



UNIFIED SCHOOLS FIELD DAY GUIDE

Special
Olympics
Minnesota



Special Olympics
Unified Schools

TABLE OF CONTENTS

Below is a listing of resources that have been developed to implement Unified Field Days with elementary schools in mind. These resources can be adapted and modified to the individual needs of different school communities and student populations. Feel free to tear or print off individual pages to distribute to activity station leaders.

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Special Olympics
Unified Schools

This Unified Field Day Guide is brought to you by Special Olympics Minnesota and its affiliates.



SECTION 1

Overview, Mission & Contributors

This document is one piece in a series of Special Olympics Minnesota Unified Schools resources to conduct Unified Field Days. Each document may be used individually or in combination with others as the plan 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.



Program Overview

Unified programs provide a unique opportunity for students with and without disabilities to come together through ongoing educational and physical activities. Unified PE is aligned to the 2018 MN Physical Education standards and grade-level outcomes. Additionally, Unified programs support the development of leadership skills for all students, encouraging all students to foster an inclusive mindset, classroom and learning environment.

The purpose of the Unified Field Day Manual is to provide a track and field framework and guide for all physical education and DAPE (developmental adapted physical education) teachers to teach Unified. The Unified Field Day Manual provides lesson plan examples, SEL objectives, ability awareness information, and much more for teachers to support all students and their learning.

Minneapolis Public Schools Mission Statement

We exist to ensure that all students learn.

We support their growth into knowledgeable, skilled and confident citizens capable of succeeding in their work, personal, family and community lives into the 21st century.

Values

1. Right to a quality education.
 2. Importance of family.
 3. Equity.
 4. Diversity.
-

Promise

Minneapolis Public Schools promises an inspirational education experience in a safe, welcoming environment for all diverse learners to acquire the tools and skills necessary to confidently engage in the global community.

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Special Olympics Minnesota Mission Statement

Special Olympics Minnesota offers children and adults with intellectual disabilities year-round sports training and competition. Through Special Olympics' athletic, health and leadership programs, people with intellectual disabilities transform themselves, their communities and the world.

Special Olympics Unified Sports

Unified Sports combines an approximately equal number of people with intellectual disabilities 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).¹
- 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).²



¹ 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.

² 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.



Initial Tasks for Implementing a Field Day

In order to implement a more unified field day, getting any/all of the following support can be vital to its success and continued growth:

- District support
- High School support
- Local and State Corporate support
- School Scheduling arrangements and support
- Busing and Transportation support

Unified Field Day Models

There are many ways in which a Unified Field Day can be successful. Below are different models in which a field day can be set up to provide maximum inclusion and a fun, memorable day for everyone! The key will be to find something that can be manageable for your school/district.

Whole School Engagement

The entire school will be involved in a day of various running and field events. The students will all be participating together with and against each other. With the exception of grade level groups, or an older "group leader" for your grades, students will not be grouped based on physical or mental abilities, but will be all together.

Multiple School Engagement

Smaller districts with only a couple of elementary schools can group together to have a larger field day with multiple schools being represented. When deciding on if this is right for your school, ask yourself "do I have enough time, space, and resources to allow everyone to participate equally?"

Home Field Day

Create your own Unified Field Day at your school! Not all schools have the same resources, space, equipment, schedule, etc., so this may be the best option if transportation is not available or right for you. This allows you the ability to decide the types of events and activities for your students. You'll want to enlist help from PTO, parents, high school students, local businesses, etc.

Traveling Field Day

Pick a location for your Unified Field Day! This takes planning, organization, communication and time to be done well. Start by finding a location that works with your Field Day itinerary, and your students' needs. Make sure to coordinate set up/take down time into your space rental/usage and consider transportation costs/means. Recruit and prep volunteers, invite other schools and spectators, etc.



A Word on Volunteers

Gathering help and volunteers can be a challenge, but they are pivotal to making a Unified Field Day run successfully.

1. Start by reaching out to your school's PTO to garner parent support. If your building also has a designated volunteer coordinator, they will be able to gather parent and community member support.
2. Contact local businesses and let them know what you are planning and how they can support you in your efforts. This can help create unparalleled community bonds between business and schools.
3. Another great way to get help is to reach out to your high school and ask for student volunteers. Your local high school may have a Unified PE class to partner with, or simply high school students interested in volunteering.
4. When in doubt, speak with your building leader/principal to call or communicate with parents.
5. Don't be afraid to use social media, video technology, etc. as your school allows to draw up support and volunteers for your Unified Field Day!

Who are your Community Partners?

- State Level: SOMN
- Local Businesses: Advertise on t-shirts, donate prizes or refreshments, volunteer setup and take down
- Parents, siblings and relatives: volunteer, setup and take down
- High School Students: volunteer during event, setup, take down and working at events to help younger groups of students



To Consider Before the Event

1. Choosing a Date

Many chose the end of the school year to organize a Unified Field Day as it is a culminating event to celebrate the students and the hard work throughout the year. However, a field day can be implemented any time of year with varying factors to be considered. If this is done in the spring, be sure in plan for rain and schedule a rain make-up day. Generally, the last Friday of the year is a great time for this, and if there is rain, it can be rescheduled for the final Monday or Tuesday of the year. Also depending on the Unified Field Day model, an at school Field Day would be much easier to reschedule, however if you plan to have multiple schools and at a different location, all those initial plans also need to have back up plans in case of rain. When considering date, also consider bus schedule, school event schedule, location availability, volunteers, etc.

2. T-Shirts

T-Shirts are a great extra for a Unified Field Day. There are many routes to take for t-shirt design. You can reach out to SOMN for support in your t-shirt design process, create your own, or have your students create t-shirt designs. This last option could be presented as a contest.

If you choose to have a contest, make sure to set some clear parameters. Have a specific time when kids can turn in their designs. At the deadline, you can decide on how to choose the winning design. Some options may include the whole school voting in morning meeting/homeroom, have the staff vote, or make a Unified voting panel.

