“Together We’re Better” Inclusive Education Awareness Campaign and Artwork Contest

Diversity Celebration Toolkit

The Arc Maryland, in partnership with the Maryland State Department of Education, Maryland Department of Disabilities, and the Maryland Developmental Disabilities Council, is pleased to announce its 2017-2018 “Together We’re Better” Inclusive Education Awareness Campaign and Artwork Contest in celebration and honor of National Inclusive Schools week (December 4 – 8). National Inclusive Schools Week highlights and celebrates the progress schools have made in providing a supportive and quality education to all students, including students with disabilities. This year’s theme for National Inclusive Schools Week is STAND UP, SIT TALL because inclusion results in improved outcomes for all students and provides an important opportunity for educators, student and families to stand up and discuss what else needs to be done to ensure that schools continue to improve their ability to successfully educate all children. Inclusive Schools are characterized as inclusive schools when they:

- Make every student feel welcome and provide the supports they need to learn.
- Embrace the understanding that every student is unique, and therefore, learns differently.
- Understand that all children learn better if teaching is tailored to their abilities and interests.
- Collaborate with families.
- Hold high expectations for student success.

Improving Education: The Promise of Inclusive Schooling booklet includes a laundry list of more than two dozen practical ways educators can make their classrooms more inclusive. Those inclusive practices include:

- LESS whole-class, teacher-directed instruction
- LESS classroom time devoted to fill-in-the-blank worksheets
- LESS tracking or leveling of students into "ability groups"
- MORE active learning in the classroom
- MORE emphasis on higher-order thinking and learning of key concepts and principles
- MORE responsibility transferred to students for their work
- MORE attention to affective needs and the varying cognitive styles for individual students
- MORE delivery of aid and help to students in general education classrooms.

The Arc Maryland and its partners are pleased to provide you with an extensive Diversity Celebration Toolkit at (www.thearcmd.org) and activities that align with Maryland State Curriculum Indicators for teachers, counselors, volunteers and other staff in preparing lesson plans and activities for students in grades K-5 and 6-8 to celebrate inclusive schools and diverse abilities of all students. Also, this year’s 2017 Diversity Celebration Toolkit contains resources to plan activities and tools aimed to guide your students in participating in our Artwork contest.
RESOURCES AND ACTIVITIES Aligned with Maryland State Curriculum Indicators

### Health Education
1. Mental and Emotional Health

### Additional Subject Area Connections: Art

### Outcomes:
1. Students demonstrate ways to communicate respect for diversity, including mental and physical disabilities, culture, and race/ethnicity.
2. Students will communicate their understanding of what bullying is, and how using certain labels to describe people with disabilities is hurtful.

### Art
3.2.a Identify sources for ideas and describe the processes used to create artworks based on those sources

### Unit Title: Disability Awareness

### Unit Description: Students will participate in activities that promote disability awareness and celebrate diversity.

### Experiences:
- Students participate in disability awareness activities (e.g., guest speakers and published sample activities in suggested resources)
- Students read books related to disability awareness and acceptance.
- Students view videos (links shown below) to understand disabilities.
- Students design and create artwork demonstrating knowledge and ideas gained.
- Students complete one-page post-activity surveys to demonstrate attitudinal changes and increased knowledge following campaign activities.

### PRESENTATIONS/ASSEMBLIES
- Sponsor a Disability Awareness Day. Invite guest speakers to come to your school – including individuals with disabilities as well as representatives from nonprofit and community service agencies. Contact The Arc Maryland to make arrangements at info@thearcmd.org.

### VIDEOS
- [https://www.youtube.com/watch?v=gM96e0yWjhI&list=FLhr7RgyPqO6Rx-gRAnAJBRg&index=7](https://www.youtube.com/watch?v=gM96e0yWjhI&list=FLhr7RgyPqO6Rx-gRAnAJBRg&index=7) Respect- 1-minute video
- [https://www.youtube.com/watch?v=fkdteOrrkPs](https://www.youtube.com/watch?v=fkdteOrrkPs) End the “R” word- 1-minute video
- [https://www.youtube.com/watch?v=kTGo_dp_S-k](https://www.youtube.com/watch?v=kTGo_dp_S-k) I am a person- 1-minute video
- [https://www.youtube.com/watch?v=bwW6mYdJ7Xc](https://www.youtube.com/watch?v=bwW6mYdJ7Xc) Disability-How you see me (for middle school)
BOOKS for Elementary and Middle Students

A Picture Book of Helen Keller - David A. Adler

A factual look at the life of this amazing woman, told for early readers.

