



Chino Valley High School, AZ

Special Olympics Unified Physical Education Resources



Special Olympics
**Unified Champion
Schools**

ACKNOWLEDGEMENTS

Authors

Michael J. Messerole, Ph.D.
University of Nebraska Omaha

Susan J. Tarr, Ph.D.
Minnesota State University, Mankato

Brian Quinn
Special Olympics North America

Rachel Lindman
Richland School District Two, SC

Marty Mack
Swansea High School, SC

Barbara Oswald
Special Olympics South Carolina

Robin Parker
Volunteer Editor

Diane Raabe
Laurens High School, SC

Graphic Designer

Meredith Schwinder
Freelance Art Director

Rebecca Ralston
Special Olympics International

Janelle K. Roberts-Perrin, Ph. D.
Cave Creek Unified School District, AZ

Contributors

Jenda Ballard
Chino Valley High School, AZ

Andrea Cahn
Special Olympics North America

Jessica Cobos, M.S.
Raymond S. Kellis High School, AZ

Dan Crawford
Educator, OH

Kara Harmon
Special Olympics South Carolina

Jahlieh Henderson
Columbus High School, WI

Mary Jean Hippert
Dover High School, NH

Kristin Hughes Srour
Special Olympics International

Katie Kilty, Ed. D.
Author, Creating Healthy Habits

Anne Rogers
Special Olympics Michigan

Kristi Roth, Ph. D.
University of Wisconsin - Stevens Point

Lauren Sabo
Educator, OH

Isaac Sanft
Special Olympics Arizona

Michael Wakeford
Raymond S. Kellis High School, AZ

School Test Sites

Battery Creek High School
Special Olympics South Carolina

Cave Creek High School
Special Olympics Arizona

Chino Valley High School
Special Olympics Arizona

Columbus High School
Special Olympics Wisconsin



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

TABLE OF CONTENTS

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

4	Section 1: Introduction to Special Olympics Unified Champion Schools
7	Section 2: Overview of Unified Physical Education
16	Section 3: Sample Course Syllabus & Unit Schedule
23	Section 4: Course Orientation Outline & Resources
29	Section 5: Tips for Inclusion
32	Section 6: Sample Bocce Unit Plan
45	Section 7: Sample Basketball Unit Plan
66	Section 8: Student Leadership Units
89	Section 9: Student Wellness Units
100	Section 10: Physical Fitness Assessment
103	Section 11: Student Journaling & Reflection
108	Section 12: Student Self-Assessment Rubric
110	Section 13: Future Educator Opportunity
112	Section 14: Additional Resources
115	Addendum



Walhalla High School, SC

SECTION 1

Introduction to Special Olympics Unified Champion Schools

This document is one piece in a series of Special Olympics Unified Champion Schools resources to conduct Unified Physical 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.



Special Olympics
**Unified Champion
Schools**



Special Olympics Mission

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

Special Olympics Unified Champion Schools

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

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

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

Special Olympics Unified Physical Education

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

“Even as a three sport, varsity athlete, I’ve never had my leadership skills challenged as much as I have in Unified PE. This has honestly benefited me just as much as everyone else in this class. You grow as a group. Best class I’ve ever had.”

— Tanner, Senior in Unified PE



Special Olympics Unified Sports®

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

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

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



Wayzata High School, MN

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

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



Swansea High School, SC

SECTION 2

Overview of Unified Physical Education

This document is one piece in a series of Special Olympics Unified Champion Schools resources to conduct Unified Physical 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.



Special Olympics
**Unified Champion
Schools**



Overview & Philosophy

This is not your typical physical education course! Unified Physical Education is a unique opportunity for students of varying ability levels and backgrounds to come together on equal terms through ongoing fitness, sports, leadership and wellness activities. This course focuses on the physical, intellectual and social growth of all participants. Engaging in physical activity and sport alongside peers with and without disabilities helps to foster important social relationships.

Numerous studies have been conducted linking social connections and involvement in school activities with better performance for students of all abilities. One example includes research by Overton (2001)¹, in collaboration with the North Carolina High School Athletic Association. Overton looked at the academic performance of high school student-athletes in North Carolina and revealed significant differences between athletes and non-athletes. Some of the major findings included improved GPA (grade point average) for athletes versus non-athletes; significantly better school attendance rates; fewer discipline referrals, and; overall, a dramatically lower dropout rate among athletes.

The Center for Social Development and Education at the University of Massachusetts Boston conducted a program evaluation on the impact of Special Olympics Unified Champion Schools on social outcomes. The program evaluation found students who participated in Unified Champion Schools were twice as likely to invite a student with ID (intellectual disabilities) to go out with friends or spend time together outside of school. Additionally, students who were more involved in Unified Champion Schools activities had more positive experiences in school.

Students can apply the skills learned and bonds created during Unified Physical Education courses, such as becoming more active and working together as a team to the broader arena of Special Olympics. Students participating in Unified Physical Education courses may have the opportunity to attend Special Olympics competitions and/or leagues with surrounding schools.

In addition to serving as a guide for physical education, sports and recreation activities, these resources also support student leadership, affect whole-school impact, and promote social justice, health and wellness. Special Olympics believes that youth are the future, but also that they can be leaders right now if given the opportunity and support. Unified Physical Education courses can be the foundation for creating more inclusive school environments across the country where individual differences are embraced and ALL students are accepted.

“One of the most fun and life changing classes I have ever taken!”

— Logan, Senior in Unified PE

¹ Overton, G. P. (2001). *A quantitative analysis of the educational performance of athletes and non-athletes of 131 high schools in North Carolina. Thesis (Ed.D.)—East Carolina University, 2001.*

How does Unified Physical Education work?

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



What are Unified Physical Education Resources?

The Unified Physical Education Resources are a set of documents that include strategies and resources for educators to create a Unified Physical Education course and/or inclusive physical education environment. The resources include options for integrating physical activity, fitness, sports, health, wellness, nutrition and student leadership into the class and broader school community. This set of documents includes a “menu” of options for educators to pick and choose which items they would like to use for their school/course. The menu items include:

-
- Sample course syllabus & unit schedule (Section 3)
 - Course orientation outline (Section 4)
 - Tips for Inclusion (Section 5)
 - Sample physical education unit plans (Sections 6 & 7)
 - Student leadership & wellness activities (Sections 8 & 9)
 - Student fitness assessments (Section 10)
 - Student journaling & reflection (Section 11)
 - Student self-assessment rubric (Section 12)
 - ‘Future Educator’ opportunity (Section 13)

Course goals for class members

- Increase in physical fitness and sport-specific skills (SHAPE National Standards 1 & 3)
 - Foster new friendships and social inclusion amongst classmates (SHAPE National Standard 4)
 - Reinforce positive habits and reasoning to make better health & lifestyle choices (SHAPE National Standard 5)
 - Advance social and leadership competencies (SHAPE National Standard 4)
 - Deepen understanding of activity/game/sport rules and strategies (SHAPE National Standard 2)
 - Opportunities to develop movement confidence and competence in a variety of physical activities/activity settings (SHAPE National Standard 5)
-

Educational benefits for class members & school community

- School climate improvement through acceptance, friendship and social inclusion (SHAPE National Standard 4)
 - Hands-on leadership development
 - Social-emotional learning through student interactions and activities (SHAPE National Standard 4)
 - Genuine inclusion and sports 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 physical education course aligned to national physical education 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:

- 1 A new physical education course
 - 2 Integrated into an established physical education curriculum (i.e., SPARK PE or district physical education program)
 - 3 Transformation of an existing physical education course
 - 4 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 for graduation credit.
-

Sample course description: Unified Physical Education Course

This course combines students of all abilities to participate in developmentally appropriate activities including lifetime activities, physical fitness, and sport. Students will work together to increase competence and confidence in a variety of physical 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 Physical Education Course Schedule & Syllabus

Within the Unified Physical Education 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 Physical Education course schedule include:



- Time at the beginning of the course for orientation, training and class cohesion building (typically the first 1-2 weeks).
- Special Olympics sports training should not be the sole focus of this course, however it is good to be aware of the state/local Special Olympics calendar of events.
- A well-rounded variety of activities and units should be incorporated throughout the term. Unit recommendations for Unified Physical Education 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 Physical Education is a fully inclusive program. Whenever possible, approximately half of the students in this course should be students with a disability; the other half should be students without a disability. A Unified Physical Education course should never be comprised solely of individuals with disabilities, nor should the course be comprised of primarily individuals without disabilities.

An important underpinning of Unified Physical Education is that all students enter the class on an equitable social footing. Students without 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.

If students in the Unified Physical Education course are going to participate in Special Olympics Unified Sports competitions the teacher must work with the state Special Olympics organization regarding rules, student ratios, regulations, and training requirements.

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.

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

Value-Added Activities

This information outlines supplemental opportunities that can provide ‘value-added’ benefits to participation in the Unified Physical Education 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 fitness, health and leadership. 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 Youth Leadership

Inclusive youth leadership is based on the premise that all students have the ability to be leaders. Activities that foster inclusive youth leadership skills help students with and without 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 Physical Education should provide a variety of opportunities for students with and without 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 warm-up & stretching
- An inclusive pair or small group facilitates a weekly wellness or community-building activity, including researching the topic, identifying an activity and presenting to the class
- Students managing sports skills stations, including researching the sport, identifying skill drills and organizing the station during class
- 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

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 Physical Education course is designed to educate students holistically in an inclusive setting while focusing on physical and behavioral health, sports skill development and individual student growth. The Inclusive Youth Leadership component of the Unified Physical Education 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 Physical Education units:

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

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

Whole-school Awareness

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®, Fans in the Stands, 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: <https://getintoit.specialolympics.org/>
- School assembly or pep rally
- “Fans in the Stands” for a Unified Sports competition or demonstration
- Unified Sports Festival or field day
- Fundraising for Special Olympics
- Organizing a disability awareness day or week

Fitness & Wellness Opportunities

Obesity rates for children with disabilities are 38% higher than for children without disabilities (2003-2008) National Health and Nutrition Examination Survey). This course provides an opportunity to educate and motivate students to make better choices and support one-another to achieve their fitness goals. There are a variety of inclusive fitness and wellness education options included within this resource. This is not meant to replace a health class, but to enhance their knowledge through active learning. Students are encouraged to take a leadership role in researching wellness topics and facilitating lessons with their peers. They will also have an opportunity to set personal fitness goals based upon their current fitness assessment levels.

The goal of the wellness content is to reinforce basic health principles that can make an impact in the lives of all students involved. The wellness unit topics include:

- Personal fitness goals
- Exercise & injury prevention
- Physical & mental well-being
- Sports nutrition & hydration
- Healthy lifestyle choices

Further details can be found in the “Student Wellness Units” section.



Career Readiness

Unified Physical Education 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 Physical Education 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 physical education 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 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 Youth Leadership and Unified Clubs can be found on the Special Olympics website and in Section 14.

Even More Resources & Ideas!

A listing of suggested resources and activities that can be used to enhance a Unified Physical Education class can be found in Section 14: “Additional Resources.”



Chino Valley High School, AZ

SECTION 3

Sample Course Syllabus & Unit Schedule

This document is one piece in a series of Special Olympics Unified Champion Schools resources to conduct Unified Physical 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.



Special Olympics
**Unified Champion
Schools**

SAMPLE UNIFIED PHYSICAL EDUCATION COURSE SYLLABUS

Course Description

This course combines students of all abilities to participate in developmentally appropriate activities including lifetime activities, physical fitness, and sport. Students will work together to increase competence and confidence in a variety of physical 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.

Student Learning Outcomes/Course Objectives

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

- 1 Increase their physical fitness
 - 2 Improve their activity-specific skills
 - 3 Cooperate and work together with classmates
 - 4 Describe how to make better health & lifestyle choices
 - 5 Increase their understanding of sports rules and strategies
-

Grading

The teacher must decide the grading criteria based on the department's and school district's policies. Based on 'Best Practice' and State/National Physical Education Standards it is recommended that the grading criteria be based on objective assessments that demonstrate student learning (e.g., skill development & knowledge and NOT managerial tasks such as effort, attitude, participation).

Tentative Schedule

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

Course Policies

Refer to the school district's Physical Education Policies.

SAMPLE UNIT SCHEDULE

A well-rounded variety of physical education, fitness, sport, wellness and leadership activities should be integrated throughout the course. This Unified Physical Education resource provides some recommended sport/activity units, however the instructor is encouraged to integrate course content that will best meet the national physical education standards and grade-level outcomes as well as to suit the needs and goals of the students registered for this course.

The matrix below displays sample unit **options** for a Unified Physical Education course. As with any physical education course, determining the number of activities/units should be based on the duration of the course and the students and their learning. Students should be provided ample time to learn/master the grade-level outcomes covered in the course. This section also includes examples of physical education instructional units for a Unified Physical Education course based on the National Standards, as well as a listing of Special Olympics Sports.

 Physical Education Focus	 Leadership Theme	 Wellness Topic
Outdoor Pursuits	Orientation	Personal fitness goals
Lifetime Activities	Inclusive Youth Leadership	Exercise & injury prevention
Individual Performance	Inclusion	Physical & mental well-being
Games & Sports	Co-leadership	Sports nutrition & hydration
Aquatics	Teamwork	Healthy lifestyle choices
Dance & Rhythmic Activities	Advocacy	
Fitness Activities		

The “Physical Education Focus” areas are merely suggestions, since the specific activities and sports conducted will be up to the physical educator (refer to Sections 6 & 7 for two examples). Sample activities for the leadership and wellness units can be found in Sections 8 & 9.

In addition to the sample topics presented above, sports and related activities can be integrated into a Unified Physical Education course. While Special Olympics sports training can be a unique component of this course, it should not be the sole focus. If the school chooses to participate in a Special Olympics event, the State Special Olympics office will be able to share the specific training and participation standards required. One of the requirements is typically an 8-week training period prior to competition.



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

- Specific activity/sport units
- Weekly discussion/reflection topics
- Journaling schedule
- Student leadership activities
- Projects and due dates
- Societal events (recommended dates listed below)
- School events
- Special Olympics competitions & events

WEEKLY SCHEDULE

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

WEEK 1	Introduction <ul style="list-style-type: none">• Course orientation (refer to Section 4 for planning course introduction)• Team building activities (refer to Section 8 for lesson activities)• Student “pre-assessments” (skill/knowledge)• Fitness activities: as part of warm-up or embedded in lesson• Special Olympics Unified Sports training & competition plan (if the school decides to participate in Special Olympic activities)
WEEK 2	Unit 1 <ul style="list-style-type: none">• Goal setting (individual/class)• Wellness lesson (refer to Section 9 for lesson activities)• Overview of PE unit #1: activity/game• PE Unit #1 skill-building• Unified Sports training (if applicable)
WEEK 3	Unit 1 <ul style="list-style-type: none">• Student leadership activity• Wellness lesson (refer to Section 9 for lesson activities)• PE Unit #1 skill-building• Unified Sports training (if applicable)
WEEK 4	Unit 2 <ul style="list-style-type: none">• Student leadership activity• Wellness lesson (refer to Section 9 for lesson activities)• Overview of PE unit #2: activity/game• PE Unit #2 skill-building• Unified Sports training (if applicable)

WEEK 5**Unit 2 & Midterm**

- Mid-term review of goals (individual/class)
- Student leadership activity
- Wellness lesson (refer to Section 9 for lesson activities)
- PE Unit #2 skill-building
- Unified Sports training (if applicable)

WEEK 6**Unit 3**

- Student leadership activity
- Wellness lesson (refer to Section 9 for lesson activities)
- Overview of PE unit #3: activity/game
- PE Unit #3 skill-building
- Unified Sports training (if applicable)

WEEK 7**Unit 3**

- Student leadership activity
- Wellness lesson (refer to Section 9 for lesson activities)
- PE Unit #3 skill-building
- Unified Sports training (if applicable)

WEEK 8**Unit 4**

- Student leadership activity
- Wellness lesson (refer to Section 9 for lesson activities)
- Overview of PE unit #4: activity/game
- PE Unit #4 skill-building
- Unified Sports training (if applicable)
- Student fitness assessments (optional- see Brockport Assessment in Section 10)

WEEK 9**Unit 4 & Unified Sports Competition**

- Final class activities & projects
- Final review of goals (individual/class)
- Wellness lesson (refer to Section 9 for lesson activities)
- PE Unit #4 skill-building
- Special Olympics Unified Sports competition (if applicable)
- Student "post-assessments" (skill/knowledge)
- Student fitness assessments (optional- see Brockport Assessment in Section 10)

UNIT PLAN CONSIDERATIONS

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

- Eunice Kennedy Shriver Day: September 27 www.eunicekennedyshriver.org
 - International Day of Persons with Disabilities: December 3 <http://www.un.org/disabilities>
 - Spread the Word to End the Word: March www.R-Word.org
-

Physical education instructional units as recommended in the SHAPE America National Standards¹:

Outdoor Pursuits: recreational boating [e.g., kayaking, canoeing, sailing, rowing], hiking, backpacking, fishing, orienteering/geocaching, ice skating, skateboarding, snow or water skiing, snowboarding, snowshoeing, surfing, bouldering/traversing/climbing, mountain biking, adventure activities, ropes course

Fitness Activities: yoga, Pilates, resistance training, spinning, running, fitness walking, fitness swimming, kickboxing, cardio-kick, Zumba, exergaming

Dance & Rhythmic Activities: creative movement/dance, ballet, modern, ethnic/folk, hip hop, Latin, line, ballroom, social, square

Aquatics: swimming, diving, synchronized swimming, water polo

Individual Performance: tumbling, figure skating, track & field, multi-sport events, in-line skating, wrestling, self-defense, skateboarding, triathlon

Games & Sports: volleyball, racquetball, wallyball, tennis, badminton, pickleball, table tennis, golf, archery, bowling

Lifetime Activities: includes the categories of outdoor pursuits, selected individual performance activities, aquatics, games & sports

¹ Society of Health and Physical Educators. (2014). *National standards & grade-level outcomes for K-12 physical education*. Champaign, IL: Human Kinetics.

