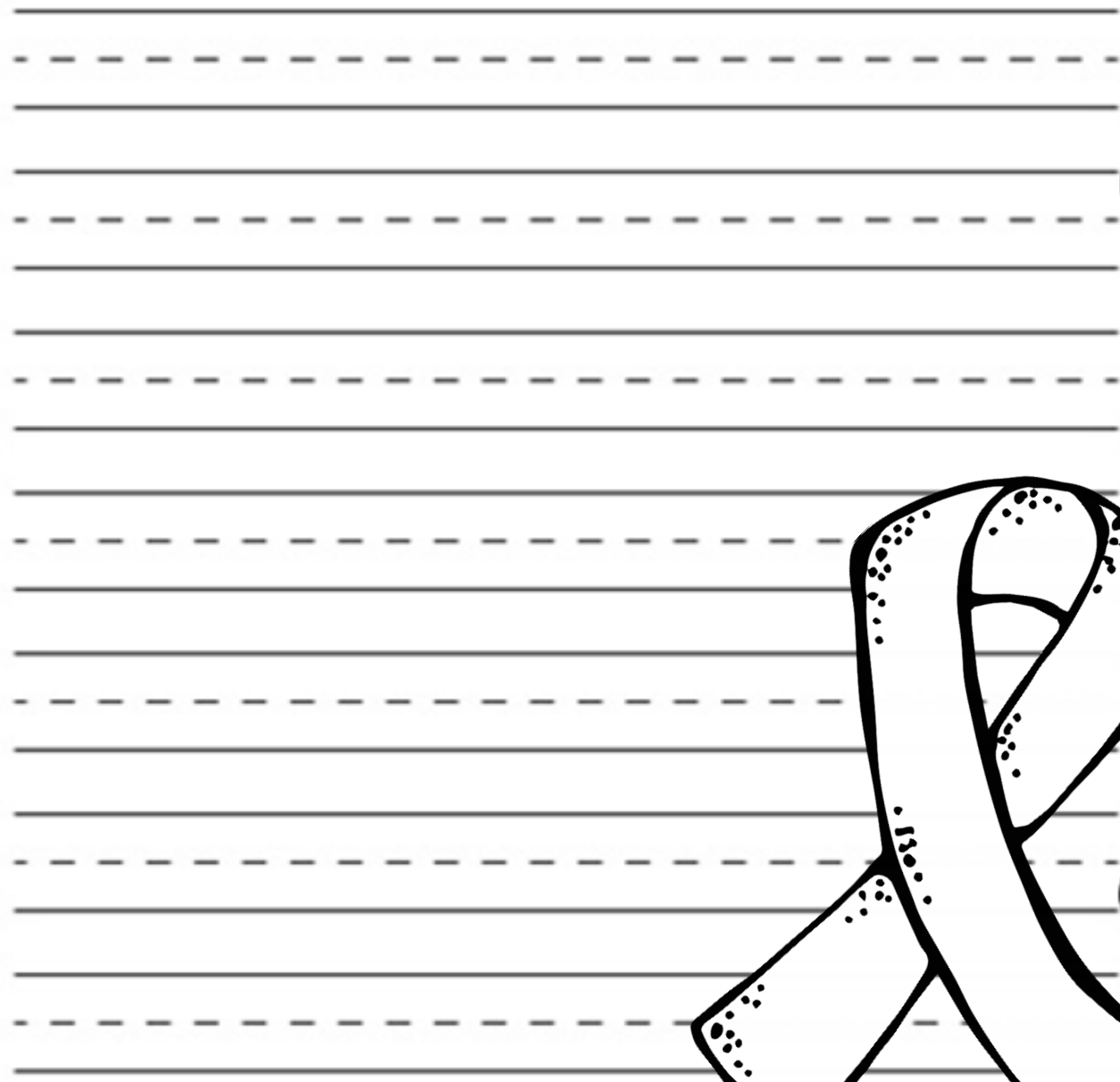
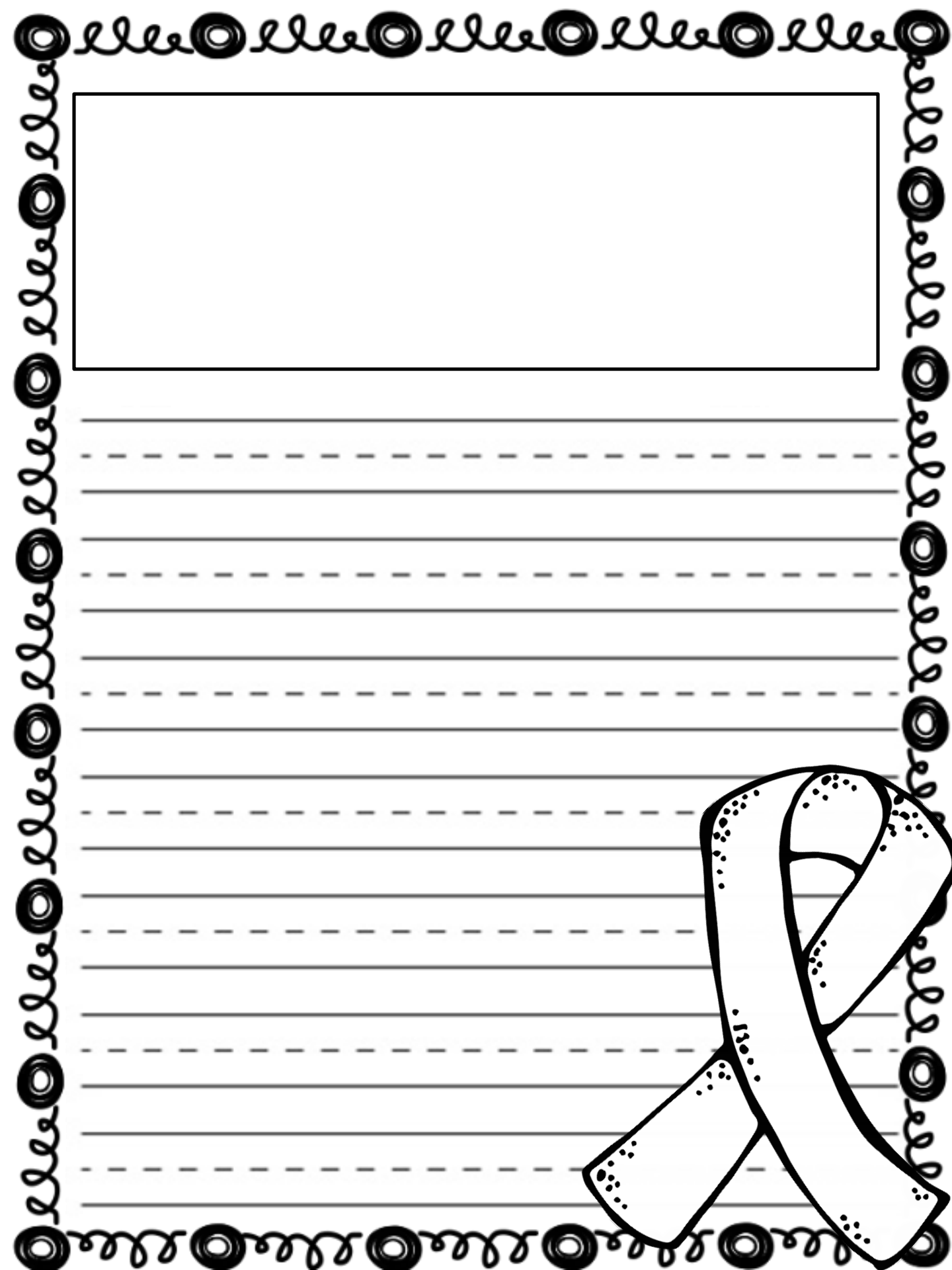
W

