

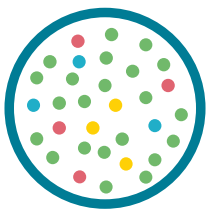


Inclusion

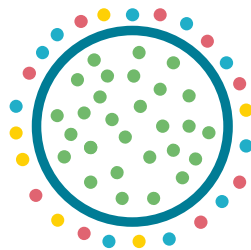
What is Inclusion?

- Inclusion is for **All** children, it is **NOT** just a disability issue.
- Inclusion is about children learning to live together.
- Inclusion is about recognizing each other's strengths and celebrating them.
- Inclusion in the classroom will create a future of adults who can work cohesively together to better society as a whole.

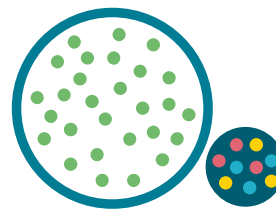
What does inclusion look like?



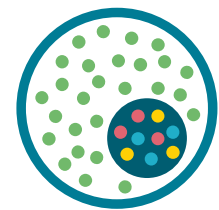
inclusion



exclusion



segregation



integration

Why is it important?

Simply because every child wants and needs to belong, and every child deserves the opportunity to thrive.

How can we foster inclusion in young children?

Children need to see it, hear it, explore it, practice it, reflect on it and live it. Only then will inclusion become ingrained in the child so it becomes a part of who they are.

We have outlined below some questions, discussion topics and learning activities, that can be used with the book.



Stimulus Questions

Page 3

- Questions:**
1. Does everyone have a brain and heart?
 2. Does everyone have two arms?

Activity: No. 1

Page 5-6

- Questions:**
1. How many new friends did Delilah make?
 2. How did she make friends with the person who doesn't speak?

Activity: No. 2

Page 11-12

Questions: Why is the boy covering his ears?

Autism Spectrum*: People with Autism spectrum often have heightened sensitivity to sounds. Delilah yelled Hello at Fergus, which made Fergus cover his ears.

Discussion Topic: What sounds hurt your ears?

Page 15-16

Questions: How many times has Delilah tried to make friends with this boy?

Autism Spectrum*: People with Autism often find it difficult to form and maintain friendships because they have difficulty understanding facial expressions, the needs of others, and society norms. They can seek out repetitive play that they understand and can predict. Fergus likes to dig. He knows exactly what to do when he is digging.

Page 17-18

- Questions:**
1. What is 'the kid who rolls on by' sitting on?
 2. Can a person in a wheelchair play in a park?

Activity: No. 3

Page 27-28

Question: How is everyone in the park feeling?

Autism Spectrum*: When Fergus gets excited he likes to flap his arms and spin, two common characteristics of Autism.

Discussion Topic: Can people who are different have fun together?

Activity: No. 4



Fergus & Delilah

Helping all children belong

www.fergus-delilah.com



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Learning Activities

Activity No. 1



Activity Name: We Are The Same

- Aims & Objectives:**
- Identify that everyone has a heart and brain
 - Reflect on ways we are all the same

- Resources Needed:**
- **F&D Book** page 3
 - **'Hi, my name is ...'** Worksheet, pencil & coloured pencils.

Time Required: 20 minutes

Activity: Finding Our Brains & Hearts

- Ask students to point to their brain. Can we see our brains? Do we all have one?
- Ask students to do ten star jumps then put their hand on their chest. Can they feel their heartbeat? Does everyone have a heart?

Worksheet

- Students can complete the worksheet filling in their name and drawing their brain, heart, wires (hair) and remaining parts of their body.
- **Extension:** Students can also draw things that they like or that make them unique.

Class Discussion

- Compare students' drawings. What are some other similarities or differences between the students?

Activity No. 2



Activity Name: Saying Hello

- Aims & Objectives:**
- Explore the implications of being non-verbal.
 - Practice different non-verbal ways to say 'hello'.

- Resources Needed:**
- **F&D Book** page 6
 - Interactive Whiteboard or chalkboard

Time Required: 15 minutes

Activity: Being Non-Verbal

- Can a non-verbal person hear? Can you talk to a non-verbal person?
- What are ways a non-verbal person can communicate?

Saying Hello

- Use the IWB to brainstorm ways a non-verbal person could say hello to you.
- In pairs, students can take turns saying hello to each other using non-verbal communication. Groups can demonstrate to the class.
- **Extension:** Students can try to have a longer conversation with each other without talking.



Learning Activities

Activity No. 3



Activity Name: Make Up a Story

- Aims & Objectives:**
- Draw different people in a wheelchair
 - Imagine the world from a different person's perspective

- Resources Needed:**
- **F&D Book** page 17–18
 - Paper, pencil, coloured pencils or felts.

Time Required: 20 minutes

Activity: Drawing

- Give groups of students one of the following types of people to draw in a wheelchair. Child, elderly person, tall person, short person, etc.
- Compare the drawings and discuss how everyone who is in a wheelchair is different.

Story

- As a class make-up a story using a person in a wheel chair as the main character.
- Challenge the children to think about the small details in the story. (If the person in the wheelchair was playing in the park were they able to go down the slide?)
- **Extension:** Students can make-up their own story about themselves and a person in a wheelchair.

Activity No. 4



Activity Name: Different Ways To Have Fun

- Aims & Objectives:**
- Identify differences between people
 - Enjoy each other's differences through dance.

- Resources Needed:**
- **F&D Book** page 28
 - Music player or music

Time Required: 15 minutes

Activity: We Are All Different

- Brainstorm ways we are all different. (appearance, personalities, likes, dislikes, how we speak, etc.)
- In pairs find three things that are different about one another.

Different Dancing

- The book shows Fergus dancing around the park. Turn on some music and try some of Fergus' dance moves. (Spinning, flapping).
- Get students to show their favourite dance move and try it as a class.

Reflect

- Can people who are different have fun together?

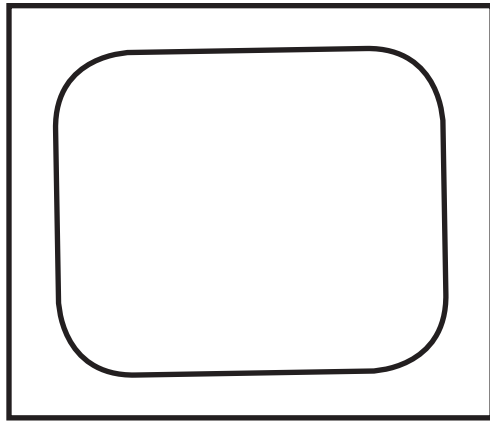


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Learning Activity No. 1



Hi, My name is ... _____ .