Special Olympics Sports:

The sports listed in this section are all offered by Special Olympics International, however each state or region will have a unique set of offerings based on localities and sport popularity. Local sport and competition calendars can be found on each State Special Olympics website or by contacting state program staff.

Team sports: basketball, cricket, flag football, floor hockey, floor ball, handball, netball, soccer, softball, volleyball

Individual-type sports:* alpine skiing, aquatics, bocce, badminton, bowling, cross country skiing, cycling, equestrian, figure skating, golf, gymnastics, judo, kayaking, open water swimming, power lifting, roller skating, sailing, snowboarding, snowshoeing, speed skating, table tennis, tennis, track & field, triathlon

**Note: Most individual-type sports also have a Unified Sports option within them, which combines people with and without disabilities. Details can be found within the official Special Olympics Sports Rules and Coaching Guides.*





Columbus High School, WI

SECTION 4

Course Orientation Outline & Resources

This document is one piece in a series of Special Olympics Unified Champion Schools resources to conduct Unified Physical 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.



Special Olympics
**Unified Champion
Schools**

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

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

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



Chino Valley High School, AZ



Day 1

Introduction to Special Olympics, Unified Champion Schools, & Unified PE Course



Day 2

Disability Awareness & Understanding



Day 3

Roles, Expectations and Introduction to Leadership

ORIENTATION DAY 1

Introduction to Special Olympics, Unified Champion Schools, & Unified Physical Education

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

Relevant Resources and Information:

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

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

Relevant Resources and Information:

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

ORIENTATION DAY 1 (continued)

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

Relevant Resources and Information:

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

-
- 4 Introduction to the Unified Physical Education Course: Provide a basic understanding of the goals for the course. Allow time for students to identify their own personal goals and what they hope to accomplish by taking the course, along with sharing why they were motivated to take the class.
-

- 5 Review Course Syllabus: Give students an overview on how the course will operate, including:
- Classroom units, basic class schedule and lesson breakdown
 - Student’s role as leader in the classroom & in the school
 - Journal protocol and course assignments
 - Grading and attendance
 - Special Olympics competition attendance, if relevant

ORIENTATION DAY 2

Disability Awareness & Understanding

- 1 Introduction to Disabilities: This section of the orientation should focus on providing students a general understanding of disabilities. The section should provide a basic background on a variety of disabilities (e.g., developmental, physical, sensory) and clarify the difference between the three classifications. The section should mainly focus on those disabilities that are present in this course. It is also valuable to discuss successful methods for working with and supporting all students, including students with disabilities.
 - Activity Modification: This orientation session is a great way to introduce the leadership opportunities that will be available to students throughout the course. During the class period, students can work in small inclusive teams to do background research on a topic and present information to educate the larger group. In this exercise, it's important to emphasize the skills of all students – not everyone has to be the outgoing public speaker, but students can start to find their own leadership skills in the various options within this activity – researcher, organizer, presenter, etc.
 - It is important to share with students that all information is being presented as a generalization, and each student should be approached as an individual first. It is also important not to point out disabilities as they relate to specific individuals in the classroom – this can be a sensitive area as it relates to privacy laws. School administrators and special education teachers will be able to help answer any questions or concerns in this area.

Relevant Resources and Information:

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

ORIENTATION DAY 3

Roles, Expectations and Introduction to Leadership

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

Relevant Resources and Information:

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

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

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

4 Basic Introduction to Inclusive Youth Leadership: In this section, 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.

Relevant Resources and Information:

- "My Perceptions" Activity (see Section 8)
- "Inclusive Leadership & Collaboration" Activity (see Section 8)
- Inclusive Youth Leadership Guidebook, [Determining Your Leadership Introduction](#)



SECTION 5

Tips for Inclusion

This document is one piece in a series of Special Olympics Unified Champion Schools resources to conduct Unified Physical 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.



Special Olympics
**Unified Champion
Schools**

There is no one size fits all strategy for inclusion. This document identifies six main themes to keep in mind that will help educators create an inclusive class environment. It is highly recommended that physical education teachers collaborate with special education teachers to ensure consistency with 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 a disability group as there is between disability groups. There is no one modification/teaching strategy that works for all individuals with the same identified 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 disability or any other characteristic (e.g., 'Student with a disability' in place of 'disabled student').

4 Games/Activities are not sacred, People ARE! Make appropriate modifications that allow all students to participate. There are five basic ways to modify any game/activity:

- Rules – modifications may be needed to allow some students with disabilities to be able to participate safely, be challenged and to experience success (e.g., in softball, a student with a visual impairment or slow reflexes may need to be in the outfield instead of playing the pitcher or infielder positions).
- Equipment – modify equipment appropriately that allows students to be as independent as possible, be challenged, and experience success (size, weight, color, etc.). Examples:
 - » shorten a hockey stick for a student with small stature or one who is in a wheelchair so he/she can control the stick and maneuver his/her chair
 - » using a beach ball when initially learning volleyball to allow student to track the ball and get over being afraid of a ball coming at her/him;
 - » using a flotation device (noodle, neck collar, float belt) in aquatic settings
- Number of Players – small-sided games give students the best opportunity to get multiple touches and learn rules in a less fluid setting.
- Playing Area – sometimes it is beneficial to either decrease the size of the playing area (e.g., small-sided games) or increase the playing area to allow students in wheelchairs ample space to maneuver and allow for more success.
- Movement Patterns – Games are typically played using walking or running as the primary movement pattern. It might be beneficial to play an activity by modifying the movement pattern (e.g., using a scooter, using wheelchairs, crab walking).



5 The more severe the 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 Skills are more important than sports skills. In the big picture, to be successful in society, all students need appropriate social skills. Keep this 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 comfortably familiar with each other).
 - It is recommended that the teacher spend time in the initial days of the course doing ice-breakers and “instant activities” that promote appropriate social interactions among all students.
-

“I remember from last year when I was picked on a lot and I thought high school was going to be the same. I did a couple of sports and it made me confident. Then, I had Unified PE and it has built a lot of leadership and confidence and friendship in me.”

— Dylan , Freshman in Unified PE



Marple Newtown High School, PA; Photo by Cathy Poston

SECTION 6

Sample Bocce Unit Plan

This document is one piece in a series of Special Olympics Unified Champion Schools resources to conduct Unified Physical 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.



Special Olympics
**Unified Champion
Schools**

Bocce is an Italian game. The basic principle of the game is to roll a bocce ball closest to the target ball, which is called a pallina. Sports Rules, Coaching Guides and other helpful bocce resources can be found on the sports page of www.SpecialOlympics.org.

UNIT OBJECTIVES

The student objectives below are followed by specific reference to SHAPE America National Physical Education Standards and Grade-Level Outcomes.¹



Students will be able to...

- 1 Demonstrate basic bocce skill sets including correct athletic stance, grip, backswing, arm swing, release, follow-through, and aim.
- 2 Identify bocce balls, pallina, and foul line.
- 3 Perform competently and/or refine activity-specific movement skills in bocce. {S1. H1. L1}
- 4 Apply the terminology associated with exercise and participation in bocce appropriately. {S2.H1.L1}
- 5 Use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in bocce. {S2.H2.L1}
- 6 Create a practice plan to improve performance for bocce. {S2.H3.L1}
- 7 Exhibit proper etiquette, respect for others and teamwork while engaging in bocce. {S4.H2.L1}
- 8 Use communication skills and strategies that promote team/group dynamics. {S4.H3.L1}
- 9 Solve problems and think critically in bocce, both as an individual and in groups. {S4.H4.L1}
- 10 Apply best practices for participating safely in bocce (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). {S4.H5.L1}
- 11 Analyze the health benefits of bocce for physical activity. {S5.H1.L1}
- 12 Select and participate in physical activities (bocce) that meet the need for self-expression and enjoyment. {S5.H4.L1}
- 13 Identify the opportunity for social support in bocce. {S5.H4.L1}

Note: S= standard number; H=high school outcome number; L= level number [level 1 indicates the minimum knowledge and skills that students must attain to be college/career-ready; level 2 allows students to build on Level 1 competencies by augmenting knowledge and skills considered desirable for college/career readiness] (Society of Health and Physical Educators, 2014).

¹ Society of Health and Physical Educators. (2014). *National standards & grade-level outcomes for K-12 physical education*. Champaign, IL: Human Kinetics.



Special Considerations

It is important to give students an opportunity to choose appropriate games, sports and events. However, the health and safety of all students is paramount. Games, sports and events must provide safe, meaningful and challenging opportunities for all students.

Equipment Considerations

- 1 Ramps can be purchased or built for students who are non-ambulatory.
 - 2 Smaller, lighter balls can be used for students who have limited strength or gripping ability. When at all possible, these students should progress to larger, heavier balls as they develop their strength, skill or ability to grip.
 - 3 Modified bocce sets are also available for indoor use, such as instances of inclement weather or facility limitations.
 - 4 Portable bocce courts are available for purchase and provide a simple solution to setting up multiple bocce courts in any location.
-

Safety Considerations

- 1 Choose a safe field area. Do not practice in areas with rocks or holes that could cause injury. Simply telling students to avoid obstacles is not enough.
- 2 Walk the field/playing areas and remove unsafe objects. Be particularly vigilant when you are playing in cluttered indoor gyms.
- 3 If using a bocce court, check that the side and end walls/lines are secured in the ground. Instruct students never to walk along the top of the court's walls.
- 4 When not in use, bocce balls should always remain on the ground, not tossed in the air or bounced in the hand. Remind students that bocce balls are heavy and can break, or otherwise injure a toe or foot if dropped.
- 5 To avoid students slipping, bocce balls should be placed in a rear corner of the court when not being used. Never leave bocce balls lying around the courts or training area where someone may stand on or trip over them.
- 6 Instruct students to walk along the outside of the courts, never on the inside, to avoid getting hit with or stepping on a bocce ball.
- 7 Bocce balls will break/crack if hit together too hard.

Game Variations

The game variations listed below are also competition categories for Special Olympics. If a school chooses to participate in a Special Olympics competition, they will need to be in contact with the state Special Olympics office for rules, regulations, and training requirements. For example: when registering for Unified Sports bocce competitions, there may be opportunities for singles, doubles or teams to participate. Unified Doubles format consists of one student with an intellectual disability (ID) and one without. Unified Team format consists of two students with ID and two without.



Special Olympics Bocce Variations

Ramp Bocce: Modified bocce for students who are non-ambulatory.

Singles: Appropriate for students who possess basic to advanced skill sets and are capable of playing an entire game by themselves.

Traditional² Doubles (only students with ID): Appropriate for students who possess basic to advanced skill sets and are capable of playing an entire game.

Unified Doubles: Appropriate for students who possess basic to advanced skill sets; doubles teams should pair students with similar skill levels, whenever possible.

Four-Player Teams (Unified or Traditional): Appropriate for students who possess basic to advanced skill sets; doubles teams should pair students with similar skill levels, whenever possible.

² Traditional events include only individuals with ID.

UNIT OBJECTIVES

This unit is segmented into 8 sessions, however instructors can decide to extend or shorten skill instruction timeframes based on what best serves their students. As with many games, bocce skills and understanding of the game only get better with practice, therefore the more students practice playing games, the better they will become.

SESSION 1 & 2: BOCCE INTRODUCTION & UNDERHAND ROLL

Objectives

Students will be able to...

- 1 Demonstrate basic bocce skills sets (ready position, grip, backswing, arm swing, release, follow through, and aim).
- 2 Identify bocce balls, pallina, and foul line.

Materials

Bocce Ball sets: Ideal to have enough sets for pairs of students in the course, but if not, students can take turns. Bocce Ball set includes 8 bocce balls (4 of one color and 4 of another color) plus one pallina.

Bocce courts: Ideal to have a permanent or portable court that provides a hard surface around the perimeter, but portable soft-strap courts are a cheaper, more portable option. Courts can also be created using cones, poly spots, rope, or other markers.

Vocabulary

Bocce: Can also be spelled bocci or boccie. As with some other sports, such as basketball, this is a term of two meanings in that it can be the balls played with during the game or can mean that game itself.

Dead Ball: A ball that has been ruled, by the official, as a disqualified ball due to some form of infringement or technicality.

Foul: Relates to either a foot foul or a like foul, sometimes also called a foot line foul. The type and frequency of the foul will determine the penalty dealt to the player. This is usually called when a player oversteps the foul line or releases the ball after crossing the foul line.

Foul line: The lines on a court that the player must stay behind before the ball is released, when playing either type of delivery (pointing or hitting shot). The hitting/pointing line is 10 feet from the end board.

Initial Point: The first ball rolled toward the pallina to establish the initial point. If some form of foul is committed by this first ball played, the same team will roll the next ball to establish the initial point.

Live Ball (good ball): Can also be termed “good.” The phrase is used to explain to the players that the ball just rolled is a legitimate and legal ball and that the rest of the end can continue to be played. Consequently, if a foul is committed the ball is termed out or a dead ball.

Out of Bounds (portable courts only): A ball (or pallina) that rolls or is hit beyond the outside line of a portable court is considered out of bounds.

Pallina: A 1 ¾ inch ball which is rolled down the court first and serves as the target.

SESSION 1 & 2: BOCCE INTRODUCTION & UNDERHAND ROLL

Task Analysis: Underhand Roll

Movement Sequence	Verbal Cues
Ready position Feet shoulder-width apart; knees slightly bent with equal weight distribution for maximized balance	Get "READY"; "READY STANCE"
Grip Ball is resting in palm of hand, fingers spread evenly across bottom of the ball	"GRIP"
Backswing Arm swings straight back, close to body	"ARM BACK"
Arm Swing Smoothly brings arm straight forward, transferring weight to front foot	"FORWARD SWING"
Stepping with Opposition Student steps forward with foot opposite rolling hand as arm swing begins.	"OPPOSITE STEP"
Release Releases the ball onto the court surface just in front of the student	"RELEASE"; "LET IT GO"
Follow Through Continues moving hand forward and upward in a natural follow-through motion	"FOLLOW THROUGH"; "ANSWER THE PHONE"
Aim Eyes should be on the target (pallina) and attempts to release ball towards target	"AIM"

SESSION 1 & 2: BOCCE INTRODUCTION & UNDERHAND ROLL

Session 1 & 2 Content

.....

Game Overview & Vocabulary

(see vocabulary with definitions above)

Grip Skill Instruction

- Ensure ball is sitting in the palm of hand
- Ensure fingers are spread evenly across bottom of ball
- Thumb is used to hold ball in place, not as pressure point
- Slightly close all fingers evenly around ball

Underhand Roll Skill Instruction

- Student should bring arm straight back, close to body.
- Student should step forward with foot opposite rolling hand as arm swing begins.

- As smoothly bringing arm forward, student should transfer weight to front foot.
- Student should release ball onto the court surface just in front of student.
- Student should continue moving hand forward and upward in a natural follow-through motion.

Underhand Roll Drills/Practice (for breakdown of proper stance and underhand roll see below)

Underhand Roll Rules Instruction

- Foul line
- Out of bounds
- Placing the pallina
- Live ball
- Dead ball



Upper Darby High School, PA, Photo by Cathy Poston

SESSION 1 & 2: BOCCE INTRODUCTION & UNDERHAND ROLL

Assessment

Facilitator Instructions: Position student at the end of bocce court (or simply at a marked line). Each student should then throw out the pallina then roll each bocce ball, providing the 4 attempts for the assessment chart below.

Student Demonstrated...	Attempt #1	Attempt #2	Attempt #3	Attempt #4
Ready Position: Student's feet should be shoulder-width apart; knees bent with equal weight distribution for maximized balance				
Grip: Ball is resting in palm of hand, with fingers spread evenly across bottom of the ball				
Backswing: Student swings arm straight back, staying close to his/her body				
Stepping with Opposition: Student steps forward with foot opposite rolling hand as arm swing begins.				
Arm Swing: Student brings arm straight forward while transferring weight to front foot				
Release: Student releases the ball onto the court surface				
Follow Through: Student continues moving hand forward and upward in a natural follow-through motion				

SESSION 3 & 4: GETTING STARTED WITH A GAME

Objectives

Students will be able to...

- 1 Explain how to start a game of bocce.
- 2 Define the pallina advantage and describe why it is important.
- 3 Exhibits etiquette and respect for others while playing bocce.

Materials

Bocce Ball sets: Ideal to have enough sets for pairs of students in the course, but if not, students can take turns. Bocce Ball set includes 8 bocce balls (4 of one color and 4 of another color) plus one pallina.

Bocce courts: Ideal to have permanent or portable court that provides a hard surface around the perimeter, but portable soft-strap courts are a cheaper, more portable option. Courts can also be created using cones, poly spots, rope, or other markers.

Measuring Device (to measure distance between bocce balls and pallina when the differences are too close to judge by looking at it)

Score keeping supplies: such as clipboard, score sheets and pencils per court.

Stop watches (if using time limits for games)

Vocabulary

Pallina Advantage: The team that holds the pallina advantage is the team that rolls the pallina down the court to start the game. After rolling the pallina, they then roll the first ball down to establish the initial point. The term “advantage” is given as this team can determine by the distance the pallina is rolled along the court, i.e., short end or long.

