



Enabling Communities

EVERYONE HAS A PART TO PLAY



Activities for the Classroom

*Ehara taku toa i te toa takitahi, engari he toa takitini;
My achievements and strengths are not those
of the individual, but those of the many.*

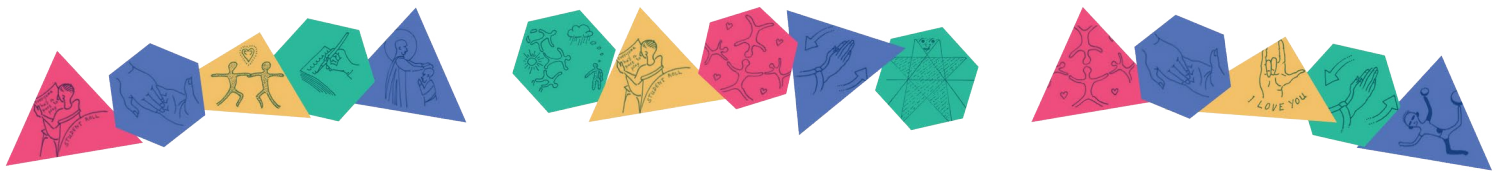
Acknowledgements

Writing – Gemma Sinnott and Michael Stewart

Editing – Graeme Siddle

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Sketches – Johannes Sijbrant



How to use these resources

A range of classroom activities have been designed to get students engaged in the topic of disability and inclusion for Social Justice Week 2018. Individual activities have suggested levels, but can also be easily adapted. Schools may focus on a selection of activities through the week or even use one each day.

Additional resources to be used with students can be found at www.caritas.org.nz/social-justice-schools.

Short prayers are available to be used each day. These have been written to cover all levels and provide different perspectives on disability and inclusion.

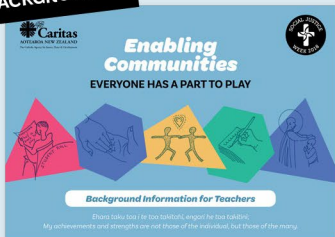
Stories are also provided as great examples of enabling everyone to play their part. These come in a variety of formats including both text and video.

A short liturgy is available for either classes or schools to use during the weekly assembly or Mass.

Background information for teachers is also available to provide a basic understanding of the topic for Social Justice Week and some of the related issues.


As we take time to focus on disability and inclusion during Social Justice Week, may each of us be challenged to respond to promote community and participation.

BACKGROUND




Find out more

POSTER




Raise awareness

PRAYERS




Pray each day

ACTIVITIES



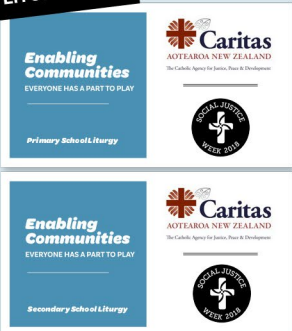
Learn in class

STORIES



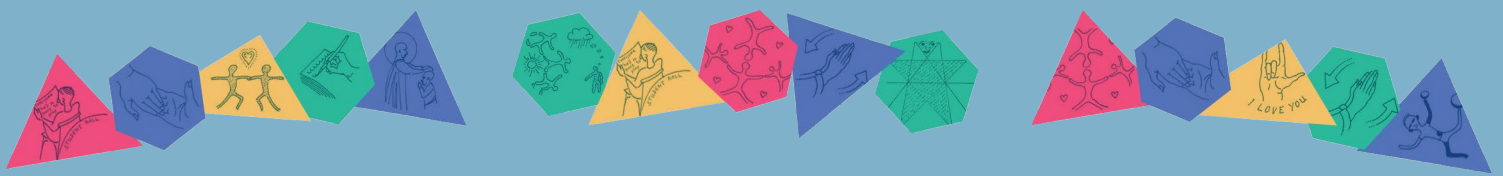
Be inspired

LITURGIES



Come together

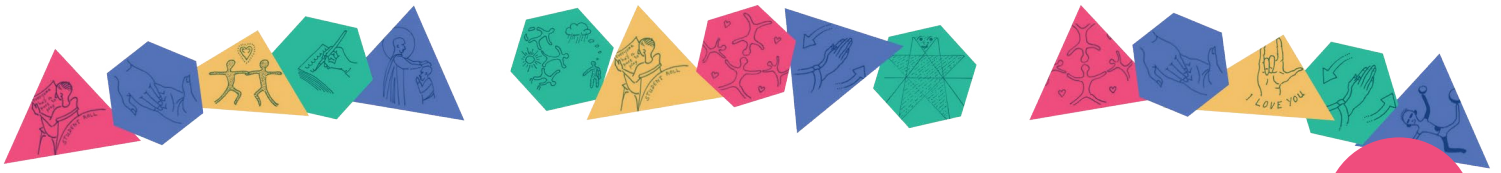




Activities for Social Justice Week 2018

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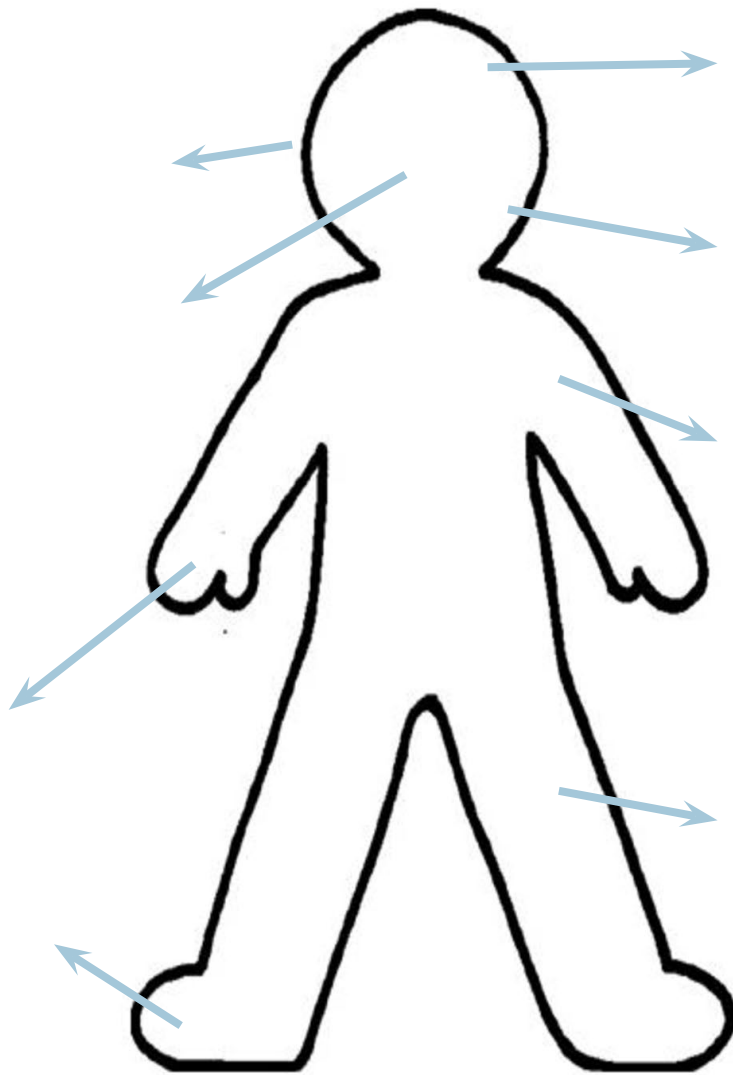




Y1-2

Parts of the Body

1. Draw a face on this body.
2. Colour in the person to bring them to life.
3. Name the different parts of the body and talk about what the different parts can do.



4. Read the Story of the Body in a Children's Bible:
1 Corinthians 12:12-18
5. Talk together about what the story can tell us about needing one another.





Guess the Word

Fill in the blanks to reveal each word using the clue to help...

What I do when someone is finding something hard

A language using signals for people who cannot hear well

The term for someone who cannot see

The focus of our Social Justice Week this year

A four-letter word used to describe someone who cannot hear

The opposite of weakness is...

