



Chino Valley High School, AZ

Unified Physical Education Resources

SECOND EDITION



Special Olympics
**Unified Champion
Schools**

ACKNOWLEDGEMENTS

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How to Use this Resource

- This document is not a curriculum, but rather a compilation of ideas and examples that teachers may use to bring the Unified Physical Education concept to their school.
- In the Unified Physical Education course, all students will work toward meeting the grade-level outcomes required by the school district.
- Unified Physical Education is a concept for bringing students with and without disabilities together, as equals, in a physical education setting where all students earn physical education credit, thus putting all students on equal footing.
- Unified Physical Education is not intended to solely be a training program for Special Olympics events or sports competition.
- Unified Physical Education is not meant to take the place of existing physical education requirements or adapted physical education, but rather be an additional inclusionary opportunity for students who choose to join the class.
- A Unified Physical Education course can support a variety of students in the school. The Unified Physical Education course could very well be one of many least restrictive environment (LRE) placement options for some students with disabilities, but a Unified Physical Education course may not be the LRE for all students with disabilities. Simply stated, the LRE is the most optimal learning environment for students with disabilities. According to IDEA (2004),
... to the maximum extent appropriate, school districts must educate students with disabilities in the regular classroom with appropriate aids and supports, referred to as "supplementary aids and services," along with their nondisabled peers in the school they would attend if not disabled, unless a student's IEP requires some other arrangement (Wrights law, 1994).
- This document includes strategies and resources for educators to create a Unified Physical Education course or infuse the Unified concept into an existing course. It includes options for integrating physical activity, fitness, sports, health, wellness, nutrition and student leadership into physical education and the broader school community. It also includes a menu of options from which educators may select activities to incorporate into their school or course.
- A component of the Special Olympics Unified Champion Schools program, Unified Physical Education may complement inclusive activities already taking place in the school, or it may serve as a pathway for increased inclusion and eventual participation in the broader Unified Champion Schools program.



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. These resources outline strategies to support educators with inclusive school environments. They 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:

- Inclusive Sports (Unified Physical Education, Unified Fitness, Unified Sports)
- Inclusive Youth Leadership
- Whole-school awareness activities

Playbooks for Unified Champion Schools are available at the link below and include detailed strategies for implementing this programming: <https://resources.specialolympics.org/playbook-series/#section2>

Unified Champion Schools Impact Data

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 that students who participated in Unified Champion Schools were twice as likely to invite a student with an intellectual disability 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.

“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

Inclusive Sports: 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. The Unified Physical Education course is structured around the national physical education standards and grade-level outcomes, which include gaining the knowledge and skills necessary to maintain a health-enhancing level of fitness. Additionally, the class supports the development of leadership skills for all students, and the empowerment of ALL students to foster an inclusive class and school-wide environment. Unified Physical Education courses can be a gateway for further participation in Special Olympics programs and events.

Inclusive Sports: Fitness

Staying physically active is an important part of maintaining and improving overall health. The bridge between health and sports, fitness is optimal health and performance through adequate nutrition, hydration, and physical activity. Special Olympics has developed several inclusive fitness models that each have a turn-key resource for educators and students to utilize. These fitness models can be implemented within Unified Physical Education, or as another program offering in the school.

Fitness resources can be found here:

https://resources.specialolympics.org/Taxonomy/Health/_Catalog_of_Fitness_Model.aspx

Inclusive Sports: Special Olympics Unified Sports®

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

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

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



White Bear High School, MN

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. These resources outline strategies to support educators with inclusive school environments. They 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

Unified Physical Education provides a unique opportunity for students with and without disabilities to come together through ongoing educational and physical activities. The Unified Physical Education course is structured around the national physical education standards and grade-level outcomes, which include gaining the knowledge and skills necessary to maintain a health-enhancing level of fitness. Additionally, the class supports the development of leadership skills for all students, and the empowerment of ALL students to foster an inclusive class and school-wide environment. Unified Physical Education courses can be a gateway for further participation in Special Olympics programs and events.

Anecdotal evidence supports that participation in Unified Physical Education leads to an increase in student engagement in physical education and the greater school community. In addition, schools that have implemented the Unified Physical Education concepts have indicated that their student body has become more accepting of all students, and more apt to celebrate individual differences. Examples include students with and without disabilities eating lunch together, doing activities together on the weekends, and inspiring social change throughout the school.

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, or used to develop a new course. The course is typically taught by a certified physical education teacher. Regardless of the structure, this course should be offered in the same manner as any other class in the school. It should be included in the registration guide alongside all other course options eligible for graduation credit. In addition, all students participating in the class should receive the same type of academic 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.

Potential Unified Physical Education Course Outcomes

Similar to any physical education course, outcomes should align with school and/or state standards and grade-level outcomes.

- Increased physical fitness and activity-specific skills (SHAPE National Standards 1 & 3)
 - New friendships and social inclusion fostered among classmates (SHAPE National Standard 4)
 - Reinforced positive habits and reasoning resulting in better health & lifestyle choices (SHAPE National Standard 5)
 - Advanced social and leadership competencies (SHAPE National Standard 4)
 - Deeper understanding of activity/game/sport rules and strategies (SHAPE National Standard 2)
 - Movement confidence and competence developed in a variety of physical activities/activity settings (SHAPE National Standard 5)
-

Students Comprising a Unified Physical Education Class

Unified Physical Education is a fully inclusive program. When possible, approximately half 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. Please remember that students with disabilities who receive adapted physical education services must receive these services in their least restrictive environment (LRE). The Unified Physical Education course could be the LRE for some students, however, it might not be the LRE for all students with disabilities.

An important underpinning of Unified Physical Education is that all students enter the class on an equitable social footing; for this to occur, ALL students should receive physical education credit. 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 one another.

The Role of Paraprofessionals/Paraeducators

The role of the paraprofessional in a Unified Physical Education course is to support the students as needed. Paraprofessionals should refrain from doing the physical education tasks or skills for students, and paraeducators are encouraged to allow all students in the class to work together to accomplish tasks or skills. Paraprofessionals should always maintain a presence in the class to intervene with students, should the need arise.

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



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).
- 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.
- 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.

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 for allowing students to reflect on their experiences in this course. This can be done on a daily, weekly or periodic basis. A set of reflection questions/topics for each unit is provided in the “Student Journaling & Reflection” section. It is good practice for these questions to be included in the course schedule so that they coincide with ongoing coursework and topical events. Journals can also be used during the orientation period for classmates to set and track their goals related to 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 may 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.



Kenmore Middle School, VA

“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

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 in and out of the gymnasium. By focusing on each student’s individual strengths, and the strength of all students 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 facilitating a weekly wellness or community-building activity, including researching the topic, identifying an activity, and presenting to the class
- Students managing activity skills stations, including researching the activity, identifying skill drills, and organizing the station during class
- Entire class organizing and hosting a school-wide Spread the Word (www.spreadtheword.global)
- Students organizing a school-wide fitness or health program

A strengths-based leadership activity is included within the “Student Leadership Topics” 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 topics 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 Topics” 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, 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:

- Organizing a school-wide fitness & wellness week or a step-challenge
- An inclusive 5k fundraiser
- National Physical Education & Sport Week (First week in May)
- Spread the Word Campaign:
www.spreadtheword.global
- “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 percent 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. Fitness is an essential component of physical education. The integration of fitness and wellness principles is not meant to replace a health class, but provides options for meeting the SHAPE National Standards by enhancing 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 on 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 topics include:

- Emotional & Mental Wellness
- Social Wellness
- Physical Wellness
- Nutritional Wellness

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

Career Readiness

Unified Physical Education environments present a unique opportunity to increase college and career readiness, as well as social and emotional (SEL) learning competencies. Based on the Framework for the 21st Century Learner, a Unified Physical Education course can provide students with opportunities to develop flexibility, adaptability, leadership, responsibility, critical thinking, communication, and collaboration skills. For more information regarding the 21st Century Learner, refer to these websites:

- <https://casel.org/core-competencies/>
- <http://www.p21.org/our-work/p21-framework>

Unified Clubs

A Unified Club introduces students to the concepts of inclusion, leadership and teamwork in a safe and supportive environment. Unified Clubs are officially recognized by the school administration, and are run by student leaders with support from adult advisors. The inclusive club may 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 in the “Additional Resources” section of this document or on the Special Olympics website:

<https://media.specialolympics.org/resources/community-building/youth-and-school/unified-champion-schools/Starting-a-Unified-Club.pdf>

Special Olympics Events & Competition Opportunities

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

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



Proctor High School, MN

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. These resources outline strategies to support educators with inclusive school environments. They 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 Improve their activity-specific skills
 - 2 Apply sports rules and strategies to a variety of activities
 - 3 Increase their physical fitness
 - 4 Cooperate and work together with classmates
 - 5 Explain how to make better health & lifestyle choices
-

Grading

The teacher must decide the grading criteria based on the department's and school district's policies. Based on best practice and State/National 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 and small-sided game play 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. These *Unified Physical Education Resources* provide sample units. However, the instructor is encouraged to integrate course content that will best meet the state or national physical education standards and grade-level outcomes while also accommodating 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 learning needs of the enrolled students. Students should be provided ample time to learn and 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, and a listing of Special Olympics sports.

 Physical Education Topic	 Leadership Topic	 Wellness Topic
Outdoor Pursuits	Orientation	Emotional & Mental Wellness
Lifetime Activities	Inclusive Youth Leadership	Social Wellness
Individual Performance	Inclusion	Physical Wellness
Games & Sports	Co-leadership	Nutritional Wellness
Aquatics	Teamwork	
Dance & Rhythmic Activities	Advocacy	
Fitness Activities		

The physical education topics above are merely suggestions, since specific activities conducted will be up to the physical educator (refer to “Sample Unit Plans” section for examples). Leadership and wellness topics and activities can act as their own education units, but it is also encouraged that they are continuously embedded within the selected physical education topics. Sample activities for the leadership and wellness topics can be found in those corresponding sections of the guide.

UNIT PLAN CONSIDERATIONS

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, powerlifting, 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.*



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

- Eunice Kennedy Shriver Day: Sep 27
www.eunicekennedyshriver.org
- National Bullying Prevention Month: October
- Disability Awareness Month: October
- International Day of Persons with Disabilities: Dec 3
<http://www.un.org/disabilities>
- Inclusive Schools Week: First week of December
- Spread the Word: March
www.spreadtheword.global
- Autism Awareness Month: April

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 7 for lesson activities)• Student “pre-assessments” (skill/knowledge)• Fitness activities: as part of warm-up or embedded in lesson
WEEK 2	Unit 1 <ul style="list-style-type: none">• Goal setting (individual/class)• Wellness lesson (refer to Section 8 for lesson activities)• Overview of PE unit #1: activity/game• PE Unit #1 skill-building
WEEK 3	Unit 1 <ul style="list-style-type: none">• Student leadership activity• Wellness lesson (refer to Section 8 for lesson activities)• PE Unit #1 skill-building
WEEK 4	Unit 2 <ul style="list-style-type: none">• Student leadership activity• Wellness lesson (refer to Section 8 for lesson activities)• Overview of PE unit #2: activity/game• PE Unit #2 skill-building

WEEK 5**Unit 2 & Midterm**

- Mid-term review of goals (individual/class)
- Student leadership activity
- Wellness lesson (refer to Section 8 for lesson activities)
- PE Unit #2 skill-building

WEEK 6**Unit 3**

- Student leadership activity
- Wellness lesson (refer to Section 8 for lesson activities)
- Overview of PE Unit #3: activity/game
- PE Unit #3 skill-building

WEEK 7**Unit 3**

- Student leadership activity
- Wellness lesson (refer to Section 8 for lesson activities)
- PE Unit #3 skill-building

WEEK 8**Unit 4**

- Student leadership activity
- Wellness lesson (refer to Section 8 for lesson activities)
- Overview of PE unit #4: activity/game
- PE Unit #4 skill-building
- Student fitness assessments (optional — see Brockport Assessment in Section 9)

WEEK 9**Unit 4**

- Final class activities & projects
- Final review of goals (individual/class)
- Wellness lesson (refer to Section 8 for lesson activities)
- PE Unit #4 skill-building
- Student post-assessments (skill/knowledge)
- Student fitness assessments (optional — see Brockport Assessment in Section 9)



Burnet Middle School, NJ



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 (see “Unit Plan Considerations” for recommended dates)
- School events
- Special Olympics competitions & events
- Fitness & wellness education activities
- Sports skills & fitness assessments



Burnet Middle School, NJ

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. These resources outline strategies to support educators with inclusive school environments. They 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 information in this section provides suggestions and resources for implementing the Unified Physical Education orientation. To ensure students are successfully primed to learn from and participate in course 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 ideas in this section can be grouped with physical activity and fitness to prepare the mind and body for a fun, unified experience. Incorporate ice breaker activities, or practice regular warm-up and cool-down routines as part of the orientation so that all students become familiar with the course format.



White Bear High School, MN



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 Unified Physical Education, Unified Champion Schools & Special Olympics

- 1 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.
-

- 2 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
-

- 3 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)

- 4 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
-

- 5 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

ORIENTATION DAY 2

Disability Awareness & Understanding

Introduction to Disabilities: This section of the orientation should focus on providing students with a general understanding of disabilities, and basic background on a variety of disabilities (e.g., developmental, physical, sensory), clarifying 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.

- Leadership Introduction: 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.
- Person First Language: “Our words and the meanings we attach to them create attitudes, drive social policies and laws, influence our feelings and decisions, and affect people’s daily lives and more. How we use them makes a difference. People First Language puts the person before the disability, and describes what a person has, not who a person is. Using a diagnosis as a defining characteristic reflects prejudice, and also robs the person of the opportunity to define him/herself” (The Arc., n.d., para. 5)¹

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
- » [Types of Physical Disabilities](#), House with No Steps
- » [Types of Sensory Disabilities](#), House with No Steps
- » Potential Guest Speakers:
 - School’s special education teacher
 - Local disability advocate

¹ <https://www.thearc.org/who-we-are/media-center/people-first-language>

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 7)
- "Inclusive Leadership & Collaboration" Activity (see Section 7)



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. These resources outline strategies to support educators with inclusive school environments. They 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. Six main topics are provided below to 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 topic, 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” instead of “disabled student”).

4 A variety of instructional strategies should be used to meet the individual learning styles of all students.

- Use picture cards, visual schedules, or social stories to support student learning.
- Be consistent with verbal and nonverbal cues.



- 5 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 to be able to participate safely, to be challenged, and to experience success (e.g., In softball, a student with slow reflexes positioned in the outfield is allowed to catch the ball after one bounce. In softball, a student with low muscle tone can score a homerun if he or she hits the ball further than a designated line).
 - Equipment – modify equipment appropriately, allowing students to be as independent as possible, to be challenged, and to experience success (size, weight, color, etc.). Examples:
 - » Shorten a hockey stick for students of small stature or those who use wheelchairs so they can control the stick and maneuver their chair.
 - » Use a beach ball when initially learning volleyball to allow students to track the ball and get over being afraid of a ball coming at them.
 - » Use 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).
-

6 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).
-

7 Social Skills are more important than game 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.

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

— Logan, Senior in Unified PE



Marple Newtown High School, PA; Photo by Cathy Poston

SECTION 6

Sample Unified Physical Education Unit Plans

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. These resources outline strategies to support educators with inclusive school environments. They 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

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.

BASKETBALL 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 Perform competently and/or refine activity specific movement skills in basketball (athletic stance, shooting, dribbling, passing, ball handling, pivoting). {S1. H1. L1}
- 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



Fitness Considerations

It is important to provide students with an 8 – 10 minute dynamic warm-up prior to starting an activity. Similarly, when appropriate, a 4 – 6 minute cool-down should be provided to allow students' heart rates to return to resting values, and provide opportunities to work on flexibility.

