

TEACHER COMPANION • INDIVIDUAL & TAKE-HOME

Independent & Take-Home Kit

Companion to the Middle School Teacher Guide



Independent and at-home work that goes deeper: a family letter, a Real-Life Profile research organizer, a Family Interview guide, a Learn One Thing teach-back, a belonging commitment follow-up, a photo prop sign, and conversation cards for teens and their families.

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FOR TEACHERS

Building the kit

Assign as homework over your 3.21 week, or use in class as independent work. Everything connects back to the Beyond the Socks lesson.

COPY FOR EACH STUDENT

- ☐ Family letter
- ☐ Real-Life Profile organizer
- ☐ Family Interview guide
- ☐ Learn One Thing teach-back + a copy of **Learn One Thing**
- ☐ Belonging commitment follow-up (one week after the lesson)
- ☐ Photo prop sign + photo guide
- ☐ Conversation cards

ASSEMBLE & ASSIGN

- 1 Assign**
Profile and interview are due at the end of 3.21 week. Teach-back is optional or extra credit.
- 2 Schedule the follow-up**
Hand out the commitment follow-up exactly one week after the lesson.
- 3 Display**
Post finished profiles as an “Everyone Has a Story” hallway display.

MAKE IT WORK FOR EVERY FAMILY

- Students without an adult to interview can interview a staff member, coach, or neighbor.
- Offer class time and devices for the profile research.
- Keep the follow-up reflection private. Read it, don’t share it.

USING “A TIMELINE OF CHANGE” (FROM THE TEACHER GUIDE) IN CLASS

- 1 Sort first**
Students sort the event bank before the lesson’s Step 3 as a prediction.

SAY
Put these in the order you **THINK** they happened. No looking anything up!
- 2 Check & discuss**
Reveal the answers and discuss surprises.
- 3 Reflect**
Students complete the “Think about it” box: what changed life expectancy?
- 4 Connect**
The Family Interview compares their family’s memories to the timeline.

Answer key: 1866-D · 1959-E · 1968-B · 1975-C · 1983-G · 1990-F · 2011-A · Today-H. **Extension:** add one more event students find in their research.

A NOTE FOR FAMILIES

We're celebrating 3.21!



Dear Families,

This week our class is observing **World Down Syndrome Day** (March 21). We studied the genetics of Down syndrome (**trisomy 21**, three copies of chromosome 21, which is why the date is 3/21), how opportunities for people with disabilities have changed over time, and how our words and actions help everyone belong.

Your student will be **interviewing a family member** about how inclusion has changed since you were in school, and researching a person with Down syndrome. We'd love your help!

1. Be interviewed

Share your memories about school and inclusion when you were young.

2. Talk

Use the conversation cards: they're designed for teens and grown-ups.

3. Rock & share

Wear mismatched socks and share a feet photo with **#Celebrate321**.

OUR ROCK YOUR SOCKS DAY

Wear fun, mismatched socks on: _____

ASK YOUR CHILD

"What was your belonging commitment, and how did it go?"
"What surprised you about the timeline?"

Thank you for celebrating with us! — _____

Free family activities are at **Celebrate321.org**.

STUDENT PAGE • INDEPENDENT

Real-Life Profile

Research a person with Down syndrome who is an actor, athlete, artist, entrepreneur, employee, or advocate. Focus on what THEY do and say.

Name: _____

Who

Name, where they're from, and what they're known for.

Source(s)

Where did you find it? Is it reputable?

Accomplishments

What have they done? Be specific.

In their own words

A quote from them (not about them). Include where you found it.

Beyond the label

Three things about this person that have nothing to do with Down syndrome.

My takeaway

What assumption did this change for you?

Source check: Try the National Down Syndrome Society (ndss.org), Special Olympics, or reputable news outlets. Watch out for “inspiration” framing. Look for stories where the person speaks for themselves.

STUDENT PAGE • TAKE HOME

Family Interview

Interview a parent, grandparent, or another adult about how inclusion has changed. Take notes, then compare with our class timeline.

Interviewer: _____ Person interviewed: _____

1. When you were my age, were students with disabilities in your classes? What was that like?

2. Were there words people used back then that we don't use now?

3. Did you know anyone with Down syndrome growing up? What do you remember?

4. What do you think has changed the most since then?

5. What do you think still needs to change?

Compare it

Which event on our class timeline connects to what you heard? Explain.

Learn One Thing: Teach-Back

Teach the Celebrate 3.21 fact sheet to a younger sibling, cousin, neighbor, or family friend. Explaining it simply is the best way to really own it.

Who I taught

Name + age

Where / when

The 3 facts I chose, and how I made them simple

FACT FROM THE SHEET	HOW I EXPLAINED IT FOR THEIR AGE

The best question they asked me

How I answered:

What I realized

What did teaching it help YOU understand?

STUDENT PAGE • FOLLOW-UP

Commitment Follow-Up

At the end of the lesson you made a specific commitment. One week later, how did it go? Be honest. Trying counts.

My commitment was...

Where, when, and who.

What I actually did

Describe what happened.

How it went

How did the other person respond? How did you feel?

What got in the way (if anything)

Nerves, timing, friends, schedule...

My next step

What will you do next week to keep it going?

Rate your week

☐ Didn't try yet ☐ Tried once ☐ Did it! ☐ Made it a habit



We Rock Our Socks for 3.21!

Different Looks Good Here

#Celebrate321



FOR FAMILIES

Your family sock photo

Rocking your socks together is one of the easiest ways to show your community you're showing up for people with Down syndrome.

TAKE THE PHOTO

- 1 Socks on!**
Everyone picks two socks that don't match. Pets welcome too!
- 2 Feet in**
Sit in a circle with feet in the middle, or line up on the couch.
- 3 Shoot from above**
Stand over the feet and snap. No faces needed!
- 4 Add the sign**
Lay the photo prop sign in the middle, or hold it up.

SHARE IT SAFELY

- Feet photos keep things private and still look great.
- Use first names only (or none). Skip school names and locations.
- Only share photos of other kids with their family's okay.
- Use **#Celebrate321** so everyone can see the celebration!

CAPTION TO COPY

"We rocked our socks for World Down Syndrome Day! 3/21 stands for three copies of chromosome 21, and we're celebrating because different looks good here. #Celebrate321"

THREE EASY PHOTO IDEAS



The feet circle

Everyone's toes in the middle



The couch line-up

Feet up, oldest to youngest



The sock surprise

Socks on a pet or stuffed animal!

✕ OPTIONAL: RETURN TO SCHOOL

Our family's sock story

How we celebrated 3.21:

Student's name: _____

Tape a photo or draw your family's socks here!

CUT APART • FOR TEENS AND GROWN-UPS

Conversation cards



IN THE CAR

Who sits alone at lunch at your school? Why do you think that happens?

Listen first. No lectures!

AT DINNER

What's the difference between being nice to someone and being their friend?

Grown-ups: share an example from your life.

ANYTIME

Have you heard people use disability words as insults? What do people do?

Brainstorm a response that feels realistic.

SCROLLING TOGETHER

Would this post be okay if it were about you?

Talk about asking before you post.

AT DINNER

What's something about you people would be surprised to learn?

Everyone answers, grown-ups too.

IN THE CAR

What clubs or teams at school are hard to join? Why?

What could change that?

ANYTIME

What's one assumption you had that changed this year?

Share one of yours too.

WEEKEND

What could our family do to show up for 3.21?

Check 21 Ways to Celebrate for ideas.