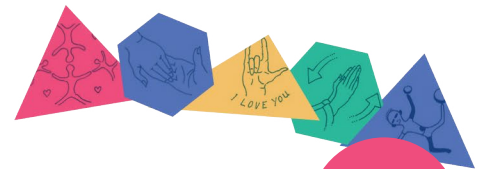
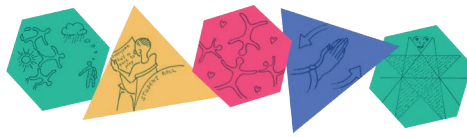
We are better when we do things...

People sit in this when they can't walk

This fantastic invention helps people see clearly

Sometimes it helps to do this when we need help





Y3-4

One and All

We are all very different in terms of how we live and what we enjoy doing in our own time. Also, we have different things that we are good at and a range of things that we can find hard to do. One of us may find a task quite easy to achieve, while someone else may find it a struggle.

As a group experiment, see if this is true for your class.

Cut up small pieces of paper so that each person has two each.

On the first piece of paper, everyone needs to write down one action or simple task that they find

EASY

On the second piece of paper, everyone needs to write down one action or simple task that they find

VERY HARD

If people are struggling to understand what to write, you could give some basic examples of actions or tasks like:

- Reading a book quickly
- Understanding hard maths equations
- Running fast
- Doing a cartwheel
- Seeing clearly
- Talking in front of people
- Writing neatly



To show which is easy and which is very hard, everyone needs to write **EASY** and **VERY HARD** and circle these words, so they can be easily seen.

It is recommended that you don't name the papers so that the information, which could be quite personal, remains anonymous.

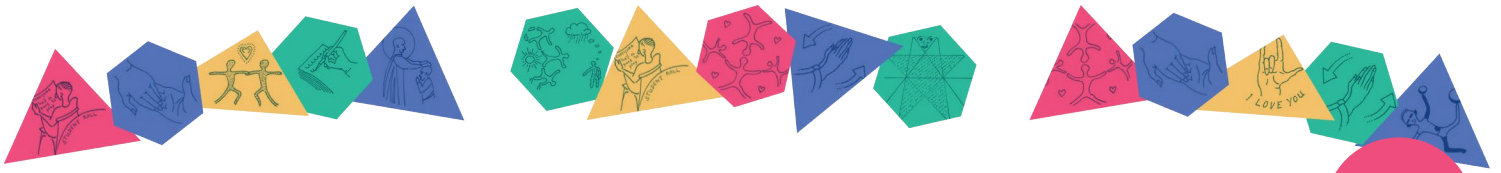
Now get everyone to put their papers in two different containers. Shake each container.

Start with the **EASY** container and read out what people feel they are good at doing. You may even like to write these on a poster or display them some way. Take note of any similar strengths. Can you say that your class has many different strengths?

Now repeat the same process with the **VERY HARD** container. Can you say that people in your class find different things hard to achieve?

It may be helpful to have a class discussion about how people could help others who are finding particular tasks difficult. In fact, you may find a match between a task that someone finds easy and another person finds very hard. If it is possible, there may be a way that students are encouraged to find peer support in order to help them achieve certain tasks.





Y3-4

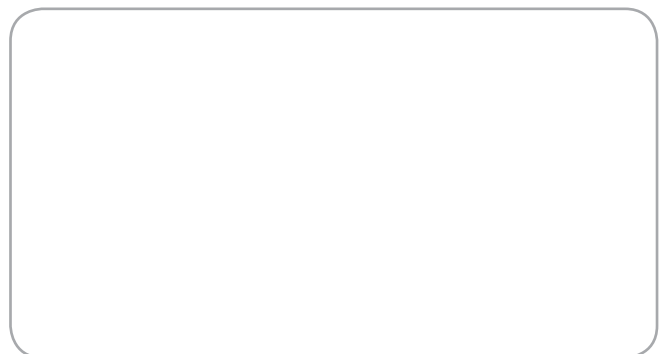
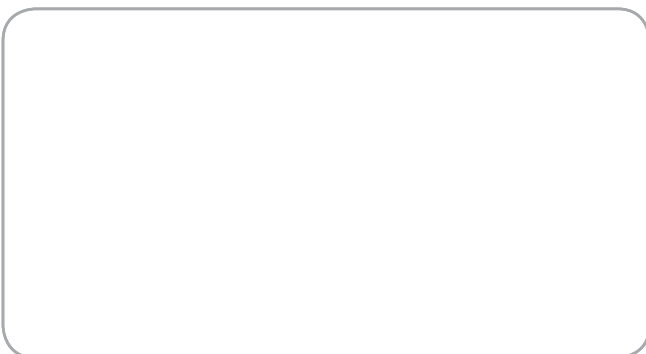
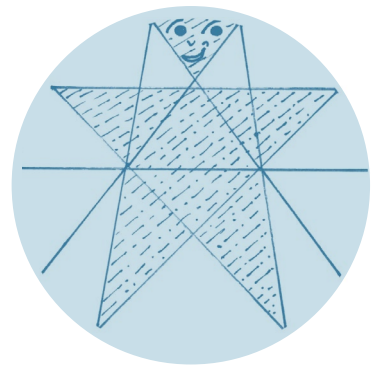
We All Belong – Parts of One Body

Draw 4 people in your class, and next to each picture, write down what these people are good at.



*Our bodies don't have just one part.
They have many parts... if our bodies were only an eye,
we couldn't hear a thing.
And if they were only an ear, we couldn't smell a thing.
But God has put all parts of our body together in the way
that he decided is best.*

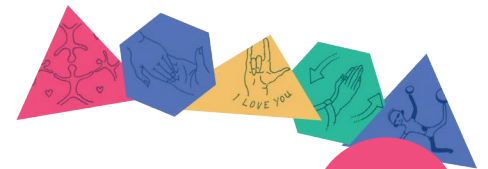
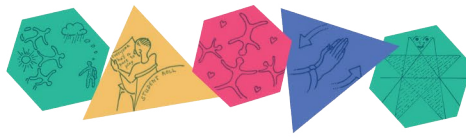
1 Corinthians 12:12-18



Talk about how the people in your class use their gifts to help one another.

What would it be like if everyone in the class was exactly the same?





Y3-6

Jesus Shows Love

In the Gospels we read stories about Jesus and his loving manner towards many people in need.

Read the following story from Mark 2:1-12

After some days Jesus went back to the city of Capernaum. Then news got around that He was home. Soon many people gathered there. There was no more room, not even at the door. He spoke the Word of God to them. Four men came to Jesus carrying a man who could not move his body. These men could not get near Jesus because of so many people. They made a hole in the roof of the house over where Jesus stood. Then they let down the bed with the sick man on it.

When Jesus saw their faith, He said to the sick man, "Son, your sins are forgiven." Some teachers of the Law were sitting there. They thought to themselves, "Why does this Man talk like this? He is speaking as if He is God! Who can forgive sins? Only One can forgive sins and that is God!"

At once Jesus knew the teachers of the Law were thinking this. He said to them, "Why do you think this in your hearts? Which is easier to say to the sick man, 'Your sins are forgiven,' or to say, 'Get up, take your bed, and start to walk?' I am doing this so you may know the Son of Man has power on earth to forgive sins." He said to the sick man who could not move his body, "I say to you, 'Get up. Take your bed and go to your home.'"

At once the sick man got up and took his bed and went away. Everybody saw him. They were all surprised and wondered about it. They thanked God, saying, "We have never seen anything like this!"



Credit: Scripture Union



Watch a short cartoon of the same story at www.youtube.com/watch?v=HtPnD2FOFfk. (Kids Hub TV)

Now act out the story as a class. You will need to decide who is going to be:

- The narrator
- The voices
- Jesus
- Four friends
- Paralysed man
- Teachers of the Law
- The crowd (everyone else)

After listening, viewing, and acting out the story, have a short class discussion.

What do we learn about Jesus from the story?

How did everyone react?

What can we learn about our actions toward others who might be missing out?





Team Body Challenge

Y3-6

INTRODUCTION:

Before playing this game, read to your students the passage from 1 Corinthians 12:14-27 which tells us that Christ's body is made up of many parts, each of which are vitally important. Just like body parts, all of us are different, and bring different strengths and gifts to the whole body of the Church.

