



Proctor High School, MN

Special Olympics Minnesota Unified Wellness Unit Plan Guide



Special Olympics
Unified Schools

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SECTION 1

Overview of Unified Wellness

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.



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 having to do with 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.



Physical



Nutritional



Emotional



Social

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.

What are Unified Wellness Unit Plans?

The Unified Wellness Unit Plans 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:

- Tips for Inclusion (Section 3)
- Emotional Wellness unit plans (Section 4)
- Nutritional Wellness unit plans (Section 5)
- Physical Wellness unit plans (Section 6)
- Emotional Wellness unit plans (Section 7)
- Student leadership & wellness activities (Section 8)

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 for self awareness, confidence, and improve self-esteem
-

Educational benefits for class members & school community

- School climate improvement through acceptance, friendship and social inclusion
 - Hands-on leadership development
 - Social-emotional learning through student interactions and activities
 - Genuine inclusion 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
 - 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.
-

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 is both 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.

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.

Students

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.

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.

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

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.NFHSlern.com.

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 on a 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)
- 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
- “Get Into It” lessons for all classrooms: 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



Stevenson Elementary School, MN



Career Readiness

Unified Wellness environments also 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 The Unified Wellness Resources Section 7.



Proctor High School, MN

SECTION 2

SHAPE America Health Standards

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.

Health Education Standards

The National Health Education Standards PreK-12 were released in Spring 2007 and provide a revision of the 1995 standards. Revisions in the new standards include:

- Revised student standards - from 7 to 8 standards
- Revision of recommended grade levels for student evaluation
- Revised and expanded student performance indicators
- New chapter on Student assessment
- New chapter on equity and access for all students

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 and 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 and avoid or reduce health risks.

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

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



Proctor High School, MN

SECTION 3

Tips for Inclusion

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.

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.

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.

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').

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.
-



SECTION 4

Emotional Wellness

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.

Pillar Description

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 being able 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 stable. 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

Click the title to go directly to that section.

- [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 students 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 [1](#) and [2](#)
- 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? Why/why not?
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. Why is it OK to feel emotions in Red, Green, and Yellow? How do you those emotions in a healthy way?

LESSON 2: STRESS MANAGEMENT



Lesson Topic

How do you make stress your friend?



Learning Target

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



National Health Standards

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](#) 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 choices 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.

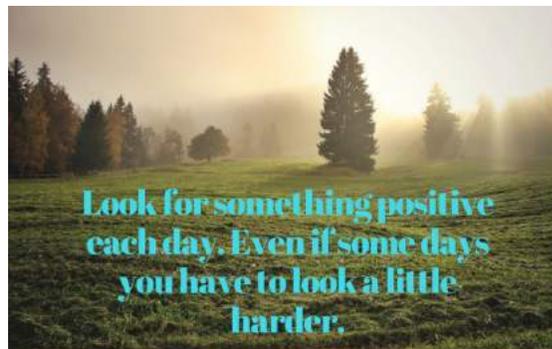
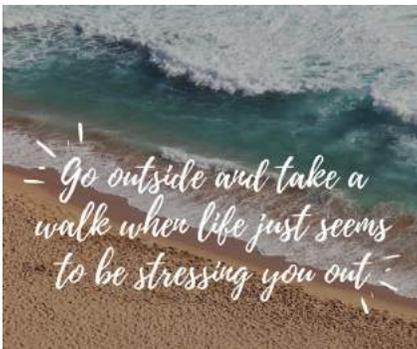
[Teacher Guide: Circle of control](#) guide filled out with examples

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

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



Orono High School, MN

Activities: Raisin Exercise & Guided Relaxation

Share the definition of mindfulness or have students find the meaning in dictionary or reliable online 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.

Research has shown that when we incorporate mindfulness practice into our day-to-day activities, it can help rewire or reshape our brain and improve the quality of our life experiences. Mindfulness is easy to incorporate into our daily life and it can be improved with practice.

RAISIN EXERCISE

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

1. 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
2. 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.
3. Students need to place raisins in the cup and observe what happens with the raisin.
4. 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 asked to 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
 - *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 help with your understanding of mindfulness?

LESSON 4: RESILIENCE



Shakopee, MN



Lesson Topic

Understanding the pillars of resiliency and how influences can positively and negatively affect energy, future focus, inner drive, flexible thinking and relationships.



Learning Target

Students will be able to identify the 5 pillars of resilience in their lives and analyze the influences that one allows to strengthen or weaken those pillars of resilience.



National Health Standards

- 2.8.1 Examine how the family influences the health of adolescents.
- 2.8.3 Describe how peers influence healthy and unhealthy behaviors.
- 2.8.5 Analyze how messages from media influence 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

My 5 pillars of resilience [worksheet](#)

Activity: Identifying strengths and weaknesses with five areas of resilience

Discussion

- Definition of Resilience: is the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress such as serious health problems or workplace/ financial stressors.
 - Being resilient does not mean that a person doesn't experience difficulty or distress, it means that they recovery quickly from difficulties.
 - In a previous lesson we developed your locusts of control. Resiliency is how well we deal with the things we can't control.
 - The ability to analyze the influences of culture, media, technology, peers, family, on our pillars of resilience is critical to being able to understand how/why some people are able to bounce back under adversity, while others deflate.
-

Directions

Use the 5 pillars to assist in understanding personal resilience. On one fence, identify people, places, things, or ways you can positively strengthen the pillars of resilience. On the other fence, identify people, places, things, or ways that negatively influence/breakdown the pillars of resilience. Be sure to reflect upon culture, media, technology, peers, and family.

1. **Energy:** Energy levels are crucial to our general health, resilience and stamina. You can't increase the number of hours in a day, but you can increase your energy levels and enhance your performance. Energy management is the new time management.
 2. **Future Focus (SMART Goals):** Setting goals helps to bring purpose and meaning to our lives. Try to look at the big picture; think about what success might look like for you in five years' time.
 3. **Inner drive:** Choose optimism. Positive mental energy keeps us going. Positive people are more resilient than pessimists and you can work to become more optimistic. Start focusing on what goes right. Keep a record of the good things that happen in your day, the things that you are grateful for. This will help you to remain focused, motivated and confident in your own abilities. Inner drive will also help you to deal effectively with inevitable setbacks.
 4. **Flexible Thinking:** Being able to adapt and think flexibly when faced with change prevents us from becoming 'stuck' in difficult situations. Try to identify and challenge unhelpful thought patterns. Think about the personal impact you have everyday. Look for new ways to add value, learn something new and expand your own skillset.
 5. **Strong relationships:** It's easy to think that resilient people are fiercely independent. In fact, research has shown that they enjoy strong relationships and have good support networks both at home and work. Attend events even when you don't feel like it. Join a club. Get to know your peers better. Know that you can draw on your network for support and inspiration during future challenges.
-

Skills Practice

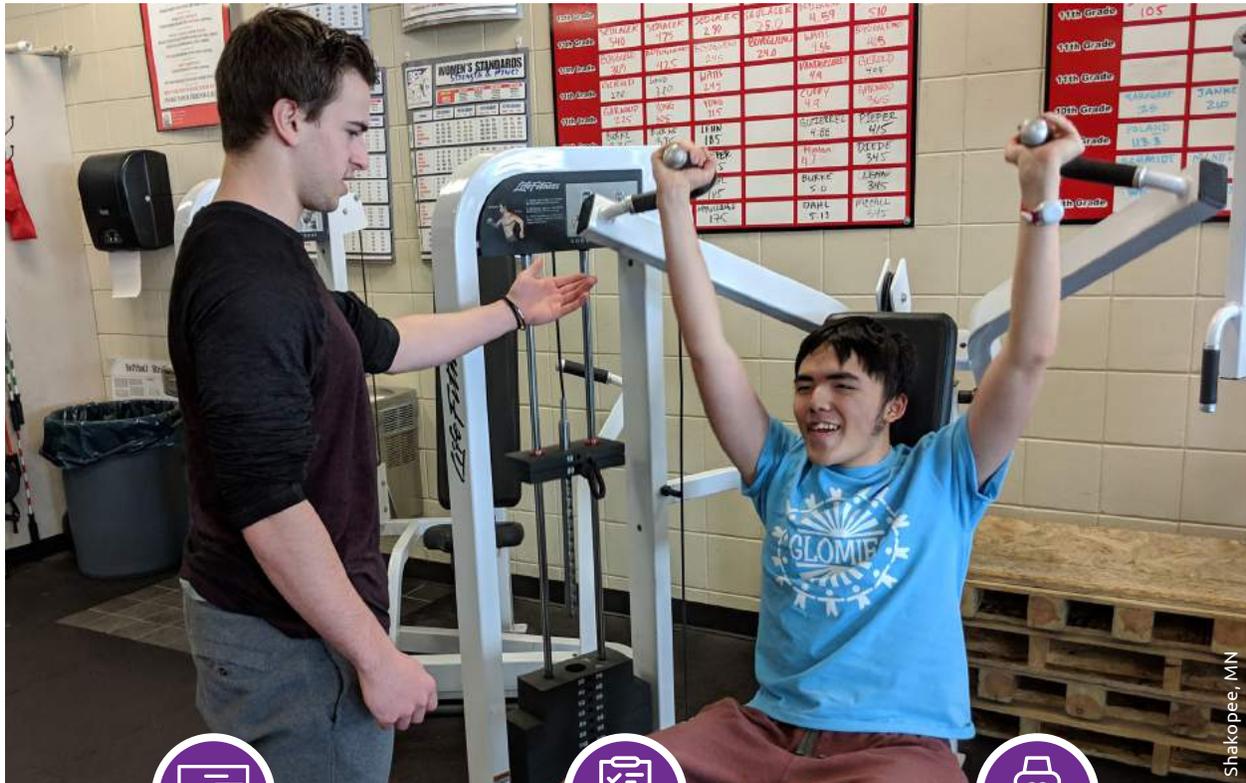
Compare the two fences and reflect on the positive and negative influences that affect our resiliency. Where do your positive and negative influences come from? How can you find ways to strengthen your 5 pillars of resiliency?



Reflective Questions for Discussion/Journal

1. What causes a person to be resilient?
2. What are some common characteristics of resilient people?
3. What was a time when you were resilient?
4. What are some careers where being resilient is essential?

LESSON 5: GOAL SETTING



Lesson Topic

Setting SMART goals and creating vision board



Learning Target

Students will be able to identify, reflect and create personal SMART goals and vision boards based on their abilities and what they want to make in their lives successful.



National Health Standards

- 6.8.2 Develop a goal to adopt, maintain, or improve a personal health practices.
- 6.8.3 Apply strategies and skills needed to attain a real health goal.
- 6.8.4 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

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: [Motivational Speech to Inspire Reaching your goals and following your dreams](#)
- Post it notes
- Large open space
- Balloons (latex free)
- Dream Crusher Activity
- Pens
- Vision Board Assignment



Shakopee, MN

Activities: Dream Crusher & Vision Board

Instant Activity: Motivational Speech to Inspire Reaching your goals and following your dreams

DREAM CRUSHER

Items Needed: Balloon, pen, post it note, SMART goal understanding

What is a SMART goal?



Students will reflect on their lives and write a personal SMART goal on a piece of paper. Fold it up and place it inside a deflated balloon. Students may not choose a red balloon.

Talk about the deflated balloon with the goal inside. What does that look like? What does it take to start a goal?

Instructor blows up a red balloon. This is the example for how big the balloon should be in order to participate in the upcoming activity.

Students must blow up their balloon and tie it off. Blowing up a balloon is a life skill. Stress/pressure for some because it is the first time they have blown up a balloon. Celebration for getting their balloon tied (celebrate small successes).

Students need to have an inflated balloon with goal and their own personal space. Ask the students to handle their goal on their own. (Hit the balloon back and forth). If at any time they lose control of their balloon and it touches the ground they must sit on the floor and hang onto their balloon.

Life gets busy while we are trying to accomplish goals. (Students will start to walk around the room while hitting the balloon). If at any time they lose control of their balloon and it touches the ground they must sit on the floor and hang onto their balloon.

Life even gets crazy trying to control our lives and our goals. (Students start to run around the room controlling their balloon). If at any time they lose control of their balloon and it hits the ground they must sit on the floor and hang onto their balloon.

With the basic understanding of controlling our balloon through our crazy lives the red balloon enters the picture. Explain to the students that after a count of "Ready, Set, Red Balloon is in play", the red balloon is hit into the air.

DREAM CRUSHER (cont)

It is the group's responsibility to keep the red balloon in the air while still hitting their own balloon in the air (keeping track of their own goal). If the red balloon touches the ground they must all sit, their chance of accomplishing their dream is over. If their own personal balloon touches the ground they must sit on the floor and hang on to their balloon.

Teacher observes what happens for processing:

Students will move to the outside and worry about themselves.

Students will stop hitting their own balloon and focus on the red.

Student leaders may emerge and take charge of the activity.

Some students may hit the red balloon.

The red balloon may touch the ground quickly.

Give the group a second chance if they can't keep the red balloon up. Life always gives you second chances. Can you retake your drivers test?

Stop activity after a few minutes if the red balloon is still in play.

Game changes again: Red balloon is still in play after a "Ready, Set, Red Balloon is in play". However now students can knock other student's balloons to the ground. All previous rules still apply. If their balloon touches the ground they must sit on the floor and hang on to the balloon. If the red balloon touches the ground the entire group's goals and dreams are ended.

Teacher observes for processing:

Students will immediately go after other students to knock their balloon down.

Students who are eliminated who are sitting with a balloon will try to knock a balloon down before they sit or try to get involved with the red balloon while sitting.

Red balloon may drop quickly.

Nothing may change in this round compared to other rounds if students focus on their own goals and not destroying others goals.

Give another chance if red balloon drops quickly.

Stop activity after a few minutes if the red balloon is still in play.

Final Round: Teacher becomes a dream crusher! Target pre-selected students and go after their dreams and pop their balloons. The students that teachers select to try to pop their balloon should demonstrate strong self esteem prior to the activity. Try to pop two or three students balloons before the red balloon hits the ground in all the chaos.

DREAM CRUSHER (cont)

Observations/Class Discussion:

What happens after a student gets a balloon popped? What do they say? What do they do?

Did anyone else pop a balloon besides the teacher?

What happened to the red balloon?

Processing for a Writing Prompt: Have students get a notebook and pen and sit in a circle. All balloons must be popped and thrown away! After that is done pose questions for discussion?

Was it easy to control your own balloon while standing in place? While walking? While jogging? Did you ever cheat and hold your balloon? Did you strike it harder or softer? Why?

What can the red balloon represent? Examples will vary here. Alcoholic parent, yourself, drugs, money, support, the sky is the limit for answers here but these are barriers that would keep you from accomplishing your dream. How do we react and prepare for the Red balloon influences in our lives?

What happened when students could hit other peoples balloons? Are some people focused on ruining other people's dreams? What is the advantage of knocking another person's balloon away? Disadvantage? Did anyone help hit someone's balloon up, while keeping their own balloon going?

Address the individuals with popped balloons. One of the common things that happens is students calling the teacher mean or a dream crusher? Are you? How many people end up focusing on the balloon instead of the goal inside of the balloon? Talk about what that balloon represents on an individual basis? Mental challenge, protection in case you fail. Ability to get a second chance.

Final Question to do a writing prompt: After you have experienced the Dream Crusher activity what can you tell me about setting goals and accomplishing them. What was your light bulb moment and take away that you experienced in this activity.

CREATING A VISION BOARD

Live the Dream you Imagine Assignment Vision Board

What The Heck's A Vision Board—and How Can It Change Your Life!

What is a Vision Board?

A vision board (also called a Treasure Map, Visual Explorer or Creativity Collage) is typically a poster board on which you paste or collage images that you've cut out from various magazines, or collected from your own personal albums. You can use your computer too! Find images, words, and/or phrases and save them on a document.

Why Create a Vision Board?

It's Simple and Powerful!

The idea behind this is that when you surround yourself with images of who you want to become based on your values, your life changes to match those images and those desires. The purpose of this assignment is to set personal goals and describe your vision through pictures and words and visualize what you want.

You can use as many images as you want, but make sure you have 5! On the back of your vision board paper, clearly write one SMART goal associated your with one of your images on your vision board.

1. Helps us to become very clear about what we want.
2. Makes your goals visible and keeps them in front of your eyes.
3. Reminds you of what you want.
4. Allows you to choose your goals.
5. Reminds you of what you are working for.
6. Keeps you in a positive mood - as you put your attention on it you will feel yourself receiving what you desire.
7. Allows you to create a purpose in life.

Goals – that are related to YOU and YOU ALONE

- Health (fitness, nutrition, weight, longevity, etc...)
- Personal (hair color, clothes, etc...)
- Family (current relationships, marriage, children, etc...)
- Career (part time job, full time job, career, owning your own business, etc...)
- Education (graduate high school, post-secondary education, military, etc...)
- Wealth (debt free, the amount of money you want to earn in a week, month or year, etc.)
- Relationships (married, friendships, employee, etc...)

- Holidays (where do you want to go in this world)
- Emotions (how do you want to feel? Loved, appreciated, valued, respected, happy, fulfilled, ambitious, etc...)
- Location (where do you want to live? Do you want seasons, sunshine year round, mountains, water nearby, etc...)

CREATING A VISION BOARD (cont)

Supplies you may need for creating a Vision Board

Does it have to be a board? NO - whatever makes sense to you. A suitcase, a book, GPS, trophy, poster board cut into a shape? Whatever... the sky is the limit!

