

Shakopee, MN

# Special Olympics Minnesota Unified Wellness Resources



Special Olympics  
Unified Schools

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Below is a listing of resources that have been developed to specifically support Unified Wellness environments in schools. Click the colored type to go directly to that section.

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**Special Olympics**  
Minnesota



This Unified Wellness Resource Guide is brought to you by Special Olympics Minnesota and its affiliates.



2017 Unified Schools Youth Summit

## SECTION 1

# Introduction to Special Olympics Unified Champion Schools

This document is one piece in a series of Special Olympics Minnesota Unified Champion Schools resources to conduct Unified Wellness. Each document may be used individually or in combination with others as the course is implemented. They outline strategies to support educators and supporting staff with inclusive school environments. These resources are designed as examples and samples that can be modified to meet the needs of each individual classroom or school district.



Special Olympics  
**Unified Schools**



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## Special Olympics Mission

The mission of Special Olympics is to provide year-round sports training and athletic competition in a variety of Olympic-type sports for children and adults with intellectual disabilities, giving them continuing opportunities to develop physical fitness, demonstrate courage, experience joy and participate in a sharing of gifts, skills and friendship with their families, other Special Olympics athletes and the community.

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## Special Olympics Unified Champion Schools

Special Olympics Minnesota Unified Champion Schools is an education and sports based strategy powered by an engaged youth community that increases athletic and leadership opportunities for students with and without intellectual disabilities, while creating communities of acceptance for all. Unified Champion Schools programming includes three main educational components in schools:

- Unified Sports
- Inclusive Student Leadership
- Whole-school awareness activities

A High School Playbook for Unified Champion Schools is available at the link below and includes detailed strategies for implementing this programming: [www.specialolympics.org/hsplaybook](http://www.specialolympics.org/hsplaybook)

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## Special Olympics Minnesota Unified Wellness

Unified Wellness provides a unique opportunity for students with and without intellectual disabilities to come together through ongoing educational and physical activities, using the power of Special Olympics. The Unified Wellness course is structured around the national health education standards and grade-level outcomes. Additionally, the class supports the development of leadership skills for all students as well as the empowerment of ALL students to foster an inclusive class and school-wide environment. Students in Unified Wellness courses may have the opportunity to participate in competitions with other schools or attend Special Olympics events.

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## Special Olympics Unified Sports®

Unified Sports combines an approximately equal number of people with intellectual disabilities (ID) and people without intellectual disabilities for training and competition. This program is offered in schools and communities for both youth and adults.

Through program evaluation, some very significant outcomes have been found regarding the positive impact that Unified Sports has on participants. Two examples include:

- Unified Sports participation leads to improved sports skills and fitness for youth with and without intellectual disabilities (Baran et al., 2013).<sup>1</sup>
- Participation in Unified Sports leads to more positive attitudes and perceptions among youth without intellectual disabilities toward their peers with intellectual disabilities (McConkey, Dowling, Hassan, & Menke, 2013).<sup>2</sup>



<sup>1</sup> Baran, F., Aktop, A., Özer, D., Nalbant, S., Ağlamış, E., Barak, S., & Hutzler, Y. (2013). The effects of a Special Olympics Unified Sports Soccer training program on anthropometry, physical fitness and skilled performance in Special Olympics soccer athletes and non-disabled partners. *Research in Developmental Disabilities, 34*(1), 695-709.

<sup>2</sup> McConkey, R., Dowling, S., Hassan, D., & Menke, S. (2013). Promoting social inclusion through Unified Sports for youth with intellectual disabilities: A five-nation study. *Journal of Intellectual Disability Research, 57*(10), 923-935.



Hopkins Junior West High, MN

## SECTION 2

# Overview of Unified Wellness Class

This document is one piece in a series of Special Olympics Minnesota Unified Champion Schools resources to conduct Unified Wellness. Each document may be used individually or in combination with others as the course is implemented. They outline strategies to support educators and supporting staff with inclusive school environments. These resources are designed as examples and samples that can be modified to meet the needs of each individual classroom or school district.



Special Olympics  
**Unified Schools**



## Overview & Philosophy

This is not your typical health class! Special Olympics Minnesota's Unified Wellness class is a unified approach to improving and protecting wellness for people with and without intellectual disabilities. Unified Wellness offers participants a comprehensive, 360-degree look at wellness and the human spirit. Together, athletes and unified partners are empowered to challenge and change the way they look at diet, daily exercise and lifestyle choices.

Unified Wellness consists of 4 pillars; Emotional, Nutritional, Physical, and Social Wellness. Emotional Wellness has to do with feelings and emotions while mental wellness has to do with thoughts and choices. In the Emotional Wellness pillar, emotional wellness will be discussed in combination with mental wellness. Participants will learn about stress management and explore different ways to express emotions in a healthy way, without hurting themselves or other people. In addition, participants will work to improve how they feel about themselves.

Nutrition is one of the most important parts of a person's health. The Nutritional Wellness pillar will explore what's in the food on our plate, where our food comes from and how to prepare nutritious meals. The lessons offer tips for making sure people are getting the essentials that their bodies and minds need.

Physical Wellness is more than just exercise. Physical Wellness is anything and everything related to a person's body. A comprehensive program in Physical Wellness should include activities in four categories: balance, strength, cardiovascular fitness and flexibility.

Social Wellness covers relationships and being in small or large groups. Healthy relationships are important, not only for support and guidance, but also for fun and safety. Healthy relationships are fun, reduce stress, increase healthy hormones, and regulate good processes in the body.

## How does Unified Wellness work?

Each school/district is encouraged to work with their state Special Olympics staff to determine how Unified Wellness could be part of the health curriculum. Concepts from these resources can be incorporated into an existing course curriculum, or used to develop a new elective course. The course is typically taught by a certified Health teacher.

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### What are Unified Wellness Resources?

The Unified Wellness Resources are a set of documents that include strategies and resources for educators to create a Unified Wellness course and/or inclusive health environment. The resources include options for integrating the four pillars; emotional, nutritional, physical, and social, and student leadership into the class and broader school community. This set of documents includes a “menu” of options for educators to pick and choose which items they would like to use for their school/course. The menu items include:

- Sample course syllabus & unit schedule (Section 3)
- Course orientation outline (Section 4)
- Tips for Inclusion (Section 5)
- Sample Unified Wellness Unit Plans (Sections 6 )
- Student leadership & wellness activities (Section 7)
- Student health and wellness assessments (embedded with each lesson)
- Student journaling & reflection (Section 8)
- Student self-assessment rubric (Section 9)
- ‘Future Educator’ opportunity (Section 10)

## Course goals for class members

- Increase in Emotional, Nutritional, Physical, Social Wellness
  - Foster new friendships and social inclusion amongst classmates
  - Reinforce positive habits and reasoning to make better health & lifestyle choices
  - Deepen understanding of wellness strategies to help foster healthy lifestyles
  - Opportunities to explore self-awareness, confidence, and spatial awareness attributes
- 

## Educational benefits for class members & school community

- School climate improved through acceptance, friendship and social inclusion
  - Hands-on leadership development
  - Social-emotional learning through student interactions and activities
  - Genuine inclusive experiences for students of diverse ability levels
  - Students empowered to educate and impact the entire school community
- 

## Course structure

This course is designed as a high school health and wellness elective course aligned to national health standards. However, because each school system is different and has unique goals and interests, the course could be structured in a variety of ways. Some examples include:

- A new health and wellness elective course
- Integrated into an established health curriculum (i.e., district health education program)
- Transformation of an existing health and wellness course

\*Note: Regardless of the structure, this course should be offered like any other class in the school. It should be included in the registration guide with all the other courses students could choose to take. This course will not cover all the high school required health standards to qualify as a graduation credit for a health class and therefore should be considered an elective credit.

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## Sample course description: Unified Wellness Course

This course combines students of all abilities to participate in developmentally appropriate activities that promote Emotional, Nutritional, Physical and Social Wellness. Students will work together to increase competence and confidence in a variety of wellness activities. Through ongoing leadership opportunities, members of this course will be empowered to help create a more inclusive and accepting school environment for all students.



## Unified Wellness Course Schedule & Syllabus

Within the Unified Wellness Resources, there are a sample syllabus template and sample course schedule (refer to Section 3). These present an example of how the course can be structured, but should be adjusted for each school/class.

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Some key considerations for building a Unified Wellness course schedule include:

- Time at the beginning of the course for orientation, training and class cohesion building (typically the first 1-2 weeks).
- A well-rounded variety of activities and units should be incorporated throughout the term. Unit recommendations for Unified Health and Wellness are listed in the sample schedule.
- Integration of student leadership and wellness opportunities. Creating a complete schedule in advance with all of these activities and student rotations will help everyone plan accordingly.
- Weekly reflection/journal topics will enhance student application and build strong connections with physical education standards and social-emotional learning outcomes.

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## Student Ratio

Unified Wellness is a fully inclusive program. Whenever possible, approximately half of the students in this course should be students with an intellectual disability; the other half should be students without an intellectual disability. A Unified Wellness course should never be comprised solely of individuals with intellectual disabilities, nor should the course be comprised of primarily individuals without intellectual disabilities.

An important underpinning of Unified Wellness is that all students enter the class on an equitable social footing. Students without intellectual disabilities are not meant to serve as helpers or mentors, but to be equitable classmates. All students should be encouraged to use their unique skills to support each other.

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## Special Olympics Events

Schools participating in this course may have a variety of options when it comes to participation in Special Olympics events and competitions. State Special Olympics Program representatives will be able to share all of these opportunities for those schools interested.

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## Special Olympics Standards & Policies

If the school chooses to participate in Special Olympics competitions, it will be important for the course instructor to stay in close contact with representatives from the State Special Olympics Program as they will be able to provide ongoing support and assistance with Special Olympics policies. A listing of State Special Olympics Program offices can be found at: [http://www.specialolympics.org/program\\_locator.aspx](http://www.specialolympics.org/program_locator.aspx)

Unified Wellness teachers are encouraged to attain Special Olympics coaching certification. Special Olympics has partnered with the National Federation of State High School Associations (NFHS) to offer a free interactive online training course titled “Coaching Unified Sports”. This, along with many other courses can be accessed at [www.NFHSLearn.com](http://www.NFHSLearn.com).

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## Value-Added Activities

This information outlines supplemental opportunities that can provide ‘value-added’ benefits to participation in the Unified Wellness course. The course instructor may choose to use any/all of these opportunities or modify them to meet the needs of her/his students. These concepts may also be implemented in other classes or areas of the school by sharing this information with colleagues or students.

### Daily/weekly journals

Journaling is a great method to allow students to reflect on their experiences in this course. This can be done on a daily, weekly or periodic basis. A set of reflection questions/topics for each unit is provided in the “Student Journaling & Reflection” section. It is good practice for these questions to be included in the course schedule so that they coincide with ongoing coursework and topical events. Journals can also be used during the orientation period for classmates to set and track their goals related to Emotional, Nutritional, Physical and Social Wellness. Students who have the ability to complete meaningful journal entries independently, should be encouraged to do so. Some students may have more success with being paired up for this assignment. Creativity of modifications may be necessary, examples might include: students dictating verbal responses, conducting a video reflection or using an assistive device. For the educator, reading these journal entries on a weekly basis also provides the chance to gain insight into the student experience and identify potential issues as they arise.

