



Lessons in Social Inclusion

A Collection of 5 Mini-Lesson Units

Suitable for Grades 8-12



Special Olympics
**Unified Champion
Schools®**

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Special Olympics Mission

The mission of Special Olympics is to provide year-round sports training and athletic competition in a variety of Olympic-type sports for children and adults with intellectual disabilities, giving them continuing opportunities to develop physical fitness, demonstrate courage, experience joy and participate in sharing 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 a program for schools Pre-K through university that intentionally promotes social inclusion by bringing together students with and without intellectual disabilities through sport and education-related activities. There are currently over 7,600 schools in 49 U.S. states, the District of Columbia and the commonwealth of Puerto Rico.

The three-component model offers a unique combination of effective activities that equip young people with the knowledge, skills, tools and training to create classrooms and school climates of acceptance, respect, and meaningful inclusion. These are school climates where students with disabilities feel welcome and are routinely included in -- and feel a part of -- all activities, opportunities, and functions.

This is accomplished by implementing **Special Olympics Unified Sports®, inclusive youth leadership** opportunities (such as clubs, student organizations and leadership teams), and **whole school engagement**. The program is woven into the fabric of the school community, enhancing existing efforts and providing rich opportunities that empower all students to be the agents of genuine change in their schools, creating socially inclusive environments that support and engage all learners. Unified Champion Schools implementation can vary greatly from school to school, based on the needs, goals, schedules, and other factors unique to each school, but the building blocks and framework are the same.

Introduction

This series of mini lessons can be used separately, in sequence, or individually to enhance your schoolwide Positive Behavioral Interventions and Supports (PBIS) instructional lessons or in preparation for hosting a schoolwide event such as a Spread the Word campaign. These lessons are meant to assist with developing attitudes and behaviors that are respectful toward all students, regardless of their abilities.

These lessons will help students reflect on their perceptions of others who have disabilities and gain increased understanding of the challenges those with disabilities face. Students will examine individual rights and the responsibility to protect those rights. They will also take a look at inclusion in their community and gauge the level of social inclusiveness in their school community. Students will research the life of Eunice Kennedy Shriver, founder of Special Olympics, to see what is possible when someone sees what is, imagines what can be, and then makes it happen. Finally students will use the tools and research they have gained to develop a plan that they would like to implement as a group, to bring change within their community.



UNIT 1

Understanding Differences

Estimated Time: 1.5 – 3 hours



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The mini lessons on Understanding Differences can be used as part of schoolwide PBIS instructional lessons or in preparation for hosting a Spread the Word campaign. **These lessons are meant to assist with developing attitudes and behaviors that are respectful toward all students, regardless of their abilities.**

They can be used separately for individual lessons, or the set of three lessons can be used as a sequential set of activities, helping students reflect on their perceptions of disabilities and gain increased understanding. In the first lesson, students will be asked to complete a challenging task and relate the experience to the frustrations and feelings that those with disabilities often face daily. Student groups will then learn about disabilities and revisit their initial perceptions to see if and how they've changed. In the final lesson, students will gain an understanding of social inclusion and will look at the inclusiveness of formal and informal settings within their school. The mini-lessons also connect well with other instructional content that explores civic responsibility, inclusion, and social justice.

The desired outcomes of these activities are as follows. Students will:

- Complete a challenging task and relate the experience to the frustrations and feelings of those with disabilities.
- Learn about disabilities and revisit their initial perceptions to see if they have changed.
- Gain an understanding of social inclusion and will look at the inclusiveness of formal and informal settings within their school.
- Look at content that explores civic responsibilities, inclusion, and social justice.

“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

Understanding Differences

Mini-lesson 1: Perceptions

Focus: In this lesson students will individually complete several challenging tasks and understand what it is like to have different challenges. Students will also explore what having a disability means to them and how persons with disabilities are perceived by others.

Time Required

30-60 Minutes

Recommended Materials

- Chalk/White Board
- Sheet(s) of paper for each student
- Pens, Pencils
- Use Survey Monkey or Google Forms to format the questions and have the students answer the questions prior to class and be ready to discuss the results

Helpful Links

- Special Olympics Attitudes Research: <https://bit.ly/3evJOLW>
- A Compelling Lesson in Perception: <https://www.youtube.com/watch?v=VbMWJZfC7kI>
- Implicit Bias: <http://kirwaninstitute.osu.edu/research/understanding-implicit-bias/>

Preparation

Pre-print on paper to hand out, or write on the board the following questions prior to the students coming to class:

Option #1: Translate the following Latin phrase into English. You will have 2 minutes.

Aut viam inveniam aut faciam

Answer: Either I shall find a way, or I will make one.

Option #2: Solve the following physics problem. You will have 1 minute.

A pig is launched at a 43- degree angle at a velocity of 35m/s. What is the pig's horizontal velocity?

Answer: 23.86

Create a few answer sheets to be handed out to students later in the lesson.

Steps

1. Define the word "perception" and briefly explain what "implicit bias" is. Use the above links if needed.
2. Lead the students through the above activity, giving them the allotted time to try to find a solution. At the end of the time, discreetly distribute answer sheets to a few students, but not others.
3. Ask the class to provide the answers.
4. Follow up group questions could be:
 - How many students sincerely tried to complete the challenge?
 - How did the exercise make you feel?
 - Did your frustration increase when some students received the answers, and you did not?
5. Next, give the students a new piece of paper, or have them use the blank side used in the first activity.
6. Have the students write down the first thing that comes to mind when you say the word "disability."
7. Write or have the students come up and write their responses on the board.
8. Reflecting on the responses written on the board, have the students discuss the following:
 - *Are most of the responses perceived as positive or negative?*
 - *Did the responses emphasize having a disability as a strength or a weakness?*
 - *Did the responses focus on a person's abilities or their disability?*
 - *How would you describe your current perception of persons with disabilities?*

Understanding Differences

Mini-lesson 2: Facts and Perceptions

Focus: In this lesson, students will learn about disabilities and revisit their initial perceptions to see if they have changed.

Time Required

30-60 Minutes

Recommended Materials

- Chart paper and markers
- ADA Definition of Disability: <https://adata.org/faq/what-definition-disability-under-ada>
- Special Olympics Webpage on Types of Intellectual Disability: <https://www.specialolympics.org/about/intellectual-disabilities>
- Internet access or school library access to further research on disabilities and perceptions

Steps

1. Post chart paper around the room. Mark each paper with a different disability heading. Intellectual Disability, Developmental Disability, Autism, Visual or Hearing Impairment, Physical Disability, etc.
2. Under each heading, write the word "Perceptions." Then, half-way down the page, write the word "Facts."
3. Share with the students the ADA definition of disability, and that the law also says that it is unlawful to discriminate against a person with a disability.
4. Have students move around the room to each of the charts of paper, writing down their perceptions about each category of disability.
5. Divide the class into equal groups. Try to have 3-4 persons per group. Assign each group one or more specific disability category.
6. Students will use various resources (internet access, library access) to confirm or deny the perceptions listed on the chart paper and gather facts about their assigned category of disability. They then will list each fact on the bottom of the paper. Each group will then present their finding to the class.
7. Final discussion questions:
 - *How do student perceptions of disabilities differ from the facts?*
 - *What are the differences in your perception when you use "a disabled person" versus "a person with a disability." Why is that important?*
 - *What is the impact that inaccurate perceptions have, and ways students might work to overcome them?*
 - *Identify misconceptions in their class or school and how they could overcome them.*

"I've learned so much from Adam, and I'm sure he's learned some from me. If you take the time to make them your friend, they're the same as everyone else."