- Poster board
- A big stack of different magazines, pictures clipart
- Personal photos or memorabilia
- Glue (Not Elmers - It makes the pages ripple.)
- Computer – in today's technological world, digital is great!

The Five Steps of Creating a Vision Board

Step 1: Go through your magazines and tear the images from them. No gluing yet! Just let yourself have lots of fun looking through magazines and pulling out pictures, words or headlines that strike your fancy. Have fun with it. Make a big pile of images, phrases and words.

Computer: Look through images online. Save the images (create a folder under "My Pictures" and save images there).

Step 2: Go through the images and begin to lay your favorites on the board. Eliminate any images that no longer feel right. This step is where your intuition comes in. As you lay the pictures on the board, you'll get a sense how the board should be laid out. For instance, you might assign a theme to each corner of the board. Health, Job, Spirituality, Relationships, for instance. Or it may just be that the images want to go all over the place.

Step 3: Glue or place everything onto the board. Add writing if you want. You can paint on it, or write words with markers.

Step 4: (Optional, but powerful) Leave space in the very center of the vision board for a fantastic photo of yourself where you look radiant and happy. Paste yourself in the center of your board.

Step 5: Hang your vision board in a place where you will see it often



Reflective Questions for Discussion/Journal

1. How does goal setting help improve my overall health?
2. What are some skills I need to have to follow my dreams and goals?
3. What factors/barriers in my life have influence over me and how can I overcome them?
4. Who can help and support me in my dreams and goals?
5. How will your personal health goals be modified as your priorities, responsibilities, and values change?

LESSON 6: DECISION MAKING



Lesson Topic

How social norms, emotions, and outside influences affect our decision making process.



Learning Target

Students will be able to use the DECIDE model to effectively navigate life scenarios.



National Health Standards

5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.

5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.

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

- DECIDE Model
 - Scenarios
 - YouTube Video: [The hidden forces that shape behavior.](#)
 - Youtube Video: [Social Experiment: Most people are sheep.](#)
-

Activities

- Play [Youtube video](#) based off of invisible influences that shape behavior.
- Read scenarios below and have students work through decisions based on DECIDE Model.



DECIDE Model

D: Define the problem

E: Explore your options (What are the possible choices you can make)

C: Consider consequences (HELP method):

Healthful: What are the health risks of this choice?

Ethical: Does this choice reflect what you and your family believe is right?

Legal: Does this option violate any local, state, or federal laws?

Parent approval: Would your parents or guardians approve of this choice?

I: Identify Values and Beliefs: (Consider the effects of goals)

D: Decide and Act: (Make a Decision and Do it!)

E: Evaluate the Decision (Good/Bad, Did you Learn anything? Would you take the same action again - Why or Why not?)

	What Would You Do?
Scenario 1	You are at a party. You notice a girl leaves her soda on a table, unattended, while she's talking to some other girls. While her back is turned, her date puts something in her drink. When she turns around, he says to her, "Come on. Get your drink and let's go for a ride."
Scenario 2	You are at a party. The person who is supposed to take you home has been drinking. He says he isn't drunk. He says, "I can drive just fine, no problem." He looks okay and he isn't slumming or staggering or anything, but you saw him drink at least three beers in the last hour.
Scenario 3	You and some other kids go to a party where some of the kids are drinking. On the way home, one of them feels sick and asks the driver to pull over. He gets out of the car throws up and then immediately passes out. The driver says, "Let's pick him up and drop him back off at the party he can sleep it off there. If we take him home now we will get in trouble."
Scenario 4	An older guy has been bothering a friend. He keeps following her around and hitting on her. He has surprised her several times by showing up in the park where she jogs and hanging around outside her house. On the way to school today she shows you a gun that she is carrying in her purse. She says, "It's only for self-protection. The guy is stalking me."
Scenario 5	Your cousin has looked after you and protected you all of your life. You have always looked up to him. Today he told you he sells marijuana. "That's where I get the money for clothes, dates, and other stuff. I'm going to have enough money to buy a car soon. Do you want to go into business with me? You don't have to use it to sell it? I could really use the help and you will make great money."

	What Would You Do?
Scenario 6	A friend of yours just broke up with his girlfriend. She sits next to you in English class. The English assignment for today was to write a poem, exchange poems, with the person, sitting beside you, and critique each other's work. Her poem is all about dying. It says "The world would be better without me."
Scenario 7	Several of your friends are hanging out at a party. You decide to take photos of them doing inappropriate things without them noticing. One of your friends gets wind that you have photos of a star athlete drinking and will pay you a large sum of money to post the picture anonymously.
Scenario 8	You are on the baseball team and several of the coaches and players use dip (chewing tobacco). During practice one day you coach asks you if you want to try some?
Scenario 9	You are walking to class and you overhear two kids talking about your friend. Your friend is on the football team and they are saying he uses steroids. You know for fact that this is not true.
Scenario 10	Lately you have noticed one of your friends has a lot of cuts on her arms. When you ask her if she is alright she tells you she has started cutting herself. "It helps me deal with the stress I have at home and school" she says. She asks you not to tell anyone, she can handle the situation.

Discussion of activity

Research in the last few decades has provided a new perspective to the science behind decision making. Theories have suggested that emotions play an important part in decision-making. Decision-making is a mental process where the outcome is a choice between different alternatives or options. When we use the DECIDE model to make decisions, we aim to combine the use of logic, emotions, social norms, and outside influences. For most people, they start with logic in their decision making process, and then use emotion in the final choice.

Skills Practice

Watch the Youtube video [Social experiment - most people are sheep](#)

Students will select a scenario from above and based on emotions/social norms/outside influences to explain how the outcomes will change the decision. Use the DECIDE model to help you navigate what the outcome will be of the decision.

D: Define the problem

E: Explore your options (What are the possible choices you can make)

C: Consider consequences (HELP method):

Healthful: What are the health risks of this choice?

Ethical: Does this choice reflect what you and your family believe is right?

Legal: Does this option violate any local, state, or federal laws?

Parent approval: Would your parents or guardians approve of this choice?

I: Identify Values and Beliefs (Consider the effects of goals)

D: Decide and Act (Make a Decision and Do it!)

E: Evaluate the Decision (Good/Bad, Did you Learn anything, Would you take the same action again - Why or Why not?)



Reflective Questions for Discussion/Journal

1. What is the relationship between decisions and consequences?
2. How do we know how to make good decisions?
3. How can we acknowledge our emotions/social norms/outside influences before making a decision?
4. Realistically, would you use the DECIDE model when faced with a decision? Why or why not?

LESSON 7: HEALTHY SELF-ESTEEM



Orono High School, MN



Lesson Topic

Journey to Healthy Self-Esteem



Learning Target

Students will be able to demonstrate habits that contribute to a healthy self esteem.



National Health Standards

- 7.8.1 Explain the importance of assuming responsibility for personal health behaviors.
- 7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

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

- [Blank body template](#)
- Filled [body template](#) with skills to practice
- Plastic Baggies
- Pencils
- Youtube Video: [Leak-Proof Bag - Sick Science!](#)
- Water
- Bowl or Sink to catch water

Activity

Directions:

Teacher views first: [How is the leak-proof bag like your self-esteem?](#)

Have students do following activity:

1. Take a plastic bag and draw line an inch from the bottom
2. Fill bag with water.
3. Take pencils and poke them through the bag completely. All pencils must be poked above the line drawn on the bag.
4. Note that no leaks take place because the polymers of the bag stretch and seal around the pencil.
5. Remove pencil from bag over bowl or sink because it will leak
6. Continue to remove the pencils.

Ask thought provoking questions:

- Why isn't the bag breaking?
- How does this activity represent self esteem?
- What is happening to the self esteem? Why don't the pencils cause a leak until we focus on them?
- We will need to refill our self esteem.
- That's why you need to go on journey everyday to practice self-esteem.



Discussion

Self-esteem is the value we see in ourselves. It is also how we think others see us, and what we think we add to the world around us.

A positive, or high, self-esteem makes us feel loved and accepted. This affects academic success because they have a sense of security that they can and will succeed. Also, students with high self-esteem have better coping/resilience skills for dealing with change, the unexpected, and failures.

A negative, or low, self-esteem can make our students feel unworthy. These students do not have the confidence to take risks in school, i.e. volunteer or participate in class discussions. They generally keep a low profile. However, some students with low self-esteem can act out to deflect their negative self-feelings.

Journey to self-esteem through a body scan

1. Have students imagine their bodies and parts that can help them practice self-esteem daily
2. Take them through the journey with their eyes closed visualizing what they see
 - Brain: What are your thoughts? Turn negative self talk into positive self talk.
 - Eyes: Do you compare yourself to others? If you do, embrace yourself, know your strengths and weaknesses.
 - Nose: Breathe! Practice breathing and relaxation techniques: Be mindful, be in the moment.
 - Mouth: Set realistic SMART goals for yourself
 - Shoulders: Practice confidence by getting into power pose up to 2 min. (Shoulders back, stand tall, chin up)
 - Heart : Practice love (empathy and gratitude) and compassion for self and others.
 - Stomach: Focus on nutrition and what foods you are putting into your body. More whole foods and less processed foods. Use foods for fuel. Gut health is directly linked to mental health so keep gut healthy.
 - One hand - 5 fingers: List 5 things you like about yourself or that you perceive as strengths. Practice things you are good at. Know your strengths and use them daily.
 - Other hand - 5 fingers: 5 other people should share one positive attribute about self
 - Legs: Exercise daily: Exercising sends signals to brain to make self feel better.
 - Feet: Find positive people who support you to surround yourself with. Walk away from the negative people and negative environments.



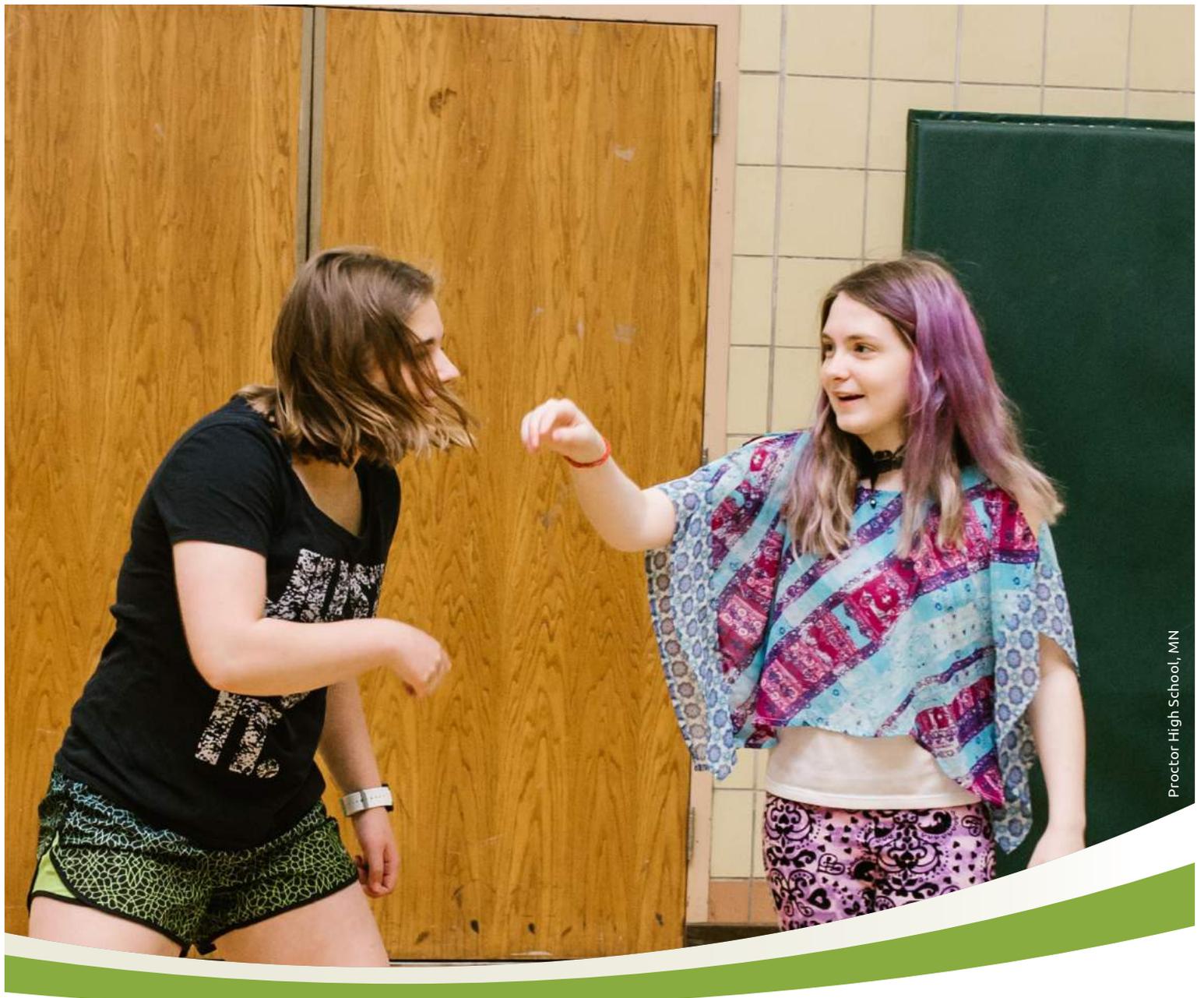
Shakopee, MN

Skills Practice

1. After experiencing the visualization technique, what will you need to help form healthy habits with self-esteem? Let's practice and personalize the body scan.
2. Take the teacher body template.
3. Students will take blank body template, write and draw what they need to make self-esteem a skill you practice daily (like hygiene) going through every body part.
4. Give examples where appropriate. For example, what are good foods for gut health? List an example of positive self talk.
5. On one hand place five things that you like about yourself. On the other hand find 5 people in class who can write an additional strength about you.
6. Practice, practice, practice! When you wake up in morning, reflect and do a body scan and remember what you need to continue having a healthy self-esteem.

Reflective Questions for Discussion/Journal

1. How does self esteem affect our lives?
2. Is our self esteem permanent or does it change?
3. What else could you add to your journey to positive self esteem?
4. How do you make self-esteem part of your daily routine and habits?



Proctor High School, MN

SECTION 5

Nutritional Wellness

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.

Pillar Description

Nutrition is one of the most important parts of our health. The food and drink we put into our bodies impacts how we think, feel and behave. It's a challenge to eat and drink in a balanced way to get the nutrients our bodies need. We can meet the challenge if we understand what healthy eating is and have access to a healthy variety of foods.

Food doesn't have to be "low fat" or "low calorie" to be balanced. Foods like that may have additives that aren't good for us. It's important to make sure that we eat a variety of nutrient rich foods.

Lessons in the Nutritional Wellness pillar will explore what's in our food and on our plate. We'll talk about where our food comes from and how to prepare nutritious meals. We'll explain some basic terms and discuss what "balanced" means. The lessons also offer tips for making sure we're in balance and getting the essentials our bodies and minds need.

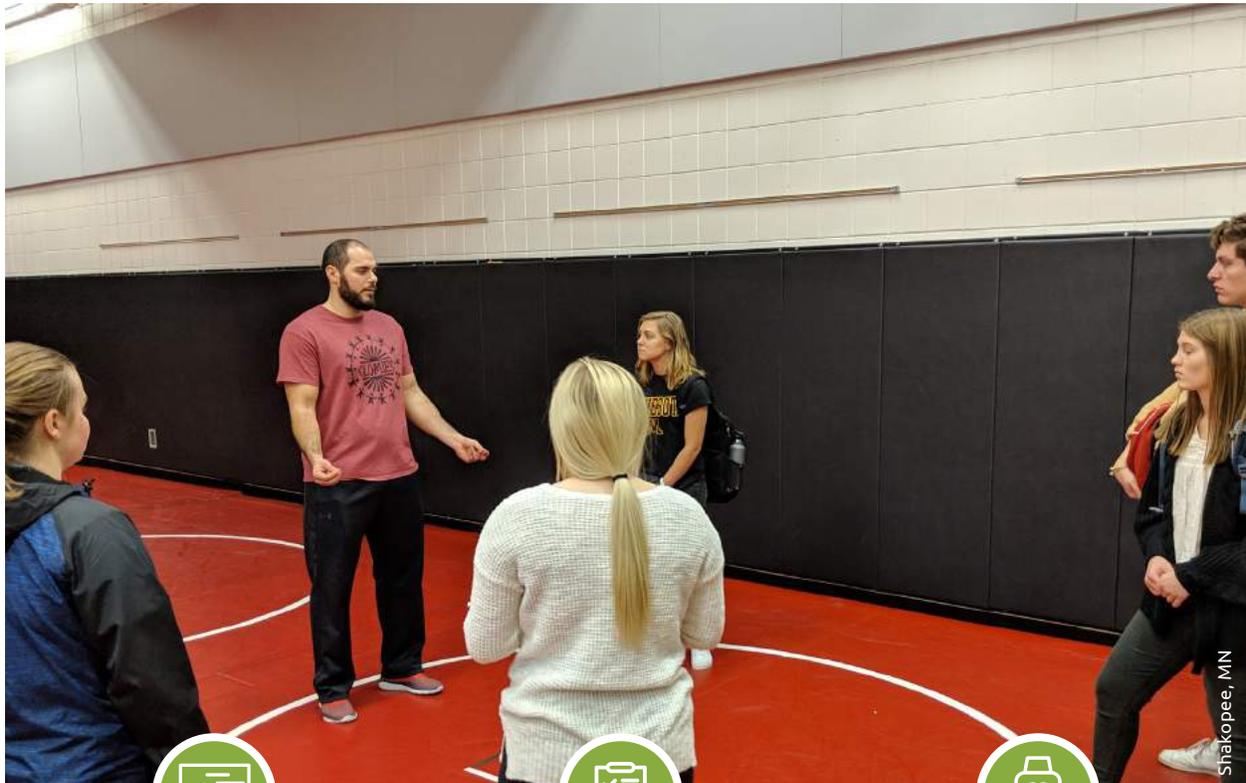


Topics in Nutritional Wellness

Click the title to go directly to that section.

