

A Mazing Treasures



A Children for Health book

A Mazing Treasures

How this story was developed

This story about inclusion was developed with Kelvin Nsekwila, John Siame, Joyce Munthali and Esther Nankamba and children at the Tusekwile Imiti Ikula Foundation school in Sansamwenje community, Isoka District, Zambia. Experts on the topic of inclusion have guided us all the way and special thanks goes to Anise Waljee and Amy Collins for their many insights and suggestions as we wrestled with this complex theme.

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Download our 2-sided full colour poster on inclusion here.

<https://www.childrenforhealth.org/InclusionPoster>

Glossary

Add here any words that might be new:

- Sneak up - to move towards someone very quietly so they don't see or hear you
- Visual Impairment – not able to see well
- Autism – a brain condition which affects the way someone might act, speak or think. It is a spectrum which means everyone with autism is different.
- Overwhelmed – feeling a strong emotion
- Surroundings – the place around you
- Stressed – worried or unhappy and often when there are many worries
- Rough time – difficult time
- Adventure
- Transported
- Climb aboard – to get onto, often used when people get onto a boat
- Confidently – in a way that shows you know what you are doing
- Interrupted – to stop a person speaking for a short time
- Celebrations – doing something that marks a special moment
- Here are some words to use and to avoid when talking with or talking about children with disabilities

Use	Avoid
People with disabilities Disabled	(the) handicapped
	(the) disabled
Has (plus name of condition)	Afflicted by, suffers from, victim of
Wheelchair user	Confined to a wheelchair Wheelchair bound
With a learning disability Neurodiverse	Mentally handicapped defective retarded subnormal abnormal disturbed stupid
Disabled person	Cripple Invalid Deformed
Person with cerebral palsy	Spastic
Person with a hearing/speech impairment Nonspeaking Deaf Hard of hearing	Deaf and dumb
Person with visual impairment Blind	
Person with short stature restricted growth little person/people	Dwarf Midget
Seizures (e.g., epilepsy)	Fits spells attacks

Being with someone with disabilities

- Speak directly to the person and if they are a wheelchair user, get to the correct height whenever possible.
- Do not finish the sentence for a person to whom you are speaking. Be patient!
- Don't be too worried about getting everything right all the time. Hopefully the person with a disability will have the confidence to put you right!
- If you make a mistake, apologise once and move on. You will never get it 100% right and over apologising/explaining will only highlight the mistake more.

Chapter One

"ZaZa, look at all the children having so much fun together!" ZuZu, the parrot was watching above the school playground.

"Mmmm, it's nice to see children playing," ZaZa replied.

"And all the children are different in their own way; I wonder how they understand one another," ZuZu said.

"It's easy for us ZaZa, we are the same, so we understand each other perfectly."

"Not at the moment ZuZu, I have hurt my wing and I cannot fly!"



"Don't be sad, ZaZa, I'll just pull you along on my back."

With that, ZuZu pulled ZaZa onto his back and began to fly.

"Stop ZuZu!" shouted ZaZa, "You don't understand how much that hurts my wing right now."

"I was just trying to help! You should be happy," ZuZu shouted back thinking, "what did I do wrong?"

"Being in pain doesn't make me happy ZuZu! Let's just watch the children a little more and see what they are getting up to."

The magical parrots get cross with each other. ZaZa's wing is hurting. She doesn't like ZuZu trying to help her without asking. He has made her wing feel worse.

It was morning time, before school began, and the children were arriving and playing outside with their friends. Some children were running around, some children were climbing trees, and some children were sitting in the shade reading books and colouring.

ZuZu and ZaZa were looking from above and noticed that all the children were different in their own way. Some could run fast, and others were slower; some children could shout loudly, and others liked to be quiet; some children were tall, and some were short.

Sarah is playing 'Grandmother's Footsteps' with her friend; she is just a bit behind her friend and holding her stick which helps her find her way.

Grandma's Footsteps

Someone is the grandma (or grandpa) who stands at the far end of the playground, with their back turned to the rest of the group. The rest of the group stand in a line about 30 steps away. When the grandma has her back to the children, they try to sneak up on grandma and touch her. But at any point, the grandma can turn around. When she does, everyone has to freeze! Anyone seen moving by grandma is either 'out' or sent back to the beginning again.

Sarah finds it difficult to get around the classroom and the playground safely as she cannot see very well as she has a visual impairment. Sarah uses a special stick to help her avoid obstacles in her way.

"Lilian, would you mind whispering 'freeze' when the 'Grandma' turns around," Sarah said quietly to her friend. "Sure," Lilian replied.