In order to help students keep track of the events, activities or stations they competed/participated in, you can design the back of the T-Shirt that shows a list or “Score Card” of events on the back and then have the event, activity or station lead mark the students shirt when they are done. The shirt can be marked with a number, score, initial or simply a check mark to show completion. The goal of the students should be to try as many of the events as possible and try to improve if doing them multiple times.

Contact a local apparel company that could donate or discount the T-Shirts. Contact your district office or building leader to see if funds are available for shirts, or ask students to cover shirt cost and use “scholarship” money for those who are not able. If a T-shirt is not an option, creating a similar score card on a piece of paper (card stock, 3”x5”) for the students to hold or pin to their shirt.

3. Preparing Your Students

One of the best way to prepare for the Unified Field day, is to prepare your students. Students should see and practice all events prior to the day. They should be comfortable with how each event works and adaptations available to them



Event Day of Considerations

- Equipment Needed
- Schedule
- Entrance and Opening Ceremonies
- Lunch
- Splitting Up Sessions
- Closing Ceremonies
- Clean Up
- Scoring, Rewards and Awards

Equipment Needed

Keep in mind this isn't a comprehensive list, as modifications and adjustments will be needed for each event and different materials may be necessary to meet individual athlete needs. Many of these items can be sourced from your own gym, or a local high school's gym.

- Event signs and materials to hang or put in ground
- Cones in varying sizes and colors
- Adjustable height hurdles
- 2x4 beams for wheelchair hurdles
- High Jump bar and mat
- Wedge mat
- Rakes for sand
- Landing mats
- Field tape measure
- Relay batons*
- Softballs*
- Soccer balls*
- Hockey sticks*
- Hockey pucks/balls*
- Hula hoops*
- Bats*
- Adjustable batting tee
- Rackets*
- Bean bags*
- Basketballs*
- Balls*
- Javelins*
- Frisbees*
- Fling socks*
- Volleyballs*
- Footballs*
- Leaping, hurdling and balancing objects for an obstacle course

* Best to get this equipment in different sizes, weights, sizes and possibly colors to accommodate the largest amount of students.



Schedule

There are a few different ways to schedule your Unified Field Day. Depending on space and location, your building may need to get creative with your day. You will need to talk with your building leader about the amount of time you have available and what the day schedule of the building will look like. That will help in determining the Unified Field Day schedule. Below are Field Day schedule examples.

Whole school-If your whole school is participating, you can have your students rotate through the sessions by grade level. If you choose to have all grades out at the same time, you could combine grade levels for “Running” while the other grades are in the “Field”. Now for this, the students would get more time at in the “Field” session, so there would need to be more events, activities and stations.

Multi-School-This type of model will make the day schedule a bit more complex, however if rotations and switches are communicated and it follows on time, it works. Your Unified Day can have 4 sessions, 2-“Running” and 2-“Field”. Each session is approximately 45 minutes long and you will rotate Running, Field, Running, Field. Session 1 should start right away and follow it with session 2. Then break for lunch, 40 minutes, and back for session 3 and 4. This can become a long day, especially in warmer weather. Provide water and if possible, a cool area for lunch and rest. This type of schedule can also work for a Whole School model as well as at home or traveling Unified Days.

Entrance and Opening Ceremonies

Plan on have an entrance or opening ceremony in which students can enter the activity location to music, and/or volunteers clapping and cheering for students. If there is space, the students can do a lap around, walking or jogging and waving to volunteers, an Olympics Victory Lap of sorts. After the “Entrance” the students or grade levels should be guided as to what session they are in and where their events are located.

Lunch

Lunch should start and end at a designated time and should also be communicated to parents and guardians that it is or will be picnic style and although the school will still provide lunch, it may be bag lunch style, outside on grass, in the bleachers, in classroom, etc... Lunch should also provide the students an opportunity to rest in a cool space (if weather requires), replenish fluids, eat lunch, use restrooms as well as time to fix equipment, reset areas and reorganize (Teacher). Coordinate with building leaders about their expectations for lunch and possible recess needs, if at home school.



Splitting Up Sessions

There will be 2 different sessions and within those sessions, there are different events, activities or stations. The different sessions should be “Running” and “Field”. These events can be unique to each school or they can be activities that are more widely used. These events, whether running or field, should be known to your students and should not take any teaching on the day of the Unified Field day. The students should already know what to do and how to be as successful as possible at that particular event, activity or station. Below is a list of activities that can be included but not needed in a successful Unified Field Day. Your school will want to have many different events, activities or stations to help reduce long lines and to provide maximum participation. Your daily schedule will also determine your session times and events, activities or station numbers.

Running: 50 meter, 50 meter hurdles, 100 meter, 200 meter 4x100 relay race

Field: Long Jump, high jump, shot put (lightweight or softballs), softball throw (distance), soccer kick (accuracy), hula hoop, bean bag toss, batting hit (distance), obstacle course, javelin throw, hockey shot, basketball shot, frisbee toss (accuracy), Fling Sock, racket and volley challenges, football throw (accuracy), and football kick (distance)

Field sessions can be longer in time than the Running sessions. From there you can further break down field sessions into two sub-sessions: traditional and non-traditional. For example, non-traditional can be activities or challenges that you have done in PE class during the school year.

Closing Ceremonies

The conclusion of the final session will also lead into the closing ceremonies. This is a way in which the athletes will be recognized once again, and they will flow out of the stadium or designated area and into the bussing area or back into the building. This is a great to bring a close to the day and to let students know it is now a transition time. Not only will the athletes be recognized again, the volunteers are also again being recognized by the athletes for their hard work and support.

Clean Up and Break Down

This is now the time for your break down and pick up of events, activities and stations. Make sure to ask volunteers to bring their spots equipment back to a designated area for pick, if possible.



Field Day Scoring

There are many ways in which you can score a Field Day. This decision should be made based on student population, teacher/volunteer support and number/type of events. Below are some common ways of scoring:

PARTICIPATORY: Your field day could be more about participation and enjoying the activities, Using the t-shirt model previously mentioned or another tracking model, this makes the day about participation and not about meeting a certain score. This is a very low competitive model that emphasizes fun and enjoyment, versus competition.

SELECTIVELY SCORED: You may also choose to record only select scores. For example, score only the racing events or certain field events that you feel would be best, or allow athletes to take their top 3 best performances among the events and use those to score.