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

LESSON 1: WHERE DOES MY FOOD COME FROM?



Lesson Topic

Creating empathy and advocating for nutritious food in communities and schools.



Learning Target

Students will be able to identify a food problem in their school and community and propose a possible solution.



National Health Standards

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.

Be mindful of students socioeconomic status when it comes to their food intake. Madi's Fridge may bring up emotional stressors as it discusses poor, homeless and/or hungry students. This lesson may evoke feelings associated with their home lives.



Supplies/Resources Needed

- Maddi's Fridge book: ----->
OR



- Maddi's Fridge Book Read on [Youtube](#)
- Food Citizen Action Project
Steven Ritz_

Discussion

Maddi's fridge: Watch the [video](#)

As you read and discuss this book, be mindful about the students in your classroom and the extent to which you have poor, homeless and/or hungry students in your schools and communities. Please be sensitive to them and their family situations and do not put them in the position of having to share anything about this aspect of their lives. Assess whether the book and discussion will raise unnecessary emotional discomfort for them. Sometimes children feel relieved to discuss something so personal and others may feel awkward and embarrassed about it.

Discussion Questions: Before reading the book aloud, ask pre-reading questions:

- What is the title of the book?
- Who do you think the two children are on the cover of the book?
- What do you think the book might be about?

As you read the book aloud, ask a few discussion questions periodically throughout the reading to check comprehension and keep the students engaged:

- Who was the fastest runner, Maddi or Sofia? (page 5)
- What happened to the fish in Sofia's backpack? (page 14)
- What did Sofia tell her Mom about Maddi? (page 26)

Skills Practice

Let's take a look and see how Stephen Ritz solved problems in his community.

Food Citizen Action Project

Stephen Ritz, Founder of the Green Bronx Machine: His Story

[Intro for project](#)

Directions for Advocacy Project

Divide the class into small groups. Each group will:

1. Choose a food problem within the school or community they want to address
2. Describe the effects of the problem on home life, school, health, society, etc.
3. Identify factors that contribute to the problem.
4. Design a plan that will solve the problem.

Criteria for Plan:

1. Make sure the plan is realistic.
2. Make sure the plan includes detailed action steps to solve the problem.
3. Make sure the plan has ways they can measure how successful their plan will be.
4. Identify school and community allies that could help them implement their solution.
5. List potential barriers or oppositions that you might face.
6. Present plan to class, community, etc.
7. If possible have students implement all or part of their invention or select one of the class presentations to work on implementing together. Examples of possible solutions to problems: start a school garden, do a food drive for a local pantry, grow micro-greens in a school greenhouse.
8. Have students share what they learned through this project.



Reflective Questions for Discussion/Journal

1. After doing the advocacy project, what questions still remain on how to solve food problems in your school or community?
2. How can high school students have a positive impact on nutrition and impacting individuals, schools or communities?

LESSON 2: WHAT'S IN MY FOOD?



Lesson Topic

How to read a food label?



Learning Target

Students will be able to analyze the influences that go into making decisions on what we eat.



National Health Standards

5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.

8.8.2 Demonstrate how to influence and support others to make positive health choices.

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.



Shakopee, MN

Supplies/Resources

- Food Labels from various products to practice how to read a food label
- Food labels from 16 cereals
Either have physical cereal boxes in class or print of labels online
- [Elimination Brackets](#)

Activities: Learn How to Read a Food Label & Choosing Cereal

LEARN HOW TO READ A FOOD LABEL

Start with serving size for product

At the top of the label, you will see the serving size and the number of servings per container. Serving sizes differ on each food label and may not equal the serving size you normally eat. If you eat twice the serving listed on the label, you will need to double all the numbers in the nutritional facts section.

Calories per serving

This section on the label tells you the total number of calories in each serving of the food. Calories provide a measure of how much energy you get from eating one serving of the food. Your body needs calories to operate (to keep your heart beating and your lungs breathing). As a kid, your body also needs calories from a variety of foods to grow and develop.

Total Fat

Total fat includes fats that are good for you, such as monounsaturated, polyunsaturated and omega-3 fats (usually from liquid and plant sources, such as Canola oil and nuts) and fats that are not so good, such as saturated and trans fats (from animal or vegetable sources). Monounsaturated and polyunsaturated fats can help lower your blood cholesterol and protect your heart. Trans fats are also known as “hydrogenated” and “partially hydrogenated” fats. These are formed during the process of converting liquid oils into solid fats, such as shortening and stick margarine. Hydrogenation increases the shelf life and stabilizes the flavor of these fats. Partially hydrogenated fats are currently considered the worst fats for our arteries and heart health.

Sodium

Sodium is also known as table salt and it is a hidden ingredient in many foods. The daily recommended value for sodium is less than 2,400 mg per day. Sodium is an essential nutrient but is something that the body cannot produce itself. It plays a vital role in the regulation of many bodily functions and is contained in body fluids that transport oxygen and nutrients. It is also essential in maintaining the body’s overall fluid balance. Too much salt can lead to disease.

Added Cholesterol

This tells you how much cholesterol you get from eating one serving of the food. There are two types of cholesterol - HDL, known as the “good” cholesterol and LDL, the “bad” cholesterol. Your body will make about 80% of all the cholesterol you need. The rest will come from the foods you eat.

Carbohydrates

This refers mainly to complex carbohydrates, commonly called starches. If a food contains sweeteners called sugar alcohols xylitol, mannitol, sorbitol are also included in this group. The purpose of carbohydrates is to provide energy and regulation of blood sugar. Carbohydrates spare the use of proteins for energy.

LEARN HOW TO READ A FOOD LABEL (cont)

Fiber content

Fiber is a type of carbohydrate that your body can't digest, the fiber does not increase your blood sugar levels. This is great news for diabetics. You may subtract the grams of fiber from the total carbohydrate.

Sugar

This is the amount of sugar you consume if you consume one serving of the food. Sugars are the smallest and simplest type of carbohydrate. They are easily digested and absorbed by the body. Some carbohydrates become sugar when digested in your body, so you may be consuming more sugar than what is on the label. Increased sugar is associated with disease.

Protein

Protein is found in foods from both plants and animals. Protein is made up of hundreds or thousands of smaller units, called amino acids, which are linked to one another in long chains. The sequence of amino acids determines each protein's unique structure and its specific function. Protein is a component of every cell in the human body and is necessary for proper growth and development, especially during childhood, adolescence, and pregnancy. Protein helps your body build and repair cells and body tissue. Protein is a major part of your skin, hair, nails, muscle, bone, and internal organs. Protein is also found in almost all body fluids. Protein is important for many body processes, such as blood clotting, fluid balance, immune response, vision, and production of hormones and enzymes.

Vitamins and Minerals

Vitamins and minerals, also called micronutrients, are required by the body in relatively small amounts and support many body processes. Vitamins are organic substances made by plants and animals, which are then eaten by humans. There are 13 vitamins: vitamins A, C, D, E, K, and the B vitamins (thiamin, riboflavin, niacin, pantothenic acid, biotin, vitamin B6, vitamin B12, and folate). You can get all your vitamins from the foods you eat, but your body also makes vitamins D and K.

Ingredients

Lists of ingredients on food labels. All ingredients must be listed in descending order by weight, including added water. Remember that: The ingredient listed first is present in the largest amount in the product.

Discussion:

Discuss what truly influences our food choices

- Biological determinants such as hunger, appetite, and taste
- Economic determinants such as cost, income, availability
- Physical determinants such as access, education, skills (e.g. cooking) and time
- Social determinants such as culture, family, peers and meal patterns
- Psychological determinants such as mood, stress and guilt
- Attitudes, beliefs and knowledge about food

CHOOSING CEREAL

Have students go through the previously learned DECIDE model to help them choose a cereal to eat in morning. After filling out the DECIDE model discuss, Is this realistic? Is this how we choose our box of cereal? How can we become more conscience of the food choices we are making? How do you make your food choices?

See Example Below:

D: Define the problem.

What cereal is best to eat, as far as nutritional value, how full you feel, and if it will keep you moving?

E: Explore the options.

I could skip breakfast.

I could eat my favorite type of cereal.

I could eat what my mom says I should.

C: Consider the consequences (HELP method):

Healthful: What are the health risks of this choice?

If I continue to eat sugar cereal it could affect my health down the road.

Ethical: Does this choice reflect what you and your family believe is right?

My mom says I should eat an egg but I don't have time to eat an egg. Dry cereal in a bag is quick and easy.

Legal: Does this option violate any local, state, or federal laws?

Eating cereal is perfectly legal

Parent approval: Would your parents or guardians approve of this choice?

My mom buys cereal for our family. However she sometimes purchases my favorite brand knowing that it is not very good for me, but she does it because she wants to make me happy.

I: Identify your values and beliefs. What is most important to you, and how do these options fit your beliefs?

I value my health, it is important for me to eat what's good for my life style and the activities I have to that day. I value taste, if it doesn't taste good then I probably won't eat it.

D: Decide and act.

I will not enjoy something that tastes bad, and I know sugary cereals are bad for me so I will select something like Cheerios hoping to find the best of both worlds.

E: Evaluate the decision and revise based on results.

Cheerios have a lot of good things in them. However after looking up the ingredients, Cheerios contains trisodium phosphate is commonly used as a food additive. It also functions as a degreasing agent, a stain remover and a general cleaning agent. While it's not bad for you in small doses, the dry powdered form of trisodium phosphate is an irritant and should be handled with care. Why is this allowed in our food?

Skills Practice: 16 Team Single Elimination Cereal

1. Students will use the elimination brackets to figure out the healthiest cereal they can eat.
2. Place students in small groups.
3. Have students guess what they think the healthiest cereal is out of the 16 available and write it down.
4. Have students select the cereal they would eat out of the 16 available and write it down.
5. Place the names of the following 16 cereals on your paper bracket.

- | | | |
|--------------------------|-------------------------|-----------------|
| 1. Captain Crunch | 7. Fruit Loops | 13. Kashi |
| 2. Grape Nuts | 8. Raisin Bran | 14. Special K |
| 3. Cheerios | 9. Lucky Charms | 15. Wheaties |
| 4. Fiber One | 10. Frosted Mini Wheats | 16. Apple Jacks |
| 5. Chex | 11. Fruity Pebbles | |
| 6. Cinnamon Toast Crunch | 12. Rice Krispies | |

6. Students will read the labels on- line or off the box if available and make decisions based on what cereal they believe to be more healthy based on calories, serving size, nutrients, vitamins, and other things listed on the label that are essential to a healthy diet.
7. After comparing 2 cereals in a bracket the winner will move on. Continue to eliminate cereals until you have a winner.
8. Was the cereal that won initial the cereal you guessed would be the most healthy.
9. Did every group have the same cereal winning? Why or why not?
10. Would you eat the winning cereal? How does it compare to the cereal you selected as your favorite.
11. What if we did the same activity and based our results on the way the box looked or price?
12. How does appearance/price play a role in our food choices?



Reflective Questions for Discussion/Journal

1. Will you use the DECIDE model when you are choosing food? Why or why not?
2. What factors influence your food choices?

LESSON 3: PREPARING MEALS FOR THE WEEK



Shakopee, MN



Lesson Topic

Planning, preparing nutritious meals is a skill



Learning Target

How do you prepare for the week with meals?



National Health Standards

- 3.8.1. Analyze the validity of health information, products and services
- 3.8.3. Determine accessibility of products that enhance health
- 3.8.5. Locate valid and reliable health products and services

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

1. [Grocery List](#)
2. [My Food Diary](#)

Activity: Meal Planning Project

The food service director at your school needs your help. Your challenge is for you and your unified wellness partner to create a meal plan for 1 day.

Directions:

Find a partner.

You will create a meal plan for one meal. You will need to find a recipe for either breakfast, lunch, or dinner. You will provide a meal plan that includes a recipe, grocery list, average cost of meal, and calories. Please follow below for all elements of assignment in detail.

Your meal plan must be typed and include the necessary elements.

- Meal plan covers breakfast, lunch, or dinner.
- Meal plan must include a protein.
- Recipe must be included for meal.
- Recipe includes ingredients (include how much is needed) and directions to prepare meal.
- Using my [My Food Diary](#) or relatable link.

You must find how many calories are in the meal. A large part of meal planning is going to the grocery store to buy the ingredients you need for your meals. You must also include a grocery list for the meal plus how much each item costs. Include the total price of your groceries. Grocery prices can be tracked at your local grocery store or online stores.

- Once your meal project is complete, print 2 copies. One with a name and one without.
- Teacher will randomly give a project to another team and provide feedback.

Skills Practice

Students will evaluate/score the meals provided based on the following things:

Select an emoji and provide a brief rationale for the following questions:



- What is the accessibility of products in the area?
- How healthy the meal is?
- Are there any allergy concerns?
- How affordable was the meal?
- Would you eat the meal?

Reflective Questions for Discussion/Journal

1. Why is it important to plan meals?
2. Did you realize how much work it took to plan and prepare a meal? Why or why not?
3. What was your favorite part about meal planning?
4. What was your least favorite part about meal planning?
5. What are the services needed to get me to the grocery store so I can make a successful meal?

LESSON 4: BALANCING EATING ON THE GO



Proctor High School, MN



Lesson Topic

How to balance your eating when you are on the go.



Learning Target

Students will be able to understand the P's (proteins, produce, and pure whole grains) (plan, products, and pack) and how these will impact the choices they make as they eat on the go.



National Health Standards

- 3.8.1. Analyze the validity of health information, products and services
- 3.8.3. Determine accessibility of products that 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.



Supplies/Resources

- [Produce List](#)
- [High Protein Foods List](#)
- [Pure Whole Grains List](#)
- [Fooducate website](#)

Activity

Life can be hectic. With rushed mornings, time-crunched days and a long list of to-dos. One thing that often gets sacrificed is food choices. If you are going long hours without food or reaching for the wrong foods to fill the hunger gap, you may find yourself with low energy and unwanted weight gain.

1. Plan: Have a Food Schedule

Don't be caught off-guard by your hunger. When food is an afterthought you may find yourself at the drive-through. Make your lunch and dinner for the next day the night before to fuel your busy day.

2. Products: Invest in on-the-go storage

Having the right containers makes eating healthy on the go that much easier. Some of my favorite items are stainless steel containers and bento boxes, glass water bottles, insulated lunch bags, sleek thermoses and cloth snack bags.

And most importantly, arm yourself with the right attitude or what I call your "food-itude". When you make the choice to BE healthy, you naturally make eating healthy a top priority in your day.

3. Pack: Always Bring a Healthier Option

There is always a healthy swap for all of your food and beverage desires. You are more apt to make a healthier choice if you have something healthy nearby. Keep healthy fruits and nuts on hand when getting the urge to eat.

Directions: Teacher needs to discuss/give background knowledge on produce, proteins, and pure whole grains.

Discussion

What is Produce?

Produce List

Produce is a generalized term for a group of farm-produced crops and goods, including fruits and vegetables. In supermarkets, the term is also used to refer to the section where fruit and vegetables are kept.

- Fruits and vegetables are packed with essential vitamins, minerals, fiber, and disease-fighting phytochemicals. Because of this, eating plenty of fruits and vegetables everyday can help reduce your risk of heart disease, high blood pressure, and stroke.
-

What are Proteins?

High Protein List

Proteins are organic compounds made up of building blocks called “amino acids.” There are about 20 common amino acids. Nine of them are considered “essential” because the body cannot make them, and therefore, they must be supplied by eating healthy.

- A complete protein is a protein that provides all the essential amino acids that your body needs. Complete proteins are usually animal sources of protein, such as meat, fish, poultry, dairy products, and eggs. Quinoa and soybeans are among the few non-animal foods that are complete proteins.
 - When you hear that a food contains complete or incomplete proteins, this classification is referring to the kinds of amino acids in that food. Incomplete proteins are protein sources that do not always contain all the essential amino acids in required proportions, making them incomplete proteins. Plant foods are considered incomplete proteins because they are low or lacking in one or more of the amino acids we need to build cells. Incomplete proteins found in plant foods can be mixed together to make a complete protein.
 - Protein has a number of functions in the body. The one that most people think of is that protein is the building material for our skin, bones, muscles and other tissues in the body. Whenever there is any damage to any of our tissues, either due to normal wear and tear, or to injury, protein is necessary to rebuild that tissue. To be healthy, eating protein is also necessary to build brand new tissue. Proteins also function as regulators of fluid balance and acid-base balance, which help keep you from swelling up, drying up, and becoming toxic, all of which could be life-threatening. Protein is also involved in the clotting of blood, which keeps all your blood from draining out when you cut yourself.
-

What are Pure Whole Grains?

Pure Whole Grains List

Pure whole Grains are the edible seeds of plants. A grain is a “whole grain” if it contains the three key parts of a seed: the bran, germ, and endosperm. Whole grains fall into one of two categories, cereals and pseudocereals. Cereal grains come from cereal grasses such as wheat, oats, rice, corn, barley, sorghum, rye, and millet. Pseudocereal grains are cooked and consumed in a similar manner, but they do not come from grasses—grains in this category include quinoa, buckwheat, and amaranth.