MATERIALS NEEDED:

- 5 Bibles
- 5 envelopes containing a set of body part labels on small strips of paper. The set of labels for each envelope are as follows.
- ARMS (x2)
- LEGS (x4)
- MOUTH (x1)
- EYES (x1)
- Blindfolds (25 if possible)



INSTRUCTIONS:

Divide the class into groups of six to eight students. Make sure groups are of equal sizes. If this is not possible, groups can manage with having only one person with the label ARMS.

Give each small group an envelope containing body part labels and the groups are to divide these among them.

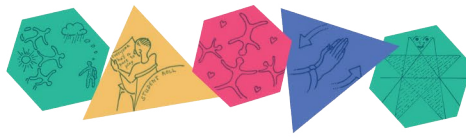
Then explain to the groups that the purpose of the game is for the groups to move from one side of the room/hall to the other in the shortest possible time, and then to open the Bible they will find there to the passage, 1 Corinthians 12:14-27.

Explain to the students that the challenge comes from the fact that only particular members of the group are able to do certain things. For example, only the people who have the label LEGS are allowed to have their feet touching the ground, only the people who are ARMS can use their hands, only the person who is EYES can see, and only the MOUTH can speak.

So before the groups attempt to cross the room, the game leader needs to ensure that all of the students except the EYES are blindfolded (or have their eyes tightly shut) and make sure that only the MOUTHS speak during the game. Also remind them that only the LEGS can walk across the room and so the rest of the group members will need to be carried. Strictly speaking the LEGS aren't allowed to use their hands to carry others either, so they will need to work around this. Maybe they can crawl across the room with group members on their backs, or use parts of their arms to carry others, not their hands.

When the team gets to the other side of the room there is a Bible waiting to be opened at the passage, 1 Corinthians 12:14-27. Only the ARMS can turn the pages of the Bible, so the MOUTH and EYES will need to direct them in order to find it. This is the trickiest part of the exercise, so if you think it is a bit beyond your students, you could leave this part out! In this case, the winning group is the one which gets all its members to the other side of the room first, without breaking any rules of the game.





Y3-6

Sharing our Abilities

Watch the following YouTube video:

See what children with disabilities can do

www.youtube.com/watch?v=rkRyetRMrjQ.

What surprised you in the video?

What did you like about it?



Then put an X on these lines to show how good you are at the following activities.

Maths



I find it hard

I am ok at maths

I'm good at it

I'm a maths superstar

Running



I find it hard

I am ok at it

I'm good at it

I'm as fast as lightning

Using Technology



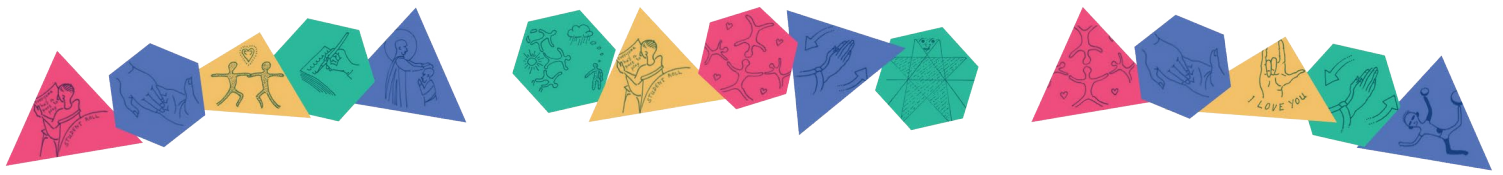
I find it hard to use

I'm ok at it

I'm good with technology

I'm a computer genius





Looking after younger kids



I find it hard I am ok at it I'm good with little kids Younger kids love me!

Choose something you find difficult to do and create a line about it.



I find it hard I am ok at it I'm good at it I'm awesome at it

Choose something you find easy to do and create a line about it.



I find it hard I am ok at it I'm good at it I'm awesome at it

Now look at someone else's lines and see if they are the same as yours.

What would the world be like if we were all exactly the same?

How can we use our abilities to help each other?

In one of his letters, St Paul said, If our bodies were only an eye, we couldn't hear a thing. And if they were only an ear, we couldn't smell a thing. But God has put all parts of our body together in the way that he decided is best. (1 Corinthians 12:17-18)

What does it mean when we say that we are all parts of one body?

Is any part more important than the others?





Our Class Korowai

INSTRUCTIONS:

The goal of this activity is to construct a class korowai which will display all the gifts and abilities that members of the class have to contribute. Just write down your name and two of your gifts or talents on the feather on the next page. Decorate your feather and then glue it onto the large korowai shape made by your teacher.



THE MEANING OF THE KOROWAI

Traditional korowai were made by hand with the warp threads (whenu) woven into the weft threads (aho).

Both types of threads were made from the fibres of the harakeke (flax) plant.

Sometimes korowai feature bird feathers, but not always.

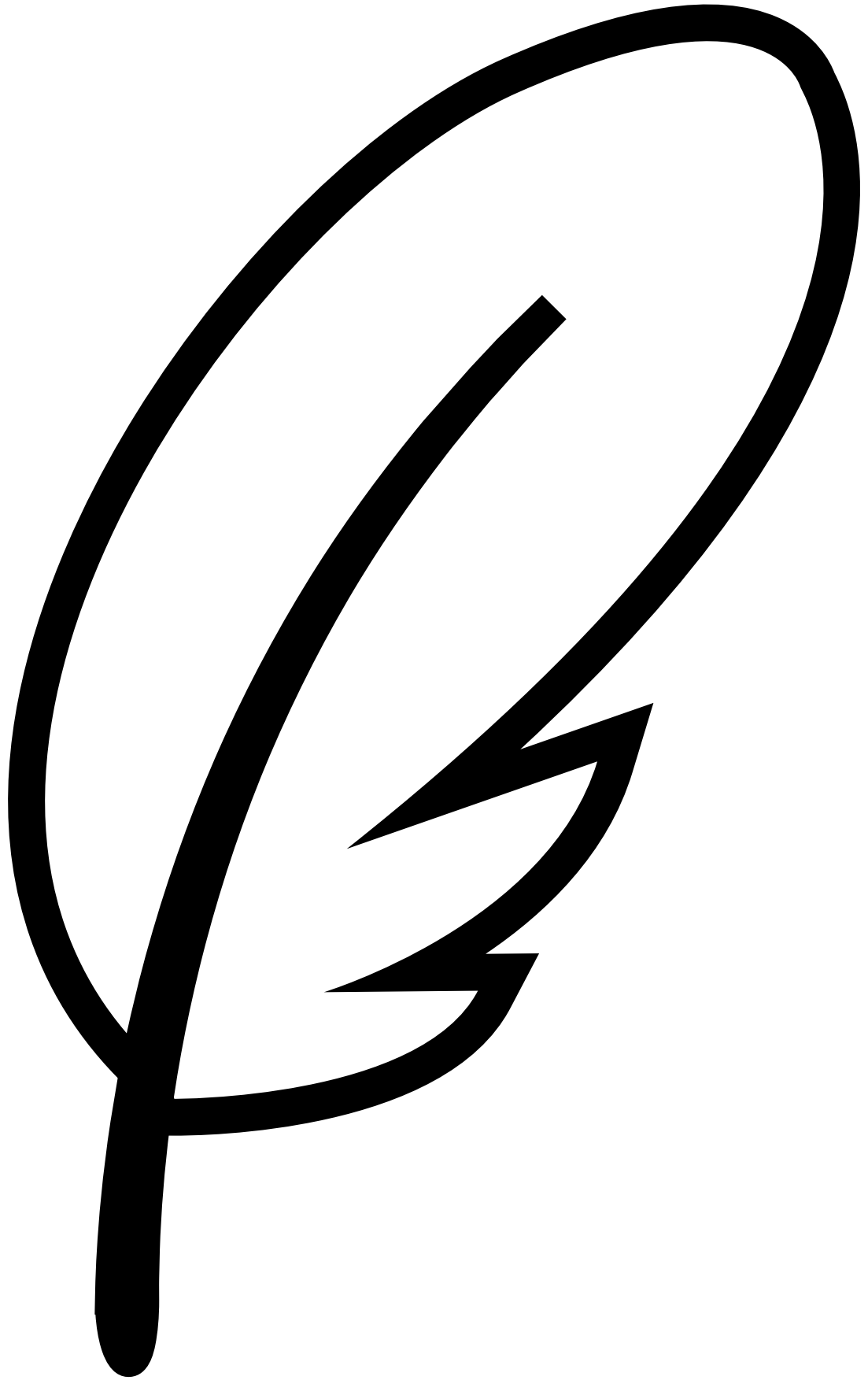
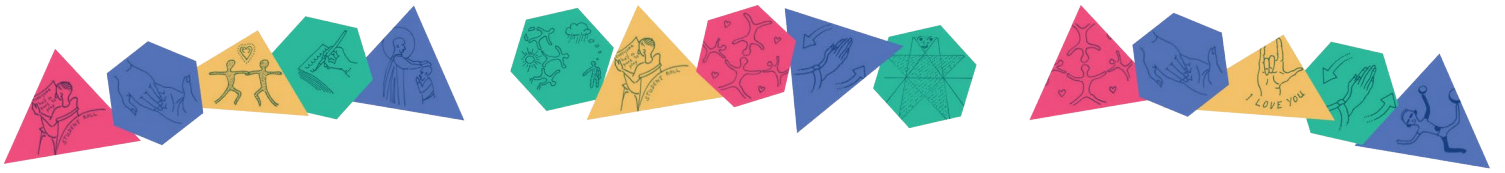
Korowai are worn as a symbol of honour and respect. They also symbolise protection and warmth.

