

Activity Leader Guide

Companion to the High School Teacher Guide



Everything you need to lead the six whole-class activities from the High School Teacher Guide: planning timelines, facilitation steps, ways to include every student, and all the printables, including business outreach scripts and a build-a-karyotype model.

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PLAN IT

Planning overview

High school activities are student-led and community-facing. Start early: the campaign and business outreach need 2–3 weeks.

MASTER SUPPLY LIST

- ☐ Copies of all printables
- ☐ Scissors + glue sticks (karyotype model)
- ☐ School-approved devices and social accounts
- ☐ Celebrate 3.21 business flyers (from the Business Toolkit)
- ☐ Clipboards for outreach teams
- ☐ Coordination with special education staff and athletics
- ☐ Spare socks basket + tracker

TIMELINE

- 1 3 weeks before**
Pick your date (March 21, 2027 is a Sunday, so most schools celebrate Friday, March 19). Get admin approval for the campaign, outreach, and unified event.
- 2 2–3 weeks before**
Launch the student leadership team. Outreach pairs begin visiting local businesses.
- 3 3.21 week**
Daily announcements, posts, science lab, and media project. Hold the unified event on Thursday.
- 4 Celebration day**
Rock Your Socks Challenge. Report campaign and outreach results with #Celebrate321.

SAMPLE 3.21 WEEK

Mon

Lesson + campaign launch

Tue

Science Connection: karyotypes

Wed

Media Literacy Project

Thu

Unified Event

Fri

Rock Your Socks Challenge + results

PERMISSIONS & SAFETY

- Business outreach: pairs only, adult-approved list, during business hours, school email with teacher cc'd.
- All posts through school-approved channels with adult review.
- Photo permissions on file for everyone in any shared image.

THE HEART OF EVERY ACTIVITY

The goal is to move students **from awareness to action**, and to show them they can change their school and their town. Close every activity by asking: “Who benefited, and who was at the table?”

ACTIVITY

1

School-Wide 3.21 Campaign

A student leadership team runs the school's whole 3.21 effort: announcements, Rock Your Socks Day, displays, posts, and a results report.

1-2 WEEKS

STUDENT TEAM OF 6-10

WHOLE SCHOOL

MESS: LOW

GET READY

- ☐ Get admin approval and confirm approved channels.
- ☐ Recruit a team that includes students with disabilities as leaders.
- ☐ Copy the **campaign planner**.
- ☐ Schedule announcements and display space.

MATERIALS

- Campaign planner
- Learn One Thing fact sheet
- Display materials
- Devices

MAKE IT WORK FOR EVERYONE

- Offer roles for every strength: design, writing, speaking, data, logistics.
- Allow flexible participation for students with jobs or sports.
- Pair new leaders with experienced ones.

LEAD IT

1

Kickoff meeting

Share the goal.

SAY

You're running 3.21 for the whole school. What would make everyone want to show up?

2

Set goals

The team sets 3-4 measurable goals on the planner.

3

Assign owners

Every task gets an owner and a due date.

4

Weekly check-ins

15-minute stand-ups: what's done, what's stuck, what help is needed?

5

Report results

After 3.21, the team reports participation and lessons learned to admin.

WRAP UP & FOLLOW THROUGH

Document what worked for next year. This becomes your school's 3.21 playbook.



Photo moment: The campaign team with their results board (with permissions).

ACTIVITY

2

Show Up for 3.21: Business Outreach

Student pairs invite local businesses to participate by rocking socks, sharing a post, displaying a sign, or creating a 3.21 special.

2-3 WEEKS

PAIRS

LOCAL BUSINESSES

MESS: NONE

GET READY

- ☐ Build an adult-approved list of nearby businesses.
- ☐ Copy the **outreach script & email** and the **outreach log**.
- ☐ Get Celebrate 3.21 business flyers from the Business Toolkit.
- ☐ Collect permission slips if students go off campus.