- In effect, all grains start as whole grains, but they don’t all end up on the shelf as such. Key parts of the seeds are stripped away during milling, a manufacturing process that increases the shelf life of products such as flour. Unfortunately, most of the essential nutrients are lost in this process. Consuming whole grains is the only way that you can be 100% sure you’re getting the most bang for your buck nutritionally.

Life can be hectic. With rushed mornings, time-crunched days and a long list of to-dos. One thing that often gets sacrificed is food choices. If you are going long hours without food or reaching for the wrong foods to fill the hunger gap, you may find yourself with low energy and unwanted weight gain.

1. Plan: Have a Food Schedule

Don’t be caught off-guard by your hunger. When food is an afterthought you may find yourself at the drive-through. Make your lunch and dinner for the next day the night before to fuel your busy day.

2. Products: Invest in On-The-Go Storage

Having the right containers makes eating healthy on the go that much easier. Some of my favorite items are stainless steel containers and bento boxes, glass water bottles, insulated lunch bags, sleek thermoses and cloth snack bags.

And most importantly, arm yourself with the right attitude or what I call your “food-itude”. When you make the choice to BE healthy, you naturally make eating healthy a top priority in your day.

3. Pack: Always Bring a Healthier Option

There is always a healthy swap for all of your food and beverage desires. You are more apt to make a healthier choice if you have something healthy nearby. Keep healthy fruits and nuts on hand when getting the urge to eat.

1. 3 'P's: Using the lists provided, have students choose what foods they prefer for their diet restrictions. Some may be vegan, vegetarian, gluten allergy, athlete, minimal movement, etc. Each student has to compile a list for themselves before they are able to go onto the next activity. Create list, take pictures, or find pictures on Google.

Proteins	Produce	Pure Whole Grains

2. From their lists foods they prefer, have them choose where the foods would go in their breakfast, lunch, or dinner pails. They need to make sure they have a produce, protein and a pure whole grain (if allergies allow) in each pail.

Breakfast Pail	Lunch Pail	Dinner Pail

3. Now that you have chosen foods for your pails, you must be able to eat each of them "on the go". You will provide a list of products that you would need to be able to successfully eat your food pails on the go. (For example, containers, coolers, ice packs, allocating individual serving sizes from bulk)

Foods "On the Go"	Adaptations needed to make pails "On the Go"

Skills Practice

Have students exchange on the go pail plans with a partner. See if between the two of you, you can come up with 2-3 healthier options for your on the go pails using [Fooducate](#).

*Note after entering food, please note the alternative healthier options that have equal grade, but more natural ingredients.

Reflective Questions for Discussion/Journal

1. What do pure grains provide for our body?
2. Why is eating produce important?
3. Why should protein be included in our pail options?
4. Is eating on the go easier or more difficult to you?

LESSON 5: HUNGER OR APPETITE?



Lesson Topic

Understanding our bodies
hunger and appetite needs



Learning Target

Students will be able to
distinguish between appetite
and hunger and understand
what influences each of them



National Health Standards

8.8.2 Demonstrate how to
influence and support others to
make positive health choices

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. Adaptations may be needed for standing up and sitting down within activity. Add jumping or arm movement for extra kinesthetic opportunities.

Activity

It's important to distinguish between hunger vs. appetite.

Imagine that you and your best friend are together. She says, "I'm hungry. I want to eat something." You are not hungry but you say, "Ok, Let's eat."

There are many things that influence what we choose to eat. Sometimes we choose to eat food when we are full (not hungry). To help you make more healthy food choices, you need to think about when and why you eat. The two key terms that we are learning today are hunger and appetite.

Hunger

Hunger is the feeling that we get when our body needs food. Hunger is your body telling you to eat. Food is used to our body the same way that a car uses gas. Our body needs food to make it work and the same way a car needs gas to make it go. Your body will tell you when it is hungry or when it needs food. It tells you by giving you signs that it needs food. The signs that our body gives us when something is wrong are called symptoms. The symptoms of hunger are:

- **Hunger pains:** When someone hurts in our body it is called a pain. We feel hunger pains in our stomach when our body needs food.
- **Weakness:** When your body doesn't feel strong it is weak. We can feel weak when we are hungry because our body needs food. When you are weak, it is difficult or hard to do things that are usually easy to do.
- **Dizziness:** When you are dizzy, it is difficult or hard to stand steady. Dizziness or the feeling of being dizzy.
- **Nausea:** The feeling that you have when you think you are going to vomit.
- **Loss of concentration:** Concentration is the ability to think about something carefully for a long time. When we read or study or work we are concentrating. When our body needs food, it can be difficult to concentrate and we can lose our concentration.

The symptoms of hunger go away when we eat. You should eat until your stomach is full. The feeling of fullness is sometimes called satiety.

Appetite

Hunger is different from appetite. Hunger is the feeling that we get when our body needs food. Appetite is the feeling we get when we want food. Our appetite comes from us wanting to eat food because we get pleasure from it. Think about some reasons that you and your classmates gave for why you liked your favorite foods. Most of these reasons are probably based on appetite.

Questions for Discussion

Think about times when you ate because you were hungry. Talk about them in your group. How did you feel? Now, think about times when you ate when you were not hungry. Was this because of your appetite? How did you feel?

Chris' Story

- Chris woke up this morning and went to work
- Chris did not eat breakfast
- Chris forgot to bring lunch
- Chris did not eat lunch
- It is now 6:00 PM
- Chris did not eat any food today
- What word do we use to tell how Chris feels?

Chris is Hungry

Hunger

- Hunger is the feeling that we have when we need food
- When we feel hunger, we say we are hungry (our stomachs are empty)
 - Our stomachs can be empty the same way that a glass can be empty
- When we are not hungry, we say we are full
 - Our stomachs can be full the same way a glass can be full.

Pat's Story

- Pat woke up this morning and went to work.
- Pat ate a big breakfast.
- Pat went to a restaurant for lunch.
- Pat ate his lunch.
- After lunch, Pat was full
- The server in the restaurant offered him ice cream.
- Ice cream is one of Pat's favorite desserts.
- Pat was full, but ate the ice cream

Pat ate because he had an appetite for the ice cream.

Appetite

- Appetite is the feeling that we have when we WANT to eat.
- We have an appetite for certain foods because they taste good.
- We sometimes have an appetite for food when we are not hungry or when we are full.
- Appetite comes from our brain telling us that we want to eat something.
- Appetite can make us eat when we are not hungry.

Skills Practice

Hunger or Appetite Statements: If the students believe the statement is controlled by hunger they should stand up (or raise hands if they cannot stand). If the students believe the statement is controlled by appetite the students should remain seated.

Read the following statements one at a time allowing for students to have to time to execute the appropriate response.

- My stomach is growling. (answer is stand/hands up for hunger)
- I am bored. (answer is sit for appetite)
- A friend suggests we go for ice cream right after we just finished eating lunch. (answer is sit for appetite)
- I am becoming irritable and can no longer focus. (answer is stand/hands up for hunger)
- I have a headache and I am starting to feel dizzy. (answer is stand/hands up for hunger)
- I saw a pastry shop on my walk and decided to go in and try one. (answer is sit for appetite)
- During my class before lunch, I noticed my hand starting to shake as I was writing. (answer is stand/hands up for hunger)
- I had an appetizer before dinner. (answer is sit for appetite)
- I sampled all the desserts of the buffet table. (answer is sit for appetite)
- I am worried about how I will do on my upcoming math test so I make some popcorn to eat. (answer is sit for appetite)

In a small group create a list of physical things that might influence our hunger? Create an additional list of things that might influence our appetite?

Hunger	Appetite
Example: Hunger pains-When someone hurts in our body it is called a pain. We feel hunger pains in our stomach when our body needs food.	Example: Dessert at then end of a big meal

Reflective Questions for Discussion/Journal

Small group discussion questions:

1. Think about times when you ate because you were hungry. How did you feel?
2. Now, think about times when you ate when you were not hungry. Was this because of your appetite? How did you feel?
3. How can you advocate for yourself in a situation when your not hungry, but someone is offering you food?
4. How could you help someone else who is choosing appetite over hunger?

LESSON 6: UNDERSTANDING BEVERAGE CHOICES



Proctor High School, MN



Lesson Topic

Rethink your drink



Learning Target

Students will understand the sugar component in beverages and the negative impact it has on health.



National Health Standards

5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.

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

- Rethink Your Drink [Pledge](#) provide nutrition information
- Beverages Examples: Need nutrition information to see sugar content
- Online soda companies that provide nutrition information
- Bring in empty beverage bottles with nutrition information on them
- Online sites such as Caribou/Starbucks that

Activity

Rethink your drink

Discussion: What drinks do you like to drink that are sugary? Some responses may include: soda, fruit juice, juice drinks, sweet tea, sports drinks, energy drinks, coffee drinks, Kool-Aid, etc. (Answers can be written on the board as students share them).

How do you think sugary drinks affect our health?

Answers might include things like

- Increases your risk of getting cavities.
- Increases your risk of getting heart disease and type 2 diabetes.
- Sugary drinks have lots of calories which leads to weight gain.
- Sugary drinks often have little to no nutritional value.

It is important to learn how many teaspoons of sugar are in our favorite drinks.

One teaspoon of sugar equals one sugar cube (or sugar packet) or 4 grams. Sugar is measured in grams on drink bottles, but teaspoons are easier to visualize.

Show an example of a sugary drink and a picture of a sugar cube or sugar packet.

How many teaspoons/sugar cubes/packets of sugar do you think is in this beverage? After students have guessed, reveal the number of teaspoons in the example you used.

Explain how to calculate the number of teaspoons of sugar using a food label:

- Find a nutrition label for a beverage.
- Using the nutrition label, find the serving size on the bottle
- Then, find the # of servings per container
- Lastly, find the Grams of sugar (PER SERVING)
- Divide the grams of sugar by 4 to get teaspoons of sugar per serving.
- Multiply that number by the servings per container
- One teaspoon of sugar=4 grams of sugar
- Take 4 X (# of servings) = total teaspoons of sugar in container

Activity

Rethink your drink (cont)

Have students work in pairs and measure out the teaspoons of sugar for various drinks (at least 3 different types of beverages). Actual teaspoons of sugar can be used, or sugar cubes, or sugar packets. (1 sugar cube = 1 sugar packet = 1 teaspoon).

Have students create their own their own Green, Yellow, or Red chart based on finding out the amount of sugar in their favorite beverages.

Beverages	Green	Yellow	Red
Example: Coke Soda			X
Example: Earl Grey Tea	X		
Example: Earl Grey Tea sweetened with sugar and milk		X	

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?

Skills Practice

Rethink Your Drink pledge or challenge. Have students complete the [rethink your drink pledge](#) and post them around your room. Revisit the challenge goal with your class as often as you would like.

Reflective Questions for Discussion/Journal

1. Are you surprised or shocked about the amount of sugar in these drinks? Why/why not?
2. What are your healthiest beverage options?
3. Calculate how much sugar you would consume in a year if you had one sugary beverage a day. Use one of three beverages you calculated sugar amounts for. List that beverage.

* Note that there are 365 days in a year.



Shakopee, MN

SECTION 6

Physical Wellness

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

PILLAR DESCRIPTION

An important aspect of wellness is being able to move your body with strength and endurance. Physical Wellness is much more than just exercise. Physical wellness is anything and everything having to do with your body. In this pillar we will explore many topics that are important for your body, all being a part of physical wellness.

With movement and exercise, it's important that we explore a variety of movements. Variety helps us maintain interest; there is nothing worse than forcing ourselves to be active in ways we don't enjoy.

A comprehensive program should include activities in four categories: balance, strength, cardiovascular fitness and flexibility. Find movements in each of these categories that you enjoy. Finding ways of moving that you especially like will help you get moving consistently. If you enjoy an exercise or physical activity, you'll be more likely to continue it.



TOPICS IN PHYSICAL WELLNESS

- 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

LESSON 1: BALANCING IN PHYSICAL WELLNESS



Lesson Topic

How do I balance my physical wellness with the wellness wheel?



Learning Target

Students will be able to understand their physical wellness as well the other eight dimensions of wellness to lead to a healthy, balanced life.



National Health Standards

1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.

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. If students are unable to fill out all 10 statements, adapt to what they are able to color in.



Supplies/Resources

- Wellness Wheel Template
 - [Google Sides](#) Presentation with information on wellness wheel.
-

Discussion

- [Google Sides](#) Presentation with information on wellness wheel.
-

Activity (modified from Jenny Kennymore)

- Read each statement. Fill in the corresponding pie-shaped section of the wheel to the degree you are achieving this.
- For example, Social Wellness “I am able to resolve conflicts in all areas of my life.” If you feel you are doing this 100% of the time, color in all of section 1. If you do this 60% of the time, color 60% of the section.
- Complete this for all bullet points and sections of the wheel.

The Social Wellness Section: Green

- I am able to resolve conflicts in all areas of my life.
- I am aware of the feelings of others and can respond appropriately.
- I have at least three people with whom I have a close trusting relationship.
- I am aware of and able to set and respect my own and others boundaries.
- I have satisfying social interaction with others.
- I have a sense of belonging/not being isolated.
- I know if I am an introvert, extrovert, or ambivert.
- I have friends who identify with different nationalities or cultures than my own.
- I spend more time face to face with my friends than on social media with my friends.
- I have friends with varying ages.

The Spiritual Wellness Section: Purple

- I practice meditation, yoga, pray, or engage in some type of growth practice.
- I have a general sense of serenity.
- I have faith in a higher power.
- I have a sense of meaning and purpose in my life.
- I trust others. and am able to forgive others and myself and let go.
- Principles/ethics/morals provide guides for my life.
- I am present in everything that I do.
- I know how to calm myself down.
- I and am able to forgive others and myself.
- I tolerate beliefs/values other than my own.

The Emotional Wellness Section: Red

- I have a sense of fun and laughter.
- I am able to clearly communicate my feelings/emotions to others.
- I express my feelings/emotions appropriately.
- I have a sense of control in my life and I am able to adapt to change.
- I am able to comfort or console myself when I am troubled.
- Others would describe me as emotionally stable.
- I colored in all of my Spiritual wellness sections. If we are not happy spiritually (doing what brings us happiness and inner peace) we will try to adjust emotionally.
- I do something every day that makes me happy.
- I have empathy for others.
- I respond appropriately to others emotions/feelings. (Not allowing yourself to get caught up in someone's emotional instability)

The Occupational Wellness Section: Yellow

- What I am doing with work/school has purpose.
- I have a balance between work/school and the other areas of my life.
- I like my job.
- I handle work/school stress with the greatest of ease.
- I have a relationship with my co-workers/classmates.
- I know what occupation I want to pursue.
- I have had more than one job.
- I can grow and make contributions to my job/school.
- I would leave a job I wasn't passionate about even if it came with a large salary and numerous benefits.
- I know my talents and strengths, and how they can help me at work/school.

The Intellectual Section: Blue

- I have specific intellectual goals, e.g., learning a new skill, a specific major.
- I pursue mentally stimulating interests or hobbies.
- I am generally satisfied with my education plan/vocation.
- I have positive thoughts (a low degree of negativity and cynicism).
- I would describe myself as a lifelong learner.
- I commit time and energy to professional and self-development.
- I know my learning style.
- I spend time learning from others and develop critical thinking skills.
- I am creative.
- I am curious and ask questions.

The Physical Wellness Section: Orange

- I eat a balanced nutritional diet.
- I exercise at least 7 days per week for 60 minutes.
- I choose to abstain from sex or I practice safe sex.
- I do not use alcohol or use in moderation, am a non-smoker and avoid street drugs.
- I am generally free from illness.
- I am a reasonable weight for my height.
- I enjoy physical activity.
- At least one of the physical activities I do costs a minimal amount of money.
- I am willing to try new physical activities.
- I am a non-smoker and avoid abusing street/prescription drugs.

The Financial Wellness Section: Pink

- I have a savings/checking account.
- My beliefs/values surrounding money are harmonious with my behavior.
- I use money positively, e.g., little or no gambling.
- I have financial plans for the future.
- I live within my means.
- I know the difference between needs and wants.
- I have and follow a budget.
- The salary of my job matches my financial need
- I know how to invest or where to start looking to find someone to help me.
- I know if I identify as a saver or a spender.

The Environmental Wellness Section: Grey

- I pick up all garbage I see if it is safe for me to do so.
- I recycle 100 percent of the time.
- I re-purpose/recycle/ or refuse items.
- I am aware of my environmental footprint.
- I would call someone out who doesn't recycle properly because it affects the environment in which I live.
- I respect other people's/school property.
- I always pick up after myself and leave zero trace.
- I have found my passion for environmental advocacy. In other words I am able to speak and act on an environmental concern.
- I have never destroyed anything in nature. (Picking wild flowers, removing bark, cutting forest trees down, etc.)
- I have planted a tree, garden, flowers, to enhance my personal environment.

Reflection – Action Planning Guide

Have students summarize each of the 8 Dimensions of Wellness in one to two sentences. (Adapt using emojis or one word responses to accommodate all learners) Remember:

- Each person is unique
- There is no “right” or “wrong” wheel
- Responses will vary depending on age and stage of life
- Achieving balanced dimensions is a on-going process.