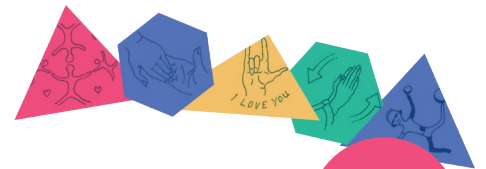
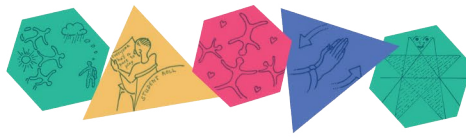
For more information about how korowai are woven, click [here](#).

The korowai is a particular type of kākahu (cloak). It is usually decorated with feathers and/or tassels and has a border along the bottom, although this can vary according to tribal custom.

Our class korowai displays all the gifts and talents that we have to share. When we all contribute, our class is enriched, and we are protected through the respect and care we show to each other.







Y3-13

Find Out More

This week we focus on disabilities and how we can work together to ensure that everyone can play their part. Remember that disabilities come in many different forms.

TASK: Choose a disability that you are interested in and find out more about it so that you can share back to your class. You could use the table on the right to help make your choice.

Use the following template below to guide your research.



Credit: libparlor.com

Disability:

Examples of people with this disability:

Main challenges:

Interesting stats:

Inspiring quotes:

Great photos:

Inspiring stories:

Possible options

ADHD
Alzheimer's
Anxiety
Arthritis
Asperger syndrome
Asthma
Autism
Bipolar disorder
Blindness
Brain injury
Cancer
Cataract
Cerebral palsy
Colour blindness
Depression
Diabetes
Down syndrome
Dyslexia
Hearing loss
Hypoglycemia
Learning disabilities
Loss of limb
Memory loss
Meniere's disease
Multiple sclerosis
Muscular dystrophy
OCD
Paralysis
Parkinson's
Phobia
Schizophrenia
Stroke
Tinnitus
Tuberculosis





Wear These Words

Read the following quotes by well-known people with disabilities. Then choose one and re-design it a bit to make a cool T-shirt that you could imagine wearing.

'I'm officially disabled, but I'm truly enabled because of my lack of limbs.' — Nick Vujicic (Motivational speaker)

'I choose not to place 'DIS', in my ability.' — Robert M. Hensel (Guinness & Ripley's world record holder)

'I do not have a disability, I have a gift!' — Shane E. Bryan (Author)

'We are far more than what we can accomplish. We are the very thumbprints of God.' — Matt Patterson (Author and speaker)

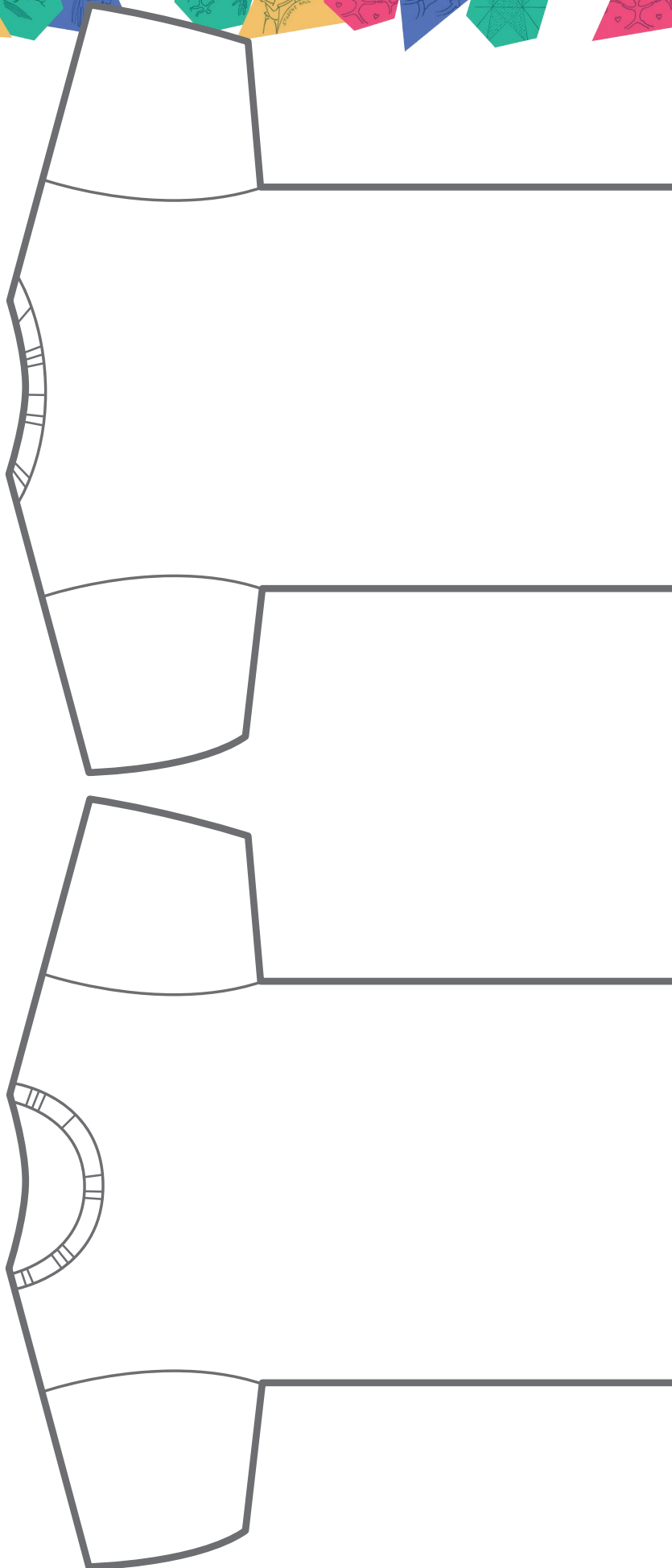
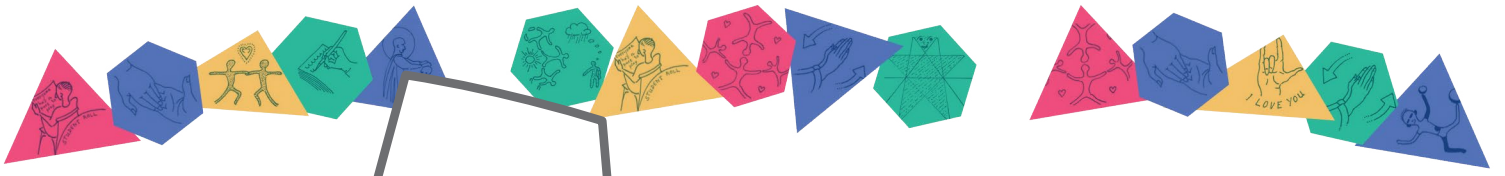
'When you focus on someone's disability you'll overlook their abilities, beauty and uniqueness.' — Yvonne Pierre (Talk radio host and author)

