



# Someone Like Me

ART COMPETITION

Win fantastic prizes to the value of over **€1,000** for your school!

## Prizes will be awarded to:

- \* 1 Junior Winner **Per County**
- \* 1 Senior Winner **Per County**
- \* 1 Overall Junior National Winner
- \* 1 Overall Senior National Winner

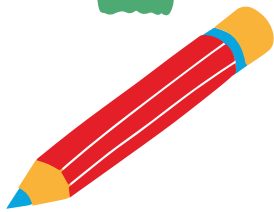
Did you know there are

**TWO WINNERS**

chosen per county?

**Deadline for entries:**

**November 15th 2024**



Visit our website

**[www.SomeoneLikeMeCompetition.ie](http://www.SomeoneLikeMeCompetition.ie)**

for more information, additional lesson plans, activities and the new Parents' Corner

## **Early Entry Competition!**

Send your entries to us by **October 25th 2024** to be in with a chance of winning a Hamper full of fantastic Art Supplies for your class!

You can also share your entries online by tagging **#SomeoneLikeMe** on social media

# Someone Like Me: Senior Lesson Plan

## 3<sup>rd</sup> Class to 6<sup>th</sup> Class

### The Snowball Game

On a piece of paper, invite all pupils to write:

- \* Something they are able to do, and something they are not able to do
- \* Something they are not able to do but something that others may be able to do

This can be modelled by the teacher for pupils. Invite them to scrunch up their paper and throw it like a snowball (away from everyone in the room). Invite pupils out of their seat to find a snowball and to read it. This can be repeated numerous times

### Class Discussion

Discuss with the pupils their takeaways from the snowball game. Pose some questions... Does anything you read surprise you? How do you know if someone is able or unable to do something? What is the difference between being not able to do something and being able to do something with adaptations/assistive technology?

Everyone's brains and bodies are different, how might you be different to the person sitting next to you? To get people thinking about non-visible disabilities, mention differences to sensory stimulation, certain environments and situations. Use the disability fact sheet available on our website to discuss with pupils

### Main Part of the Lesson

- \* Using iPad time or computer time, invite pupils to research famous individuals who have a non-visible disability. Ideas to get the class going include: Notable and successful individuals with non-visible disabilities that pupils may know; Justin Timberlake, Albert Einstein, Alexander Graham Bell, Helen Keller, Frida Khalo and Millie Bobby Brown
- \* Take a look at the research pupils did during their computer time and pose the following questions: Why do you think it would be important to be aware of the disabilities you researched? What does it mean to include someone? How can we include persons with disabilities better?
- \* Reflect and Connect – Encourage pupils to consider the assumptions we sometimes make about people. Ask pupils to connect with a family member at home or another pupil in the class and discuss what they have learnt from this lesson, or how they might broaden their understanding of disabilities. Ask them what they could do to help someone feel more included?
- \* Use role-play to demonstrate the importance of including everyone in our activities and the impact of not including others
- \* Role-play different school environments - ask pupils to think about a time where a disabled pupil may experience inclusion, and where they might not be included. Ask pupils how these environments could be changed to ensure inclusion for all

### To enter:

Send in your entry and completed entry form to **#SomeoneLikeMe, C/O Real Nation, 94 Lower Baggot Street, Dublin 2, D02 XN82**

### Objectives:

- \* Appreciate and respect similarities and differences in people
- \* Develop pupils understanding of visible, non-visible and intellectual disabilities
- \* Develop a shared understanding of how we should treat others in a caring, considerate, sensitive and inclusive way

### Curricular Links:

**SPHE** – Myself and others/Myself and the wider world

**Visual Arts** – All strand units

**Literacy** – Oral language development

**History** – Knowledge and understanding of people

**Optional:** For more activities check out [www.someonelikemecompetition.ie](http://www.someonelikemecompetition.ie)

### Brainstorm

Write the word 'Inclusion' on the board. Question the pupils as to what it means. Develop the children's understanding of inclusion in a social context, inviting people to play in a game, inviting people to a party, etc. Explain what it means in terms of inclusion of people with disabilities. Refer back to the roleplay of school environments. How can we include people with non-visible disabilities? Brainstorm what happens in school to be inclusive of people with disabilities. Or what the children could do for children with disabilities in their class. For example, if someone doesn't like strong hugs, you could ask if they would prefer a high 5. If your school has an autism class, perhaps use this as an example; ask pupils how they are included in the school environment

Explain to the pupils that they are now going to create a piece of art based on what they have learned, with the title **#SomeoneLikeMe**. Remind pupils to think about being inclusive in their design – e.g. If they use text, is the font large enough? Can they use symbols to help communicate their message? Pupils can decide if they want to create a class entry, school entry or an individual entry. Complete the activity sheet which accompanies this lesson. Review what the pupils learned within this lesson. Revise key vocabulary encountered and invite them to share what they learned from this lesson

### Get Creative!

You can draw, paint, print, use clay, construct a 3D structure, use fabric and fibre, create a collage... Let your creativity flow!

You can share the message of **#SomeoneLikeMe** with a school display, by holding an art exhibition, or on your school website! Share your creative process with us by using **#SomeoneLikeMe** on Instagram and Facebook!

 @someonelikemartcompetition  @someonelikeme\_art