COMPETITIVE SCORING: Another more extreme example is to use technology to catalog and keep track of scores. Each event can be broken down into point brackets. When an athlete completes that activity, their score is compared to the point bracket and they are then assigned that score. At the end of the day, each student will have a complete point total and may be used to assign places for the athletes. This style may also be used in a team style, in which the athletes' scores are added with their teams and then their team receives an "average" score, which is then compared to the other teams.

This takes a lot of support from the teachers and school volunteers. All events need to be added into the scoring document, in a Google or Excel spreadsheet, and all events will need a scoring point bracket.

Rewards and Awards

As far as rewards or awards, each school or schools can determine their own way to recognize the athletes. It should be about the spirit of the day and the fun and camaraderie of all who participated.



SECTION 2

Unified Field Day Themes

This document is one piece in a series of Special Olympics Minnesota Unified Schools resources to conduct Unified Field Days. Each document may be used individually or in combination with others as the plan 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.

Sample Themes for Unified Track & Field

One way to engage students in the planning and execution of a Unified Field day is to select a specific theme for the event. These special themes could include, but are not limited to:

Theme:

- Person First
- Friend Field Day
- History Day
- Popular Children's Book
- The Olympic Games
- Wacky Olympics
- Health & Fitness
- STEM Olympics
- And more!

Special Activity:

- Take the Pledge
- Kindness Acrostic
- Historical Hopping Race
- Storybook Putt Putt
- DIY Opening Ceremonies
- Hula Hoop Marathon
- Parachute Popcorn
- Addition Obstacles
- And more!





SECTION 3

Unified Field Day Lesson Plans & Activities

This document is one piece in a series of Special Olympics Minnesota Unified Schools resources to conduct Unified Field Days. Each document may be used individually or in combination with others as the plan 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.

The following pages contain six in-depth lesson plans, followed by more general descriptions and modifications of events, categorized as traditional field events, traditional running events, and non-traditional running events.

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ACTIVITY 1: SHOT PUT



Objectives

- I can assist my fellow classmates.
- I can listen quietly for instructions.
- I can measure a thrown shot put.
- I will bring people together for competition.



SEL Objectives

- Relationship skills: I will throw the shot put when given the signal. I will communicate positively with my partner.
- Self-management: I will set a throwing goal for the shot put and help my partner throw safely.



MDE Standards

- Standard 1: Demonstrates the competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Standard 3: Participates regularly in physical activity.
- Standard 4: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.



Equipment Needed:

- Softee softballs (used as shot puts)
- Yardsticks for each group
- Recording sheet
- Clipboard
- Tape to mark throwing sector
- Access to YouTube
- Video projection

Shot Put Instructions

10 min - Welcome + Warm-Up

Begin with teacher- or student-led stretching:

- V-sit stretch (both sides)
- Butterfly stretch (10 second count)
- Stomach crunches (45 seconds)
- Plank push-up (15 seconds)
- Jumping jacks (45 seconds)

After stretching, try a few track-focused running drills:

- High knees
- Butt kicks
- Combination (3 high knees + 3 butt flicks pattern)
- Lunge walk
- The "5-Cone Game"

20-25 min - Skill Introduction + Demonstration

It may be helpful to show students one or a few of the following videos:

- Beginner/How-To: "[How to Throw a Shot Put](#)"
- Beginner/How-To: "[Little Athletics Getting Started Circle Throws](#)"
- Elite Shot Put: "[USA's Carter pit-throws for Shot Put gold](#)"
- Elite Shot Put: "[Ryan Crouser wins Shot Put gold with an Olympic Record](#)"

It is also helpful to review the following details of the shot put throw:

- Grip of shot put
- Throwing mechanics from a standing position
- Weight transfer
- Bringing non-throwing arm through as throw is done
- Note that the thrower cannot step over fault line

The steps can be primarily broken down as follows:

- Students will use a weighted ball and place it under their chin on the throwing arm side of their body.
- Athletes take 2-3 approach steps to the throw line and push, not throw, the weighted ball forward.
- Distance is measured from the throw line to where the ball lands.

10-15 min - Shot Put Practice

In groups of 3-4 students, practice the actual throw using a fault line. Remember that students cannot cross the fault line when completing their throw.

Assign students the following roles:

- Observer: The one cheering on classmates, observing the thrower's technique, and measuring the throw (if desired).
- Thrower: The one using proper technique to throw the shot put.
- Retriever: The one picking up the shot put after it has been thrown. Remind students to wait until the throw is complete to retrieve the shot put, and to be aware of other groups throwing at the same time.
- If there are four students in a group, there can be two observers.

Rotate roles in this pattern:

- Observer to thrower, thrower to retriever, and retriever to observer.

If this is the first time students are performing the shot put, there is no need to measure their throws. However, it can be helpful to have students measure and record each throw. In doing this, they can learn to judge the shot put throw and experience reading a measuring device.

5-7 min - Closure

A fun way to wrap-up the shot put station is with some finish line shuttle relays:

- Students will stay in their already formed shot put groups of 3-4 people.
 - Each team will be given one baton.
 - Each student in the group will run a set distance around a cone and then back to their group, then handing off the baton and having a seat.
 - The first team to have all of their group members finished and seated wins!
-

Transition

- Take a water break.
- Return to squads/groups and wait for further instruction.



Modifications

Use a lighter or larger ball to “throw”. Athlete may be assisted to throwing line and/or during their throwing motion.

ACTIVITY 2: LONG JUMP (STANDING & RUNNING)



Objectives

- I can complete a warm-up, listen to skill instruction, perform skills, and cool-down with a Unified Partner.



SEL Objectives

- I will encourage and measure my partner's standing long jump and running long jump.



MDE Standards

- Standard 1: Demonstrates the competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Standard 2: Demonstrates understanding of movement concepts, principles, strategy and tactics as they apply to the learning and performance of physical activities.
- Standard 4: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.



Equipment Needed:

- Clipboard
- Metric tape measure
- Recording sheet + writing utensils
- Pit rakes

Long Jump Instructions

5-7 min - Welcome + Warm-Up

Students can begin with a combination walk and jog with a partner.