- Tommy Oreste, Special Olympics Unified partner

Understanding Differences

Mini-lesson 3: Social Inclusion

Focus: In this lesson, students will gain understanding of social inclusion and will look at the inclusiveness of formal and informal settings within their classroom/school.

Time Required

30-60 Minutes

Recommended Materials

- Internet Access
- Chart Paper and Markers
- Post-it Notes

Helpful Links

- Social Inclusion in Action: <https://www.specialolympics.org/inclusion-in-action>
- Meaningful Inclusion in Schools: <https://www.generationunified.org/videos/evan-and-jay/>
- Example Icebreaker Activities: <https://icebreakerideas.com/quick-icebreakers/>

Steps

1. Introduce students to the term “social inclusion.” Social inclusion in schools means all students are meaningfully engaged in formal and informal settings throughout the school including classrooms, hallways and playing fields; and they have meaningful opportunities to contribute to the school community.
2. Ask students to reflect on social inclusion in their school.
 - *Are all students treated fairly and respectfully despite their race, religion, economic status, gender, sexual orientation or disability?*
 - *Do all students seem to have friends in the school?*
 - *Do students with and without disabilities share meaningful friendships?*
 - *What does the membership of school clubs look like? Are school clubs inclusive of students with and without disabilities?*
 - *Are there students with and without disabilities on the same sports teams? Does the school have opportunities for all students to have an opportunity to play sports, such as intramural teams?*
3. Divide the class into equal groups. Each group should develop an “icebreaker” type of activity, that takes no longer than 5 minutes, that can be used in their classroom to increase opportunities for students with and without disabilities to interact in meaningful ways.
4. Each group should share the activities with the class and discuss how these activities could be implemented at a building-wide level.
5. Optional: Compile the students' activities in a document that can be shared out to enhance school wide engagement.
6. Reflection: Give each student a post it note and have them finish this sentence: “People with disabilities...” Place them on the board in the front of the room.

“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



UNIT 2

Acceptance and Respect

Estimated Time: 2 – 4 hours



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The mini-lessons on acceptance and respect that follow can be used as part of schoolwide PBIS instructional lessons or in preparation for hosting a Spread the Word Campaign. **In these lessons, students examine the rights of those with disabilities and the responsibilities of all citizens to help protect those rights.**

Students will reflect and examine the problems and issues related to respect and inclusion within their school and community.

For school staff who wish to use the full set of activities, this series of mini-lessons begins with an immersive experience where students are randomly given different rights within the classroom, prompting reflection on the personal and societal impact of treating people differently based on something not in their control. They examine their personal experiences with intolerance, as a victim or a perpetrator, and consider the consequences of standing by as others are targeted. Students watch an authentic story about a group of teenagers who mock a young girl because of her intellectual disability, and the students examine examples from history when intolerance and prejudice had a significant negative effect. They identify the roots of intolerance and prejudice, and brainstorm strategies and solutions for overcoming them. The students then brainstorm how intolerance and prejudice could be reversed, particularly with other youth their age. Finally, they create a product to influence their peers to show tolerance toward and acceptance of others who may be different from themselves.

The desired outcomes of these activities are as follows. Students will:

- Draw conclusions about the personal and societal impact of basing someone's rights on something they cannot control.
- Reflect upon the difficulties of standing up for what is right, especially to one's own friends.
- Identify and examine current and historical non-inclusive, intolerant behaviors in their school, their community, and society as a whole.
- Identify the roots and consequences of non-inclusive, intolerant behavior.
- Recognize ways to overcome intolerant behavior, with an emphasis on people with disabilities.
- Influence others to help reverse the trends of intolerant, non-inclusive behavior.

“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 Shriver, founder of Special Olympics

Acceptance and Respect

Mini-lesson 1: How Do Rights Lead to Responsibility?

Focus: Students are given different rights within the classroom, prompting them to reflect on the personal and societal impact of treating people differently based on something that is not within their control.

Time Required

30-60 minutes

Recommended Materials

- Index cards, 1 per student
- Different colored markers or stickers
- Copies of “How Do Rights Lead to Responsibility?” worksheet, 1 per student
- Treats for 1 group to select
- Enough pencils/pens for each student

Preparation

Before beginning the lesson, decide on a way to divide the class into random but equal groups. Here are a few options:

- Put different colored dot or stickers onto index cards and have students select
- Have students pull a colored stick, clothes pin, or length of ribbon from a cup or bag
- Have students pick randomly from a deck of cards
- Use the App “Team Handshake”

These different groupings will represent one of the following categories:

- Placed in an area where they have difficulty seeing or hearing you (i.e. faced away from the rest of the room, placed far in the corner, etc.)
- Not allowed to sit on chairs.
- All members of one group must share one writing utensil.
- Given a homework pass.

Steps

1. As students enter the room, randomly assign students to random, equal groups using one of the methods above. Explain to the class what each group represents.
2. Distribute copies of “How Do Rights Lead to Responsibility?” which is found on the next page. Students should reflect on a famous quote and make connections with their own lives.
3. Give students time to complete the task and discuss their answers within their group, while still being treated differently based on their colored dots. Have each group share how they were made to feel differently based on the group they were placed in.
4. At the conclusion of this part of the lesson, restore equal rights for all students. Discuss the exercise using the following questions as a guide. If time allows, expand the discussion:
 - *Why is it so difficult to stand up for people that aren't being treated equally?*
 - *Have you done it? If so how did it feel?*
 - *What did it feel like to have more or fewer rights?*
 - *For those who had more rights, did you try to fight for those with fewer rights? Why or why not?*
 - *How would you relate the exercise to rights or treatment of those around the world based on skin color, religion, gender, or ability?*
 - *What is the impact to individuals, the community and society as a whole when people are denied rights or treated differently based on things they cannot control?*

“Give to every human being every right that you claim to yourself.”

- Robert Ingersoll, American lawyer and writer

How Do Rights Lead to Responsibility?

Throughout history, people have been awarded certain rights or treated differently based on things they cannot control. Their skin color. Nationality. Gender. Abilities. The quotes below express several people's opinions related to equal rights.

Select one quote and answer the questions below it.