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.



Basketball 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 intellectual disabilities): Appropriate for students with intellectual disabilities 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 intellectual disabilities who possess some basic skills and some understanding of the rules/game play, but are at a lower skill level than their peers without intellectual disabilities. Students without intellectual disabilities 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 intellectual disabilities 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 intellectual disabilities participating on this type of team should have a similar ability range.

The game variations listed above are also competition categories for Special Olympics. If your school chooses to participate in a Special Olympics competition, please contact your State Special Olympics office for rules, regulations, and training requirements.

² Traditional events include only individuals with intellectual disabilities.

BASKETBALL UNIT PLAN

This unit is segmented into 12 sessions. However, instructors may decide to extend or shorten skill instruction time frames 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.

"Unified PE is a gift to me and to our district."

— Jenda, 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).
- 4 Demonstrate health-related physical fitness activities specific to the game of basketball (flexibility, strength, muscular endurance, cardiovascular endurance).
- 5 Identify at least three cues for dribbling (finger pads, waist high, ball in front).
- 6 Exhibit etiquette and respect for others while practicing the skills of basketball.

Materials

Basketball: It is ideal to have one ball per student. Provide options for students to choose from, offering a variety of basketball sizes (juniors, womens, mens).

Basketball Hoops: It is 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 one 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 three 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"; "FINGERS SPREAD"
Push the Ball to the Floor & Repeat Pads of fingers push the ball to the floor, allowing the ball to return to waist level; finger pads push the ball once again to the floor.	"FINGER PADS"; "PUSH "
Eyes Eyes look 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 Gather ball in hands to pass to a teammate, 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 area 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 they 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, the student 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				
Pushing 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 looking forward or in the direction the student is moving (not down at the ball)				

SESSION 3 & 4: PASSING, CATCHING, & PIVOTING



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, and 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.
- 3 Demonstrate health-related physical fitness activities specific to the game of basketball (flexibility, strength, muscular endurance, cardiovascular endurance).
- 4 Explain when to use the pivot in basketball games or drills.
- 5 Exhibit etiquette and respect for others while practicing the skills of basketball.

Materials

Basketball: It is ideal to have one ball per student. Provide options for students to choose from, offering a variety of basketball sizes (juniors, womens, mens).

Basketball Hoops: It is 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).

Pivoting: The act of keeping one foot in place (on the ground) while moving the other foot to reposition the body to pass or shoot.

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>	Get "READY"/"READY POSITION "
<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 in front of chest/body, elbows bent, palms out</p>	Chest Pass & Bounce Pass: "ELBOWS OUT" Catch: "PALMS OUT"
<p>Step Toward Target Use either foot and step to the target as the ball is released.</p>	"STEP FORWARD"
<p>Release Ball Toward Target Chest Pass: Upon release of the ball, arms extend, with palms faced out and thumbs pointed down, toward the target. Bounce Pass: Upon release of the ball, arms extend, with palms faced out and thumbs pointed down, toward the target.</p>	"PUSH OUT"
<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>	"FOLLOW THROUGH"
<p>Catching Extend arms toward the ball, fingers spread, and absorb the force of the ball in wrists and elbows; bring ball toward the body.</p>	"SOFT HANDS"

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.
 - » A 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 two 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 (one 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 with or without 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 toward 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
- 4 Demonstrate health-related physical fitness activities specific to the game of basketball (flexibility, strength, muscular endurance, cardiovascular endurance).
- 5 Explain the components of B.E.E.F.
- 6 Exhibit etiquette and respect for others while practicing the skills of basketball.

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 push/release ball toward target.</p> <p>Jump Shot: In shooting stance, knees bend, body jumps in the air, and arms fully extend, pushing/releasing ball toward 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 toward 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

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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 form 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
Balance (square to the target with weight on the ball of the feet)			
Elbow was facing the target			
Eyes were on the target			
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			
Hitting the backboard/rim with a Set Shot			
Making a basket with a Set Shot			
Hitting the backboard/rim with a Jump Shot			
Making a basket with a Jump Shot			
Hitting the backboard/rim with a Lay-Up			
Making a basket with a Lay-Up			

SESSION 7 & 8: DEFENSE & REBOUNDING



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.
- 4 Demonstrate health-related physical fitness activities specific to the game of basketball (flexibility, strength, muscular endurance, cardiovascular endurance).
- 5 Explain one type of defense used in a game of basketball.
- 6 Exhibit etiquette and respect for others while practicing the skills of basketball.

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

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>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>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>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>Rebounding Body Position: In defensive stance, turn/move 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 & REBOUNDING

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. Student stays between assigned 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 shifts as the ball moves around the court, but remains in the area of the assigned zone. Student stays between assigned person and the basket.			
Rebounding Body Position: In defensive stance, student turns/moves body to the basket. Arms and head are up, elbows are out, and body is positioned in front of opponents as much as possible.			

SESSIONS 9 – 12: GAME PLAY

Objectives

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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.
- 3 Demonstrate health-related physical fitness activities specific to the game of basketball (flexibility, strength, muscular endurance, cardiovascular endurance).
- 4 Exhibit etiquette and respect for others while practicing the skills of basketball.

Content Development

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Game Play 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 the ball/both have possession of the ball, so the referee calls, “jump ball.” Possession alternates between teams for each jump ball.
- Free Throw/Foul Shots: Shooting foul results in two foul shot attempts; one and one foul shot situations take place for any non-shooting foul violation made by opponent, once the team making the violation reaches a total of seven 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

Game Play:

- 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

BOCCE

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. Additional bocce resources can be found on the sports page of www.SpecialOlympics.org.

BOCCE 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 Perform competently and/or refine activity-specific movement skills in bocce (athletic stance, grip, backswing, arm swing, release, follow-through, aim). {S1.H1.L1}
- 2 Apply the terminology (bocce balls, pallina, foul line, order of play) associated with exercise and participation in bocce appropriately. {S2.H1.L1}
- 3 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}
- 4 Create a practice plan to improve performance for bocce. {S2.H3.L1}
- 5 Exhibit proper etiquette, respect for others and teamwork while engaging in bocce. {S4.H2.L1}
- 6 Use communication skills and strategies that promote team/group dynamics. {S4.H3.L1}
- 7 Solve problems and think critically in bocce, both as an individual and in groups. {S4.H4.L1}
- 8 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}
- 9 Analyze the health benefits of bocce for physical activity. {S5.H1.L1}
- 10 Select and participate in physical activities (bocce) that meet the need for self-expression and enjoyment. {S5.H4.L1}
- 11 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.



Fitness Considerations

Even though bocce is not a high-intensity activity, it is important to provide students with an 8–10 minute dynamic warm-up prior to starting activity. Similarly, when appropriate, a 4–6 minute cool-down should be provided to allow students' heart rates to return to resting values, and provide opportunities to work on flexibility.

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.



Bocce Game 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 intellectual disabilities): 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 of similar skill levels, when possible.

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

The game variations listed above are also competition categories for Special Olympics. If your school chooses to participate in a Special Olympics competition, please contact your State Special Olympics office for rules, regulations, and training requirements.

² Traditional events include only individuals with intellectual disabilities.

BOCCE UNIT PLAN

This unit is segmented into eight sessions. However, instructors may decide to extend or shorten skill instruction time frames based on what best serves their students. As with many games, bocce skills, and understanding of the game, only improve 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 (ready position, grip, backswing, arm swing, release, follow through, and aim).
- 2 Identify bocce balls, pallina, and foul line.
- 3 Demonstrate health-related physical fitness activities specific to the game of bocce (flexibility, strength, muscular endurance).
- 4 Exhibit etiquette and respect for others while practicing the skills of bocce.

Materials

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

Bocce Courts: It is 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 a reference to the balls played with during the game, or to the 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 line 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, with fingers spread evenly across the bottom of the ball.	"GRIP"
Backswing Arm swings straight back, close to body.	"ARM BACK"
Arm Swing Arm is smoothly brought straight forward; weight is transferred to front foot.	"FORWARD SWING"
Stepping with Opposition Student steps forward with foot opposite rolling hand as arm swing begins.	"OPPOSITE STEP"
Release Ball is released onto the court surface just in front of the student.	"RELEASE"; "LET IT GO"
Follow Through Hand continues moving forward and upward in a natural follow-through motion.	"FOLLOW THROUGH"; "ANSWER THE PHONE"
Aim With eyes on the target (pallina), student attempts to release ball toward target.	"AIM"

SESSION 1 & 2: BOCCE INTRODUCTION & UNDERHAND ROLL

Session 1 & 2 Content

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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 Demonstrate 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.
- 4 Demonstrate health-related physical fitness activities specific to the game of bocce (flexibility, strength, muscular endurance).

Materials

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

Bocce Courts: It is 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: 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), the player with the ball farthest away from the pallina 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

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Students will be able to...

- 1 Demonstrate at least one offensive or one defensive strategy used in bocce.
- 2 Demonstrate health-related physical fitness activities specific to the game of bocce (flexibility, strength, muscular endurance).
- 3 Exhibit etiquette and respect for others while practicing the skills of bocce.

Materials

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

Bocce Courts: It is 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

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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

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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 Demonstrate at least one offensive and one defensive strategy used in bocce.
- 2 Demonstrate health-related physical fitness activities specific to the game of bocce (flexibility, strength, muscular endurance).

Materials

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

Bocce Courts: It is 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."

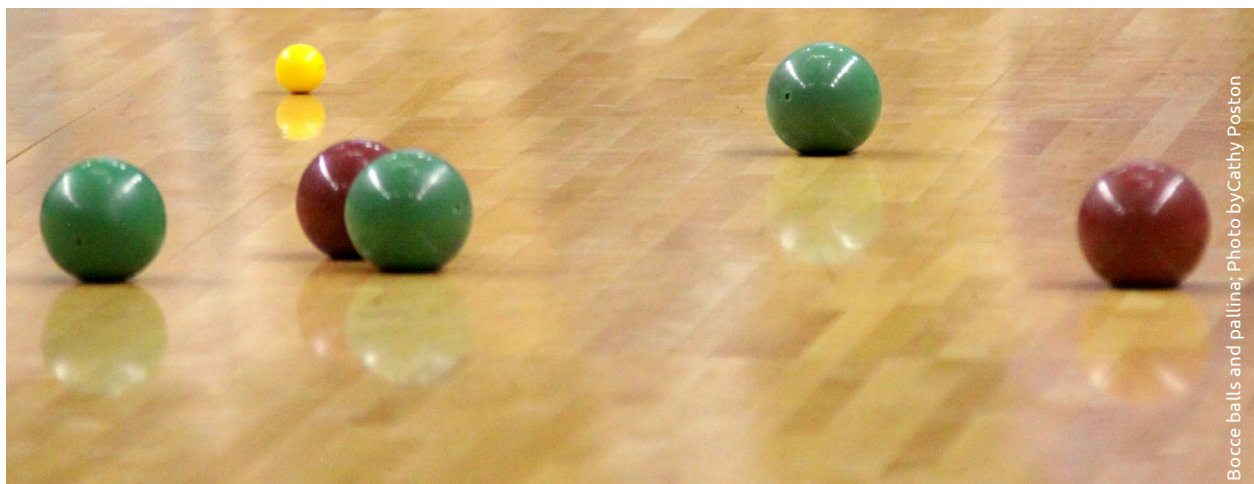
Teams: A game played between a team of four players, sometimes called "fours" or a "four-player team."

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

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

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 ball farthest away from the pallina 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 ball farthest away from the pallina 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: GAME PLAY

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.
- 4 Demonstrate health-related physical fitness activities specific to the game of bocce (flexibility, strength, muscular endurance).

Materials

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

Bocce Courts: It is 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.

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.

DARTS

Darts is a lifetime activity target game that can be played with 2–4 people.

DARTS UNIT OBJECTIVES

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



Students will be able to...

- 1 Demonstrate or refine activity-specific movement skills for target activities. (S1.H1.L1/L2)
- 2 Apply terminology associated with participation in target games. (S2.H1.L1/L2)
- 3 Use movement concepts and principles to analyze and improve target activity performance. (S2.H2.L1)
- 4 Exhibit proper etiquette; respect others while engaging in target activities. (S4.H2.L1/L2)
- 5 Use communication skills and strategies that promote group dynamics. (S4.H3.L1/L2)
- 6 Solve problems and think critically in physical activity, both as an individual and in groups. (S4.H4.L1/L2)
- 7 Apply best practices for participating safely in target activities. (S4.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.



Fitness Considerations

Even though the game of darts is not a high-intensity activity, it is important to provide students with an 8–10 minute dynamic warm-up prior to starting activity. Similarly, when appropriate, a 4–6 minute cool-down should be provided to allow students' heart rates to return to resting values, and provide opportunities to work on flexibility.

Equipment Considerations

- 1 Darts with plastic tips
 - 2 Dartboards
 - 3 Clipboards and score sheets
-

Safety Considerations

- 1 No more than two students per dartboard is recommended.
- 2 Boards may be placed on the wall or on the floor.
- 3 Darts are thrown when both partners are behind the throwing line.

DARTS UNIT PLAN

SESSION 1 & 2: DART INTRODUCTION & STRATEGY

Objectives

Students will be able to...

- 1 Demonstrate basic dart throwing (placing) skills (ready position, grip, place, release).
- 2 Determine proper direction of the throw (starting point, target line, release point, grip).
- 3 Determine the distance of the throw (length of backswing, force, arm swing).
- 4 Identify the various scoring areas on a dart target.
- 5 Demonstrate health-related physical fitness activities specific to the game of darts (flexibility, strength, muscular endurance).
- 6 Exhibit etiquette and respect for others while practicing the skills of darts.

Materials

Dart Boards: Boards with three darts per board, one board for every two people

Clipboards and score sheets

Vocabulary

Bull: The colored area immediately surrounding the bullseye on the dartboard.

Bullseye: The colored area in the direct middle of the dartboard.

Dart: A small object with a thin, pointed end that is thrown or dropped at a target.

Dart Board: Board used as target for dart games.

Dart Tip: Pointy end of a dart.

Placing: The term used for throwing the dart.

Doubles: Area on dartboard worth 2x the points.

Triples: Area on dartboard worth 3x the points.