Judith has lots of friends but when she's in the playground she can feel that she gets in the way with her wheelchair. She is good at using it but sometimes finds it fun to have someone push her faster than she can go on her own. "Help me 'run'", she said to her friend when the 'Grandma' turned her back on the next go. But when 'Grandma' turned towards the children, Judith and her friend were both spotted moving and had to go 'out' of the game!

All the children had fun trying to stay still and some had to balance on one leg. It was always a surprise when the 'Grandma' turned round.

Sarah was used to using sounds to guide her way but with Lilian's help they played the game well. They got to touch Grandma first and when they whooped, everyone fell about laughing.

Sarah cannot see well but asks her friend to help her join in the playground game and together they win!

Peter has autism. Autism is a disability which affects the brain. Some people with autism find making friends difficult and also find it difficult to understand how other people think and feel. Some people with autism dislike loud noises and crowds. When they get overwhelmed or overstimulated, they can become stressed and worried quickly. This makes lots of things hard for Peter. Peter likes to sit beside the wall because it feels safer. Peter finds it hard to make friends.

Then Peter noticed he was not the only one by the wall. Josephine was there too, watching the other children play, but not joining in as usual.

Josephine was quiet, so Peter went and sat nearer to her. Josephine was confused as Peter didn't talk to her, but for some reason Josephine felt that Peter was helping her, so she didn't sit alone.

They sat together in silence until it was time to go to class.



Chapter Two

Later that day, Steven could see that Sarah was finding it difficult to get around the tables and chairs that were scattered about the classroom.

"Hi Sarah, it's Steven here, don't worry I can help." Steven took Sarah's hand and pulled her through all the tables and chairs to the doorway.

Sarah was silent. As they got to the doorway Steven turned to look at Sarah, but she had taken her hand away from Steven and looked upset.

"You never asked me if I'd like to be helped," Sarah said.

"I don't know how I have upset you Sarah. I thought you would be happy I was helping you." Steven felt angry and walked away.

Judith sat in her wheelchair at the edge of the playground. All the children are playing fast running games. Jacob saw that Judith was looking upset at the side and decided to go over and help her.

"Don't worry Judith, I've got a great idea, I'll push you and we can race together!" Jacob pushes Judith as fast as he can through the playground while shouting,

"Coming through, we're in this race!"

Judith is holding onto her wheelchair because Jacob was going too fast. "Stop Jacob!" Judith had to shout before Jacob could hear her.



Sarah gets cross with Steven and Judith gets cross with Jacob. Steven and Jacob think they are helping but they have forgotten to ask if help was wanted in that way.

"Oh sorry," Jacob replied as he slowed down. "I was just trying to help you have some fun and join in the race".

He let go and Judith wheeled herself to the edge of the playground. She felt sad.

Although it was play time, Peter was in the classroom. He sat on the floor reading a book with his hands over his ears, singing to himself quietly. Peter always sings the same song, his favourite one, and finds it calms him down.

Josephine had forgotten her hat and ran into the classroom to get it. She saw Peter with his hands on his ears and decided to help him.

Josephine shouted out of the window, "You are being too loud; can you be quiet!"

At the sound of her shouting, Peter let out a scream and ran into the next classroom. When Josephine followed him he said, "Go away, don't come near me!"

Josephine didn't know what to do so she left him alone and went back with her hat to her group of friends waiting outside.

At the end of the school day, Steven, Josephine and Jacob walked home together talking about their day.

"I tried to be kind to Peter today and it made things worse," Josephine told the others.

"Me too, I helped Judith play running races, but she got upset." Jacob told Josephine and Steven.

"I tried to help Sarah get through the classroom and she didn't like it." Steven added.

"How can we help our friends if they don't want any help?" All the children wondered.

Josephine thought she was helping Peter by shouting at the others to be quiet but Peter doesn't like any shouting, so he tells her to go away. Josephine, Jacob and Steven talk about how they tried to help and made things worse.

Chapter Three

ZaZa and ZuZu were watching.

"It seems that sometimes the help we think is helpful, just isn't," ZuZu replied.

"I wonder if the parents of the children who have differences can help us understand, let's go and find out."

The next afternoon, ZaZa and ZuZu flew to see the parents.

Sarah, Peter and Judith's parents are all friends. They talk about all sorts of things, including the difficulties their children face because of their disabilities.

"Sarah had a bad day at school yesterday," Sarah's mum told the others. "She gets frustrated when people don't ask if she needs help before touching her. She cannot see them coming and sometimes they can even hurt her without meaning to."