## Inclusive Student Leadership

**Inclusive student leadership is based on the premise that all students have the ability to be leaders. Activities that foster inclusive student leadership skills help students with and without intellectual disabilities find their voices by teaching them to become change agents striving for respect and inclusion. Students of all ability levels are empowered to create a socially welcoming and inclusive environment that allows them to meaningfully contribute in their school community. This concept encourages co-leadership opportunities amongst inclusive pairs/groups to promote a deeper understanding of the strengths, gifts and skills of all students.**

Unified Wellness should provide a variety of opportunities for students with and without intellectual disabilities to build leadership skills to enhance their ability to lead on and off the playing field. By focusing on each student's individual strengths, and their collaborative strengths in working together, leadership can take many different forms in the course, some examples include:

- An inclusive pair of students leading daily activities and/or projects
- Unified club
- Leading a Young Athletes or Unified Juniors Program.
- Entire class organizing and hosting a school-wide Spread the Word to End the Word Campaign ([www.R-Word.org](http://www.R-Word.org))
- Students organizing a school-wide fitness or health program
- Person First
- Unified Sports Team
- Attend a Student Leadership Summit

A strengths-based leadership activity is included within the "Student Leadership Units" section. These will help educators and students identify their personal attributes and build upon them throughout the duration of the course. It is also important to identify and understand individual strengths and how they impact student experiences and interactions.

The Unified Wellness course is designed to educate students holistically in an inclusive setting while focusing on Emotional, Nutritional, Physical and Social Wellness. The Inclusive Student Leadership component of the Unified Wellness course focuses on engaging students in strengths-based leadership activities that help students better understand themselves and their ability to work more successfully in inclusive and individual opportunities, while also increasing their capacity as leaders and learners.

There are five suggested leadership themes that could be incorporated into Unified Wellness units:

- Inclusive Student Leadership
- Inclusion
- Co-Leadership
- Teamwork
- Advocacy

Further details can be found in the "Student Leadership Units" section.

## Whole-School Engagement

Students of all abilities have the power to positively impact their school communities by promoting social inclusion. With tools such as Spread the Word to End the Word®, Person First, and Unified Sports Field Days, youth raise awareness and begin creating an educational environment where respect and acceptance are the norm and all students feel included and engaged. Whole-School activities engage students, teachers, staff, administrators and others to increase their social inclusion knowledge, skills and dispositions and support a socially inclusive school climate. Through whole-school engagement, the school becomes a powerful community that represents new ways of thinking and acting. When the school climate conveys and fosters understanding, inclusion, and respect for all, the students internalize those lessons for their lives both within and beyond school.

Ideas and resources to make an impact on the whole-school community include:

- Spread the Word to End the Word Campaign: [www.R-Word.org](http://www.R-Word.org)
- “Get Into It” lessons for all classrooms: [getintoit.specialolympics.org/](http://getintoit.specialolympics.org/)
- School assembly or pep rally
- Unified Sports Festival or field day
- Fundraising for Special Olympics
- Organizing a disability awareness day or week
- Person First Campaign: [www.prsnfrst.org](http://www.prsnfrst.org)



Stevenson Elementary School, MN



## Career Readiness

Unified Wellness environments present a unique opportunity to increase college and career readiness. Students can increase the communication and social skills that are necessary to gain employment. All students gain valuable hands-on experience in working with each other.

## Unified Clubs

A Unified Wellness course provides a unique first step to introduce students to the concepts of inclusion, leadership, teamwork in a safe and supportive classroom environment; however, once students complete their health and wellness course, they may be looking for opportunities to continue their leadership and learning with inclusion and Special Olympics.

An inclusive school club – often called a Unified Club – provides an opportunity for student leaders with and without intellectual disabilities to continue their leadership growth while expanding the reach of Special Olympics on campus and in the community. Unified Clubs are officially recognized by the school administration and are run by student leaders, with support from adult advisors. The inclusive club can implement a variety of activities – including such things as hosting pep rallies for the Unified Sports team, planning social functions, organizing school assemblies on respect and inclusion, planning a Unified Sports field day, or participating in local Special Olympics fundraisers and events.

When developing the on-campus club, first start by following the policies and procedures for all clubs on campus. Further information on Inclusive Student Leadership and Unified Clubs can be found on the Special Olympics website and in Section 7.

## Even More Resources & Ideas!

A listing of suggested resources and activities that can be used to enhance a Unified Wellness class can be found in Section 11: "Additional Resources."



Shakopee, MN

## SECTION 3

# Sample Course Syllabus & Unit Schedule

This document is one piece in a series of Special Olympics Minnesota Unified Champion Schools resources to conduct Unified Wellness. Each document may be used individually or in combination with others as the course is implemented. They outline strategies to support educators and supporting staff with inclusive school environments. These resources are designed as examples and samples that can be modified to meet the needs of each individual classroom or school district.



**Special Olympics  
Unified Schools**

# SAMPLE UNIFIED WELLNESS COURSE SYLLABUS

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## Course Description

This course combines students of all abilities to participate in emotional, nutritional, physical and socially developmentally appropriate lessons and activities. Students will increase competence and confidence in their health and gain strategies to maintain healthy and active lifestyles. Through ongoing leadership opportunities, members of this course will be empowered to help create a more inclusive and accepting school environment for all students.

## Student Learning Outcomes/Course Objectives

By the end of the course, students will...

- 1 **Increase their Emotional, Nutritional, Physical and Social Wellness**
- 2 **Increase healthy behaviors**
- 3 **Cooperate and work together with classmates**
- 4 **Describe how to make better health and lifestyle choices**
- 5 **Increase their understanding of their body in order to make healthy lifestyle choices**

## Grading

The teacher must decide the grading criteria based on the department's and school district's policies. Based on 'Best Practice' and State/National Health Education Standards it is recommended that the grading criteria be based on objective assessments that demonstrate student learning. This class would meet all National Standards, but may not meet all of State Statute Health Standards. Depending on your state standards/statutes, it may be counted as a credit. Work with your state and district to see if Unified Wellness class can be counted as a credit course.

## Tentative Schedule

The teacher will include the schedule of units specific to her/his curriculum for this course. It is recommended that the schedule reflect ample opportunities for deliberate practice that will enhance student learning.

## Course Policies

Refer to the school district's Health Education policies.

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# SAMPLE UNIT SCHEDULE

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A well-rounded variety of Emotional, Nutritional, Physical and Social Wellness and leadership activities should be integrated throughout the course. This Unified Wellness resource provides some recommended wellness units, however the instructor is encouraged to integrate course content that will best meet the National Health Education Standards and grade-level outcomes as well as to suit the needs and goals of the students registered for this course.

The matrix below displays sample unit options for a Unified Wellness course. As with any health education course, determining the number of activities/units should be based on the duration of the course and the students and their learning. Students should be provided ample time to learn/master the grade-level outcomes covered in the course which also align with individual student IEP goals. This section also includes examples of health education instructional units for a Unified Wellness course based on the National Standards.

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## Emotional Wellness

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Healthy Expression of Emotions  
Stress Management  
Mindfulness: The Art of Being Present  
Resilience  
Goal Setting  
Decision-Making  
Healthy Self-Esteem



## Nutritional Wellness

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Where Does My Food Come From?  
What's in My Food?  
Preparing Balanced Meals for the Week  
Balanced Eating on the Run  
Hunger or Appetite?  
Understanding Beverage Choices



## Physical Wellness

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Balancing in Physical Wellness  
Eat, Sleep, Move, Drink  
Taking Care of My Body from the inside out  
Alternative Fitness Options  
Movement at School or Home  
Dealing with Illness  
Fitness Components: Muscular Strength/Flexibility/Endurance/Cardio

# SAMPLE UNIT SCHEDULE (continued)



Orono High School, MN



## Social Wellness

- Relationships in My Life
- Healthy Relationships
- Social Skills/Interpersonal Communication in My Relationships
- Safe and Appropriate Boundaries
- Bullying, Cyberbullying and Peer Pressure
- Internet/Social Media: Safety/ Perception/Analysis



## Leadership Theme

- Orientation
- Inclusive Youth Leadership
- Inclusion
- Co-leadership
- Teamwork
- Advocacy

These “Focus” areas are merely suggestions, since the specific activities will be up to the course educator (refer to Sections 6 for examples). Sample activities for the leadership units can be found in Section 7.



Educators are encouraged to develop a full schedule of activities, weekly topics and assignments at the start of the term. This however may need to be modified along the way based on student ability levels and feedback. Considerations for the schedule:

- Specific emotional, nutritional, physical and social units
- Weekly discussion/reflection topics
- Journaling schedule
- Student leadership activities
- Projects and due dates
- Societal events
- School events
- Special Olympics competitions and events

# WEEKLY SCHEDULE

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The schedule provided in this section is intended to give the educator an idea of what a 9-week Unified Wellness course term might look like that meets five times per week for 50-minutes a session. This sample schedule includes four physical education instructional units, which are intended to be delivered over a period of two weeks each. **Every school schedule is different and this sample will need to be adjusted based on the time available and the needs of the students in the course.**

WEEK 1	Introduction
WEEK 2	Unit 1 Emotional Wellness
WEEK 3	Unit 1 Emotional Wellness
WEEK 4	Unit 2 Nutritional Wellness
WEEK 5	Unit 2 Nutritional Wellness
WEEK 6	Unit 3 Physical Wellness
WEEK 7	Unit 3 Physical Wellness
WEEK 8	Unit 4 Social Wellness
WEEK 9	Unit 4 Social Wellness

# UNIT PLAN CONSIDERATIONS

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## Societal & Special Olympics events to integrate with discussions, journaling & projects:

- Eunice Kennedy Shriver Day: September 27 [www.eunicekennedyshriver.org](http://www.eunicekennedyshriver.org)
  - International Day of Persons with Disabilities: December 3 [www.un.org/disabilities](http://www.un.org/disabilities)
  - Spread the Word to End the Word: March [www.R-Word.org](http://www.R-Word.org)
  - Person First: January [www.prsnfrst.org](http://www.prsnfrst.org)
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## Wellness instructional units as recommended in the SHAPE America National Standards<sup>1</sup>:

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**Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

**Standard 2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

**Standard 3:** Students will demonstrate the ability to access valid information, products and services to enhance health.

**Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.

**Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance health.

**Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health.

<sup>1</sup> Joint Committee on National Health Education Standards. (2007). National Health Education Standards, Second Edition: Achieving Excellence. Washington, D.C.: The American Cancer Society



Shakopee, MN

## SECTION 4

# Course Orientation Outline & Resources

This document is one piece in a series of Special Olympics Minnesota Unified Champion Schools resources to conduct Unified Wellness. Each document may be used individually or in combination with others as the course is implemented. They outline strategies to support educators and supporting staff with inclusive school environments. These resources are designed as examples and samples that can be modified to meet the needs of each individual classroom or school district.