Quote #1: *We could learn a lot from crayons: some are sharp, some are pretty, some are dull, some have weird names, and all are different colors...but they all have to learn to live in the same box.*

- Author Unknown

Quote #2: *Give to every human being every right that you claim for yourself.*

- Robert Ingersoll, American lawyer and writer

Quote #3: *I am the inferior of any man whose rights I trample underfoot.*

- Horace Greeley, American writer and publisher

Quote #4: *He who passively accepts evil is as much involved in it as he who helps to perpetrate it.*

- Dr. Martin Luther King, Jr., American Civil Rights activist

Reflections

1. Choose one quote and put it in your own words. What do you think its author was trying to say?
2. Do you agree or disagree with the author? Why?
3. What actions (or inactions) have you witnessed or been a part of at your school or in your community that relate to the quote?
4. How might you take responsibility for how others are treated in your school or community?

Acceptance and Respect

Mini-lesson 2: Standing By or Standing Up

Focus: In this lesson, students will examine their personal experiences with intolerance, as a victim or perpetrator, and consider the consequences of standing by as others are targeted or bullied.

Time Required

30-60 minutes

Recommended Materials

- Video of “[Daina Shilts’ Powerful Story](#)”
- Copies of “Standing By or Standing Up” worksheet, 1 per student

Helpful Links

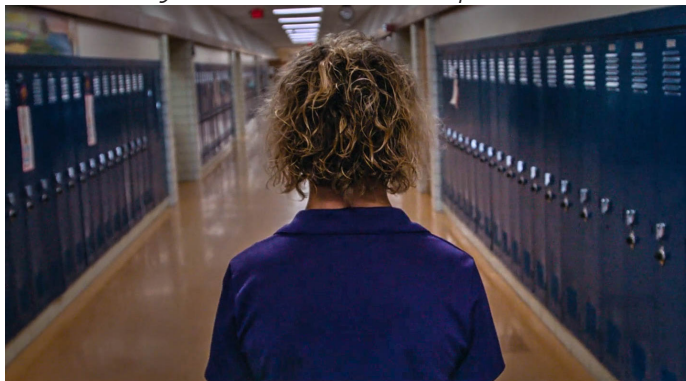
- Unified Talk: Britney Explains What It Means To Be An Upstander: <https://www.youtube.com/watch?v=mMJePwaGEeM>
- Unified Classroom Lessons on Belonging (and other themes): <https://www.generationunified.org/unified-classroom/>

Preparation

Tell students they are going to watch a video about Special Olympics athlete Daina Shilts and her experience in school without Special Olympics Unified Champion Schools programming. The video illustrates the consequences of treating someone differently based on something they cannot control. Have students watch Daina’s story and prepare to have a discussion after watching.

Steps

1. Start the video. At 1:21 after Daina describes her experience at school, pause the video. Ask students if they have ever seen bullying like that in their school, and what they did when it happened.
2. Stop the video at 4:02 after Daina explains her success with Special Olympics Unified Sports and snowboarding. Ask students to consider the hurdles that Daina had to overcome to become such a successful athlete. What hurdles would they experience? How would that be different than Daina’s?
3. After the video has ended, hold a class or small group discussion using the following questions as a guide:
 - a. *After seeing all of Daina’s trophies, medals, and accomplishments at the beginning of the video, what expectations and assumptions did you have about Daina and her life?*
 - b. *How do you think the bullying in school made Daina feel?*
 - c. *How would you describe the students who bullied Daina? (You may want to introduce words like “intolerant,” “discrimination,” and “prejudiced” if the students don’t use them.)*
 - d. *How does the use of violence and derogatory language demonstrate intolerance?*
 - e. *Is it just as bad to remain quiet when someone is bullying another individual as it is to bully someone yourself?*
 - f. *How might have Daina’s story been different if others had stood up for her and made her feel included?*
 - g. *How would your life be different if you were judged by just one element of your life, especially if it was one you could not control?*
 - h. *Is it possible to be an innocent bystander? What are the important lessons we can learn from Daina’s story?*



Standing By or Standing Up

While watching the video about Daina's story, take down some notes about what you see and hear. Think about your own experiences with bullying and/or bystanders, and compare. Use the following questions to reflect.

Write down 2 instances of bullying that happened to Daina in school.

Have you ever experienced bullying at school? What did you do?

What hurdles did Daina have to overcome to become a successful athlete?

What hurdles do you have to face? How is that similar or different to Daina's experience?

Acceptance and Respect

Mini-lesson 3: Language Matters

Focus: Examine examples of when intolerance and prejudice have had a negative effect on someone. Students will identify the roots of intolerance, and brainstorm strategies and solutions for overcoming it.

Time Required

30-60 minutes

Recommended Materials

- Copies of “Language Matters” worksheet, 1 per student
- Link for the [Special Olympics Inclusion Pledge](#) and/or [Spread the Word Pledge](#)
- A Spread the Word banner
- Pens/markers to sign the banner

Preparation

Refer back to the video about Daina Shilts and have students think about their own experiences with exclusive and derogatory language. Distribute the below discussion questions from step 2 on slips of paper if needed.



Steps

1. Distribute the “Language Matters” worksheet which asks students to reflect upon their own use, active or passive, of derogatory language. If needed, explain the difference between active and passive involvement. Give students time to complete the worksheet.
2. Have students discuss the following in small groups:
 - *When have you been the victim, witness, or perpetrator of intolerance or discrimination of any sort?*
 - *Does intolerance and/or discrimination exist in your school or community? Share examples.*
 - *Have you ever been the victim, witness, or perpetrator of intolerance or discrimination because of a disability? Share examples.*
 - *How does social media contribute to intolerance and discrimination?*
3. As a wrap up with the whole group:
 - *Why do you think people treat others in hurtful ways, especially when they do not even know them?*
 - *What causes someone to be intolerant of others?*
 - *How does our choice of words matter?*
 - *How can you show your respect towards others?*
4. Share the Special Olympics Inclusion Pledge and/or the Spread the Word Pledge. Have students sign the “Spread The Word” pledge banner in your class and hang it up in the school.

“I am the inferior of any man whose rights I trample underfoot.”

- Horace Greeley, American writer and publisher

Language Matters

Think about your own thoughts and actions (or inactions) with regard to intolerance and prejudice toward others. Then rate yourself using the scale below and answer the questions that follow:

1. I make fun of people for things like race, religion, gender, body size, or physical or mental ability.
☐ I never or almost never do this.
☐ I sometimes do this.
☐ I frequently do this.
☐ I always do this.
2. I treat people differently if they are or have a different race, religion, gender, body size, physical, or mental ability than I do.
☐ I never or almost never do this.
☐ I sometimes do this.
☐ I frequently do this.
☐ I always do this.
3. I use hurtful language (like the R-word) to refer to people who have intellectual disabilities.
☐ I never or almost never do this.
☐ I sometimes do this.
☐ I frequently do this.
☐ I always do this.
4. I laugh when my friends use hurtful language.
☐ I never or almost never do this.
☐ I sometimes do this.
☐ I frequently do this.
☐ I always do this.
6. I remain quiet when my friends use hurtful language.
☐ I never or almost never do this.
☐ I sometimes do this.
☐ I frequently do this.
☐ I always do this.
7. I use person-first language, like saying that someone is a "person with a disability" rather than a "disabled person."
☐ I never or almost never do this.
☐ I sometimes do this.
☐ I frequently do this.
☐ I always do this.
8. I encourage my friends to use person-first language.
☐ I never or almost never do this.
☐ I sometimes do this.
☐ I frequently do this.
☐ I always do this.