"Peter had a bad day too, he came home very angry." Peter's mum replied. "I'm sorry Sarah is struggling; I hope she's able to talk to that person and it gets better. I hope that for all of them really! Peter got very upset when someone shouted nearby, it was really scary for him."

"Goodness, we're three of a kind! Judith had a rough time too, someone touched her chair without asking again and scared her. I really wish people understood that her wheelchair is part of her body and people shouldn't touch each other without checking that it's okay first. I just want her, and the others, to be happy." Judith's mum added.

Sarah, Peter and Judith's mothers are talking together as all their children came home upset after school yesterday.

"Sometimes I think it is my fault. You know what people say, that our children have differences because of something we did wrong when we were pregnant." Sarah's mum said.

"I know, I think about that too. But I did my best to look after myself when Judith was growing inside me."

"Me too, I ate healthy foods, I slept when I was tired, and I tried to stay away from anything stressful," Peter's mum replied.

"I think all mums blame themselves when things go wrong. We did our best and now we just need to keep doing that. I just wish that they didn't have to fight for every little step forward. It must be so hard to feel excluded from the world. I will always do whatever I can to support Sarah, but she will always struggle." Sarah's mum sighed.

The mums looked sad. They love their children.

The mothers worry that they may have done something wrong that harmed their child.

Chapter Four

"ZaZa, I have a plan!" ZuZu was excited.

"Oh, tell me, tell me!" ZaZa loves it when ZuZu has a plan because he always has the best plans.

"How about we take the children on an adventure and give them a chance to get to know one another better?"

"Yes! I want to go on holiday. I will get my suitcase!" ZaZa couldn't wait.

"ZaZa, you won't need a suitcase. We're taking the children to a magical maze where they will work hard as a team to get to the other side."

ZaZa really wanted a holiday, but she would have to wait!

ZuZu and ZaZa went to Steven's house where Steven, Jacob and Josephine were playing football outside.

They called to them. "Do you want to go on an adventure? Let us take you and your friends to a magical maze! You'll have to get through the maze in time to be transported back here. You only get one hour to make it through the maze before it disappears." ZuZu told the children.

The children were so excited but nervous too. Where was this maze? Would they make it through in time?

ZuZu and ZaZa flew with the children to Sarah's house where she, Judith and Peter were playing in the garden.

"Judith, Peter! Sarah! Come with us on an adventure! Come to a magical maze with us!"

"This is going to be fun," Judith said.

"Yes! I can't wait." Sarah said.

"When do we go?" Peter asked.

"Now," said the parrots. "Climb aboard!"

All six children were flown to the start of the maze.

ZuZu gave Jacob a watch so they would know how much time they had left to get to the exit.