SESSION 1 & 2: DART INTRODUCTION & STRATEGY

Task Analysis of Dart Throw (“Place”)

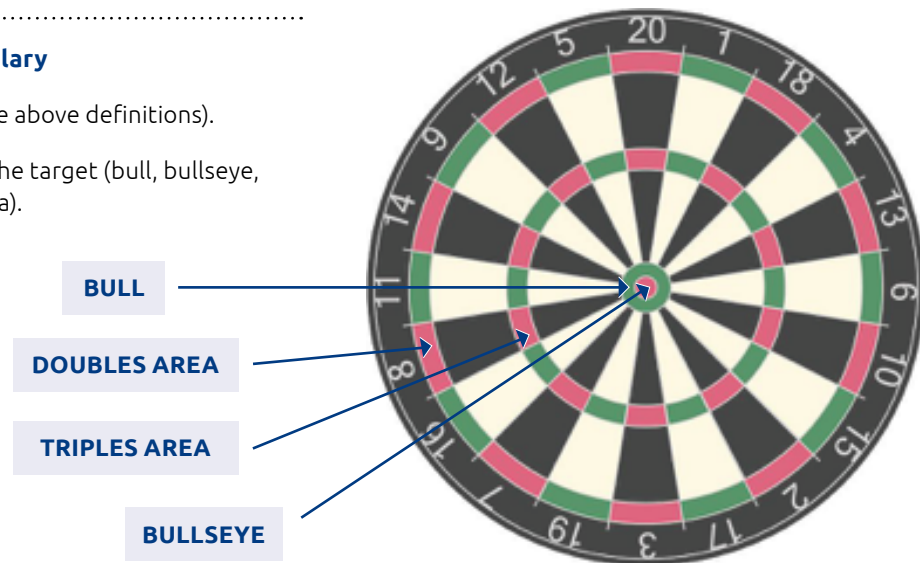
Movement Sequence	Verbal Cues
<p>Ready position</p> <p><i>Target on Wall:</i></p> <ul style="list-style-type: none"> • Face target; feet shoulder width apart. • Place foot of throwing hand slightly ahead of non-throwing foot, OR stand perpendicular to the target with throwing shoulder pointed toward the target. • Distribute body weight so that there is more weight on the front foot. <p><i>Target on Floor:</i></p> <ul style="list-style-type: none"> • Place target directly under throwing hand. 	<p>Get “READY”; “READY STANCE”</p> <p>“POSITION FEET & SHOULDERS”</p> <p>“POSITION DART HAND OVER TARGET”</p>
<p>Grip</p> <p>Hold dart between thumb and forefingers; use as many fingers as is comfortable for the grip.</p>	<p>“GRIP DART WITH THUMB & FINGERS”</p>
<p>Throw (“Place”) Preparation</p> <p><i>Target on Wall:</i></p> <ul style="list-style-type: none"> • Bend throwing arm at the elbow, 90 degrees. • Hold dart in a level position. <p><i>Target on Floor:</i></p> <ul style="list-style-type: none"> • Hold dart in a position directly above the target’s bullseye. 	<p>“BEND ARM TO MAKE AN ‘L’”</p> <p>“LEVEL DART”</p> <p>“DART OVER TARGET”</p>
<p>Throw (“Place”) & Release</p> <p><i>Target on Wall:</i></p> <ul style="list-style-type: none"> • Aim with tip of dart toward the bullseye. • Lean slightly toward the target, keeping back foot in contact with the floor. • Move dart hand back to the ear and then move forward toward the target and release the dart upon full extension of the arm. <p><i>Target on Floor:</i></p> <ul style="list-style-type: none"> • Aim with tip of dart above the bullseye. • Release fingers and thumb when dart tip is in position. 	<p>“AIM TO BULLSEYE”</p> <p>“LEAN FORWARD”</p> <p>“DART TO EAR, DART TO BULLSEYE”</p> <p>“AIM OVER BULLSEYE”</p> <p>“RELEASE DART”</p>

SESSION 1 & 2: DART INTRODUCTION & STRATEGY

Session 1 & 2 Content

Game Overview & Vocabulary

- Introduce Vocabulary (see above definitions).
- Identify components of the target (bull, bullseye, doubles' area, triples' area).



Stance Instruction

- Face the target (if target is on wall) with foot of throwing hand placed slightly ahead of non-throwing foot, OR stand perpendicular to the target with throwing shoulder pointed to the target.
- Distribute body weight so that there is more weight on the front foot.
- If using a target on the floor, place target directly under throwing hand.

Grip Skill Instruction

- Hold dart between thumb and fore fingers; use as many fingers as is comfortable for the grip.

Throwing (“Placing”) & Releasing Instruction

Target on Wall:

- Bend throwing arm at the elbow, 90 degrees.
- With the dart held in a level position, move the hand back to the ear and then move the dart hand toward the target.

- Aim with the tip of the dart toward the bullseye.
- Lean slightly toward the target, keeping back foot in contact with the floor, and release the dart upon full extension of the arm.

Target on Floor:

- With the tip of the dart held pointing toward the floor, move the hand to a position that is directly above the bullseye of the target.
- Release fingers and thumb when the dart tip is in position.

Introduce and Play Dart Game 301

- Each team starts with the designated number of points (301).
- Each team will throw three darts per turn, subtracting earned points from the designated number (301).
- The first team to reach zero is the winner. If the team does not reach zero exactly, then the team’s score must revert to that of the previous round.

SESSION 1 & 2: DART INTRODUCTION & STRATEGY

Assessment

Facilitator Instructions: If using a standing target, position the student at shooting line in front of the dart target (use the same distance the student used in practice during the unit). If using a target on the floor, position the student so that the dart hand can easily move over the target.

Student Demonstrated...	Attempt #1	Attempt #2	Attempt #3	Attempt #4
<p>Ready Position: Target on Wall Student's feet are shoulder width apart, facing the target with foot of throwing hand placed slightly ahead of other foot.</p> <p>OR</p> <p>Student stands perpendicular to the target with throwing shoulder pointed toward the target.</p> <p>Body weight is distributed so that there is more weight on the front foot.</p>				
<p>Ready Position: Target on Floor Student is positioned so that the dart hand is directly above the target.</p>				
<p>Grip Dart is held between thumb and forefinger/s.</p>				
<p>Throw ("Place") Preparation: Target on Wall Student's arm is bent at elbow (90 degrees); dart is held in a level position.</p>				

Continued on following page

SESSION 1 & 2: DART INTRODUCTION & STRATEGY

Assessment (Continued)

Student Demonstrated...	Attempt #1	Attempt #2	Attempt #3	Attempt #4
<p>Throw (“Place”) Preparation: Target on Floor Student’s arm/dart hand is positioned directly above the target’s bullseye.</p>				
<p>Throw (“Place”) & Release: Target on Wall Student leans toward the target (keeps back foot on the floor); aims the tip of the dart toward the bullseye; moves dart hand back to the ear, and then forward toward the target; and releases the dart upon full extension of the arm.</p>				
<p>Throw (“Place”) & Release: Target on Floor Student aims with tip of dart over the bullseye, and releases fingers and thumb when dart tip is in position.</p>				
<p>Force: Student uses enough force for darts to reach the height of the target or the target itself.</p>				

SESSION 3 & 4: GAME PLAY

Objectives

.....

Students will be able to...

- 1 Play and score a game of 501 or 701.
- 2 Play and score a game of Around the World.
- 3 Demonstrate health-related physical fitness activities specific to the game of darts (flexibility, strength, muscular endurance).
- 4 Exhibit etiquette and respect for others while playing various dart games.

Materials

.....

Dart Boards: Boards with three darts per board, one board for every two people

Clipboards and score sheets

Vocabulary

.....

Refer to vocabulary identified in Session 1 & 2.

Game Play Instruction

.....

Introduce and Play Various Dart Games

- 501/701
 - » Each team starts with the designated number of points (501 or 701).
 - » Each team will throw three darts per turn, subtracting earned points from the designated number (501 or 701).

- » The first team to reach zero is the winner. If the team does not reach zero exactly, then the team's score must revert to that of the previous round.

- Around the World

- » The goal of the game is to work around the dartboard in sequence.
- » Any number of students can play the game; is a great warm-up game.
- » Students start by trying to hit the number 1 area on the dartboard with their three darts. If the student is successful, then the student starts with the number 2 on the next turn. If unsuccessful, then the student continues to throw (place) the dart to the number 1 area.
- » Play continues until students reach the number 20, or until the teacher concludes the game.

Game variations:

- 1 After hitting number 20, players must hit a bullseye to win.
- 2 To start the game, player must hit a bullseye before hitting number 1.
- 3 To increase the pace of the game, use the double and triple rings on the dartboard. If the student hits a double 4, skip the 5 and the student should aim for the number 6 on the next turn. Or, if the triple 4 is hit, the student should skip the 5 and 6, and aim for the 7 on the next turn.

SESSION 5 & 6: GAME PLAY

Objectives

Students will be able to...

- 1 Play and score the game of Baseball.
- 2 Play and score the game of Legs.
- 3 Play and score the game of Shanghai.
- 4 Demonstrate health-related physical fitness activities specific to the game of darts (flexibility, strength, muscular endurance).
- 5 Exhibit etiquette and respect for others while playing various dart games.

Materials

Dart Boards: Boards with three darts per board, one board for every two people

Clipboards and score sheets

Vocabulary

Review previously taught vocabulary words.

SESSION 5 & 6: CONTENT

Objectives

Starting Game Instruction

- Coin toss
- Closest dart to bullseye
- Rock, Paper, Scissors

Game Play Instruction

Introduce and Play Various Dart Games

- Baseball
 - » Any number of students can play. Design a score sheet by creating a table consisting of nine rows, each representing one of nine innings and labeled as such down the far left column. The number of additional columns should correspond with the number of students, with students' names placed at the top of each column, going across row one (see example on following page).

- » Dartboard numbers in play: 1, 2, 3, 4, 5, 6, 7, 8, 9
- » The game is similar to the actual game of baseball. Students try to score as many points (runs) as possible per inning to win. Three throws per student per inning are allowed.
- » The goal is to hit the number on the dartboard that corresponds to the current inning. For example, in the first inning, students can only score points by hitting a 1. For any inning, a single is one run, a double is two runs, and a triple is three.
- » At the end of nine innings, the student with the most runs wins. If the students are tied at the end of nine innings, extra innings can be played, with an equal number of turns per student (just like real baseball), until someone wins.

Baseball Score Sheet Example

Inning	Mary	Bill	Mike	Sue	Jane	Mark
1						
2						
3						
4						
5						
6						
7						
8						
9						

SESSION 5 & 6: GAME PLAY

Game Play Instruction (continued)

- Legs
 - » Multiple students are encouraged to play at each dartboard. Each student will need a score sheet.
 - » After determining the order of play, the first player attempts to get the highest score possible by throwing the dart, with the goal of hitting the bullseye. The number corresponding to the area hit should be recorded on the score sheet.
 - » The next player must exceed that score or “lose a leg.” Each player starts with three legs. Players lose a leg each time they fail to beat the score of the player immediately preceding them.
 - » The winner is the last player left with any legs.
 - » If playing multiple rounds of the game, the order of play should be changed with each new round
- Shanghai
 - » Multiple students are encouraged to play at each dartboard. Each student will need a score sheet.
 - » Dartboard numbers in play: 1, 2, 3, 4, 5, 6, 7.
 - » Students take turns throwing at the numbers 1, 2, and so on, in sequence, until 7. They try to score as many points as possible per turn (using all three darts).

- » Only darts hitting the number in play count for points. So, when the number 1 is in play, the highest score that can be achieved is three — if the player hits a 1 with each dart. However, when the number 7 is the number in play, the highest score could be a 21 — if the player hits the number 7 all three times.
- » There are two ways to win: either have the highest score at the end of the game, or score a Shanghai and win automatically. A Shanghai is scored by hitting the single, double and triple areas of the number in play.

Activity Protocol & Etiquette

Whether during practice or competition, individuals should be encouraged to abide by the following:

- 1 While opponent is throwing, remain quiet and out of their line of sight.
- 2 Score darts before pulling them from the dartboard.

SOFTBALL

Striking and fielding games can provide learners with skills to fulfill a lifetime of fun in recreation and leisure activities in their communities. Softball is one such game that is a popular social sport within communities and Special Olympics.

SOFTBALL 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 Throw with a mature pattern for distance or power appropriate to the activity during small-sided game play. {S1.M2.8*}
- 2 Catch, using an implement, in a dynamic environment or modified game play. {S1.M3.8*}
- 3 Strike a pitched ball, with an implement for power, to open space in a variety of small-sided games. {S1.M20.8*}
- 4 Catch, using an implement, from different trajectories and speeds in a dynamic environment or modified game play. {S1.M21.8*}
- 5 Identify a sacrifice situation and attempt to advance a teammate. {S2.M10.8*}
- 6 Reduce open spaces in the field by working with teammates to maximize coverage. {S2.M11.8*}
- 7 Provide encouragement and feedback to peers, without prompting from the teacher. {S4.M3.8*}
- 8 Respond appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts. {S4.M4.8*}
- 9 Analyze the empowering consequences of being physical active. {S5.M2.8*}
- 10 Develop a plan of action, and make appropriate decisions based on that plan when faced with an individual challenge. {S5.M3.8*}
- 11 Discuss how enjoyment could be increased in self-selected physical activities. {S5.M4.8*}
- 12 Identify and participate in an enjoyable activity that promotes individual self-expression. {S5.M5.8*}
- 13 Demonstrate respect for self by asking for help and helping others in various physical activities. {S5.M6.8*}

*Grade-level outcomes were selected from 8th grade because fielding and striking games are not supported in the high school standards/outcomes. Students participating in a high school physical education fielding and striking unit should be minimally competent in these grade-level outcomes.

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.



Fitness Considerations

Even though softball is not a high-intensity activity, it is important to provide students with an 8 – 10-minute dynamic warm-up prior to starting activity. Similarly, when appropriate, a 4 – 6-minute cool-down should be provided to allow students' heart rates to return to resting values, and provide opportunities to work on flexibility.

Equipment Considerations

- 1 Provide a variety of sizes and weights of balls for students to use, ideally one ball for every two students.
 - 2 Provide a variety of sizes, weights, lengths, and shapes (flat barrel bat) of striking implements for students to use. Alternatively, for students unable to swing a bat, kicking is a modification that may be used.
 - 3 Use the traditional bases or poly spots for bases.
 - 4 Adjust the size of the playing fields, and the distance between each base.
 - 5 Use a striking tee, adjustable for student success.
-

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 Provide continuous opportunity for exercise to increase students' overall fitness, and thus minimize risk of injury.
- 4 Make all play areas safe.
- 5 Provide a batting helmet and other protective equipment for students as needed.



Kellis High School, AZ



Softball Game Variations

Individual Softball Skills: base running, hitting, fielding, throwing

Traditional Softball

Coach Pitch Softball: batting team's coach will pitch, or batters will use a tee

Unified Softball: combines students with and without disabilities of comparable skill level

The game variations listed above are also competition categories for Special Olympics. If your school chooses to participate in a Special Olympics competition, please contact your State Special Olympics office for rules, regulations, and training requirements.

Activity Protocol & Etiquette

- Have FUN and play by the rules of the game!
- Respect yourself and your classmates, and do what the teacher asks you to do, even when the teacher is not watching.
- Follow all the safety rules during the class period.

Tactical Games Model

The Tactical Games Model (Mitchell, Olsin, & Griffin, 2013) is used for this unit. The focus of this specific curriculum model is on supporting students in mastering the game tactics of fielding, batting, and base running as they are used in fielding and striking games. The use of small-sided games is the focal point of the model, which allows students maximal opportunity to improve their individual game skills, and master the tactical problems within the various fielding and striking games they may play in this unit. Due to the structure of the small-sided games (3v3; 4v4; 6v6), it is recommended that numerous ball diamonds are created in the play space (use a clover leaf arrangement; four separate softball diamonds). There should be enough room for a safety zone in the middle of the four diamonds. Depending on the total available play space and the size of the class, there could be multiple cloverleaf diamonds.

Conceptually, the format of a tactical games lesson would follow these steps:

- 1 Start with a small-sided game that focuses on a tactical problem to be solved. If students successfully master the tactic, move on to the next level of tactical problems.
- 2 If students do not master the tactic, bring the students together and ask targeted questions about the tactical problems with the goal of leading them to the solution(s) that will result in performing the tactic(s) correctly.
- 3 After providing solutions, students will go back to the initial game and replay, using the suggested solutions and knowledge gained from the Q & A to successfully complete the tactical problem.
- 4 If students still have not mastered the tactical problem(s), bring the students together and explain/demonstrate/implement a practice task.
- 5 The practice task is similar to the old “skill-drill” concept, providing students opportunity to practice a precursor skill/drill that could help them to be successful in the game.
- 6 Upon successful completion of the practice task, have students return to the initial game and use their newly practiced skills to solve the tactical issue(s).
- 7 When students successfully demonstrate that they have mastered tactics from the initial game, move on to the next set of tactical issues, repeating this cycle.