Reflective Questions for Discussion/Journal

1. Which section of your wheel has the most color?
2. Which section of your wheel has the least color?
3. If this is not the first time you have filled out this assessment, how has the wheel changed? To what do you attribute the changes?
4. As a result of doing this assessment, how will you improve your life balance?
5. Who in your life is your support system that will help you reach your goals of balance?

LESSON 2: EAT, SLEEP, MOVE, DRINK



Shakopee, MN



Lesson Topic

Eating, sleeping, moving and drink is all connected.



Learning Target

Students will learn that eating, sleeping, moving, and drinking water are all components of living a healthy lifestyle.



National Health Standards

1.8.7 Describe the benefits of and barriers to practicing healthy 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. Have students select what activity or activities best fits students needs.



Supplies/Resources

- Self Reflection
 - Net Positive/Negative Example and Teacher Template
-

Discussion: Every Meal Influences Your Health and Energy for the Entire Day

- Every bite and drink you take matters. The moment you ingest something, it moves through your body, creating a positive or negative effects throughout the body. A donut or sugary drink creates an immediate high (insulin response) and then does more damage than good by the time it passes through your body. A leafy green salad functions like a housekeeper as it cleans bad elements from your body and deposits nutrients. Water helps remove toxins from our body. Every meal influences your body's ability to function properly.
- Everything you consume is either a net positive or a net negative by the time it runs through your body. Once you know what foods and drinks that do more good than harm, weigh your food choices throughout the day, so you can see the immediate impact (net positive/negative) of each decision inside your body.
- Water regulates our body temperature, moves nutrients through our cells, keeps our mucous membranes moist and flushes waste from our bodies. Our lungs are 90 percent water, our brains are 70 percent water and our blood is more than 80 percent water.
- We need to drink half of our body weight in ounces. For example, 150 lbs=75 ounces of water
- We need to move 60 minutes a day in our target heart rate zone, 7 days a week.

Activity

1. Go into small groups and discuss what eat, move, sleep, and drink means to the average person.
2. Each ounce you consume is either a net positive or a net negative by the time it runs through your body.

Example: Share with class

	Eat	Move	Sleep	Drink
Net Positive	Vegetable	Playing outside	Getting 8 hours of sleep	Drinking water- half body weight in ounces
Net Negative	French Fries	Playing on phone	Staying up late playing video games	Drinking soda and sugary drinks
Things I can Control	Portion Control	Getting recommended 60 minutes/day	Consistent Bedtime, not playing with my phone, tv, video games	Drinking enough water in my day, bringing a water bottle to school
Things I cannot Control	What my family purchases and fixes	Weather, physical education class, facility workout	Family disruption, dog barking	Teachers who don't allow me to drink water in class, not accessible drinking fountains, no bathroom breaks

3. On the next page is a blank chart for the students to fill out. Students net negatives/positives may come from current life experiences.

Date:	Net Positive	Net Negative	Things I can Control	Things I cannot Control
What I ate today:				
<p>How did I move today?</p> <p>How long?</p> <p>Was it in my target heart rate zone?</p>				
What did I drink today?				
How many ounces of each?				
How much sleep did I get?				

Skills Practice

Eating healthy, moving around, drinking water and sleeping well at night keeps us healthy.

- Why is it important to focus on all four areas (eat, move, sleep, drink) together? What happens if you don't do one? How does it affect the other two?
- Change one thing you will do regularly to eat, move, drink, or sleep better today. Share with a friend.
- Look at your chart. Identify and list the things that you are doing that are net positive. What barriers will you have to overcome to change your net negatives to positives.

Reflective Questions for Discussion/Journals:

<p>Eat</p> <p>What is your favorite vegetable?</p>	<p>Drink</p> <p>What is your favorite healthy drink?</p>		<p>Eat</p> <p>What foods give you more energy throughout the day?</p>	<p>Drink</p> <p>Why is water so important for your body?</p>	
<p>Move</p> <p>How do you like to stay active?</p>	<p>Sleep</p> <p>What time do you go to sleep?</p>		<p>Move</p> <p>What activities give you a positive charge?</p>	<p>Sleep</p> <p>What helps you get a good night's charge?</p>	

LESSON 3: TAKING CARE OF MY BODY FROM THE INSIDE OUT



Lesson Topic

Self Care



Learning Target

Students will be able to learn how to take care of body from inside out and develop a self-care daily checklist. Students will learn that eating, sleeping, moving, and drinking water are all components of living a healthy lifestyle.



National Health Standards

- 1.8.1 Analyze the relationship between healthy behaviors and personal health
- 1.8.6 Explain how appropriate health care can promote personal health
- 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

- Butcher paper
 - Blue and red markers
 - Paper for checklist or computer for [Canva](#)
 - Teacher template example
 - Daily self care checklist example
-

Activity

- Have the students get into groups.
 - Have students take the butcher paper and draw a cartoon person (See below).
 - On the piece of paper, they have to write all of the areas where they need to take care of the body on the outside
 - Use Red marker and write the words or pictures of what they need to take care of on the outside (Skin, hair, nail trimming, etc.)
 - Use blue to write or draw what you need to do to take care of your inside. Taking care of the mind (positivity, mindfulness, gratitude), gut health (mind-gut connection), heart and lungs.
 - *Mind-gut connection- If your gut is not healthy, your waste be coming out in a variety of ways (autoimmune disease, mental health (anxiety, depression), acne, poor immune health, diabetes, skin conditions, trouble with weight, acid reflux, constipation or diarrhea.
-

Skills Practice

- After do activity with cartoon, have students create own self care checklist. They need to have 3 ways to take care of body from inside daily. 3 ways to take care of body from outside daily. It can either be a list, or they can create an info-graphic using [Canva](#).
 - Daily Self Care Checklist Example
-

Discussion Questions

1. How can creating a self care checklist help you develop healthy behaviors?
2. Why are healthy behaviors important for good personal health?
3. Why is just taking care of the outside of your body not enough?

LESSON 4: ALTERNATIVE FITNESS



Shakopee, MN



Lesson Topic

.....
Finding alternative ways to get daily movement.



Learning Target

.....
Students will be exposed to numerous lifetime alternative fitness activities that they may enjoy to be healthy.



National Health Standards

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

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

- Technology (iPad, computer)
- Concentric Circle of Physical Activity
- [Bitmoji](#) website
- Different activities on Google image searches
- Magazines that students can cut out images
- Alternative Physical Activity Contract

Discussion

Physical activity provides long-term health benefits for everyone. By being active, you will burn calories that you store from eating throughout the day. Physical activity can be as easy as walking the dog or as rigorous as running a marathon. Physical activity, along with proper nutrition, is beneficial to people of all ages, backgrounds, and abilities. It is important that everyone gets active because physical activity is:

- A natural mood lifter, increases dopamine
- It can improve your health
- It can keep you your stamina up and able to do a variety of things
- Lower your blood pressure
- Improve circulation
- Keep your weight normal
- Help you live longer
- Manage stress

What are some other things that physical activity might help increase or prevent?

Activity

There are a variety of ways to get movement in your day. Movement is a big part of being a fit person. The neat thing about movement is that you can choose how you want to move. Our personal goals, interests, climate, and past experiences all influence our movement choices.

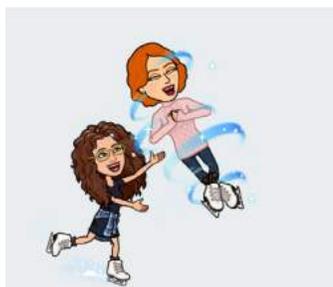
Directions

1. Have students create [Bitmoji](#). (If possible).
If not, have students find pictures of the different activities or write the activities in the circles.
2. Have students find different fitness bitmojis and put their images to the corresponding area with possibilities of fitness activities within their community, states, and region. Example: Below with bitmojis.

Descriptions of what each layer of circle represents.

- **Inside United States:** What physical activities have you experienced or are willing to try that are outside of your state?
- **Inside State:** What physical activities are available in your state, but not necessarily in your own community that you could enjoy?
- **Outside Community:** What physical activities are available in neighboring communities?
- **My Community:** What physical activities are available in your community?

*The goal is to list as many activities as they can or are willing to experience in each circle.



Skills Practice

As a class, select a physical activity to try and experience it together. Utilize your community and seek outside opportunities. Maybe your class can go zip-lining, attend yoga, golf, self defense, tai chi, or rock climbing. Maybe you go to the park and do a park workout (monkey bars, bench push ups, step ups, swinging, etc).

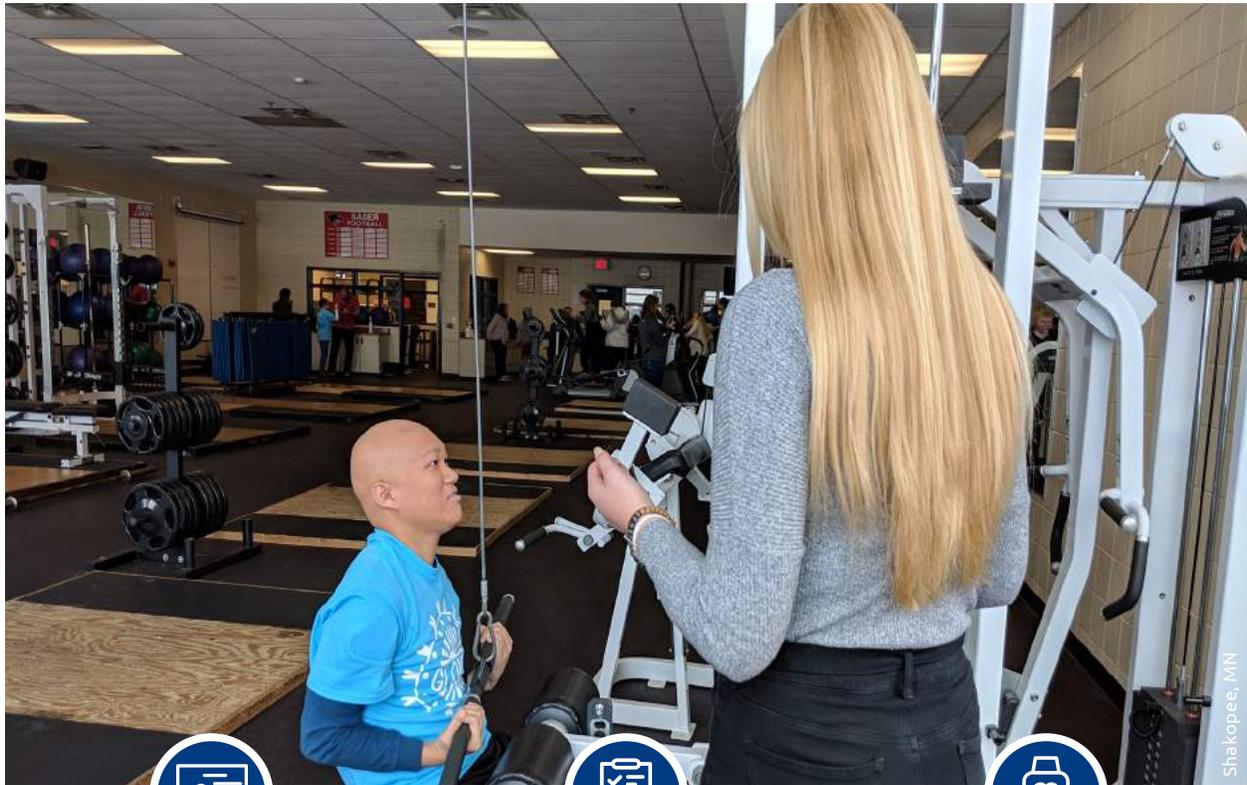
Have students fill out the following contract and select an activity based on their community physical activity list.

- Alternative Physical Activity Contract

Discussion Questions

1. Do you find trying new physical activities to be exciting? Why or why not?
2. What is your favorite physical activity? Why is it your favorite?
3. Do you like doing physical activities on your own or with others? Please Explain.

LESSON 5: MOVEMENT AT SCHOOL OR HOME



Shakopee, MN



Lesson Topic

Improving movement at school and home



Learning Target

Students will learn the importance and skills needed to move more at school and at home



National Health Standards

- 1.8.3 Analyze how the environment affects personal health
- 1.8.4 Describe how family history can affect personal 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.



Supplies/Resources

- Thermometer templates
- Brain Boost Examples
- Computer or TV with DVD
- Stream online or DVD
- Movement at Home: Friends Episode Workout
- Sheets
- Video Cameras/iPads/Cell phones with video
- Google Drive
- Computer/iPad's that can play youtube video

Discussion

Students will learn about the levels of movement and take the thermometers and draw where they are at. One for home and one school. (Sedentary, Lightly Active, Active, Very Active)

Sedentary

If you're sedentary, your daily activities include:

- Activities of daily living only, such as shopping, cleaning, watering plants, taking out the trash, walking the dog, mowing the lawn and gardening.
- No moderate or vigorous activities.
- Unless you do at least 30 minutes per day of intentional exercise, you are considered sedentary.
- Spending most of the day sitting (e.g. bank teller, desk job)

Lightly Active

If you're lightly active, your daily activities include:

- Activities of daily living only, such as shopping, cleaning, watering plants, taking out the trash, walking the dog, mowing the lawn and gardening.
- Daily exercise that is equal to walking for 30 minutes at 4mph. For an adult of average weight, this amount of exercise will burn about 130-160 additional calories.
- More intense exercise can be performed for less time to achieve the same goal. For example, 15-20 minutes of vigorous activity, such as aerobics, skiing or jogging on a daily basis would put you in this category.
- Spending a good part of the day on your feet (e.g. teacher, salesman)

Active

If you're active, your daily activities include:

- Activities of daily living only, such as shopping, cleaning, watering plants, taking out the trash, walking the dog, mowing the lawn and gardening.
- Daily exercise that is equal to walking for 1 hour and 45 minutes at 4mph. For an adult of average weight, this amount of exercise will burn about 470-580 additional calories.
- More intense exercise can be performed for less time. For example, jogging for 50 minutes per day.
- Spending a good part of the day doing some physical activity (e.g. waitress, mailman)

Very Active

If you're very active, your daily activities include:

- Activities of daily living only, such as shopping, cleaning, watering plants, taking out the trash, walking the dog, mowing the lawn and gardening.
 - Daily exercise that is equal to walking for 4 hours and 15 minutes at 4mph. For an adult of average weight, this amount of exercise will burn about 1,150-1400 additional calories.
 - More intense exercise can be performed for less time. For example, jogging for 2 hours minutes per day.
 - Spending most of the day doing heavy physical activity (e.g. bike messenger, carpenter)
-

Discussion

- Students will draw in the thermometer the physical activity level for when at home and at school. Thermometer blank templates
- Now that you have done this for yourself, you are going to repeat the process for someone in your life that you are close to. You are going to have to ask that person how active they are at work and home or make your best guess. We tend to model behavior of those around us.
- Then compare and contrast the four thermometers. What did you notice? Are you more active at home or school, or is it equal? Does your activity level match the activity level of the individual you are close to? Was your activity level greater, less? Why do you think this is? Can you increase your activity level? If so where and how? How could you help someone who has a sedentary thermometer start increasing their movement, and develop healthy habits?
- How does your environment affect your movement throughout the day?
- Does your family have a history of being physical activity? Why or why not?
- Science says that when you are moving, your brain will be more active and retain more information. 20 minutes after sitting compared to moving. Aerobic exercise primes the brain for optimal learning.
- 20 minutes of aerobic exercise indicates higher levels of:
 - **BDNF (aka Miracle Grow)**- Brain cells function, growth
 - **Serotonin**- Learning, mood, feelings
 - **Norepinephrine**- Alertness, Attention
 - **Dopamine**- Attention, Cognition, Motivation
- Have students watch [Youtube video](#) that describes the importance of movement and the brain.

LESSON 6: DEALING WITH ILLNESS



Learning Target

Students will be able to understand a variety of disease and ways to prevent the spread of germs. Students will explore the ways that diseases are transferred in humans. Students will be acting out pathogen transfer and will gain an understanding of disease transfer. Students will gain an understanding of the issues that health care professions (doctors, nurses etc.) and people in the food industry (farmers, producers, manufacturers etc.) need to recognize in order to stop the spread of certain diseases.



Lesson Topic

Dealing with Illness



National Health Standards

3.8.4 Describe situations that may require professional health services.

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.



Discussion

Health promotion and disease prevention programs focus on keeping people healthy. In order to avoid illness, individuals and communities must choose healthy behaviors, and make changes that reduce the risk of developing chronic diseases and other things that could lead to death. There are numerous ways to help prevent disease. Here are a few:

- Avoid close contact. Avoid close contact with people who are sick.
- Stay home when you are sick. If possible, stay home from work, school, and errands when you are sick.
- Cover your mouth and nose.
- Clean your hands.
- Avoid touching your eyes, nose or mouth.

What other ways can we prevent illness?

Have a group discussion on what causes illness using the following questions:

- What are germs?
- How do we “catch” a cold?
- Can we catch a cold if we don’t wear a jacket on a cold day?
- How do farmers keep their animals safe from disease?

Supplies/Resources

- Plastic spoon for each student
- One ping pong ball per group
- Bubble liquid
- Bubble blowing wand or Nerf balls
- Box of tissue
- Frisbees
- Nerf balls
- Plastic toys
- Clean toothbrushes
- Computer/iPad
- Meme Creator: [Canva](#), [Mematic](#), [Meme generator](#)
- [Timeline](#) for Doctor’s Visit

Activities: Disease Transmission-Consists of four short games and one longer inquiry lesson. (Adapted from Saskatchewan Science Centre)

Activity 1

Disease Spread through Direct Contact

No supplies needed.