- Students can follow a walk one minute, jog one minute pattern.

After the running warm-up, perform leg stretches as a group or in pairs:

- V-sit stretch (both sides)
- Butterfly stretch (20 second count)
- High knees
- Butt kicks

5-7 min - Skill Introduction + Demonstration

Standing Long Jump:

- Stand in a partial squat stance with feet shoulder width apart.
- Utilizing a big arm swing and a counter-movement of the legs, jump forward as far as you can.
- Try to land with your feet out in front of you, reaching as far as possible with your legs.
- If you feel that you're going to fall, do your best to fall forward. When measuring the standing long jump, measurements are taken closest to the starting line, even if that is a hand, bottom, shoulder, etc.

Running Long Jump:

- Take off in a sprint from the designated start line on the opposite end of the pit.
- When you reach the take-off line (which should be clearly designated with paint or tape), take-off on one foot and launch yourself into the air toward the pit. Allow athletes two attempts to get this right.
- Try to land with your feet out in front of you, reaching as far as possible with your legs.
- If you feel that you're going to fall, do your best to fall forward. Same measurement rules apply here. Usually, the measurement is taken from the back of the heel.

5 min - Skill Practice with Partners

- Have the students get into groups of 2-3 and practice the motion of both the standing and running long jump.
 - Use this time to walk around and help students get used to the technique, so that injuries are less likely when actually performing the jumps for measurement.
-

20 min - Long Jump

- Students will now perform the standing and running long jumps three times each. Their jumps will be measured.
 - It can be helpful to have students form a line where everyone jumps one at a time. Beginning with the standing long jump, students will jump and then jog to the back of the line, cycling through until the whole class has gone three times. Repeat for the running long jump.
-

10 min - Closure

- Consider ending the long jump station with an optimistic stretching closure. Students can form a circle, stretching and cooling down as they reflect on the exercise that was just performed. Some questions to ask the students are:
 - What is one new thing you learned from this station?
 - What surprised you about learning how to long jump?
 - Will you continue practicing the long jump after today?
 - How did your classmates support you while performing this activity?
-

Transition

- Take a water break.
- Return to squads/groups and wait for further instruction.



Modifications

Athletes with wheelchairs will get 3 individual wheel pushes before gliding. The distance will be from start to end of glide. Students who are individually mobile, but require hand-over-hand assistance, may require more personalized assistance, such as being able to make a 2 foot jump from the edge of the sand pit.

ACTIVITY 3: MINI HURDLES



Objectives

- I can understand that a proper warm-up reduces chance of injury and improves performance.
- I can identify three elements of sprint mechanics.
- I can demonstrate a proper race start and sprint form.
- I can use a stopwatch to time my partners and classmates.
- I can cooperate and work together with classmates.
- I understand Unified sports rules and strategies.



SEL Objectives

- Relationship skills: I will encourage and cheer on all athletes and partners.
- Self-management: I will set a goal of completing the hurdle race.



MDE Standards

- Standard 1: Demonstrates the competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Standard 2: Demonstrates understanding of movement concepts, principles, strategy and tactics as they apply to the learning and performance of physical activities.
- Standard 4: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.



Equipment Needed:

- Mini hurdles
- Stopwatch
- Tape (If start line is not already marked)

Mini Hurdles Instructions

10 min - Welcome + Warm-Up

- Begin with a music-guided warm-up. Use music to start and stop the students, to change direction, or to change the type of movement. Students will use the following movements as directed by the teacher or facilitator:
 - Jog
 - Shuffle
 - Skip for height
 - Skip for distance
 - High knees
 - Butt kicks
 - Grapevine
 - Jump
 - Gallop

20-25 min - Skill Introduction + Demonstration

- Using only one hurdle, demonstrate and then have students practice starting and leaping over to get used to the motion. The following cues may be helpful when introducing hurdles to students:
 - Run fast toward the hurdle and get ready to leap *before* you approach the hurdle.
 - The take-off distance will depend on the age and ability of each individual student.
 - Jump off your dominant foot pushing through your toes, and kick your non-dominant leg forward.
 - Land on your front leg with knees slightly bent for a soft landing.
 - After your trailing leg clears over the hurdle, snap it down to continue running when you clear the hurdle.

10-15 min - Full Distance Practice

- Group students into different heats. The fewer the heats, the more practice that students will get.
 - For each heat, use the traditional race start call of, "On your marks. Set. Go!"
 - "On your marks."
 - Stand with one foot in front of the other with your toes pointed forward.
 - Your front toe should be just behind the start line. The heel on your back foot is off the ground.
 - Arms should be relaxed and at your sides.
 - "Set."
 - Bend your knees and hips to a comfortable position.
 - Look down at the ground in front of your leading foot.
 - The arm opposite of your leading leg should be up and ready.
 - "Go!"
 - Push hard with both feet to take off.
 - Drive your arms and knees to gain speed.
 - Keep your head down, and gradually stand up until in the sprinting position.
-

5-7 min - Closure

- It can be helpful to do a review of the mini hurdles at the close of the activity. Consider calling on students to verbalize or physically demonstrate the leaping technique.
-

Transition

- Take a water break.
- Return to squads/groups and wait for further instruction.

ACTIVITY 4: 50-METER DASH



Objectives

- I can understand that a proper warm-up reduces chance of injury and improves performance.
- I can identify three elements of sprint mechanics.
- I can demonstrate a proper race start and sprint form.
- I can use a stopwatch to time my partners and classmates.
- I can work to improve my activity specific skills.
- I understand Unified sports rules and strategies.



SEL Objectives

- Relationship skills: I will encourage and cheer on all athletes and partners.
- Relationship skills: I will help my partner with the starting position.
- Self-management: I will motivate myself and partners to set and achieve goals.



MDE Standards

- Standard 1: Demonstrates the competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Standard 2: Demonstrates understanding of movement concepts, principles, strategy and tactics as they apply to the learning and performance of physical activities.
- Standard 4: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.