Tactical Games Lesson Format*

Tactical Problems	Game 1:	Practice Task:	Game 2:	Closure
Lesson Focus	• Set Up:	• Set Up:	• Goal:	
Objective	• Goal:	• Goal:	• Conditions:	
	• Conditions	• Cues:	• Questions:	
	• Questions	• Extensions	• Replay Game 2	
	• Replay Game 1	• Questions		

*Mitchell, S. A., Olsin, J. L., & Griffin, L. L. (2013). *Teaching sport concepts and skills. A tactical games approach for ages 7 – 18*. Champaign, IL: Human Kinetics.

SOFTBALL UNIT PLAN

This unit is segmented into five sessions. However, instructors may decide to extend or shorten instruction timeframes based on what best serves their students. As with many activities/games, skills and understanding of the game only improve with practice. Therefore, the more students practice playing games, the better they will become.

SESSION 1: DEFENDING SPACE BY INFIELD POSITION

Objectives

Students will be able to...

- 1 Field ground balls from the third base and shortstop positions.
- 2 Make an accurate throw to first base.
- 3 Field ground balls from the second and first base positions.
- 4 Demonstrate health-related physical fitness activities specific to the game of softball (flexibility, strength, muscular endurance).
- 5 Exhibit etiquette and respect for others while playing softball.

Materials

Balls: Provide a variety of sizes and weights of balls for students to use, ideally one ball for every two students.

Bats: Provide a variety of sizes, weights, lengths, and shapes (flat barrel bat) for students to use.

Bases: Traditional bases or poly spots could be used for bases.

Tees: Provide a variety of heights, or use an adjustable tee.

Vocabulary

Defensive Team: The team that is in the outfield, and tries to prevent the batting team from scoring any runs.

Ground Ball: A ball that is hit/kicked and travels along the ground.

Infield: The area of the playing field that is inside the bases.

Offensive Team: The team that is at bat, and tries to score as many runs as possible.

SESSION 1: DEFENDING SPACE BY INFIELD POSITION

Session 1 Content: Activity 1*

Tactical Problem:

Defending space by infield position

Focus:

No outs, no runners on base, and a grounder to the left side of the infield

Game 1:

- Set up:
 - » No runners on base, no outs
- Goals:
 - » Get the runner out at first (defensive team).
 - » Get to first before the throw (offensive team).
- Conditions:
 - » Use 3v3 minimum, 6v6 maximum; start with no runners on base and no outs.
 - » Batter MUST hit/kick a ground ball to the left side of the infield.
 - » Players score runs by reaching first base safely.
 - » Whether safe or out, runner returns to dugout area.
 - » Inning is over after three runs or three outs, whichever comes first.
- Questions (answers):
 - » What was the goal of the game for the offensive team? (get to first base before the throw)
 - » What was the goal of the game for the defensive team? (get the runner out at first base)
 - » Today we are focusing on the defensive team's performance. How were you able to get the runner out at first base? (move feet to the ball, watch the ball into the glove, catch the ball, and throw ball to first base; keep feet moving toward first base)
- Replay Game 1

Practice Task Associated with Game 1:

- Set up:
 - » Three players in the infield (shortstop, third base, first base); three players in the battery (pitcher, catcher, batter)
 - » Batter will roll or hit a grounder to the left side of the infield and then run hard and fast to first base.
 - » After fielding three balls from each position (shortstop, third base), players rotate to first base or into the battery.
 - » Fielding player always calls the ball, and non-fielding player always backs up the fielder.
- Goals:
 - » Successfully field three balls in a row at third base and at shortstop.
 - » Throw the batter out 5 – 6 times.
- Cues:
 - » Move your feet to the ball
 - » Watch the ball into your glove
 - » Catch and recover
 - » Recover to throw

Game 2:

- Replay Game 1

*Mitchell, S. A., Olsin, J. L., & Griffin, L. L. (2013). *Teaching sport concepts and skills. A tactical games approach for ages 7 – 18.* Champaign, IL: Human Kinetics.

SESSION 1: DEFENDING SPACE BY INFIELD POSITION

Session 1 Content: Activity 2*

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Tactical Problem:

Defending space by infield position; defending first base

Focus:

No outs, no runners on base, and a grounder to the right infield

Game 1:

- Set up:
 - » No runners on base, no outs
- Goals:
 - » Get the runner out at first (defensive team).
 - » Get to first base before the throw (offensive team).
- Conditions:
 - » Use 3v3 minimum, 6v6 maximum.
 - » The hitter/kicker must hit/kick a ground ball to the right side of the infield.
 - » Players score runs by safely reaching first base.
 - » Whether safe or out, the runner returns to the dugout area.
 - » The inning is over after three runs or three outs, whichever comes first.
- Questions (answers):
 - » What was the goal of the game for the offense and for the defense? (get to first ahead of the throw and get the runner out at first)
 - » Today we are focusing on the defensive team's performance. What did you do to get the runner out at first? (moved feet to the ball, watched the ball into the glove, and threw quickly to first)
 - » Were you successful? If not, let's practice.
- Replay Game 1

Practice Task Associated with Game 1:

- Set up:
 - » Two players are in the field (minimum) at second and first base, pitcher is on the mound (optional), and three players are hitting (the battery).
 - » Extra players serve as catchers.
 - » From a ball rolled, pitched, or placed on a tee, the hitter/kicker hits/kicks a grounder to the right side of the infield and then runs hard & fast to first.
 - » Players field three balls from each position.
 - » The task can also focus on the footwork used to cover first base on a force play.
- Goals:
 - » Successfully field three balls in a row at second and at first.
 - » Throw the batter out two out of three times from each position.
- Cues:
 - » Move your feet to the ball
 - » Watch the ball into your glove
 - » Catch and recover
 - » Recover to throw

Game 2:

- Replay Game 1

*Mitchell, S. A., Olsin, J. L., & Griffin, L. L. (2013). *Teaching sport concepts and skills. A tactical games approach for ages 7 – 18.* Champaign, IL: Human Kinetics.

SESSION 1: DEFENDING SPACE BY INFIELD POSITION

Assessment

Facilitator Instructions: During the small-sided games and practice tasks, make a tally mark for each time the student successfully performs each task.

Student Demonstrated...	
<p>Fielding ground balls from the third base position:</p> <ul style="list-style-type: none"> • Feet are moving toward the direction the ball is traveling. • Glove is out in front of the body, near the ground. • Eyes watch ball into the glove. • Non-glove hand covers the ball in the glove. • Non-glove hand brings the ball into throwing position. 	
<p>Fielding ground balls from the shortstop position:</p> <ul style="list-style-type: none"> • Feet are moving toward the direction the ball is traveling. • Glove is out in front of the body, near the ground. • Eyes watch ball into the glove. • Non-glove hand covers the ball in the glove. • Non-glove hand brings the ball into throwing position. 	
<p>Fielding ground balls from the second base position:</p> <ul style="list-style-type: none"> • Feet are moving toward the direction the ball is traveling • Glove is out in front of the body, near the ground. • Eyes watch ball into the glove. • Non-glove hand covers the ball in the glove. • Non-glove hand brings the ball into throwing position. 	
<p>Fielding ground balls from the first base position:</p> <ul style="list-style-type: none"> • Feet are moving toward the direction the ball is traveling. • Glove is out in front of the body, near the ground. • Eyes watch ball into the glove. • Non-glove hand covers the ball in the glove. • Non-glove hand brings the ball into throwing position. 	
<p>Making an accurate throw to first base (fielded from third base or shortstop):</p> <ul style="list-style-type: none"> • Approach step is used (e.g., crow hop, shuffle step) in preparation for throwing action. • Throwing arm takes a downward circular pattern; throwing hand drops below the waist. • Student steps with opposite foot. • Hips rotate simultaneously with step forward, prior to shoulder rotation. • Forearm in laid back in an L position as hips start to rotate toward first base. • Throwing hand points to target in follow-through. • Movements are well-coordinated and timed. 	

SESSIONS 2 & 3: GETTING ON BASE; DEFENDING SPACE BY OUTFIELD POSITION

Objectives

Students will be able to...

- 1 Hit a grounder to the left side of the infield.
- 2 Run to first as quickly as possible (running through or past the base).
- 3 Field grounds, line drives, and fly balls in the outfield.
- 4 Back up the adjacent outfielder.
- 5 Make an accurate throw to second base.
- 6 Demonstrate health-related physical fitness activities specific to the game of softball (flexibility, strength, muscular endurance).
- 7 Exhibit etiquette and respect for others while playing softball.

Materials

Balls: Provide a variety of sizes and weights of balls for students to use, ideally one ball for every two students.

Bases: Traditional bases or poly spots could be used for bases.

Bats: Provide a variety of sizes, weights, lengths, and shapes (flat barrel bat) for students to use.

Tees: Provide a variety of heights, or use an adjustable tee.

Vocabulary

Backing up a teammate: When a player, adjacent to the person fielding the ball, moves into a position behind the fielder to act as a safety valve if the fielder misses the ball.

Battery: The pitcher and the catcher of a team are referred to as the battery.

Fly Ball: A ball that is typically hit high in the air, and the fielder attempts to catch it on the descent.

Line Drive: A ball that is typically hit in a straight line with a low trajectory.

SESSIONS 2 & 3: GETTING ON BASE; DEFENDING SPACE BY OUTFIELD POSITION

Session 2 & 3 Content: Activity 1*

Tactical Problem:

Getting on base

Focus:

No runners on base

Game 1:

- Set up:
 - » No runners on base
- Goals:
 - » Get on first safely
- Conditions:
 - » Use 4v4 minimum, 5v5 optimum, 6v6 maximum.
 - » Defensive players play first base, and as many other infield positions as possible.
 - » The hitter/kicker must hit/kick a ground ball to the infield and get to first before the throw.
 - » Players score runs by safely reaching first base.
 - » Whether safe or out, the runner returns to the dugout area.
 - » The inning is over after three runs or three outs, whichever comes first.
- Questions (answers):
 - » To where did you have to hit/kick the ball to get on first base? (along the third base line, on the left side of the infield, close to third)
 - » When there are no runners on base, where is the best place on the left side of the infield to hit/kick the ball? (along the third base line)
 - » How did you run to get to first before the throw? (ran fast without looking at the ball and ran through first base)
- Replay Game 1

Practice Task Associated with Game 1:

- Set up:
 - » Three players in the field (minimum) at shortstop, third base, and first base, and three players hitting (the battery)
 - » Extra players serve as pitchers and catchers.
 - » From a ball rolled or thrown from the pitcher's mound or placed on a batting tee, the batter hits/kicks a grounder to the left side of the infield, and then runs hard and fast over first base to a cone 20 feet past first on the first base line.
 - » Batter hits and runs five times, attempting to knock down cones (one cone on the third base line 10 feet past the base, and the other cone just beyond, but between third base and shortstop).
 - » After five hits, the batter replaces a defensive player.
 - » Defensive players make a play on every ball, and attempt to throw the runner out at first.
 - » NOTE: You may use three or four cones as targets, depending on players' ability.
- Goals:
 - » Angle the bat to hit (or approach to kick) toward the third base line or between third base and the shortstop.
 - » Run hard and fast through first base.
- Cues:
 - » Step, hit, and drive
 - » Run hard and through first base
 - » Adjust the angle of the bat to hit the ball toward left field
 - » Approach (if kicking) or bat (if batting) to send the ball toward left field

Game 2:

- Replay Game 1, and match the final score with the score of the previous game.

*Mitchell, S. A., Olsin, J. L., & Griffin, L. L. (2013). *Teaching sport concepts and skills. A tactical games approach for ages 7 – 18*. Champaign, IL: Human Kinetics.

SESSIONS 2 & 3: GETTING ON BASE; DEFENDING SPACE BY OUTFIELD POSITION

Session 2 & 3 Content: Activity 2*

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Tactical Problem:

Defending space by outfield position

Focus:

Runner on first and a ball hit to the left side of the outfield base

Game 1:

- Set up:
 - » Runner on first
- Goals:
 - » Get the runner out at second (defensive team).
 - » Safely move the runner to second (offensive team).
- Conditions:
 - » Use 4v4 minimum; 6v6 maximum.
 - » Defensive players play left field, left center field, second base, and first base.
 - » The offensive team must have a runner on first at all times.
 - » The batter must hit/kick the ball to the left side of the outfield and run to first base.
 - » Balls hit to the right of second base are considered outs.
 - » Players score runs by safely reaching second base.
 - » Whether safe or out, the runner returns to the dugout area.
 - » The inning is over after three runs or three outs, whichever comes first.
- Questions (answers):
 - » What was the goal of the game for the offensive team and for the defensive team? (safely move the runner to second, and get the runner out at second)
 - » Today we are focusing on the defense. How were the defensive players, left fielder and the left center fielder, able to get the ball to second base ahead of the runner? (by getting to the ball quickly and throwing to second as quickly as possible)

- » Why is it important for the outfielders to get the ball to the infield as quickly as possible? (to keep runners from advancing or scoring)
- » What should the non-fielding outfielder do and why? (back up the player fielding the ball and be ready in case the fielder missed the ball to stop it and get it to the infield as quickly as possible)

- Replay Game 1

Practice Task Associated with Game 1:

- Set up:
 - » Four players are on defense (minimum) at left field, left center field, second base, and first base, and four players are on offense — the battery and a base runner.
 - » Batter hits/kicks a ball from the pitcher or a batting tee to the left side of the outfield, and then runs hard and fast to first base.
 - » Runner on first advances to second, except on a fly ball.
 - » After players field three balls from each position (left, left center), they rotate to second base and then to first or into the battery.
 - » Fielding players call the ball, and non-fielding players back them up.
- Goals:
 - » Successfully field the ball and throw the runner out at second base.
 - » Perform a proper backup on every play.
- Cues:
 - » Move your feet to the ball
 - » Watch the ball into your glove
 - » Catch and cover over your throwing shoulder
 - » Recover to throw quickly
 - » Back up to get the appropriate angle, and pretend the fielder isn't there, or assume he will miss the ball

Game 2:

- Replay Game 1. The defense scores a bonus run by throwing out a base runner at second base on a throw.

*Mitchell, S. A., Olsin, J. L., & Griffin, L. L. (2013). *Teaching sport concepts and skills. A tactical games approach for ages 7 – 18.* Champaign, IL: Human Kinetics.

SESSIONS 2 & 3: GETTING ON BASE; DEFENDING SPACE BY OUTFIELD POSITION

Session 2 & 3 Content: Activity 3*

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Tactical Problem:

Defending space by outfield position

Focus:

Runner on first and a ball hit to the left side of the outfield base

Game 1:

- Set up:
 - » Runner on first
- Goals:
 - » Get the runner out at second (defensive team).
 - » Safely move the runner to second (offensive team).
- Conditions:
 - » Use 4v4 minimum; 6v6 maximum.
 - » Defensive players play left field, left center field, second base, and first base.
 - » The offensive team must have a runner on first at all times.
 - » The batter must hit/kick the ball to the left side of the outfield and run to first base.
 - » Balls hit to the right of second base are considered outs.
 - » Players score runs by safely reaching second base.
 - » Whether safe or out, the runner returns to the dugout area.
 - » The inning is over after three runs or three outs, whichever comes first.
- Questions (answers):
 - » Today we are focusing on the defense. How were the defensive players, the right fielder and the right center fielder, able to get the ball to second base ahead of the runner? (by fielding the ball quickly and throwing to second as quickly as possible)
 - » How were you able to quickly catch and throw the ball? (by catching the ball over the throwing shoulder and running forward if possible)

- » What should the non-fielding outfielder do? (back up the player fielding the ball)
- » What's the best angle to take when backing up the player fielding the ball? (cut behind her so if she misses the ball you'll be in a position to catch it)

- Replay Game 1

Practice Task Associated with Game 1:

- Set up:
 - » Four players are on defense (minimum) at right field, right center field, second base, and first base, and four players are on offense — the battery and a base runner.
 - » Batter hits/kicks a ball from the pitcher or a batting tee to the right side of the outfield, and then runs hard and fast to first base.
 - » Runner on first advances to second, except on a fly ball.
 - » After fielding three balls from each position (right, right center), players rotate to second base and then to first or into the battery.
 - » Fielding players call the ball, and non-fielding players offer backup.
- Goals:
 - » Successfully field the ball and throw the runner out at second base.
- Cues:
 - » Move your feet to the ball
 - » Watch the ball into your glove
 - » Catch and cover over your throwing shoulder
 - » Recover to throw quickly
 - » Back up to get the appropriate angle, and pretend the fielder isn't there or assume she will miss the ball

Game 2:

- Replay Game 1. The defense scores a bonus run by throwing out a base runner at second base on a throw from an outsider.