Choose one of the statements from above for which you rated yourself a "sometimes," "frequently," or "always," and reflect on why you believe you did the action. Would you do it again? Would there be a value in not doing it? What would that value be?

Acceptance and Respect

Mini-lesson 4: Be the Solution

Focus: Students will brainstorm how intolerance and prejudice can be reversed and create a product to influence their peers to show tolerance towards and acceptance of others who are different than themselves.

Time Required

30-60 minutes

Recommended Materials

- Copies of “Be the Solution” worksheet, 1 per student
- Pens and Pencils
- 4 large poster boards or sheets of paper on the wall (marked individually with “Principal,” “Teacher,” “Parent,” and “Student”)
- Additional paper for students to use for their “product”
- Post-It Notes

Steps

1. Remind students of the definitions of intolerance, discrimination, and prejudice.
2. Have students think about a situation or time that they witnessed intolerance, discrimination, or prejudice, and ask them how they would overcome this situation? What could be a solution?
3. Create a list of student-generated solutions and record them on the “Student” poster.
4. Assuming students believe that intolerance or prejudice toward those with disabilities is a problem at their school, in their community, or in society as a whole, whose responsibility is it to find solutions? Have students take the perspective of their principal(s), teachers, and parents, and record solutions on the appropriate poster.
5. Distribute the “Be the Solution” worksheet, which challenges student groups to create a product (such as a blog, Instagram post, or poster) to influence their generation to reverse intolerant, non-inclusive behavior toward those with disabilities. They can act upon one of the ideas from the list of solutions above or come up with a new one. Their product should be targeted toward their peers and should focus on (1) the power of inclusion related to those with disabilities; (2) the negative impact of prejudice or intolerance toward those with disabilities; (3) or both.
6. Reflection: Using the ideas generated in Step 4, ask students to reflect on the potential reaction of their peers to the project they’ve designed. Do they think their friends will be influenced to be more inclusive? What obstacles do they anticipate? How can they overcome these potential obstacles?



Be The Solution

Unfortunately, prejudice and intolerance toward those with intellectual disabilities and others has been part of our society for many years. Through this lesson, you have explored and reflected upon many examples of this including:

- students bullying Daina,
- the hurtful use of derogatory language in school, community, and society,
- examples of intolerance and prejudice, and
- your own personal experiences.

The good news is that your generation, the Unified Generation, has the power to become part of the solution.

For this activity, you will create a poster, song, blog, social media post, poem or announcement to influence your peers to help reverse the trends of intolerance and prejudice against those with disabilities.

Your product should be targeted toward students at your school and should focus on:

- The power of inclusion related to students with disabilities, **and/or**
- The negative impact of prejudice or intolerance toward those with disabilities.

For your project, think about the following:

1. What examples of intolerance and prejudice against those with intellectual disabilities have I experienced or witnessed at our school or in our community?
2. Why might the bullies from Daina's story have acted intolerant or prejudiced? What were their goals?
3. What might help or persuade them to change their behavior?
4. How can I use this information to create a persuasive project?



UNIT 3

Visions of a Socially Inclusive Community

Estimated Time: 2.5 – 5 hours



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This series of mini-lessons would be useful in a Unified Club, classroom, or leadership group setting to developing inclusive youth leadership skills. Ideally, lessons should be completed in sequential order. **Through the following activities, students will take a snapshot of their community with regard to inclusion of those with intellectual disabilities and develop an action plan for strategies that could improve inclusion in their school.** They start by creating a picture of their community based on their perceptions. Then, they repeat this exercise as if they were someone with an intellectual disability to see how the experience changes. Ideally, the club will work with the school's Unified Champion Schools Leadership Team to assess the level of social inclusiveness of their school community using the Social Inclusion Scale (provided, page 26).

The desired outcomes of these activities are as follows. Students will:

- Reflect upon the current environment of social inclusion in their school.
- Understand how a student with an intellectual disability might see their school community.
- Work with the school's Unified Champion Schools Leadership Team to assess the school community's current attitudes, access, programs and climate using the Social Inclusion Scale.
- Develop action plans for strategies that could be implemented to improve social inclusion in their school.

**“A rewarding life is filled with challenge,
so do not pity me. Give me a chance!”**

- Thomas Gatu, Special Olympics Kenya Athlete

Visions of a Socially Inclusive Community

Mini-lesson 1: What Does My Community Look Like?

Focus: Students will examine and reflect on their perception of social inclusion within their school community.

Time Required

30-60 minutes. Please note: This lesson will carry over to lesson 2.

Recommended Materials

- Art materials (i.e. poster boards, markers, colored paper, colored pencils)
- Cameras and/or video equipment
- Copies of “What Does My Community Look Like” worksheet, 1 per student
- **VIDEO:** Unified Talks: Tajha Talks Belonging: <https://www.youtube.com/watch?v=FYODpGZXwu0>



Steps

1. Watch the 6 minute video “Unified Talks: Tajha Talks Belonging” at the link listed above to start the lesson. In it, Tajha talks about the different communities to which she belongs.
2. Write the word “Community” and its definition on the board, and ask students to name various types of communities they might be a part of. Have the students focus on the different types of communities that exist within the school and which ones they are included in, and discuss the following questions:
 - *Do you feel welcome in their school community?*
 - *How respectful and inclusive is that group?*
 - *Are there rules or guidelines that tell students how to act in that community?*
 - *How do you know when you belong to a community at your school?*
3. Define “Social Inclusion” for the students and provide examples of how it is present in their school community. For example, social inclusion could be defined as all students being meaningfully engaged in formal and informal settings throughout the school including classrooms, hallways, and playing fields.
4. Divide the students into equal groups and have them discuss the following. You may pass out the discussion worksheet to aid them along.
 - *Choose three words that describe social inclusion in your school.*
 - *What helps to make your school an inclusive community? What barriers exist?*
 - *Do all students in your school community have meaningful friendships in formal and informal settings?*
 - *How inclusive and accessible are classrooms, lunchrooms, hallways, and playing fields?*
 - *If you could choose anywhere to go to school, would you choose your school? Why or why not?*
 - *If you were to give your school a “grade”, on social inclusion, what would it be and why?*
5. Challenge each group to draw, take a photograph, or create a video of a “picture” of their school community from their own perspective. Each group’s “vision” of community should be completed and presented at the next meeting or class session.

What Does My Community Look Like?

After discussing the meaning of the words “community” and “social inclusion,” consider the following questions and discuss with your group.

Reflection Questions:

Choose three words that describe social inclusion in your school.

What helps to make your school an inclusive community? What barriers exist?

Do all students in your school community have meaningful friendships in formal and informal settings?

How inclusive and accessible are classrooms, lunchrooms, hallways, and playing fields?

If you could choose anywhere to go to school, would you choose your school? Why or why not?