Equipment Needed:

- Stopwatches
- Tape (If start line is not already marked)

50 Meter Dash Instructions

10 min - Welcome + Warm-Up

- Begin with a music-guided warm-up. Use music to start and stop the students, to change direction, or to change the type of movement. Students will use the following movements as directed by the teacher or facilitator:
 - Jog
 - Shuffle
 - Skip for height
 - Skip for distance
 - High knees
 - Butt kicks
 - Grapevine
 - Jump
 - Gallop

10-15 min - 15 Meter Sprint Start Practice

- Group students in groups of three.
- The first group will step up to the starting line.
- The teacher or instructor will say "On your marks. Get set. Go!" and will correct students' form on each cue.
- On "Go!" students will run 15 meters as fast as they can.
- Repeat for the second and third groups.
- Complete as many rounds as needed until students fully understand the mechanics of starting and sprinting.
 - Remind students to run hard all the way past the finish line. Tell them to not slow down as they approach the end.
 - It can be helpful to place a cone about 10 meters past the finish line as a reminder for students to run hard until they reach that marker.

20-25 min - Timed 50 Meter Dash

- Keep students in their already formed groups of three.
 - One group will be at the other end of the race, waiting at the finish line with stopwatches.
 - Another group will be at the start line in the ready position.
 - The final group will be behind the start line, stretching and waiting for their turn to run.
 - The teacher or instructor will say "On your marks. Get set. Go!" and the race will start.
 - On "Go!" students will run 50 meters as fast as they can.
 - Rotate the group positions until every student has had the chance to race at least once.
 - It may be necessary to do a quick run-through with the students on how to use a stopwatch and time their classmates.
 - Remind students to run hard all the way past the finish line. Tell them to not slow down as they approach the end.
 - It can be helpful to place a cone about 10 meters past the finish line as a reminder for students to run hard until they reach that marker.
-

5-7 min - Closure

- It can be helpful to do a review of the 50 meter dash at the close of the activity. Consider calling on students to verbalize or physically demonstrate the starting technique.
 - If there is significant extra time and depending on the size of the group, you can host a bracket-style race challenge.
-

Transition

- Take a water break.
- Return to squads/groups and wait for further instruction.



Modifications

Athletes may walk to gather their breath and then finish, trying their best to run the whole time.
Athletes in wheelchairs may have a person push them during the race if environment allows.
Athletes may have a "support runner" with them to help with the completion of the race.

ACTIVITY 5: TEAM RELAY RACE



Objectives

- I can understand that a proper warm-up reduces chance of injury and improves performance.
- I can pass and receive the relay baton two different ways.
- I can work with others to perform a relay race.
- I can understand relay race hand-off zones.
- I can cooperate and work together with classmates.
- I understand Unified sports rules and strategies.



SEL Objectives

- Relationship skills: I will encourage and cheer on all athletes and partners.
- Relationship skills: I will understand the importance of teamwork in a relay race.
- Self-management: I will motivate myself and partners to set and achieve goals.



MDE Standards

- Standard 1: Demonstrates the competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Standard 2: Demonstrates understanding of movement concepts, principles, strategy and tactics as they apply to the learning and performance of physical activities.
- Standard 4: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.



Equipment Needed:

- Stopwatch
- Batons
- Tape (If start line is not already marked)

Team Relay Race Instructions

10 min - Welcome + Warm-Up

- Begin with a music-guided warm-up. Use music to start and stop the students, to change direction, or to change the type of movement. Students will use the following movements as directed by the teacher or facilitator:
 - Jog
 - Shuffle
 - Skip for height
 - Skip for distance
 - High knees
 - Butt flicks
 - Grapevine
 - Jump
 - Gallop

10-15 min - Skill Introduction + Demonstration

- The most important skill to teach within team relay races is how to transfer the baton between teammates. Before relays begin, demonstrate the proper hand-off technique to students:
 - Underhand: The outgoing runner holds their receiving hand in a position very similar to the bridge formed in the starting blocks. Hand is held still, slightly behind the hip. The incoming runner uses an up-sweep motion to place the baton in the hand.
 - Overhand: For an overhand exchange, the outgoing runner holds their receiving hand back with their palm facing up. The runner's arm is straight and held higher than the hip. The incoming runner uses a down-sweep motion to place the baton in the runner's hand.
- After this skill is demonstrated by the teacher or instructor, it can be beneficial for students to practice the motion of transferring the baton.
 - Have the students stand in a line, passing the baton up and down the line using either the underhand or overhand exchange technique.

20-25 min - Baton Passing Relay

- Group students into different teams of four. A Unified team will ideally be made up of two athletes who have disabilities and two Unified Partners who do not.
 - Teach students where they start on the track. Use small cones to mark off the hand-off zones for each relay baton hand-off.
 - Teams will want to gather before the race, to establish whether they will use an overhand or underhand baton hand-off.
 - Teams will also need to assign roles to each teammate, determining which leg of the race they will run.
 - For each heat, use the traditional race start call of, "On your marks. Set. Go!"
 - Students will complete the race and then switch which leg of the race they run for the next heat.
-

5-7 min - 4x50 Meter Relay Practice

- It can be helpful to do a review of relay races at the close of the activity. Consider calling on students to verbalize or physically demonstrate the different hand-off techniques.
-

Transition

- Take a water break.
- Return to squads/groups and wait for further instruction.



Modifications

Athletes may walk to gather their breath and then finish their part of the race, trying their best to run the whole time. Athletes in wheelchairs may have a person push them during the race if environment allows. Athletes may have a "support runner" with them to help with the completion of their portion of the race. The racing baton may be switched out for something that is easier to grip/hold onto such as a cut pool noodle.

ACTIVITY 6: CALMING SEL STATIONS



Objectives

- I can cooperate and work together with classmates.
- I can use specific skills to help me stay calm when exposed to stressful events.
- I will participate in activities that help me manage stress, control impulses and motivate me to build relationships with my peers.



SEL Objectives

I will practice self-awareness: the ability to accurately recognize one's own emotions, thoughts and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism and a "growth mindset."

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy



MDE Standards

- Standard 4: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.