*Mitchell, S. A., Olsin, J. L., & Griffin, L. L. (2013). *Teaching sport concepts and skills. A tactical games approach for ages 7 – 18.* Champaign, IL: Human Kinetics.

SESSIONS 2 & 3: GETTING ON BASE; DEFENDING SPACE BY OUTFIELD POSITION

Assessment

Facilitator Instructions: During the small-sided games and practice tasks, make a tally mark for each time the student successfully performs each task.

Student Demonstrated...	
<p>Running from home to first base:</p> <ul style="list-style-type: none">• Upon contact with ball, batter runs as fast as possible.• Batter runs through the base.• Batter does not look at ball while running to base.	
<p>Fielding a fly ball:</p> <ul style="list-style-type: none">• Fielder runs up or back, depending on the trajectory of the ball.• Glove is out in front of the body, above the head.• Eyes watch ball into the glove.• Non-glove hand covers the ball in the glove.• Non-glove hand brings the ball into throwing position.	
<p>Striking ball to open field:</p> <ul style="list-style-type: none">• Batter surveys the position of the defensive fielders, looking for the open space(s).• Batter strikes the ball toward the open space(s) in the field.	

SESSIONS 4 & 5: DEFENDING BASES ON THROW FROM OUTFIELD; ADVANCING TO SECOND BASE

Objectives

Students will be able to...

- 1 Demonstrate proper positioning and footwork when covering second base on a throw from the outfield.
- 2 Take off from first base at the appropriate time and run to second base and execute a proper stop.
- 3 Tag up and run to second base on a fly ball to the outfield.
- 4 Demonstrate health-related physical fitness activities specific to the game of softball (flexibility, strength, muscular endurance).
- 5 Exhibit etiquette and respect for others while playing softball.

Materials

Balls: Provide a variety of sizes and weights of balls for students to use, ideally one ball for every two students.

Bases: Traditional bases or poly spots could be used for bases.

Bats: Provide a variety of sizes, weights, lengths, and shapes (flat barrel bat) for students to use.

Vocabulary

Battery: The pitcher and the catcher of a team are referred to as the battery.

Tag up: A base runner must touch or remain on her starting base until after a hit ball lands in fair territory or is first touched by a fielder. If the base runner leaves the base on a fly ball (prior to a successful catch), the base runner must return to the base and tag up before running to the next base.

SESSIONS 4 & 5: DEFENDING BASES ON THROW FROM OUTFIELD; ADVANCING TO SECOND BASE

Session 2 & 3 Content: Activity 1*

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Tactical Problem:

Defending bases on a throw from outfield positions

Focus:

Runner on first, and ball hit to the outfield

Game 1:

- Set up:
 - » Runner on first
- Goals:
 - » Get the runner out at second (defensive team).
 - » Safely move the runner to second (offensive team).
- Conditions:
 - » Use 5v5 minimum, 6v6 maximum.
 - » Defensive players play all four outfield positions, second base, and shortstop.
 - » The offensive team must have a runner on first at all times.
 - » The batter must hit/kick the ball to the right side of the outfield and run to first base.
 - » Balls hit to the left of second base are considered outs.
 - » Players score runs by safely reaching second base.
 - » Whether safe or out, the runner returns to the dugout area.
 - » The inning is over after three runs or three outs, whichever comes first.
- Questions (answers):
 - » When the ball is hit to the left side of the outfield, which infielder covers second? (the player at second base)
 - » When the ball is hit to the right side of the outfield, which infielder covers second? (the shortstop)
 - » What part of the base should you tag with your foot? (the outside edge closest to the person throwing the ball; this may require repositioning)
 - » Why? (to keep from interfering with the runner)
- Replay Game 1

Practice Task Associated with Game 1:

- Set up:
 - » Six players are on defense (minimum) playing left field, left center field, right field, right center field, second base, and shortstop, and six players are on offense — the battery (pitcher, catcher, and batter) and three base runners.
 - » Batter hits/kicks ball from pitcher or a tee to the outfield and then runs hard and fast to first base.
 - » Runner on first advances to second, except on a fly ball.
 - » Runners can tag up on fly balls.
 - » After catching three balls from the outfielders while playing second base and shortstop, players rotate to the battery.
 - » From the batter, players rotate through the outfield positions.
 - » Players use the speed of the incoming runner and the position of the incoming throw to adjust their foot positions when covering second base.
- Goals:
 - » Keep the runner from advancing to second.
 - » Cover second as the shortstop or second-base player.
 - » Cover second using proper footwork, and be on the outside edge of the base.
- Cues:
 - » Give the thrower a target
 - » Position your foot on the edge closest to the incoming throw
 - » Use the incoming runner and the incoming throw to adjust your position to cover second base
 - » Make catching the ball your first priority

Game 2:

- Replay Game 1. The defense scores a bonus run by throwing the base runner out at second.

*Mitchell, S. A., Olsin, J. L., & Griffin, L. L. (2013). *Teaching sport concepts and skills. A tactical games approach for ages 7 – 18.* Champaign, IL: Human Kinetics.

SESSIONS 4 & 5: DEFENDING BASES ON THROW FROM OUTFIELD; ADVANCING TO SECOND BASE

Session 2 & 3 Content: Activity 2*

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Tactical Problem:

Advancing to second base

Focus:

Runner on first, and ball hit to the outfield

Game 1:

- Set up:
 - » Runner on first
- Goals:
 - » Get the runner out at second (defensive team).
 - » Safely move the runner to second (offensive team).
- Conditions:
 - » Use 5v5 minimum, 6v6 maximum.
 - » Defensive players play all four outfield positions, second base, and shortstop.
 - » The offensive team must have a runner on first at all times.
 - » The batter must hit/kick the ball to the right side of the outfield and run to first base.
 - » Balls hit to the left of second base are considered outs.
 - » Players score runs by safely reaching second base.
 - » Whether safe or out, the runner returns to the dugout area.
 - » The inning is over after three runs or three outs, whichever comes first.
- Questions (answers):
 - » As a runner, when should you leave first base? (Immediately on ground ball or after tagging up on a fly ball that is caught).
 - » How should you stop at second base? (slide, lean back as you approach, and hang onto the base with your foot)
 - » Can the runner on first advance to second on a fly ball to the outfielder? (yes, but she must tag up first)
 - » What should the runner do to tag up? (wait until the fielder touches the ball and then run as fast as possible to the next base)

- » Does she have to run if she is unable to make it to the next base? (no, the runner does not have to advance if her team has fewer than two outs)

- Replay Game 1

Practice Task Associated with Game 1:

- Set up:
 - » Six players are on defense (minimum) at left field, left center field, right field, right center field, second base, and shortstop, and four players are on offense — the batter and a base runner.
 - » Batter hits/kicks to the outfield and then runs hard and fast to first base.
 - » Runner on first advances to second, except on a fly ball; runners can tag up on fly balls.
 - » Batter hits and runs to first three times.
 - » Base runner runs from first to second three times (the batter should attempt to hit at least one fly ball so the runner can practice tagging up).
 - » After running, the base runner should rotate to an infield position and then rotate from an infield position to an outfield position.
- Goals:
 - » On a ground ball, the runner takes off immediately.
 - » On a fly ball, the runner tags up and leaves the base only when the ball is touched by any defensive player.
- Cues:
 - » Be in ready position
 - » Take off (or step off) on the batter's step
 - » On a fly ball, go when the ball contacts the glove of any defensive player
 - » Run hard and be prepared to slide

Game 2:

- Replay Game 1. The defense scores a bonus run by throwing out a base runner at second base.

*Mitchell, S. A., Olsin, J. L., & Griffin, L. L. (2013). *Teaching sport concepts and skills. A tactical games approach for ages 7 – 18.* Champaign, IL: Human Kinetics.

SESSIONS 4 & 5: DEFENDING BASES ON THROW FROM OUTFIELD; ADVANCING TO SECOND BASE

Assessment

Facilitator Instructions: During the small-sided games and practice tasks, make a tally mark for each time the student successfully performs each task.

Student Demonstrated...	
<p>Running from first to second base:</p> <ul style="list-style-type: none"> • Base runner is in ready position. • Base runner takes off/steps off base on the batter's step. • On a fly ball, base runner takes off when the ball contacts the glove of any defensive player. • Student runs hard toward second base and stops by sliding, leaning back on the approach and hanging onto the base with the foot. 	
<p>Striking ball to open field:</p> <ul style="list-style-type: none"> • Batter surveys the position of the defensive fielders, looking for the open space(s). • Batter strikes the ball toward the open space(s) in the field. 	
<p>Second base coverage:</p> <ul style="list-style-type: none"> • When ball is hit to left side of outfield, second base person covers the base. • When ball is hit to right side of outfield, shortstop covers the base. • Second base fielder tags the base with the foot on the outside edge closest to the person throwing the ball. • Second base fielder uses the speed of the incoming runner and the position of the incoming throw to adjust the foot position(s) when covering second base. 	



White Bear High School, MN

SECTION 7

Student Leadership Topics

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. These resources outline strategies to support educators with inclusive school environments. They 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**

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
- Presenting and integrating a fitness topic relevant to physical activity
- Advocating for a healthy school by organizing a school-wide Inclusive Health & Fitness Day

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 Topics Included in this Section:

- Leadership Introduction Activities
- Topic 1: Inclusive Youth Leadership
- Topic 2: Inclusion
- Topic 3: Co-Leadership
- Topic 4: Teamwork
- Topic 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*

Time Required: 20 – 40 minutes

Materials Required:

- Finding Your Strengths Worksheet on following page
-

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?

*Activity adapted from Special Olympics Oregon Strength Finder Resource

FINDING YOUR STRENGTHS

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

TOPIC 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 topic 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.

Activity 1.2: Inclusive Leadership & Collaboration

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



Shenendehowa High School, NY; Photo by Ken Smith



ACTIVITY 1.1: WHAT DOES MY COMMUNITY LOOK LIKE?*

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? (Note: share examples from the community if students are unable to identify their own).

*Activity adapted from Get Into It Active



ACTIVITY 1.2: INCLUSIVE LEADERSHIP & COLLABORATION

Time Required: 15 – 20 minutes

Materials Required:

- 2 small tables
 - 1 plastic cup for each group
 - 1 pitcher full of water
 - 1 chair
 - blindfolds (optional)
-

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 provided 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? (*Note: share examples from the community if students are unable to identify their own).

TOPIC 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: 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: CHAMPIONS TOGETHER*

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?

*Activity adapted from the Inclusive Youth Leadership Guidebook

TOPIC 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 topic 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 complements 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

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 adapted from the Inclusive Youth Leadership Guidebook



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 toward a common goal together.

Time Required: 30 – 45 minutes

Materials Required:

- paper
- poster board (4)
- pens/pencils

Activity:

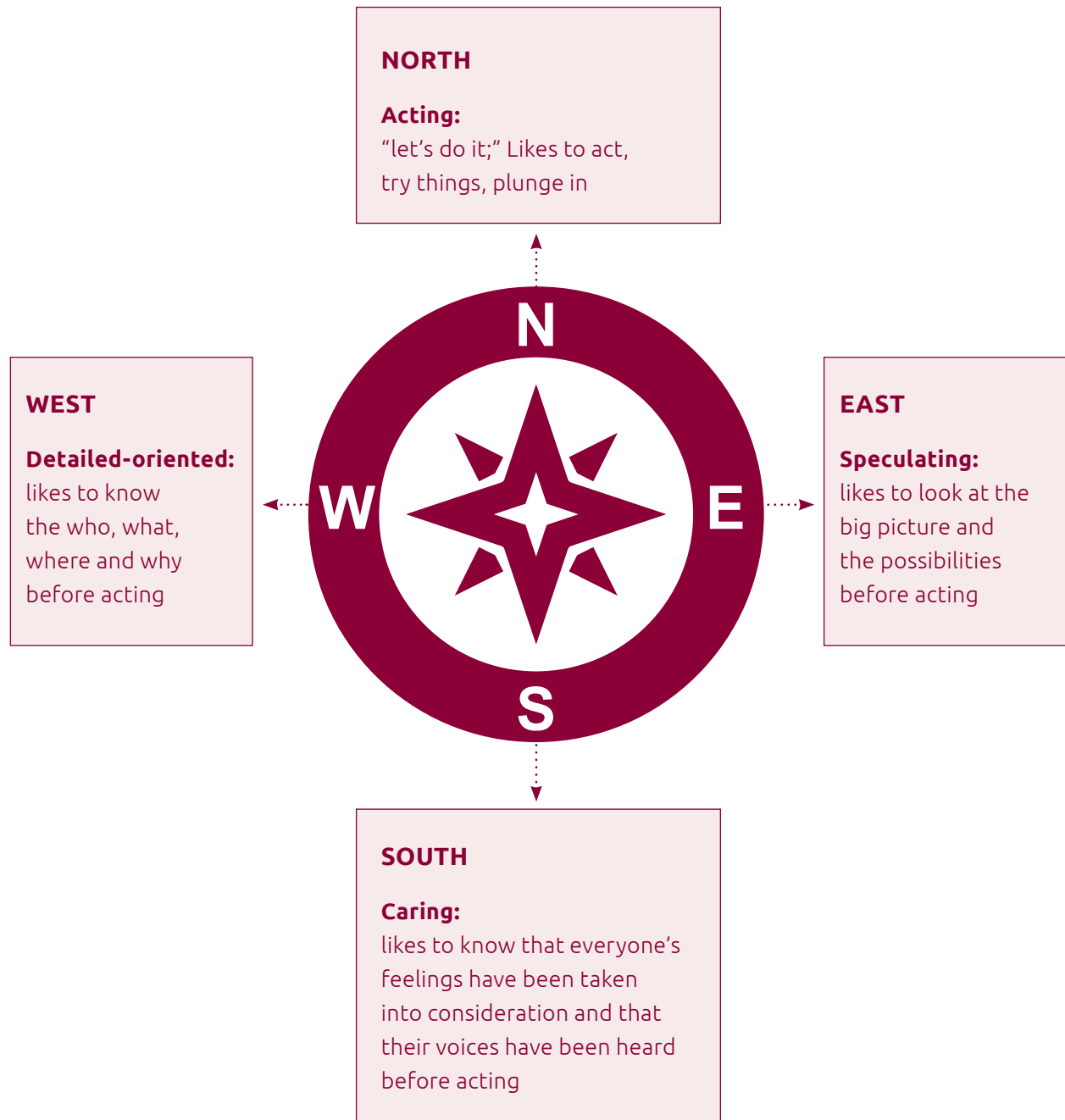
- 1 The room should be set up with four signs, one on each wall: North, South, East, West.
- 2 Show participants the leadership diagram of North, South, East, West (below). Ask them to reflect on their leadership style and which direction they would use to categorize themselves.
- 3 Participants are 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



TOPIC 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 topic 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



Burnet Middle School, NJ



ACTIVITY 4.1: GETTING CLOSE*

Time Required: 10 – 20 minutes

Materials Required:

- Hula Hoop™
- rope
- rubber chicken
- balls of various sizes, shapes, textures, etc.