**Special  
Olympics**  
Minnesota



Special Olympics  
**Unified Schools**

The Unified Wellness Resources will provide a platform for engaging students in inclusive health education with an emphasis on Emotional, Nutritional, Physical and Social Wellness. To ensure students are successfully primed to learn from and participate in the course’s activities, it is important to provide an in-depth orientation that covers a variety of introductory topics.

The Unified Wellness Orientation would typically take place during the first week of the term, with flexibility depending on class schedule. As teachers develop this orientation, allow time for student comprehension and avoid information overload. Introductory information and resources are provided below to help teachers plan orientation lessons and activities that are most relevant to their course.

The information below provides suggestions and resource ideas for implementing the Unified Wellness Orientation.



**Day 1**

Introduction to Special Olympics, Unified Champion Schools & Unified Wellness



**Day 2**

Intellectual Disability Awareness & Understanding



**Day 3**

Roles, Expectations and Introduction to Leadership

# ORIENTATION DAY 1

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## Introduction to Special Olympics, Unified Champion Schools, & Unified Wellness

- 1 Special Olympics History, Mission, Vision and Global/National Reach: Provide a basic understanding of the Special Olympics movement, highlighting Eunice Kennedy Shriver and the history, along with detailed information about Special Olympics' current activities and initiatives. This section of the class period will help students better understand Special Olympics as an organization to preface the work of the Unified Wellness Course.

### *Relevant Resources and Information:*

- [History of Special Olympics Webpage](#)
  - [Special Olympics Mission Webpage](#)
  - [Special Olympics Reach Report](#)
  - [Our Story](#) – Special Olympics History & Overview
  - [Did You Know?](#) – Special Olympics Fact Sheet
  - [What's the Difference?](#) – Special Olympics & Paralympics
  - [Changing the World Through Sport](#) (video overview of Special Olympics)
  - Potential Guest Speakers:
    - » Local Special Olympics staff member
    - » Local Special Olympics athlete or coach
- 

- 2 Unified Champion Schools Overview and Background: Provide a background on Special Olympics' strategy for engaging youth and schools and the opportunities for class members to create communities of acceptance and respect. Share information about the three components of a Unified Champion School and that this experience is connected to a larger movement taking place in schools across the country.

### *Relevant Resources and Information:*

- [Special Olympics Unified Champion Schools Overview Web page](#)
- [Champions Together video](#)
- Potential Guest Speakers:
  - » Local Special Olympics Unified Champion Schools staff member
  - » Local unified pair (students) participating in Unified Champion Schools

# ORIENTATION DAY 1 (cont)

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- 3 School Climate, Social Inclusion and Social Justice: Introduce important social change topics like school climate, social inclusion and social justice, to ground students in the belief that they are participating in more than just a health education course. By “being unified,” students are making the commitment to treat others as equals and activate a movement towards inclusion and respect in their school. Understanding what these concepts mean is an important first step in becoming a social change agent.

*Relevant Resources and Information:*

- [Social Inclusion Web page](#), including individual resources: [A Framework for Socially Inclusive Schools](#), and [Inclusive Student Leadership Guidelines](#)
  - [Social Inclusion Course](#) – for educators, to raise awareness and understanding of social inclusion
  - [The Importance of School Climate](#)
  - National School Climate Center – [School Climate FAQ](#)
  - Potential Guest Speakers:
    - » School Principal
    - » School District representative
- 

- 4 Introduction to the Unified Wellness Course: Provide a basic understanding of the goals for the course. Allow time for students to identify their own personal goals and what they hope to accomplish by taking the course, along with sharing why they were motivated to take the class.
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- 5 Review Course Syllabus: Give students an overview on how the course will operate, including:
- Classroom units, basic class schedule and lesson breakdown
  - Student’s role as leader in the classroom & in the school
  - Journal protocol and course assignments
  - Grading and attendance

# ORIENTATION DAY 2

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## Intellectual Disability Awareness & Understanding

1 Introduction to Intellectual Disabilities: This section of the orientation should focus on providing students a general understanding of intellectual disabilities. The section should provide a basic background on a variety of intellectual disabilities (e.g., developmental, physical, emotional, social, sensory) and clarify the difference between the classifications. The section should mainly focus on those intellectual disabilities that are present in this course. It is also valuable to discuss successful methods for working with and supporting all students, including students with intellectual disabilities.

- Activity Modification: This orientation session is a great way to introduce the leadership opportunities that will be available to students throughout the course. During the class period, students can work in small inclusive teams to do background research on a topic and present information to educate the larger group. In this exercise, it's important to emphasize the skills of all students – not everyone has to be the outgoing public speaker, but students can start to find their own leadership skills in the various options within this activity – researcher, organizer, presenter, etc.
- It is important to share with students that all information is being presented as a generalization, and each student should be approached as an individual first. It is also important not to point out intellectual disabilities as they relate to specific individuals in the classroom – this can be a sensitive area as it relates to privacy laws. School administrators and special education teachers will be able to help answer any questions or concerns in this area.

### *Relevant Resources and Information:*

- » [Special Olympics Webpage, About Intellectual Disabilities](#)
- » [What is Intellectual Disability?](#) Video, Bethesda Institute
- » [FAQ on Intellectual Disability](#), American Association on Intellectual and Developmental Disabilities
- » [Special Olympics Health and Intellectual Disability Overview](#)
- » [My Perceptions](#), Get Into It Lessons and Activities
- » Potential Guest Speakers:
  - School's special education teacher
  - Local disability advocate

# ORIENTATION DAY 3

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## Roles, Expectations and Introduction to Leadership

- 1 **Understanding and Modeling Appropriate Behaviors and Interactions:** To ensure the greatest opportunity for genuine inclusion, it is important for all students to understand how to appropriately interact with one another. This section will cover relevant topics, like appropriate language and terminology, counteracting stereotypes, age-appropriate interactions and more. In this section, it is important for students to participate in the discussions together because it ensures students are active participants in creating a socially inclusive environment.

*Relevant Resources and Information:*

- [Special Olympics Disability Language Guidelines](#)
  - [Portraying People with Disabilities in the Media](#), Easter Seals
  - [Attitudinal Barriers for People with Disabilities](#), National Collaborative on Workforce and Disability
  - [A Guide to Interacting with People who have Disabilities](#), US Department of Homeland Security
- 

- 2 **Classroom Expectations:** In this section, it is important to make the distinction that there should not be a difference between students with and students without intellectual disabilities. The classroom should be a fully inclusive environment with each student equally taking on leadership and learning roles.
- 

- 3 **Role of Leadership in Unified Wellness Course:** Giving students the opportunity to develop leadership skills is a crucial part to ensuring they become well-rounded, socially inclusive citizens. Within the Unified Wellness Course, it is important for students to understand how leadership will play into the course, their school experience and their future careers.
- 

- 4 **Basic Introduction to Inclusive Student Leadership:** In this section, students should participate in a variety of different Inclusive Student Leadership activities to help them understand what it looks and feels like to work together in an inclusive setting. It is important to illustrate the strengths and abilities all students have and the benefits each person brings to a Unified Wellness course.

*Relevant Resources and Information:*

- “My Perceptions” Activity (see Section 7)
- “Inclusive Leadership & Collaboration” Activity (see Section 7)



Proctor High School, MN

## SECTION 5

# Tips for Inclusion

This document is one piece in a series of Special Olympics Minnesota Unified Champion Schools resources to conduct Unified Wellness. Each document may be used individually or in combination with others as the course is implemented. They outline strategies to support educators and supporting staff with inclusive school environments. These resources are designed as examples and samples that can be modified to meet the needs of each individual classroom or school district.

**There is no one size fits all strategy for inclusion. This document identifies six main themes to help educators create an inclusive class environment. It is highly recommended that health education teachers collaborate with special education teachers to ensure consistency in regard to behavior management, positive reinforcement, and communication techniques/styles.**

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1 We are more alike than we are different. By understanding this theme, ALL students will start to identify similarities with each other instead of only noticing their differences.

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2 There is as much diversity within an intellectual disability group as there is between intellectual disability groups. There is no one modification/teaching strategy that works for all individuals with the same identified intellectual disability just as there is no one modification/teaching strategy that works for the variety of abilities in a class.

---

3 Use 'People First Language'. Always refer to students by their name and NOT by their intellectual disability or any other characteristic (e.g., 'Student with a disability' in place of 'disabled student').

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4 Activities, assignments, and daily programming are not sacred, but people ARE! Make appropriate accommodations/modifications that allow all students to participate. Here are some common accommodations/modifications to consider:

- Instructional Materials: additional time to complete assignments/projects, provide a list of questions prior to activity, don't penalize for handwriting or spelling, provide visuals, larger print, less answer choices
- Behavior Management: reinforce positive on-task behavior, provide verbal or visual prompts, offer choices to minimize arguments, provide sensory breaks or sensory tools.
- Environmental/Physical Accommodations: be aware of classroom decor, classroom noise level, physical set-up, preferential seating, proximity to teacher, opportunities for movement.
- Grading: pass/fail, grading based on number of problems completed.
- Self-Management: visuals, timer, offer choices to minimize arguments, transitions.
- Pacing: break down assignments into smaller sections or steps, provide breaks, additional time for assignments.
- Testing: utilize study guides and notes, read tests out loud, allow students to respond orally, allow students to test in an alternative spaces.

Note: These are only suggestions to use. Please refer to students' Case Manager, Individual Education Plans, 504 plans, or other documented supports for students' specific needs.



5 The more severe the intellectual disability, the more structure the student may need.

- Ensure that students have the proper support with regard to instructional strategies, feedback delivery, and equipment use. Be consistent with class protocols and routines (e.g., starting & ending class, start & stop signals).
- 

6 Social and Emotional Skills are important. Communicating and acknowledging emotions as teachable moments is a strong way of building emotional skills. It is recommended that the teacher spends time in the initial days of the course ensuring a safe place to share and express emotions. Keep in mind as you are planning your lessons and look for opportunities to praise all students when they are demonstrating appropriate social skills.

- A good practice for building social skills is to assign students to work in pairs. It is suggested to rotate student pairings frequently (approximately every 4-6 class days) to ensure that all class members become comfortable familiar with each other).
  - It is recommended to spend time in the initial days of the course doing ice-breakers and “instant activities” that promote appropriate social interactions among all students.
-



Shakopee, MN

## SECTION 6

# Sample Unified Wellness Plan

This document is one piece in a series of Special Olympics Unified Champion Schools resources to conduct Unified Wellness. Each document may be used individually or in combination with others as the course is implemented. They outline strategies to support educators with inclusive school environments. These resources are designed as examples and samples that can be modified to meet the needs of each individual classroom or school district.

**Special  
Olympics**  
Minnesota



Special Olympics  
**Unified Schools**

## PILLAR DESCRIPTION

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In this pillar, Emotional Wellness will be discussed in combination with mental wellness. Emotional wellness has to do with our feelings and emotions. Emotions are reactions we have to things that happen around us, and we use “feeling” words to describe them. Because the events we react to are constantly changing, it’s natural that our emotions change too. Mental wellness has to do with our thoughts and choices. Examples of mental wellness include the ability to see new ways of doing things, facing challenges in a positive way, being patient with yourself, taking action to reach goals, keeping promises, making healthful choices, and taking responsibility for actions.