Pointing: Also called rolling or lagging. Unlike the hitting shot, this shot is played to get the ball close to the target ball, rather than trying to scatter the balls to displace other balls. This is a shot that is usually played with a soft smooth release and with finesse and a gentle motion. It is usually from a standing position rather than a running/moving one. Players must release the ball before crossing the hitting/pointing line.

Session 3 & 4 Content

Starting Game Instruction

- Coin Toss/Rock Paper Scissors
- Rolling the Pallina
- Pallina Advantage

Game Play Instruction

- Taking Turns
 - » After both players have rolled (pointing), farthest away continues to roll until: a) they become closer to the pallina, and b) they have rolled all their bocce balls
 - » In the event that the second roller has become closer to the pallina, the process above continues until all players have thrown all their bocce balls

SESSION 5: GAME STRATEGY

Objectives

.....

Students will be able to...

- 1 Identify two offensive strategies.
- 2 Identify two defensive strategies.

Materials

.....

Bocce Ball sets: Ideal to have enough sets for pairs of students in the course, but if not, students can take turns. Bocce Ball set includes 8 bocce balls (4 of one color and 4 of another color) plus one pallina.

Bocce courts: Ideal to have a permanent or portable court that provides a hard surface around perimeter, but portable soft-strap courts are a cheaper, more portable option. Courts can also be created using cones, poly spots, ropes, or other markers.

Measuring Device (to measure distance between bocce balls and pallina when the differences are too close to judge by looking at it)

Score keeping supplies: clipboard, score sheets and pencils per court

Stop watches (if using time limits for games)

Vocabulary

.....

Hitting: Also called spocking, popping or shooting. It is a shot usually played to displace other balls around the target ball, rather than playing a slow gentle roll to gain the advantage/point. The ball is usually played with such force as to reach the far end of the court. A player playing this type of shot may release the ball from anywhere up to the 10-foot hitting/pointing line.

Live Ball (good ball): Can also be termed “good.” The phrase is used to explain to the players that the ball just rolled is a legitimate and legal ball and that the rest of the end can continue to be played. Consequently, if a foul is committed the ball is termed out or a dead ball.

Dead Ball: A ball that has been ruled, by the official, as a disqualified ball due to some form of infringement or technicality.

Session 5 Content

.....

STRATEGY INSTRUCTION

Hitting

- Correct ball position in hand
- Foot opposite ball hand steps forward
- Maintain a balanced base
- Backswing of arm & ball release produce enough force to deliver a ‘hitting’ shot
- Use correct follow through (full arm extension)

Offense/Defense (“Basic”, n.d.)³

- Spot your ball directly in front of the pallina. Although this often invites a bomb (see next), it makes it difficult for your opponent to get around your ball and be closer.
- “Spocking” or bombing. This involves intentionally knocking your opponent’s ball away from the pallina. If this is done with skill, you can end up with your ball closest to the pallina while your opponent’s ball rolls down the court.
- You can also spock the pallina if you wish to move it away from your opponent’s ball and against the other three balls that you’ve carefully positioned in previous rolls.
- Sometimes you have to sacrifice. If an opponent’s ball is in a solid position against the pallina, you can spock it out of contention, taking your ball with it. The starting team must now re-establish the point ball, which (hopefully) will be in a better position for you to get inside.
- If you’re playing on a bocce court with backstops and sides, all kinds of bank shots are possible making ball placement more critical. Ideally, you knock the pallina into a corner and surround it with your balls.

³ *Basic Bocce RULES (n.d.). Bocce’d UP! Club basic bocce rules. Retrieved from: http://www.orgsites.com/az/sundancebocceclub/_pgg7.php3*

SESSION 6: TEAM PLAY & SCORING

Objectives

Students will be able to...

- 1 Explain how to accurately keep score, when appropriate.
- 2 Exhibit proper bocce court protocol and etiquette.

Materials

Bocce Ball sets: Ideal to have enough sets for pairs of students in the course, but if not, students can take turns. Bocce Ball set includes 8 bocce balls (4 of one color and 4 of another color) plus one pallina.

Bocce courts: Ideal to have a permanent or portable court that provides a hard surface around perimeter, but portable soft-strap courts are a cheaper, more portable option. Courts can also be created using cones, poly spots, ropes, or other markers.

Measuring Device (to measure distance between bocce balls and pallina when the differences are too close to judge by looking at it)

Score keeping supplies: clipboard, score sheets and pencils per court

Stop watches (if using time limits for games)

Vocabulary

Doubles/Pairs: A game played with teams of two players on opposing teams, sometimes called pairs or two-player team.

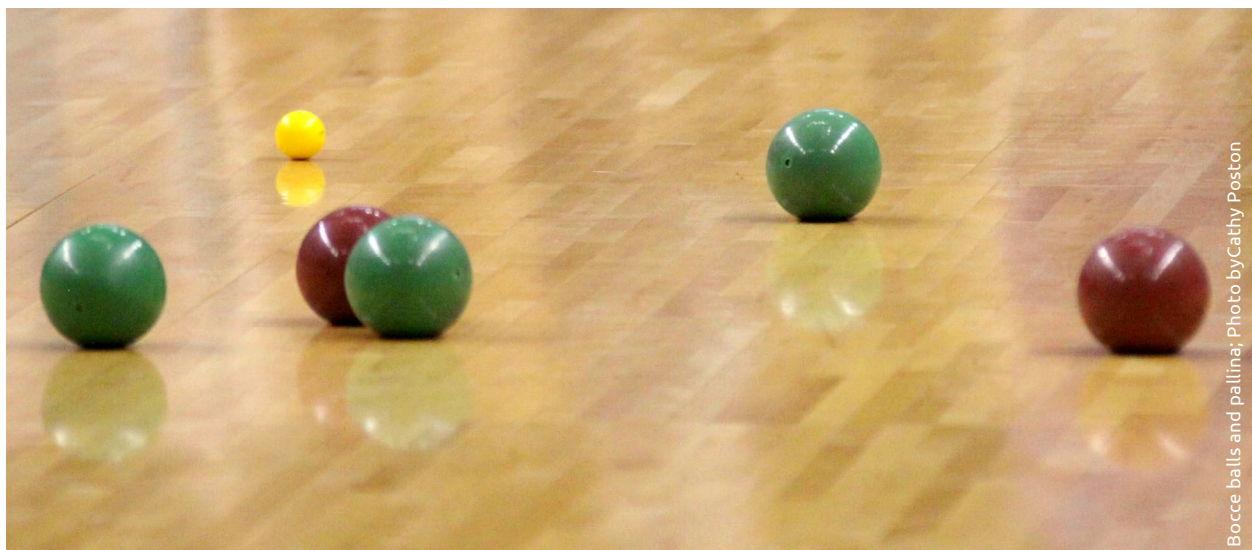
Teams: A game played between a team of four players, sometimes called Fours or a four-player team.

Singles: A game played between two players, one-on-one, sometimes called a one-player team.

Unified: Where a two-player or four-player team is made up of an equal number of students with and without disabilities on the same team. The same number of balls are played by each member of the team from the same end of the court. If possible, teams should be consist of students with comparable levels of skill.

Frame: Period of time in the game when each player has played all of his/her balls. There is no minimum or maximum to the number of frames that make up a complete game or match.

Pallina: A 1 ¾ inch ball which is rolled down the court first and serves as the target.



Bocce balls and pallina; Photo by Cathy Poston

SESSION 6: TEAM PLAY & SCORING

Session 6 Content

.....

Singles Scoring

- Closest bocce ball to the pallina gets a point. Each similar colored ball closer to the pallina than the opponent's bocce ball also receives a point. A person can score a maximum of 4 points per frame.
- In the event of a tie after all balls have been rolled, no player receives points and the frame is replayed.
- The game ends when the first player scores a total of 12 points.

Doubles Game Play Instruction & Scoring

- Each team member gets two bocce balls of the same color.

Turn Taking

- » Pallina Advantage remains the same
- » Team 1 player rolls bocce ball, team 2 player rolls bocce ball
- » After the first two bocce balls have been rolled (pointing), the team with the farthest away continues to roll (alternating players) until: a) they become closer to the pallina, and b) they have rolled all their bocce balls.
- » In the event that the second roller has become closer to the pallina, the process above continues until all players have thrown all their bocce balls.
- Closest bocce ball to the pallina gets a point. Each similar colored ball closer to the pallina than the opponent's bocce ball also receives a point. A team can score a maximum of 4 points per frame.

- In the event of a tie after all balls have been rolled, no team receives points and the frame is replayed.
- The game ends when the first team scores a total of 12 points.

4-Person Team Instruction & Scoring

- A 4-person team is made up of two doubles teams that alternate play by frame.
- Each team member gets two bocce balls of the same color

Turn Taking

- » Pallina Advantage remains the same
- » Team 1 player rolls bocce ball, team 2 player rolls bocce ball
- » After the first two bocce balls have been rolled (pointing), the team with the farthest away continues to roll (alternating players) until: a) they become closer to the pallina, and b) they have rolled all their bocce balls.
- » In the event that the second roller has become closer to the pallina, the process above continues until all players have thrown all their bocce balls.
- Closest bocce ball to the pallina gets a point. Each similar colored ball closer to the pallina than the opponent's bocce ball also receives a point. A team can score a maximum of 4 points per frame.
- In the event of a tie after all balls have been rolled, no team receives points and the frame is replayed.
- The game ends when the first team scores a total of 12 points.

SESSION 7 & 8: GAMEPLAY

Objectives

Students will be able to...

- 1 Demonstrate offensive & defensive strategies during game play.
- 2 Explain how to accurately keep score, when appropriate.
- 3 Exhibit proper bocce court protocol and etiquette.

Materials

Bocce Ball sets: Ideal to have enough sets for pairs of students in the course, but if not, students can take turns. Bocce Ball set includes 8 bocce balls (4 of one color and 4 of another color) plus one pallina.

Bocce courts: Ideal to have a permanent or portable court that provides a hard surface around perimeter, but portable soft-strap courts are a cheaper, more portable option. Courts can also be created using cones, poly spots, ropes, or other markers.

Measuring Device (to measure distance between bocce balls and pallina when the differences are too close to judge by looking at it)

Score keeping supplies: clipboard, score sheets and pencils per court

Stop watches (if using time limits for games)

Session 7 & 8 Content

- Continue Games Rules & Strategies Instruction, as needed
- Continue Scoring Instruction, as needed
- Begin pairing teams according to skill/ability level, and set up scrimmages with skill level in mind
- Emphasize bocce court protocol and etiquette, to prepare teams for upcoming competitions (see below)

Bocce Protocol & Etiquette

While casual or fun games of bocce can be full of banter, laughter and frivolity, whenever serious bocce is played, as in a tournament or competition, there needs to be certain rules of good sportsmanship and conduct that each competitor must follow. This will allow the athletes to compete at their best without any distractions. Whether during practice or competition, athletes should be encouraged to abide by the following:

- 1 When it is not your turn, you should stand quietly out of the court.
- 2 Remain as quiet as possible from the time the other player has taken his/her stance until after he/she has delivered the ball.
- 3 Wait until the frame has been completed before moving to the other end of the court.
- 4 Always walk up the side of the court rather than up the middle of the court.
- 5 While waiting for another player to deliver the ball, always remain as motionless as possible.
- 6 Wait until the other player has delivered his/her ball and is about to move off the court before you step into the court to take your turn.
- 7 Always leave the balls as they lie until the official has instructed you to move them.
- 8 After you have delivered your ball, leave the court without undue or unnecessary delay.
- 9 Always observe safety rules when playing.
- 10 Always observe the instructions given by the official.
- 11 Always give your opponent the respect he/she deserves.
- 12 Always give the officials the respect they deserve.



Mechanicville High School and Guilderland High School, NY; Photo by Ken Smith

SECTION 7

Sample Basketball Unit Plan

This document is one piece in a series of Special Olympics Unified Champion Schools resources to conduct Unified Physical 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.



Special Olympics
**Unified Champion
Schools**

Basketball is a team sport that athletes and fans love to play and watch! It also happens to be one of the most popular sports within Special Olympics. Players pick up the game at all ages and at all abilities, from young players learning to handle the ball and keep it under control while dribbling to older, more experienced players who have the skill sets and know the strategies to play challenging ball.

UNIT OBJECTIVES

The student objectives below are followed by specific reference to SHAPE America National Physical Education Standards and Grade-Level Outcomes.¹



Students will be able to...

- 1 Demonstrate basic basketball skills including correct shooting, dribbling, passing, and ball handling.
- 2 Perform competently and/or refine activity-specific movement skills in basketball. {S1.H1.L1}
- 3 Apply the terminology associated with exercise and participation in basketball. {S2.H1.L1}
- 4 Use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in basketball. {S2.H2.L1}
- 5 Create a practice plan to improve performance for basketball. {S2.H3.L1}
- 6 Exhibit proper etiquette, respect for others and teamwork while engaging in basketball. {S4.H2.L1}
- 7 Use communication skills and strategies that promote team/group dynamics. {S4.H3.L1}
- 8 Solve problems and think critically in basketball, both as an individual and in groups. {S4.H4.L1}
- 9 Apply best practices for participating safely in basketball (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). {S4.H5.L1}
- 10 Analyze the health benefits of basketball for physical activity. {S5.H1.L1}
- 11 Select and participate in physical activities (basketball) that meet the need for self-expression and enjoyment. {S5.H4.L1}
- 12 Identify the opportunity for social support in basketball. {S5.H4.L1}

Note: S= standard number; H=high school outcome number; L= level number [level 1 indicates the minimum knowledge and skills that students must attain to be college/career-ready; level 2 allows students to build on Level 1 competencies by augmenting knowledge and skills considered desirable for college/career readiness] (Society of Health and Physical Educators, 2014).

¹ Society of Health and Physical Educators. (2014). *National standards & grade-level outcomes for K-12 physical education*. Champaign, IL: Human Kinetics.



Columbia High School, NY; Photo by Ken Smith



Special Considerations

It is important to give students an opportunity to choose appropriate games, sports and events. However, the health and safety of all students is paramount. Games, sports and events must provide safe, meaningful and challenging opportunities for all students.

Equipment Considerations

- 1 Colored poly spots or cones can be used as a visual cue to place targets, stopping points, or positions on the court
 - 2 Smaller, lighter balls can be used for students who have limited strength. When at all possible, these students should progress to larger, heavier balls as they develop their strength and skill.
 - 3 Adjust distance/height of basket.
-

Safety Considerations

- 1 Do not allow students to play while wearing watches, bracelets, earrings, or other jewelry.
- 2 Provide proper dynamic stretching exercises at the beginning of each class, as a part of the warm-up.
- 3 Continuously provide exercises to increase overall fitness of students in order to minimize risk of injury.
- 4 Make all play areas safe.
- 5 Encourage students to wear knee pads, knee braces, athletic supporters, eye glass straps or athletic goggles and protective mouth guards when needed.

Game Variations

The game variations listed below are also competition categories for Special Olympics. If a school chooses to participate in a Special Olympics competition, they will need to be in contact with the state Special Olympics office for rules, regulations, and training requirements. Sports Rules, Coaching Guides and other helpful basketball resources can be found on the sports page of www.SpecialOlympics.org. For example: when registering for Unified Sports basketball competitions, approximately half of the team roster must consist of students with an intellectual disability (ID). During game play, there are five teammates on the court, three with ID and two without ID.



Special Olympics Game Variations

Speed Dribble: Appropriate for students who are non-ambulatory or have a very low skill level.

Individual Skills Contest: Appropriate for students who have very slow reactions, are unable to dribble the ball more than 10 meters, do not move to catch a moving ball, or do not participate in an active manner.

Team Skills Contest: Appropriate for students who are non-ambulatory and low-skilled, but can pass and catch.

Traditional² 3v3 or 5v5 Basketball (only students with ID): Appropriate for students with ID who possess good basic skills, a good understanding of the rules and basic tactics of the game, and endurance.

Unified Sports Player Development or Recreation (3v3 or 5v5): Appropriate for students with ID who possess some basic skills, some understanding of the rules/game play, but are at a lower skill level than their peers without ID. Students without ID often assist on the court during play (e.g., positioning on offense or defense; setting up for a shot; verbal/directional prompting).

Unified Sports Competitive Basketball: Appropriate for students with ID who possess moderate to higher skills, a good understanding of the rules and basic/advanced tactics of the game and endurance. All students with and without ID participating on this type of team should have a similar ability range.

² Traditional events include only individuals with ID.

UNIT SCHEDULE: BASKETBALL

This unit is segmented into 12 sessions, however instructors can decide to extend or shorten skill instruction timeframes based on what best serves their students. Additionally, consider reviewing previous skill instruction and drills to ensure students maintain and continue to develop those skill sets.

"The friendships formed in Unified PE have taught our school how to not only accept one another, but how to INCLUDE one another in every area of life."

— Jenda Ballard, Unified PE Teacher

SESSION 1 & 2: BALL HANDLING & DRIBBLING

Objectives

Students will be able to...

- 1 Demonstrate basic ball handling skills and tactics including ready position, appropriate hand and arm position, and pushing the ball to the ground to initiate dribble.
- 2 Demonstrate dribbling, with two or more consecutive bounces (when appropriate for individual student).
- 3 Demonstrate forward dribbling, moving forward (walking, running, then moving in any direction) while successfully completing two or more consecutive bounces (when appropriate for individual student).

Materials

Basketball: Ideal to have one ball per student. Provide a variety of sizes of basketballs (juniors, womens, mens) for students to select from.