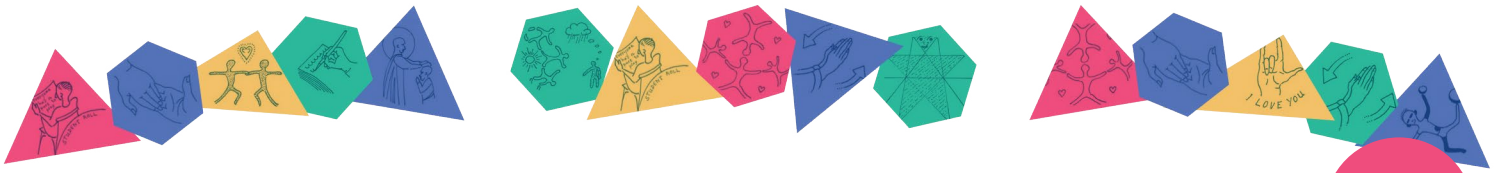
'Disability is natural... Having a disability doesn't stop me from doing anything.' — Benjamin Snow (Creator of www.beingautonomous.com)

'Just because a man lacks the use of his eyes doesn't mean he lacks vision.' — Stevie Wonder (Musician)

'Once we accept our limits, we go beyond them.' — Albert Einstein (Physicist and philosopher)





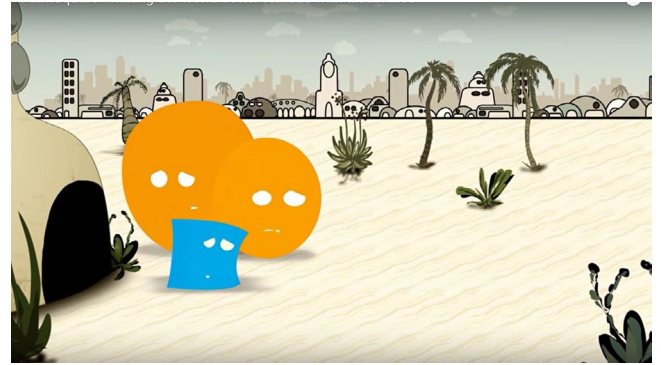


Y5-8

Fair 'n' Square: Making the World Better for Kids with Disabilities

Watch the following video at
www.youtube.com/watch?v=nlzMD1Kj6kE.

How does the Little Square feel when he/she is left out or made fun of?



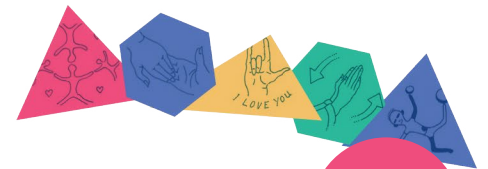
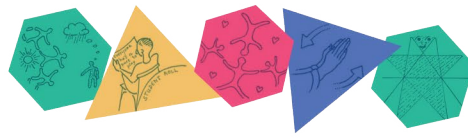
List the ways in which the Little Square is helped to participate in school and community life?

Have you ever felt like Little Square? How does it feel to be different?

Draw another cartoon image to show another way in which Little Square might be made to feel more like he/she belongs.

What do you think is the main message of this video clip?





Y5-8

Feeling Anxious?

Some New Zealand children experience a lot of anxiety when their school routine changes, or when they have to move to a new school, or even when they are asked to speak at school.

It's good for us to remember that we all have to deal with upset emotions, worry, and anxiety from time to time.

Put an X on the continuum to indicate how anxious you feel in each of the following activities.

When I haven't got the right equipment or clothing for a special school activity I am/I feel



When my normal teacher is away, and we have a relief teacher I am/I feel



When I am finding it hard to learn some new maths I am/I feel



When we are given extra free time to play outside I am/I feel



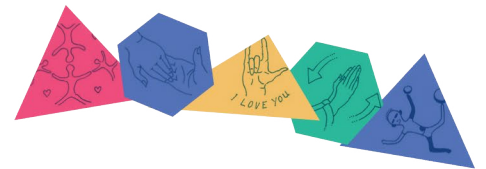
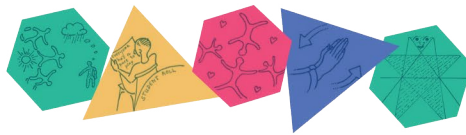
When I think that next year I will be at college/ high school, I am/I feel



Are there any other situations that make you feel anxious or worried? List them here.

Describe what it feels like in your body when you are nervous or anxious. How does it feel in your stomach, in your head, and in your legs?





CASE STUDY ONE

Chiara has a condition called Asperger syndrome. She is a little bit clumsy and not very good at sports. She has trouble following social 'rules', and will sometimes say things at the wrong time, or not understand when someone is making a joke.

One of the things that Chiara finds the most difficult is when school routines change. She also gets upset by loud noises.

Chiara knows A LOT about animals, especially dogs. She talks a lot about her own pet dog. She is very good at remembering things, and she remembers facts that she learns for a very long time.

One of the most challenging times of the day for Chiara is lunchtime, when she has free time. The teacher appoints a special buddy to be with Chiara at lunchtimes so that she is not left out of games and fun at lunchtime.

Think about

What could you do to help Chiara if she was in your class?

What would you say to her if your class teacher was away and you had a relief teacher?

How might you be a good friend to her at lunchtimes?

What could Chiara help you with?



CASE STUDY TWO

Tom has a condition called Selective Mutism. This is an anxiety problem where he becomes very stressed when put under pressure to speak and interact with people he doesn't know well.

Tom is very talkative at home, but when he gets to school he finds it very difficult to speak. He wants to speak, but when the teacher draws attention to him by asking him a question in class, his throat muscles tense up and he actually CAN'T speak. The school staff think Tom is shy, but that isn't the problem. The psychologist says that Tom is not ready to speak at school yet and that he should not be put under pressure to do so. This will only increase his anxiety.

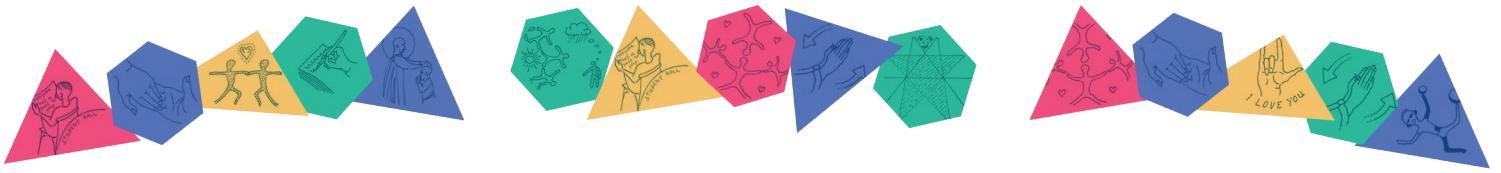
Tom has a few friends who he interacts with very well. He will not initiate conversation with them, but he will respond to their questions when they are together having fun in the playground.

Think about

If you were Tom's friend, what could you do to help him in the classroom and/or in the playground?

If Tom were to be asked to deliver a speech to his class, this would be an impossible task for him. What is a way that the teacher could assess Tom's spoken language skills without asking him to speak in front of the whole class?

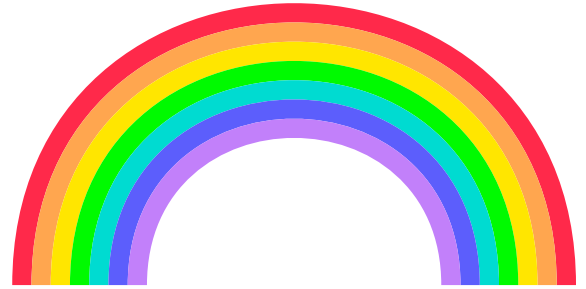




REFLECTION

Think about the rainbow. It is made of many colours and if one of those colours were missing, the rainbow would not be so beautiful.