What I want
to know

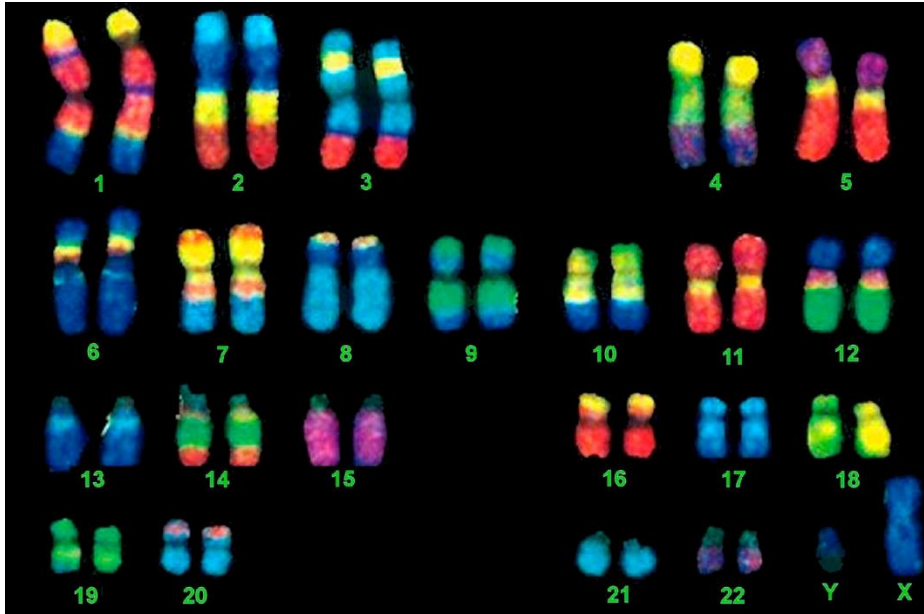
L

What I learned

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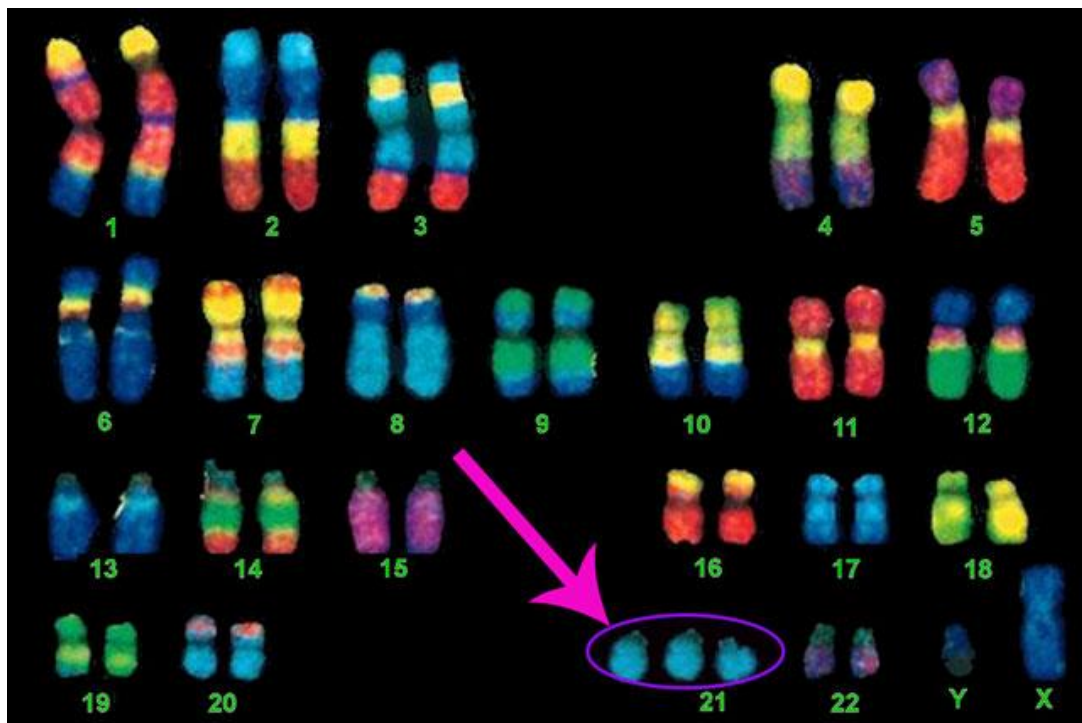


CHROMOSOMES



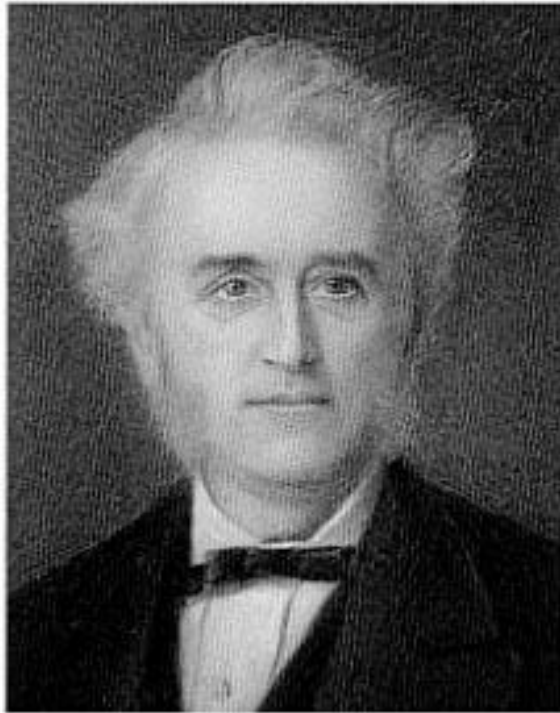
Chromosomes are tiny thread-like structures inside your body. Within each chromosome there are hundreds of genes. Genes determine everything about you! They hold the instructions to make you who you are. Genes decide things like gender, hair color, eye color, skin color, height, etc. While you grow, and throughout your life, your chromosomes will continue to make you a unique individual. Most people are born with 46 chromosomes (23 pairs).

WHAT IS DOWN SYNDROME?



Individuals with Down syndrome are born with an extra copy of their 21st chromosome. So, they have 47 chromosomes, instead of 46.

WHY IS IT CALLED DOWN SYNDROME?



In 1866, an English physician named John Langdon Down published work describing the characteristics of Down syndrome. The syndrome was then named after the physician.

WHO CAN HAVE DOWN SYNDROME?



You cannot “catch” Down syndrome. Everyone who has Down syndrome was born with it and will always have it. People from all around the world are born with Down syndrome regardless of gender, race, or economic status.

One in every 691 babies in the US is born with Down syndrome. There are over 400,000 people living in the US with Down syndrome today.

LIVING WITH DOWN SYNDROME

People with Down syndrome are more alike than different! They can accomplish many of the same things you can, it just may take them a little more time.



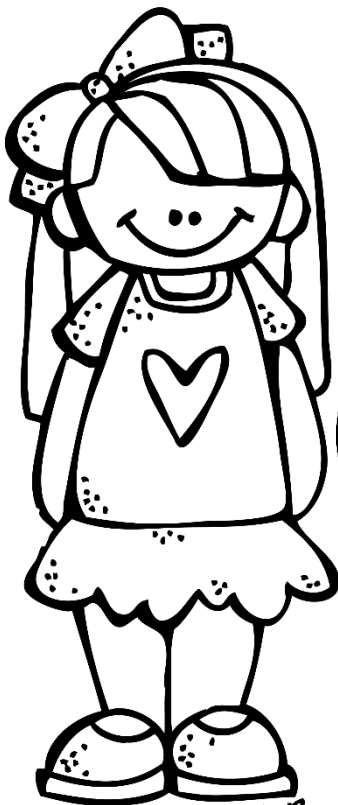
Having Down syndrome does not limit what an individual can do. They can attend school, work, participate in decisions that affect them, and contribute to society in many wonderful ways.

Different Is Beautiful



A mini-book about Down syndrome,
friendship, and acceptance

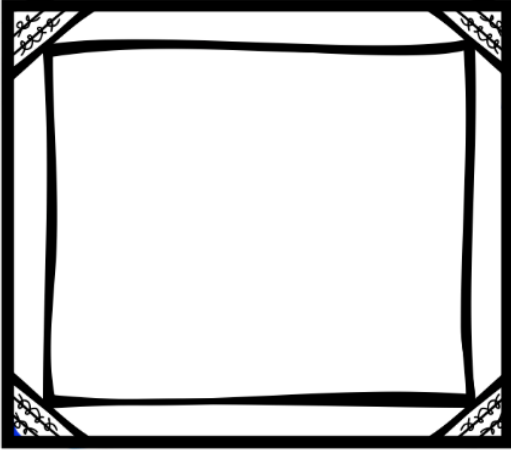
Created by Kelsey Mango (Mango Designs)



We are all the
same in some
ways, and
different in
some ways too.