Basketball Hoops: Ideal to have hoops set at a height that supports success for all students.

Vocabulary

Dribble: bouncing the ball on the floor continuously with one hand while walking or running down the court.

Double Dribble: player with the ball dribbles with both hands at the same time or player with the ball continues to dribble after allowing the ball to rest in 1 or both hands.

Finger Pads: the part of the fingers that should contact the ball while dribbling.

Foul: Any contact initiated by one player that gives that player an advantage.

Traveling: player with the ball moves the pivot foot or player with the ball takes 3 or more steps without dribbling the ball.

SESSION 1 & 2: BALL HANDLING & DRIBBLING

Task Analysis: Dribbling

Dribbling is one of the most fundamental skills that must be learned. Not only is it important to learn how to dribble well, but it is also important to know when, and when not, to dribble. To become a good dribbler and ball handler, you must practice dribbling as often as you can, making sure to practice dribbling with the right hand and the left hand.

Movement Sequence	Verbal Cues
Ready position Feet Shoulder-width apart; Knees slightly bent with equal weight distribution for maximized balance	Get "READY"/"READY POSITION "
Hand and Arm Position Fingers spread; Hand positioned to the front, slightly to the side of body; Palm-down	"ARM OUT"; "FINGER SPREAD"
Push the Ball to the Floor & Repeat Pads of fingers pushing ball to the floor, allowing the ball to return to waist-level and finger pads pushing ball once again to the floor	"FINGER PADS"; "PUSH "
Eyes Eyes must be looking forward or in the direction the student is moving (not down at the ball)	"EYES FORWARD"
Dribble & Move Dribble while moving (walk, jog, run)	"MOVE FORWARD"; "GO"
Shot/Pass Preparation Gathering the ball in the hands to pass to teamwork or shoot on goal	"CATCH"

SESSION 1 & 2: BALL HANDLING & DRIBBLING

Session 1 & 2 Content

.....

Dribbling & Ball Handling Skill Instruction

- In ready position, have students place ball in hand with fingers spread on ball;
- Hand should be in front, slightly to the side of body;
- Pads of fingers should push ball to the floor, allowing the ball to bounce/return back to hand at waist-level
- Pads of fingers should repeat pushing the ball to the floor
- Eyes need to be looking forward when dribbling (not down at the ball)
- Dribble with opposite hand

Dribbling & Ball Handling Drills

- **DRILL: Stationary Dribbling:**
 - » Start dribbling with one hand only and count 10 dribbles with the right hand, then the left hand
 - » If the student must stop and catch the ball to control it, he/she must then pass it to the teacher or another student (this prevents “double dribble”)
 - » The teacher or other student then passes the ball back to the student to begin dribbling again
 - » This may also be done in a circle with several students. Each time a student either completes 10 dribbles with each hand OR has to catch the ball with two hands, that student passes to another student in the circle.

Dribbling Rules Instruction

- Demonstrate traveling and double-dribble violations
- Demonstrate pivoting
- Explain pass or shoot once picking up dribble

Advanced Ball Handling Introduction

- Instruct students to then dribble while walking forward, then backwards

- Instruct students to advance to dribbling while jogging/running
- **DRILL:** Walking dribble (straight line or in and out of cones; practice keeping head up and eyes looking in the direction of movement)

Culminating Skill Activity

- **DRILL: Mini-Basketball: Dribbling Tag**
 - » Divide class into teams (size depends on total number of students) ; each player has a ball
 - » Designate the “court” based on available space and number of teams doing the drill at one time. Areas such as three-point arc and baseline or jump ball circle can be used. Cones or poly spots can also designate the “court” areas. There can be 2-3 courts playing at one time, depending on class size. Assign teams to a court, with at least 2 teams per court.
 - » Signal the students to start dribbling. Each student must keep the ball bouncing and protected while trying to tip an opponent’s basketball away or “out of bounds.”
 - » If anyone stops his/her dribble, or the basketball goes out of bounds, those students can: (1) move to a different game (*elimination games are strongly discouraged*); (2) go to a designated area on the court and begin another game; (3) go to a designated area on the court and complete a series of individual dribbling task sheets posted on the wall.
 - » If a foul occurs, the ball handler stays and continues playing while the opponent reports to the teacher and describes how s/he will avoid committing a foul in the future. This student then re-enters the game.
 - » Play Dribble Tag for 1-2 minutes.
 - » The team with the most students left dribbling inside the play area at the end of the time period wins.

SESSION 1 & 2: BALL HANDLING & DRIBBLING

Assessment

**This assessment can be used for any purpose, as deemed useful to the instructor. Assessments can be used to gauge students' progress with each skill or could be used for grading purposes.*

Facilitator Instructions: Place cone markers at a 10-meter and 20-meter distance from starting point. Instruct student to "Get Ready", begin dribbling in place (for approximately 3-5 seconds), then upon the word "GO", dribble from the start to the furthest (20-meter) cone as quickly as possible, while maintaining control of the ball. If he/she loses control of the ball, he/she must bring ball back to the starting point and prepare for next attempt.

Student Demonstrated...	Attempt #1	Attempt #2	Attempt #3	Attempt #4
Ready Position: Feet Shoulder-width apart; Knees slightly bent with equal weight distribution for maximized balance				
Hand and Arm Position: Fingers spread; Hand positioned to the front, slightly to the side of body; Palm-down				
Attempts to push the ball to the floor with one hand: Pads of fingers pushing ball to the floor, allowing the ball to return to waist-level and finger pads pushing ball once again to the floor				
Push the ball to the floor with one hand at least three bounces in a row while standing in place ("dribbling")				
Dribbling the ball with one hand, then the other, three bounces in a row each, without stopping, while standing still				
Dribbling with one hand, a minimum of two bounces, while walking forward				
Dribbling with one hand, while walking forward 10 meters				
Dribbling with one hand, while running forward 20 meters				
Dribbling with either hand while moving in any direction for 45-seconds				
Eyes: Eyes must be looking forward or in the direction the student is moving (not down at the ball)				

SESSION 3 & 4: GETTING STARTED WITH A GAME



Objectives

Students will be able to...

- 1 Demonstrate basic passing skill set which includes a correct ready position, releasing of ball for chest and bounce pass, successfully pushing ball forward to target.
- 2 Demonstrate basic catching skill set, which includes extending arms toward ball, fingers spread, absorbing the force of the ball in the wrists and elbows.

Materials

Basketball: Ideal to have one ball per student. Provide a variety of sizes of basketballs (juniors, womens, mens) for students to select from.

Basketball Hoops: Ideal to have hoops set at a height that supports success for all students.

Vocabulary

Defensive player: player without the ball who attempts to steal the pass (or block a shot)

Offensive player: player with the ball who attempts to pass to a teammate (or shoot a basket)

SESSION 3 & 4: GETTING STARTED WITH A GAME

Task Analysis: Passing & Catching

A pass is a method of moving the ball between players. Most passes are accompanied by a step forward to increase power and are followed through with the hands, toward the target, to ensure accuracy.

Movement Sequence	Verbal Cues
<p>Ready Position Feet Shoulder-width apart; Knees slightly bent with equal weight distribution for maximized balance</p>	<p>Get "READY"/"READY POSITION "</p>
<p>Hand and Arm Position Chest Pass: Hands behind the ball, elbows out, against center of chest Bounce Pass: Hands behind the ball, elbows out, against center of chest Catching: Hands are in front of chest/body, elbows bent, palms out</p>	<p>Chest Pass & Bounce Pass: "ELBOWS OUT" Catch: "PALMS OUT"</p>
<p>Step Toward Target Use either foot and step to the target as the ball is released</p>	<p>"STEP FORWARD"</p>
<p>Release Ball Toward Target Chest Pass: Hands push ball to the chest of the intended teammate Bounce Pass: Hands push ball to bounce on floor at a midpoint between passer and intended teammate</p>	<p>"PUSH OUT"</p>
<p>Follow Through Chest Pass: Upon release of ball, arms extend, with palms faced out and thumbs pointed down, toward the target Bounce Pass: Upon release of ball, arms extend, with palms faced out and thumbs pointed down, toward the target</p>	<p>"FOLLOW THROUGH"</p>
<p>Catching Extend arms toward the ball, fingers spread, absorb the force of the ball in wrists and elbows; bring ball toward the body</p>	<p>"SOFT HANDS"</p>

SESSION 3 & 4: GETTING STARTED WITH A GAME

Session 3 & 4 Content

.....

Passing Skill Instruction:

- Chest Pass
- Bounce Pass
- Overhead Pass

Passing Skill Drills:

- DRILL: Partner Pass (passing between partners; chest, bounce, overhead)
- DRILL: Passing Under Pressure (Keep Away)
 - » Partners stand length of a lane apart, facing each other
 - » Passing and catching are practiced using all passes
 - » Defender is added to each group
 - » Teach defensive tactics:
 - Defender starts in ready position, facing the person with the ball
 - Defender watches the midsection of the player with the ball and tries to intercept the pass as it travels between the 2 offensive players
 - Defender moves/slides between the offensive players, as the ball moves, trying to steal the pass (without crossing feet)
 - » The ball starts with one offensive player versus the defender
 - » The student with the ball looks for the OPEN DOOR and passes to his/her teammate
 - » If the pass is not deflected or stolen, the defender turns and moves to defend against the student who has the ball
 - » When the defender makes a steal or deflects the ball, he/she becomes an offensive player
 - » The person whose pass was deflected or stolen becomes the next new defensive player

Passing Rules Instruction; Demonstrate Traveling Violations

Advanced Passing Introduction and Drills

- Baseball Pass
- No-Look Pass
- Moving and Passing (e.g., Three Person Weave)
- Two Ball Partner Passing (1 person does a chest pass and the other does a bounce pass)
- Pivoting (e.g., Dribble Jump Stops: Three Dribbles and Jump Stop then pivot twice)

Culminating Skill Activity

- Small-sided games or play without defense, where offense is required to pass until teacher blows the whistle, at which point the team can take a shot
- 2 v 2, 3 v 3 (purpose is passing and moving w/ or w/out the ball)

Assessment

.....

Facilitator Instructions: Place checkmark in each “Attempt” box to reflect student’s performance. (Chart on next page.)

Chest Pass: Mark 1-meter by 1-meter square target on a wall with floor tape. Square target should be 1-meter above the floor. Place 2 cones, 3-meters apart, to mark a standing line in front of the wall target. Place the cones 2.4 meters away from the wall. This Target Pass station will be used to assess chest pass and is used in the Special Olympics Individual Skills Competition for Basketball.

Instruct student to “Get Ready” to position student in ready position. For the chest pass assessment, instruct the student to utilize the chest pass to pass the ball to the square target. Upon the word “PASS”, student will have three attempts to hit the target.

Bounce Pass: Place two students approximately 6 meters apart, facing each other. Instruct students to “Get Ready”, positioning student in ready position. Upon the word “PASS”, student will have three attempts to make a bounce pass to reach his/her partner. Partner should step to the ball, palms out, to attempt catching the pass. Each student has three attempts for catching a bounce pass.

SESSION 3 & 4: GETTING STARTED WITH A GAME

Student Demonstrated...	Attempt #1	Attempt #2	Attempt #3
Ready Position: Feet Shoulder-width apart; Knees slightly bent with equal weight distribution for maximized balance			
Attempts to release ball upon "pass" cue in any manner			
Chest Pass Hand and Arm Position: Hands behind the ball, elbows out, against center of chest			
Attempts to use chest pass to push ball toward target			
Successfully uses chest pass to push ball to intended target			
Bounce Pass Hand and Arm Position: Hands behind the ball, elbows out, against center of waist			
Attempts to use bounce pass to push ball toward target			
Successfully uses bounce pass to push ball to intended target			
Catching (Extend arms toward the ball, fingers spread, absorb the force of the ball in wrists and elbows): Maintains control/possession as ball returns from target			

SESSION 5 & 6: SHOOTING



Shenendehowa High School, NY; Photo by Ken Smith

Objectives

Students will be able to...

- 1 Demonstrate basic shooting skill set, which includes an accurate shooting stance and pushing the ball towards the target in any manner.
- 2 Demonstrate shooting basketball with some success by hitting the rim or backboard (when appropriate for student physical ability and skill level).
- 3 Demonstrate advanced shooting skill sets including successful set shot, jump shot, and lay-up

Vocabulary

B.E.E.F.: balance, elbow, eyes, follow through

Square up: shoulder, elbows, and toes facing the basket

SESSION 5 & 6: SHOOTING

Task Analysis: Shooting

Shooting is the most important skill in basketball. To win, you have to score points. All the other skills are tools a team uses to get the ball and its players into position to score. If your students can develop confident, accurate shooting skills, they will be hard to stop on the court! "B.E.E.F." is an easy acronym for students to remember regarding shooting. B=Balance, E=Elbow, E=Eyes, F=Follow through.

Movement Sequence	Verbal Cues
<p>Ready Position Feet Shoulder-width apart; Knees slightly bent with equal weight distribution for maximized balance</p>	<p>Get "READY"/"READY POSITION '(B' Balance)"</p>
<p>Hand and Arm Position Hold the ball in a good shooting position. The shooting hand is behind and slightly under the ball; the non-shooting hand is to the side of the ball; thumbs are up and eyes focus on target. Body is facing with shoulders square to the target.</p>	<p>'E' Elbow (Shooting elbow pointing toward the target)</p>
<p>Eyes on Target Eyes should be focused on the back of the rim or near the side of the square on backboard</p>	<p>'E' Eyes "</p>
<p>Follow Through After the hands release the ball with shooting arm straight and fully extended, shooting hand and arm form a gooseneck</p>	<p>'F' FOLLOW THROUGH</p>
<p>Types of Shots</p> <p>Set Shot: In shooting stance, knees bend, arms fully extend and hands pushing/release ball toward target</p> <p>Jump Shot: In shooting stance, knees bend, body jumps in air and arms fully extend, pushing/releasing ball towards target</p> <p>Lay-Up: In shooting stance, take first step with shooting-side foot, then another step with non-shooting side foot and shooting-side knee raises towards chest; extend body toward basket off non-shooting side foot; gently lay the ball up against the backboard on the top corner of the square</p>	

SESSION 5 & 6: SHOOTING

Session 5 & 6 Content

.....

Shooting Skill Instruction:

- Set Shot (BEEF)
 - » Hold ball in good dribbling position
 - » Bring ball up to the shooting position; shooting hand is behind and slightly under the ball, the non-shooting hand is to the side of the ball; thumbs are up and apart from one another
 - » Face the basket and look over the ball, focusing on the target
 - » Keep the shooting-side leg slightly forward
 - » Bend knees; lift elbow and extend shooting arm toward basket
 - » Release ball by snapping the shooting hand down, rolling the ball off the fingertips to impart lift and backspin to the ball
 - » During follow-through, hand and arm forms a gooseneck
- Jump Shot (BEEF)
 - » Same as Set Shot, but as arms are extending, jump straight up in the air, releasing ball at highest point of jump
- Lay-Up
 - » Hold ball in good dribbling position
 - » Right-handed lay-up: Step forward onto right foot, then left foot; raise the shooting-side knee as the ball is lifted; Left-handed lay-up: Step forward onto left foot, then right foot; raise the shooting side knee as the ball is lifted.
 - » Extend body toward basket, off left foot
 - » Sight the target over the ball. Focus on the top right corner of the square on the backboard when on right side of basket (focus on top left corner of square for left side of basket)
 - » Gently lay the ball up against the top right/left corner of square on the backboard
 - » Land on both feet under the backboard

Shooting Drills:

- Spot Shot drill based on Individual Skills Competition
- Pass-Pass-Shoot based on Team Skills Competition
- 2 Line Drill for Lay-Ups

Advanced Shooting Introduction and Drills

- Foul Shots
- Shooting Lay-Ups and other shots with either hand and from both sides of the goal
- Base-line Shots
- 3-Point Shooting

Culminating Skill Activity

- Use small-sided games to work on game concepts (offense, defense)

SESSION 5 & 6: SHOOTING

Assessment

Establish and mark a designated shooting spot for the Set Shot and Jump shot. This can be marked with poly spots, cones or by using the court markers. Lay-up attempts should start about the middle and outside of the shooting lane. This starting point can also be marked with poly spots, cones or by using the court hash marks.

Place checkmark in each "Attempt" box to reflect student's performance.

Assessing the shooting form

Student Demonstrated...	Attempt #1	Attempt #2	Attempt #3
'B' Balanced (square to the target w/ weight on the ball of the feet)			
'E' Elbow was facing the target			
'E' Eyes were on the target			
'F' Follow through			

Assessing the shooting outcome

Student Demonstrated...	Attempt #1	Attempt #2	Attempt #3
Shooting Stance The shooting hand is behind and slightly under the ball; the non-shooting hand is to the side of the ball; thumbs are up and focusing on target. Body is facing, shoulders square to the target.			
Attempts to shoot a basketball in any manner upon the "SHOOT" cue			
Hit the backboard/rim with a Set Shot			
Make a basket with a Set Shot			
Hit the backboard/rim with a Jump Shot			
Make a basket with a Jump Shot			
Hit the backboard/rim with a lay-up			
Make a basket with a lay-up			

SESSION 7 & 8: DEFENSE & REBOUNDING



Shenendehowa High School and Colonie High School, NY; Photo by Ken Smith

Objectives

Students will be able to...

- 1 Demonstrate basic defensive skill set including correct defensive stance and defensive slide.
- 2 Demonstrate body position in relation to the ball in Person-to-Person and Zone defenses.
- 3 Demonstrate rebounding body position.