MATERIALS

- Outreach script + email template
- Outreach log
- Business flyers
- Clipboards

MAKE IT WORK FOR EVERYONE

- Students uncomfortable in person can handle email or phone outreach.
- Pair confident speakers with note-takers.
- Can count toward service hours.

LEAD IT

1

Train

Teams practice the 60-second script in pairs, including the tricky questions.

2

Reach out

Pairs visit or email assigned businesses. Record each contact on the log.

3

Follow up

Send a thank-you and reminder a few days before 3.21.

4

Celebrate

Share participating businesses in announcements and on school channels.

SAY

___ local businesses are showing up for 3.21 because of you!

WRAP UP & FOLLOW THROUGH

Send the completed logs to the Celebrate 3.21 team so participating businesses get recognized.



Photo moment: A participating business's window sign (with the owner's okay).

ACTIVITY

3

Unified Event

Students with and without disabilities co-plan and co-lead an event: a game, art showcase, dance, or lunch.

1 EVENT

MIXED PLANNING TEAM

GYM, COMMONS, OR CAFETERIA

MESS: VARIES

GET READY

- ☐ Partner with special education staff or your unified sports coach.
- ☐ Copy the **unified event planning sheet**.
- ☐ Recruit co-leaders from both groups.
- ☐ Confirm permissions, supervision, and accessibility.

MATERIALS

- Planning sheet
- Event supplies
- Name tags

MAKE IT WORK FOR EVERYONE

- Offer multiple roles: player, announcer, DJ, artist, organizer.
- Provide a quiet space and a visual schedule.
- Plan for mobility and communication needs up front.

LEAD IT

1

Co-plan

The mixed team plans together. No one plans “for” anyone else.

2

Build mixed teams

Form teams from the start, with no separate groups.

3

Host it

Students lead and adults step back.

4

Reflect

Debrief with all participants.

SAY

What should become a regular thing at our school?

WRAP UP & FOLLOW THROUGH

Propose a recurring unified event to student council or athletics.



Photo moment: Mixed teams in action (with permissions for everyone pictured).

ACTIVITY

4

Media Literacy Project

Students analyze how a film, show, or ad represents people with Down syndrome, then present findings or create a better version.

2 PERIODS

INDIVIDUALS OR PAIRS

CLASSROOM + DEVICES

MESS: NONE

GET READY

- ☐ Preview and pick 3–5 clips, ads, or articles (or let students propose, with approval).
- ☐ Copy the **media representation rubric**.
- ☐ Review the Beyond “Inspiration” discussion.

MATERIALS

- Rubric
- Devices + headphones
- Presentation tools

MAKE IT WORK FOR EVERYONE

- Offer captioned media and transcripts.
- Allow written, audio, or video responses.
- Extension: compare media made by self-advocates vs. about them.

LEAD IT

1

Model it

Score one clip together using the rubric, thinking aloud.

2

Analyze

Students score their chosen piece and gather evidence.

3

Create

Students present findings, or remake the piece with better representation.

4

Share

Gallery or quick presentations.

SAY

What patterns did we see across all the media?

WRAP UP & FOLLOW THROUGH

Share the strongest remakes on school channels (with review).



Photo moment: Student presentation slides.

ACTIVITY

5

Science Connection

In biology, students build a paper karyotype, find trisomy 21, and model nondisjunction during meiosis.

1 PERIOD

INDIVIDUALS OR PAIRS

LAB OR CLASSROOM

MESS: MEDIUM

GET READY

- ☐ Copy the **karyotype cut-outs** and **arrangement board** (one set per pair).
- ☐ Scissors and glue sticks.
- ☐ Optional: pipe cleaners or paper chromosomes for the meiosis demo.

MATERIALS

- Karyotype cut-outs + board
- Scissors, glue
- Pipe cleaners (optional)

MAKE IT WORK FOR EVERYONE

- Offer pre-cut chromosomes.
- Provide a partially completed board for support.
- Extension: research translocation and mosaic Down syndrome.

LEAD IT

1

Review

Review homologous pairs and meiosis.

2

Build

Pairs cut out the 47 chromosomes and match them by size, centromere position, and banding.