When we’re emotionally and mentally aware, we’re able to think more clearly and manage our stress in a healthy way.

In the Emotional Wellness pillar, we’ll learn about stress management and explore different ways to express our emotions in a healthy way, without hurting ourselves or other people. We’ll also work to improve how we feel about ourselves.



Orono High School, MN

## TOPICS IN EMOTIONAL WELLNESS

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- Healthy Expression of Emotions
- Stress Management
- Mindfulness: The Art of Being Present
- Resilience
- Goal Setting
- Decision-Making
- Healthy Self-Esteem

# LESSON 1: HEALTHY EXPRESSION OF EMOTIONS



## Lesson Topic

Exploring Feelings through Interpersonal Communication



## Learning Target

Students will be able to identify appropriate emotional words and actions to express feelings in a healthy way without hurting self or others.



## National Health Standards

4.8.1 Apply effective verbal and nonverbal communication skills to enhance health

**Special Considerations:** It is important to give students opportunities to be successful, so you may need to adapt and change lessons and activities to work for all of your students. Have students select what activity or activities best fits their needs.



## Supplies/Resources Needed

- Words - [List of words](#)
- Actions - [List of actions](#)
- Facial Expressions - Pictures of faces/emojis
- Body Language - [Pictures of people and body language](#), legs crossed, arms cross, turn away
- Tone of Voice - [Youtube clips](#)
- Podcasts with different emotions to understand what projecting and feeling: Voice memo app or [Vocaroo](#)
- Computer/iPads with wifi

## Activities

1. Words/Actions
2. Facial Expressions
3. Body Language
  - [List of feelings/emotions using words](#)
  - [List of action words](#)
  - Facial Expressions-Pictures of faces/emojis:



- Body Language - [Pictures](#) of people and body language, legs crossed, arms cross, turn away

## Directions

1. Place green, yellow, and red cards on desk.
2. Print out word lists/Emojis/Body Language Photos to fit class size
3. Have students sort the list of words/actions/facial expressions/body language through colors using the following criteria:
  - **GREEN:** We see green as a positive, color, so thoughts like it's okay to: go, yes, good, accept, thumbs up all can be related to the color green.
  - **RED:** Likewise for red, thoughts are: stop, no, bad, reject, thumbs down, can all be related to red and convey a negative or hazardous type meaning.
  - **YELLOW:** We see yellow as pause, reflect, proceed with caution. How is this going to affect me? Is this word/action more green or is this more red?

## Discussion of Activity

Small Group or Large Group discussion: "Let's discuss why we placed words under red, yellow, or green using "I" statements." "I feel like this word/action . . ."

You can use this phrase as a reference. Access the link for more action words; adjectives, nouns, verbs, negatives, and phrases. You can combine colors to the phrases. Example phrase: "I'm not me without you." What colors would this represent?

.....

## Skills Practice

Have students form written statements that express personal needs, ideas, feelings, and opinions based off their sorting of words, actions, or emoji's. Example sentences: " I feel alone and frightened." " I have accepting and affectionate people in my life." "It is difficult for me to understand facial expressions."

.....

## Tone of Voice

Tone/Inflection of voice is how your character/personality comes through in your words both written and spoken. Often times it is not about what you say, but rather the way you say it. Your tone/inflection will leave an impression on everyone who reads what you wrote or hears what you said.

Using the words/actions/emojis from the above activities. Select words/actions and have the class change the tone of the word/action to make it fit the previously used green/red/yellow categories.

Have students take a look at their written statements. How can they change their written sentences to reflect a green/yellow/red category?

.....

## Reflective Questions for Discussion/Journal

1. Are you a good communicator?
2. How important are both verbal and nonverbal messages in our day to day interactions?
3. How does our interpretation of words/actions/emoji's affect us emotionally and physically?
4. Is it OK to feel emotions in Red, Green, and Yellow? How do you express those emotions in a healthy way?

# LESSON 2: STRESS MANAGEMENT

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Shakopee, MN



## Lesson Topic

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How do you make stress your friend?



## Learning Target

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Students will be able to identify, express, and advocate healthy and positive ways to manage stress.



## National Health Standards

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- 6.8.1. Assess personal health practices.
- 8.8.3. Work cooperatively to advocate for healthy individuals, families, and schools.

**Special Considerations:** It is important to give students opportunities to be successful, so you may need to adapt and change lessons and activities to work for all of your students.



## Supplies/Resources Needed

---

- Youtube video: [How to Make Stress Your Friend](#)
- [Change to Chill](#) Stress Factor Quiz
- Blank [Student Circle of Control](#) sheet
- [Teacher Guide-Circle of Control](#) Examples
- Advocacy Meme/Positive Affirmation: Use [Canva.com](#) or poster paper, markers, magazine images

## Activities

- 1 Open with Kelly McGonigal: [How to Make Stress Your Friend](#) TED Talk
- 2 Take [Change to Chill](#) Stress Factor Quiz
- 3 Use results to help understand personal stress levels and reveal a potential guide to stress relief.
- 4 What are areas in life that we can control and areas we cannot control?

The term “locus of control” refers to whether you feel your life is controlled by you or by forces outside yourself. Those with an internal locus of control feel that they have choice in their lives and control over their circumstances. Those with an external locus of control feel more at the mercy of external events. People with a more internal locus of control tend to feel happier, more free, and less stress. They also enjoy better health because they experience less of the damaging chronic stress that can come from feeling powerless and are more satisfied with life in general. People with an external locus of control are more susceptible to depression as well as other health problems, and tend to keep themselves in situations where they will experience additional stress, feeling powerless to change their own circumstances, which just adds to their stress load. Your locus of control can be shaped by events in your childhood or adulthood whether you were able to have a strong impact on your environment can lead to a sense of empowerment or of learned helplessness and perpetuated by habitual thinking patterns.

[Blank Circle of Control Guide](#): Have students fill in areas that are in and outside of their control.

[Teacher Guide: Circle of control](#) guide filled out with examples

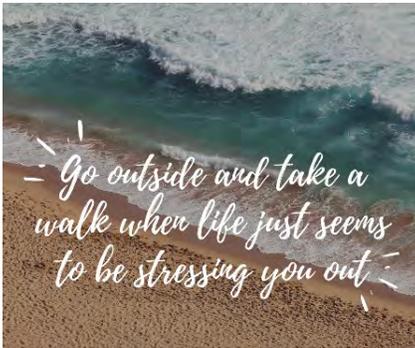
## Discussion of Activity

Do you view stress as positive? How can you make stress your friend? How do I advocate for myself when things are out of my control? Am I in touch with my emotions and feelings? Do my reactions to life experiences tend to be positive or negative? How can I get help/advice to deal with what I cannot control? What helps you cope with the things that are out of your control?

---

## Skills Practice

After identifying internal and external control factors and receiving their personal guide to stress relief, students will create an advocacy meme/positive affirmation poster to reduce stress. This activity will help focus on healthy and positive ways to take control of their stressors in life. Below are some examples:



## Choices for Students to Create a Meme/Poster

*Technology-* Use [Canva](#) or other technology tools

*Draw-* Use paper, markers, magazine images

*Option:* Print out memes/posters and put in classroom or throughout school as reminders to manage stress in healthy ways.

---

## Reflective Questions for Discussion/Journal

1. How can I make stress my friend?
2. What are my stress relievers?
3. What strategies can I use to prevent or minimize stress?
4. How does my circle of control influence my relationships with others?

# LESSON 3: MINDFULNESS



Shakopee, MN



## Lesson Topic

Mindfulness- The art of being present



## Learning Target

Students will be able to develop habits that contribute to mindfulness and overall health.



## National Health Standards

7.8.2. Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

7.8.1. Explain the importance of assuming responsibility for personal health behaviors.

**Special Considerations:** It is important to give students opportunities to be successful, so you may need to adapt and change lessons and activities to work for all of your students.



## Supplies/Resources Needed

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- Computer
- Paper
- Raisins
- Crayons/Markers
- Carbonated Water/Sprite/7up
- Paint
- Butterfly Guided Relaxation Story



Orono High School, MN

### **Activities:** Raisin Exercise & Guided Relaxation

Share the definition of mindfulness or have students find the meaning in a dictionary or reliable on-line source.

Mindfulness definition: Noticing what is happening right now. Mindfulness is taking notice of how your body feels and what you see, smell and taste. Maybe you even feel emotions in your body, perhaps through a tightness somewhere, or a good sensation. When you notice what is happening around you, it can help you to calm down when you're sad, angry or frustrated. Mindfulness helps you deal with tough emotions, and mindfulness can make you happy and feel good.

# RAISIN EXERCISE

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This is an introductory exercise for beginners to start practicing mindfulness.

A. Give raisins to groups and have students observe and discuss the following:

- The way the raisin looks
- How it feels
- How their skin responds to its manipulation
- Its smell
- Its taste

B. Teacher will place the clear plastic cup on the table with carbonated beverage with it. Students need to notice how their mind shifts from the raisin to the cup.

C. Students need to place raisins in the cup and observe what happens with the raisin.

D. Raisins will “dance” and move around in the cup. After a short period of time, they will sink to the bottom and stop moving. How are the dancing raisins similar to our own mindfulness practices?

*Examples of students reactions:*

- Initially excited, then stop and find new best thing.
- Initially excited, then want to continue putting raisins in for them to dance.
- Initially excited, then disappointed that stopped moving.
- Initially excited, but wonder why it stopped moving.

*Q&A to provide students based off of reactions:*

- Why do the raisins dance? Raisins have more density than the carbonated beverage so they sink to the bottom. But the carbon dioxide air bubbles stick to the surface of the raisins as they rise up through the liquid. When they stick to a raisin, they give it extra buoyancy, causing it to float to the top. When the bubbles detach from the raisin, it sinks again.
- What do you think it feels like to be a dancing raisin, supported and lifted up? Where can you find that type of support in your daily life and mindfulness practices.
- When the raisin loses carbon dioxide bubbles it sinks to the bottom. What does it feel like to be sunk? How can we use mindfulness to help alleviate the personal sinking feeling?

# GUIDED RELAXATION

---

Read and have students practice guided relaxation (below)

Peaceful Butterfly:

- *Close your eyes and take in a nice deep breathe.*
- *Allow your tummy to fill up like a balloon, and then exhale slowly. Do this five times to really relax your whole body completely.*
- *(Pause for breathing.)*
- *Your body begins to feel deeply relaxed and sinks down further and further into your nice, soft bed. Your legs begin to feel very heavy. Your arms begin to feel heavy and relaxed. You enjoy every moment as your body continues to relax with each word I say.*
- *Now as your body relaxes, imagine you're a beautiful butterfly fluttering high in the sky. You see the lovely green valley below you with lots of colorful flowers, just waiting for you to enjoy. You feel the wind blow against your delicate wings.*
- *As the wind touches you, it gently blows away any worries, any stress you feel. Feel how wonderful it feels to be so free. Your mind is clear and calm. You have left any worries far behind now. You are completely peaceful. You are beautiful as you allow your true happiness to shine through.*
- *The sun touches your body and warms you. The big, puffy clouds floating in the sky remind you how relaxed and calm you can be whenever you want, just by thinking about it.*
- *The earth is a patchwork of color and you enjoy each moment here, gliding along feeling so joyful and peaceful. You spread your wings far and stretch.*
- *It feels so good. Your body is calm and your mind is peaceful.*
- *You are ready for wonderful, peaceful relaxation.*
- *Take in a deep breath now and exhale slowly. When you are ready, give your body a big stretch. With a clear, calm mind, say these words to yourself: I am peaceful and I am calm, ready for a wonderful adventure in relaxland.*
- *Relax one and all.*

## Skills Practice

Students will be given paper, markers/crayons and draw a picture of what they imagined, saw, or felt during the activity. On back of the picture, explain the importance of mindfulness in your daily life. How can it affect your health and behaviors?