Vocabulary

Box out: placing one's body between the basket and the opponent to rebound the ball

Defense: team/person without the ball

Defensive slide: moving the feet, without crossing, to keep your body between the offensive player and the basket

Offense: team/person with the ball

Person-to-Person defense: each member of the defensive team is assigned to guard a member of the offensive team

Zone defense: each defensive player is given an area, known as a 'zone', to cover

SESSION 7 & 8: DEFENSE & REBOUNDING

Task Analysis:

Defense & Rebounding introduces students to the actual game of basketball. Students must learn that defense means that the players are trying to prevent the opposite team from scoring a basket. Rebounding is the attempt to get the ball after a shot has been missed.

Movement Sequence	Verbal Cues
<p>Defensive Stance Feet Shoulder-width apart; Knees bent with equal weight distribution for maximized balance; Head up; Arms up and hands facing forward</p>	<p>“DEFENSE”/“HANDS UP”/“GET INTO DEFENSIVE STANCE”</p>
<p>Body Movement & Position</p> <p>1. Defensive Slide: In defensive stance, move body by lead foot stepping to the side and other foot sliding to meet the lead foot; foot should never cross in front of lead foot to prevent feet from getting tangled and optimize defensive stance at all times</p> <p>2. Defensive Body Position in Relation to the Ball in Person-to-Person: In defensive stance, angle body with one hand pointing toward assigned person to defend and the other hand pointing toward the ball; always stay between your person and the basket</p> <p>3. Defensive Body Position in Relation to the Ball in Zone Defense: In defensive stance, body is facing and opened up in the direction of the ball; entire body will shift as the ball moves around the court, but will remain in the area of the assigned “zone”; always stay between the person in your zone and the basket</p> <p>4. Rebounding Body Position: In defensive stance, turn/moving body to the basket; arms and head up, elbows out, positioning body in front of opponents as much as possible</p>	<p>“SLIDE”</p> <p>“PERSON-TO-PERSON”/ “FIND YOUR PERSON”</p> <p>“ZONE”</p> <p>“REBOUND”/ “BOX OUT”</p>

SESSION 7 & 8: DEFENSE & REBOUNDING

Session 7 & 8 Content

Defense Instruction:

- Defensive Stance
- Defensive Slide
- Person-to-Person Defense
- Zone Defense
- Rebounding

Defensive & Rebounding Drills:

- DRILL: Team Defensive Slides
 - » All students, in defensive stance, face forward to the teacher. Students should be at least arm's length from each other
 - » Teacher points in a direction (front, back, right, left) and the entire class must move with a defensive slide in that direction until a new direction is given
 - » Emphasize the importance of not crossing feet and using the drop step
- DRILL: Rebounding
 - » In groups of two, one student holds a ball up and out of reach of partner's reach. If not tall enough, a slight toss in the air works.
 - » Instruct rebounding students to rebound the ball
 - » Student should jump, grab the ball and place under his/her chin with elbows out
- DRILL: Person-to-Person Defense Instruction & Drill
 - » Instruct students to angle body with one hand pointing toward the offensive person and the other hand pointing toward the ball, often putting their back facing the goal
- DRILL: Zone Defense
 - » Place students in a basic 2-1-2 zone defense (2-forwards, 1-center, 2-guards); 3 offensive guards are placed around the outside of the 3-point line; the offensive players pass ball around the perimeter and defenders practice sliding, shifting and turning within their zones to maintain sight of the ball and defend their zone
- Advanced Skill Instruction
 - » Quick Backpedaling for Fast Breaks
 - » Defending an inbounds play
 - » Defending Fast Breaks
 - » Defending opponent with standout shooter
- Culminating Skill Activity
 - » Half-court scrimmage with each side taking turns playing offense

"Before Unified PE, I was always super self-conscious about talking to people or even just laughing with them. Now, after being in this class for 2 months, I've realized no one cares about that. They are all there to support you and make amazing memories. I've made so many new friends and I couldn't be happier."

— Savannah, Junior in Unified PE

SESSION 7 & 8: DEFENSE & REBOUNTING

Assessment

Facilitator Instructions: Defensive Stance and Defensive Slide skill assessments may be conducted while students perform a defensive slide drill, as provided in content development.

Body Positioning Assessments for defense/rebounding may be assessed during defensive drills, 3v3 or 5v5 scrimmages, as determined by instructor.

Place checkmark in each "Attempt" box to reflect student's performance.

Student Demonstrated...	Attempt #1	Attempt #2	Attempt #3
Defensive Stance: Student's feet should be shoulder-width apart; knees bent with equal weight distribution for maximized balance; head up; arms up and hands facing forward			
Attempts to move with a proper defensive slide: In defensive stance, student moves body by lead foot stepping to the side and other foot sliding to meet the lead foot; foot should never cross in front of lead foot to prevent feet from getting tangled and optimize defensive stance at all times			
Defensive Body Position in Relation to the Ball in Person-to-Person: In defensive stance, student angles body with one hand pointing toward assigned person to defend and the other hand pointing toward the ball; always stay between your person and the basket			
Defensive Body Position in Relation to the Ball in Zone Defense: In defensive stance, student's body is facing the direction of the ball; entire body will shift as the ball moves around the court, but will remain in the area of the assigned "zone"; always stay between your person and the basket			
Rebounding Body Position: In defensive stance, student turns/moves body to the basket; arms and head up, elbows out, positioning body in front of opponents as much as possible			

SESSIONS 9-12: GAMEPLAY

Objectives

.....

Students will be able to...

- 1 Demonstrate correct transitions from offense to defense at the appropriate times (or when instructed to switch).
- 2 Demonstrate basic understanding of game, including various violations, out-of-bounds procedures, foul shooting procedures, etc.

Content Development

.....

Gameplay Instruction:

- Starting a Game: Jump ball
- Team Baskets/Sides & Changing Baskets After Halftime
- Transitioning Between Offense and Defense
- 3 Seconds in the Lane:
- Fouls (i.e., “on the floor”, “charging”, “hand check”)
- Jump Balls: members of each team have hands on ball/both have possession of the ball so referee calls “jump ball” and possession alternates between teams for each jump ball

- Free throw/Foul Shots: Shooting foul results in 2 foul shot attempts; 1 and 1 foul shot situations take place for any non-shooting foul violation made by opponent, once the team making the violation reaches a total of 7 team fouls for that half of the game
- Throw-In
 - » “Out of bounds” concept
 - » Throw-in Instruction; spot placement vs. after opponent scores; foot must not cross the line before ball is released
 - » Out-of-bounds throw-in plays for sideline and baseline

Gameplay:

- Multiple small sided games are encouraged to facilitate student learning through continuous practice.
- If a regulation game is going to be played, then have stations set up for those students waiting. This allows students to get additional basketball skills practice while waiting to play the game.
- At conclusion of games, consider incorporating a walkthrough of team handshakes to encourage sportsmanship.

“Compared to other classes, Unified PE is by far more fun. When I come into this class, I feel comfortable. I’ve met many new people who have changed my life. It’s not so competitive, but it’s more about having fun, and that’s what we do!

I’m so glad I chose to join this class.”

— Kayla, Junior in Unified PE



SECTION 8

Student Leadership Units

This document is one piece in a series of Special Olympics Unified Champion Schools resources to conduct Unified Physical 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.



Special Olympics
**Unified Champion
Schools**

LEADERSHIP INTRODUCTION ACTIVITIES

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

- Leading warm-up or cool-down activities
- Handing out and managing equipment for practice skills/drills
- Leading a skill/drill station
- 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 sport 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.



Shenendehowa High School, NY; Photo by Ken Smith



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.
-

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
-

“Before Unified PE I only talked to students with disabilities. I didn’t really get along with my regular education peers. Now that I’m in Unified PE, people have encouraged me and made me work harder and want to be a better athlete.”

— Lauren, Sophomore in Unified PE

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:

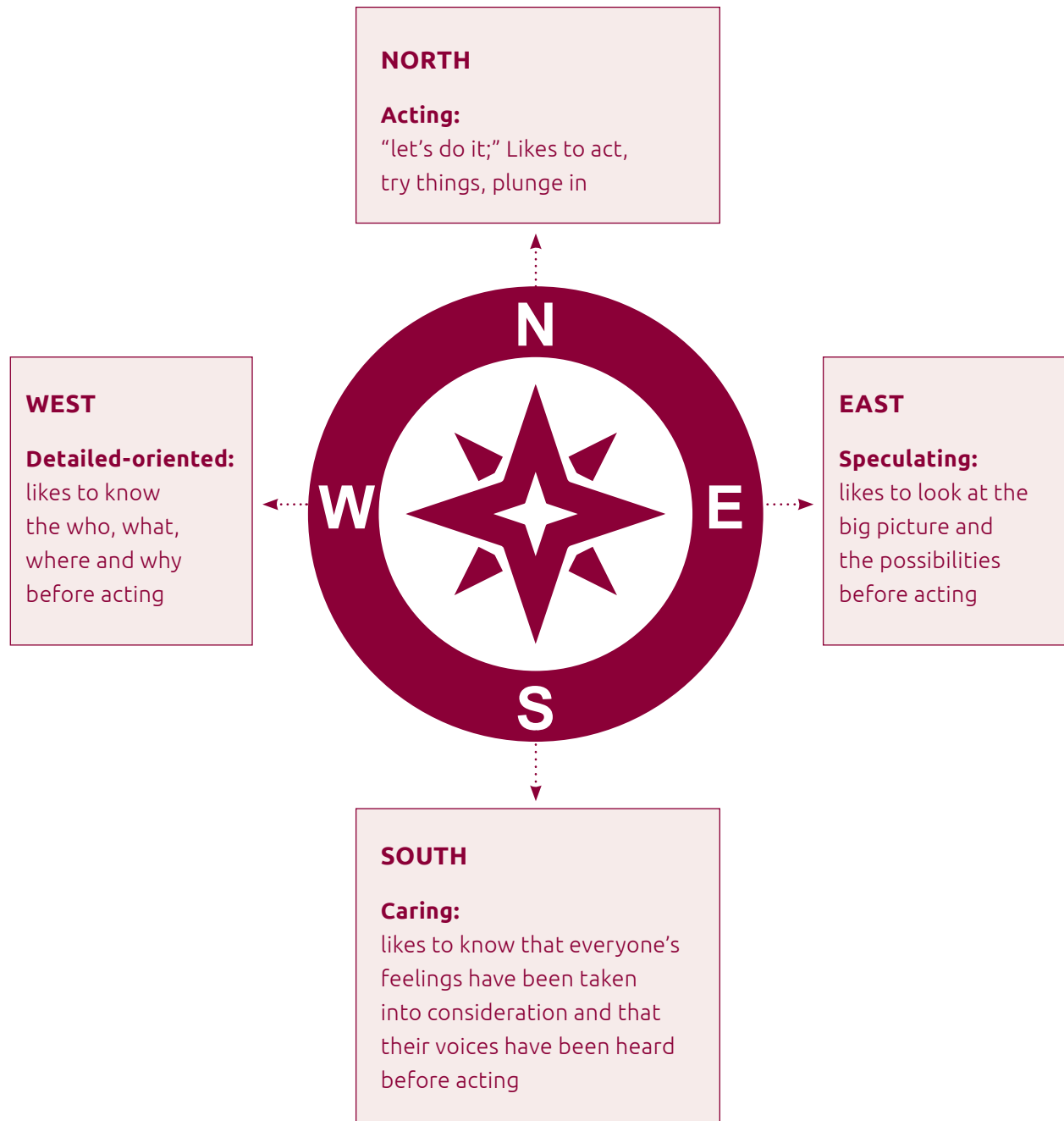
- What is my partner's direction?
- What are his or her leadership strengths?
- What are his or her leadership challenges?
- How will I support my partner using my strengths?
- How will my partner support me using her/his strengths?

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.
-

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**
-

“Unified PE is on a whole new level of physical education classes and has benefited me in ways words can’t even explain.”

— Justin, Senior in Unified PE



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.
-

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**
-

"The best part about Unified PE is how comfortable everyone is with each other and everyone feels welcome."

— Jake, Senior in Unified PE



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.

QUOTED BY AND ABOUT SPECIAL OLYMPICS ATHLETES:

A rewarding life is filled with challenge: The effort creates fires that temper us and strengthen our spirit. So do not feel pity for me. Give me a chance.

— Thomas Gathu, Special Olympics Kenya athlete and coach

Disabilities are yet another manifestation of global diversity. Let us always be committed to the fundamental principles of dignity and equality for all human beings.

— Kofi A. Annan, Secretary-General, United Nations

Let me win. But if I cannot win let me be brave in the attempt.

— Special Olympics Athlete Oath

*The right to play on any playing field? You have earned it.
The right to study in any school? You have earned it. The right to hold a job?
You have earned it. The right to be anyone's neighbor? You have earned it.*

— Eunice Kennedy Shiver, Founder of Special Olympics

*My ambition in life is to turn 'no' into 'yes' if someone
says I can't do something, I want to prove I can.*

— Suzanne O'Moore, Special Olympics Australia athlete



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.



SECTION 9

Student Wellness Units

This document is one piece in a series of Special Olympics Unified Champion Schools resources to conduct Unified Physical 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.



Special Olympics
**Unified Champion
Schools**

Several of the activities below were used with permission from Project Adventure’s Creating Healthy Habits publication (Kilty, 2006).¹ The activity lessons are included within the “Project Adventure Excerpts for Special Olympics” document (see addendum). The mission of Project Adventure is to provide leadership in the expansion of adventure-based programming. Project Adventure seeks to develop responsible individuals, productive organizations and sustainable communities. Further information can be found at www.PA.org.



Student Wellness Topics Included in this Section:

- Unit 1: Personal Fitness Goals
- Unit 2: Exercise & Injury Prevention
- Unit 3: Physical & Mental Well-being
- Unit 4: Teamwork
- Unit 5: Advocacy



¹ Kilty, K. (n.d.). *Creating healthy habits. An adventure guide to teaching health and wellness.*

UNIT 1: PERSONAL FITNESS GOALS

The first step to any new project or activity is to establish goals. Goal setting allows students to have something to work towards and provides a good gauge of their current and potential physical fitness levels. Activities in this unit will focus on helping students identify their own personal fitness goals, with an emphasis on health and fitness as a lifelong practice.

Goal Setting should use the SMART Goal Method:

S SPECIFIC:

Assure that your goal focuses on one important health and wellness habit you wish to improve.

M MEASURABLE:

Assure that you can measure both your progress and your success.

A ACTION-ORIENTED:

Assure that your goal is related to an action. "I will create a new habit; this habit is something I will do."

R REALISTIC:

Assure that your goal will be achievable in small meaningful steps.

T TIME-BOUND:

Assure that you will achieve your goal in a set period of time.

Activity Overview:

Activity 1.1: Name Toss with a Goal
(Project Adventure: see Addendum page 4)

- State and Commit to a personal goal for the class.
- Explore strategies for supporting one another in achieving goals.

Activity 1.2: Fitness Whomp 'Em
(Project Adventure— see Addendum page 6)

- Identify some different types of recreational activities.

- Increase awareness of opportunities for different fitness activities.
- Create potential fitness goal partners.

Activity 1.3: Pathway to Health & Fitness
(Project Adventure: see Addendum page 7)

- Develop a plan of personal health practices that promote health and fitness
- Identify some life skills for health.

"Unified PE established that cohesive environment for special ed and general ed students that was needed at our school."

— Taylor, Unified PE student

UNIT 2: EXERCISE & INJURY PREVENTION

When beginning any exercise regime, it is important to practice safe and supportive behaviors that limit injury. Activities in this unit will discuss the importance of stretching and preventing injuries, while also providing strategies for supporting physical activity when one becomes injured.

Activity Overview:

Activity 2.1: Dynamic Stretching

- Jumping jacks/jumping jills
- Butt kicks
- High knees
- Grapevine/karaoke
- Lunges or walking lunges
- Air squats
- Arm circles

- Side Bends
- Arm Crossovers
- Shoulder Circles

Activity 2.2: Hospital Tag

(Project Adventure: see Addendum page 9)

- Develop a plan of personal health practices that promote health and fitness
- Identify some life skills for health.

UNIT 3: PHYSICAL & MENTAL WELL-BEING

Living a healthy lifestyle goes beyond eating well and being physically fit, it also requires individuals to have an overall sense of physical and mental well-being that permeates throughout their lives. Activities in this unit will focus on stress management, positive relationships and successful personal hygiene to help provide students a well-rounded, holistic approach to health.

Activity Overview:

Activity 3.1: Personal Hygiene *(see below)*

- Identify essential daily personal care practices and maintain a good personal care plan.
- Describe the most important ways of keeping the body clean and explain the benefits of a range of personal care products.

Activity 3.2: Up Chuck

(Project Adventure: see Addendum page 10)

- Identify some stressors that affect daily lives.
- Recognize that stress can have both positive and negative consequences.

- Identify at least one mental, emotional and physical response to managing stressors.

Activity 3.3: Balloon Trolleys

(Project Adventure: see Addendum page 12)

- Begin to understand the importance of healthy relationships in managing stress.
- Identify coping skills for maintaining healthy communication during stressful times.