Mama Zooms - Jane Cowen-Fletcher

A simply told story of a young child's mother who zooms - in her wheelchair!

Moses Goes to School, Moses Goes to a Concert - Isaac Millman

At a public school for deaf children, Moses and his friends share experiences like those at all public schools.

The Secret Garden - Frances Hodgson Burnett

Ten-year-old Mary comes to live in a lonely house on the Yorkshire moors. She and her cousin, Colin (who believes he is an incurable invalid), soon discover the mysteries and magic of a locked garden. (Also available in audio book format)
Melody is not like most people. She cannot walk or talk, but she has a photographic memory; she can remember every detail of everything she has ever experienced. She is smarter than most of the adults who try to diagnose her and smarter than her classmates in her integrated classroom - the very same classmates who dismiss her as mentally challenged because she cannot tell them otherwise. But Melody refuses to be defined by cerebral palsy. And she's determined to let everyone know it - somehow.

In this breakthrough story, reminiscent of *The Diving Bell and the Butterfly*, from multiple Coretta Scott King Award-winner Sharon Draper, readers will come to know a brilliant mind and a brave spirit who will change forever how they look at anyone with a disability.

**Wonder (Wonder #1)**
by R.J. Palacio

*I won't describe what I look like. Whatever you're thinking, it's probably worse.*

August (Auggie) Pullman was born with a facial deformity that prevented him from going to a mainstream school—until now. He's about to start 5th grade at Beecher Prep, and if you've ever been the new kid then you know how hard that can be. The thing is Auggie's just an ordinary kid, with an extraordinary face. But can he convince his new classmates that he's just like them, despite appearances?

R. J. Palacio has written a spare, warm, uplifting story that will have readers laughing one minute and wiping away tears the next. With wonderfully realistic family interactions (flawed, but loving), lively school scenes, and short chapters, *Wonder* is accessible to readers of all levels.

**El Deafo**
by Cece Bell (Goodreads Author), David Lasky (Colorist)

Starting at a new school is scary, even more so with a giant hearing aid strapped to your chest! At her old school, everyone in Cece's class was deaf. Here she is different. She is sure the kids are staring at the Phonic Ear, the powerful aid that will help her hear her teacher. Too bad it also seems certain to repel potential friends.

Then Cece makes a startling discovery. With the Phonic Ear she can hear her teacher not just in the classroom, but anywhere her teacher is in school—in the hallway...in the teacher's lounge...in the bathroom! This is power. Maybe even superpower! Cece is on her way to becoming El Deafo, Listener for All. But the funny thing about
being a superhero is that it's just another way of feeling different... and lonely. Can Cece channel her powers into finding the thing she wants most, a true friend?

This funny perceptive graphic novel memoir about growing up hearing impaired is also an unforgettable book about growing up, and all the super and super embarrassing moments along the way. (less)

Additional Resources for Teachers:
http://www.uh.edu/cdi/diversity_education/resources/case-studies/activities.pdf


Learn about improving inclusive education: The Promise of Inclusive Schooling –Urban Schools Institute

Inclusive School Communities for Students with Disabilities: 10 Reasons Why

http://www.thearc.org/learn-about
Learn about different conditions of disability for better understanding.

https://www.cec.sped.org/Tools-and-Resources
The Council for Exceptional Children
CEC's Resources offer educators many aids to assist them in providing the best of special education services. From publications for new teachers and tools to use in the classroom each week to the latest in education policy news and information on the Department of Education resources, CEC is the place to find the tools you need for your classroom!

https://www.ppmd.org/resources/library/
Helpful Teacher Resources in the Library
AUTISM SPECTRUM DISORDER
Amazing Me: Developmental Milestones Book for Children
Autism Spectrum Disorders
BULLYING
Bullying Among Children and Youth with Disabilities and Special Needs
Warning Signs that a Child is Being Bullied
EPILEPSY
Epilepsy Factsheet

http://inclusiveschools.org/inclusive-schools-week/
Inclusive Schools Week Teacher Planning/Activity Tools.
Inclusive Learning: Meeting Each Student’s Special Needs

Creating an inclusive environment where each student feels safe and supported in an engaging and appropriately challenging environment is rarely an easy feat, yet it is essential to educating the whole child. Regardless of strengths and challenges, each student needs and is deserving of full membership within the classroom and school community. While each student benefits from this inclusive environment, it is critically important and often challenging to ensure it for students with special needs.