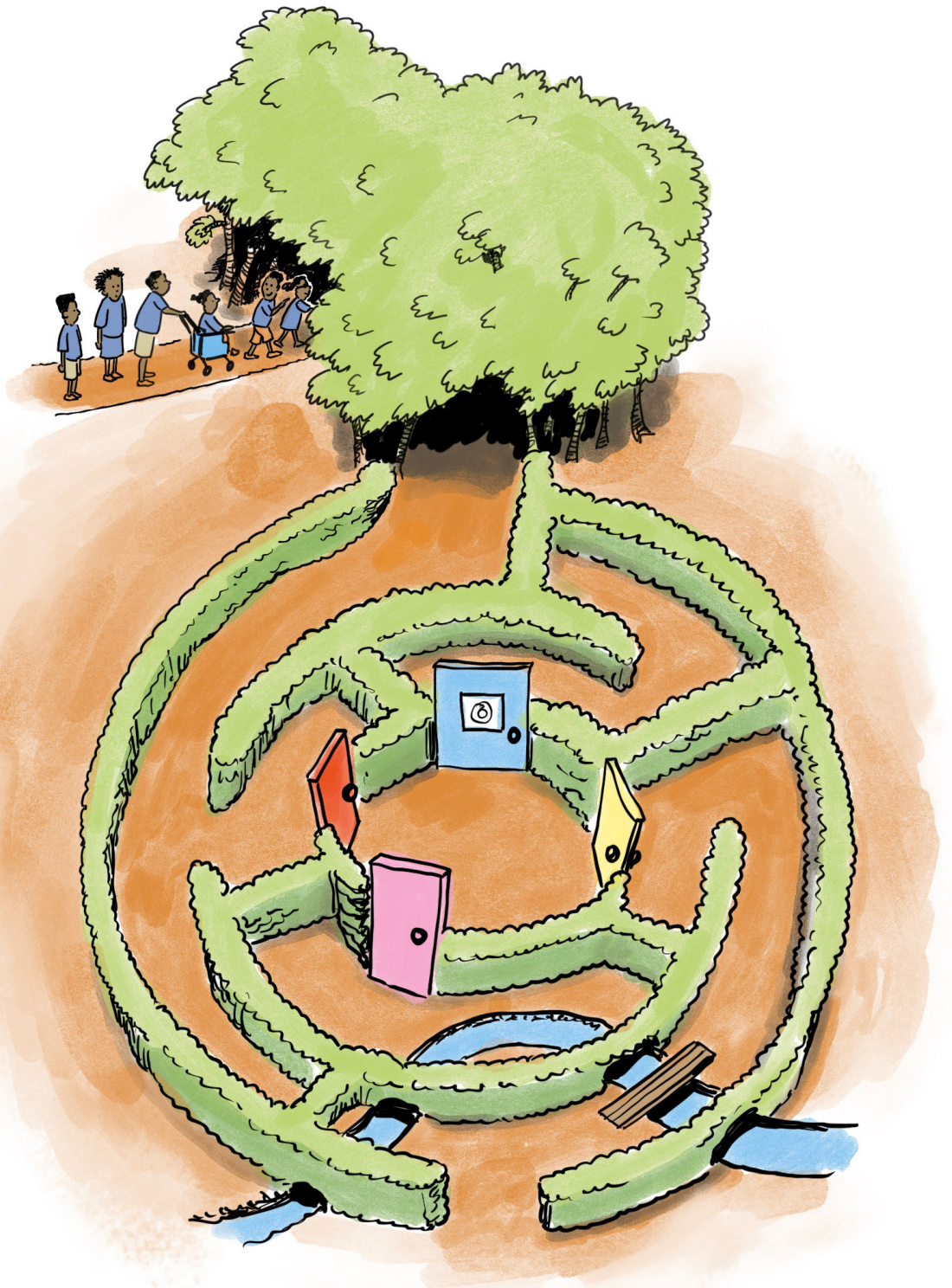
"Will they be able to work it out?" ZuZu was worried.

"I hope so ZuZu," ZaZa said.

"Let's watch them!"

The six children climb onto ZaZa and ZuZu and are taken to the entrance to a magical maze.

They only have an hour to find the exit. Jacob is given a watch.



Chapter Five

The children started off going through a long, dark tunnel. Steven was filled with dread. He doesn't like the dark. Sarah walked on confidently and quickly, stick in hand. Steven ran to keep up with her. The others followed behind.

"Slow down Sarah! You are going too fast!" Steven panted, out of breath.

"Sorry Steven, I thought you could keep up, remember how you pulled me through the classroom?"

"THAT was different."

"Why was it different? I think it's the same. The other day you were going too fast, and now I am going too fast!" Sarah exclaimed.

"Well," Steven hesitated and looked at his shoes, "The thing is... I don't like the dark."

"Oh, I get it. I'm used to the dark and finding my own way so I'm not afraid. I am afraid of other things though, like spiders!" Sarah joked.

"I'm afraid of the dark, and I am not very good at football. But I'm good at maths." Steven thought out loud and Sarah laughed.

"I like someone to ask me if they can help me before they do. So maybe you could try that?"

"Sarah, could you go a bit slower but walk in front of me so I can see you?" Steven asked.

"Hold my arm, just above my elbow and stay close but a bit behind." Sarah led the way to the end of the tunnel. The other children were only a few steps behind now.

"Wow Sarah, you're a superstar getting us through the tunnels." Josephine said.

"Yes! You made it really easy for the rest of us!" Jacob said. Then he checked the watch, "OK everyone, we only have 45 minutes left to find the exit. Which way next? Let's go this way!"

Sarah doesn't see well but she is very good at leading the other children through the dark tunnel at the start of the maze. Steven tells her he doesn't like the dark and Sarah helps him and the other children by leading the way.

Chapter Six

The children turned down a track but all of a sudden it started to get narrower. The children realised the trees either side would squash them if they didn't run.

"Jacob, I need help!" shouted Judith. "Push me as fast as you can!"

"Are you sure? You didn't like me pushing you fast the other day?"

"That's because you didn't ask me." Judith said. "Come on! Come on! Let's get moving! We must be running out of time and we don't know what's next!" Judith said.

They ran through as the trees closed in behind them. Then it started all over again! The trees in the next track started to move in too. They had to run past each one while it was getting narrower, so they didn't get squashed.

"It'll be okay. All we have to do is go really fast through each section, and we will soon get to the next part of the maze." Judith said.