3

Discover

Students notice one set has three.

SAY

What does that tell you? What date does that give us?

4

Model nondisjunction

Use pipe cleaners to show chromosome 21 failing to separate in meiosis I or II.

5

Connect

Emphasize that it happens naturally, in every population, and is nobody's fault.

WRAP UP & FOLLOW THROUGH

Collect boards for display during 3.21 week.



Photo moment: A completed karyotype board.

ACTIVITY
6

Rock Your Socks Challenge

Class vs. class or staff vs. students: who has the most sock-rockers on celebration day?

CELEBRATION DAY

WHOLE SCHOOL

HALLWAYS

MESS: NONE

GET READY

- ☐ Announce the challenge a week ahead.
- ☐ Copy the **tracker**. Assign student counters.
- ☐ Stock spare socks in the office.

MATERIALS

- Tracker
- Clipboards
- Spare socks

MAKE IT WORK FOR EVERYONE

- Use percentages so small classes can win.
- Socks on backpacks or hands count.
- Keep spare socks judgment-free.

LEAD IT

1

Kick off

The morning announcement launches the challenge.

2

Count

Counters record participation by period or homeroom.

3

Photo

Group feet photo at lunch.

4

Report

Announce the results at the end of the day.

WRAP UP & FOLLOW THROUGH

Share totals and a photo with #Celebrate321 (following school policy).



Photo moment: A hallway full of feet.

PRINTABLE • STUDENT LEADERS

School-Wide 3.21 Campaign planner

For the student leadership team. Plan 2 weeks out, and assign an owner and a due date to every task.



CAMPAIGN PIECE	OWNER(S)	DUE	STATUS / NOTES
Admin approval			
Morning announcements (daily)			
Hallway displays			
School-approved social posts			
Rock Your Socks Day logistics			
Spare-sock collection			
Participation count			
Business outreach team			
Unified event			
Results report			

CAMPAIGN GOALS (MAKE THEM MEASURABLE)

- ☐ ____% of students rock their socks
- ☐ ____ local businesses participating
- ☐ ____ posts / ____ views
- ☐ 1 unified event with ____ participants

MESSAGE GUARDRAILS

- Accurate facts (use the Learn One Thing sheet)
- Person-first, respectful language
- No pity or “inspiration” framing
- Participation over obligation
- Always use #Celebrate321

PRINTABLE • STUDENT OUTREACH

Business outreach script & email

For student outreach teams. Always go in pairs, with adult approval, and during business hours. Participation, not donations, is the ask.



IN-PERSON SCRIPT (ABOUT 60 SECONDS)

“Hi! We’re students from [school]. Do you have a minute?

Our community is celebrating **World Down Syndrome Day** on March 21 with a campaign called **Celebrate 3.21**. We’re inviting every local business to show up, and it can be really simple.

You could have your team wear fun, mismatched socks, share a post, or put a sign in your window. Some businesses create a 3.21 special.

We’re not asking for money. We’re asking you to participate. Would you be interested? Here’s a flyer with more info.”

IF THEY ASK...

“**Why socks?**” 3/21 = three copies of chromosome 21. Mismatched socks celebrate that different looks good here.

“**Who’s running this?**” Celebrate 3.21, a Continue the Story initiative, with our school.

“**Can we donate?**” Thank you! We’ll connect you with the Celebrate 3.21 team at [Celebrate321.org](https://celebrate321.org).

EMAIL TEMPLATE

Subject: Will [Business] show up for 3.21?

Hi [Name],

We’re students at [school] helping our community celebrate **World Down Syndrome Day** through Celebrate 3.21. On [date], we’re inviting every local business to show up for people with Down syndrome.

It’s easy to take part: have your team rock fun socks, share a post with #Celebrate321, display a window sign, or create a 3.21 special. Pick one, or make up your own!

Could we stop by for 5 minutes, or send you more info? Thank you for helping our town show that different looks good here.

[Student names], [school]

Teacher contact: [name, email]

FOLLOW-UP (3 DAYS BEFORE 3.21)

Subject: 3.21 is almost here!