**OUR
DIFFERENCES
MAKE US
SPECIAL.**

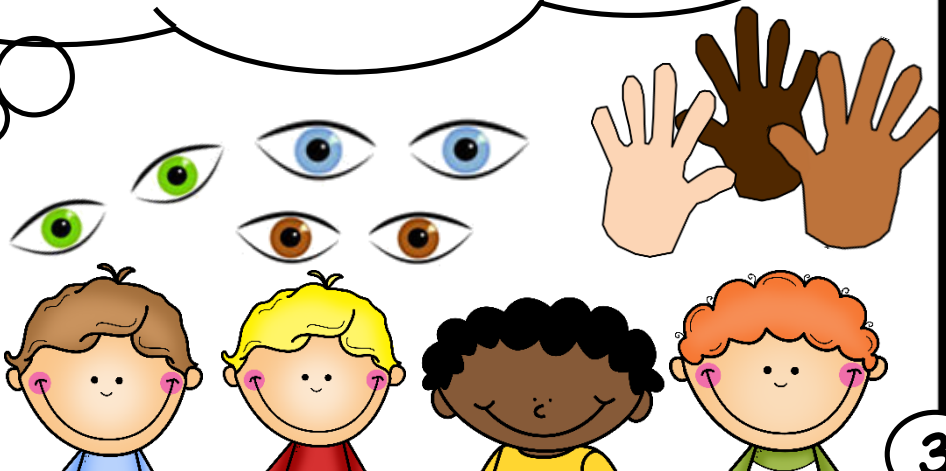
Draw yourself



Meet Anthony. Look at the pictures, what do you both have in common? What is different?

2

We all have a lot of things in COMMON, for example we have two eyes, skin, and hair. But, even though these things are the same, they might be different colors.



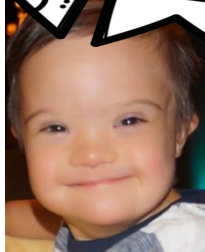
3

Every person can learn, but we all learn in different ways. Something that might be easy for you to do could be hard for another person. It's okay to need a little extra help or practice sometimes!



4

All About Anthony



Age: 2

Eye Color: Brown

Hair Color: Brown

What is he really good at?:

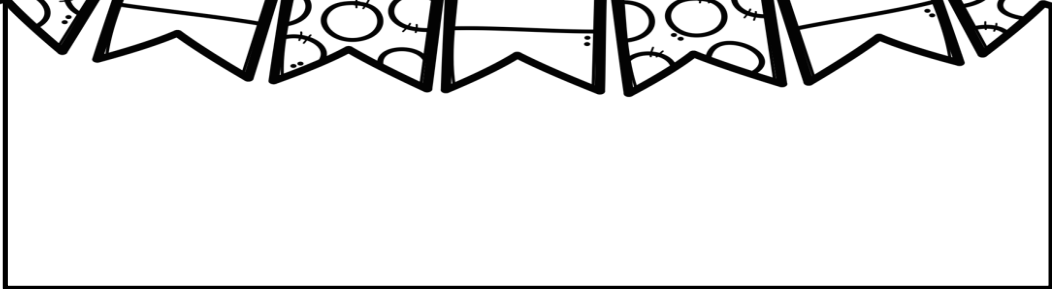
Using sign language to talk. He knows over 60 signs.

What does he need more practice with?:

Jumping

5

All About You



Age: _____

Eye Color: _____

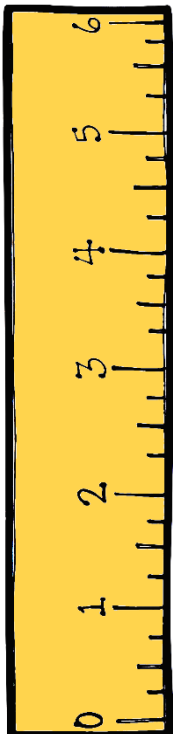
Hair Color: _____

What are you really good at?:

What do you need more practice with?:

6

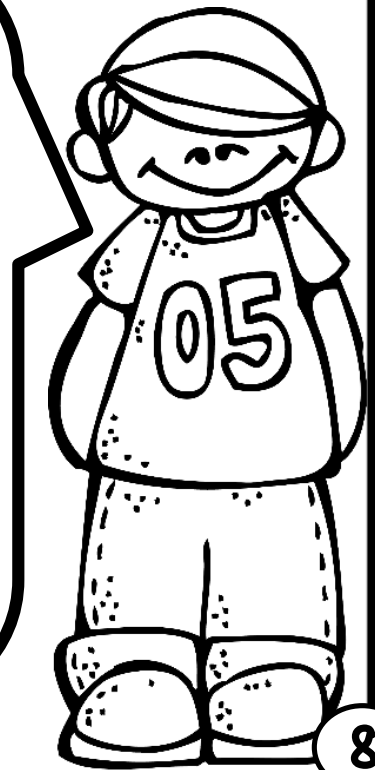
What makes me ME?



Imagine you were born with instructions. Your body followed those instructions to make you exactly who you are today. Those little instructions inside you are called your **genes**. You have **46** of them. They told your body what color to make your hair, eyes, and skin. Your genes also decided how tall you would be.

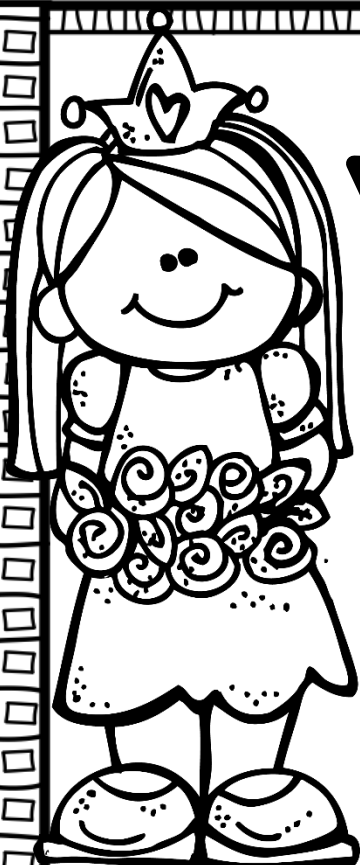
7

Anthony was born with 47 genes, or instructions. That's one more than you! When you have 47 genes, you have something called **DOWN SYNDROME**. Anthony was born with Down syndrome, and he will have it forever. Just like you were born with your certain eye and skin color that you will have forever.



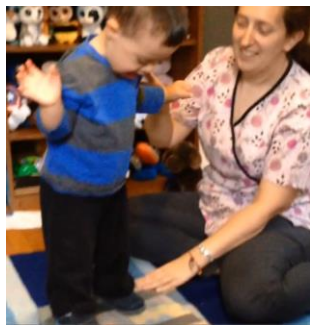
8

Sometimes having one more set of instructions makes it a little confusing for a person's body to understand. People with Down syndrome might have a hard time talking, or using their muscles the way you do. It may even take a little longer for them to learn something that seems easy to you.



9

Anthony gets the extra help he needs from teachers called therapists. He works with a Physical Therapist to get his big muscles strong. The Occupational Therapist helps with the little muscles, and his Speech Therapist teaches him how to use the muscles in his mouth to talk.

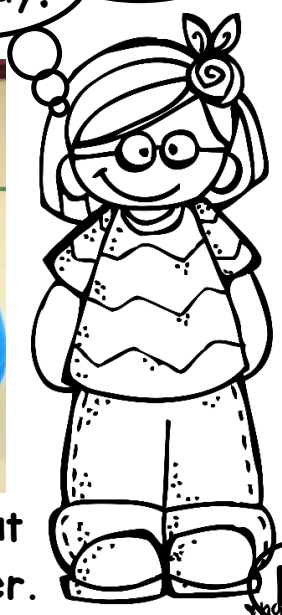


Even though Anthony has Down syndrome, he is still **JUST LIKE ANY OTHER KID!** He is smart, silly, caring, and loves to play.





Remember that we all have things in common. Next time you see someone playing alone, ask them to play!



12

Anthony has many friends, with and without Down syndrome. They love playing together.




ALL OF OUR DIFFERENCES
MAKE THE WORLD beautiful

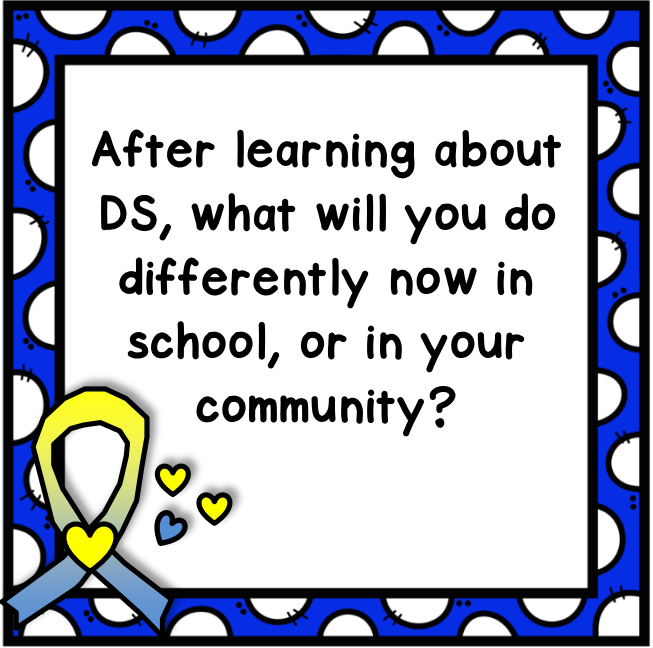
13

DISCUSSION CARDS


Use these cards to start discussions about Down syndrome and acceptance either as a whole class, or in small groups.