Equipment Needed:

- Yoga mats
- Chairs
- Various instruments
- Therapy balls

SEL Stations Instructions

5-25 min - Yoga or Adapted Yoga

- Place yoga mats or chairs in a circular pattern on the floor or ground. Introduce and help students experience the following elements of yoga:
 - Grounding
 - Expansion
 - Balance
 - Rhythm
 - Demonstrate and help students experience the following yoga poses:
 - Bow pose
 - Bridge Pose
 - Cat pose
 - Cobra pose
 - Corpse pose
 - Cow pose
 - Happy baby pose
 - Mountain pose
 - Tree pose
-

5-25 min - Therapy Ball Movements

- Place therapy balls in a safe area with enough spacing. Students can perform the following positions on the ball, either supported or unsupported:
 - Sitting + bouncing
 - Sitting + leg kicks
 - Sitting + hand touch-downs
 - Sitting + twisting
 - Sitting + arm movements
 - Prone on the ball + feet on the floor
 - Supine on the ball + knees on the floor
 - Sit-ups on the ball

5-25 min - Music Therapy

- Work with your district music therapist and have them provide ideas and/or structure for calming musical strategies. SEL-focused activities may include:
 - Playing various instruments
 - Singing relaxing songs as a group
 - Music-guided meditation
 - Songwriting or poetry to music
-

5-25 min - Reflection Questions for Discussion or Journaling

1. What are my first thoughts about today's Unified Field Day? Are my thoughts mostly positive or negative?
2. What did I discover about myself today?
3. What were some of my most challenging moments today? Why were they challenging?
4. How well did I communicate with my partners, teammates and classmates throughout the day?
5. How did I help others during today's Unified Field Day? How do I feel I may have hindered others?
6. What were some things my classmates did that helped me to learn or overcome obstacles?
7. What did I learn were my greatest strengths? My biggest areas for improvement?
8. What moments was I most proud of my efforts?
9. How can I better support and encourage my classmates at the next Unified Field Day?
10. Am I proud of what I have accomplished today?
11. How will I use what I've learned today in the future?
12. What does it mean to live "Unified"?
13. How can I practice using a Unified mindset every day?

5-25 min - Guided Relaxation

Read and have students practice guided relaxation (below), as they calm their sense and find their center outdoors.

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.*

FURTHER ACTIVITIES



Traditional Field Activities

- Shotput (see Activity #1)
- Long Jump (see Activity #2)
- Javelin
- High Jump

Javelin

Throw with a Football type motion

Athletes get 2-3 approach steps to the “throwing line”

Distance is measured from “Throwing line” to the where javelin lands

Use plastic/foam style javelins

Javelin Modifications: Use pool noodles and alter the length if needed. Use small PVC pipe to line pool noodle to help with durability and accuracy. Athletes may receive hand-over-hand assistance if needed.

High Jump

Athletes approach in an “arcing running pattern” from the side

Jumping take off with 1 foot and lead with shoulders over the bar first (Chest up)

Do not knock the bar off the stands

High Jump Modifications: Lower the bar to jump over. Allow athletes to jump face down over bar. Place a wedge mat on high jump mat and allow athlete to roll down (Low mobility athlete). Lower the bar near ground and use a lower mat to allow athletes to roll over bar and down the mat.



Traditional Running Activities

- 50 meter
- 50 meter hurdle
- 100 meter
- 200 meter
- 4x100 meter relay or 4x50 for younger grades (see Activity #5)

50, 100, and 200 Meter Races

8 Athletes race at a time in each designated race
Start at the “Start Line” and begin on starters’ mark
Run through the “Finish Line”
Race heats may be random or may be organized by class
May not interfere with other runners
Must complete the race

Modifications: Athletes may walk to gather their breath and then finish, trying their best to run the whole time. Athletes in wheelchairs may have a person push them during the race if environment allows. Athletes may have a “support runner” with them to help with the completion of the race.

50 Meter Hurdles

Many of the same cues as above
Must attempt to jump over all Hurdles
Once completed with race, help to fix any fallen hurdles in your designated lane

High Jump Modifications: Athletes may walk to gather their breath and then finish, trying their best to run the whole time. Hurdles can be set at a lower height. Athletes can step over them or jump on the side of them. Athletes in wheelchairs may have a ‘speed bump’ such as a 2x4 for ‘hurdle’ over. Athletes may have a “support runner” with them to help with the completion of the race.



Non-Traditional Field Activities

- Softball Distance Throw
- Frisbee Accuracy
- Fling Sock Distance
- Soccer accuracy
- Hula Hoop
- Bean Bag Toss
- T-Ball Distance Hit
- Partner Volley
- Football Punt
- Football Throw Accuracy
- Basketball Shots
- Hockey Accuracy
- Lacrosse Shot Accuracy
- Tennis/Pickle ball
- Sensory Station (see Activity #6)
- Obstacle Course

Softball Distance Throw

Students will get 3 opportunities to attempt to throw a soft-core softball as far as possible within designed boundaries

Athletes will use opposite foot/arm to overhand throw the ball

Distance is measured from the throw line to where the ball lands.

Modifications: Athletes will be able to use a softer grip or easier grip ball to throw (ex. Whiffle ball, gator ball). They will also be able to try either and to throw using same side foot and arm. Athlete may have hand over hand help.

Frisbee Accuracy

Athletes will get 3 opportunities to throw a frisbee at a designated target.

Athletes will have their distance measured from their frisbees thrown, to the assigned target. (The closer the better)

The closest distance will be counted for each athlete

Athletes should use the proper frisbee throwing techniques, such as same side foot and throwing arm forward and the T-model.

Modifications: Athletes may choose from different frisbee to use: plastic frisbee or heavier frisbee, a soft/Nerf frisbee, or a ring frisbee. They may start at a closer distance to the target.. Athlete may have hand over hand help.

Fling Sock Distance

Athletes will get 3 opportunities to throw a fling sock forward for distance.

Fling sock, or fox tail, is held on too on the tail and swung around backwards and released in an underhand motion.

The fling sock should be thrown forward in a 45 degree angle.

The farthest throw from the designated starting line will be the score recorded.

Modifications: Athletes may have hand over hand assistance. They may start at a closer distance to the target. Athlete may have a modified arm swing.