If you were to give your school a “grade”, on social inclusion, what would it be and why?

Visions of a Socially Inclusive Community

Mini-lesson 2: Understanding Perspective

Focus: In this lesson, students will reflect on the current environment of social inclusion in their school and understand how a student with an intellectual disability may see the school community differently.

Time Required

30-60 Minutes

Recommended Materials

- Students' presentations created from Mini-lesson #1
- Copies of "Reflecting on Our School" worksheet, 1 per student
- If needed, review the Unified Talk on Belonging from the last mini-lesson: <https://www.youtube.com/watch?v=FYODpGZXwu0>



Steps

1. (Optional) Review the "Unified Talks: Tajha Talks Belonging" video as a group. Ask students to think about how as a student with an intellectual disability, Tajha's perspective may be different from theirs.
2. Have students present the images/videos they created in the previous lesson that depict their school community.
 - *Discuss the similarities and the differences in each presentation.*
 - *How can people who live in the same community see it from completely different perspectives? Consider the perspectives of students with intellectual disabilities, and how they may be different from their own.*
3. In small groups, have the students work together to complete the "Reflecting on Our School" handout.
4. Have the students share their reflections and discuss the following:
 - *Was this exercise challenging or easy? Why?*
 - *How do programs and resources in your school community differ for persons with and without intellectual disabilities?*
 - *Where have you seen students with intellectual disabilities being included and supported in our school?*
 - *Do you see meaningful friendships developing between students with and without disabilities?*
5. Ask students to spend some time observing and reflecting on various perspectives of social inclusion as they participate in their school community and be ready to report back what they observed at the next meeting.

Reflecting on Our School

Record your observations and reflections on social inclusion in our school. Try to look at your classes, time between classes, cafeteria, and after school activities from the perspective of students with intellectual disabilities. Think about the questions we discussed in our meeting as you make your observations.

- What can you find out about the support, programs, perceptions and opportunities in the school for students with intellectual disabilities?
- How do they compare to the resources, programs, perceptions and opportunities for students without intellectual disabilities?
- Where have you seen students with intellectual disabilities being included and supported in our school? Do you see meaningful friendships developing between students with and without intellectual disabilities?

| | Activity | Observations | Reflections or Thoughts |
|---|----------|--------------|-------------------------|
| Unstructured time such as hallways or the cafeteria | | | |
| Classroom Instruction | | | |
| After-School Activities | | | |
| Other | | | |

Visions of a Socially Inclusive Community

Mini-lesson 3: Digging Deeper

Focus: In this lesson, students will assess the school community's current attitudes, access, programs, and climate using a Social Inclusion Scale.

Time Required

30-60 minutes

Recommended Materials

- Copies of "Social Inclusion Scale" worksheet, 1 per student
- Pens, Pencils

Steps

1. Tell students that this activity will help them get a clearer picture of what their school community looks like. Have students fill out the Social Inclusion Scale handout individually. Make sure they know there are no wrong answers! Encourage each student to fill out the Scale based on their own perspective.
2. After students have completed the scale, discuss the results. Explore some possible follow up questions such as:
 - *Do students in our school think it's okay to use the R-word?*
 - *Do people in our school community know what an intellectual disability is?*
 - *What percentage of students know someone with an intellectual disability?*
 - *Is there evidence that students in our school are tolerant and inclusive of those with intellectual disabilities?*
 - *Are students with disabilities in our school encouraged to participate in sports teams, clubs, and special programs? If so, do they participate? Why not?*
 - *What is the general perception of persons with disabilities in our school?*
 - *Are there opportunities for students with and without disabilities to interact with each other? What are they?*
 - *Are there opportunities for persons with disabilities to share their strengths and talents with the school community? What are they?*
 - *Do students with disabilities feel welcome throughout the school community? Why or why not?*



Social Inclusion Scale

In this scale, you will find questions about your school's inclusiveness, which refers to the extent that all students in your school community are valued, respected, and supported. The following questions are designed to measure how well you believe your school specifically includes students of all abilities in the school community.

In the following chart, please identify the degree to which you agree or disagree with the following statements.

| Statement | Strongly Disagree (1 pt) | Disagree (2 pts) | Agree (3 pts) | Strongly Agree (4 pts) |
|--|-----------------------------|--------------------------|--------------------------|---------------------------|
| 1. Every student of any ability can be a leader in this school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. In this school, the accomplishments of students of all abilities are celebrated (e.g., award ceremonies in school assemblies, sports awards dinners, displaying school projects). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. At this school, after school activities (e.g., sports clubs) include students with and without disabilities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Most people in this school feel responsible for including students in special education. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. This school provides opportunities for all students, including those in special education, to help others (e.g., service-learning, community service). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. This school provides opportunities for all students, including special education students, to share their ideas (e.g., contribute to school decisions or inclusion efforts). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. In this school, students do not use negative terms to refer to students with disabilities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. In this school, adults do not use negative terms to refer to students with disabilities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. This school encourages students to develop friendships with special and general education students and interact in social situations (e.g., extracurricular activities, lunchtime, unstructured time within and between classes). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Students in this school learn from having students of all abilities in the classroom. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Social Inclusion Scale (continued)

Once you have finished completing the social inclusion scale, add up the number values assigned to each rating.

Each "Strongly Disagree" = 1 point

Each "Disagree" = 2 points

Each "Agree" = 3 points

Each "Strongly Agree" = 4 points

My total: _____

Using the total above, you can now determine which level (Limited, Emerging, Inclusive, and/or Fully Accomplished) your school falls on the Social Inclusion Scale.

10-15 points = Limited

16-20 = Emerging

21-35 = Inclusive

36-40 = Fully Accomplished

No matter what your school scored on the Social Inclusion Scale, you are taking a step in the right direction just by thinking about your school's inclusiveness. Consider these questions to move forward with inclusion:

How can you as an individual work to ensure a more inclusive school environment?

In what ways can your school be offering more leadership opportunities for students with intellectual disabilities? In new clubs? Student government? Existing clubs?

What activities could the whole school participate in that would promote inclusion of all students?

Are there opportunities for students of all abilities to participate in sports and fitness activities together?

Visions of a Socially Inclusive Community

Mini-lesson 4: Social Inclusion in Our School

Focus: Students will develop an action plan with strategies that could be implemented to improve social inclusion in the school community.

Time Required

1-2 Hours

NOTE: *This mini-lesson is designed to be used following the Social Inclusion Scale assessment in Mini-Lesson 3, and will likely require more than one meeting.*

Recommended Materials

- Copies of "Social Inclusion in Our School" worksheet, 1 per student
- Copies of "Inclusion Project Examples" worksheet, 1 per student if needed
- Pens, Pencils
- Information gathered from the Social Inclusion Scale assessment

Steps

1. Separate students into equal groups. Distribute copies of "Social Inclusion in Our School," which challenges students to use the information gathered in the assessment process to develop a plan to make a change that will result in greater social inclusion in their school.
2. Give students ample time and assistance with resources (i.e. the project plan worksheets in the following pages) to help them develop their plan. Have each group of students present and explain their plan to the rest of the club.
3. As a whole group, decide if students are going to work together to carry out one collective plan or if small groups want to work on their plans separately.
4. Set a timeline to report back to the whole group on the progress of the plan.
 - *How is your project progressing?*
 - *What obstacles have you encountered?*
 - *How can you work through the obstacles?*
 - *What have you learned along the way?*



Social Inclusion in Our School

During the first two mini-lessons, you created a picture of your school community with a focus on social inclusion. You also gathered some data on how others in your school community perceive social inclusion. Now your challenge is to identify an action your group might take to help your school become more socially inclusive. Then, develop a plan to put your idea into action. Complete the action plan below to guide your efforts.