Hi [Name], thank you for showing up for 3.21! Just a reminder: [date] is the day. Don’t forget your fun socks, and tag your photos with #Celebrate321 so we can celebrate you. We’ll be cheering you on!

Send from a school account with teacher cc’d. Never share personal phone numbers.

PRINTABLE • STUDENT OUTREACH

Business outreach log

One log per outreach pair. Report results to your teacher so they can be shared with the Celebrate 3.21 team.



ROCK

Team wears fun or mismatched socks

SHARE

Post about 3.21 with #Celebrate321

DISPLAY

Window sign, poster, or table tent

GIVE

Optional. Connect with Celebrate 3.21 directly

CREATE

A 3.21 special, drink, menu item, or challenge

BUSINESS	CONTACT / DATE	THEY'LL (R/S/D/G/C)	FOLLOW-UP?	NOTES

Outreach pair: _____ Teacher: _____

STUDENT PAGE

Media representation rubric

Use for the Media Literacy Project. Score each clip, show, or ad you analyze: 1 (needs work) to 3 (strong).



Title / source: _____ Analyst: _____

CRITERIA	1 · NEEDS WORK	2 · GETTING THERE	3 · STRONG	SCORE
Full person	Shown only through their disability	Some personality, interests, or goals	A complete person with a voice, interests, and relationships	
Own voice	Others speak about them	Brief quote or line	Speaks for themselves throughout	
Stereotypes	Pity, “inspiration,” or “always happy”	Some stereotypes mixed with depth	Avoids stereotypes and shows complexity	
Who made it	No involvement from people with disabilities	Some consultation	Created or co-created with people with disabilities	
Language	Outdated or hurtful terms	Mostly respectful	Person-first or identity-respectful throughout	
Total (out of 15)				

Evidence

One specific moment, line, or image that supports your scores.