.....

Other ways to learn and explore mindfulness and being present:

- *Massage:* Rubbing your own feet or hands with lotion
  - *Art Therapy:* Colorfy app, coloring books
  - *Aromatherapy:* Scented oils and discuss purposes of smells. Additional activity. Make play dough and put a specific smell on it (For example, lemon essential oil). They can play with it, smell it and it may help them calm down.
  - *Music:* A playlist of songs that help you relax and destress
  - *Guided Relaxation:* Can potentially relieve stress and anxiety, improve self-esteem, feel great (mind, body, and spirit) and develop a positive mental attitude at school and at home.
  - *Yoga:* poses that allow the body and mind to practice flexibility and rest.
  - *Breathing Techniques:* Practice Deep breathing. Feeling your breath on your belly and then exhale slowly.
  - *Active Listening:* the person is free of inner chatter, thinking of what to say next, or interrupting the speaker
- .....

## Reflective Questions for Discussion/Journal

1. What is your definition of mindfulness?
2. How does mindfulness work?
3. How can you be more mindful in your everyday life?
4. How did the raisin exercise or guided relaxation helped with your help with your understanding of mindfulness?



Student Board of Directors Meeting

## SECTION 7

# Student Leadership Units

This document is one piece in a series of Special Olympics Unified Champion Schools resources to conduct Unified Wellness education. Each document may be used individually or in combination with others as the course is implemented. They outline strategies to support educators with inclusive school environments. These resources are designed as examples and samples that can be modified to meet the needs of each individual classroom or school district.



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## LEADERSHIP INTRODUCTION ACTIVITIES

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Developing leadership skills within students is a crucial component to ensuring they become well-rounded, socially inclusive citizens. Within a Unified Wellness course, it is important for students to understand how leadership will be integrated into the course, their school experience and their future careers.

This section provides an introduction to leadership and could be a launching point for additional activities in the school. Further ideas are included in Section 2 under “value-added activities.”

Another helpful resource is the Special Olympics Inclusive Youth Leadership Guidebook, which includes a variety of student activities and can be found [here](#).

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### General Leadership Ideas for ALL Students in the Unified Wellness courses:

- Handing out and managing materials needed for class.
- Leading a task or project.
- Providing feedback to classmates during tasks or project.
- Demonstrating listening skills when classmates or group members offer suggestions.
- Respond socially appropriately to other classmates or group members ideas or suggestions.
- Participating in or leading reflection discussions.

Students should participate in a variety of different Inclusive Student Leadership activities to help them understand what it looks and feels like to work together in an inclusive setting. It is important to illustrate the strengths and abilities all students have and the benefits each person brings to a Unified Wellness course.



### Student Leadership Themes Included in this Section:

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- Leadership Introduction Activities
- Unit 1: Inclusive Student Leadership
- Unit 2: Inclusion
- Unit 3: Co-Leadership
- Unit 4: Teamwork
- Unit 5: Advocacy



## ACTIVITY: MY PERCEPTIONS

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**Time Required:** 20 – 40 minutes

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### Activity:

Ask students to close their eyes and think about their school. Have them answer the following questions:

- If you were asked to describe your school using three words, what words would you choose?
- What does the school look like when you see it from the street, as you enter it, and as you move from place to place?
- How does your school look different now than it did on your first day? How might it look different once you've graduated?
- What aspects of the school make it unique?

Next, challenge students to draw, photograph, or videotape a “picture” of their school from their own perspective. (You may wish to give students time to walk around the school.) Have students present the images they've created.

Did any students create the exact same image?

### Ask students:

- What are the similarities and what are the differences in the way you pictured the school?
- How can people who go to the same school see it from completely different perspectives?
- If you were to give the school a grade related to your own picture of it, what grade might you give and why?



## **ACTIVITY: FINDING YOUR STRENGTHS**

*Adapted from Special Olympics Oregon Strength Finder Resource*

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**Materials Required:** Finding Your Strengths Worksheet

**Time Required:** 20 – 40 minutes

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### **Activity:**

Distribute the “Finding Your Strengths” worksheet. This page asks students to answer some questions about what they perceive as their own strengths, weaknesses, challenges and values. Allow students the opportunity to complete the worksheet, individually or in pairs, and provide two examples in each of the three categories. (Note – in lieu of using the worksheet, students can also write responses in their journals). Read your own responses out loud to provide an example.

Go around the classroom and ask all students to share some of their responses. Students will notice how similar and different they all are. It also provides an open and honest opportunity for students to share personal challenges and learn more about their peers.

Next, ask students to get into small groups of 4 – 6 students. Have each student in the group share one of his or her strengths (something they’re good at) with the other group members. Then have the group come up with one thing they could do or accomplish using the strengths of everyone in the group (for example, if the group had the following strengths – cooking, meeting new people, organization and money management – together they could open a restaurant).

Have each group share what they could accomplish together and then, as a class, determine what the class could do collectively using the accomplishments of all of the smaller groups.

Following the activity, discuss the prompts below or ask students to journal their responses:

- What did you recognize about your own strengths?
- What did you recognize about the strengths of others?
- How is our class similar? In what ways are we different?
- How can we use our strengths to support others in their challenges?
- How can others in our class support our challenges?

Name: \_\_\_\_\_

Something important to you	Something at which you excel (your strengths)	Something you find challenging
1	1	1
2	2	2

.....

Name: \_\_\_\_\_

Something important to you	Something at which you excel (your strengths)	Something you find challenging
1	1	1
2	2	2

---

## UNIT 1: INCLUSIVE STUDENT LEADERSHIP

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Inclusive Student Leadership allows for individuals with and without intellectual disabilities to develop meaningful relationships, enhance leadership skills and take responsibility for ensuring everyone feels included and welcomed in their school. Activities in this unit will provide an introduction to Inclusive Student Leadership, while illustrating the power every student has to be a leader using her/his individual strengths and talents.

---

### Activity Overview:

#### Activity 1.1: What Does My Community Look Like?

- Understand the current school climate and the way people with disabilities are perceived in the school and community.

#### Activity 1.2: Inclusive Leadership & Collaboration

- Enhance active listening skills.
- Focus on collaboration and taking directions from different styles of leaders.
- Develop personal style of leadership and working with others.
- Enhance teamwork and team-building skills.





## ACTIVITY 1.1: WHAT DOES MY COMMUNITY LOOK LIKE?

From *Get Into It Active*

**Time Required:** 30 – 45 minutes

### Activity:

**Opening:** Ask the group to think about their community as a whole. Tell them to close their eyes and visualize their community. Have them answer the following questions:

- If you were asked to describe your community using three words, what words would you choose?
- What positive things does the community have that make it unique?
- If you were choosing a place to live, would you choose your community?
- If you were to give your community a “grade,” what might it be, and why?

When people compare their perspective, ask them: How can people who go to the same school see it from completely different perspectives?

**Team-Up Activity:** Tell the group they are going to spend some time thinking about how their community may “look” to someone with a disability. Have them work together in pairs or small groups (preferably inclusive ones) to think about questions to better understand their community from this perspective:

- Do people in our community think it’s okay to use the R-word?
- Do people in our community know what an intellectual disability is?

- What evidence is there that people in the community are inclusive of those with disabilities?
- Are there specific programs for people with disabilities?
- Are people with disabilities encouraged/allowed to sign up for sports teams, clubs, and special programs? If so, do they participate?
- Do people with intellectual disabilities have access to jobs within the community?
- Are there opportunities for people with disabilities to share their talents and strengths with others?
- Do people with intellectual disabilities feel welcomed and included in the community? What programs exist to help them feel welcomed and included?

**Reflection:** Have the groups brainstorm and explore more about the issues facing inclusion in their community. Challenge people to use this new picture of their community as a point of reflection.

**Action:** Based on what they’ve learned, have individuals rate/assess their community with regard to inclusiveness of people with disabilities. What small steps can they suggest to improve their community’s grade? (\*Teacher Note – share examples from the community if students are unable to identify their own.)



## ACTIVITY 1.2: INCLUSIVE LEADERSHIP & COLLABORATION

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**Materials Required:** 2 small tables, 1 plastic cup for each group, 1 pitcher full of water, 1 chair, Blindfolds (optional)

**Time Required:** 15 – 20 minutes

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### Activity:

**Objective:** Working through the imposed challenges, serve one member of your team a glass of water.

1 Within your team, identify:

- One person who cannot speak throughout activity.
- One person who cannot move throughout activity.
- All remaining team members will be blindfolded and unable to see throughout activity.

2 The team member who cannot speak throughout the activity will start by sitting in the chair provide at the activity station.

3 The team member who cannot move will stand directly behind the chair and face forward throughout activity.

4 The remaining team members, who are blindfolded, will stand in front of the chair.

5 The individual who cannot move will need to provide the following directions to the team members who cannot see, so they can complete following tasks:

- Person 1: Retrieve the water pitcher from table #1 and bring it to table #2.

- Person 2: Fill the cup with water from the pitcher.

- Person 3: Deliver the cup of water to the person who cannot speak and help him/her take a drink from the cup. (Note team member in chair CANNOT touch the cup during this step.)

- Person 4: Retrieve the cup of water from person 3 and return the cup to table #1.

6 Activity is complete when every step is successfully performed. Discuss the reflection question below before moving on to the next activity.

### Post Activity Reflection:

How did this activity demonstrate inclusive leadership while showing how to effectively collaborate with people?

**Reflection:** Have the groups brainstorm and explore more about the issues facing inclusion in their community. Challenge people to use this new picture of their community as a point of reflection.

**Action:** Based on what they've learned, have individuals rate/assess their community with regard to inclusiveness of people with disabilities. What small steps can they suggest to improve their community's grade? (\*Teacher Note – share examples from the community if students are unable to identify their own.)

---

## UNIT 2: INCLUSION

---

The challenges all young students face today are many – from achieving personal and academic success to feeling emotionally and physically healthy and safe. These challenges are compounded for some students due to the presence of an intellectual disability. Activities in this section will encourage students to think about inclusive and exclusive practices that take place in their school and what it means for the climate of their school.

---

### Activity Overview:

#### Activity 2.1: Frozen Bean Bag

- Explain the importance of inclusion in teamwork.
- Identify attitudes and actions that promote inclusion.
- Participate in inclusive and cooperative activities to model behaviors.

#### Activity 2.2: Champions Together

- Recognize the importance of feeling included.
- Create a sense of understanding of people with intellectual disabilities.
- Be able to problem-solve and create ways to promote inclusion in the community.