Soccer Kick Accuracy

Athletes will get 3 opportunities to kick a soccer ball at a designated target(s)

Athletes will kick from a designated distance, example is 50 feet away.

Target can a flag or cone or small goals

Modifications: Athletes may choose from different soccer balls to use: bigger, smaller, lighter, heavier, foam, rubber etc. They may start at a closer distance to the target. Athlete may have hand over foot assistance

Use a lighter weight ball, make the targets larger, move closer to the targets, have more chances or incorporate practice opportunities

Hula Hoop

Using many different body parts, how long can athletes keep the hula hoop spinning around their body. This can be done for time or for participation.

Modifications: smaller size hoops and larger sizes, different weights of hoops, hand over hand assistance, hula hoop using various parts of the body (ex. Arm or leg).

Bean Bag Toss

Athletes will get 3 opportunities to underhand throw bean bags to a designated target

Athletes will stand 18' away and underhand throwing a bean bag at a rectangular target (18"x24" approx.) with a 6" diameter hole in the middle (Corn Hole board)

Landing on the rectangle is designated a certain # of points and in the hole is designated another set of points.

Underhand toss is done using the opposite foot, opposite arm throwing technique

Modifications: Athletes will be able to use a different size and/or weight of beanbag. Athlete may have hand over hand help. They will also be able to try either and to throw using same side foot and arm. Athlete may have hand over hand help. They may also move to a closer location to throw from.

T-Ball Distance Hit

Athlete will get 3 opportunities to hit a ball off a stationary batting tee for distance.

Athletes will stand on their preferred side of the tee and hit the ball forward.

Farthest hit ball from the batting tee will be recorded.

Modifications: The type of bat can choose from different bats: metal, foam, plastic, bigger, smaller. The size and density of ball can also be changed along with the height of the tee. Athletes may also use hand over hand assistance if needed.

Partner Volley

Athletes will make groups of 2 - 4 and get 3 opportunities

They will chose a type of ball to volley between their group

The ball may not touch the ground

Athletes must strike, not catch the ball. Most volley consecutively without the ball hitting the ground will count

Modifications: Athletes may choose the type of ball they use, from a foam ball, volleyball, large volleyball, beach ball, balloon, etc. Athletes may use any part of their body and a single athlete may hit ball consecutive times.

Football Punt

Athlete will get 3 attempts to punt a football from a designated starting line as far forward as possible

Athletes will punt the ball, categorized by dropping the ball from 2 hands in a downward manner and then striking the ball in a kicking motion as the ball falls to the ground. The ball should be propelled in a 45 degree forward path

Distance will be measured from the starting line to where the ball comes to a complete stop.

Modifications: Athletes may choose footballs of different size, weight, and material. The athlete may use an assistant's help to drop the ball from various heights. The athlete may also chose to use a kicking tee. Athletes may also use hand over foot assistance if needed.

Football Throw Accuracy

Athletes will get 3 opportunities to throw from a designated throwing line to a target

Throwing line is about 50 feet from throwing targets

Throwing target can differ, but example is a rectangle 18"x36"

Athletes will use opposite foot, opposite arm throwing motion during attempts

Modifications: There can be multiple lines for throwing (ex. 25 - 50ft). Athletes may choose footballs of different sizes, weights and materials (ex rubber vs. foam). Athletes may also use hand over hand assistance if needed.

Basketball Shots

Athletes will get 30 seconds to make as many shots as possible on a designated basketball hoop.

Athletes will need to shoot from designated spot around the hoop

May have a partner to help rebound

Total number of shots made from designated spot will be counted.

Modifications: Athletes may choose from a variety of size balls and weights. The shooting height may also be adjusted depending on the hoop style and equipment. A hula hoop can be hung from the backboard/rim to allow for a lower target. Chalk or poly spots may be used to designate shooting areas. Hand over hand assistance may be used if an athlete needs.

Hockey Accuracy

Athletes will get 3 opportunities to shoot at a designated target(s)

Targets may vary, example-12" circles on a gym mat

Shooting from 15-20 feet away

Using a preferred floor hockey ball/tennis ball

Modifications: Athletes may choose to move closer to the targets and/or use a different style of ball. Athletes can choose sticks of various sizes, weights and materials (plastic, foam, longer or shorter staff etc.). Athletes may also have hand over hand assistance in needed.

Lacrosse Shot Accuracy

Athletes will get 3 opportunities to "shoot" lacrosse style at a designated target(s)

Targets may vary, example-12" circles on a gym mat

Shooting from 10-15 feet away

Using a preferred lacrosse style ball/tennis ball

Modifications: Athletes may choose to move closer to the targets and/or use a different style of ball. They may choose to use a larger lacrosse stick with larger head as well. Athletes may also have hand over hand assistance in needed.

Tennis/Pickle ball

Athletes will partner up and stand on opposite sides of a volleying net

Athletes will attempt to volley a ball over a net while only striking the ball one time per turn.

Groups will get 3 attempts

Most consecutive volleys will be the score recorded

Ball may hit the ground 1 time max. In between strikes

Modifications: Partners may choose the size of their racket or paddle. They may also choose balls of different sizes, weights and materials. Athletes may also used hand over hand assistance if needed.

Obstacle Course

Athletes will go through a designed challenge course for a time

The course may have weaving poles, tires, jumping hurdles, over and under challenges

Athletes may have 3 attempts but must wait in line if there is one

Modifications: Course may be designed any way desired and depending on equipment available. Low and high balance beams may require athletes to need assistance, as well as athletes in wheelchairs.

OPTIONAL BALL VARIATIONS FOR ACTIVITIES

All of the following balls can be found at gophersport.com, and can be great modifications of texture, size, and hardness for students. As always, find what works best for your students.



Medium Density Fleece Balls



Rubber Band Balls



High Density Fleece Balls



Coated Foam Ball Pack



SECTION 4

Unified SEL Objectives

This document is one piece in a series of Special Olympics Minnesota Unified Schools resources to conduct Unified Field Days. Each document may be used individually or in combination with others as the plan 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.



SEL Objective 1

I will practice self-awareness: the ability to accurately recognize one's own emotions, thoughts and values, and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism and a "growth mindset."