In this game, students are asked to wander around the room shaking hands with various students.

1. Select one student to secretly pretend to be infected by a disease. Instructed the student to squeeze the other participants hand while shaking hands.
2. Once your hand is squeezed, you are also infected with the disease and must squeeze others hands when you shake their hand.
3. This can be done quickly, even with a 30 second or one minute time limit. After about 30 seconds, ask the students if they had their hand squeezed, if so they have been infected by the disease.
4. To conclude, relate this game to other situations such as public places where washing hands is important or on farms with animals. Animals on a farm may be contained in close quarters and can spread disease through direct contact. This occurs even when an animal does not yet show symptoms. If the animal showed symptoms, it would be separated from the herd or flock for treatment.

Activity 2

Pathogens Spread through Indirect Contact

Supplies Needed: plastic spoon for each student, one ping pong ball per group

This is an example of pathogens being transferred from one animal to another through indirect contact to the pathogen. The students did not have to directly touch one another in order for the pathogen to be transferred (the ping pong ball is the pathogen). Not all of the disease carriers displayed symptoms. Diseases or pathogens can be transferred without animals or people coming into contact directly, they can be carried on equipment, surfaces, boots etc.

In this game the children race with ping pong balls on spoons to show diseases can be shared with indirect contact to the disease.

1. Divide into two or more groups. Designate a race course, perhaps around the classroom.
2. Give each child a spoon. Each group must race around the outlined course one at a time in a relay with their ball on the spoon. If the ball falls they may pick it up, but at that point they are considered “sick” and must walk slowly the rest of the class.
3. Once the student gets to the end of the outlined course, they must transfer the ball to the next team member’s spoon without directly touching the ball or they will be “sick”. If this occurs, they will become “sick” and need to walk slowly. Once each person has completed the course they are done. Depending on how many became infected the game will take different amounts of time.

Activity 3

Airborne Diseases

Supplies Needed: bubble liquid, bubble blowing wand, or Nerf balls, box of tissue

In this activity the leader/teacher will blow bubbles at the group of students to demonstrate how some diseases can be airborne.

1. Tell the students that each time a bubble lands on them they have become infected with an airborne pathogen. This shows the students how some diseases are passed through the air.
2. A healthy living element can be added by giving each student a tissue and have them stop the bubbles from touching them using the tissues. This is a great way to encourage use of tissues when sneezing.
3. Another version of this game can be played as a simple game using soft Nerf balls as the disease spreading pathogen. Once someone catches with the ball they have been infected with the pathogen.

Activity 4

Germs – Disease Transmission

Supplies Needed: Glo-Germ, UV Flashlight or lamp, Objects that can be passed around (pens, book, toys, Frisbee, balls)

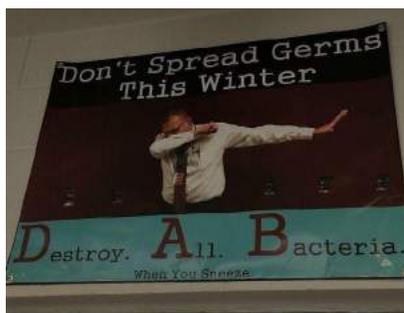
In this activity a product called Glo-Germ is used to illustrate germ transmission on objects and hands. Glo-Germ is a liquid that can be rubbed on to hands or objects like a lotion. It contains plastic that simulates germs. When a UV lamp is used to illuminate the area, it highlights the area where the Glo Germ is spread. By passing around objects that have been covered in Glo-Germ, it is easy to see how pathogens can be transmitted.

1. Prior to activity, place Glo-Germ on objects that will be passed around by the students. Good examples are Frisbees, Nerf balls, plastic toys or clean toothbrushes.
2. Begin the lesson by asking students questions about germs as the objects are passed around. Do not tell the students that there is Glo-Germ on the objects.
 - What are germs?
 - How are germs spread?
 - Are all germs harmful?
 - How can we reduce the germs we have on us?
 - How quickly can germs spread?
 - When you sneeze how fast your germs are moving? (80 MP/H)
3. Once each student has passed the objects to one another, explain to them that the objects have special coating on it that simulates how easily germs can spread.
4. Turn off all the lights. Turn on the UV light and have students examine their hands. Ask the students to examine what is glowing, and what parts of their hands are glowing.
5. Have a group discussion on effective ways to reduce germs, and the importance of washing their hands. This activity illustrates how easy germs can spread.

Skills Practice

- Create a chart of symptoms starting with I feel normal, I can still go to school/work, I need to stay home, I need to make an appointment with a doctor. Link
- Find/Identify local clinics and hospitals in area that your could go in case you suspect you were ill.
- Identify people you can call when you are not feeling well to help you decide if you should go to the clinic and who can help get you there.
- Practice how to make an appointment to the clinic. What info will they need?
- Identify the things that you will need to take with you to your appointment. (ID, insurance cards, current medications, etc)
- Discuss what a follow up appointment or continue care might look like.
- Create a meme to advocate prevention of an infectious disease. A meme is an idea, behavior, or style that spreads from person to person often with the aim of conveying a particular message or theme. Students can work with a partner using canva, mematic, meme maker or simple draw a meme.

Example of meme to advocate prevention of germs being spread



Going further with meme creation:

Students can print them and put them in schools and in doctors offices in the area.

Reflection Questions for Discussion/Journal:

- Where are some of the places in your school that may have the most germs?
- What other common places may have a lot of germs?
- What is the most common way to be infected with germs? Are you more likely to catch them from another person who is already infected?
- What are some common diseases/germs we can catch from other people?

LESSON 7: UNDERSTANDING FITNESS



Shakopee, MN



Lesson Topic

Fitness Components: Muscular Strength/Flexibility/Muscular Endurance/Cardiovascular/Body Composition & Target Heart Rate



Learning Target

Students will understand a variety of fitness components that contributes to healthy movement practices.



National Health Standards

6.8.3 Apply strategies and skills needed to attain a personal health goal.

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

- Supplies/Resources Needed:
- [Kahoot Site](#)
- [Kahoot Trivia Game](#): Fitness Components and Heart Rate
- [Understand 5 Fitness Components Skill Sheet](#)

Discussion

The five components of fitness are:

- **Muscular Endurance:** Ability of muscle to continue to perform without getting tired.
Should be done 2-3 days/week
Examples include elastic bands, weights, or bodyweight
- **Muscular Strength:** Ability of muscle to exert force during an activity.
Should be done 2-3 days/week
Examples include elastic bands, weights, or bodyweight
- **Body Composition:** Amount of muscle, bone and other lean mass compared to fat mass
- **Flexibility:** Lengthening a muscle while increasing range of motion around a joint.
Should be done 4-7 days/week
Examples include self-stretch, yoga, Pilates
- **Cardiovascular Endurance:** Ability of circulatory and respiratory systems to supply fuel during long periods of physical activity.
Should be done 3-5 days/week.
Examples include swimming, running, fast walking, kick-boxing, dancing, cycling

Target Heart Rate is:

- Calculated by taking 220 minus your age. This is the upper limit of what your cardiovascular system can handle during physical activity. It is recommended that you exercise in your target heart rate zone for at least 60 minutes to get the best results from aerobic exercise. Your target heart rate is 50 to 85 percent of your maximum heart rate.

What is the importance of warm-up?

- It is particularly important to help prevent injury. Warm-up is low level activity, which should be completed prior to stretching and more strenuous exercise. The objective of the warm-up is to raise total body temperature and muscle temperature to prepare the entire body for vigorous activity.

What is the importance of cool down?

- Helps your heart rate and breathing to return towards resting levels gradually; helps avoid fainting or dizziness, which can result from blood pooling in the large muscles of the legs when vigorous activity is stopped suddenly helps to remove waste products from your muscles, such as lactic acid, which can build up.

Activities

- Play Kahoot Trivia Game: Kahoot! is a tool for using technology to administer quizzes, discussions or surveys. It is a game based classroom response system played by the whole class in real time. Multiple-choice questions are projected on the screen. Students answer the questions with their smartphone, tablet or computer.
 - Kahoot Site
Teacher needs to create an account
**If never used Kahoot Technology Tool, please review here before playing with students.
 - Kahoot Trivia Game that students will play: Fitness Components and Heart Rate
-

Directions

Students need to list the 5 components of fitness to create a key. Then students will match the listed activity with the corresponding component of fitness and list a reason why they believe that component is the right match.

Students will then choose 3 physical activities that they do outside of school that would fall under one of the 5 components of Fitness.(Remember your list of physical activities to do in your community from a previous lesson). List the activity, the component of fitness, and why you believe it falls under that component. Your activity may incorporate more than one component of fitness.

Skills Practice

[Understand 5 Fitness Components Skill Sheet](#)

Reflective Questions for Discussion/Journal:

1. How would you apply the components of health related fitness to activities of daily living?
 2. How would using the 5 components of fitness help your reach a health goal?
 3. What is Target Heart Rate and what does it mean to train in your Target Heart Rate Zone?
 4. How does diet and exercise influence body composition?
-



Hopkins Junior West High, MN

SECTION 7

Social Wellness

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.

PILLAR DESCRIPTION

Being social means spending time in large or small groups and often means forming relationships with people in the groups. These relationships can take many forms, all of which have different meanings to us.

Relationships are an important part of a person's life. We have many different relationships in our lives, and we use different types of touch with all of those people. Some of those relationships are healthy and others are unhealthy. In the social Wellness pillar, we will learn how to recognize healthy and unhealthy relationships as well as what to do if we are in an unhealthy relationship. We will explore safe and appropriate boundaries, different personality types in our relationships, and social skills to use in our relationships.

Who we spend time with can influence our choices, behavior and opportunities every day. All parts of wellness work together, especially when it comes to relationships. Having healthy relationships is 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. We can have many healthy relationships in our lives.



Topics in Social Wellness

Click the title to go directly to that section.

- Relationships in My Life
- Healthy Relationships
- Social Skills in My Relationships
- Safe & Appropriate Boundaries
- Bullying, Cyberbullying & Peer Pressure
- Internet & Social Media: Safety & Perception

LESSON 1: RELATIONSHIPS IN MY LIFE



Lesson Topic

Understanding the concept of how you want to be loved



Learning Target

Students will be able to understand their love language and the different people in our lives: Acts of Service, Quality Time, Physical, Gifts, Words of affirmation.



National Health Standards

8.8.4. Identify ways in which health messages and communication techniques can be altered for different audiences.

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 student's needs.



Supplies/Resources

- Love Language [online quiz](#)
 - Love Language [Physical Document](#)
 - [Love Languages Defined with Examples](#)
-

Discussion

The love languages are the ways we show love and interpret love back. It's the language we speak when expressing love. Because the action of loving is different for everyone. There is room for misinterpretations and people can mistake that for lack of connection or I don't love you back. Love languages simple let us know how we love ourselves and how to love others.

Activity

- Have students take the love language quiz.
- Students will find out what type of love language they are. They could have two that are close.
- Split them into groups based on different languages. Hopefully you will have one of each of the love languages per group or you could do this activity as a class.
- From there they have fill out the following chart making sure to be sensitive to all love languages. See the example below the blank chart for ideas.

Understanding Love Languages

Which Love Language?	How to communicate (What do I say?)	Actions to Take (I like it when)	Things to Avoid (I don't like it when)
Words of Affirmation			
Physical Touch			
Receiving Gifts			
Quality Time			
Acts of Service			

WHICH LOVE LANGUAGE?	HOW TO COMMUNICATE	ACTIONS TO TAKE	THINGS TO AVOID
 <p>WORDS OF AFFIRMATION</p>	Encourage, affirm, appreciate, empathize. Listen actively.	Send an unexpected note, text, or card. Encourage genuinely and often.	Non-constructive criticism, not recognizing or appreciating effort.
 <p>PHYSICAL TOUCH</p>	Non-verbal - use body language and touch to emphasize love.	Hug, kiss, hold hands, show physical affection regularly. Make intimacy a thoughtful priority.	Physical neglect, long stints without intimacy, receiving affection coldly.
 <p>RECEIVING GIFTS</p>	Thoughtfulness, make your spouse a priority, speak purposefully.	Give thoughtful gifts and gestures. Small things matter in a big way. Express gratitude when receiving a gift.	Forgetting special occasions, unenthusiastic gift receiving.
 <p>QUALITY TIME</p>	Uninterrupted and focused conversations. One-on-one time is critical.	Create special moments together, take walks and do small things with your spouse. Weekend getaways are huge.	Distractions when spending time together. Long stints without one-on-one time.
 <p>ACTS OF SERVICE</p>	Use action phrases like "I'll help...". They want to know you're with them, partnered with them.	Do chores together or make them breakfast in bed. Go out of your way to help alleviate their daily workload.	Making the requests of others a higher priority, lacking follow-through on tasks big and small.

Skills Practice: Use this document to help with love language examples.

- Recognize that not everyone has the same love language.
 - Establish what your love language
 - Be able to communicate your love language needs to others.
 - Learn to compromise
 - Know that you don't have to have the same love language to have a successful relationship
 - Accept that love languages may not change.
-

Using the Love Language examples provided:

- Describe in detail what a perfect meeting with a friend would look like. Use as many of the love language examples provided in your response as you see fit.
 - Then pair up with someone who has the same love language as you. How easy would it be to get together and make sure everyone's love language was met? Are you ideas very similar?
 - Next pair up with someone who has a different love language than you.
Your task is to recreate "the perfect meeting with a friend" making sure that both love languages are being met. Practice communicating your love languages needs to the other person. Example: "It was super nice that you planned this picnic for me, however I was hoping to engage in conversation with you more?"
 - What did you notice about the different love languages? Was it difficult or easy to accommodate another love language?
-

Reflective Questions for Discussion/Journal:

1. What insights have you gained about yourself based on discovering your love language?
 2. What is the most natural way for you to love yourself? Does it match up with your love language?
 3. What is the most natural way for you to love others? Does it match up with their love language?
 4. What are some practical things you can do to start speaking the love language of others? Do you think it will be challenging?
 5. How will understanding the love languages improve your relationships?
-

LESSON 2: HEALTHY RELATIONSHIPS



Hopkins Junior West High, MN



Lesson Topic

What are we looking for in a relationship?



Learning Target

What is a healthy relationship and why do relationships make a good life?



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 student's needs.



Supplies/Resources

- [What makes a good life? Ted Talk](#)
 - [Fishing Game Cards](#)
 - [Record Sheet](#)
-

Discussion

- Watch Ted Talk- [What makes a good life?](#)
 - Healthy relationships are a vital component of health and wellbeing. There is compelling evidence that strong relationships contribute to a long, healthy, and happy life. Conversely, the health risks from being alone or isolated in one's life are comparable to the risks associated with cigarette smoking, blood pressure, and obesity.
 - Research shows that healthy relationships can help you: Live longer, Deal with stress, Be healthier, Feel richer
-

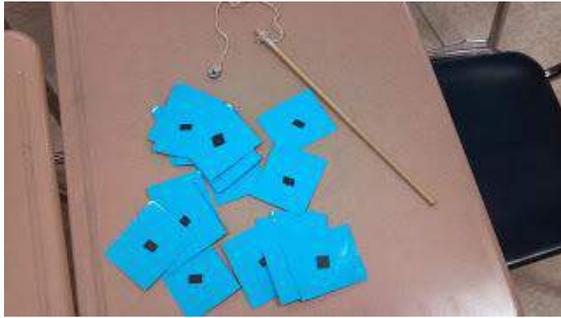
Activity

A Great Catch

This is a fun game or students because they are doing something with equipment and it is a little different. Everything in this activity is symbolism so it is useful to make kids do the activity using the pole and magnets rather than just picking cards. I have used this activity as an intro and a closing activity. Either way it is interesting to get kids thinking and talking about what is important in a potential mate. The more mature the group, the better the discussion.

Activity

A Great Catch



Step 1

You will need to cut out a lot of cards. You may want to enlist the help of some students ahead of time or service aid kids if your school has those. I laminated all my cards before cutting them out to make them more durable.

I also bought a roll of magnetic strip with adhesive on one side. After cutting out all the cards you will need to cut a piece of magnet and stick it to the back of each card.

I made fishing poles using dowel rods about 18" long. I tied simple cotton string to the dowel and tied a steel nut to the end to stick to the magnetized cards.



I used a glad sore & go container to keep all the cards in (I have a total of 8 sets)

Step 2

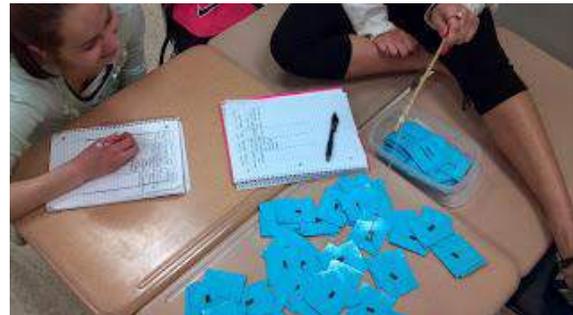
- Great catch game cards (examples - feel free to make up more) with magnetic strip on the back
- Dowel rod fishing pole with string and a nut
- Great Catch record sheet

Step 3

- Have students break up into groups of 4
- Each member gets a great catch record sheet
- Each group gets a tub of quality cards and fishing pole

Step 4

Spread out blue cards, face down, in the middle of the table (like "Go Fish"). this is called "the Pond". Each member takes turns using the fishing pole to "fish" out a quality.