## ACTIVITY 2.1: FROZEN BEAN BAG

---

**Time Required:** 15 – 20 minutes

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### **Activity:**

Provide all students in the class with a beanbag. Each student should start the game by balancing the beanbag on his or her head. Put music on and have students walk or dance around the gym/designated playing area trying not to drop their beanbags.

If a student drops her/his beanbag, he or she is frozen. To be freed, another student needs to replace the beanbag on the frozen student's head without dropping his or her own beanbag. If the helper's beanbag falls, the helper also becomes frozen until someone rescues both players. The game will end when one (or multiple) song(s) are over.

### **Post-Activity Reflection:**

When the game is finished, discuss how this activity related to the ideas of inclusion and acceptance. Point out how students benefited when everyone helped each other, rather than just certain friends and classmates helping.

Next, give each student a blank sheet of paper (or have them use her/his journal). Then ask students to draw one part of the beanbag game that shows students helping one another. Post the drawing on a bulletin board titled "Everyone Does Better When We Work Together!"



## **ACTIVITY 2.2: CHAMPIONS TOGETHER**

*From the Inclusive Youth Leadership Guidebook*

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**Time Required:** 15 – 30 minutes

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### **Activity:**

To start the activity, watch a video by youth involved in the Special Olympics Movement. In this unscripted video, youth tell their own stories of the impact Special Olympics has had on them, through the power of accepting, including and respecting everyone. Youth have the power to make their community one of inclusion and acceptance. Access this three-minute video at:

<https://www.youtube.com/watch?v=vR7IMakNtsE>

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### **Activity Reflection for Participants:**

Ask the following questions:

- 1 Have you ever been a part of something that made you feel included?
- 2 How has feeling accepted changed your attitude?
- 3 Have you ever been a part of something that included you but not others?  
How do you think the excluded people felt?
- 4 What can you do to make sure that everyone in your school and community feels included and accepted?

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## UNIT 3: CO-LEADERSHIP

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Co-leadership generates shared power within a group. It promotes respect and flexibility between individuals, and teaches the importance of working with others. Activities in this unit will focus on the core components of co-leadership – accountability, equity, partnership and ownership – with an emphasis on identifying strengths as individuals and inclusive pairs.

.....

### Activity Overview:

#### Activity 3.1: How I Rank Myself as a Leader

- Explain the importance of inclusion in teamwork.
- Identify attitudes and actions that promote inclusion.
- Participate in inclusive and cooperative activities to model behaviors.

#### Activity 3.2: Leadership Compass

- Work in a co-leadership partnership in a way that compliments both of your strengths and weaknesses to accomplish a common goal.
- .....

### Additional activities to consider:

- Drawing through Listening from the **Inclusive Youth Leadership Guidebook**, page 27
  - Back to Back from the **Inclusive Youth Leadership Guidebook**, page 38
  - A New Game from **Special Olympics Classroom Newsletters**, October, Week 2
  - Unified Interviews from **Special Olympics Classroom Newsletter**, January, Week 2 & 3
- .....

### ACTIVITY 3.1: HOW I RANK MYSELF AS A LEADER

From the *Inclusive Youth Leadership Guidebook*

In the chart below are questions for you to reflect upon. For each question, select the response that best describes you.

Questions	I am always like this	I am sometimes like this	I need to work on this	I need to develop this
I take responsibility for the outcomes of my actions.				
I start a project excited and ready to learn.				
I value the contributions of everyone in the group.				
I am prepared for whatever task needs to be accomplished.				
I made a personal commitment to my work.				
I use resources wisely and can brainstorm new ideas.				
I respect the relationships with my peers.				
I am honest with others and myself; I can be trusted.				
I communicate with others about my goals and wishes.				
I am accepting of all members and compassionate to their needs.				



## ACTIVITY 3.2: LEADERSHIP COMPASS

When effectively working together in this Unified Wellness course, being able to distinguish one another's strengths and weaknesses pertaining to leadership is a key factor of meaningful engagement. In this activity, students will identify their strengths as a leader, and how they can utilize the strengths of others, to work towards a common goal together.

**Materials Required:** Paper, Poster board (4), Pens/Pencil

**Time Required:** 30 – 45 minutes

### Activity:

- 1 The room should be set up with four signs, one on each wall: North, South, East, West
- 2 Show participants the leadership diagram of North, South, East, West (below). Ask them to reflect on their leadership style and which one they would categorize themselves under.
- 3 Participants are invited to go to the direction of their choice. No one is "one" direction, so encourage participants to go to the one that they feel is their dominant trait.
- 4 Once everyone has found their group, have them answer the following questions:
  - What are the strengths of your direction?
  - What are the limitations of your direction?
  - What do people from different directions need to know about you so that you can work together effectively?
- 5 After everyone has had adequate time to answer the questions, hand every person a sticky note and a pen.

6 Encourage everyone to independently complete the statement "I am [state direction here] and I can help you when" on their sticky note and sign their name.

7 Once complete, have every person add their sticky note to their direction poster.

8 Next, ask students to find a partner (best practice: pair students with and without disabilities together) and answer the following questions:

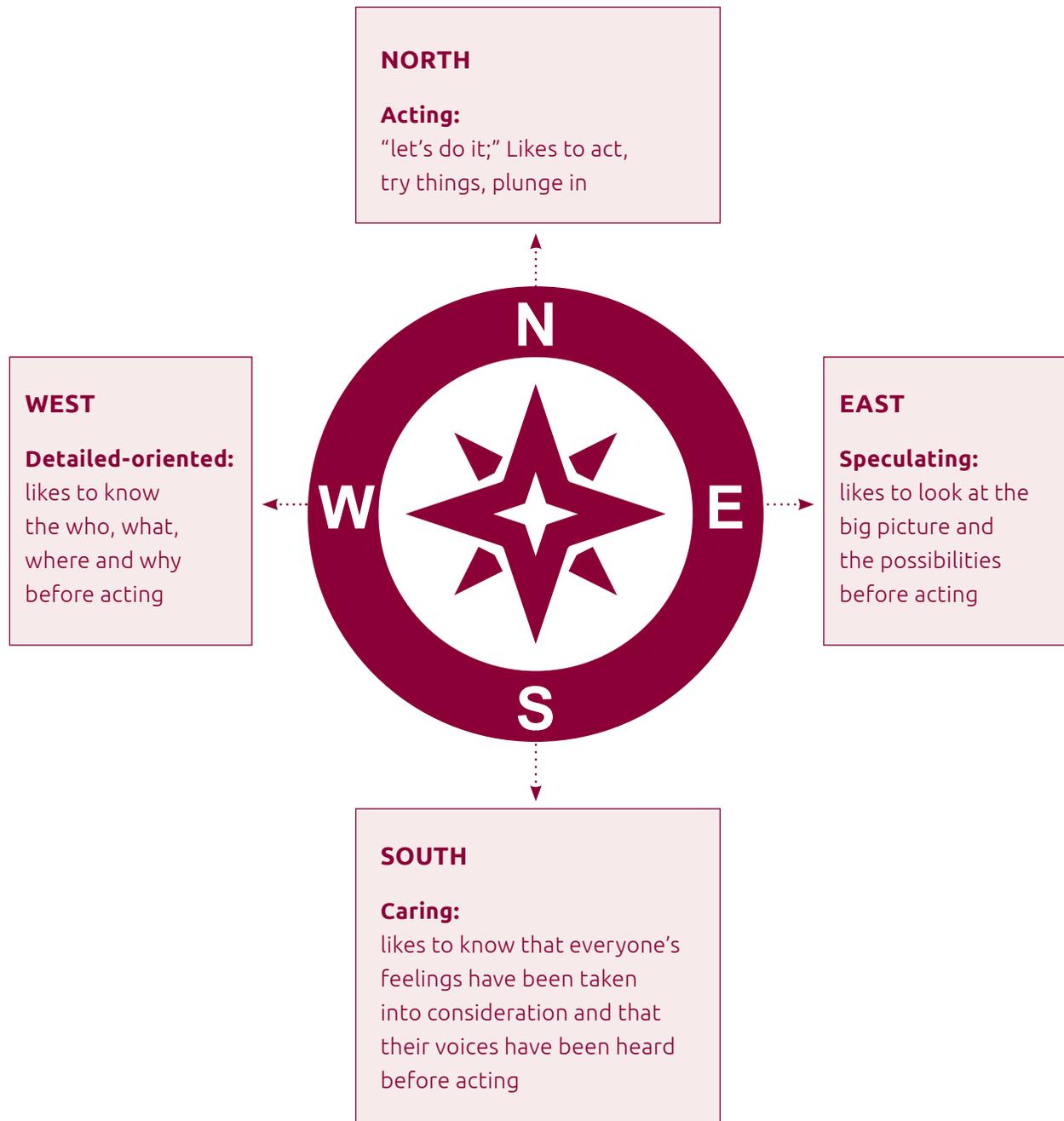
- What is my partner's direction?
- What are his or her leadership strengths?
- What are his or her leadership challenges?
- How will I support my partner using my strengths?
- How will my partner support me using her/his strengths?

### Post Activity Reflection:

Were there traits from other directions that you would use to define your leadership? If so, what were they?

Do any of your weaknesses align with strengths from your partner? How can you use this knowledge to improve your co-leadership?

## ACTIVITY 3.2: LEADERSHIP COMPASS



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## UNIT 4: TEAMWORK

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Successful teamwork in and outside of school should allow for flexibility, inspire creativity and allow all students to share their talents with a group. Activities in this unit will build on the co-leadership activities presented earlier and highlight the power of individual strengths in collaboration to create a stronger, more cohesive group.

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### Activity Overview:

#### Activity 4.1: Getting Close

- Transition from “teamwork” to “inclusive teamwork.”
- Use co-leadership skills in a team setting.

#### Activity 4.2: Building a Bridge

- Work together as a team to accomplish a common goal.
  - Challenge students to identify the role of communication and collaboration while working in a team.
- .....

### Additional activities to consider:

- *Pillow Soccer* from **Special Olympics Classroom Newsletters**, October Week 1
  - *Facilitating Together* from the **Inclusive Youth Leadership Guidebook**
  - *Together We Must Conquer* from the **Inclusive Youth Leadership Guidebook**
- .....



## ACTIVITY 4.1: GETTING CLOSE

*From the Inclusive Youth Leadership Guidebook*

**Materials Required:** Hula Hoop

**Time Required:** 10 – 20 minutes

### Activity:

Students should stand in a circle shoulder to shoulder, holding hands. Without breaking the chain or releasing hands, pass a hula-hoop from one person to the next, with the hula-hoop completing one rotation around the circle.

### Post-Activity Reflection:

- Was the task harder or easier than you expected it to be?
- How were you able to work together with the people on either side of you?
- Did anyone have to take ownership for anything during the activity? (e.g., breaking the chain).
- How did this activity support your ability to work as a member of a team? What made you a good teammate?