Sarah felt nervous, she couldn't see the trees and said, "I might trip over if I am not careful." "I have an idea!" Judith said "My chair has a step on the back. Stand on the step Sarah, and Jacob can push us?"

Jacob wasn't strong enough to push them both. "I'll help," said Peter and the four of them set off together with Josephine leading the way.

The children went as quickly as they could in a tight group through three more sections.

After the tunnel, the children had to find their way along several tracks. It was difficult for the children to get down the tracks as every two minutes the trees on either side moved towards the middle of the track and if they didn't run they would be squashed. Judith asked Jacob to help push her and Sarah who could see the trees. Jacob wasn't strong enough, so Peter helped too.

Chapter Seven

The children arrived in an open space surrounded by walls with many different coloured doors.

“High five everyone! What a great team we are!”

Jacob interrupted the celebrations, “Hey everyone! We are not there yet! We only have 20 minutes left!”

They looked around and one by one opened the doors in turn, but the smooth orange paths that lay beyond the doors all looked exactly the same.

Then Jacob saw a map painted on the back of the blue door. It showed a map of the maze with the exit marked by a hedge at the map’s very edge. But it wasn’t a paper map that they could take with them. They would have to memorise it.

Jacob nervously looked at the watch again. “We are never going to make it!”

“I can’t read maps easily!” Josephine groaned.

Then Peter said quietly, “I have a good memory. I can remember the map. All I need to do is look at it for a few minutes and then I can lead the way.”

“That’s amazing Peter. How can you do that?” Josephine said.

“Don’t talk.” Peter said. He stood in silence studying the map.



"I will lead us to the end of the maze, but there is a river we have to cross. The map says the bridge will only allow four people to cross it one by one and we are six."

"Some of us can swim across! I'm a good swimmer, who else is?" asked Josephine.

"I am too!" Steven said.

"Well then, let's go," Peter said.

The children followed Peter turning this way and that, all the way to a river.

The children got to a clearing and a circle of doors. A map was painted on the back of one door. Peter is good at memorising pictures so he became the leader and told them they would need to go over a river using a magical bridge but that two of them would need to swim across instead. Josephine and Steven said they would swim.

Judith, Sarah, Peter and Jacob crossed the river one by one over the magical bridge carrying some of Steven and Josephine's clothes while they swam across the warm river, splashing each other as they went.

On the other side, Steven and Josephine climbed quickly back into their outer clothes and Peter pointed to an archway in a hedge. "That's the exit."

Steven was the last to go through the archway and Jacob had his eyes fixed on the watch.

"We did it!" yelled the children.

"With one minute to go," Jacob said.

ZuZu and ZaZa were waiting... they flew down.

"Hurray! You made it! How was the adventure?" ZuZu asked.

"It was amazing!" all the children chorused (although Peter a little more quietly than the others!).

"But I didn't do much to help." Jacob hung his head, "I couldn't swim, I wasn't strong enough to push Judith and Sarah, I couldn't understand the map."

"Why do you think we gave you the watch, Jacob?" ZuZu asked.

"I don't know," Jacob said.

"Because you can tell the time really well," ZaZa said.

"I'm rubbish at reading the time," Steven said, "but I learnt that we ALL have things we can do and other things we can't."

"Yes, and sometimes you can't see people's differences or weaknesses," said Sarah.

"And if we ask, we can help people in the way they want," Josephine said. "We are all the same. I cannot read well, but Peter can read well. I do not have a good memory, but Peter does. I don't mind loud noises and he doesn't like them at all."

"Exactly," said Peter, "I have a special brain that is good at memorising pictures."

"So, we are all different and that makes us the same."

They all laughed.

Then Peter added, "Showing a person that they are not alone is good too."

"We all learned such a lot," ZuZu and ZaZa sang.

The children made it on time through the magical maze and they all learned a lot about themselves and about each other.

ZuZu and ZaZa flew the children back to their homes but before they left, they gave each child a little treasure to keep so they would remember the day they completed the magical maze.

Judith got a golden puzzle as she was a great problem solver.

Peter got a golden map as he knew where to go.

Sarah got a golden torch as she is not afraid of the dark.

Steven and Josephine got golden fish because they are super swimmers.

Jacob got a golden watch because he can tell the time.



The best thing about the day was the memories they created of working together, overcoming their fears, and listening to each other.

ZuZu and ZaZa gave a treasure to each of the children to remind them of their adventure through the magical maze

Chapter Eight

The next day at school, Steven saw Sarah. "Hey Sarah, guess what happened to me last night, I tripped over my own foot when it was dark and I fell flat on my face."

Sarah laughed.

"Now you know how I feel when I knock into things!" Sarah replied.