Our Goal for Change _____

Envision the Change

We will help our school become a place where...

This is important to us because...

In order to become a more socially inclusive school, we have identified the need to...

PLAN FOR THE CHANGE

| ACTION STEP | CHALLENGES/OBSTACLES | SOLUTIONS |
|-------------|----------------------|-----------|
| | | |
| | | |
| | | |
| | | |

ASSESS THE PLAN - Rate your plan based on the SAWE Table below:

| Rating System: 4 = Excellent 3 = Good 2 = Okay 1 = Low or poor | | Rating |
|---|--|--------|
| Salable (Can we "sell" to others and convince others it's a good idea?) | | |
| Affordable (Is the cost reasonable? Will we be able to find any necessary funding?) | | |
| Workable (Is it an appropriate solution, and are we able to implement it?) | | |
| Effective (Will it be likely to increase social inclusion in our school?) | | |

Inclusion Project Examples

Not sure where to start when considering an inclusion project? Check out some of the inclusion solutions students in other schools have implemented. Think about how you may do a similar project, and even improve it!

Examples Include:

- Organizing a schoolwide campaign to end the use of the R-word.
- Hosting a social inclusion day where the entire school is engaged in a task or activity that intentionally pairs students with and without disabilities to accomplish the task (such as decorating for Homecoming or participating in a schoolwide Earth Day activity).
- Development of a mentor or buddy program where younger students with intellectual disabilities are paired with an older student.
- Holding an Ability Awareness Day, where students with and without disabilities work together to share their strengths and talents with community members.
- Implementing an Elementary School Blitz, where high school students with and without intellectual disabilities speak about social inclusion at local elementary schools.
- Working with a school club or sports team to intentionally include students with and without intellectual disabilities.
- Decorating store windows in the community to encourage tolerance and inclusion.



UNIT 4

Eunice Kennedy Shriver: A Legacy of Advocacy

Estimated Time: 1.5 – 2 hours



Special Olympics
**Unified Champion
Schools®**



This series of mini-lessons would be useful in a Unified Club, classroom, or leadership group setting to develop an understanding of the founding of Special Olympics.

Eunice Kennedy Shriver, the founder of Special Olympics, was a pioneer in the worldwide struggle for rights and acceptance for people with intellectual disabilities. She saw they were excluded and routinely placed in custodial institutions. They were often ignored and neglected, yet she knew they had many talents and gifts to offer. This unit will illustrate what is possible when someone sees what is, imagines what can be, and then makes it happen. In these lessons students will learn more about Eunice Kennedy Shriver, reflect and make connections between her story and what is happening within their own community.

“You are the stars and the world is watching you. By your presence, you send a message to every village, every city, every nation. A message of hope. A message of victory. ”

- Eunice Kennedy Shriver

Eunice Kennedy Shriver: A Legacy of Advocacy

Mini-lesson 1: Who is Eunice Kennedy Shriver?

Focus: In this lesson, students will explore resources to learn about Eunice Kennedy Shriver, why she became an advocate for persons with intellectual disabilities, and the founding of Special Olympics.

Time Required

40-60 Minutes

Recommended Materials

- Internet access for helpful links
- Copies of "In the Words of Eunice Kennedy Shriver" worksheet, 1 per student
- Pens & Pencils

Helpful Links

- Special Olympics Biography of Eunice Kennedy Shriver: <https://www.specialolympics.org/about/eks/bio>
- Eunice Kennedy Shriver Website Biography: <http://www.eunicekennedyshriver.org/bios/eks>
- Eunice Kennedy Shriver Website: <http://www.eunicekennedyshriver.org/>
- EKS Opening Ceremony Speech, 1987 Special Olympics World Games: <https://www.youtube.com/watch?v=ucnJXF09OkY>

Steps

1. Review stories and videos about Eunice Kennedy Shriver using the helpful links above.
2. Take time to share her biography and some of the highlights of her life and advocacy for persons with intellectual disabilities.
3. Play the audio recording of an excerpt from Eunice Kennedy Shriver's opening remarks at the Opening Ceremonies for the 1987 Special Olympics World Games, found at <https://www.youtube.com/watch?v=ucnJXF09OkY>
4. Pass out the Eunice Kennedy Shriver Worksheet. Have the students read the quote from the 1987 Special Olympics Opening Ceremonies and answer the questions. Student may perform this task individually or in small groups.



In the Words of Eunice Kennedy Shriver

As a group, listen to Eunice Kennedy Shriver's 1987 Special Olympics World Games Opening Ceremonies Speech. During and after listening, consider the questions below.

“You are the stars and the world is watching you. By your presence, you send a message to every village, every city, every nation. A message of hope. A message of victory.”

- Eunice Kennedy Shriver

What words would you use to describe the excerpt above from Eunice Kennedy Shriver's speech?

How do you think the words of Eunice Kennedy Shriver made the audience feel?

What message was she trying to convey in this speech?

What do you know about Eunice Kennedy Shriver and her legacy?

Eunice Kennedy Shriver's actions brought about major change for people with ID. Which outcome do you think is the most important?"

What type of qualities might someone need to turn visions into reality?

Eunice Kennedy Shriver: A Legacy of Advocacy

Mini-lesson 2: Lessons from the Work of Eunice Kennedy Shriver

Focus: In this lesson, students will make connections between Eunice Kennedy Shriver's work to create Special Olympics and their own actions of inclusion.

Time Required

40-60 Minutes

Recommended Materials

- Internet access for helpful links
- Copies of "Turning Visions into Reality" worksheet, 1 per student
- Pens & Pencils

Helpful Links

- Special Olympics Biography of Eunice Kennedy Shriver:
<https://www.specialolympics.org/about/eks/bio>
- Eunice Kennedy Shriver Website Biography:
<http://www.eunicekennedyshriver.org/bios/eks>
- Eunice Kennedy Shriver Website:
<http://www.eunicekennedyshriver.org/>



Steps

1. Remind students that Eunice Kennedy Shriver was a visionary who dedicated her adult life to making the world a better place for those with intellectual disabilities. She saw what was, imagined what could be, and did all she could to make it happen.
2. Divide students into pairs. Give them time to read articles and watch videos about Eunice Kennedy Shriver found at <http://www.eunicekennedyshriver.org/>.
3. Distribute copies of "Turning Visions into Reality" worksheet and give appropriate time for students to complete it.
4. After completing the worksheets, bring the students back together and have them share what they learned.
5. Use this question for further discussion: How did this work pave the way for the work they want to accomplish, to make our school a socially inclusive place?