All of us are like the colours of the rainbow. We all add something different to the world around us. Think of some of the people in your class. What would it be like if just one of your class mates moved away and wasn't there anymore? What would you miss out on?



Fill in the following paragraph about someone in your class.

(child's name) reminds me of the colour

. This is because he/she is

. One thing I really like about

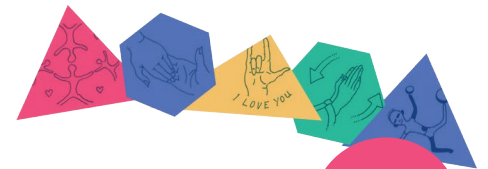
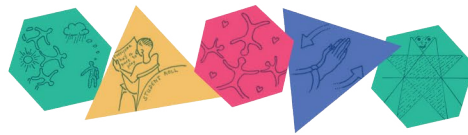
is the way he/she

If _____ wasn't in our class, I would feel

because

I wonder which colour I remind people of?





Y5-8

Find that Word

Find the following terms related to disability and inclusion in the grid below. Note that words are hidden vertically, horizontally, diagonally and even backwards.

SPECIAL CHALLENGE: Once you've circled all the words you can find a hidden message with the unused letters from left to right, top to bottom.

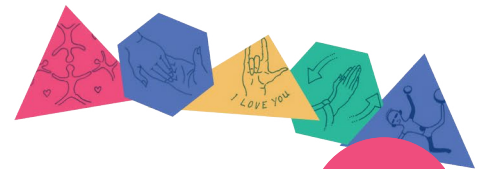
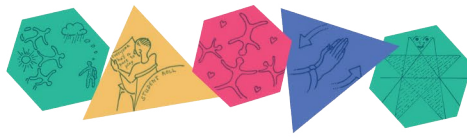
C W Y E S H A D V S E H N H A P B N
A E D T I E Y F S F E M O T D A L O
T S R E I S T O R A E S I G H R I I
N R P E L L L E R T A I S N D T N S
D B O E B Y I I B I L T S E C I D U
I O X P R R N B T A I U E R O C N L
E I W O P G A S A S I A R T M I E C
A O M N L U E L A S L D P S M P S N
E E T O S S S R P N I T E R U A S I
M A S T H M A Y S A X D D A N T N D
S S U P L O S S O F L I M B I I P O
N O I T A R E P O O C S E R T O T E
S I S Y L A R A P A C H Y T Y N O T
C O L O R B L I N D N E S S Y H E R

ADHD
Anxiety
Aspergers
Asthma
Autism
Blindness
Cerebral palsy
Color blindness

Community
Cooperation
Depression
Diabetes
Disability
Downs
Dyslexia
Hearing loss

Inclusion
Loss of limb
Memory loss
Paralysis
Participation
Strength
Support





Y5-8

Together

Earlier in the year the Commonwealth Games took place on the Gold Coast of Australia. More than 4,400 athletes from 71 countries took part over 11 days and there was a viewing audience of around 1.5 billion people.

Generally, para-events for athletes with disabilities are scheduled after the main event so there is a clear distinction between those with disabilities and those with none. The medal tables are also separate.

However, this year, the organisers chose to combine all the events at the one time and count the medals together. The Games were truly inclusive and promoted equality. In fact, it was record breaking, seeing an increase of 45% more athletes and 73% more medals for para-sports.



Credit: Universalis/Wikimedia Commons

'Don't look at disability, look at your ability'

Friana Kwevira, winner of Vanuatu's first ever medal – a bronze medal in the javelin

'I definitely don't think of myself as disabled but as uniquely able.'

Kurt Fearnley, closing flag bearer for Australia and winner of the gold medal in the marathon on the last day of competition

Check out the following articles:

'Share the dream' – the Games that celebrated disability sports' at

www.theguardian.com/sport/2018/apr/16/share-the-dream-the-games-that-celebrated-disability-sports.

The Commonwealth Games show us how to create a genuinely inclusive world' at

www.weforum.org/agenda/2018/04/the-commonwealth-games-show-us-how-to-create-a-genuinely-inclusive-world/.

Discuss:

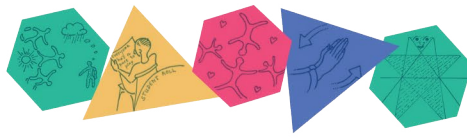
Did you watch any of the Commonwealth Games?

Do you feel that this worldwide event was a good example of bringing people together regardless of their ability?

How does your school manage to ensure that everyone is included in sports and other events?

What could you do to help promote full participation in the lead up to the next big event at your school?





Y7-8

Fullness of Life

I have come that you might have life, and have it to the full

John 10:10

Watch the Ministry of Education video, *My world My view* at www.youtube.com/watch?v=dFtlfh7pV4k.

Some of the people in the video are Faithleen, Brooklyn, Madeleine, Romeo and Emmanuel.

Choose one of the characters that interests you and write his or her name in the middle oval.

In the outer oval write down some of the difficulties that this person might experience at school. Think about all aspects of school life; travelling to school, making friends, playing games and sports, doing school work, listening to instructions, etc.

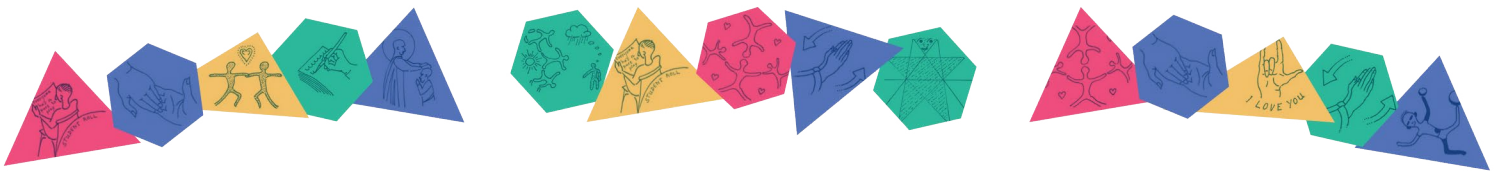


List some of the ways that the person could be helped to overcome these difficulties.

Are there students in your school who have difficulties taking part in some activities?

What is being done to help them participate fully?





Can you think of other things that could be done to ensure that everyone in your school can live school life more fully?

Have you ever experienced a time when you couldn't participate in something at school because of illness or injury, or any other reason? Write about this experience here.

How did it feel to not be able to participate?

Did members of your school community help you out at this time, or did you feel excluded and isolated?

What could you do at your school to make sure that no-one is ever left out?

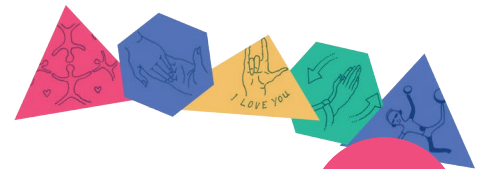
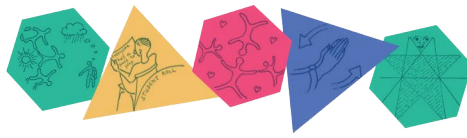


Imagine a Future...

Imagine a future for the character you chose from the video. What do you think his/her life will be like when he/she leaves school? What job do you imagine this person doing?

What support might need to be put in place to enable this student to fulfil his/her dreams?





Y7-8

Learn, Sign and Sing

A karaoke lip sync video in support of World Down Syndrome Day features 50 mothers and their children singing along to Christina Perri's track, "A Thousand Years".

Watch their video, *Wouldn't Change a Thing*, on YouTube at www.youtube.com/watch?v=Biex1XR_mpo.

The mothers are all part of a Facebook group known as "Designer Genes" created for parents who have a child with Down syndrome born in 2013/14. They got together to show the world just how ordinary and fun life with the condition is and how they "Wouldn't Change a Thing".

