



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 National Winner

Did you know
there are

TWO WINNERS

chosen per
county?

DEADLINE
for entries:

**November
10th 2023**



Visit our website

www.SomeoneLikeMeCompetition.ie

for more information, additional lesson
plans and activities

Early Entry Competition!

Send your entries to us by **October 27th 2023** to be
in with a chance of winning a Creative Care Package
from Recreate.

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

Someone Like Me: Senior Lesson Plan

3rd Class to 6th 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 and Alexander Graham Bell
- * 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

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, use digital media or get really creative and use mixed media.

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!

f @someonelikemartcompetition **📷** @someonelikeme_art