Inclusion and Disability Awareness Training for Educators

THE IMPORTANCE OF INCLUSION IN PLAY FOR CHILDREN WITH CEREBRAL PALSY

September 18, 2017

At CerebralPalsyGuidance.com, we have brought together a variety of experts to provide families and individuals with cerebral palsy the resources they need. With medical experts, lawyers, and even people who live with this condition, we gather the latest information about everything that impacts children with cerebral palsy, including the important topic of inclusion.

Children with Cerebral Palsy Need to Be Included in Play

When people think of inclusion, they tend to think of school and academics, integrating special needs children into general education classrooms, but inclusion is important in play and recreation too. Children with physical disabilities, like cerebral palsy, too often get left out. This doesn’t necessarily happen intentionally, but people make quick judgments about what they think a disabled child can do, and those are often wrong. With encouragement and some adaptive equipment, every child can get involved.

For more information on the “Together We’re Better” Inclusive Education Awareness Campaign and Artwork Contest for elementary and middle school students please visit www.thearcmd.org or contact Tonia Ferguson, Director of Public Policy, The Arc Maryland at (410) 571-9320 or email tferguson@thearcmd.org.

Creating a world where children and adults with I/DD have and enjoy equal rights and opportunities.
POST-ACTIVITY SURVEY - Elementary Students
“TOGETHER WE’RE BETTER” INCLUSIVE EDUCATION AWARENESS CAMPAIGN

This form may be completed by each participating student and submitted along with artwork.

1. I enjoyed the activities and learned about people with disabilities.
   
   ![NO / Disagree](image1)
   ![YES / Agree](image2)

2. I learned something I did not know about people who have disabilities.
   
   ![NO / Disagree](image1)
   ![YES / Agree](image2)

3. Schools are better when students with disabilities learn and play with everyone else.
   
   ![NO / Disagree](image1)
   ![YES / Agree](image2)

4. Kids with disabilities are just like me – they want to play, learn, and make friends.
   
   ![NO / Disagree](image1)
   ![YES / Agree](image2)
POST-ACTIVITY SURVEY – Middle School Students
“TOGETHER WE’RE BETTER” INCLUSIVE EDUCATION AWARENESS CAMPAIGN

This form may be completed by each participating student and submitted along with artwork.

Please check the box next to the answer that most ACCURATELY reflects your feelings about the following statements:

1. I enjoyed the activities and learned about people with disabilities.

   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree

   What was your favorite activity or lesson? ____________________________

   What was your least favorite activity or lesson? ____________________________

2. I think my school is stronger when students with disabilities have the opportunity to learn and participate with students who don’t have disabilities.

   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree

3. Students with disabilities are like students without disabilities in many ways. Name three ways students with disabilities are similar to you.

   1.
   2.
   3.

   Overall, what is the most interesting or valuable thing you learned about people with disabilities?
Together We’re Better Artwork Entry Form

**Deadline: February 1st, 2018.** Entries will not be considered for an award after this date.

Please fill out completely and FIRMLY attach this form to your artwork submission.

**Title of Submission:** __________________________________________

**Description of work:** __________________________________________

**Name of Student Artist:** _________________________________________

**School:** ___________________________________  **Grade:** __________

**County:** ______________________________

**Teacher:** ______________________________

**School Phone Number:** ______________

**Explanation Statement of activities conducted to increase inclusion of students with all abilities and celebrate diversity (include a separate page if more space is needed.)**

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

By signing this form, the teacher gives The Arc Maryland permission to use this information and artwork submissions at their discretion to publicize and promote the “Together We’re Better” Inclusive Education Awareness Campaign and Artwork Contest and other mission-driven initiatives.

**Signature of Teacher:** ______________________________

*Please do not write in box, for Judging Purpose only:*

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