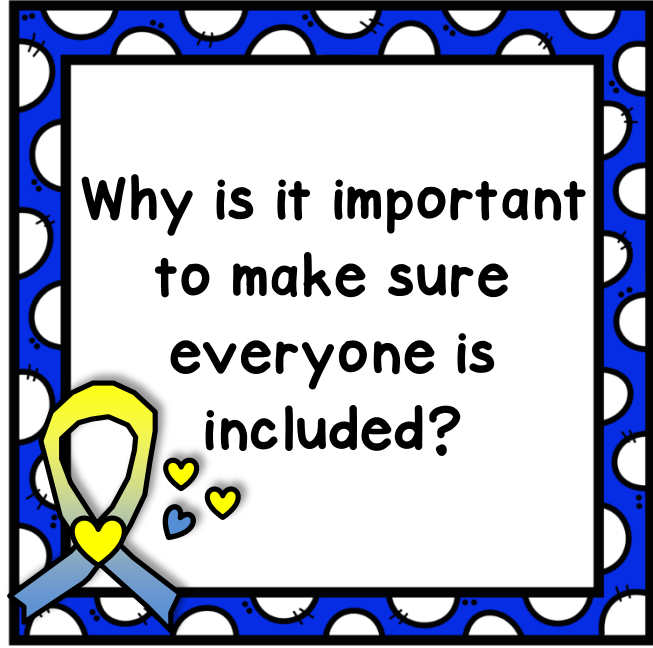
Did you know anything about Down syndrome before today? Do you know anyone that has Ds?



After learning about DS, what will you do differently now in school, or in your community?



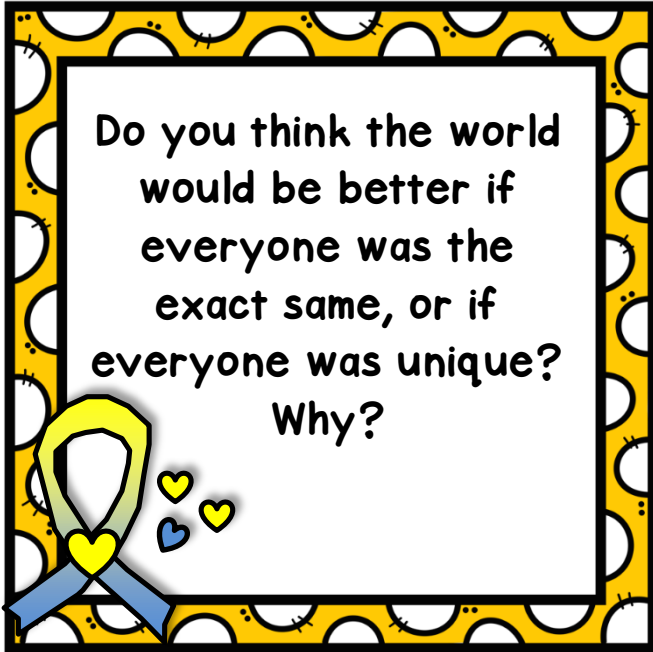
What is something new you learned about Down syndrome today?



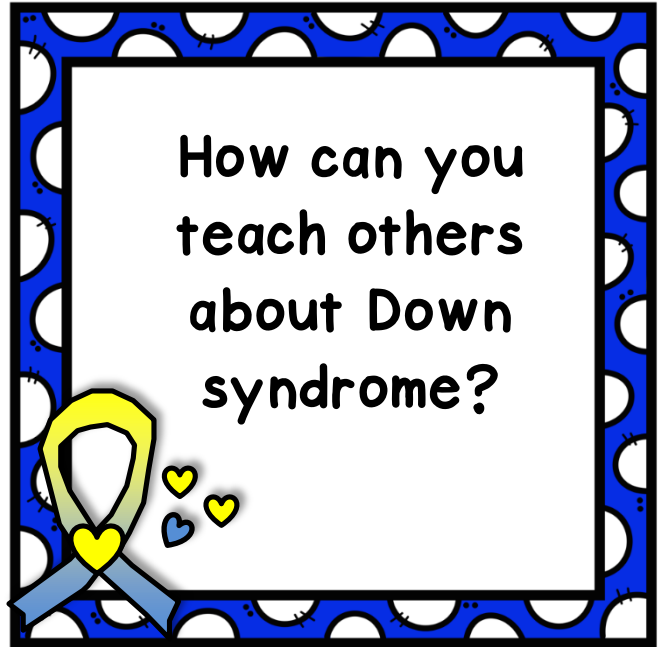
Why is it important to make sure everyone is included?

DISCUSSION CARDS

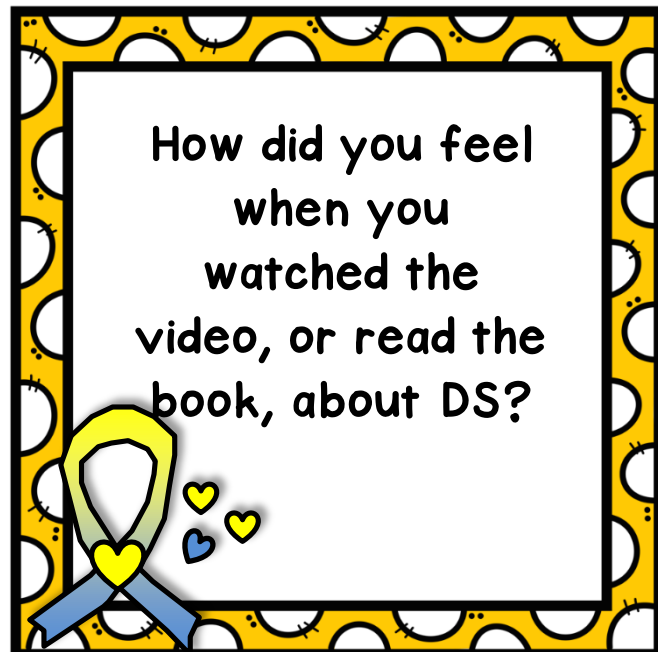
Use these cards to start discussions about Down syndrome and acceptance either as a whole class, or in small groups.



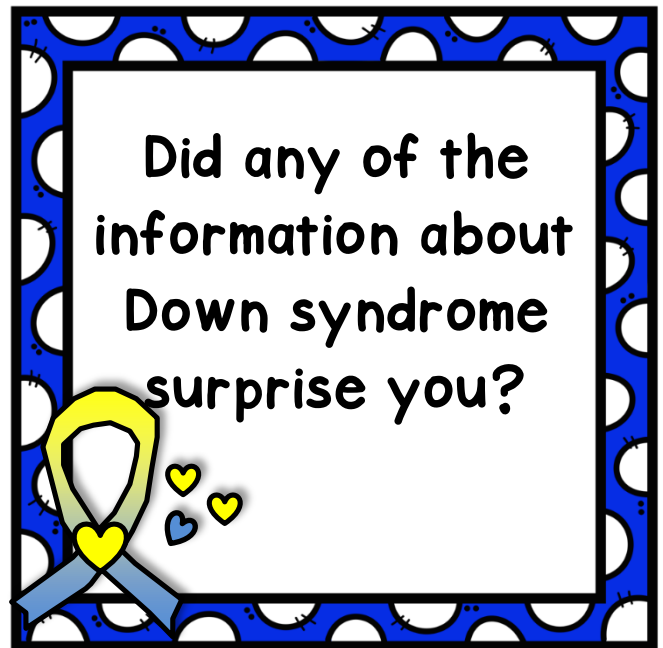
Do you think the world would be better if everyone was the exact same, or if everyone was unique? Why?



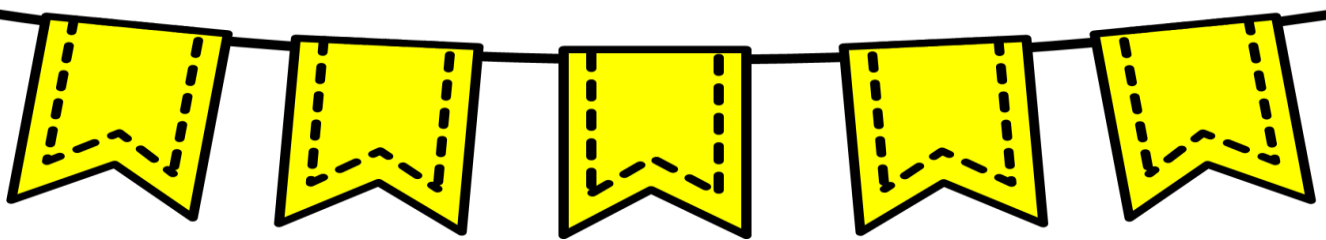
How can you teach others about Down syndrome?