"Let me know if you need any help. I know you are good at getting around. At break time, let's join in some of games the others are planning."

"That'd be fun! I can get outside on my own but can you just move the chairs so there is a bit more space?" Sarah asked Steven.

Steven moved the chairs and once they were outside, they had lots of fun playing games.



Jacob saw Judith sitting at the side of the playground. Jacob knew what to do now.

"Hey Judith, I've bought a skateboard to school today. I'm not very good at it, but would you like to have a race with me? I have to go slowly, otherwise I'll fall off!" Jacob told Judith.

"Won't we get in the way of the others?" Judith asked.

"Maybe they will get in the way of us having fun, and we can go slowly just in case," Jacob replied.

Jacob and Judith wheeled around the playground,

laughing and joking.

Josephine found Peter in the classroom. She sat down next to him and quietly told him a story about her Grandma who isn't very well. She told him she felt sad and worried. Josephine told Peter that at night she cuddles her teddies because it helps her feel safe. He moved a little closer and opened a book. They sat together looking at pictures.

Josephine understands she cannot take away his feelings, she can only show him that he is not alone.

The next day at school, the children have fun together.

"ZaZa, I understand you better now, when your wing was hurt, and you could not fly, I pulled you onto my back. That just made you feel worse."

"Yes ZuZu, you were trying to help, but it wasn't the right help."

"And I couldn't make your wing better. You just needed to spend the day in the tree resting."

"We all have the same feelings don't we ZuZu? You were cross I couldn't fly well that day, but I feel just as cross that I cannot fly as fast or as high as you, EVER!"

The birds nearly fell off their branch laughing.



ZuZu and ZaZa finish the story by talking about when help is helpful and when help isn't helpful and they nearly fall off the branch laughing at themselves and each other.

Activities Section

We all feel scared, happy, sad, angry and frustrated at one time or another, and while we all have differences, we all share the same feelings. When we build trust and understanding of one another, we can help friends by just being there and showing them that they are not alone. We all have the capacity to feel alone, scared or worried at times.

A Mazing Treasures is a story for children aged 10-14 depending on their reading ability. They can read it to younger children using the red sentences at the bottom of the pages plus the pictures. The themes of the book are about the children learning about communication and respecting different experiences and feelings.

Ideas for Using the Story Book

- Ask the children to look at three of the pictures. Ask them to guess what the story is about. The right answer is not needed but this activity helps to develop curiosity.
- Read the story with the children.
- Ask the children to read the story to each other or retell the story chapter by chapter.
- Divide the children into groups. Each group can read, retell or act out their chapter and think about what they learned or like about that chapter.

Add your own ideas!

Ten Comprehension Questions

These are questions suitable for pairs or groups of children to ask and answer or, if writing practice is required, select one or two of the questions and ask children to write an answer. With the discussion or writing approach, children can take it in turns to read or tell their answers to the whole group.

- Why did ZuZu think it was a good idea to pull ZaZa onto his back?
- Why was ZaZa sad about this?
- Why does Sarah dislike Jacob's help at the beginning of the story?
- Why did Jacob try and help Judith at the beginning?
- What did Sarah do so that she could join in during the game, Grandma's Footsteps?
- Why did Steven feel embarrassed?
- How did Peter show Josephine he was there for her?
- How did Jacob help Judith join in at the end?
- How did Josephine help Peter at the end?
- What treasure was each child given and why?

Add your own questions!

Other Questions

These questions ask children to think more deeply about the story and link the story to their own lives. Select one or two questions or ask children to vote for the questions they like the best. Ask children to 'take a question home' to talk about with their friends and family. At the next session, ask them to describe what their friends and family discussed then make up music or songs, draw pictures or dance.

Also, you can use one or two of these questions as a topic for a lesson or a class project.

- This story is called **A Mazing Treasures**... what do you think this means and why do you think this phrase has been picked as the title?
- Should people help you without asking you? Explain your answer.
- Even though we are all different in our own ways, what things are the same about you and your friends?

Add your own questions!

Reading between the lines questions

These are questions about moments in the story where there might be characters who are thinking before, after or between the sentences

- How do you think Steven felt in the tunnel?
- Do you think Steven should feel embarrassed?
- What differences cannot be seen for Josephine, Jacob and Steven?

Add your own questions!

Response to the story questions

These are questions which are asking about your own feelings about different aspect of the story.

- How can people help others to feel safe?
- What would you say to someone who was different from you?
- Is it OK to say that you feel worried, afraid or embarrassed? Explain your answer.
-

Add your own questions!

'Suppose you were' questions

These are questions which ask you to put yourself into the story and to think about how you would react to an event or a character.