They read the quality card and explain to their group where they would rank that quality in a potential mate based on the 4 categories (Crucial, Significant, Perk or tackle Box).

That group member then records that quality in that category on their record sheet and passes the fishing pole to the next person.



Each member takes turns "fishing" until all the cards are gone, or time runs out.

The group does not have to get through all the cards. It is more important that they are communicating to the group where they would categorize that quality and why.

Discussion

Lots of discussion points with this activity

- Why did we use the pole? (relationships take work and patience)
 - How does this activity resemble real life in relationships?
 - Don't know what you are gonna get
 - Lots of qualities
 - Lots of thought goes into relationships
-

Skill Practice: How far is too far?

- Understanding relationship boundaries, values, and beliefs.

More cards: How far is too far cards?

Not limited-Add any other cards you would like to add to your students

Step 1:

- Break students up into groups of 4
- Give each group a set of How Far is Too Far card
- Have students lay out Timeline Cards
- Have students then put which “behavior” cards go with each of the date cards There should be discussion and disagreements with students, this is part of the game. Have them come to a compromise as to where the behaviors should go.

Variations:

Change how they organize cards either as a class or different groups represent a different population, For example:

- List the cards as you think adults would find acceptable
 - List the cards as you think girls/boys would find acceptable
 - List the cards as you think your parents would find acceptable
 - List the cards as you think I would find acceptable
-

Discussion

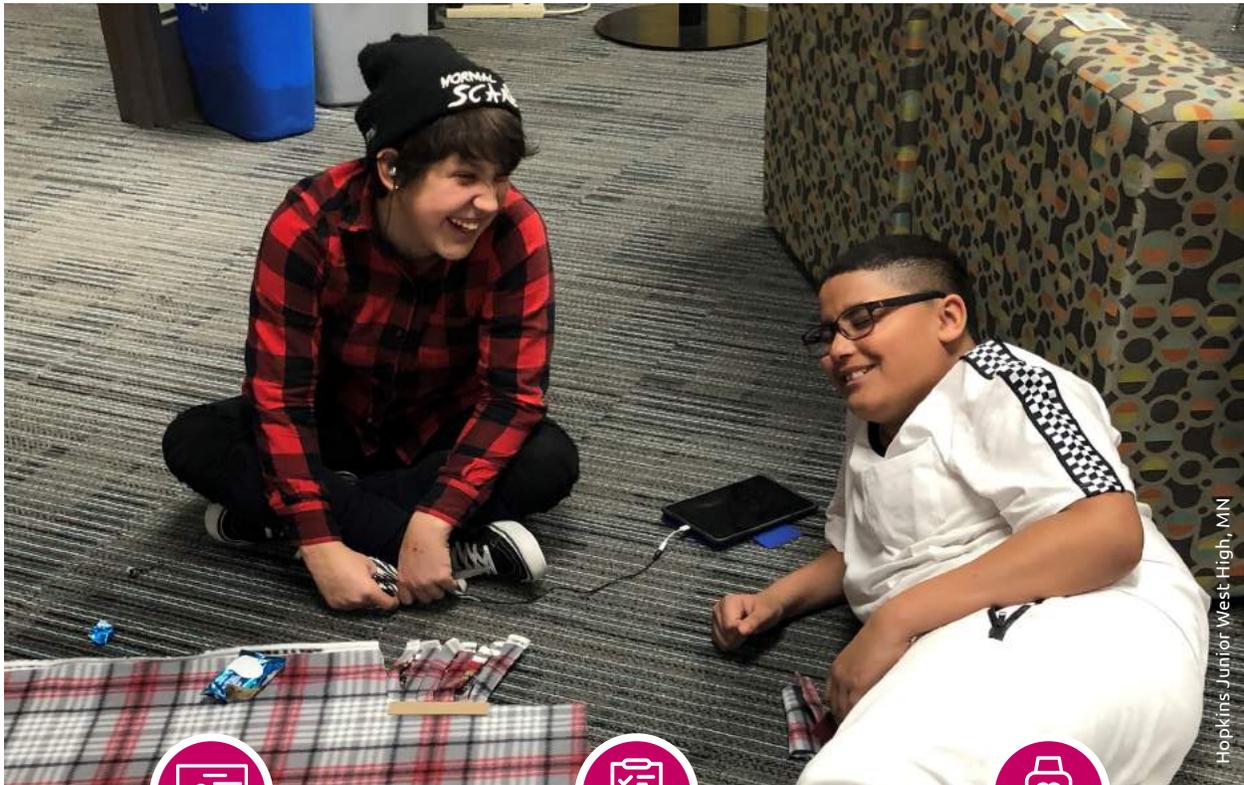
- How did your group come to an agreement on appropriate behaviors?
- What would you say if a behavior was happening to soon for you?
- Why do you think some groups/individuals were more conservative/progressive?
- Would this be more comfortable/easier with someone you were attracted to vs. a platonic group?

Reflective Questions for Discussion Journal

1. How do you build a healthy, responsible relationship?
2. How can you use verbal or non verbal body language to communicate? Give examples of how you would use this with a friend.
3. What do you think the most important thing is when developing a friendship?

Resources: Search for a great catch at <http://flippedhealth.blogspot.com>

LESSON 3: SOCIAL SKILLS IN MY RELATIONSHIPS



Hopkins Junior West High, MN



Lesson Topic

How far is too far?



Learning Target

Understanding Interpersonal Communication and Decision Making



National Health Standards

- 4.8.1. Apply effective verbal and nonverbal communication skills to enhance health.
- 4.12.1. Use skills for communicating effectively with family, peers, and others to enhance health.
- 8.8.4 Identify ways in which health messages and communication techniques can be altered for different audiences.

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 student's needs.



Supplies/Resources

- [How far is too far?](#)
- [Relationship Progressive Cards](#)
- [Blank Why Chart](#)
- [Unhealthy Relationship Example Y Chart](#)
- [Healthy Relationship Example Y Chart](#)

Discussion

Healthy relationships are about more than moments and powerful feelings. Healthy relationships are built. They require time, work, patience, and a deep look inside ourselves.

What are qualities of a healthy relationship? (Have students list them on the board)

Example list for a healthy relationship might look like, but not limited to:

- Acceptance
- Respect
- Vulnerability
- Trust
- Honesty
- Empathy
- Kindness
- Commitment
- Thoughtfulness
- Forgiveness
- Compromise
- Gentleness
- Affection
- Appreciation
- Validation

An unhealthy relationship is a relationship where one or more of the people involved exhibit behaviors that are not healthy and are not founded in mutual respect for the other person. An unhealthy relationship is not necessarily an abusive relationship, but it can be.

What are the qualities/signs of an unhealthy relationship?(Have students list them on the board)

An example list for an unhealthy relationship might look like, but not limited to:

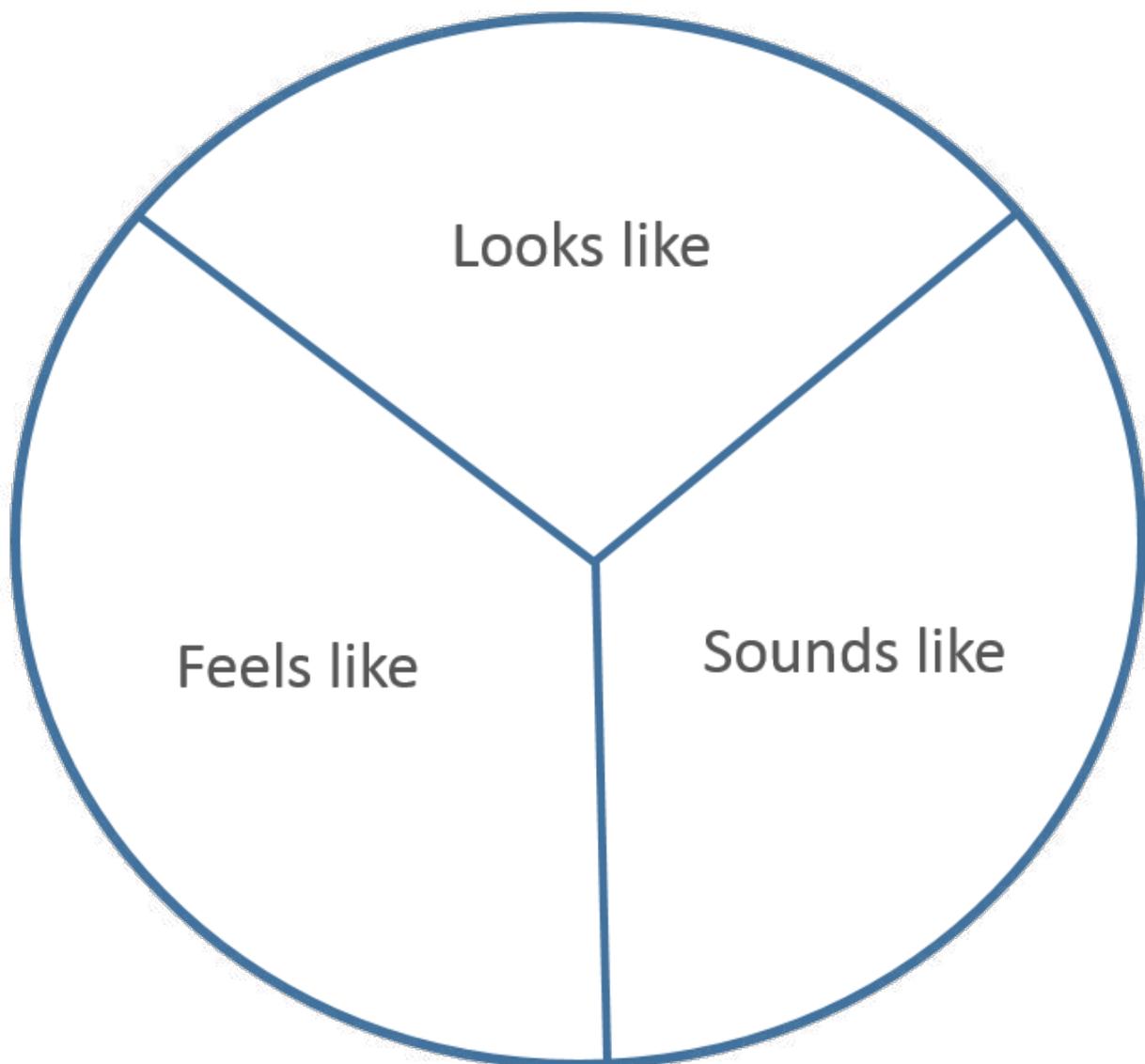
- Criticism
- Lack of Communication
- Loss of emotional/physical intimacy
- Disengagement
- Passive Aggressive Behavior
- Codependent Behavior
- Substance abuse
- Verbal Abuse
- Physical Abuse
- No respect
- Jealousy
- Dishonest
- Controlling

Activity

Y-Chart

Directions:

Have students fill out the blank Y chart in a small group or individually. A Y chart will help students identify what a healthy/unhealthy relationship looks like, sounds like, and feels like in their lives. It will help students organize and record their feelings.



Skill Practice: How far is too far?

Supplies:

- How far is too far timeline cards (Red)
- How far is too far behavior cards (White)

Directions:

Divide students into groups of 4. Give them each a set of How Far is Too Far cards.

Have students lay out Timeline Cards

Have students then put which “behavior” cards go with each of the timeline cards (there should be discussion and disagreements with students) this is part of the game. Have them come to a compromise as to where the behaviors should go and be able to give reasons why they placed the card where they did. Students should be prioritizing behaviors in a relationship and working on how to communicate appropriate behavior in a relationship.

Variations:

Change how they organize cards either as a class or different groups represent a different population, For example:

- List the cards as you think adults would find acceptable
- List the cards as you think your parents would find acceptable
- List the cards as you think I would find acceptable
- Variations: How far is too far worksheet

Reflective Questions for Discussion/Journals:

1. How did your group come to an agreement on appropriate behaviors?
2. Why do you think some groups/individuals were more conservative/progressive?
3. Would this be more comfortable/easier with someone you were attracted to vs. a platonic group?

LESSON 4: SAFE & APPROPRIATE BOUNDARIES



Hopkins Junior West High, MN



Lesson Topic

Safe and Appropriate Boundaries



Learning Target

Using music to help understand relationships



National Health Standards

2.8.5 Analyze how messages from media influence health behaviors.

2.8.6 Analyze the influence of technology on personal and family health.

Special Considerations: Students need to brainstorm songs, so provide students time to brainstorm during class or assign as homework. 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 student's needs.



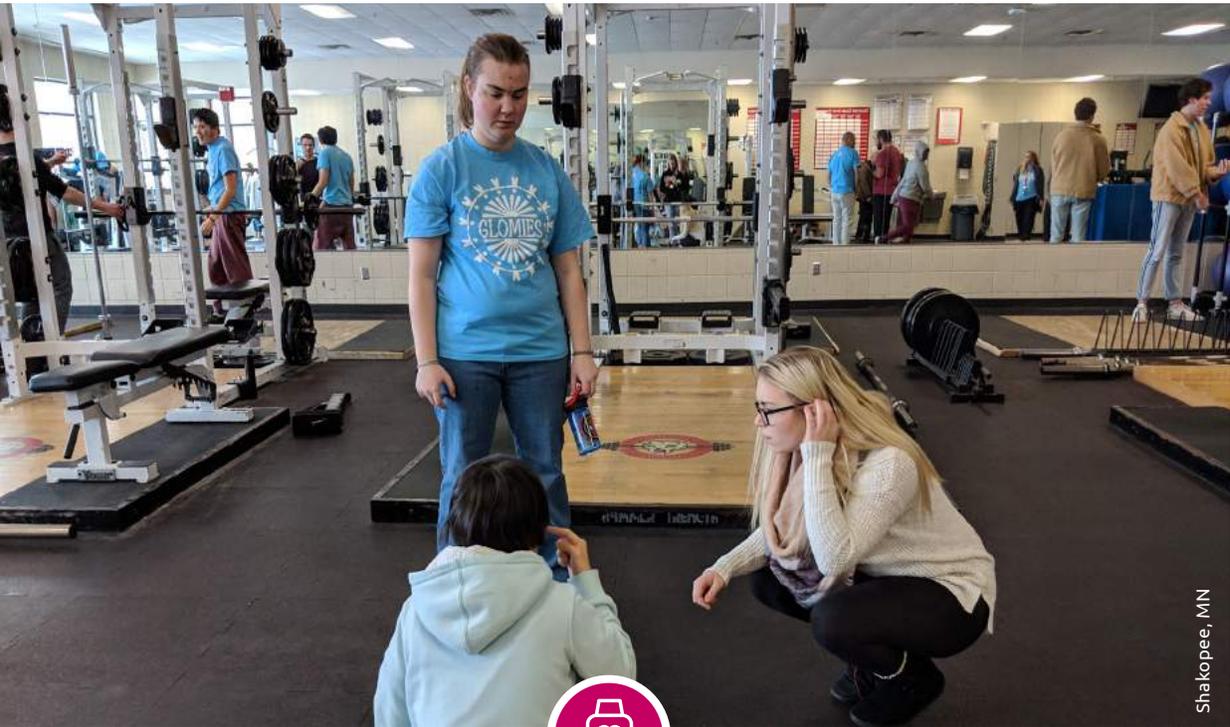
Supplies/Resources

- [Respect Wheel](#)
- [Kill a word example](#)
- [What can songs teach us activity](#)

Discussion

- Media influence is the actual force exerted by a media message, resulting in either a change or reinforcement in audience or individual beliefs. Media effects are measurable effects that result from media influence or a media message. Where do you think media most influences your life? How much power do you think media has?
- Whether that media message has an effect on any of its audience members is based on many factors, including audience demographics and psychological characteristics of the individuals. These effects can be positive or negative, abrupt or gradual, short-term or long-lasting. What positive effects does media have on us/society? What negative effects does the media have on us/society?
- Not all effects result in change: some media messages reinforce existing beliefs. Where can you find media messages reinforcing an existing belief?
- Researchers examine an audience after media exposure for changes in cognition, belief systems, and attitudes, as well as emotional, physiological and behavioral effects. What do you think this research might look like? How does this affect your health and behaviors?

LESSON 5: BULLYING, CYBERBULLYING & PEER PRESSURE



Shakopee, MN



National Health Standards

- 1.8.1 Analyze the relationship between healthy behaviors and personal health.
- 2.8.8 Describe the influence of culture on health beliefs, practices, and behaviors.
- 4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.
- 7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.



Lesson Topic

Bullying, Cyberbullying and Peer Pressure



Learning Target

How can students apply their strengths, weakness and skills to bullying and peer pressures? 3.8.4 Describe situations that may require professional health services.

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 students needs.

*Multiple ways for class lists and possible ways to do skill:

- Create google form with every students name on it
- Put names on envelopes, students will take paper write one positive thing about each student and put it in envelope. (For extra movement-put envelopes around room and students have to walk to each envelope)
- Students or teacher takes the positive affirmations and then create a word cloud
- Teachers/Students can handwrite, type, word cloud all positive affirmations on one sheet of paper so they can all be on same area.



Supplies/Resources

- Video 1: Bullying Is never ok
- Video 2: Bullying bystander
- You are a superhero lesson
- Class list with every student on it.

Discussion: Watch 2 videos and then discuss.