How did you feel when you watched the video, or read the book, about DS?



Did any of the information about Down syndrome surprise you?



Wonderful Resources to use VIDEOS AND BOOKS

1. Video “Just Like You Down Syndrome”

This video is narrated by a few teenagers, some with Down syndrome and some without. These pairs of friends talk about what they have in common, and what makes them different. The video has a great lasting impact on students, and is also informational.

<http://www.justlikeyou-downsyndrome.org> → 13 min clip

<https://www.youtube.com/watch?v=Q4p9GyWXWcw> → 3 min shortened clip

2. Video “Cyndi Lauper - True Colors (MattyBRaps Cover ft Olivia Kay)”

This is a music video cover performed by MattyB, a young rapper. MattyB's sister has Down syndrome, and is the star (and inspiration) of this video. It touches upon relevant issues such as bullying and acceptance.

<https://www.youtube.com/watch?v=dXmaE0041Y0&index=3&list=PL7D474167C2B4070D>

3. Book or Video “My Friend Isabelle” –Eliza Woloson

This story focuses on the friendship between two kids. Throughout the story the characters talk about what they like to do that is the same, and different. The little girl in the story has Down syndrome, but it is not mentioned. I found a video on YouTube of the story being read and animated. At the end of the video the actual mother (and author) from the story talks about her daughter with Down syndrome.

<https://www.youtube.com/watch?v=IEB2bk29AMQ>

4. More Books About Down syndrome:

- The Prince Who Was Just Himself by Silke Schnee
- We'll Paint the Octopus Red by Stephanie Stuve-Bodeen
- 47 Strings: Tessa's Special Code by Becky Carey

"Just Like You Down Syndrome"

VIDEO REVIEW

1. List three things you learned about Down syndrome from watching this video:

*

*

*

2. How many chromosomes does a person with Down syndrome have?

3. How did this video make you feel?

4. Did this video change how you view individuals with Down syndrome?

Did you like
this video?



NO



YES

"Cyndi Lauper - True Colors (MattyBRaps cover ft Olivia Kay)"

VIDEO REVIEW

1. What do you think the message of this video is?

2. How do you think the girl felt when no one wanted to play with her?

3. After watching this video, what did you learn?

4. What will you do now to make sure no one feels left out?

Did you like
this video?



NO

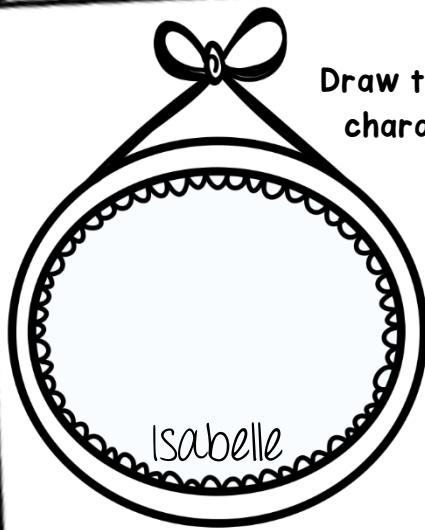


YES

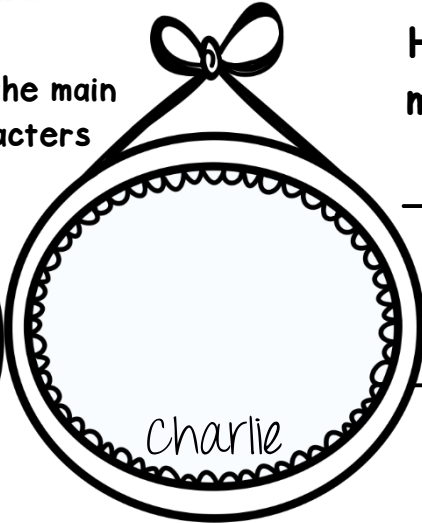
My Friend Isabelle

By: Eliza Woloson

BOOK REVIEW



Draw the main characters



How did this story make you feel?

Isabelle and Charlie are best friends. In some ways they are the same, and in some ways they are different.

How were they the **SAME**?

1.

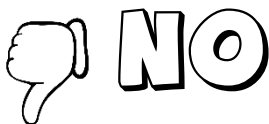
2.

How were they **DIFFERENT**?

1.

2.

Do you think it is okay for friends to have differences?



Title: _____

By: _____

BOOK REVIEW

Draw your favorite part of the story.

How did this story make you feel?

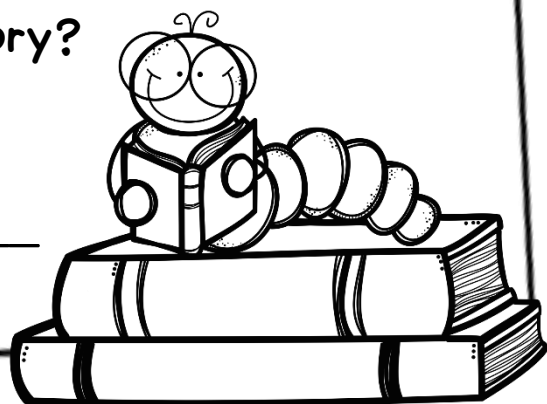
What do you think the message of this story was?

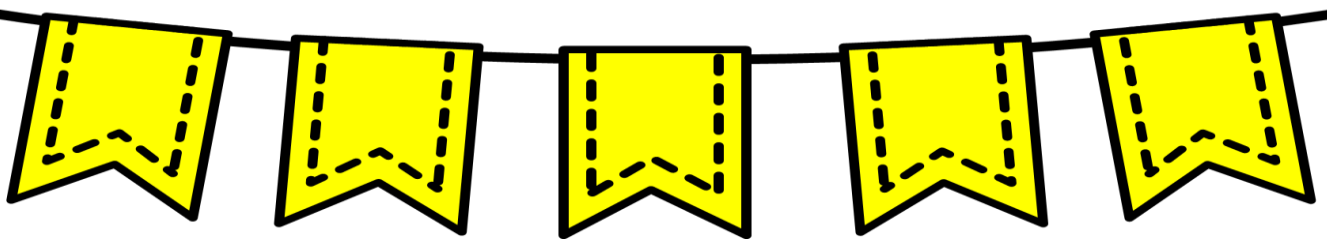
Were there any characters with Down syndrome in the story? If so, what were they like?



Did you like this story?

Why, or why not?





HOW TO INTRODUCE AND USE THE RANDOM ACT OF KINDNESS worksheets and cards

A popular way to celebrate World Down Syndrome Day is to spread awareness through random acts of kindness. I wanted to involve students in this movement too. Students will receive one (or more) “Random Act of Kindness Card”. They will use the “My Super Ideas” brainstorming page to think of a great way to hand their card out. When the student performs the act of kindness, they hand the card out to the individual receiving the act. A great pay-it-forward activity!

Here are a few examples of how you can get your students involved in this wonderful activity:

- Have students create get well cards for local hospitals.
- Create handmade thank you gifts for custodians, receptionists or cafeteria workers at school.
- Hand out flowers/happy notes to people who pass by your classroom
- Hold the door open in a busy section of school.
- Give someone a nice compliment.
- Send a thank you note to service members.
- Give a birthday note to someone in school.
- Leave a kind note or small gift on another student or teacher’s desk.

MY SUPER Ideas

1

2



A
random
act of
kindness



3

4

Random Act of Kindness Cards

Congratulations!



I chose **YOU** to receive this random act of kindness in honor of spreading **DOWN SYNDROME** awareness!

Have a wonderful day, and remember that we are all more alike than different!

Congratulations!



I chose **YOU** to receive this random act of kindness in honor of spreading **DOWN SYNDROME** awareness!

Have a wonderful day, and remember that we are all more alike than different!

Congratulations!



I chose **YOU** to receive this random act of kindness in honor of spreading **DOWN SYNDROME** awareness!

Have a wonderful day, and remember that we are all more alike than different!

Congratulations!



I chose **YOU** to receive this random act of kindness in honor of spreading **DOWN SYNDROME** awareness!

Have a wonderful day, and remember that we are all more alike than different!

Congratulations!



I chose **YOU** to receive this random act of kindness in honor of spreading **DOWN SYNDROME** awareness!