Activity:

- 1 Work together as a team to brainstorm ideas about how the group can accomplish the task. Move an object (rope, hoop, rubber chicken, etc.) all the way around the circle without having the object contact the floor.
- 2 As a team, consider the strengths of each member, and discuss whether any specific modification is needed to increase the success of the team completing the task.
- 3 Begin the task once the brainstorming is completed and the modifications have been determined.
- 4 This activity is for ALL students. The students may work together to figure out what is needed so that everyone can be included. See suggestion above.

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 adapted from the Inclusive Youth Leadership Guidebook



ACTIVITY 4.2: BUILDING A BRIDGE*

Time Required: 30 – 40 minutes

Materials Required:

- newspaper
 - masking tape
 - large sports ball (i.e. soccer ball)
 - book or heavy object
-

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.

*Activity adapted from the Youth Summit Participant Workbook

TOPIC 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.

QUOTES 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 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 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 their 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 videos, found at www.spreadtheword.global, 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 8

Student Wellness Topics

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. These resources outline strategies to support educators with inclusive school environments. They 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**

Student Wellness topics in this section were designed using the framework of SOfit, one of three Special Olympics fitness models. SOfit is a health promotion program that combines physical activity and holistic wellness education, empowering participants with and without intellectual disabilities to challenge the way they look at nutrition, daily exercise, and lifestyle choices.

This section is also supplemented with activities from Project Adventure’s Creating Healthy Habits publication (Kilty, 2006). 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.

The SOfit guide and the “Project Adventure excerpts for Special Olympics” document are included as complementary resources in Section 14: Additional Resources.



Student Wellness Topics Included in this Section:

- Topic 1: Emotional & Mental Wellness
- Topic 2: Social Wellness
- Topic 3: Physical Wellness
- Topic 4: Nutritional Wellness



Columbus High School, WI

TOPIC 1: EMOTIONAL & MENTAL WELLNESS

Emotional Wellness involves our emotions and feelings. Emotions are the reactions we have to the things happening around us, and feelings are the things used to describe those reactions. It is natural that our emotions are constantly changing, since our circumstances are constantly changing too. Mental Wellness involves our thoughts and choices. Examples include facing challenges in a positive way, taking action to reach goals, and healthy decision-making. Activities in this topic focus on how to express ourselves in a healthy way, without hurting ourselves or other people.

Goal Setting

It is important to set goals in all areas of wellness (emotional, social, physical, nutritional) as well as other areas in life (work, school, home). Goals are powerful and purposeful tools that can help drive us in focused action.



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

— Taylor, Unified PE student



ACTIVITY 1.1: MY GOALS FOR BETTER HEALTH*

Time Required: 30 – 40 minutes

Materials Required:

- Copies of “My Goals for Better Health” worksheet for all participants
 - Pen/pencil
 - Whiteboard or poster paper
 - Markers
-

Activity:

Tell participants they’ll be setting goals for themselves in four different areas of their life right now. Explain each of the areas:

- Social has to do with family or friends.
- School or work has to do with school or work.
- Physical has to do with nutrition or exercise — anything to do with the body.
- Emotional has to do with feelings, emotions, or thinking.
- Explain that we’ll also think about the people who support us in achieving our goals.

For each area, have the group brainstorm ideas for goals in that area and write the ideas on the whiteboard or poster paper. Then allow partners to think about specific goals in each of the areas and write it in the box on the worksheet. Examples of goals in each of the areas:

- **Social Goal:** Meet someone new, eat lunch with a different person once a week, call a friend every weekend
- **School or Work Goal:** Be on time every day, try not to complain, take a deep breath when frustrated or mad
- **Physical Goal:** Drink five glasses of water a day, eat five fruits/vegetables every day, take the stairs instead of the elevator, exercise 30 minutes each day
- **Emotional Goal:** Use positive self-talk (“I can do it,” “I can be responsible”), write in a journal every day, do one thing each day to take care of myself

Explain to participants that we don’t need to try and reach our goals on our own. We have people in our lives who can help and support us in reaching our goals. Sometimes it even helps us to reach our goals faster when we have support. Brainstorm with the group about people who can support them in reaching their goals. Make a list on the whiteboard. In partners, have them write the specific names of people in the box “People Who Support Me” on the worksheet on the following page.

*Activity adapted from The Power of Me, Mad Hatter Wellness, madhatterwellness.com and used with permission.

MY GOALS FOR BETTER HEALTH WORKSHEET

Social Goal (Family, Friends):

Physical Goal (Nutrition, Exercise):

People Who Support Me:

School or Work Goal:

**Emotional Goal
(Feelings, Emotions, Thinking):**



ACTIVITY 1.2: NAME TOSS WITH A GOAL*

Time Required: 30 – 45 minutes

Set Up:

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 _____."

*Activity adapted from Creating Healthy Habits by Katie Kilty, Ed.D. and used with permission.

Continued on following page



ACTIVITY 1.2: NAME TOSS WITH A GOAL (CONTINUED)

Reflection Activity:

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

Notes:

- *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.*

Stress Management

Stress is the body's reaction to emotional, physical and environmental pressures. Reactions can cause mental stresses (such as fatigue, moodiness or anxiety) or physical stresses (such as difficulty sleeping, weight gain, muscle tenseness, or an upset stomach). Although stress is a part of everyday life, there are ways to combat it that appeal to everyone.



ACTIVITY 1.3: BREATHING MEDITATION*

Time Required: 5 – 10 minutes

Materials Required:

- Quiet music
- Yoga mats or chairs

Activity:

Allow participants to lie down on mats or sit comfortably in chairs. Have quiet music playing. Read the script slowly, pausing to allow participants to focus on their breath.

- *Sit or lie comfortably with your eyes closed or just look down softly. Take a few deep breaths and let yourself settle in. Feel yourself letting go of any tension you are holding in your body. Let your muscles relax and your breathing slow.*
- *As you listen to the music, focus on your breath for several minutes. Inhale...exhale. Inhale...exhale. (Pause here to allow participants to focus on breath for several minutes.)*
- *Begin to deepen your breath and come back to the room. Bring some movement into your body. Wiggle your toes, wiggle your fingers, turn your head side to side. If you are lying down, slowly roll onto one side and make your way up to seated.*
- *Slowly open your eyes. Take a deep breath in and sigh it out. One more breath in and sigh it out.*

Notes: Another option is to find a relaxation script online or in a book.

*Activity adapted from the Special Olympics SOfit Manual and used with permission.



ACTIVITY 1.4: WALKING MEDITATION*

Time Required: 5 – 10 minutes

Materials Required:

- Quiet music
-

Activity:

- Play quiet music and tell participants that we are going to do a walking meditation. Explain that they will be asked to walk around the space without touching anyone or making any noise. They should be aware of the other people around them so as not to bump into anyone.
 - The goal of the walking meditation is to walk slowly and focus on the movement of the body, the breath, and ideally nothing else.
-

Notes: Another option is to try the walking meditation with a purpose. For example, four steps forward, four steps backward. Or, find a local labyrinth to check out.

*Activity adapted from the Special Olympics SOfit Manual and used with permission.



ACTIVITY 1.5: PROGRESSIVE RELAXATION*

Time Required: 10 – 15 minutes

Materials Required:

- Quiet music (optional)
- Yoga mats, blankets, or chairs (optional)

Activity:

Allow participants to lie down on yoga mats or sit comfortably in chairs. Have quiet music playing. Read the script slowly, pausing to allow participants to relax.

- *Sit or lie comfortably with your eyes closed or just look down softly. Take a few deep breaths and let yourself settle in. Let your muscles relax and your breathing slow. **(Pause for a few moments.)***
- *During this relaxation you will be asked to gently tense or squeeze various muscles throughout your body.*
- *Let your hands rest loosely in your lap, or by your side. Begin to become aware of your breathing, noticing how your abdomen (belly) rises and falls with each breath. Now take a long, slow, deep breath in through your nose, all the way down into your stomach, and let it out slowly. Continue to breathe deeply. **(Pause here to allow participants to take a few deep breaths.)***
- *Now let your breathing rhythm return to normal... and relax... **(Pause.)***
- *Bring your awareness to your feet and toes. Breathe in deeply through your nose, and as you do, gradually curl your toes down and tense the muscles in the soles of your feet. **(Pause briefly.)** Now release the muscles in your feet as you breathe out. Feel the tension in your feet wash away as you exhale. Notice how different your feet feel when they are tensed and when they are relaxed.*
- *Now bring your awareness to your calf muscles and lower leg muscles. As you draw in a deep breath, flex your toes up towards your knees and tighten the muscles in your lower legs. Let those muscles release as you exhale.*
- *Now, draw your attention to your thighs and upper leg muscles. Take a deep breath in, and tense the muscles in your thighs. **(Pause.)** Now release as you exhale. As you do this, you may notice a warm tingling sensation. Enjoy this feeling of relaxation in your thighs.*
- *Draw in a deep breath and gradually tighten the muscles in your buttocks. **(Pause.)** Release your breath and the muscles. Feel the tension leaving your muscles and relaxing completely.*

*Activity adapted from the Special Olympics SOfit Manual and used with permission.

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ACTIVITY 1.5: PROGRESSIVE RELAXATION (CONTINUED)

- *Bring your awareness to your stomach. Draw in a deep breath and tighten these muscles. Imagine you are trying to touch your belly button to your spine. **(Pause.)** Now release your breath and let your muscles relax.*
- *Bring your awareness to the muscles in your back. As you slowly breathe in, arch your back slightly and tighten these muscles. **(Pause.)** Now release your breath and let your muscles relax.*
- *Give your attention to your shoulder muscles and the muscles in your neck. As you slowly draw in a nice deep breath, pull your shoulders up towards your ears and squeeze these muscles firmly. **(Pause.)** Now breathe out completely, and allow your tightened muscles to completely release.*
- *Feel the tension subside as you relax and breathe out. Feel the heaviness in your body. Enjoy this feeling of becoming heavier and heavier. If it feels comfortable, think to yourself, "I am calm. I am at peace."*
- *Now, draw your awareness to your upper arms. As you breathe in, flex your wrists towards your shoulders and tighten the muscles in your upper arms. **(Pause.)** And now gently release your arms and breathe all the way out.*
- *Bring your awareness to your forearms. As you breathe in, curl your hands inward as though you are trying to touch the inside of your elbows with your fingertips. **(Pause.)** And feel the tension subside as you relax and breathe out.*
- *Now, take another breath in and tightly clench your fists. **(Pause.)** And now release. Notice any feelings of buzzing or throbbing. Your hands are becoming very soft and relaxed. Your arms and hands are feeling heavy and relaxed.*
- *Now tighten the muscles in your face by squeezing your eyes shut, clenching your jaw muscles and squeezing your lips together. As you do, breathe in fully. **(Pause.)** Breathe out and relax all your facial muscles. Feel your face softening.*
- *You are now completely relaxed from the tips of your toes to the top of your head. Take a few more moments to rest. This time is for you. Relax. Listen to the sound of your breathing and enjoy the lovely, warm sensation of physical relaxation. **(Pause for a minute or two to allow participants to relax.)***
- *Begin to deepen your breath and come back to the room. Bring some movement into your body. Wiggle your toes, wiggle your fingers, turn your head side to side. If you are lying down, slowly roll onto one side and make your way up to seated.*
- *Slowly open your eyes. Take a deep breath in and sigh it out. One more breath in and sigh it out. You can carry this feeling of relaxation with you as you continue the day.*

When participants have started returning their consciousness to the room, the group can have a short discussion about how that felt and whether they'd like to continue doing that, even on their own. Also discuss when it might be helpful to do an activity like this.

Notes: A number of guided relaxations and progressive muscle relaxations are available on the internet as well as in books. There are even some great videos on youtube.com that include relaxing music along with the relaxations.



ACTIVITY 1.6: UP CHUCK*

Time Required: 30 – 45 minutes

Set Up:

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.

*Activity adapted from Creating Healthy Habits by Katie Kilty, Ed.D. and used with permission.

Continued on following page



ACTIVITY 1.6: UP CHUCK (CONTINUED)

Questions for Discussion:

- Tell me about what happened.
 - How did you react when you caught one ball?
 - 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? Why?
 - Tell me about some times in your daily lives when stress impacted your mental, emotional and physical responses in both helpful and harmful ways.
-

Notes:

- *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.*

Tips for Combating Stress

Be active. Stressors happen every day. A great way to combat both the physical and emotional effects of stress is through exercise. Exercise can release endorphins, which are chemicals in our brains that make us feel good about ourselves. Exercise increases mood and gets the body moving, which both counteract the negative effects of stress. Running, bike riding, hiking and yoga are particularly good exercises when trying to relieve stress.

Eat well. It's important to eat nutritionally dense foods when stressed. It's easy to emotionally eat and eat "comfort foods" when stressed, but eating nutritionally dense foods can combat stress. Some good foods to eat when feeling stressed are: asparagus, avocados, berries, cashews and walnuts, garlic, chamomile and green tea, citrus fruits, oatmeal, and even chocolate. These foods are rich in vitamins, minerals and antioxidants, which have positive impacts on the brain when experiencing stress.

Create self-care time in your day. When feeling stressed about the many different moving pieces in life, it's important to take some time for yourself in the day. Watching a movie, taking a bath or shower, reading a book, listening to music, cooking a good meal, or simply spending time alone can be rewarding and combat the stress of constantly being with others. In order to do one thing every day to take care of yourself, you might need to schedule the time, but it doesn't need to take more than 5–10 minutes.

Practice mindfulness and relaxation techniques. Mindfulness itself can reduce the impact of stress, and even prevent situations from becoming stressful in the first place. An added technique to mindfulness is relaxation. Useful relaxation techniques are different for everyone, and may include simple stretches, visualization, walking, yoga or meditation. Additionally, practicing deep breathing techniques during a stressful situation can immediately counteract the effects in the moment.

Get organized. Organization can help combat stress by adding predictability to the day. When people feel stress they are more likely to forget or lose things, which can add even more stress. Keeping a calendar, planner, and folders with important information or documents can help to decrease stress by creating predictability. Planning ahead and mentally preparing for what comes next in the day, week or month is much easier when you are organized.

Spend time in nature. The natural world is extremely healing, and the benefits of spending time in nature have been proven. Even if you simply sit in a park or open green space for a few minutes, time in nature (without a cellphone or other electronics) can be therapeutic and healing. The brain and body respond very positively to nature, and spending time in nature can release chemicals similar to those released during exercise or deep breathing. Scheduling your self-care time in nature is a great way to make sure it happens from time to time.

Healthy Self Esteem

Self-esteem is the image and thoughts we have about ourselves. Self-esteem is present and evolving throughout life, impacted by our changing circumstances and constant interaction with new people. All experiences, past or future, can impact self-esteem both positively and negatively.



ACTIVITY 1.7: I AM...*

Time Required: 10 – 15 minutes

Materials Required:

- Whiteboard or poster paper
- Markers or colored pencils
- Paper
- Pen/pencil

Activity:

- Discuss positive self-talk. Positive self-talk is telling ourselves positive things. When we use positive self-talk, feelings about ourselves improve and can actually help us to do things that may be difficult.
- Examples of positive self-talk include: "I can do it," "I am strong," "I am creative."
- Brainstorm "I am" statements on the whiteboard.
- Individually, in partners, or as a group, allow participants to create a poster of "I am" statements.
- Allow participants to share with the group.
- Discuss when it might be helpful to use positive self-talk and "I am" statements in life.

Notes: Another option for practicing positive self-talk is to ask participants to assume a balance pose, such as "tree" pose (standing on one foot). While participants are standing in tree pose, ask them to think, "I am balanced," "I am strong," "I can do this." Next try standing in tree pose and use negative selftalk. Think to yourself, "I can't do this," "This is too hard," "I'm bad at this."