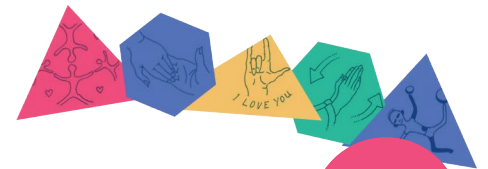
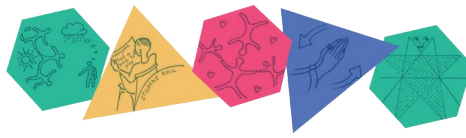


Challenge: Choose a song with simple lyrics or a repetitive chorus and find out how to sign some of the words and then perform the song with both English and New Zealand Sign Language (NZSL).

Tips:

- Choose a song with easy words.
- Ask someone who is fluent in NZSL to help you learn how to sign some of the words in the song.
- Use an online dictionary like the one available through Victoria University of Wellington: <https://nzsl.vuw.ac.nz/>.
- Decide on how you will perform the song.
 - 🎵 Will you do this yourself?
 - 🎵 If you are in a group, will everyone sing and sign at the same time?
 - 🎵 Could you sign and sing different parts each?
- Practise singing and signing.
- Video your performance to share with others.





Y7-13

Tell Me What You Really Think

Read the following quotes (many from people with disabilities).

'Disability is a matter of perception. If you can do just one thing well, you're needed by someone.'

— Martina Navratilova (Tennis champion)

'When you hear the word 'disabled,' people immediately think about people who can't walk or talk or do everything that people take for granted. Now, I take nothing for granted. But I find the real disability is people who can't find joy in life and are bitter.'

— Teri Garr (Actress, singer and dancer)

'I'm officially disabled, but I'm truly enabled because of my lack of limbs. My unique challenges have opened up unique opportunities to reach so many in need.'

— Nick Vujicic (Motivational speaker)

'...What I learned was that these athletes were not disabled, they were super-abled. The Olympics is where heroes are made. The Paralympics is where heroes come.'

— Joey Reiman (Businessman)

'I choose not to place 'DIS' in my ability.'

— Robert M. Hensel (Guinness & Ripley's world record holder)

'I do not have a disability, I have a gift! Others may see it as a disability, but I see it as a challenge. This challenge is a gift because I have to become stronger to get around it, and smarter to figure out how to use it; others should be so lucky.'

— Shane E. Bryan (Author)

'Some would look at Emily's life and think that a child born with Down's syndrome has little hope for a meaningful life. Throw in the diagnosis of leukemia and that little hope turns into no hope whatsoever. I disagree. Emily's life, with all its imperfections, had great meaning. Because of how many people she touched, I realize that we are far more than what we can accomplish. We are the very thumbprints of God.'

— Matt Patterson (Author and speaker)

'When you focus on someone's disability you'll overlook their abilities, beauty and uniqueness. Once you learn to accept and love them for who they are, you subconsciously learn to love yourself unconditionally.'

— Yvonne Pierre (Talk radio host and author)

'Disability is natural. We must stop believing that disabilities keep a person from doing something. Because that's not true . . . Having a disability doesn't stop me from doing anything.'

— Benjamin Snow (Creator of www.beingautonomous.com)

'Just because a man lacks the use of his eyes doesn't mean he lacks vision.'

— Stevie Wonder (Musician)

'The world worries more about disability than disabled people do'

(Actor)

If you could sum up the key messages from these quotes what would they be?

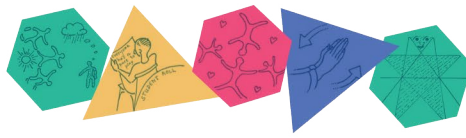


Nick Vujicic. Credit: Wikimedia Commons



Credit: Pixabay





Y9-11

We're All in this Together

The New Zealand Disability Strategy has several definitions for disability. One of them is...

Disability is something that happens when people with impairments face barriers in society that limit their movements, senses or activities

This means that in some ways it is a person's community that can create the disability.

Watch the following YouTube clip which is about 'abilities' rather than disabilities at www.youtube.com/watch?v=rkRyetRMrjQ.

What effect does it have, to focus on children's abilities rather than disabilities?

What does this mean for the child and for the family and community?

**Ehara taku toa i te toa takitahi,
engari he toa takitini**

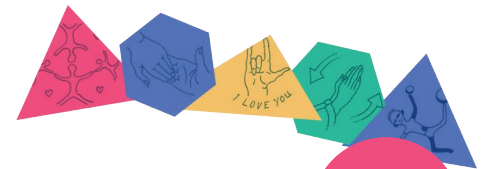
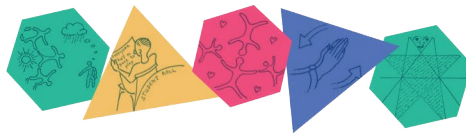
*My achievements and strengths are
not those of the individual,
but those of the many*



Read the Whakatauki above. What do you think it means?

Design a poster that demonstrates the meaning of this whakatauki.





Y9-13

World Down Syndrome Day Video Goes Viral

A karaoke lip sync video in support of World Down Syndrome Day features 50 mothers and their children singing along to Christina Perri's track, "A Thousand Years".

Watch their video, *Wouldn't Change a Thing*, on YouTube at www.youtube.com/watch?v=Biex1XR_mpo.

The mothers are all part of a Facebook group known as "Designer Genes" created for parents who have a child with Down syndrome born in 2013/14. They got together to show the world just how ordinary and fun life with the condition is and how they "Wouldn't Change a Thing".

The video was originally inspired by Singing Hands – an organisation in the United Kingdom whose videos have helped many in the group learn Makaton for supporting their children's communication development. Makaton is designed to help hearing people with learning or communication difficulties to use signs, symbols alongside speech.

Watch an interview with the mothers on a UK breakfast television show, *This Morning* at www.youtube.com/watch?v=jJScme-Jxs&t=202s.

What does Becky mean when she says,
'We wouldn't change a thing about our children, but we would change the world for them.'?

Becky also says,
'The barriers that we cross tend to be because of other peoples' perceptions of our children...'

How can peoples' perceptions of children with disabilities create barriers?

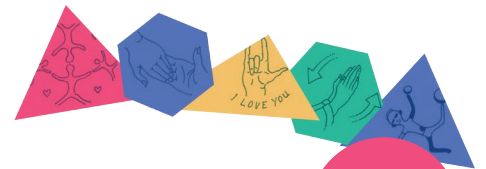
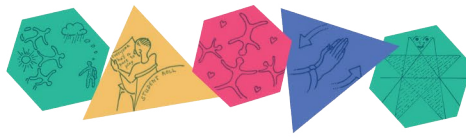


Cathy (mother of Teddy) talks about prenatal testing,
'Every single person we came into contact with, mentioned termination.'

Why do you think that so many people suggested Cathy have a termination (abortion)?

What does this attitude say about our society and its values?





Y9-13

Young, Disabled and Speaking Out

The words in the speech bubbles come from actual interviews with young New Zealanders who have disabilities. They come from a Ministry of Youth Development report called *Young, Disabled and Speaking Out*, 2011.



There are not many people with disabilities in cultural groups.

I sometimes feel ostracised by peers and made to feel bad by some teachers in PE and games at school.



I want to do art but there is nowhere that will have me in holiday programmes.



I often have frustrations when I find a DVD that doesn't have subtitles. It's also annoying that the opening of new movies doesn't have subtitles.



My peers are not happy because I am not good at sports or social interaction and they don't want me on their team as they want to win.



What is your initial reaction to these comments from young New Zealanders? Are you surprised by them? Do you know how they feel?

Why is PARTICIPATION in games, sports and other recreational activities so important for young people?

What barriers exist in your school or community which prevent young people with disabilities from participating fully in games or in social activities and clubs?

Have you seen examples in your own community or school where some of these barriers have been successfully overcome?

What more could be done in your school to encourage young people with disabilities to participate in sports and other recreational activities?





Jumbo Wordsearch

Find the following terms related to disability and inclusion in the grid below. Note that words are hidden vertically, horizontally, diagonally and even backwards.

SPECIAL CHALLENGE: Once you've circled all the words you can find a quote from Pope Francis hidden with the unused letters from left to right, top to bottom.