ACTIVITY 3.1: PERSONAL HYGIENE

Time Required: 30 – 40 minutes

Activity:

Explain to students what the term ‘taking care of myself’ means by describing the key areas:

1 Myself: personal hygiene, dental care, hair and feet care

2 My Clothes: why change clothes and the difference between clean and dirty clothes

3 Area around me: disposal of tissues, coughing and sneezing

You can walk the students through the **Personal Care PowerPoint** to explain the following questions:

- Why? It is important to be clean so as not to offend others (e.g. if unclean, we may smell, others may decide not sit beside you)
 - When? How often do we wash/shower/brush teeth/floss teeth/change clothes (including socks and underwear)
 - Where? Home, school, swimming pool, restaurant, restrooms etc.
 - What to do? I shower, I bath, I wash hands/nails/ I brush teeth/ hair.
 - How often? Should I wash, brush my teeth, have a bath, visit the dentist.
-

Personal Care Worksheets (see next page)

After walking through the introduction on “taking care of myself,” provide students with the Personal Care Worksheet to complete. To reinforce the importance of taking care of your teeth, ask students to work in small groups to complete the ‘Keeping your teeth healthy’ worksheet and share their ideas with the whole class.



KEEPING YOUR TEETH HEALTHY

Can you think of ways of cleaning your teeth other than brushing with toothpaste?

- 1 _____
- 2 _____
- 3 _____

Suggest ways that dentists could get children to come and visit them more.

- 1 _____
- 2 _____
- 3 _____

Make a list of all the foods that could be harmful to teeth.

- 1 _____
- 2 _____
- 3 _____
- 4 _____

UNIT 4: SPORTS NUTRITION & HYDRATION

Preparations off the field are just as important as the practice and training that happens on the field. To compete in sports and stay active at any level, individuals require fuel and energy from proper nutrition and hydration. Activities in this unit will discuss important elements of nutrition and hydration as they relate to overall well-being and athletic performance.

Activity Overview:

Activity 4.1: Healthy Nutrition (*see below*)

- Identify the components of a balanced diet.
- Analyze current eating habits and identify ways to develop healthier eating habits.

Activity 4.2: Spin the Water Wheel (*see below*)

- Promote water as the primary source of hydration during sporting events

Activity 4.3: Food Pyramid Tag

(*Project Adventure: see Addendum page 14*)

- Identify the components of a balanced diet.

- Describe the importance of specific foods in the food pyramid guide.
- Work together to integrate the components of a nutritionally balanced diet.

Activity 4.1: Healthy Nutrition (*see below*)

- **Hydration Coaches Corner**, information from Special Olympics Healthy Communities
- **Healthy Leap Food Groups**



Walhalla High School, SC



ACTIVITY 4.1: HEALTHY NUTRITION

Time Required: 30 – 40 minutes

Activity:

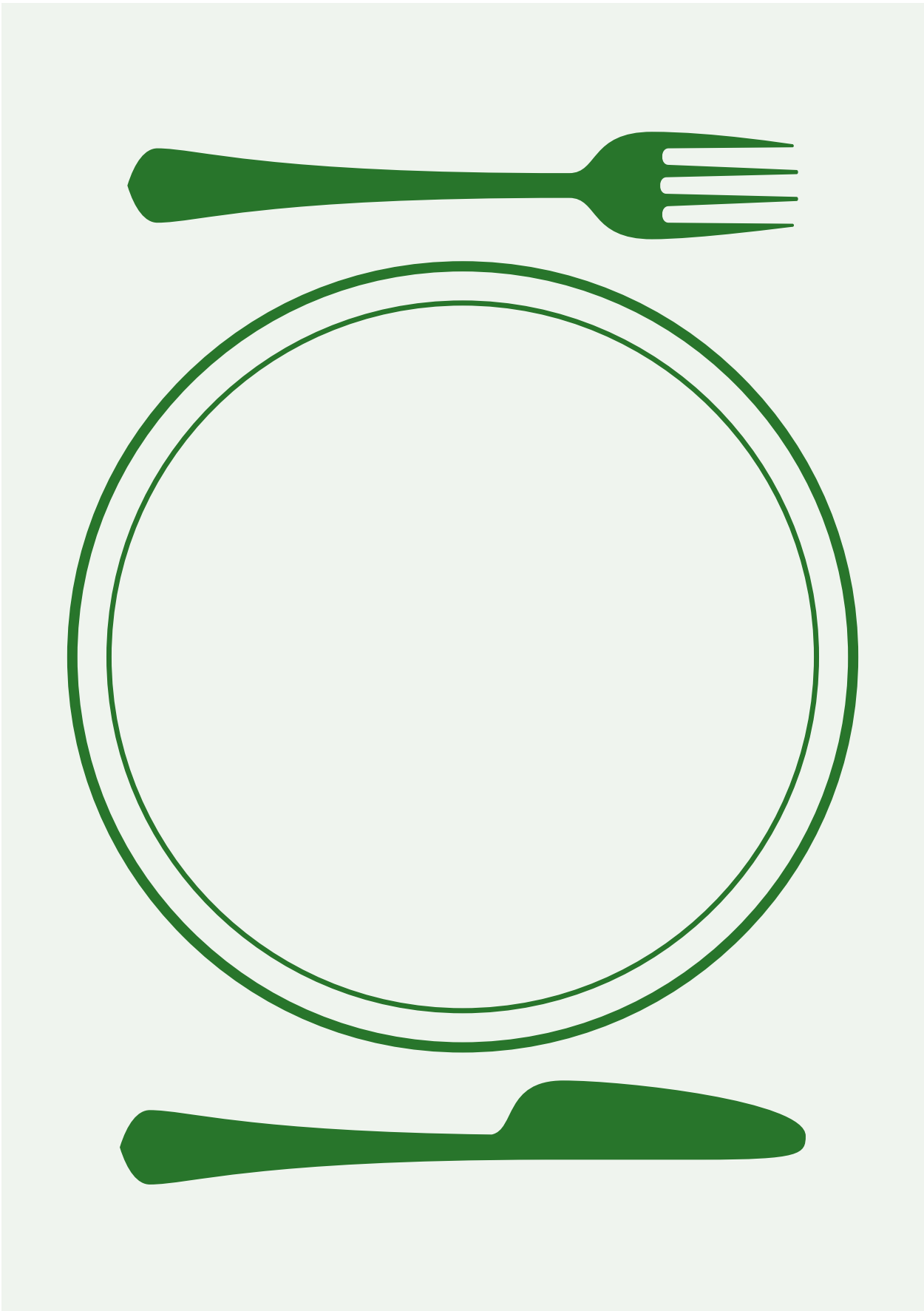
Hand out the blank plate worksheet (see next page) and have students draw what they had for dinner last night, including what they had to drink.

Then show the Nutrition Placemat and discuss the following food categories:

- **Grains:** What are grains? Rice, corn, wheat, oats, etc. Where do we find grains? Pasta, bread, corn, cereal, rice, etc. Half of your grains should be whole grains. What are whole grains? Grains where the outer skin is not removed. Why do we need to eat them? Whole grains are higher in fiber, which helps clean out your digestive tract and makes you feel full. What are some examples of whole grains? Whole-wheat flour, oatmeal, brown rice, etc.
- **Vegetables:** Vary your veggies. Focus on eating dark green and orange vegetables. Name some dark green and orange vegetables. Sweet potatoes, carrots, broccoli, kale, butternut squash, pumpkin and spinach. Vegetables have vitamins and minerals that are important for a healthy body.
- **Fruits:** Try to eat fruit of various colors. Juice should be 100% fruit juice. Juice has less fiber and because it is a concentrated form of fruit, contains more sugar than whole fruit. Fruits that are not in season can be purchased frozen or canned in unsweetened fruit juice. Avoid fruits canned in heavy or light syrup.
- **Dairy:** Try to drink 1% (lowfat) and skim (fat-free) milk. They have the same amount of calcium, but less saturated fat than whole milk does. What other dairy products can you eat to get your calcium? Yogurt, cheese, cottage cheese, etc. Eating dark leafy greens are also a great way to get your calcium.
- **Protein:** What is protein? All food made from meat, poultry, seafood, beans, eggs, soy products, nuts and seeds. Protein is needed for growth and muscle development, but many Americans eat too much protein. The extra calories from protein turn into fat.
- **Drinks:** Try to drink more water and less sugary drinks. Soda, energy drinks and sports drinks have high amounts of added sugar.

Give students a second blank plate worksheet and draw what their plates should look like.

Discuss the similarities and differences of their plates from last night's dinner and what their plate should look like.





ACTIVITY 4.2: SPIN THE WATER WHEEL ADAPTED FROM SPECIAL OLYMPICS HEALTHY COMMUNITIES

Materials Required:

- Prize wheel
 - Visuals of healthy beverages
-

Activity:

The purpose of this activity is to promote water as the primary source of hydration during sporting events. Beverages such as soda, Gatorade, and sweet tea will provide hydration, but also have many “empty calories,” or calories with little to no nutrition. Sports drinks, though full of electrolytes, are likely unnecessary for most Special Olympics events and can be expensive to purchase. The purpose of this activity is to show the benefits of water and adequate hydration.

Use the Prize Wheel Game templates to make the questions to insert in spaces on the wheel. There are twelve slots to fill. Here are some suggested questions and slots for the wheel:

- Water, Water Everywhere! Question to ask: "What foods have water in them?"
- Picture of boats on the water. No question.
- Drink Every Day. Question to ask: "How much should you drink every day?"
- Water On The Go. Question to ask: "Where do you get water during your sport practice and competition?"
- Picture of swimmers in the water. No question.
- H2O to Go. (Title of Game) No Question.
- Are you thirsty? Question to ask: "How do you know you are thirsty?"
- Why water? Question to ask: "Why is water is important?"
- Picture: Water a plant.
- Clean water. Question to ask: "Do you know where you can get clean water?"
- Where Do I Get Water? Question to ask: "Where do I get water?"

Invite students to participate in the game and spin the wheel. When the wheel stops, ask the question or read the activity that goes with the slot. (i.e., Are You Thirsty? Then ask the question: "How do you know you are thirsty?")

- Create templates for conversations around each question before starting the game. This helps keep the conversation focused on an education topic.

UNIT 5: HEALTHY LIFESTYLE CHOICES

Health and fitness should be an integral part of students' lives throughout their time in the class, but this course should also set students up to make healthy decisions throughout their lives. Activities in this unit encourage adoption of healthy practices outside of sport to support well-balanced and lifelong health and fitness practices.

.....

Activity Overview:

Activity 5.1: Name Gesture (Project Adventure: see Addendum page 17)

- Name students in class.
- Identify and reinforce behaviors related to healthy self-concept and self-esteem.

Activity 5.2: Fast Food Frenzy (Project Adventure: see Addendum page 18)

- Integrate a nutritionally balanced fast food meal into a proper eating pattern.
- Make healthy nutrition decisions in pressurized situations.

Activity 5.3: Let's Get Together for Fitness (Project Adventure: see Addendum page 20)

- Define and give examples of the various components of fitness.
- Define and apply FITT principles.
- Differentiate between lifestyle and sport activities.





SECTION 10

Physical Fitness Assessment

This document is one piece in a series of Special Olympics Unified Champion Schools resources to conduct Unified Physical 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.



Special Olympics
**Unified Champion
Schools**

A variety of assessments can be used to determine a student's level of physical fitness with regard to each of the five categories of physical fitness (cardiovascular efficiency, muscular strength, muscular endurance, flexibility, body composition).



Assessments from the Brockport Physical Fitness Test can be quite useful as they are appropriate for students of all ability levels. For example, there are five different assessments in the flexibility category of physical fitness that can be used to determine the overall flexibility of each student. The test manual can be purchased through Human Kinetics: <http://www.humankinetics.com/products/all-products/brockport-physical-fitness-test-manual-2nd-edition-with-web-resource?associate=5665&isbn=9781450468695>.

When using assessments of this type, it is important to provide them with ample time to prepare for the assessments. For example, allow several weeks to learn and practice the specific skills associated with each assessment before formally assessing them (versus assessing students the first week of the semester without proper conditioning or acclimatization).

*"Unified PE is a gift to me and to our district.
Of all the teams I have ever coached, this beats them all!"*

— Jenda, Unified PE Teacher



Assessment Best Practices:

- 1 Avoid singling out students as they complete the assessments by having those not being assessed actively participating in another activity.
- 2 Educate students on the specific categories of physical fitness and appropriately link the assessment tool to the category.¹
- 3 Teach students why their physical fitness is being assessed.¹
- 4 Perform fitness activities focusing on the individual components of health-related fitness.¹
- 5 Teach and assess ALL domains of learning (cognitive, affective, psychomotor).¹
- 6 Use physical fitness assessment data to teach students how to set fitness goals for improvement (versus using assessment data to assign a grade).¹
- 7 Conduct the formal assessments in several different testing periods to ensure maximal performance.¹
- 8 Conduct assessments in a non-threatening environment that is both encouraging and educational.¹
- 9 Practice the administration of the test items before assessing students.¹
- 10 Plan and implement general and specific warm-up and cool-down activities appropriate for each student and the assessment item.²
- 11 Have students' performance scores compared with criterion-referenced measures, rather than the performance scores of other students.²
- 12 Give students who are blind/visually impaired the opportunity to orient themselves to the testing area/station.²
- 13 Provide students who are deaf/hearing impaired with appropriate demonstrations and written directions.²
- 14 Being aware of the thermoregulation issues that may be present in students with spinal cord injuries (e.g., overheating) and plan accordingly.²
- 15 Focus on enjoyment and proper technique when fitness testing students in grades K-3.²
- 16 Do NOT use fitness testing scores to determine student grades, long-term student achievement, or teacher success.³
- 17 Assist students in learning how to track fitness results over time.³

¹ SHAPE America. (2009). *Appropriate instructional practice guidelines, K-12: A side-by-side comparison [pdf document]*. Retrieved from <http://www.shapeamerica.org/standards/guidelines/upload/Appropriate-Instructional-Practices-Grid.pdf>

² Winnick, J. P., & Short, F. X. (2014). *Brockport physical fitness test manual. A health-related assessment for youngsters with disabilities (2nd ed.)*. Champaign, IL: Human Kinetics.

³ Meredith, M. D., & Welk, G. J. (Eds.) (2010). *FITNESSGRAM/ACTIVITYGRAM. Test administration manual (4th ed.)*. Champaign, IL: Human Kinetics.



Columbus High School, WI

SECTION 11

Student Journaling & Reflection

This document is one piece in a series of Special Olympics Unified Champion Schools resources to conduct Unified Physical 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.



Special Olympics
**Unified Champion
Schools**

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

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

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

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

Physical Education End-of-Unit Reflection

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

Outdoor Pursuits & Lifetime Activities Units

- What is the difference between recreational type activities and more competitive team sports? Why is recreation important to your lifelong health?
- What are other examples of recreational activities? How can you continue to stay active in these types of activities outside of school?

Individual Performance Unit

- Do you prefer to participate in individual-type sports such as tennis/bowling, or team-type sports such as basketball/soccer? Why?
- Why is it important to follow rules in sports? Did you find it difficult to follow any of the rules of this sport?

Games & Sports Unit

- Was everyone in the class able to meaningfully participate in this team sport? Please explain why or why not.
- What did you learn about teamwork in sports that you can use in other areas of your life? (communication, patience, etc.)

Dance & Rhythmic Activities Unit

- What were your favorite activities from this unit? Will you continue these activities on your own? Why or why not?
- What are other examples of enjoyable dance/rhythmic activities (not sports) that this class could do in the future?

Youth Leadership End-of-Unit Reflection

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

Course Orientation

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

Inclusive Youth Leadership

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

Inclusion

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

Co-Leadership

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

Teamwork

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

Advocacy

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

"The coolest thing that we have done as a part of Unified PE is compete together. We get to show our school that this class makes a difference every day."

— Megan, Unified PE Student

Health and Wellness End-of-Unit Reflection

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

Personal Fitness Goals

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

Exercise & Injury Prevention

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

Physical and Mental Well-Being

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

Sports Nutrition & Hydration

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

Healthy Lifestyle Choices

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





General Reflection Questions

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

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



SECTION 12

Student Self-Assessment Rubric

This document is one piece in a series of Special Olympics Unified Champion Schools resources to conduct Unified Physical 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.



Special Olympics
**Unified Champion
Schools**

Sample Rubric & Reflection Essay

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

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

Student Name: _____ **Week of:** _____

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

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



Columbus High School, WI

SECTION 13

Future Educator Opportunity

This document is one piece in a series of Special Olympics Unified Champion Schools resources to conduct Unified Physical 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.



Special Olympics
**Unified Champion
Schools**

Future Educator Credit

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

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

Pre-requisites:

- Junior or Senior class level
- Has previously taken Unified Physical Education
- In good academic standing



Responsibilities may include:

Monitoring

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

Teaching

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

Tutoring

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

Clerical work

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

Coaching

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

Culminating project

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



SECTION 14

Additional Resources

This document is one piece in a series of Special Olympics Unified Champion Schools resources to conduct Unified Physical 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.



Special Olympics
**Unified Champion
Schools**

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

Sport & Physical Education Resources:

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

Unified Champion School Resources:

- High School Playbook for Unified Champion Schools: www.specialolympics.org/hsplaybook
- Resources and information for all things related to Unified Champion Schools: www.specialolympics.org/Sections/What_We_Do/Project_Unify/Unified_Schools.aspx



Columbus High School, WI

Student Leadership Resources:

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

Health & Wellness Resources:

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

Online Training Courses:

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

Special Olympics Program Locator:

- Contact information for the Special Olympics Program office in each state:
http://www.specialolympics.org/program_locator.aspx

"I like to have fun in Unified PE. I have made new friends. I like to play games!"

— Kira, Junior in Unified PE



Addendum

This document is one piece in a series of Special Olympics Unified Champion Schools resources to conduct Unified Physical 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.