*Activity adapted from the Special Olympics SOFit Manual and used with permission.

Tips for Improving Self-Esteem

Managing thoughts through mindfulness. People control their own thoughts. When experiencing a negative thought about oneself, it's okay to say, "Stop!" and replace that thought with positive self-talk, such as, "I can do this."

Taking pride in accomplishments, ideas and opinions. Each individual is unique, which is what makes the world a wonderful place. Being kind to oneself and accepting differences in self and others can boost self-image.

Goal setting. Setting goals, even big goals, helps to boost self-esteem. When people reach goals they've set for themselves, they feel accomplished and proud. Celebrating the attainment of a goal internally helps to boost self-esteem.

Doing something for someone else. Volunteering or simply helping someone in need of assistance — no matter how big or small the task — boosts confidence.

Facing and conquering anxieties or fears. Sometimes conquering a fear can make a person feel strong, powerful, and on top of the world. What better way to feel good about oneself than the feeling of having conquered something that was scary or challenging?

Taking pride in what can be done, and accepting what can't be done. Everyone has strong suits as well as limitations. Accepting limitations is a part of celebrating abilities, and is important for a healthy self-esteem.

Focusing on positive attributes. By focusing on things one does well, the brain can be trained to consistently focus on the positive.

TOPIC 2: SOCIAL WELLNESS

Being social means spending time in large or small groups, and often forming relationships with the people in those groups. These relationships can take many forms, all of which have different meanings to us. Who we spend time with can influence our choices, behavior, and opportunities every day. Having healthy relationships is important, not only for support and guidance, but also for fun and safety. Activities in this topic look at what it means to have healthy relationships and the social skills fundamental to building them.

.....

Healthy Relationships

Relationships are connections between two or more people. We all have different types of relationships in our lives — relationships with our family, friends, classmates, coworkers, and community. All of these relationships are a natural and necessary part of our social wellness.





ACTIVITY 2.1: RELATIONSHIP CIRCLE*

Time Required: 10 – 15 minutes

Materials Required:

- Pen/pencil
 - Completed “People in My Life” activity
 - Copies of “Relationship Circle” worksheet on following page
-

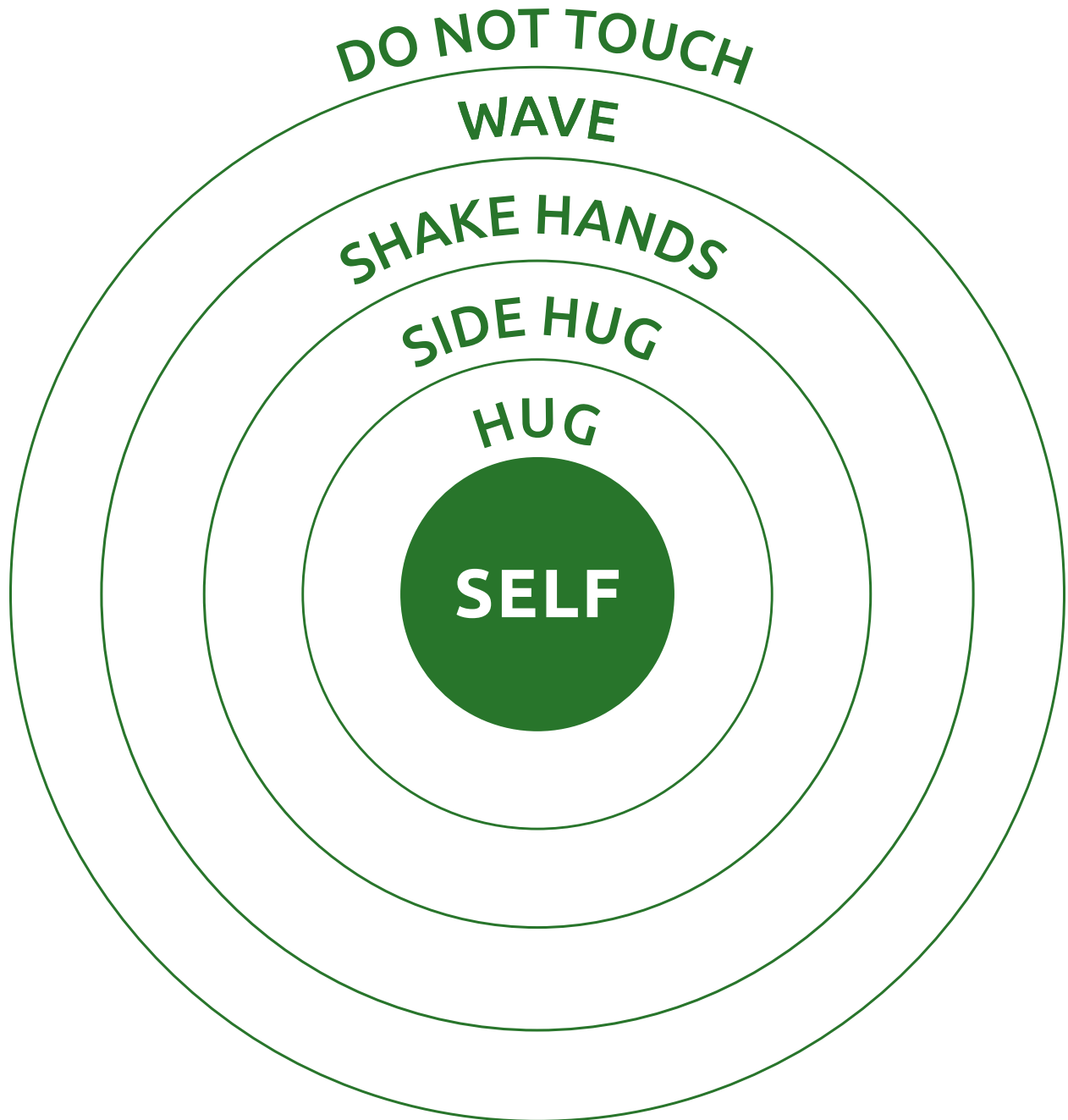
Activity:

- Start by writing your own name in the middle circle.
 - In the “Hug” circle, write the names of people with whom you have the closest relationships. Many people put only a few people in this circle. It might include your immediate family and a few friends. In the “Side Hug” circle, write the names of people who are also very close to you, but not as close as those in the “Hug” circle. This may include more friends and other family members. You might even include a caregiver or support person with whom you are very close.
 - In the “Shake Hands” circle, write the names of people you know well, but who are not your closest friends or family. You’ll have more people in this circle, and you might include classmates, colleagues/co-workers, teammates, teachers and more. This circle may include types of touch that are hand to hand such as high fives, fist bumps, etc.
 - In the “Wave” circle, write the names of people you’re acquainted with but don’t know very well. This circle will have even more people and may include some community members you see often and know their names. This circle also includes types of affection that are not touch (peace fingers, head nod, salute, etc.).
 - The circle titled “Do Not Touch” includes the rest of the world (strangers, etc.). We do not need to talk to everyone we see on the street.
-

Notes: Remember that all people have different and unique relationships with others. Although it seems natural to include immediate family members like siblings and parents in the “Hug” circle, not all people are comfortable with this, and that’s okay. Encourage people to write the names they feel are appropriate for each type of relationship.

*Activity adapted from The Power of Me, Mad Hatter Wellness, madhatterwellness.com and used with permission.

RELATIONSHIP CIRCLE WORKSHEET





ACTIVITY 2.2: THINGS IN COMMON*

Time Required: 30 minutes

Materials Required:

- Paper
 - Pen/pencil
-

Activity:

This activity can be done with partners. Each partner, on their own paper, should draw a line down the center of the page, making two columns. On the left side of the paper, write down hobbies or activities that you love to do. When both partners are finished, compare your lists. On the right side of the paper, make a list of things you have in common. Brainstorm new ways you can do these activities together.

Examples:

- If you both like baseball, schedule a time to play catch.
- Do you like to walk or run? Find new places or routes to go together.
- Do you both like reading? Find new libraries and bookshops where you can browse through your favorites and discuss them.

Finally, go out and do an activity together.

Notes: This activity can be combined with a physical activity session. Have participants choose physical activities that they enjoy doing and choose one of those to do during your physical activity session.

*Activity adapted from the Special Olympics SOfit Manual and used with permission.

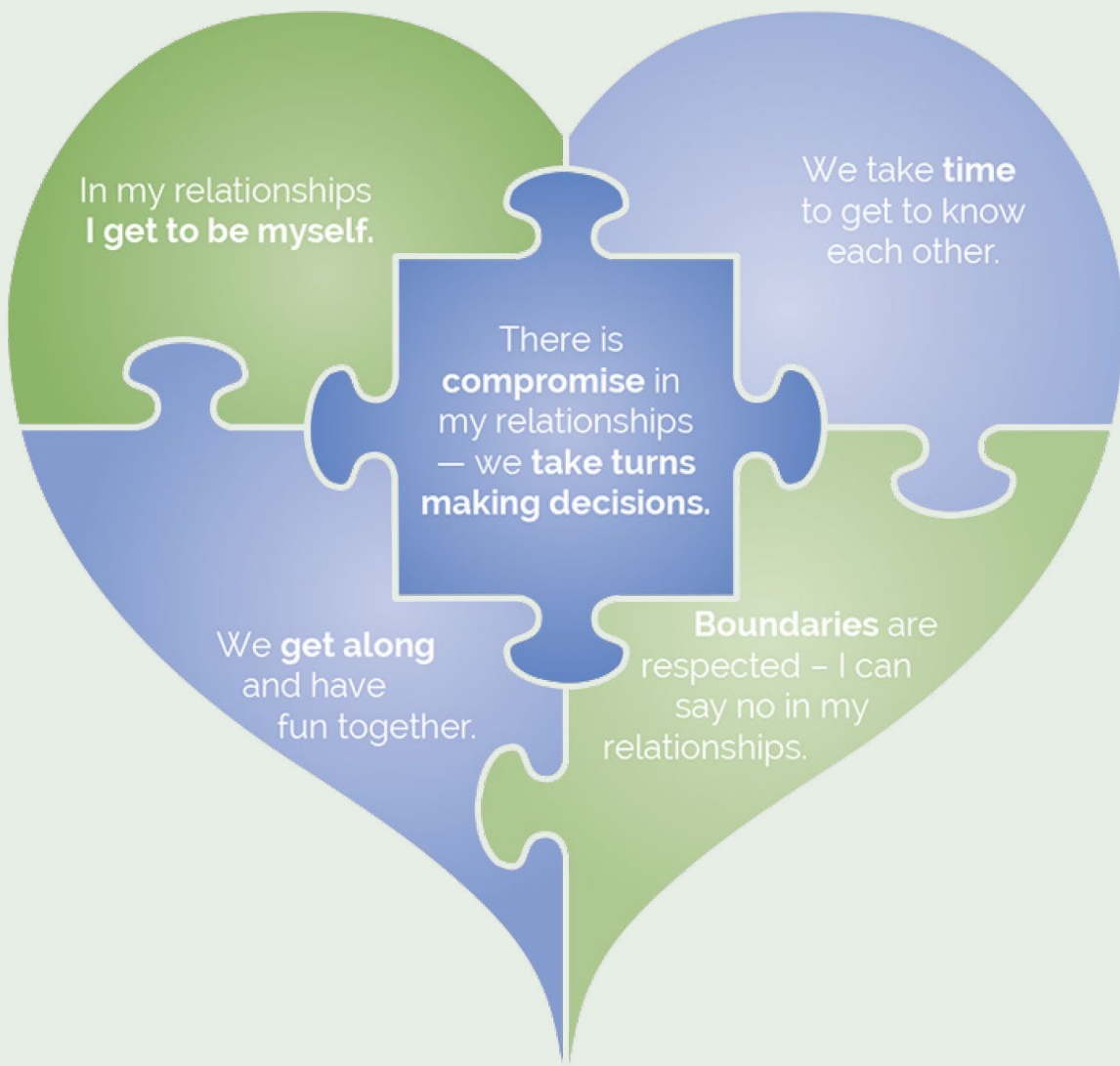
Tips to know if you have Healthy Relationships

In a healthy relationship:

- You take turns making decisions.
- You respect each other through words and actions.
- You use kind and caring words.
- You both share thoughts and feelings even if you disagree.
- You both support and encourage each other.
- You communicate well.
- You can say no.

In an unhealthy relationship:

- You don't respect each other with words or actions.
- Decisions are unfairly made or one-sided.
- One person tries to control the other's actions.
- One or both of you criticize the other's thoughts, feelings, and actions.
- You might feel worried when you disagree.
- You might feel pressured to do things you don't want to do.
- You don't communicate well.
- You may experience yelling or physical aggression during an argument.
- One person wants the other to keep secrets.



- **In my relationships I get to be myself.**

I don't have to pretend to be someone else.
The relationship is truthful and real.

- **We take time to get to know each other.**

The amount of time to get to know someone
is different for all relationships.

- **There is compromise in my relationships —
we take turns making decisions.**

There is a shared power in the relationship.

- **We get along and have fun together.**

We have things in common. Arguments
are brief and end respectfully.

- **Boundaries are respected —
I can say no in my relationships.**

If I say no, the other person doesn't get
upset with me.

Social Skills

We all express ourselves differently based on our personality types. Healthy relationships are built when you have the right social skills, like communication, and respect for yourself and others.



ACTIVITY 2.3: ARCHETYPE GAME*

Time Required: 10 – 20 minutes

Materials Required:

- Music or drum

Activity:

Participants spread out around the room, each standing tall. On a slow count of four, they grow into a statue that represents a specific archetype or character, such as a king or queen. See list below for examples of different archetypes. With music playing (or drum sounding), ask participants to move the way their archetype or character would move. When you say “Freeze” or the music/drum stops, all participants stop and stand tall. Start over with a different archetype.

Participants must give each other space when they are moving around the room. No touching, running, or talking is allowed. If an individual breaks the rules, he or she must sit out for one archetype before rejoining the game.

Example Archetypes:

- The Trickster: the sneaky self
- The Warrior: the fierce self
- Prince or Princess: the self connected with a sense of pride and elegance
- Wise King or Queen: the self who steps into responsibility or leadership
- Monster: the scary self
- Angel: the kind and giving self
- The Content One: the self who feels satisfied with who we are and our own personal gifts
- Kind and Friendly One: the social self
- Bear or the Hermit in the Cave: the self that takes time to be alone
- Peaceful One: the quiet, contemplative self
- Clown: the silly self
- Courageous Explorer: the self who faces adversity

*Activity adapted from Yoga Calm for Children, www.yogacalm.org and used with permission.

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ACTIVITY 2.3: ARCHETYPE GAME (CONTINUED)

Questions for Discussion:

- Which archetype was easy or natural for you?
 - Which archetype was uncomfortable to act out?
 - Did you have an archetype that was your favorite? Which one?
 - When do we need to use each archetype in our life and when might one be dangerous?
(e.g., Kind and Friendly around friends and family — careful when around strangers)
 - When might an archetype get us into trouble?
(e.g., The Trickster, when interviewing for a job or when company comes over for dinner)
-

Notes: If someone is having a difficult time participating, he or she can be the one to control the music or play the drum.



ACTIVITY 2.4: COMMUNICATION GAME*

Time Required: 30 minutes

Materials Required:

- Whiteboard or poster paper
- Markers

Activity:

Draw the following chart on a whiteboard or poster paper. Write down the first situation and leave the dialogue boxes empty. Tell participants they are going to learn some skills that will help them communicate more clearly with friends, family, and people in their lives.

Ask individuals to imagine that a friend comes up and remarks, “Joe won’t let me join the kickball game.” Then go through the different ways to respond, starting with “Restate” and ending with “Encourage” or “Empathize,” as in the example below. After showing the first two situations, ask the group to come up with responses for the last scenario.