Y H P O R T S Y D R A L U C S U M S P O P P
Y E F R R H R D E P R E S S I O N I A N C A
L T I S A E E - P A R A L Y S I S S T M E R
O S I H E L C A E W T R A Y S W E O U E S T
S X S L P M O N R C E N R S T A I L E N A I
S I C E I C O P A I E I E I R B T U L L E C
O N N E N B E R I C N N S S O I A C A B S I
F M N C D D A R D B D G D I P L I R S R I P
L S E D L T N S E N A D L L P I X E I A D A
I D C M A U M I I B Y I E O U T E B T I S T
M O I C O S S L L D R S M A S Y L U I N E I
B P B A I R B I I B C A R E L S S T R I R O
S I H T B R Y A O L D B L E C T Y Y H N E N
R I U O O E N L E N H I Y P G Y D S T J I S
E A A L B X T R O N D L I T A R L N R U N T
M D O E I I O E X S A I O F I L E G A R E R
I C T E H S A E S L S T O V E N S P O Y M O
E W T E I A S N O S N I K R A P U Y S P R K
H Y E S R T O G E T H E R N E S S M E A Y E
Z A D Y E M O R D N Y S N W O D T O M O F H
L S C H I Z O P H R E N I A M H T S A O F E
A T I N N I T U S N O I T A R E P O O C C R

Ability
ADHD
Alzheimer's
Anxiety
Arthritis
Asperger syndrome
Asthma
Autism
Bipolar
Blindness
Brain Injury

Cancer
Cataract
Cerebral palsy
Color blindness
Community
Cooperation
Depression
Diabetes
Disability
Down syndrome
Dyslexia

Hearing loss
Hypoglycemia
Inclusion
Learning disabilities
Loss of limb
Memory loss
Meniere's disease
Multiple sclerosis
Muscular dystrophy
OCD
Paralysis

Parkinson's
Participation
Phobia
Schizophrenia
Stroke
Support
Tinnitus
Togetherness
Tuberculosis





Robert Martin Makes History

Robert Martin is the first person with a learning disability to be elected to the United Nation's Committee on the Rights of Persons with Disabilities (CRPD).



Robert Martin hasn't just smashed through a glass ceiling, "he's smashed through the ceiling and walls of institutions that locked him away for most of his early years".

– Paul Gibson, Disability Rights Commissioner

Click on the link and read the article:

www.peoplefirst.org.nz/setting-the-pathway-for-more-voices-to-be-heard-at-the-highest-levels/.

As a baby in the late 1950s Robert was removed from his family and raised in various institutions and foster homes. Life was harsh and abuse frequent. But, as he says, at least he could walk, talk and fight back, unlike some of the others. When Robert reached 15, the State tossed the angry teenager out of care. He had been denied not only human rights, but culture and identity. He often relates how as an institutionalised child he never heard of the All Blacks.¹

It is hard for us to imagine why our society used to think Robert Martin should be separated from his family and denied an education. What do you think was the reasoning behind this harsh treatment?

Watch the following video clip in which Robert Martin delivers a speech in Parliament:

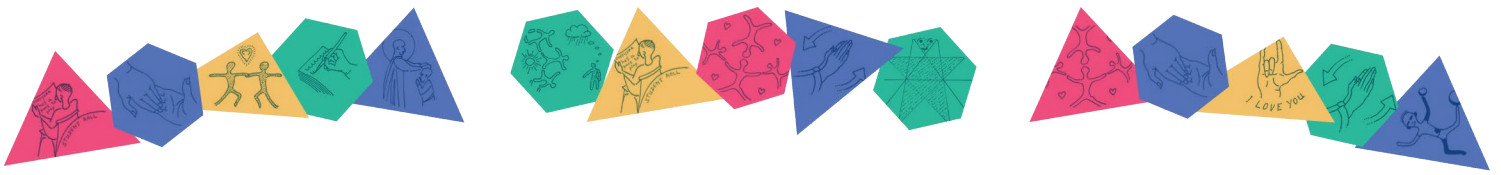
www.newshub.co.nz/home/politics/2016/12/robert-martin-kiwi-advocate-for-the-disabled-gets-role-at-the-un.html.

What surprises you about Robert Martin?

What is something that he says that stays with you?

¹ <https://publicaddress.net/access/robert-martin-the-advocate-without-limits/>





Read about People First in the stories at www.caritas.org.nz/social-justice-schools

What are your thoughts about the People First organisation?

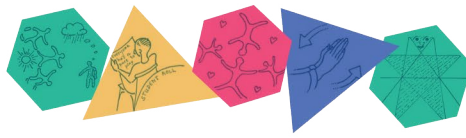
Why do you think it is important for people with a learning disability to have a self-advocacy organisation?

How important do you think it is that people with a learning disability are part of the leadership of this organisation?

Describe two or three of the Catholic social teaching principles that are demonstrated by the way that People First operates.

Go to the People First website (www.peoplefirst.org.nz) and identify the ways in which the People First web designers have tried to create a user-friendly interface for people with disabilities. There are at least three aspects of the design that you should be able to spot.





Y12-13

Values Around Prenatal Testing

Mothers of children with Down syndrome speak out about Prenatal Testing

Dr Lisa Bridle is a Lecturer at the Queensland Centre for Intellectual and Developmental Disability (University of Queensland), and the mother of Sean, a child with Down syndrome.

As part of her doctoral research, Dr Bridle undertook a series of interviews with mothers of children with Down syndrome.

One interview was with a mother who had given birth to a child with Down syndrome and was meeting with a geneticist to discuss the possibility of having another child.



You know, when you have a child with Down syndrome you need to consider ... that they will never be a wage earner and that they draw from society...

I'm unable to contribute to society because I've got a child who is non-productive, excuse me?... He's like three months old... I mean John may grow up to be a terrific artist, or he may... give a lot of people a lot of joy...



Other women shared about the pressure put on them to terminate their pregnancies as soon as a diagnosis of Down syndrome was given from prenatal tests.

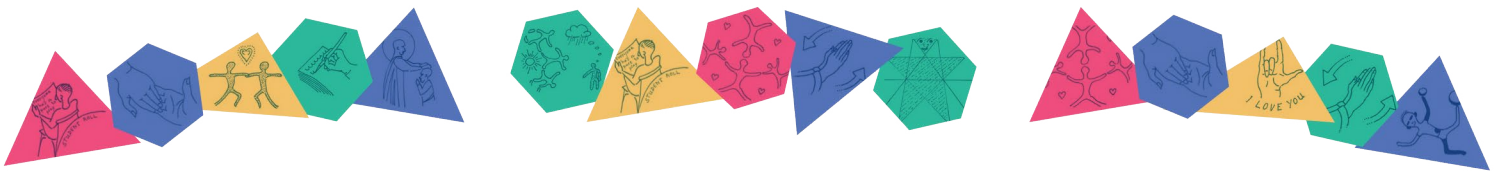


They were ready to take us up there straight away and do it (have a termination). There was no, oh here's the number for the Down Syndrome Association or anything, give them a call ... there was no information.

Statistics in the Australian state of Victoria indicate that less than 2% of couples in Victoria continue pregnancies following a diagnosis of Down syndrome (Ford 1999:69). One mother reflected sadly on what the world would be like if no more children with Down syndrome were allowed to be born...

It would be like doing without the colour yellow in a tapestry. We're not doing anybody a favour, because they really... have their own input, their own colour, they make a difference, they light up things... like yellow does...





What are the different views about human life represented here by the medical practitioners and the mothers?

Are you surprised by the responses of medical professionals in these scenarios? Why or why not?

To read the full article from Dr Lisa Bridle, go to www.nathaniel.org.nz and look under 'Key issues in Bioethics', click on *The Beginning of Life*, and then scroll down to the article, *Confronting the Distortions: Mothers of Children with Down Syndrome and Prenatal Testing*.

View the video *60 Minutes: Down but not out* – featuring New Zealanders with Down syndrome and their families. Find out more about prenatal testing in New Zealand: www.youtube.com/watch?v=Pzx8jQDICO0.



Alex Snedden, who appears in this video, now works one day a week at the Pompallier Centre, the Auckland Diocesan Centre. Every Thursday he helps out with jobs around the office. He is fully involved in the work and social life of the office.

What does Alex say about having Down syndrome?

What is important to Alex?

What advice does Alex give to parents who are expecting a baby with Down syndrome?