## ACTIVITY 4.2: BUILDING A BRIDGE

*From the Youth Summit Participant Workbook*

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**Materials Required:** Newspaper, Masking Tape, Large sports ball (i.e., soccer ball), Book or heavy object

**Time Required:** 30 – 40 minutes

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### Activity:

- 1 Break students into groups of 10 - 15 people.
- 2 Give every group newspapers and a roll of masking tape.
- 3 Give groups 10 minutes to build a bridge using the supplies given. The bridge must be strong enough to hold a book and tall enough for a soccer ball to roll under it.
- 4 While building the bridge, each group has the task of developing a “group quote” that relates to their bridge and Unified Wellness.
- 5 After 10 minutes, give every group the task of combining bridges with all the other teams. All bridges must be connected.
- 6 After 10 minutes, have a group discussion with the following questions:
  - What individual skills were used in building your bridge?
  - How can group members help ensure that everyone is contributing to a group? (could be Unified Wellness or leadership team)
  - How can you help others recognize your strengths?
  - What are some ways to discover the strengths of others?
  - Discuss the role each member of your group played and how it was meaningful.

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## UNIT 5: ADVOCACY

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Young people are not just the leaders of tomorrow, but they have a real opportunity to create change in their schools and community today! Activities in this section will build on the leadership experiences and skills from previous units, putting the newly acquired skills to use by encouraging students to advocate for inclusion and respect with their fellow classmates.

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### Activity Overview:

#### Activity 5.1: Social Justice

- Introduce concept of social justice.
- Help students talk to share the power of Special Olympics with others.

#### Activity 5.2: Spreading the Word

- Learn more about attracting attention and soliciting support for events in your school.
  - Brainstorm creative ways to promote and share Unified Champion Schools initiatives.
- 

### Additional activities to consider:

- *Empowering Others for Social Justice* from **Ignite with Project UNIFY**
  - *Challenging Intolerance and Judgmental Behavior* from **Special Olympics Classroom Newsletters**, September Week 1
  - *R-word in our World* from **Special Olympics Classroom Newsletters**, March Week 2
  - *You've Got the Power* from **Special Olympics Classroom Newsletters**, March Week 2
  - *How Can I Create Change?* from **Get Into It**
-



## ACTIVITY 5.1: SOCIAL JUSTICE

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**Time Required:** 20 – 40 minutes

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### Activity:

Introduce the term social justice to students. Explain that social justice is about making sure people in a society are treated fairly despite any differences in race, religion, economic or educational status, gender, and so forth. Ask students:

- Do you think that people with intellectual disabilities are always treated fairly and justly in our society? Why or why not?
- How can sports and Special Olympics help promote social justice for people with intellectual disabilities? How does social justice serve as a form of encouragement to others?

Distribute “Quotes by and About Special Olympics Athletes.” Have students read the quotes and discuss how each represents the spirit of Special Olympics. Then challenge students, individually or in groups, to each choose one of the quotes and to create projects inspired by it. Their project can take any form, such as a painting, poster, collage, video, poem, photographic essay, song, or any other creative product. Then brainstorm ways to present the projects to the community. For example, you could create a display at a PTA meeting or school play; contact a local business or gallery to request permission to display the projects; create a traveling exhibit for display at local community centers, government offices, or places of worship; or arrange to have the work displayed at other schools in the area. Come up with a title for your collection and create business cards or other small pieces with the quotes on them that visitors can take home with them.



## ACTIVITY 5.2: SPREADING THE WORD

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**Time Required:** 15 – 30 minutes

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### Activity:

Using the planning worksheet, develop a plan to host a Spread the Word to End the Word day event on the school campus or in the community.

- 1 You are planning to host an event on campus for this year's Spread the Word to End the Word annual day of awareness.
- 2 As a class, discuss the different types of events you could host and determine what you'd like to do. Come up with a brief description (3-4 sentences) about the event.
- 3 Now for the real planning fun!
  - Determine one problem that you might face when planning your event.
  - Determine two ways that you could overcome this obstacle.
  - Identify three ways you could advertise your event to ensure the maximum number of attendees participate in the event.
  - Define three call-to-action goals for the attendees following the event (i.e., what is there next step after attending the rally or event?)
- 4 Record your answers on the Spread the Word Event Planning activity sheet.

### Post-Activity Reflection:

- How can hosting an event such as this promote inclusion and acceptance for all?
- Why is it important to share these messages with people outside of this Unified Wellness course? (Share examples of other great student-created Spread the Word to End the Word videos, found at [www.r-word.org](http://www.r-word.org), to highlight the importance of sharing the message to others.)

## SPREAD THE WORD EVENT PLANNING ACTIVITY SHEET

### Description of your Event:

### Problem You May Face:

1.

### Solutions for Overcoming the Problem:

1.

2.

### Ways to Advertise the Event:

1.

2.

3.

### Call-to-Action Goals for Attendees:

1.

2.

3.



Shakopee, MN

## SECTION 8

# Student Journaling & Reflection

This document is one piece in a series of Special Olympics Minnesota Unified Champion Schools resources to conduct Unified Wellness. Each document may be used individually or in combination with others as the course is implemented. They outline strategies to support educators and supporting staff with inclusive school environments. These resources are designed as examples and samples that can be modified to meet the needs of each individual classroom or school district.

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Journaling is an effective strategy to evaluate the degree to which students in the Unified Wellness course comprehend the content covered. It can also serve as a way to assess their ability to apply the concepts and material learned in the classroom to the larger movement towards social justice and social inclusion in the school and community.

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**Here are some specific ways that journaling can be incorporated into the course:**

- Students may reflect in their journals on individual activities within the Wellness course, Leadership and Wellness components.
- During, or at the end of each unit students can be asked to reflect on two questions about the overall content of the unit.
- General reflection questions can be used weekly or bi-weekly in the class to assess progress and student understanding.

To ensure the journaling process is inclusive of students of all abilities, students should be allowed to journal in inclusive pairs and/or reflect via a variety of different modes such as writing, drawing, verbal or using assistive devices. The reflection questions can also be used in a variety of ways to fit the classroom needs – individual journaling, small group reflections, and full-class discussions or in any combination of these settings.

## Unified Wellness Reflection

The following is a list of sample student reflection questions which coincide with some of the suggested wellness units. These could be administered during or at the completion of each unit.

### Emotional

- What creates the most stress in your life? What are some ways to relieve and reduce stress?
- Why is Mindfulness, the Art of Being Present important? How can it have a positive impact on your well-being and relationships?
- How can you find out what a person is feeling? What dangers are there for assuming you know how someone else feels.

### Physical

- What challenges do you expect in achieving your personal fitness goals?
- How can you help your classmates in achieving their personal fitness goals?
- Why is it important to drink water and reduce drinks that are high in sugar? How can you motivate yourself to drink more water?
- Describe how to best prepare your body for intense athletic activities? What types of food and beverages will you consume before, during and after?

### Social

- What challenges do you expect in achieving your personal fitness goals?
- How can you help your classmates in achieving their personal fitness goals?
- Why is it important to drink water and reduce drinks that are high in sugar? How can you motivate yourself to drink more water?
- Describe how to best prepare your body for intense athletic activities? What types of food and beverages will you consume before, during and after?

### Nutrition

- Describe at least one eating habit that you can change to make yourself a healthier person?
- What are long-term and short-term effects from drinking alcohol?
- Why is it important to plan and prep meals or snacks? How would incorporate this into your busy lifestyle?

## Student Leadership End-of-Unit Reflection

The following reflection questions can be administered during or at the completion of each individual unit within the Student Leadership component.

### Course Orientation

- What part of the orientation was most valuable to you? Please explain why.
- What stood out to you most about Special Olympics as an organization?
- What impact do you feel Special Olympics is making for people with intellectual disabilities?
- What is Unified Sports? Why is it important?

### Inclusive Student Leadership

- What does Inclusive Student Leadership mean to you?
- What stood out to you as the most important quality of an inclusive student leader?
- How will you embody the qualities of Inclusive Student Leadership in the Unified Wellness course this year?

### Inclusion

- Describe a time when you were excluded. What did that feel like?
- What does inclusion, or the feeling of being included, mean to you?

### Co-Leadership

- What are your top two qualities/strengths as a leader? How do you share those strengths with others?
- What is one time that you struggled or were challenged during the co-leadership unit? How did you utilize your classroom peers to overcome this challenge?

### Teamwork

- How does communication impact effective teamwork? What are some ways you can overcome communication challenges to promote a more connected team?
- How will you continue to be a good teammate throughout the rest of this course? What can you do to ensure everyone on your team feels supported and connected?

### Advocacy

- What are three action steps you will take to create a more inclusive environment for all students in our school?
- How can you take the knowledge and skills you've learned in this class and apply it to changing the culture and environment of our school?

## Wellness End-of-Unit Reflection

The following reflection questions can be administered during or at the completion of each individual unit within the wellness component.

### Personal Fitness Goals

- What challenges do you expect in achieving your personal fitness goals?
- How can you help your classmates in achieving their personal fitness goals?

### Exercise & Injury Prevention

- Why is exercise important to being a healthy person? How can you get more exercise each week?
- What are some ways to help prevent injury in sports?

### Physical and Mental Well-Being

- What creates the most stress in your life? What are some ways to relieve and reduce this stress?
- Please describe at least one eating habit that you can change to make yourself a healthier person?

### Sports Nutrition & Hydration

- Why is it important to drink water and reduce drinks that are high in sugar? How can you motivate yourself to drink more water?
- Please describe how to best prepare your body for intense athletic activities? What types of food and beverages will you consume before, during and after?