- Video 1: Bullying Is never ok.
- Video 2: Bullying bystander
- Use these discussion questions to help continue the discussion about bullying.
 1. Do you think bullying is a serious problem in your school or community? Why or why not?
 2. How do you think bullies feel when they demean someone else?
 3. Do you think it's possible to make a bully understand other people's feelings? Why or why not?
 4. How do adults in your school or community address bullying? Have you seen adults look the other way? What kind of interventions have you seen adults use to prevent or stop bullying?
 5. What kind of interventions can young people use to prevent or stop bullying? List three things you could do to defuse a bullying situation.
 6. Do you think you've ever bullied someone? If so, what made you stop? What made you want to bully someone again?

Activity: You are a Superhero

(Follow worksheet provided)

Skill Practice:

Write one positive affirmation about each peer in your class. When students reflect and repeat reading them, they will see the positives characteristics instead of focusing on the negatives about themselves. You will get the class list from your teacher.

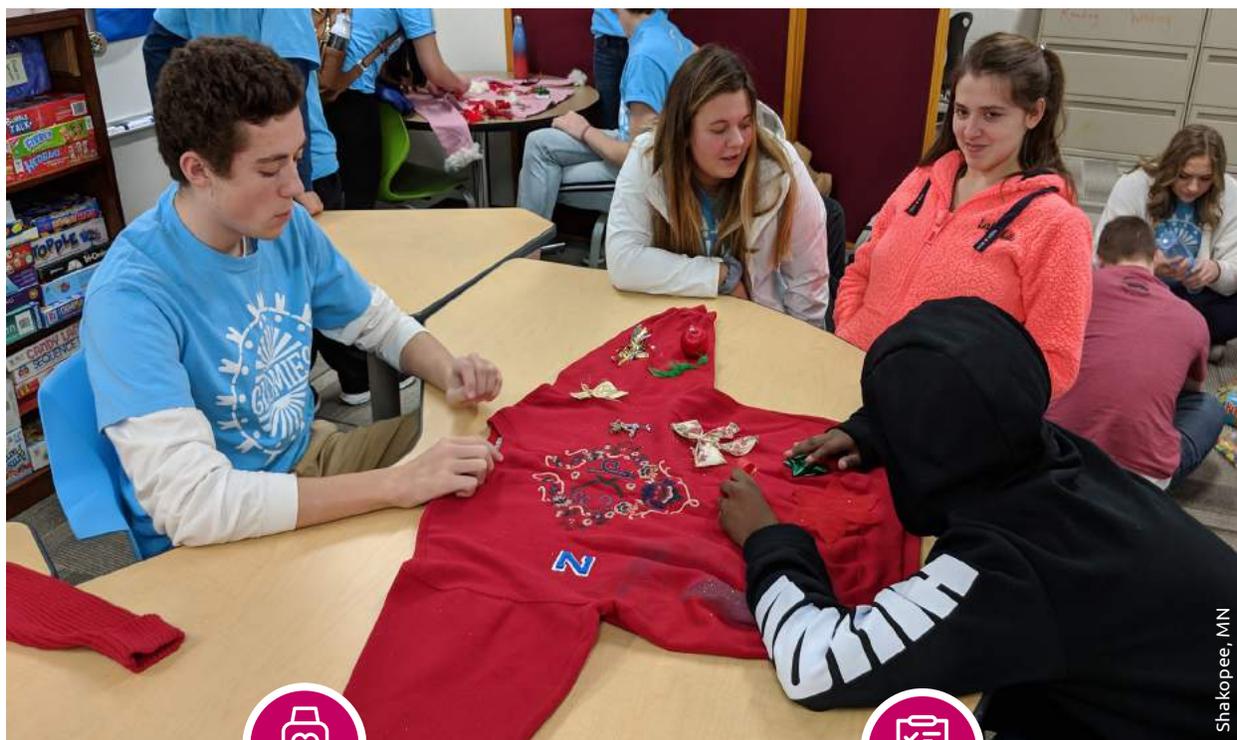
For example: kind, good friend, respectful, strong, loving, etc.

After receiving the list of affirmations from their peers, students will reflect upon the list and identify the ones that they see in themselves. They will write or type out their identified affirmations. For example: "I am a loving person, especially to my family." The ability to recognize these affirmations helps develop self love and another layer of resilience.

Reflective Questions for Discussion/Journal:

1. How can you spread the word to stand against bullying across your community?
2. How might becoming aware of the world around us (especially in our classrooms), and how every person is different, affect how we treat people?
3. How is cyber-bullying just as dangerous as bullying in-person?
4. What do I do when I see someone being bullied?
5. What are some of the long term effects bullying can have on a person's life?

LESSON 6: INTERNET & SOCIAL MEDIA: SAFETY & PERCEPTION



National Health Standards

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- 2.8.6. Analyze the influence of technology on personal and family health
- 2.8.9. Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- 2.12.5. Evaluate the effect of media on personal and family health.
- 2.12.6. Evaluate the impact of technology on personal, family, and community health



Learning Target

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Internet and Social Media: Safety and Perception

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 students needs.

*Pre-screen The Dangers of Social Media- Video is intense and make sure it works with students in class.



Supplies/Resources

- [6 Degrees of Information](#)
- [The Dangers of Social Media](#)
- [Digital Footprint Activity](#)
- [Google Search Engine Activity](#)
- Computers/iPads

Discussion

Watch [6 Degrees of Information](#)

What did you think of the video? Could you identify with one of the students? Which one and why? Do you know who your friends/followers are social media sites? What are your standards for adding a friend or allowing a follower? When is the last time you have gone through and looked at your friends list? Are you ever worried about someone stalking you on social media? How can we stay safe and still stay connected?

Activity: Google search self and others

Go to a google search engine. You get a maximum of 6 clicks to find out as much information as you can about yourself, friend, parent, teacher.(For example, social media sites, where they live, how old they are, interests, hobbies)

Keep track of each site you are on and the information you will discover.

Yourself: _____

Click 1 (site and info) : _____

Click 2 (site and info): _____

Click 3 (site and info): _____

Click 4 (site and info): _____

Click 5 (site and info): _____

Click 6 (site and info): _____

Friend: _____

Click 1 (site and info): _____

Click 2 (site and info): _____

Click 3 (site and info): _____

Click 4 (site and info): _____

Click 5 (site and info): _____

Click 6 (site and info): _____

Parent: _____

Click 1 (site and info): _____

Click 2 (site and info): _____

Click 3 (site and info): _____

Click 4 (site and info): _____

Click 5 (site and info): _____

Click 6 (site and info): _____

Teacher: _____

Click 1 (site and info): _____

Click 2 (site and info): _____

Click 3 (site and info): _____

Click 4 (site and info): _____

Click 5 (site and info): _____

Click 6 (site and info): _____

Skill Practice

Digital Footprint Activity

Reflective Questions for Discussion/Journal:

Please answer the following questions and if you answer yes to any of them, reflect and discuss if you are willing to change your behaviors and what does that look like moving forward?

- Have you ever shared personal details? Example: Address, phone number, little questionnaires about personal information etc, what is your favorite color? What is your favorite childhood game?
 - Have you ever used rude or attacking comments/language online?
 - Do your profiles use your first and last name? Always utilize first names or nicknames? Think twice about posting last name?
 - Have you ever shared information about other people in your school in your community? Twitter handle, snap chat code?
 - Have you always treated others how you want to be treated?
 - Have you posted or shared photos with yourself and/or others without their permission?
 - Do you have different login details and passwords and do you share them with others?
 - Do you personally know your followers/"friends" or do you just add random people?- People make fake profiles all of the time?
-

Optional Activity:

- Digging Deeper: How to spot a fake profile?
- Discussion questions-Going deeper:
 - Go online and see if you can spot 3 fake online profiles?
 - How can this help you when it comes to interpersonal communication and social media communication?



Student Board of Directors Meeting

SECTION 8

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.

LEADERSHIP INTRODUCTION ACTIVITIES

Developing leadership skills in students is a crucial component to ensuring they become well-rounded, socially inclusive citizens. Within a Unified Wellness Education 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:

http://media.specialolympics.org/soi/files/resources/Project_Unify/IYLGuidebook.pdf

General Leadership Ideas for ALL Students in Wellness Education:

- Leading opening/closing activities
- Handing out and managing class materials
- Leading an activity
- Providing feedback to classmates during skill practice
- Listening to classmates or group members when they offer suggestions
- Participating in or leading reflection discussions
- Being the coach or assistant coach within a unit

Students should participate in a variety of different Inclusive Youth 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 Physical Education course.



Student Leadership Themes Included in this Section:

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



ACTIVITY: MY PERCEPTIONS

Time Required: 20 – 40 minutes

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

Materials Required: Finding Your Strengths Worksheet

Time Required: 20 – 40 minutes

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 YOUTH LEADERSHIP

Inclusive Youth Leadership allows for individuals with and without disabilities to develop meaningful relationships, enhance leadership skills and take responsibility for helping to ensure everyone feels included and welcomed in their school. Activities in this unit will provide an introduction to Inclusive Youth 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.

- Focus on collaboration and taking directions from different styles of leaders.
- Develop personal style of leadership and working with others.

Activity 1.2: Inclusive Leadership & Collaboration

- Enhance active listening skills.

- Enhance teamwork and team-building skills.



Shakopee, MN



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

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

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 a 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.

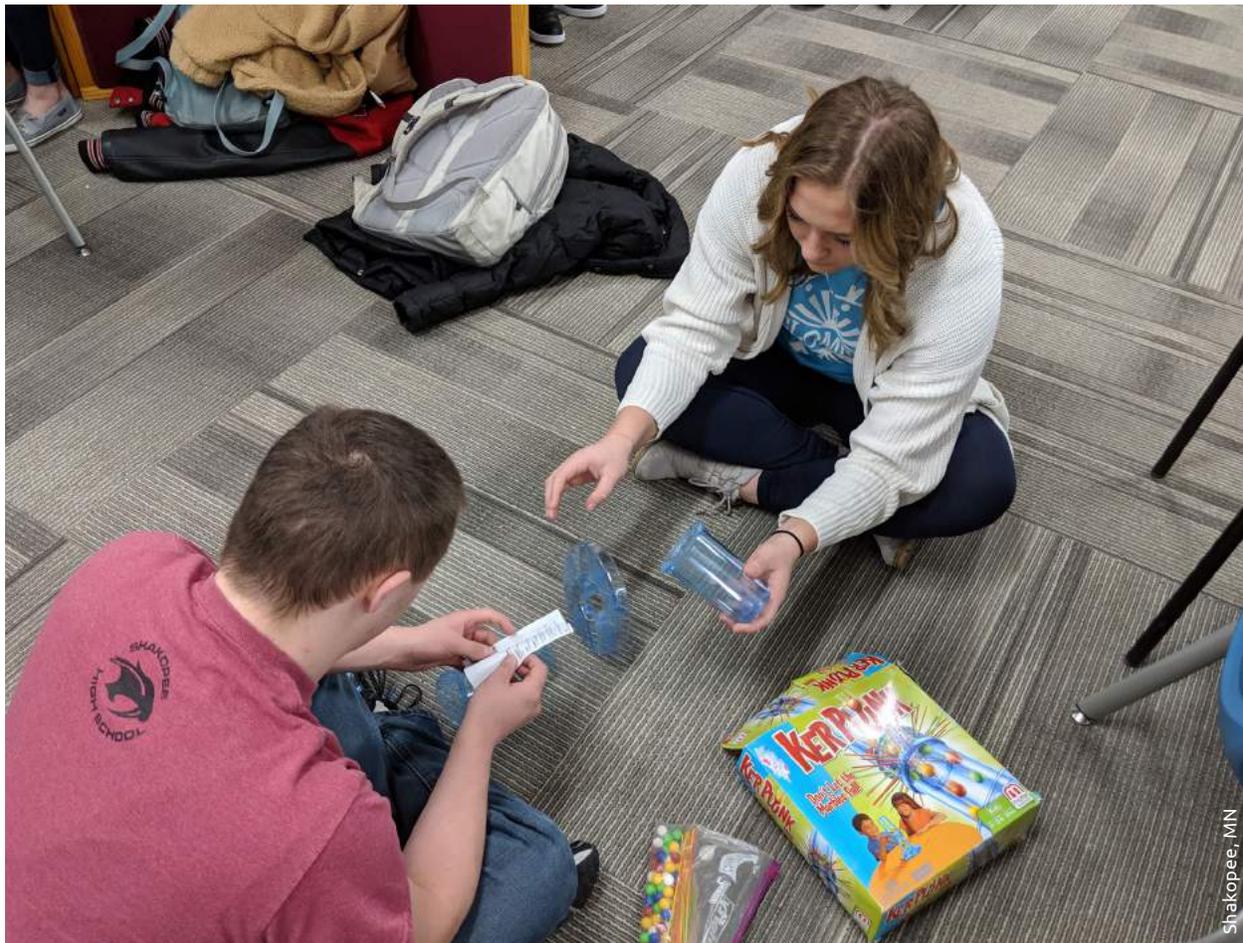
Activity Overview:

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 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

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

Time Required: 15 – 30 minutes

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>

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?

UNIT 3: CO-LEADERSHIP

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.
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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
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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 Physical Education 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:

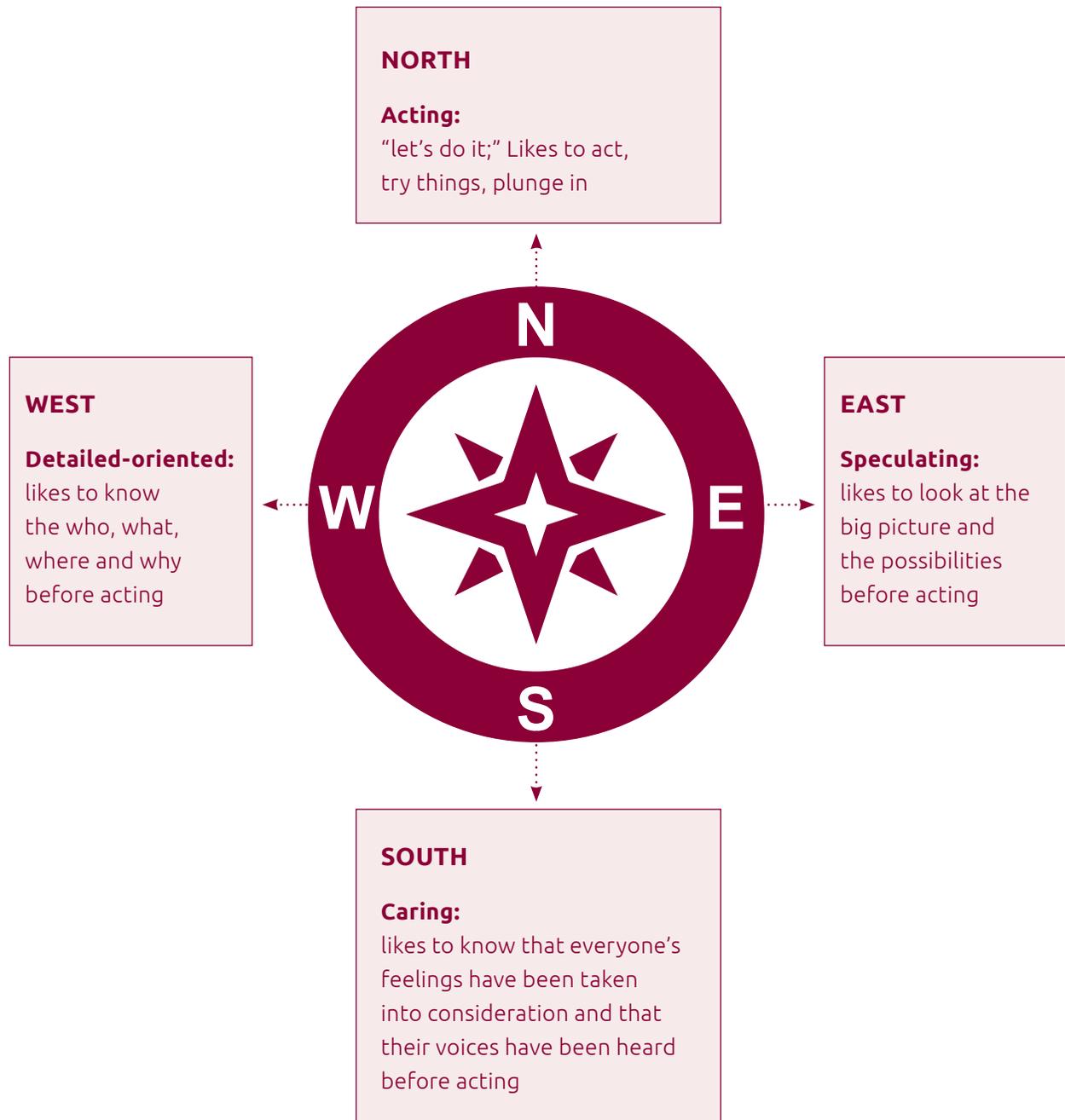
- What is my partner's direction?
- What are his or her leadership strengths?
- What are his or her leadership challenges?
- How will I support my partner using my strengths?
- How will my partner support me using her/his strengths?

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



UNIT 4: TEAMWORK

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 collaborating to create a stronger, more cohesive group.

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.
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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**
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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

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

Time Required: 30 – 40 minutes

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 Physical Education.
- 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 Physical Education 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.

UNIT 5: ADVOCACY

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.

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.
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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**
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ACTIVITY 5.1: SOCIAL JUSTICE

Time Required: 20 – 40 minutes

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 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 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

Time Required: 15 – 30 minutes

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 Physical Education course? (Share examples of other great student-created Spread the Word to End the Word videos, found at 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.



Special Olympics Unified Schools

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