- Suppose you couldn't join in with other children playing games, what would you do? how would you feel?
- Suppose you were Steven and wanted to help someone different to you, what would you do?
- Suppose you saw someone different to you when you were with your friends, how would you make sure they felt included?

Add your own questions!

Linking the story to real life questions

These are important questions which help you to think about how this story might relate to actual people and situations that you can face in real life.

- When was the last time someone said something to you which made you feel included in a situation? Describe that feeling.
- Have you ever seen someone being left out? What did you do? Did you know how to help them, or did you feel you couldn't help them?
- Describe how you would share what you have learnt from this story with others? Friends, family, siblings.

Add your own questions!

Activity One: Let's Get Our Facts Straight

1. Explain - In many countries children are involved in sharing messages about different health topics. These topics include Inclusive Education. Here are the 10 Inclusive Education messages. You can also download the two-sided Children for Health poster.
 - The 10 messages are illustrated and there are suggestions for more activities on the back of the poster. (David please put the messages in a box)
 - We all need the chance to feel included and be part of a group to feel accepted, just as we are.
 - Some people are born with extra challenges that affect how they see, hear, move, speak, or think. Anyone can face physical or mental challenges at different times in

their life, due to accidents or illness.

- For healthy, happy development, every child needs to feel they belong in their family, community, school, class, and feel part of a group of friends.
 - Children who have difficulties with one thing often find ease within others. Let's think about our own difficulties and strengths.
 - Here's how you can help me 1. Get to know me. 2. Ask if and how I need help! (I might not) 3. Listen to me. 4. Ask what else might help.
 - We all feel unhappy when we are excluded. If you know someone who is struggling, pay attention, and see if you can help.
 - If you see someone bullying, hurting, name-calling, laughing at or neglecting someone then do something to help or report it to someone you trust.
 - With an adult, check that everyone can get in and out of places in school and in the community, especially, classrooms, toilets, play areas, and handwashing stations.
 - So, I have challenges! Don't you? See what I can do, not what I cannot. Play with me, learn with me. Let's be friends.
 - If I don't know how to include someone, I will ask others in the community or their family or others to help me.
2. In the whole group ask the children to take it in turns to read out the 10 messages. Explain the meaning of each message as necessary. Ask after each one, Hands up if you knew that! Hands up if you didn't!
 3. Explain - Here are 10 messages for children of your age to learn and share! Imagine you are sharing these messages with your friends and family.
 4. In pairs or small groups ask the children to learn ONE of the 10 messages. (Give each pairs/group a different message). Ask the children to practice saying the messages out loud together. One by one and in turn, ask the children to recite their message together. If there is not enough time in the session to learn the message, split this session into two. Ask them to practice and recite their message at the next session. They can add actions which help children remember messages.
 5. If time or if children finish before others, ask them to illustrate one message in their notebooks. Doing this also aids the memory.
 6. Discuss with the children (in small groups first and/or in the whole group)

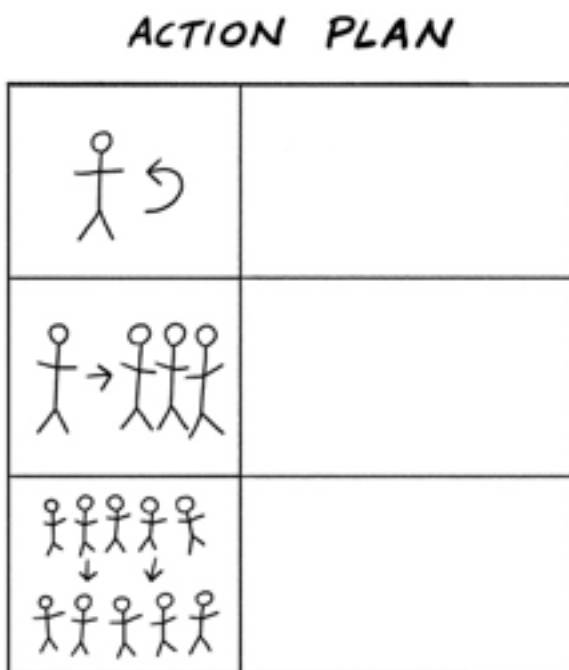
Activity Two: How can we make our school or classroom more inclusive?

Read this description of an inclusive classroom and a teacher who makes sure his teaching and his classroom are as inclusive as possible. Then discuss in pairs or in groups:

- How can we make our classroom more inclusive?
- What can I do to make sure I am being inclusive?

Together make an action plan using the following framework:

- What can I do for myself?
- What can I do for others?
- What can we do for others?