Turning Vision into Reality

Conduct research on Eunice Kennedy Shriver at <http://www.eunicekennedyshriver.org> to understand who she was, her vision and her accomplishments. Be sure to use the articles and videos to better understand her life story. When you have finished your research, answer the questions below.

What was life like for people with intellectual disabilities in the 1960's that inspired Eunice Kennedy Shriver to want to change things?

Read the story about Mrs. Shriver's motivations at <http://www.eunicekennedyshriver.org/bios/si>.

What influence do you think her sister Rosemary had on her life?

In what ways did she think their lives could be better? What did she think was possible?

How did she make her vision a reality?



UNIT 5

Taking Action for Social Inclusion

Estimated Time: 5 hours+



Special Olympics
**Unified Champion
Schools®**



This series of mini-lessons would be useful in a Unified Club, classroom, or leadership group setting to create a project plan for a social inclusion activity and implement that plan.

Inclusive communities are welcoming to diverse groups of people. Social inclusion is defined as the process of improving the terms for individuals and groups to take part in society. In fact, social inclusion is an important “determinant of health” – without inclusion, people are more likely to experience poor health (including poor mental health), loneliness, isolation, and poor self-esteem. Many people with disabilities unnecessarily experience life quite differently.

Using the issues and solutions that were developed in previous lessons, students will determine one or more plans they would like to implement as a group. They will then develop a plan to create and implement their intended change. Their plan will include a timeline, list of steps and stakeholders, resources needed, an implementation plan and measures for success.

“We are the Inclusion Revolution. We will not rest until everyone with an intellectual challenge is treated with the dignity they deserve. Everyone. No exceptions.”

- Dr. Tim Shriver, Chairman of Special Olympics

Taking Action for Social Inclusion

Mini-lesson 1: Building Consensus: Choosing Your Project

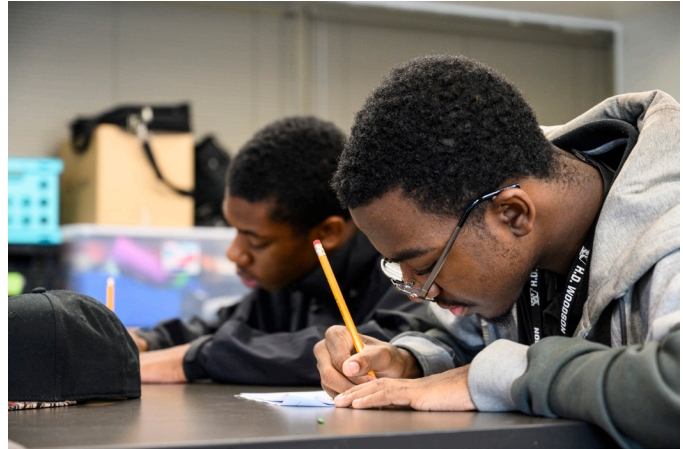
Focus: In this lesson, students will identify problems or challenges within their schools in relation to social inclusion for those with intellectual disabilities.

Time Required

40-60 Minutes

Recommended Materials

- Students' copies of "Social Inclusion In Our School" worksheet from Unit 3, Mini-Lesson 4 (located on page 29)
- Stickers
- Poster Paper
- Pens, pencils



Steps

1. Have students refer back to the vision and issue they identified in "Social Inclusion in Our School."
2. Allow each group to review their plan and make any adjustments they would like to based on what they have learned since they created the plan.
3. Have each group of students present and explain their plan to the group.
4. Help the students determine how to narrow down which project(s) they will work on implementing. Challenge students to select a problem that is authentic, that they can truly impact, and that is interesting and meaningful to them. Options for helping them to select a project(s) include:
 - Have each group tally their score for their SAWE (Salable, Affordable, Workable, Effective) ratings. Identify the top three scores and discuss which of those three is agreeable to the whole group.
 - Post all of the plans on the wall. Give each student 3 dot stickers. Ask each student to place their stickers on the plan(s) they would most like to implement. They may place 3 dots on one plan, one dot on three different plans, or any combination they choose. Ask them not to discuss their voting with others. Tally up the dots to find the plan(s) that have the most consensus for moving forward.
 - Combine small groups that have similar plans to create a smaller number of plans that can be implemented jointly.
5. Decide as a group if they are going to all work together to carry out one of the plans presented or if smaller groups will work on their own plan.

Taking Action for Social Inclusion

Mini-lesson 2: Make Your Action Plan

Focus: In this lesson, students will work collaboratively in the planning and implementation of a project they have chosen to positively impact the school climate. Students will communicate their progress and consider how they can sustain their efforts.

Time Required

This phase of the process will likely take a number of meetings to complete. In addition to time together, students may need to spend time on their own to complete each step, reflect on their progress, and share their progress as a group.

Recommended Materials

- Copies of "Social Inclusion Action Plan" worksheet, 1 per student
- Pens, pencils

Helpful Links

- The Effective Guide to Developing an Effective Action Plan: <https://creately.com/blog/diagrams/how-to-write-an-action-plan/>
- Free Action Plan Templates: <https://www.smartsheet.com/develop-plan-action-free-templates>



Steps

1. Have the students complete the "Social Inclusion Action Plan" and keep in mind the following:
 - This will be a work in progress.
 - Students will/can make changes to this document as they expand their learning.
 - They will make adjustments and refine the steps as needed to fulfill their final vision.
2. Students will take time to learn about their identified issue.
 - This will be the most time consuming step.
 - Provide students with as many resources as possible as they learn as much as they can about their selected issue, such as internet access, school library access, research assistance, etc.
 - Encourage students to interview fellow students with and without intellectual disabilities, school staff, parents, and other stakeholders.
3. Assist the students to plan the actions that are needed to achieve the identified vision. Make sure that activity guidelines are provided and understood by the group regarding, permissions, budgets, facilities, etc.
4. Revisit the plan often and reflect on the progress, obstacles, and what they are learning along the way.
 - Thoughtful reflection is a critical part of the process.
 - This can be done verbally, in writing, or any other creative method you and your students identify.
5. Throughout this step have students take time to demonstrate outcomes and get feedback from multiple stakeholders within the school community. This could be done through scheduled conversations or a more formal survey.
6. Encourage students to contact the school or community newspaper, ask to have their work highlighted on the school or district website, work with local radio and broadcast media.

Social Inclusion Action Plan

This activity sheet asks you to justify the issue you've chosen, conduct research, determine how you can positively change/impact the problem, and create and implement a detailed action plan for achieving your vision.

The issue/problem we have chosen is:

I know it is a problem because:

It is meaningful to me because:

Learn about the Issue

Now that you have selected the issue, spend time learning about it. You can learn from a variety of resources - online or in hard copy, community members, other students and staff. Develop a list of questions and find the answers. Some possible questions you might want to answer include:

What are you unsure about?

What resources are available in the school and wider community that might be able to help you?