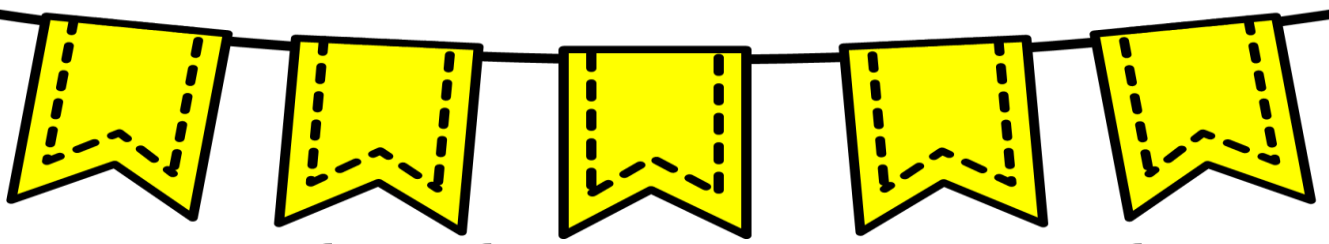
Have a wonderful day, and remember that we are all more alike than different!



MY RANDOM ACT OF KINDNESS

Write about how you used your kindness card. How
did it make you feel?

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are four sets of these lines for writing.



HOW TO INTRODUCE AND USE THE MAKING CONNECTIONS Worksheets

The following five worksheets are all differentiated for different grades/levels of understanding. Each worksheet's main idea is to get the students talking to one another. They will hopefully start a conversation with someone they have not talked to a lot before. These worksheets are also a great way to demonstrate that even though we are all different, we share similarities too.

The "My Profile" worksheet

Students fill out this worksheet about themselves first. They also draw a self portrait in the "selfie" box. Then, they will get with a partner to fill out the venn diagram with their answers.

MY PROFILE

My name: _____

Age: _____

Eye color: _____

Hair color: _____



Selfie

ABOUT ME

MY FAVORITE:

Color: _____

Sport: _____

Food: _____

Animal: _____

Subject: _____

TV Show: _____

Musician: _____

Season: _____

My dream job: _____

3 things I want you to know about me:

1. _____

2. _____

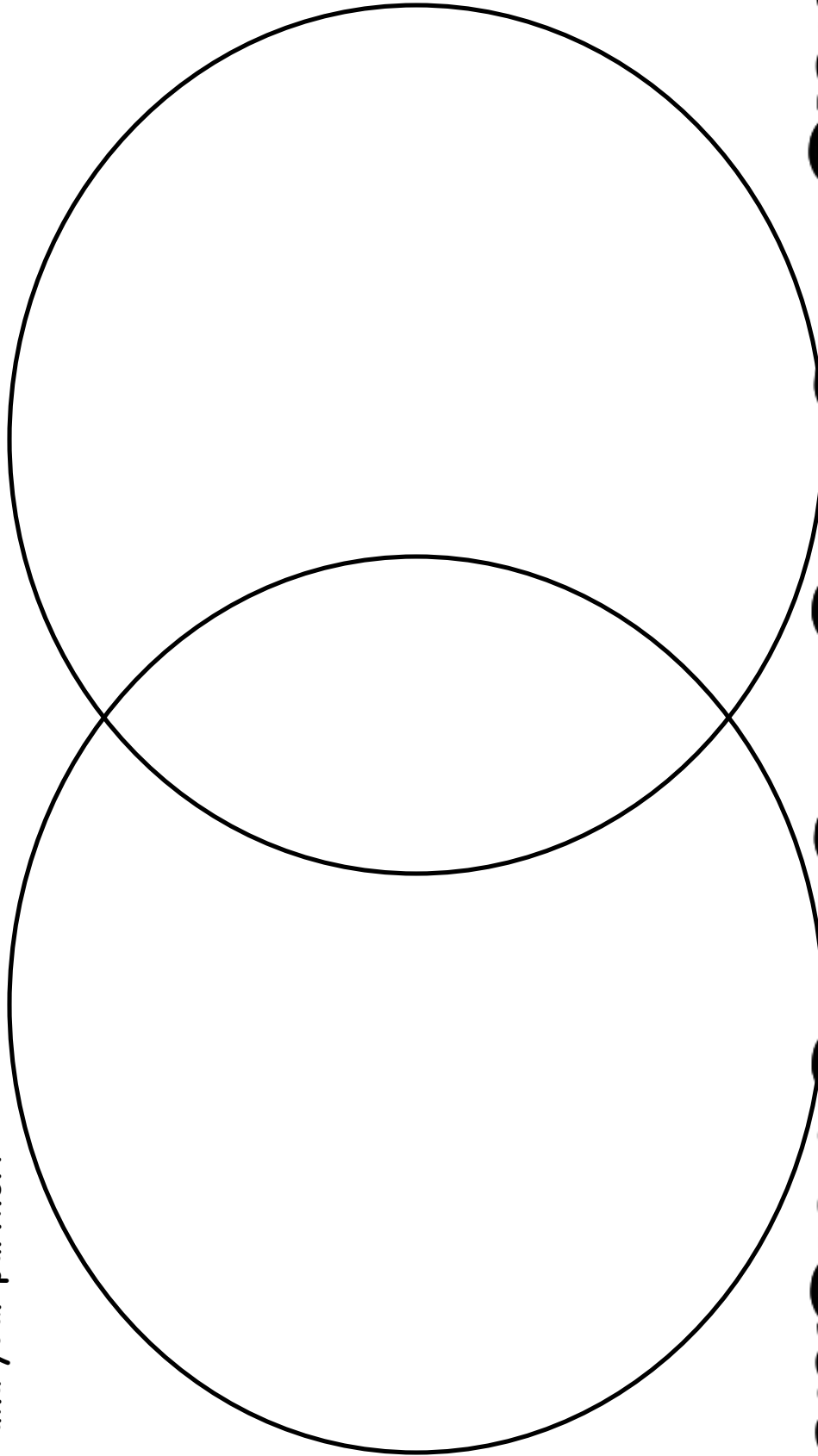
3. _____

MAKING CONNECTIONS

Use the Venn-Diagram to compare and contrast the information you found out about you and your partner.

ME

PARTNER





MAKING CONNECTIONS

Your Name: _____

Partner's Name: _____

Answer yes or no to the statements below under "you". Then, interview a partner and fill it out with their answers. What do you have in common?

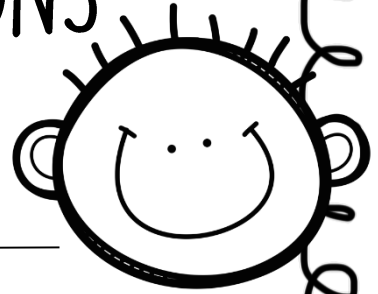
	YOU		PARTNER	
Can ride a bike	Yes	No	Yes	No
Can swim	Yes	No	Yes	No
Live in an apartment	Yes	No	Yes	No
Have a sister	Yes	No	Yes	No
Have a dog	Yes	No	Yes	No
Like football	Yes	No	Yes	No
Like to read books	Yes	No	Yes	No
Like to draw	Yes	No	Yes	No
Play video games	Yes	No	Yes	No
Have a brother	Yes	No	Yes	No
Like bugs	Yes	No	Yes	No
Like the color yellow	Yes	No	Yes	No
Like to play tag	Yes	No	Yes	No
Been to the beach	Yes	No	Yes	No
Have a collection of something	Yes	No	Yes	No



MAKING CONNECTIONS



Your Name: _____



Partner's Name: _____

Take turns talking with your partner. Tell them about yourself (what you like, don't like, are scared of, are talented in...etc), and then listen as they do the same. Write or draw things about your partner in the circle below. Pick out something you have in common as your connection.

About My Partner

OUR CONNECTION: _____

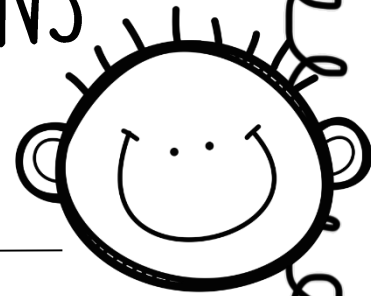
Draw a picture of you and your partner, include your connection.

MAKING CONNECTIONS



Your Name: _____

Partner's Name: _____



Ask your partner if they like the things below. If they do, color in the happy face. If they do not like it, color in the sad face. Look at both papers when you're finished.