Our Inclusive classroom

Mr Swarai is a teacher and at the start of every year, he finds as much information he can about each of the students in his class. He knows that some of the children have difficulties at home, some seem sad or have behaviour issues - like fighting and shouting. He doesn't always know the reasons, but he knows there are reasons. This year, as well as two children who face home difficulties, he knows that:

- Sarah has vision problems.
- Emmanuel cannot hear well.

- Peter has autism, is very sensitive to noise and communicates in short sentences.
- Mirriam who is older than most children in her class, takes longer to understand the lessons. She finds it hard to write.
- Abdul has dyslexia and finds it hard to read, write and spell words correctly.
- Judith is a wheelchair user.

Through his experience of teaching others, Mr S. knows that his classroom can be an oasis of calm and love for all the children. It's a place where the children learn not to rush around or push others (they leave that for the playground where there is more room!). His everyday task as well as teaching is to notice and praise the children for what they do for others. All the children gain from this, and their skills and attitudes can be observed at home and in the community too. He also knows not to ask too much of the children. This is his job! This year he knows he'll be working after hours to prepare lessons and go over classwork to help Mirriam and Abdul feel included and to make sure that they are keeping up with classwork as best they can. He also knows that each of the children with special needs also have ways to cope and can be more skilled than most children their age at certain things.

Sarah is a great storyteller.

Emmanuel plays a recorder and the drums better than any other child in the school.

Peter is good at reading and drawing.

Mirriam is funny and always making people laugh.

Abdul always has great ideas for new projects – everyone always wants him in their group.

Judith is good at organising others.

Mr S has learned over the years that progress for all children happens in loops not lines. Learners with challenges may be in physical or mental pain and not want to talk, they may have hospital visits or fall ill more easily and may be away from the classroom for longer. The lives they lead may mean they miss more school than others or have trouble concentrating.

Something that he also reflects upon is that children with no obvious challenges can also struggle sometimes.

Here are some of the ways in which the children help each other:

- Edith understands that Sarah cannot see so she sits beside her and uses descriptive words that help paint clear and rich mental pictures to explain things to her. They have discovered that Sarah will use as many new words as she can in her storytelling! The children are careful to ensure Sarah can find her way to places, and fetch things for her. This is especially true in places which are unfamiliar to Sarah. They are amazed at how she manages to get around and find things in the classroom and at home. When needed, children will read aloud to Sarah and read what is written on the blackboard. Edith has found that she has become more aware of hazards at home - (like knives and the hot stove) for her two young brothers and sisters and she does what can to keep them safe.
- Antony knows that his friend Emmanuel can lip read well and that he sometimes uses sign language. Antony and Emmanuel teach the other children in the class some of the more common signs. Mr S suggests that all of them try to speak in a clear way and not too fast so that Peter can follow as much as possible. Emmanuel will put up his hand and ask for things to be repeated as he feels confident with his friends and knows they will not mind.
- When Mirriam is speaking the children know to be patient and listen as she finds it harder to get words out.
- In the playground, the children are quick to create and adapt games that enrich all their lives and learning for example: board games to play with children who can't walk or walk well; and football with a bell in it, to play with someone who can't see.
- Together they create a flower bed and find plants with a good smell (basil or lemon mint) that children with partial sight enjoy.

All the children in the class ensure their friends feel included. The other children have grown to respect Sarah, Emmanuel, Peter, Mirriam, Abdul and Judith and learn from their resilience.

It's not only the children with special challenges who sometimes need extra help. Mr S creates a classroom where ALL the children feel able to ask for help, from him and from each other. They feel empowered to suggest ways to make their classroom even better.

And finally... a Basket of ideas

- MAKE our own messages on inclusion using our own words in our own language!
- MEMORIZE the messages so we never forget them!
- USE song, dance and drama to share inclusion messages with others!
- SHARE the messages with other children and our families!
- MAKE posters on one or more of the messages and have an exhibition.
- MAKE up stories or plays about situations where...



People are talking over the top of a wheelchair user about a problem they are having and ignoring them until the wheelchair user comes up with a great solution and the others realise that they have been ignoring her.

Someone is shopping at the market and they don't realise they are blocking the path. You say, 'excuse me, please' and they ignore you. They are deaf and didn't know you needed to get by! What can you do to get their attention?

Another story to read

Try reading, **Our True Colours** – a story on bullying and resilience and how children got picked on for the colour of their hair. There are also some great activities in the back of this book that are relevant for this topic too. Download this free book here.

<https://www.childrenforhealth.org/OurTrueColorsPrint>