Does the solution you've identified conflict with any school policies?

What permissions might you need?

Has this solution been tried in the past? What was the result?

What data is available to help you better understand your starting point (baseline)? For example, you might want to find out what percentage of students with intellectual disabilities are currently involved in after-school activities.

What other questions does your group have that would be helpful to answer?

The solution we are going to implement is:

Create a plan

Now it's time to create a plan to implement your solution. Your plan should include the steps you will take, your timeline, who can help you, what you will need to implement your plan, what challenges you may encounter, how you will overcome them, and how you will know when you've reached success.

| MAJOR TASKS & SUB-TASKS | COMPLETION DATE | WHO WILL OVER-SEE THE TASK? | WHAT RESOURCES DO WE NEED? | WHO ELSE CAN HELP? |
|----------------------------------|-----------------|-----------------------------|----------------------------|--------------------|
| 1. a. b. c. d. e. | | | | |
| 2. a. b. c. d. e. | | | | |
| 3. a. b. c. d. e. | | | | |
| 4. a. b. c. d. e. | | | | |
| 5. a. b. c. d. e. | | | | |

| Issues that we may need to address | Challenges or obstacles to addressing this issue | Resources to help | Strategies for addressing this issue |
|---|--|-------------------|--------------------------------------|
| Gaining administrator permission and support | | | |
| Gaining parent permission and support | | | |
| Making logistical arrangements (for example, scheduling, space, chaperones) | | | |
| Materials and equipment needs | | | |
| Other issues | | | |

Our baseline was:

As a result of our work, the outcomes we achieved are:

Taking Action for Social Inclusion

Mini-lesson 3: Budget and Resources

Focus: In this lesson, students will take into consideration what they will need to implement their action plan and what resources are available through their school and community. They may also need to look at the possibility of raising needed funds.

Time Required

40-60 Minutes

Recommended Materials

- Students' copies of "Social Inclusion Action Plan" worksheet, found on previous pages
- Copies of "Thinking About Budget" worksheet, 1 per student
- Pens, pencils

Helpful Links

- You may want to provide a digital budget template, so that students can customize to their individual projects. See a free Smartsheet template here: <https://bit.ly/3r6jsx0>

Steps

1. Have students identify all the resources they will need to implement their action plan.
2. Let students know what resources may be available to them to assist with the implementation of their project.
 - *Consider what is available within the school for monetary and materials needs.*
 - *Are there people/organizations in the community they can partner with?*
3. You might want to divide the group into smaller units to work on different aspects of the project. Possible considerations may include:
 - *Facilities, technology needs, set up and take down, custodial*
 - *Incentives, awards, shirts, office supplies, signage*
 - *Day of the event itinerary, guest speakers, timelines, print and video presentations*
 - *Transportation, meals, volunteers*
 - *Public Relations: print media, local TV and radio, social media*

Thinking About Budget

Use this worksheet to start thinking about potential line items in your project's budget. This may help you understand where funds are still needed. After the project is over, make sure to fill in your "actual" costs to measure your total amount spent.

[illegible]

Taking Action for Social Inclusion

Mini-lesson 4: Day of Event Planning

Focus: In this lesson, students will develop their day of the event itinerary and media releases. Students will develop a timeline and assign responsibilities based on the needs of the event.

Time Required

40-120 Minutes

Recommended Materials

- Students' copies of "Social Inclusion Action Plan" and "Thinking About Budget" worksheets, found on previous pages
- Copies of "Event Checklist" worksheet, 1 per student
- Pens, pencils

Helpful Links

- You may want to provide a digital checklist template, so that students can customize to their individual projects. See a set of free templates here: <https://www.checklist.templateral.com/event-planning-checklist-template/>

Steps

1. Establish responsibilities within the group.
2. Confirm speaker and speaker needs.
3. Determine guest list and decide on how and who will be responsible for inviting them.
4. Draft the program agenda.
5. Determine signage needs.
6. If needed:
 - *Determine on-site registration and crowd management procedures*
 - *Confirm transportation drop off and pick-up locations*
 - *Will you need public safety or security assistance?*
 - *Identify the vendors and when and where they will deliver needed items*
 - *Will there be a need for meals at this event?*
7. Set up and take down needs to consider:
 - *AV Equipment, computers, microphones, sound check, lighting*
 - *Screens, podiums*
 - *Tables and Chairs*
 - *Decorations, banners, etc.*

Event Checklist

Use this Checklist Template to plan out your tasks leading up to and during your event. Allow sufficient time (or even extra time) to organize each task, and make sure there is a clear person or persons responsible for each task.

| TASK | PERSON(S) RESPONSIBLE | DUE DATE/ TIME | COMMENTS/NOTES |
|------|--------------------------|-------------------|----------------|
| | | | |
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Taking Action for Social Inclusion

Mini-lesson 5: Evaluate Your Project

Focus: Following the execution of the event, students will come together to discuss the successes and challenges of their event. They will reflect on the impact that they have had and decide if there are continued ways, they can work together to impact social inclusion in their school community.

Time Required

40-60 Minutes

Recommended Materials

- Copies of "Evaluate Your Project" worksheet or blank paper for students to complete their own reflections, 1 per student
- Pens, pencils

Steps

1. Thoughtful reflection is a critical part of the process, as it allows students to deliberately think about their process, their role within the project and their role within the school community. It is most valuable when it is intentional and ongoing throughout the planning and implementation process.
2. Reflection can be done in writing, verbally or any other creative method you and your students may identify.

Possible reflection questions:

- *Why did you choose this project?*
- *Why was it meaningful to you?*
- *What would happen if no one addresses it?*
- *How can addressing it make a difference?*
- *What influenced your group's final decision?*
- *How did you feel about the process of researching the issue you identified?*
- *What went well and what challenges did you face?*
- *What did you learn about your school community?*
- *What are you most looking forward to implementing regarding your plan?*
- *How will you define success?*
- *Will you be able to make adjustments if necessary?*
- *What have you learned about yourself?*
- *What did you learn about working with others?*
- *How can what you've learned help you as your work continues?*
- *What will be different about your community if your project is successful?*
- *How will this make you feel?*
- *How is your plan working? Is your group working well together?*
- *Does your plan need to be adjusted?*
- *Can anyone outside the group help you?*
- *What have you learned?*
- *Of what are you most proud?*
- *Who have you helped?*
- *How can you extend this to other areas of your life?*
- *Whose responsibility is it to help improve your school community?*
- *What lessons can you share with others?*
- *What skills have you learned?*
- *What feedback did you receive on your work, and what was your reaction to it?*
- *What do you think people understood about your project?*
- *What did they misunderstand?*
- *What did you learn about yourself as you completed this project?*

Evaluate Your Project

Think about the following questions and reflect on the success of your project. There are no right or wrong answers to reflection, so take this time to consider all aspects of your project planning.

Why did you choose this project? Why was it meaningful to you?

What went well? What challenges did you face? What surprised you?

What will be different about your community if your project is successful?

What feedback did you receive on your work, and what was your reaction to it?



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