### Healthy Lifestyle Choices

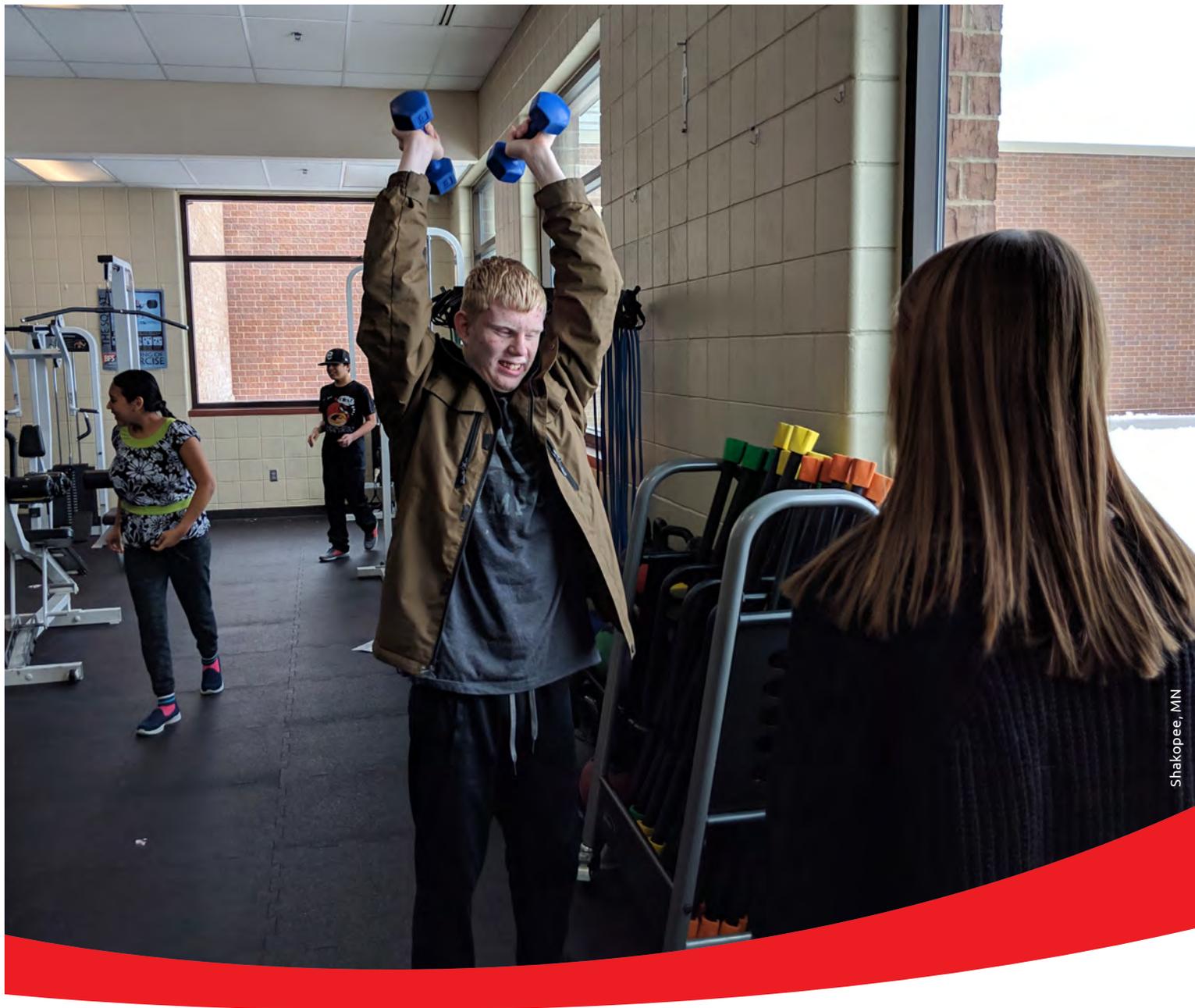
- Please describe at least one habit that you can change to make yourself a healthier person?
- How can you influence others (such as friends, family, classmates) to make better health choices?



## General Reflection Questions

The following reflection questions can be administered throughout the course to assess student's understanding of social inclusion, school climate, disability-related issues and the course's applicability to their future.

- Why did you register for this class? What motivates you to be here every day?
- What are your personal goals (interactions, behaviors, learning, etc.) for your participation in this Course? What steps will you take to keep yourself accountable of your goals?
- What is one way you were able to support someone today? How has that helped you become a better leader and teammate?
- What are the qualities of a good teammate? How have you felt empowered by a teammate during this class?
- How can you help others recognize their own strengths?
- What is your biggest strength as a leader? How can you use this strength next semester/year? What about after high school?
- How can our class serve as leaders and model social inclusion for the entire school?
- How will you encourage others to live a healthier lifestyle? How can we as a class be leaders in making our school healthier?
- Reflecting back on your time in this course, what does "inclusion" and "unified" mean to you now? Has your definition changed since the beginning of the course? If so, why?
- What was your favorite activity in this course? What made it the most exciting and engaging for you this semester/year?
- What was the most important thing you learned in this course? How will you apply that lesson to your life and future?
- What has been your biggest challenge as a member of this class?
- What advice would you give to a student taking this class in the future?



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## SECTION 9

# Student Self-Assessment Rubric

This document is one piece in a series of Special Olympics Unified Champion Schools resources to conduct Unified Wellness. Each document may be used individually or in combination with others as the course is implemented. They outline strategies to support educators with inclusive school environments. These resources are designed as examples and samples that can be modified to meet the needs of each individual classroom or school district.

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## Sample Rubric & Reflection Essay

This rubric and the questions can be used at any time and/or multiple times during the course (e.g., end of a week, end of a unit, end of the course). Educators should adjust as needed for their course.

	Exceeds Expectations	Met Expectations	Needs Improvement
Effort	I gave my best effort all the time	I gave best effort most of the time	I did not give my best effort
Cooperation	I supported my classmates by being positive	I supported my classmates	I did not support my classmates
Behavior	I did not have to be redirected	I needed a little redirection	I needed a lot of redirection
Learning		I improved my knowledge/performance in _____ skill	I still need to improve my knowledge/performance in _____ skill

**Student Name:** \_\_\_\_\_ **Week of:** \_\_\_\_\_

Please write a full paragraph (a minimum of 4 complete sentences) explaining the grade you believe you deserve this term based on the rubric above. \_\_\_\_\_

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Describe what you have learned about yourself or others as a result of this unit/course. \_\_\_\_\_

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## SECTION 10

# Future Educator Opportunity

This document is one piece in a series of Special Olympics Unified Champion Schools resources to conduct Unified Wellness. Each document may be used individually or in combination with others as the course is implemented. They outline strategies to support educators with inclusive school environments. These resources are designed as examples and samples that can be modified to meet the needs of each individual classroom or school district.

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## Future Educator Credit

A 'Future Educator' for the Unified Wellness course will support the instructor(s) and enhance her/his knowledge and understanding in wellness curriculum, special education, inclusive recreation and Special Olympics. This position provides a select number of students (usually 1-2 maximum per class) with an opportunity to obtain a more in-depth leadership experience.

A good candidate for this role would be a student who has previously taken Unified Wellness and has an interest in pursuing a career in education or a recreation related field. The instructor should design this role based on the needs of each class and the strengths/desires of the particular student(s) who will participate as a 'Future Educator.'

Prerequisites:

- Junior or Senior class level
- Has previously taken Unified Physical Education and/or Unified Wellness course.
- In good academic standing



### Responsibilities may include:

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#### Monitoring

- Support, clarify and encourage all students during lessons and activities.
- Participate in the school's Unified Club and serve as the bridge between activities taking place in the club and in the gymnasium. Update the class with upcoming events or activities in which they can participate.

#### Teaching

- Occasionally lead sport, health or leadership exercises, based on individual skills or experiences.
- Help teacher prepare activities and lessons for the upcoming week.

#### Tutoring

- Work with the course instructor(s) or para-professionals to support individual students with skill development and/or activity modifications.
- Support students as they lead or demonstrate classroom activities.

#### Clerical work

- Support with class needs, including developing handouts, making copies, setting up activities, requesting A/V equipment, etc.
- Assist with taking attendance.
- Enforce school policies and rules in the classroom.

#### Coaching

- Serve as an assistant coach during Unified Sports training & competition.
- Develop sports strategies, drills and plays.
- Support the student sports/fitness skills assessment process.
- Assist with managing scrimmages and competitions as appropriate.

#### Culminating project

- Work with teachers to develop a project and implementation plan.
- Examples of such projects may include: school-wide fitness challenge, Spread the Word to End the Word, Respect Rally, Disability Awareness Week, Unified Sports Festival or Field Day.



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## SECTION 11

# Additional Resources

This document is one piece in a series of Special Olympics Unified Champion Schools resources to conduct Unified Wellness. Each document may be used individually or in combination with others as the course is implemented. They outline strategies to support educators with inclusive school environments. These resources are designed as examples and samples that can be modified to meet the needs of each individual classroom or school district.

Below is a of suggested resources and activities that can be used to enhance a Unified Wellness course.

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### Sport & Physical Education Resources:

- Special Olympics coaching guides & sports rules (includes things such as drills, instruction strategies, training plans, skills assessments): <http://www.specialolympics.org/sports.aspx>
  - Unified Sports information and resources: <http://www.specialolympics.org/unified-sports.aspx>
  - Guide to Inclusive Physical Education: A Special Olympics New Jersey resource on inclusive PE that includes sport-specific modifications and teaching strategies: <http://www.sonj.org/inclusive-physical-education-guide.html>
  - Quick Reference Coaching Guide: strategies to improve learning and performance: <http://media.specialolympics.org/resources/sports-essentials/unified-sports/Athlete-Behavior-and-Characteristics.pdf>
  - SHAPE America National Physical Education Standards: <http://www.shapeamerica.org/standards/pe/>
  - Motor Activities Training Program (MATP) Guide: This resource includes activities designed for people with severe or profound intellectual disability who are unable to participate in Official Special Olympics sports: <http://digitalguides.specialolympics.org/matp/?#/6>
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### Unified Champion School Resources:

- High School Playbook for Unified Champion Schools: [www.specialolympics.org/hsplaybook](http://www.specialolympics.org/hsplaybook)
- Resources and information for all things related to Unified Champion Schools: [www.specialolympics.org/Sections/What\\_We\\_Do/Project\\_Unify/Unified\\_Schools.aspx](http://www.specialolympics.org/Sections/What_We_Do/Project_Unify/Unified_Schools.aspx)



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## Student Leadership Resources:

- Inclusive Youth Leadership Guidebook (activities for students & educators):  
[http://media.specialolympics.org/soi/files/resources/Project\\_Unify/IYLGuidebook.pdf](http://media.specialolympics.org/soi/files/resources/Project_Unify/IYLGuidebook.pdf)
  - SO Get Into It (age appropriate lessons & activities that promote inclusion & understanding):  
<https://getintoit.specialolympics.org/>
- 

## Health & Wellness Resources:

- SOfit: An 8-week Unified program developed by Special Olympics Minnesota that gets participants active while teaching them about holistic wellness: <http://specialolympicsminnesota.org/sofit/>
  - Special Olympics Fitness Model Resources: This includes a variety of inclusive fitness programs that could be implemented during class or outside of school hours:  
[http://resources.specialolympics.org/Taxonomy/Health/\\_Catalog\\_of\\_Fitness\\_Model.aspx](http://resources.specialolympics.org/Taxonomy/Health/_Catalog_of_Fitness_Model.aspx)
  - Strive: A Special Olympics fitness assessment tool and supporting health resources:  
[http://resources.specialolympics.org/Topics/Strive/Strive\\_Resources.aspx](http://resources.specialolympics.org/Topics/Strive/Strive_Resources.aspx)
  - General Special Olympics Health Resources:  
[http://resources.specialolympics.org/Topics/Healthy\\_Athletes/Healthy\\_Athletes\\_Resources.aspx](http://resources.specialolympics.org/Topics/Healthy_Athletes/Healthy_Athletes_Resources.aspx)
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## Online Training Courses:

- Coaching Unified Sports Course (no cost) & additional coaching courses: [www.NFHSLearn.com](http://www.NFHSLearn.com)
  - Introduction to Autism and Instructional Strategies for Coaching (no cost):  
<http://specialolympicsva.org/sports/coaches-corner/a-coachs-playbook-autism>
  - Coaching Special Olympics athletes course (\$16.95): [http://www.asep.com/asep\\_content/org/sona.cfm](http://www.asep.com/asep_content/org/sona.cfm)
- 

## Special Olympics Minnesota Locator:

- Contact information for the Special Olympics Minnesota office:  
<https://www.specialolympics.org/programs/united-states/minnesota>
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## Special Olympics Unified Schools

*The contents of this "Special Olympics Unified Wellness Resources" were developed under generous funding from the US Department of Education, #H380W150001 and #H380W160001. However, those contents do not necessarily represent the policy of the US Department of Education, and one should not assume endorsement by the Federal Government.*