Special Olympics
**Unified Champion
Schools**

Creating Healthy Habits

An Adventure Guide to Teaching Health and Wellness



Excerpts for Special Olympics

By Katie Kilty, Ed.D.

Creating Healthy Habits

An Adventure Guide to Teaching Health and Wellness

MIDDLE SCHOOL

By Katie Kilty, Ed.D.



Name Toss with a Goal

Set Up:

1. Clear an open space in your classroom.

Framing:

“We have started to set goals and develop and clarify expectations for this class. In a moment I will ask you to set at least one goal for the semester. However, as we have all experienced, setting goals is useless unless we commit to them. I am wondering what ‘commit to goals’ means to you, and how we can support each other in achieving our health and wellness goals during this class.”

Procedure:

1. Ask students to form a circle with you included in the perimeter.
2. Revisit the notion of setting goals and expectations from the previous lesson. Tell students that they will need to identify one individual goal related to health that they would like to achieve this semester. Once they have identified it, they should keep their goal to themselves until it is time to share it. They might need a few minutes to think about this. For example, “My goal is to drink at least six glasses of water a day this semester.”
3. Hand the ball or tossable object to one student.
4. Beginning with the person who has the ball, have students verbalize their one goal, and then pass the ball to the person on their right who also says his/her name and goal. This continues around the circle until each student has verbalized one goal. You might say something like, “Try to remember each other’s goal so you can better support one another.”
5. Have the first person say his/her name and goal again, and toss the ball to someone else in the group. The second person says, “Thank you _____” (name of person who tossed the ball). _____’s goal is to _____. My name is _____ and my goal is _____.”

Reflection:

Reflection Activity:

1. Have students take a few deep breaths and imagine they are working toward their goal.



Additional Thoughts

- *This can be a boring, lifeless attempt to get at goals unless you, the teacher, make it lively, and encourage group members to ask names and/or goals if they forget.*
- *Verbalizing goals and having them repeated by others makes them real and provides reinforcement for the individual.*
- *By making other group members aware of each individual's goal, the chance of the individual being reminded throughout the semester to fulfill the goal is increased.*

Popcorn

Set Up:

1. Create a large open space in your classroom.
2. Choose a playing area that allows for waffle-type balls to bounce, or change the rules to fit the playing area.
3. Set out a small “target” boundary marker around the bucket using rope. A small circle about three to five feet in diameter is usually sufficient. The distance from the boundary marker to the bucket can be varied according to the challenge desired for the group—if your students have difficulty aiming a thrown object, you may choose not to have a boundary/target with the bucket in the middle.
4. Fill the bucket so that the balls rise above the top, i.e., fill the bucket until the balls form a pile that rises above the sides of the bucket. This set up makes the activity more challenging since the last balls have to be “balanced” on top of the pile to complete the activity.
5. All balls start inside the bucket and students may position themselves anywhere around the bucket to start.
6. Have a stopwatch or other time-keeping device available.

Framing:

“We are going to move from individual to group goal setting. What are some of the practical guidelines or principles of goal setting? (Give time for them to respond.) The challenge for this activity is to apply those principles to achieve your best possible goal, using your whole class as a resource.”

Fitness Whomp 'Em

Set Up:

1. Create a large open space in your classroom.

Framing:

“Have you ever said to your parents or your friends, ‘I’m bored? There’s nothing to do around here.’ This activity will help us to discover many different ways to be active—and not bored—and maybe even give you some people you could team up with to be active.”

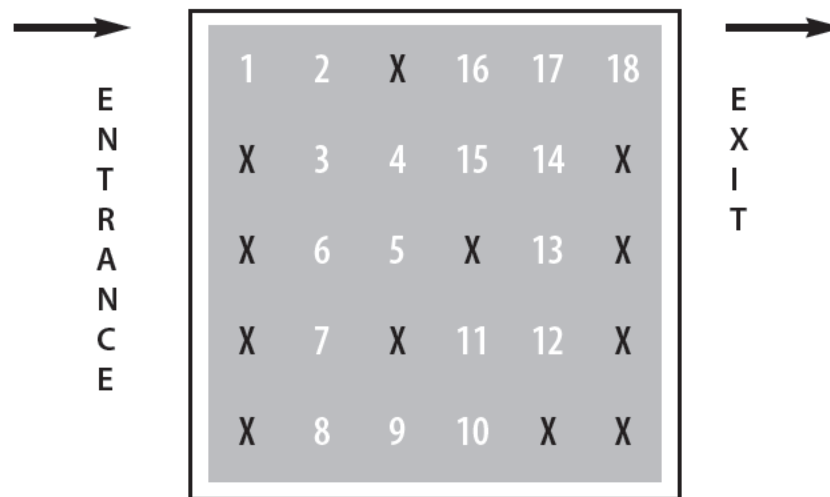
Procedure:

1. Ask the class to form a circle and place yourself in the center so that the peripheral students are within a boffer’s length of your reach.
2. Tell the class that this is a fast-moving activity in which they all need to be on their toes.
3. The first round of action starts when someone in the circle says the name of someone else in the circle. The person in the middle tries to tap the named person on the toes with the boffer before he/she names someone else in the circle, and so on.
4. If the person in the middle taps the person called on the toes before the outside person says another student’s name, the person on the outside changes places with the person in the middle.
5. After the person leaving the middle hands the boffer to the incoming person, the new person in the middle has five seconds to say someone’s name and begin the process again.
6. Stop the action after a few rounds and tell the group you are going to make a change. The activity will be the same except that the saying of names will be replaced with the saying of fitness activities.
7. Have each person select and act out a different fitness activity; e.g., rock climbing, skating swimming and so on. One student per activity. Two runners, for example, won’t work. Once the students have picked and developed a quick action that signifies their activity, ask them to state their activity and demonstrate their action at least once more. Do this in an organized fashion; go around the circle, so everyone has a chance to begin to learn them.
8. Continue original activity, but replace the saying of names with the saying of fitness activities. For example, if the person on the outside of the circle said, “skiing,” the student representing skiing would have to say another student’s activity, i.e., “swimming” before the person in the middle tapped them on the toes.

Pathway to Health and Fitness

Set Up:

1. Clear a large open space in your classroom.
2. Prepare the spot markers by putting an X on the numbered side of each spot marker that is not on the pathway. Either leave the appropriate numbers on your spot markers or use masking tape to number them—as in the diagram below.
3. You will need to create the “pathway to lifelong health and fitness” that the class will follow. To help you create this pathway, map it out on a piece of paper (graph paper works well) and devise a route that will use 30 spots and begin at the entrance side of the area and end at the exit side. Don’t share this with your students!
4. Lay your spots out, numbered or Xed side down, in a five by six grid.
5. Solutions can involve forward, side or backward movements. Diagonal moves or moves that skip rows are not allowed.
6. The more moves you create in your solution, the more difficult the activity will be. If you want a challenging Pathway you could use only 5 X spots and 25 number spots.



Framing:

“Developing a personal health and fitness plan involves accessing quality information. Implementing a personal health and fitness plan involves making healthy choices. This activity will help us understand the consequences of making unhealthy choices and identify skills needed to stay on the pathway to health and fitness.”

Procedure:

1. Tell the class that the challenge for this activity is to find the Pathway to Health and Fitness. This is accomplished by discovering the correct sequence of steps to get one person from the entrance to the exit.
2. To do this they will select a spot, turn it over and read the writing to determine if it is a healthy choice. If it is a healthy choice (as represented only by the next number—if 4 was the last overturned and correct number, only 5 would be a healthy choice) step on the spot and repeat the process with another spot within range. If you have made an unhealthy choice you must exit the Pathway exactly the way you entered.
3. Only a healthy choice spot would remain turned over, students must turn their unhealthy choices back with number/X side down before exiting the Pathway.
4. One person at a time is allowed to enter the Pathway. If they make healthy choices they may continue.
5. People on the Pathway may only move forward, backward or sideways. Diagonal moves or moves that skip a row are not allowed.
6. After the briefing, group members may position themselves anywhere around the Pathway to assist the person on the Pathway and to observe. No verbal or written communication is allowed with the person on the Pathway. Nonverbal communication is allowed.
7. The person on the Pathway should not be touched.
8. The group will rotate turns so that no person enters the grid for a second time until everyone has entered once.
9. Remind the class that they need to be careful not to duplicate unhealthy choices.

Reflection:

Questions for Discussion:

1. “What were the steps you took to find the pathway to health and fitness?”
2. “How did you feel about trying to find the path to health and fitness even though you were set back by unhealthy choices?”
3. “What skills did you access to stay on the path to health and fitness?”
4. “How can you use these skills to maintain your own health and fitness plan?”

**Additional Thoughts**

- *If you have more than 20 students, you may need two grids. You can also split the class and have them share the same grid. The groups would enter from opposite sides and solve separate pathways. This adds chaos and difficulty to the problem.*

Hospital Tag

Set Up:

1. Clear a large open space in your classroom.

Framing:

“We know that exercise is important—it keeps our bodies healthy and prevents disease. This activity will illustrate what happens to our bodies when we choose not to move.”

Procedure:

1. Ask your students to form a circle inside the open space.
2. Explain to them that everyone will start the game with two invisible band-aids, one in each hand and that everyone will have the opportunity to tag one another.
3. Tell the students that when they are tagged the first time, they will need to use one of those bandaids to cover up the spot where they were tagged. They cannot remove that hand/band aid for the remainder of the game. Their free hand can still be used to tag others.
4. Upon being tagged a second time, players need to cover the spot where they were tagged this time with their remaining hand/bandaid.
5. At this point students are still in the game; however, they have no free hands to tag anyone so their only option is to simply run around trying to avoid being tagged again.
6. When tagged a third time, players are finished and freeze where they are tagged.
7. Continue the game until there are one or two people left.

Reflection:

Questions for Discussion:

1. “What are some problems that people have when they aren’t physically fit?”
 2. “What were some of the limitations you experienced while being ‘injured’ during this activity?”
 3. “How does exercise contribute to life-long health and disease prevention?”
-

Up Chuck

Set Up:

1. Clear an open space in your classroom, large enough so that students can stand in a large circle.

Framing:

“Stress is the body’s and mind’s response to everyday demands. Demands or stressors can be people, objects, places, events or situations that cause you to react. Reactions to stress can be physical, mental and emotional and can be useful or harmful, energizing or exhausting. The key is to learn how to respond in a way that is healthy.”

Procedure:

1. Have students stand in a circle or cluster.
2. Ask each student to identify a common stressor from their daily lives, making sure that each student’s stressor is different; e.g., taking tests, doing homework or dealing with mean people.
3. Explain that the balls represent the identified stressors and that we are going to think about how stress affects our ability to respond.
4. Ask everyone to toss their balls aloft to a height of at least ten feet, and then attempt to catch one ball that they did not throw.
5. Count the number of balls that are not caught.
6. On the second round, ask students to catch as many balls as they can.
7. Count the number of balls that are not caught.
8. Repeat 6 and 7.

Reflection:

Questions for Discussion:

1. “Tell me about what happened.”
2. “How did you react when you caught one ball?”
3. “Tell me one thought, feeling and/or physical response you had when you were trying to catch as many balls as possible. Do you think that thought, feeling and/or physical response helped or hurt your ability to catch balls?” Follow with “Why?”
4. “Tell me about some times in your daily lives when stress impacted your mental, emotional and physical responses in both helpful and harmful ways.”



Additional Thoughts

- *Be sure that students are throwing the balls straight up in the air and being watchful of other students when trying to catch.*
 - *This activity may be best played in a large space, outdoors or a gymnasium.*
-

I Hear You But I Can't See You

Set Up:

1. Clear an open space in your classroom.

Framing:

“How we view the world, other people, our place or sense of belonging in the world and our relationship to those things can strongly impact the kinds of stress we experience and, in turn, our level of mental, emotional and physical health.”

Procedure:

1. Ask students to form a circle within the open space.
2. Explain to the group that the challenge for this activity is to line up from the lowest number to the highest number without speaking or the ability to see.
3. Explain that, in a minute, they will be asked to close their eyes. Say, “When your eyes are closed, I will go around and quietly tell each of you what your number is.”
4. Ask what questions they have, and remind them about Challenge by Choice.
5. Make sure the students know to keep “bumpers up” and walk slowly when eyes are closed.
6. Ask the group to close their eyes while you go around and randomly number the class from “1” to however many students are in the class or each half of the class.

Reflection:

Reflection Activity:

Ask students to find a partner and reflect on the following:

1. “Compare and contrast how each person (in the pair, not among the group)
-

Balloon Trolleys

Set Up:

1. Set up a curvy path throughout the desks in the classroom. Make the turns challenging but not too tight as students will have to pass through the path while connected to one another. You could outline this path with masking tape or have desks line its edge.

Framing:

“Healthy relationships are one of the most powerful sources of support for managing stressful situations. Unfortunately, we sometimes disconnect from our family and friends or communicate harshly when feeling overwhelmed and distressed. Let’s see what it’s like to stay connected as we move through different challenges.”

Procedure:

1. Pass out one balloon to each student and ask them to blow it up and tie it off. Offer assistance if they are concerned with blowing up balloons.
2. Divide class into groups of 10–12
3. Ask students to form a line with their small group, standing front to back, like a trolley. Have them place their balloons between themselves and the person in front of them.
4. Explain that they can only use each other’s pressure to support the balloons—no hands, arms or legs.
5. Explain that the challenge is moving the entire group through the path while staying connected to one another and not allowing any of the balloons to hit the floor.
6. Have students place their hands on the shoulders of the person in front of them.
7. The person at the head of the line will not have a balloon.
8. If a balloon hits the floor, the group in question should stop, retrieve the balloon, and the student who was in the front of the line moves to the end. The group can then carry on from where they lost the balloon.
9. Have the class form one large circle after each small group has finished the course.

Reflection:

Questions for Discussion:

1. “What was it like to try to stay connected as a group while moving through the path?”

2. “How did the emotions you and your classmates experienced during the activity impact verbal and nonverbal communication?”
3. “How does distress impact our relationships with our family and friends?”
4. “What are some coping skills to help us communicate with care when experiencing distress?”



Additional Thoughts

- *Keep an eye out for emotional responses and comments regarding appropriate touch.*
 - *Divide class into smaller groups if you are concerned with the students' ability to manage physical closeness of body positions. You can also place the balloons between the students as they stand side by side, if that is more manageable. Also, offer the option for students to be spotters if they are uncomfortable with the given body positions.*
-

Food Pyramid Tag

Set Up:

1. Create a large open space in your classroom.

Framing:

“The food pyramid is a great resource for making sure you are eating a nutritionally balanced diet. We are going to review the different categories in the pyramid by identifying a variety of foods, what they contribute to our bodies and how the variety and combination of foods keeps us going!”

Procedure:

1. Ask the students to form a circle inside the large open space.
 2. Pass out Post-it notes or an index card and pen to each student.
 3. Ask each student to identify and describe the function of a unique component from a healthy, balanced diet and write it on the Post-it. For example, “Orange gives us fiber and Vitamin C” or “Chicken gives us protein which is good for our muscles.”
 4. Review their replies to eliminate repeated foods and ensure that there is a balanced representation of foods. As needed, get replacements for repeated foods or add to or create an under-represented food category. You should still end up with one Post-it per student.
 5. Have students stick the Post-its onto their shirts and tell them that for the rest of the activity they will be known as the item on their Post-its.
 6. Explain to the class that they are going to play a tag game in which one person will start as the tagger. When that person tags someone, they become attached by linking elbows and then two people are taggers, and so on until the entire class is connected.
 7. Remind students that they represent different parts of a nutritious diet and that the object of the tag activity is to make sure that the tagger gets all of the things they need for a healthy day of eating.
 8. So if, on the taggers’ chain there are no dairy products, they will be looking for those and must shout out what they are trying to find. So, for example: “We need dairy!” Students who have not been tagged must also shout out what the food on their Post-its are. So, for example: “I am salmon!”
 9. Ask for a volunteer to start as the tagger, review safety guidelines (remember to choose a safe speed like fast walking) and begin!
-

Reflection:**Questions for Discussion:**

1. “Did your chain stay balanced or did it get overloaded with one food group or another?”
2. “Was someone on your chain keeping track of the different foods you had or was everyone keeping track? How did you know what foods you needed?”
3. “Does anyone want to name some or all of the major food categories?”
4. “What skills did you use to collect all of the components?”
5. “How can these skills be used in eating a balanced diet daily?”

**Additional Thoughts**

- *Do not allow students to break through, jump over or under the chain of connected elbows.*

.....

Food Pyramid Juggle

Set Up:

1. Clear a large open space in your classroom.
2. Have enough objects in front of you to make up the total number of recommended servings for one person from the Food Pyramid.
3. Have the masking tape and markers readily available.

Framing:

“Just about everyone here has seen the Food Pyramid guide. We know that the Food Pyramid guide is just that, a guide or reference for recommended amounts and types of foods we should be eating for a healthy, balanced diet. We also know that the amount of servings and food content change depending on our age, level of activity and culture. Even with this great resource in place, it is sometimes quite a challenge to follow the recommendations.”