What do you have in common?



dogs



books



broccoli



swimming



purple



playing tag



drawing



math



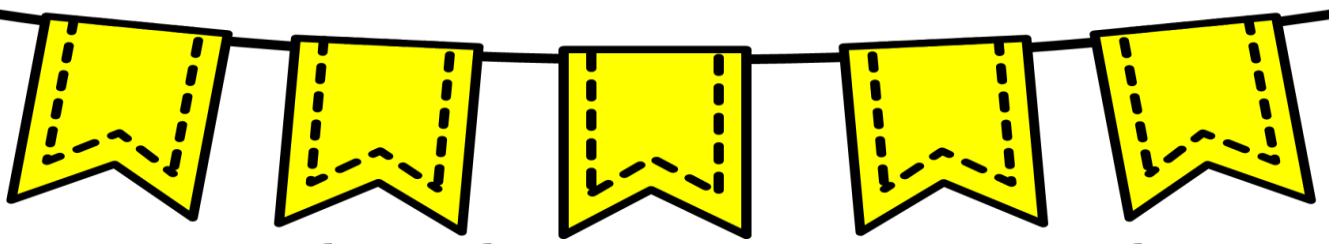
snakes



snow

A large, empty rounded rectangular box with a double-line border, intended for drawing a picture of the student and their partner.

Draw a picture of you and your partner.



HOW TO INTRODUCE AND USE THE SPEECH AND FINE MOTOR worksheets

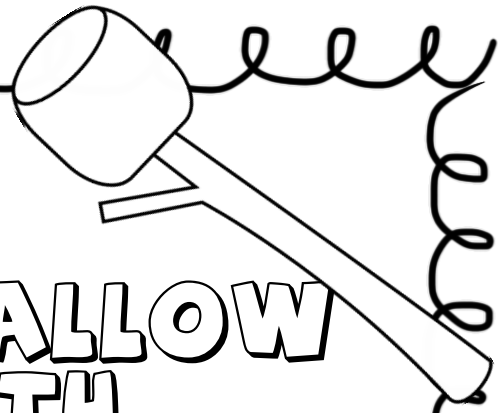
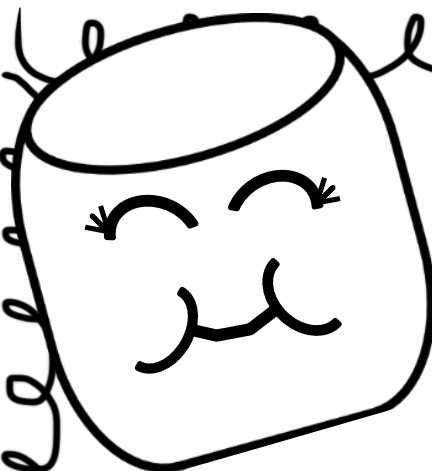
SPEECH

Imagine how hard it would be if you had something you wanted to say, but you couldn't get the words out just right. Some individuals with Down syndrome have oral low muscle tone. This means the muscles in the mouth are weak which makes it harder to do things like eat and talk. Sometimes it might be difficult to understand what that person is trying to say. Speech therapy helps strengthen the muscles with a variety of oral exercises.

This worksheet will demonstrate the difficulties that some individuals face when trying to communicate. You will need to have 1 marshmallow per student for this activity. Partner up your students, explain the worksheet, and hand out the marshmallows (check for allergies!). Students will take turns putting the marshmallow in their mouth to talk. The marshmallow acts as the enlarged tongue of an individual with DS, and will show your students why it might be difficult to understand them.

FINE MOTOR

People with Down syndrome may have trouble with fine motor skills. This could include things such as tying their shoes, grabbing a fork to eat, zipping a jacket, or writing with a pencil. They do exercises to help strengthen their fine motor muscles in order to accomplish everyday tasks. The following activity will demonstrate how some individuals have to work hard to do things that may come easy to you. Each student will need a pencil and a sock. They will try to write with a sock on their hand which will show how it feels to write with less control.



SPEECH MARSHMALLOW MOUTH

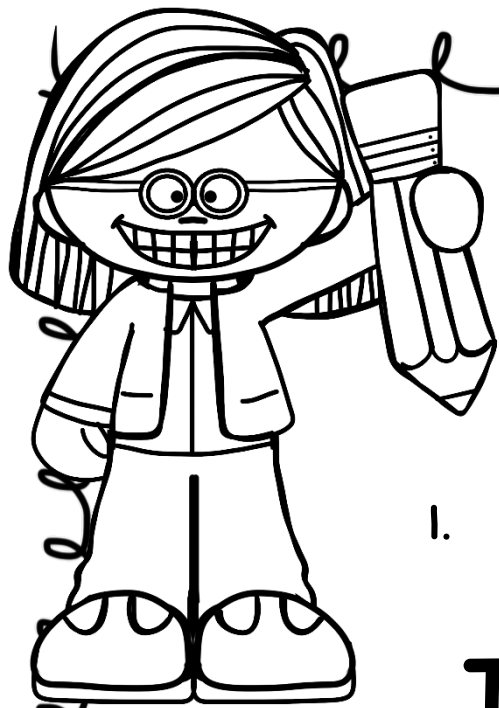
1. Put the marshmallow in your mouth. Do not chew.
2. Turn to a partner and talk about your favorite thing to do.
3. When it is your partner's turn to talk, write down what you heard in the box below.

I Think MY PARTNER said...

4. Was it easy or hard to understand your partner?

5. How did you feel talking with a marshmallow in your mouth?

6. After doing this activity, what will you do differently to better understand someone who has a difficult time speaking?




FINE MOTOR SOCK WRITING

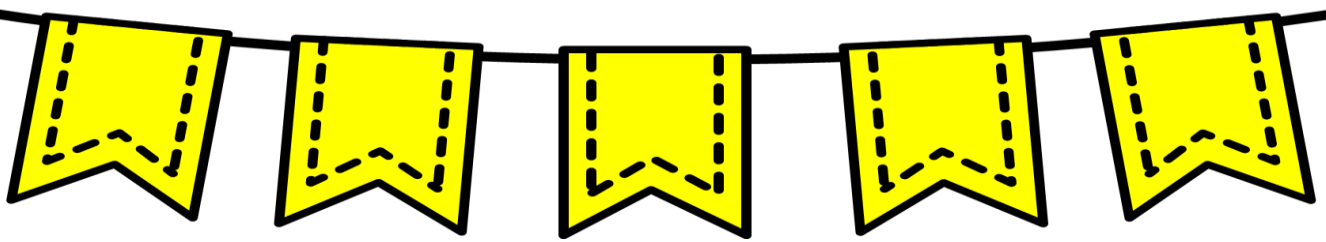
1. Write the following sentence in the box below.

This is tricky!

2. Put a sock on your hand. Now, write the sentence again.

3. How did it feel to write with a sock on your hand?

A cartoon illustration of a boy with short hair, wearing a shirt and pants. He is holding a large pencil in front of him and has a neutral expression.



HOW TO INTRODUCE AND USE THE ROCK YOUR SOCKS Worksheets

A universal way to celebrate World Down Syndrome Day and to spread awareness is an event called "Rock Your Socks". To participate, you must wear bright, mismatched socks on 3/21 (the date of World Down Syndrome Day).

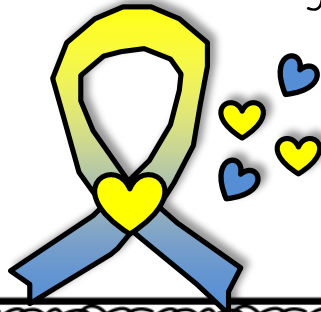
However, this activity can be implemented any day of the year to teach students the importance of diversity and acceptance. The socks are used as a conversation starter. When someone asks why you are wearing crazy socks, you can reply "I am rocking my socks to spread Down syndrome awareness and to advocate for acceptance and inclusion."

The following pages are activities to do that correlate with the event "Rock Your Socks". These are my two favorite ways to present the activity:

1. Students will all decorate the blank sock template exactly the same. When students are finished, you can ask them if this is how they would have decorated their socks on their own. Then you could start a discussion- Would it be fun to live in a world where everyone was exactly the same, and did everything in the exact same way? After the discussion you can let the students be creative and decorate new socks to represent their personality.
2. Students will decorate their blank sock template (two differentiated sheets provided). They can color it as they choose, or decorate it with symbols that represent their favorite things (favorite movie, t.v show, sport, book, music, place to go, food, color). Hang the finished socks up, so students can see the similarities and differences of everyone in their class. I also provided a half-page label for the finished sock product to explain their drawing. It can be stapled to the socks if you're hanging them up.

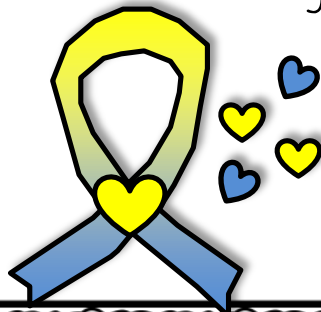
ROCK YOUR SOCKS FOR DS

On _____, our class is going to learn about Down syndrome. Please remind your child to wear **bright, mismatched socks** on this day. The funky socks will serve as a conversation starter to spread awareness and knowledge about Down syndrome.