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy



SEL Objective 2

I will practice social awareness: the ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school and community resources and support.

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others



SEL Objective 3

I will practice relationship building: the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- Communication
- Social engagement
- Relationship building
- Teamwork



SECTION 5

Equipment Modifications

This document is one piece in a series of Special Olympics Minnesota Unified Schools resources to conduct Unified Field Days. Each document may be used individually or in combination with others as the plan 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.

The benefit of hosting a Unified Field Day is the opportunity to adapt the activities and equipment used depending on individual students' needs and abilities. See below for common modifications:

While preparing and executing a Unified Field Day, consider the following questions:

- Am I aware of the students' medical conditions or restrictions?
 - Am I aware of the types of disabilities that students may have?
 - Autism
 - Intellectual disability
 - Developmental delay
 - Physical impairment
 - Emotional or behavioral disability
 - Deafness or hard of hearing
 - Blindness or visual impairments
 - Do I feel prepared with the levels of adult and staff support that we have in place?
 - Do any runners need assists?
 - Am I prepared to reinforce correct behavior and proper athletic technique?
-

Traditional Race Cues

- "On your marks."
 - Stand with one foot in front of the other, with your toes pointed forward.
 - Your front toe is behind the start, the heel on your back foot off the ground.
 - Arms are relaxed by your side.
- "Set."
 - Bend at the knees and hips.
 - Look down in front of your front foot.
 - The arm opposite of your front leg should be forward.
- "Go!"
 - Push hard with both feet.
 - Drive your arms and knees.
 - Keep your head down, and gradually stand up into the sprinting position.

Wheelchair Race Cues

- "On your marks."
 - Wheelchair front wheel is just behind the start line.
 - Your head is forward and your arms should be relaxed.
- "Set."
 - Hands move back, gripping the push rim.
 - Your head and chest should be slightly tilted forward.
- "Go!"
 - Push the rim hard with your hands.
 - As you push with your hands, use your core and lean forward to gain momentum.



SECTION 6

DisAbility Awareness

This document is one piece in a series of Special Olympics Minnesota Unified Schools resources to conduct Unified Field Days. Each document may be used individually or in combination with others as the plan 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.

Consider Your Language:

Say this:

- person with a disability
- person diagnosed with a mental illness
- person who is deaf or hard of hearing
- person with an intellectual disability
- person with a physical disability

Not this:

- disabled or handicapped person
- crazy, insane or loony person
- deaf person
- retard
- crippled person

"As long as people treat me like a person first, I don't get too bogged down with terms."

- Louise Evans

Ways to Presume Competence:

- Always ask before giving assistance, and let the person tell you what you may do to be helpful.
- Speak to the person directly, not the support person or companion.
- Don't assume a person who has limited or no speech cannot understand what is being said. People often understand more than they express.
- Never pretend you understand what is said when you don't. Ask the person to tell you again what was said. Repeat what you understand.
- You may not be able to see someone's disability. There are many disabilities that are hidden within a person ("invisible disabilities").
- Most people who have disabilities want to help others, as well as be supported. They enjoy making a difference in someone's life, just like everyone else.
- Avoid speaking for others. Encourage a person to speak on their own behalf. If you must restate something, be careful not to change the meaning.
- Have the support of the person be low-key, almost "invisible" to others. Don't over support someone and undermine their abilities.
- Focus on what a person can do, not what they have difficulties with.
- Avoid using the terms "low-functioning" and "high-functioning" when describing others.
- Remember there is much research about expectations. Children perform to the level of expectations of teachers and guardians.



SECTION 7

Unified Field Day Vocabulary

This document is one piece in a series of Special Olympics Minnesota Unified Schools resources to conduct Unified Field Days. Each document may be used individually or in combination with others as the plan 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.

Unified Field Day Vocabulary

The following is a list of some terms or phrases that may be used in the planning and execution of a Unified Field Day event. These words are provided in three languages: English, Spanish and Somali.

English	Spanish	Somali
Track	Pista	Raadi
Lane	Carril	Lane
Field	Campo	Goobta
Athlete	Atleta	Ciyaaraha
Partner	Compañero	Lamaane
Unified	Unificado	Mideysan
Assisted device	Dispositivo asistido	Qalab caawiyey
Wheelchair	Silla de ruedas	Kursiga curyaanka
Relays	Relés	Raajooyinka
Running long jump	Corriedo salto de longitud	Dhamaan boodada dheer
Standing long jump	De pie salto de longitud	Oo taagan booda dheer
High jump	Salto alto	Boodi sare
Softball throw	Tiro de softbol	Tuurista Kubbadda
Competition	Competencia	Tartanka
Cooperation	Cooperación	Iskaashiga
Race	Carrera	Jinsiyad
Sportspersonship	Deportividad	Isboortiga
Fair play	Juego Limpio	Ciyaar Ciyaar ah
Guide running	Guía corriendo	Hagaha
Whistle start	Inicio de silbato	Furka
Visual start	Inicio visual	Muuqal
Touch start	Inicio táctil	Taabo
Standing start	Salida parada	Joogitaanka
Staging	Area de ensayo	Diyaarinta
Finish line	Línea de meta	Khadka dhammeystiran
Person first	Persona primero	Qofka marka hore
Relationship building	Construyedo una relación	Dhisidda ziriirka
Ability awareness	Conciencia de habilidad	Ka warnhayhta kartida



SECTION 9

Additional Resources

This document is one piece in a series of Special Olympics Minnesota Unified Schools resources to conduct Unified Field Days. Each document may be used individually or in combination with others as the plan 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.

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

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>
-

Unified Champion School Resources:

- High School Playbook for Unified Champion Schools:
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

Student Leadership Resources:

- Inclusive Youth Leadership Guidebook (activities for students & educators):
http://media.specialolympics.org/soi/files/resources/Project_Unify/YLGuidebook.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
 - Strive: A Special Olympics fitness assessment tool and supporting health resources:
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
-

Online Training Courses:

- Coaching Unified Sports Course (no cost) & additional coaching courses: 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
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Special Olympics Minnesota Locator:

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