Procedure:

1. Have your students join you in a circle.
 2. Ask them to identify the food groups that make up the Food Pyramid.
-

3. Ask the students to determine how many servings of each food group are recommended for the “average” person. Write the food groups on the masking tape and place each of these words on a separate ball for each serving.
4. Tell your students that they are going to establish a sequence for tossing the objects through the entire group.
5. Have one person throw (gently) one fleece ball/tossable to someone across the circle. That person in turn throws to someone opposite him/her and this continues until a person-to-person sequence is set that includes everyone. Do not throw to the person next to you.
6. Once the sequence has been established, the first person (initiator) starts the ball again, to reinforce it. For every item tossed, the challenge is to keep the pattern of people that you toss to and receive from the same.
7. Explain to your students that “We are going to share a day of meals—as represented by our tossables—by tossing various items to one another through the sequence we just established. We will start with breakfast, add lunch, a snack and finally dinner. What foods do you think would make up a healthy breakfast for the average person?” Separate the representing tossables from the different food groups as students identify them and “eat breakfast” by passing those foods through the group in the established pattern.
8. Acknowledge the successes and challenges that occurred in getting through breakfast and then go through the same process of separating out a healthy lunch. Repeat the tossing sequence starting with breakfast and adding lunch.
9. Repeat the entire process after adding a snack and then dinner. So, the students’ final round will take them through a day of healthy eating, from breakfast to dinner.

Reflection:

Questions for Discussion:

1. “What was it like to try to ‘eat’ all of the foods on the Food Pyramid?”
2. “What factors influence decisions about food choices?”
3. “How does your environment affect your food choices?”
4. “How do boredom, stress and happiness affect your eating habits?”
5. “How does your culture and family influence your eating habits?”



Additional Thoughts

- *For an extra challenge, pass a rubber chicken around the outside of the circle to represent distractions from eating well. Have students identify distractions and analyze social pressures from peers, adults and the media.*

Name Gesture

Set Up:

NONE

Framing

“As we continue to build our learning community it is important that we create an image or picture for ourselves of what healthy eighth grade students might look like or sound like. It is also important that we reinforce these images to keep them present in our minds.”

Procedure:

1. Ask the class to stand in a circle.
2. Ask the students to think of a full body gesture that represents what they believe healthy Middle School students look like and sound like.
3. Tell students to say their names and perform their gestures, one by one.
4. Tell students that after each person performs, the group will mirror back what they have heard and seen that person do.
5. Say “For example, my name is Michelle, and I am taking a deep, cleansing breath. You will all follow by saying, ‘Michelle’ and take a deep, cleansing breath.”
6. Ask for a volunteer to start and decide to go to the left or right of that person until everyone has had a chance to express themselves individually.

Reflection:

Reflection Activity:

1. Make some observations on the gestures that were displayed to represent healthy middle school students.
2. If the students seem ready, you can ask them what they observed.
3. Remember this is a fairly quick check-in, unless something major developed during the activity or from the discussion



Additional Thoughts

- Give students the option to pass if they are not quite ready with their gesture. Be sure to come back to them after you have gone around the circle once.

Reflection:**Questions for Discussion:**

1. “What food do you have and what nutrients does it provide us with?”
2. “What do those nutrients help your body do?” (i.e., build muscle, give us energy, build strong bones, etc.)

**Additional Thoughts**

- *It is a good idea to begin this activity by reinforcing the Full Value Contract. Be sure to offer the role of spotting to students who are not comfortable with moving with their eyes closed.*
- *Remind your students that you will be actively spotting.*
- *Be aware of students' stress responses to this activity and encourage them to stop, breathe and then keep going if tensions begin to rise!*

.....

Fast Food Frenzy

Set Up:

1. Clear a large, open square space in your classroom.
2. Place a Hula Hoop™ in each corner of your large open square and put the last hoop in the middle.
3. Place all of the food objects in the hoop in the middle.

Framing:

“Have you ever felt the “push to be quick” when trying to decide what to select in a fast food restaurant? The person at the register is offering all sorts of options. The people behind you are edging closer and closer. Being able to sort through the unhealthy foods and select a nutritious meal in those situations is a skill.”

Procedure:

1. Ask your students to divide into four equal teams. Have each team stand near a Hula Hoop™ in each of the four corners.
2. Tell the class that their goal is to select a nutritionally-balanced dinner as quickly as possible from the “fast food restaurant” in the middle of the square and bring it back to their “table” or hoop.

3. Explain that the way to get food is to send one representative at a time to the middle and select only one item at a time to carry back with them. Items may also be retrieved from neighbor's "tables" ...also only one at a time and carried by one representative.
4. Students may not physically protect their "tables."
5. Remind the class that food must be carried, not thrown.
6. The game is over when the first team lets everyone know they have a healthy dinner in their hoop by saying, "We're full!"
7. Play several rounds switching between selecting a healthy breakfast, lunch or dinner.

Reflection:

Questions for Discussion:

1. "What are some of the foods normally found in a fast food restaurant?"
2. "Can you find healthy foods there?"
3. "What did your team select for their healthy meal?"
4. "What do you need to think about when you're trying to be healthy and eat fast food?"

Reflection Activity:

5. Ask the students to get back into their teams and identify at least six ways they could help each other and themselves make healthy choices at fast food restaurants.

**Additional Thoughts**

- *This activity is similar to Be the Best/Share the Health from the Grade 6 Fitness Unit.*
-

Let's Get Together For Fitness

Set Up:

1. Clear a large open space in your classroom.

Framing:

“Who remembers the different components of fitness and the F.I.T.T. principles or the difference between lifestyle activities and sport activities? Don't worry if you can't remember everything. You will have some help. We are going to play a card game but the cards we are going to use are a bit different because they are all related to physical fitness.”

Procedure:

1. Ask students to form a circle inside the space.
2. Have the Fitness Convening Cards handy.
3. Tell your students that they are going to be using the Fitness Convening Cards for the next activity. Show the students an example of a card and explain the different categories. (These cards can be made by copying those in the appendix page.)

The Fitness Convening Cards deck is a set of 20 cards. (Make 5 copies of page 351 and cut cards to size). Each card has two words and two pictures. The words represent the Principles of Fitness and the different types of physical activity.

- Principles of Fitness =
 - Flexibility
 - Strength and Endurance
 - Aerobic
 - Body Composition
- Types of Physical Activity =
 - Lifestyle
 - Sport

The pictures represent visual examples of the principles of fitness and F.I.T.T.

- Principles of Fitness
 - Lifting (muscular strength and endurance)
 - Runner (aerobic)
 - Stretching (flexibility)
 - Balance Scale (body composition)

- F.I.T.T. =
 - Frequency (arrows in circle)
 - Intensity (arrow in target)
 - Time and Type (stop watch)
4. Tell the students that you will be passing the cards out so that everyone has one card and your first challenge will be not to look at your card!
 5. Explain to the students that the next challenge will be to organize into different groups based on the information on your cards and according to your directions. The groups will change in size and each time there is a change the new group will have a task to solve.
 6. For the first challenge have the class find everyone in the group with the same principle of fitness word (flexibility, strength and endurance, cardio, body composition). There will be four groups total. Once the groups are formed, their task is to define and give examples of the principles of fitness.
 7. For the second challenge have the class find everyone with the same picture that represents each of the four principles of fitness (lifting, running, stretching and balance scales). There will be four groups for this challenge. Once the new groups have formed, their task is to identify an example of a principle of fitness other than the one represented on the card. For example, the group with the step class cards might give continuous running as another example of cardio.
 8. For the third challenge have the students find someone with the same principle of fitness (word) AND the corresponding picture (flexibility and picture of person stretching). The class will end up in 10 groups for this challenge. There is no task for this challenge.
 9. For the fourth challenge, have the students form groups that have all three of the F.I.T.T. model (frequency=arrows turning, intensity=arrow on target, time and type=stop watch) symbols on their cards. The groups should aim for three members, but there may be more or fewer in a group depending on how many students you have. Once the groups are formed, the task is to define and give examples of the F.I.T.T. model.
 10. Finally, for the last challenge have the students find the people who have the same types of activity (lifestyle or sport) word written on their card. There will be two groups at the end of this challenge. Once the groups have formed, the task is to come up with five examples of lifestyle activities and sport activities.

Reflection:

None needed as reflection takes place during the activity.



Additional Thoughts

- *Any of these group sorting activities can be timed for an additional challenge. If you do this, you should repeat the grouping challenges to allow students to decrease their time. To ensure that the second time doing the same grouping isn't too easy, shuffle the cards between attempts or have each student randomly trade cards with several other students.*
- *If the group is small, the challenge begins with each student receiving multiple cards. The entire class must then sort the cards into the subgroups as quickly as possible.*

Name Card Exchange

Set Up:

NONE

Framing

“Accessing reliable information is one of the most important things you can do to help make good decisions about your health. Sometimes, however, by the time we hear ‘the news’ the information has been changed considerably. Do you remember the game Telephone? This activity is a bit like Telephone in that we are going to be exchanging information about ourselves with the class. We will do our best to listen and remember what we learned about our classmates and see what happens to information even with the best intentions!”

Procedure:

1. Have the students form a circle.
 2. Pass out index cards and markers to students.
 3. Have three questions prepared for the class.
Sample Questions:
 - a. Favorite/Least Favorite Food?
 - b. Favorite Movie?
 - c. Favorite Song?
 - d. Favorite Recreation?
 - e. Greatest Adventure?
 4. Ask students to write their name or nickname on the front of the index card.
 5. Collect markers.
 6. Ask students to think of the response to the three questions you have chosen.
 7. Have students introduce themselves to one other person and talk about their response to the three questions. Someone might say, “Hi, my name is Pete and Chinese pot stickers are my favorite food. I loved the Lord of the Rings movies and my favorite song is Clocks by Coldplay.”
 8. Explain that when the introductions are done, students are to exchange cards, and therefore exchange identities! For example, if Alison and Katie exchanged information, Katie would then introduce herself to someone else, while holding the name card that says Alison, and while sharing the three pieces of information about Alison.
 9. Ask students to exchange identities at least three times and then step to the outside of the circle so that people will know when someone is finished.
-

10. Once the group is finished, have students introduce the person whose card they are holding and the responses to the three questions.
11. It is important to remind students at this point that, “This is not a test. This is about what happens to information as it gets passed along, so do the best you can to remember. In the spirit of creating that open learning community, if you are stuck...ask for help! Also, if you choose to make something up, be respectful and safe.”
12. Explain to students that one person will go, give the name card back to the person they introduced, then that person will introduce him/herself and so on until everyone has been introduced.

Reflection:

Questions for Discussion:

1. Ask students to state the range of responses to each question. For example, “What were some of the favorite foods we heard about?”
2. “How helpful is it to know what similarities and differences you have with your classmates?”
3. “Did anything surprise you about the responses?”
4. “What happened to the information as it was passed along from person to person?”

Knowledge Review:

5. Finally have students identify some skills and strategies to obtain accurate information about their peers and health and wellness.
6. Review names.



Additional Thoughts

- *Remind students that you are creating a safe learning environment and that it is not appropriate to make up stories about their peers when speaking about them. Be sure to emphasize that the goal is to do the best they can when representing other students in the class and to ask for help if they can't remember the responses to the questions. Address any inappropriate comments by stopping the process. Have the student being referenced share his or her own responses to the questions.*

9. Before having them open their eyes, ask them to vote thumbs up or down on whether or not each person feels he or she successfully followed the directions.
10. With their thumbs visible and holding the paper in front of them, ask people to open their eyes and look around at what was produced.

Reflection:**Questions for Discussion:**

1. “What do you see when you look around at both the papers and the thumbs?”
 2. “What caused the differences or similarities in your papers/snowflakes?”
 3. “Did being able to ask questions help you make a snowflake?”
 4. “Did not being able to see help you ask good questions?”
 5. “How can different perspectives be seen as a strength or resource for people living or working together?”
 6. “As peers, what lessons should we remember from this exercise in terms of how we want to communicate and value each other’s perspectives?”
 7. “What did you learn in this activity that will help you be more successful and understand each other better?”
-

See Ya!**Set Up:**

1. Develop five to six questions for discussion and five to six questions for determination (see the examples following the procedure).
2. Clear a large space in your classroom.
3. Tie pieces of webbing into a circle. They should be large enough so that three to four students can easily fit inside. You should adjust the number of circles according to your class size (i.e., for a class of 24 students, you’d have six to eight circles).
4. Scatter the circles around a large, open space in your classroom.

Framing:

“Friendships become more important to young people during the teen years. Friendships help us define who we are, offer us a sense of belonging and provide us with support. We want to fit in with and be like our friends. Often, when we try to fit in, we learn how different we are from one another. When we learn about differences, we can fall into stereotyping and prejudice. Pay attention to the

changes in your thoughts, feelings and behaviors in response to the different questions during the next activity.”

Procedure:

1. Have students divide themselves so that there are three to four players starting in every circle.
2. Begin by asking everyone to introduce themselves to their circle partners.
3. Explain that while the students in each circle might change, the number of people per circle will stay the same.
4. Tell students that no player may leave the circle until they hear the words, “See Ya!” and that the group will say, “See Ya!” after the teacher says, “Ready?”
5. Tell your students that people will leave and join their circle. When their circle is joined, they should have the same three or four in it that they started with. So, when one person leaves, your circle will want another person to join.
6. When someone leaves a circle the remaining students wave their arms and hands up in the air, and shout, “Over here, over here!” until a new student enters their circle—remember always the same number of people per circle. Practice the, “Over heres” for a few seconds—with feeling.
7. Explain that the game will begin with a discussion question, e.g., “Tell each other the last movie you saw and if you liked it or not.” Give each small group about sixty seconds to discuss the question.
8. The discussion question will be followed by a determining question such as “Determine who is the tallest in your circle.” Give each small group about 15 seconds to respond to the determining question.
9. At the end of the 15 seconds you will say, “Ready” and the “pre-determined” person (i.e., the tallest person) needs to leave the circle to the sounds of their group saying, “See Ya!” This person must quickly join another circle where the students are saying, “Over here! Over here!”
10. Repeat the process once everyone has a new group and they have introduced themselves.
11. Repeat eight through nine with new questions about five to six times.

Examples of Discussion Questions:

Tell Each Other:

- “If you have ever lived abroad or in a different state, where did you live and what was that like?”
- “Tell your circle about the last book you read and whether or not you liked it.”
- “Tell your circle about the oldest person you ever met and what they were/are like.”

- “What do you think about music that is usually listened to by cultural groups other than your own?”
- “Tell your circle if you have acted to protect the environment, if so, what you did and what you think about protecting the environment in general.”
- “Tell your circle if you have ever spoken up about a comment or “joke” that was feeding stereotypes or prejudice? If you did, tell them what that was like.”

Examples of Determining Questions:

Determine who:

- Is the tallest in your group
- Has the shortest hair
- Has the biggest feet
- Is the most flexible
- Has the most siblings
- Has the fewest pets

Reflection:

Questions for Discussion:

1. “What did you learn about each other?”
 2. “How did it feel when you discussed a topic together as compared to when you had to separate someone from your circle?”
 3. “How did it feel when you had to leave your circle?”
 4. “How did your thoughts, feelings, behaviors change in response to the different questions?”
 5. “What did you learn from this activity that will help you to communicate better with all different kinds of people?”
-

References

- Bandura, A. (1986). *Social foundations of thought and action. A social cognitive theory*. Englewood Cliffs, NJ: Prentice Hall.
- Caine, Renate and Geoffrey (1991). *Making Connections: Teaching and the Human Brain*, Alexandria, VA, ASTD.
- Epstein, L.H. (1998). Integrating theoretical approaches to promote physical activity. *American Journal of Preventive Medicine*, 15, 257–265.
- Frank, Laurie (2001). *The Caring Classroom*. Beverly, MA: Project Adventure, Inc.
- James, W. (1977). Psychological foundations: Habit. In J.J. McDermott (Ed.). *The Writings of William James*. Chicago: University of Chicago Press.
- Janis, I.L. & Mann, L. (1977). *Decision making: A psychological analysis of conflict, choice, and commitment*. New York: Collier Macmillan.
- Kennerson, C., et.al. (2000). “Productive conversation” in Senge P., *Schools that Learn*, New York, NY, Doubleday..
- Kohn, A. (1996). *Beyond Discipline: From Compliance to Community*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Kolb, D.A. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Luckner, J. and Nadler, R, (1997). *Processing the Experience* 2nd edition, Dubuque, Iowa, Kendall/Hunt.
- Marcus, B. & Forsyth, L. (2003). *Motivating People to Be Physically Active*, Champaign, IL: Human Kinetics.
- Weil, Andrew (1997). *8 Weeks to Optimum Health*. New York: Fawcett Columbine, The Ballantine Publishing Group.
-



Katie Kilty has successfully compiled a teacher manual that can and will be used by everyone who works with adolescents. Whether the students are playing Bear, Salmon, Mosquito to learn about the fight or flight response to conflict, Triangle Tag to discuss substance abuse and peer pressure, or Food Pyramid Juggle to reinforce planning a healthy meal, they are involved, active, having fun and learning essential concepts that matter and help them to develop and maintain a healthy lifestyle. This book is the most up to date and complete resource activity guide in the Health Education field today. Thank you Katie for providing the manual that should not be on the bookshelf, but in the hands of everyone working with sixth through eighth graders.

—Eileen Sullivan, Ed.D., Program Coordinator
Physical Education, Health and Coaching, Boston University

"After this class I started peeling the skin off chicken and started drinking more milk. I walk more and am more friendly. This class makes my day better by how we're helping each other, looking at the other person's views and listening to them."

—Student participant in Healthy Habits

Quotes from professionals who have participated in the middle school Healthy Habits training

"The most surprising thing about the Adventure Approach to teaching wellness was how much energy filled the room. There was lots of laughter while working together with others to meet the challenges of the activities."

—Shiprock, NM

"Everyone is involved, moving, thinking and having fun all at once!"

—Tuba City, AZ





Special Olympics Unified Champion Schools

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