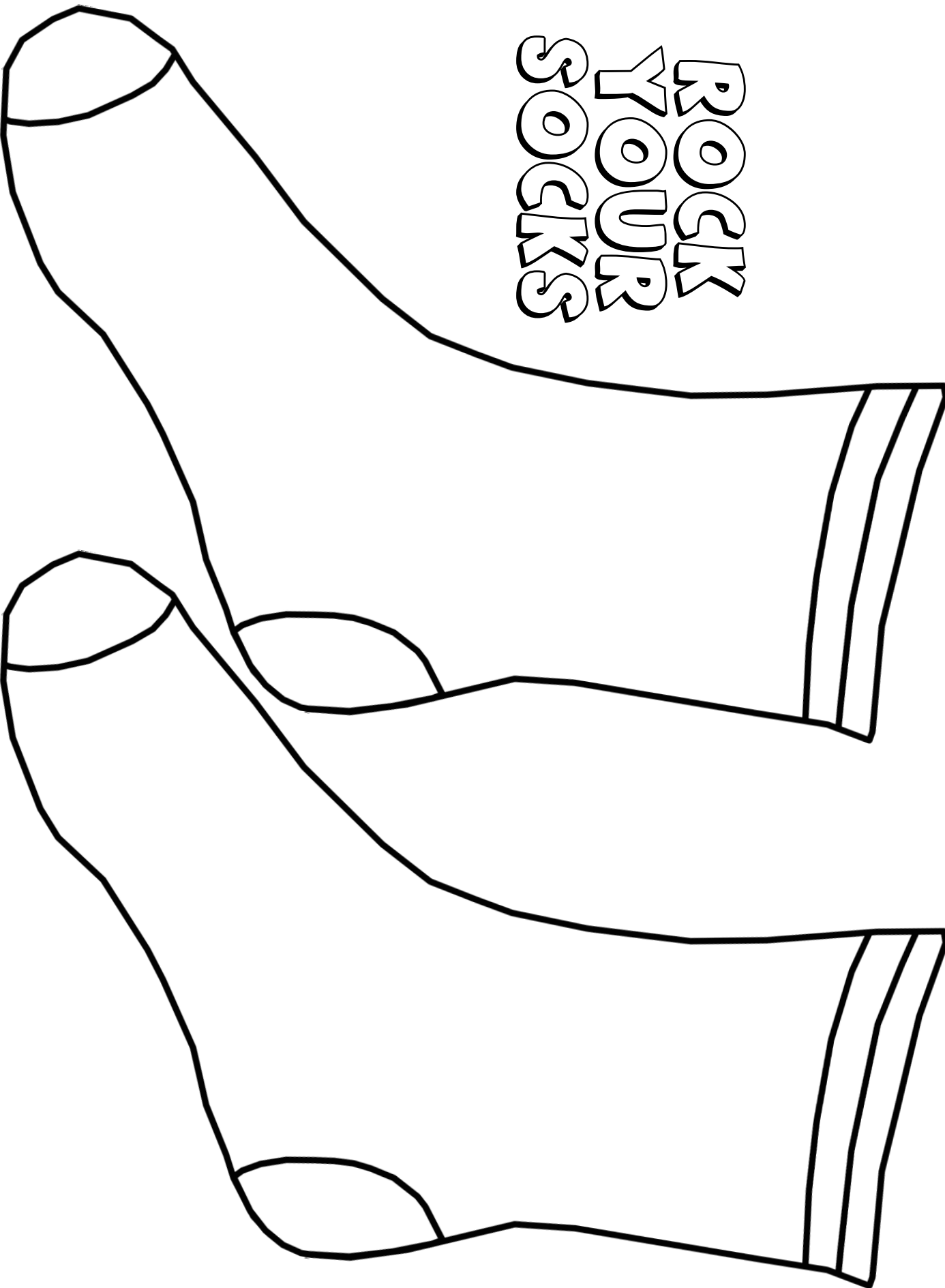


ROCK YOUR SOCKS FOR DS

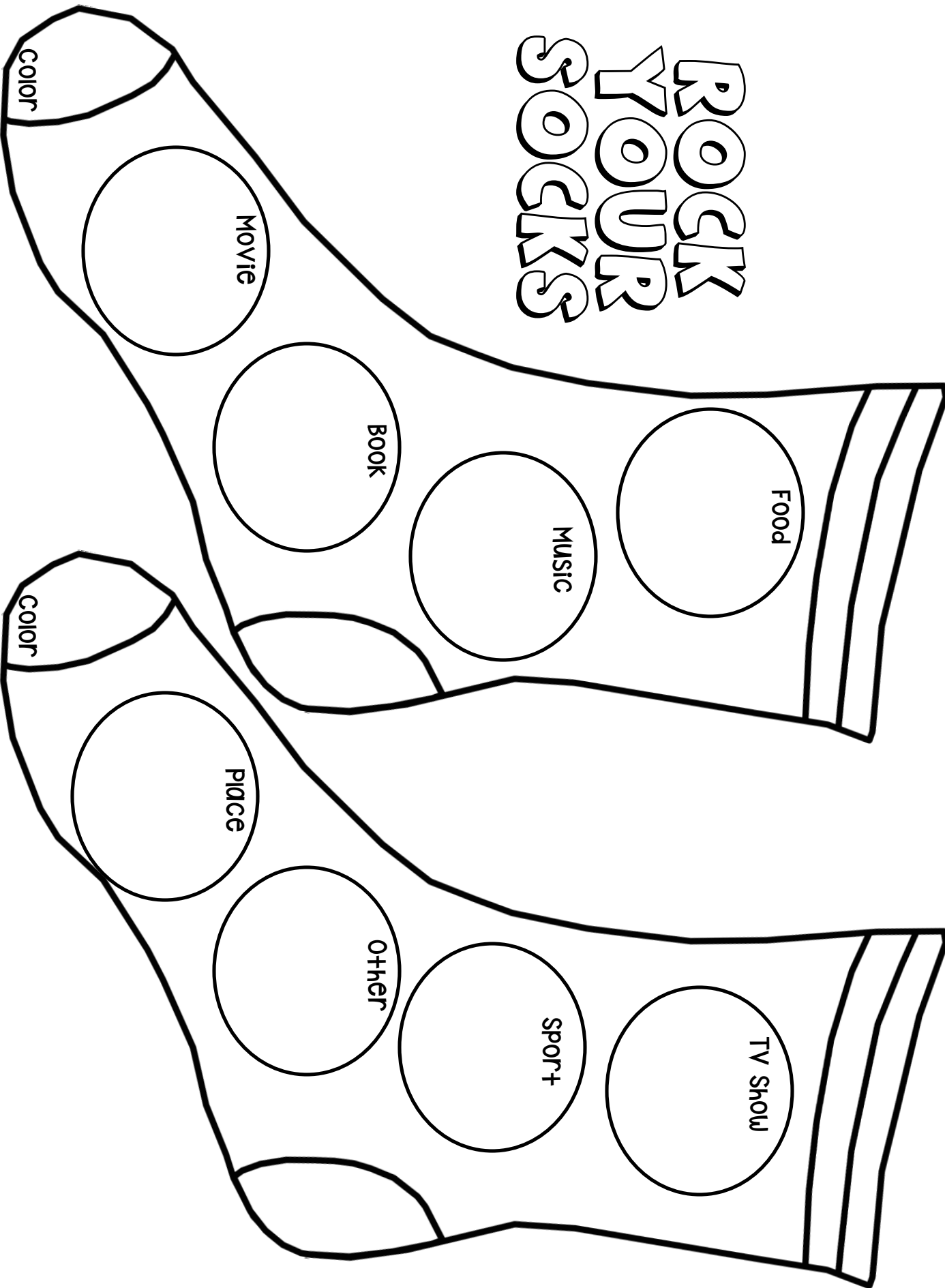
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**ROCK
YOUR
SOCKS**



ROCK YOUR SOCKS



COLOR

MOVIE

BOOK

MUSIC

FOOD

COLOR

PLACE

OTHER

SPORT+

TV SHOW

ALL ABOUT
'S ROCKin' SOCKS

Movie: _____

Music: _____

T.V. Show: _____

Place: _____

Sport: _____

Food: _____

Book: _____

Color: _____

Other: _____



ALL ABOUT
'S ROCKin' SOCKS

Movie: _____

Music: _____

T.V. Show: _____

Place: _____

Sport: _____

Food: _____

Book: _____

Color: _____

Other: _____



thank You

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Kelsey Mango
MANGO DESIGNS

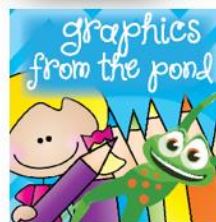


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The Candy Class