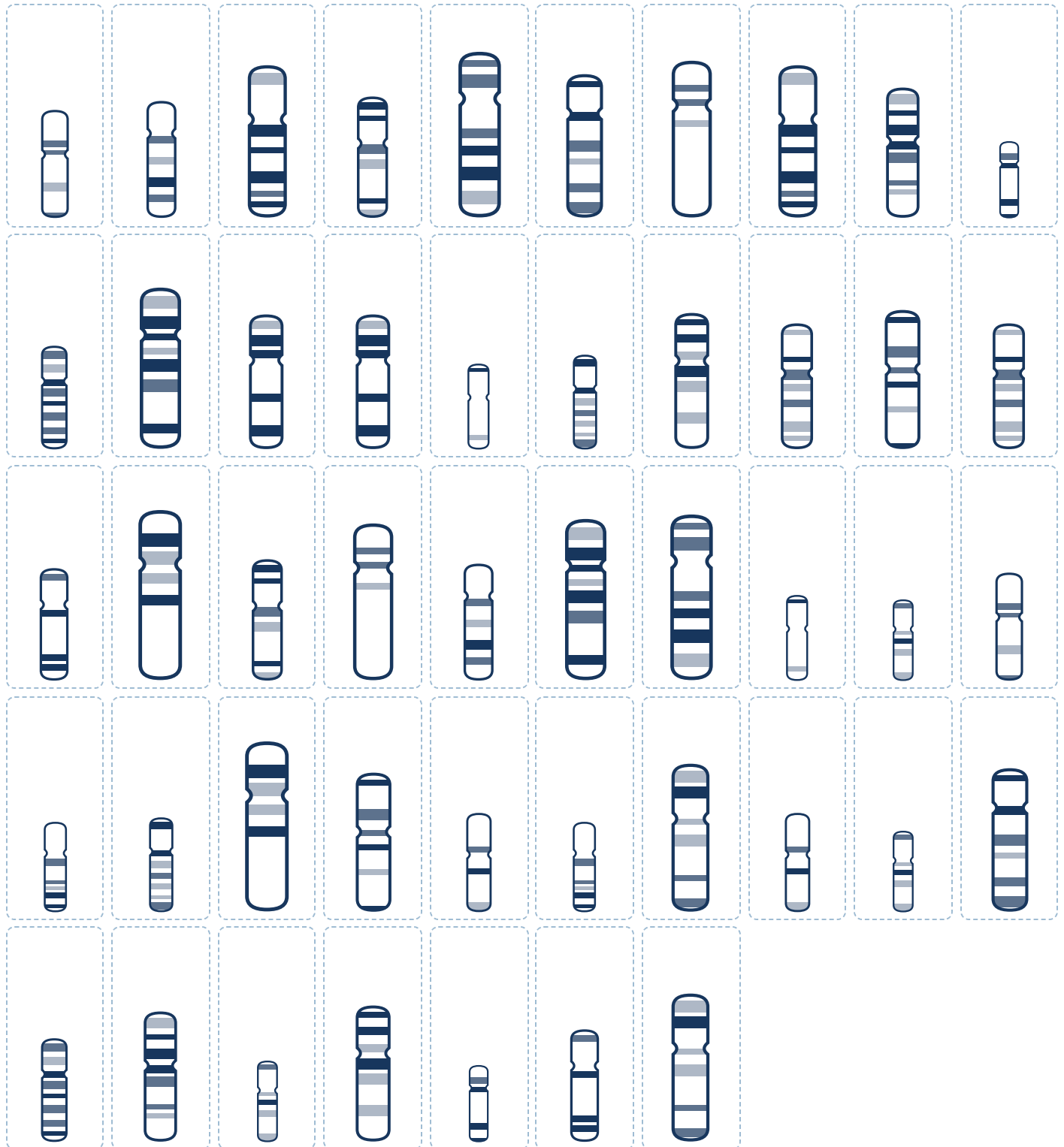
Make it better

If you could change one thing about this piece, what would it be and why?

STUDENT PAGE • BIOLOGY

Build-a-karyotype: chromosome cut-outs

A simplified paper model. Cut out all 47 chromosomes. Match pairs by **size**, **centromere position**, and **banding pattern**. One set has THREE.



STUDENT PAGE • BIOLOGY

Build-a-karyotype: arrangement board

Glue your matched pairs in order from largest (1) to smallest (22), plus the sex chromosomes. Then answer the questions.



_____	_____	_____	_____	_____	_____
1	2	3	4	5	6
_____	_____	_____	_____	_____	_____
7	8	9	10	11	12
_____	_____	_____	_____	_____	_____
13	14	15	16	17	18
_____	_____	_____	_____	_____	_____
19	20	21	22	Sex	

Analyze it

- How many chromosomes in total? _____
- Which chromosome has an extra copy? _____
- What is this condition called? _____
- Name the process during meiosis that can cause this: _____
- Why is World Down Syndrome Day on 3/21? _____

Answer key: 47 • #21 • trisomy 21 (Down syndrome) • nondisjunction • three copies of chromosome 21. **Note:** This is a simplified model. Real karyotypes use stained micrographs, and real chromosome 21 is slightly smaller than 22. Sex chromosomes shown here as XX.

PRINTABLE • STUDENT LEADERS

Unified event planning sheet

Plan WITH students with disabilities as co-leaders, not guests. Partner with your special education team or unified sports coach.



Event, date & place

Game, art showcase, lunch, dance, service project...

Co-leadership team

Who's planning? Are students with disabilities leading, not just attending?

Everyone participates fully

Rules, roles, and supports that make everyone a true participant.

Access & sensory check

Mobility, seating, noise, lighting, quiet space, communication supports.

Permissions

Admin approval, photo permissions, transportation, supervision.

Reflection & next time

What worked? What should become a regular thing?

PRINTABLE

Rock Your Socks Challenge tracker

Class vs. class, or staff vs. students. Student counters record participation by period or homeroom.



CLASS / HOMEROOM	STUDENTS	STAFF	% PARTICIPATING

School total: _____ **sock-rockers**

#Celebrate321