Situation	Restate	Reflect Feelings	Ask Questions	Share Your Experience	Encourage or Empathize
Joe won't let me join the kickball game.	He said you can't play?	You look mad. You sounded frustrated.	When did he say that? Who was there? Did anyone stick up for you?	Tony did that to me on Tuesday.	That is so annoying!
Mary told Frank that I like him!	She told Frank?	You sound upset.	How do you know she told him? What did you say to her?	I've had girls do that to me. I was really mad.	I'm sorry she did that. I know you didn't want anyone to tell.
My mom won't let me go to the party.					

*Activity adapted from Yoga Calm for Children, www.yogacalm.org and used with permission.

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ACTIVITY 2.4: COMMUNICATION GAME (CONTINUED)

After completing the third scenario, divide the participants into two groups. Ask two volunteers from Group 1 to come to the front of the room. Write a new situation in the next row of the chart and tell the participants they will have three minutes to keep a conversation going using the different communication skills. Each time they use one of the skills, put a check under that skill. Each check is worth a point. If the two people get stuck, they can ask for help from others on their team.

Then have two individuals from Group 2 do the same. The group with the most points at the end of the game wins.

It's best to go two or three rounds before declaring a winner, so everyone will have more time to practice.

After playing the game in groups, have participants divide into pairs and practice together for 2 – 3 minutes. It helps to give them a subject, such as “Tell about a time when you were really scared.”

Notes: This game can also be done in one large group without making it a competition. It may be helpful to practice in pairs before playing as a game.



ACTIVITY 2.5: BALLOON TROLLEYS*

Time Required: 30 minutes

Set Up:

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.
-

Question for Discussion:

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

*Activity adapted from Creating Healthy Habits by Katie Kilty, Ed.D. and used with permission.



ACTIVITY 2.6: PATHWAY TO HEALTH & FITNESS

Time Required: 30 minutes

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.



*Activity adapted from *Creating Healthy Habits* by Katie Kilty, Ed.D. and used with permission.

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ACTIVITY 2.6: PATHWAY TO HEALTH & FITNESS (CONTINUED)

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 four was the last overturned and correct number, only five 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.

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ACTIVITY 2.6: PATHWAY TO HEALTH & FITNESS (CONTINUED)

Questions for Discussion:

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

Notes: 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.

TOPIC 3: PHYSICAL WELLNESS

An important aspect of wellness is being able to move your body with strength and endurance. Physical Wellness is much more than just exercise — it is anything and everything having to do with your body. Physical Wellness links areas of hydration, movement, nutrition, and sleep. Being physically fit helps control weight, prevent diseases and illnesses, improve mood, boost energy, and promote better sleep. Activities in this topic encourage adoption of healthy practices outside of sports and the classroom to support well-balanced and lifelong health and fitness practices.

.....

Movement

Movement is extremely important in maintaining physical fitness. We can move our bodies in many ways that may not even be considered exercise. No matter your fitness goals (flexibility, weight control, increased strength), it is important to keep things fresh and fun — to find things you enjoy!



Wayzata High School, MN



ACTIVITY 3.1: FITNESS WHOMP 'EM*

Time Required: 30 minutes

Set Up:

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.

*Activity adapted from *Creating Healthy Habits* by Katie Kilty, Ed.D. and used with permission.



ACTIVITY 3.2: YOGA CLASS*

Time Required: 30 – 60 minutes

Materials Required:

- Yoga Video (from Youtube or DVD)
 - Yoga mats or chairs
-

Activity:

- As a group, participate in a yoga class.
 - If time, allow for discussion after the class.
-

Notes: Instead of using a video, consider bringing in a yoga teacher to teach a short yoga session to the group.

*Activity adapted from the Special Olympics SOfit Manual and used with permission.

Health-Related Fitness

There are five components of health-related fitness: cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition. Each of these components play a vital role in keeping our bodies functional and healthy.



ACTIVITY 3.3: HEART RATE CHECK*

Time Required: 5 – 10 minutes

Materials Required:

- Clock or stopwatch

Activity:

Instruct participants to check their resting heart rate for one minute in their neck or wrist. Make sure to give extra instruction on how to find the pulse. Remind participants that the resting heart rate should be between 50 – 80 for one minute. Lead participants through a one-minute cardio activity such as jump roping, doing sit ups, running in place, etc. Recheck heart rate for one minute.

Questions for Discussion:

- What did you notice about your heart rate after one minute of cardio exercise?
- What was happening to your heart during the cardiovascular exercise? Examples of answers: Blood pumping faster to get to working muscles, strengthening the heart muscle
- Brainstorm some cardiovascular activities you can do throughout the day without any equipment.
- Think of other activities you can do with equipment.
- Reiterate that the heart is a muscle that needs to be exercised just like the rest of the muscles in the body. The only way to do that is to have bouts of activity in which the heart rate is increased from the resting state.

Notes: Discuss how the heart rate can be quickly checked. Six-second check and add a zero to the end. Ten-second check and multiply by six.

*Activity adapted from the Special Olympics SOFit Manual and used with permission.



ACTIVITY 3.4: GET ACTIVE WITH FLEXIBILITY*

Time Required: 10 – 12 minutes

Materials Required:

- Posters about stretches or a stretch routine
-

Activity:

Lead participants through a full-body flexibility program. As you are stretching various parts of the body, ask participants if they know which muscles are being stretched. Use the count of 20 for each stretch.

Define “Ballistic Stretching” (bouncing of the stretch) and ask participants why that is not a safe way to stretch. Examples of answers: It can tear muscle fibers, over stretch and cause pain.

Define “Static Stretching” (stationary holding of a stretch without bouncing). Ask why this is a safe way to stretch. Examples of answers: Able to get a deep, less painful stretch. Able to safely push muscle to full range of motion, gradual stretch that can be pushed as muscles relax and get more flexible.

Allow for discussion after stretching routine if time.

Notes: As an option, consider using mats for these exercises. You can create your own stretching routine or find something online.

*Activity adapted from the Special Olympics SOfit Manual and used with permission.



ACTIVITY 3.5: MUSCULAR STRENGTH & ENDURANCE*

Time Required: 30 minutes

Materials Required:

- Fit5 cards or videos: <https://resources.specialolympics.org/fit-5/>
-

Activity:

Use Fit 5 cards or videos to lead students through an exercise routine

*Activity adapted from the Special Olympics Fit5 Guide and used with permission.

Lifestyle Choices

Introduce other important topics of physical wellness to your students.

- Sleep
- Goal-setting
- Disease & Illness Prevention
- FITT (Frequency, Intensity, Time, Type) principles
- Fitness Assessment
- Personal Hygiene

TOPIC 4: NUTRITIONAL WELLNESS

Nutrition is an essential pillar of fitness and health. The food and drink we put into our bodies impacts how we think, feel and behave. It is important to have a balanced diet through a variety of nutrient-rich foods. Essential nutrients needed to fuel our bodies include minerals, vitamins, carbohydrates, fat, protein and water. Activities in this topic focus on important elements of nutrition and hydration, and how to make well-balanced choices.

.....

Balanced Eating

When thinking about the food on our plate, we should consider a variety of foods to get the variety of essential nutrients needed to power our minds and bodies. Balanced eating takes planning and preparation, so we first should become aware of our eating habits and inform ourselves about the different purposes food holds for our bodies.

.....





ACTIVITY 4.1: UNDERSTANDING FOOD LABELS*

Time Required: 15 minutes

Materials Required:

- 1 – 3 food labels for each pair
-

Activity:

This activity will help explain the contents of a food label.

- Find serving size. The nutritional information is for one serving.
 - Find the calories (“fuel for our bodies”). Multiply by number of servings for total calories.
 - Find the ingredients list. It’s ordered from greatest amount to least. Are the ingredients real food or are they chemicals?
 - Find the sugar, sodium, and saturated fat daily percentage. Is there a high percentage for daily value?
 - Find the percentages of daily vitamins and minerals. Is there a high percentage for daily value? Or is it zero percent?
 - Find daily recommendations for calories. Are the calories for this food empty calories or packed with essential nutrients?
-

Notes: Option to have another label with a similar food and compare the two labels. Have participants recommend the better choice for balance and essential nutrients.

*Activity adapted from the Special Olympics SOfit Manual and used with permission.



ACTIVITY 4.2: THIS OR THAT*

Time Required: 20 – 30 minutes

Materials Required:

- Labels and pictures of food that are in the same food category (cereals, snacks, drinks, etc.)
-

Activity:

Show a series of photos or bring in the real food. Hand out food labels for the different foods. Ask participants which foods would be considered nutrient dense or nutrient deficient (empty calories). Show pictures of the following foods:

- Wheat and white bread
- Sugar rich cereals
- Brown pasta and white pasta (or rice)
- Granola bar options
- 100% or fresh squeezed juice or 5% juice
- Banana pudding or a banana
- Applesauce or an apple

Have participants look at the food label and tell why each is in its category.

Notes: Highlight the vitamins, minerals, and sugar content in each food. Be sure to explain that fresh fruit is sweet because it's made up of natural sugars. Sugar such as high fructose corn syrup is added to some products to make them sweet. Fresh fruit may have sugar, but it also has many more vitamins and minerals. Compare wheat products and white products (cereals, breads, pasta and rice). "Whole grains" have all the vitamins and minerals intact, not removed as with white products. White products have been stripped of the nutrients and may have extras like sugar added for flavor.

*Activity adapted from the Special Olympics SOFit Manual and used with permission.



ACTIVITY 4.3: HEALTHY NUTRITION*

Time Required: 30 – 40 minutes

Activity:

Hand out the blank plate worksheet on the following page, and have students draw what they had for dinner last night, including what they had to drink.

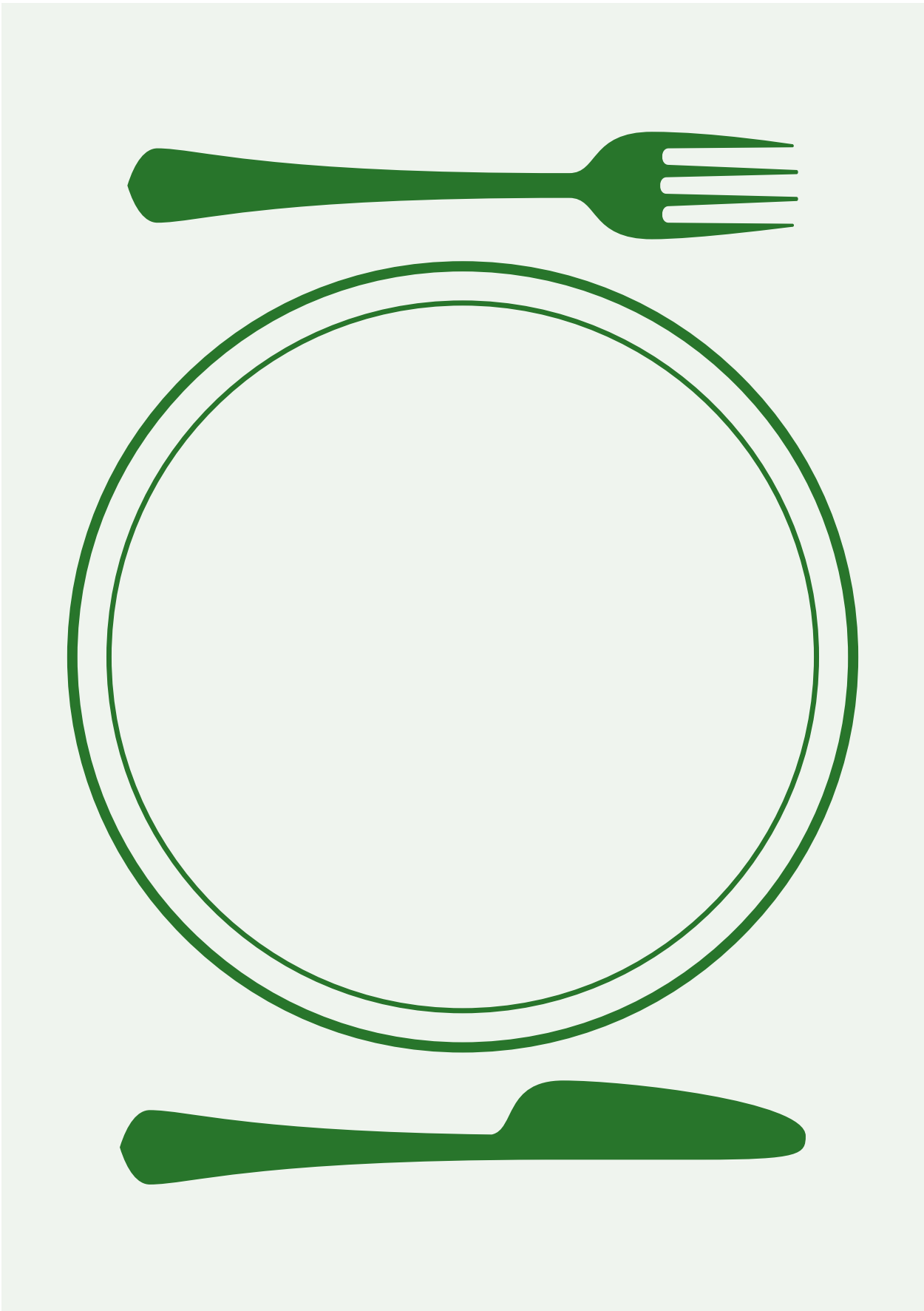
Then show the Nutrition Placemat and discuss the following food categories:

- **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 created by Special Olympics for the Unified Physical Education Resources.



Tips to Balanced Eating

- Eat a variety of fruits and vegetables, because they are nutrient dense.
- Drink 8 – 12 glasses of water each day.
- Eat a variety of meats, including lean meats such as fish, chicken and turkey, and other protein sources such as nuts and legumes.
- Remember foods such as ice cream, candy, baked goods, soda, and fruit beverages are nutrient deficient and should be eaten in moderation.
- Know the ingredients in the foods you eat (for example: fresh food or processed food).
- Eat throughout the day: breakfast, lunch, dinner and 2 – 3 snacks.
- Balanced eating is a great way to get us to stop and think about what our body and mind need for energy and being at our best. Balanced eating shows that we understand that not all foods are equal in nutrients.

Be Aware of What You Are Eating

- Choose foods that are considered nutrient dense: whole grains, fresh fruits, vegetables, milk, and lean meats such as turkey, chicken and fish.
- Stay away from foods that are considered nutrient deficient: candy, soda, cookies, chips, ice cream and fried foods.
- Educate yourself about the information in food labels: serving size, ingredients, nutrients, and more.
- Strive to eat fresh, unprocessed foods. This includes whole grain breads, meats, dairy products without antibiotics, and fresh fruits and vegetables without packaging.
- Balanced meal planning can include dessert. It's okay to treat yourself once in a while.

Identify Areas for Growth

- Try to eat 3 – 5 meals per day.
- Include lean proteins, unsaturated fats, and complex carbohydrates for long-term energy.
- Try to eat something every two hours, including balanced snacks, to keep metabolism (energy) levels up.
- Eat smaller snacks between meals to avoid hunger and lowered energy.
- Drink 8 – 12 glasses of water per day.
- Limit caffeine intake late in the day, as this can impact sleep if after 2 p.m.
- Avoid late evening snacking, as this can impact sleep if after 6 p.m.

Eating on the Go

When you're on the go with a busy lifestyle, sometimes it is hard to make balanced decisions. Remember to be mindful of what you're eating. Ask yourself if the food will provide you with the essential nutrients to keep you going.



ACTIVITY 4.4: FAST FOOD MENU*

Time Required: 5 – 10 minutes

Materials Required:

- Two or three fast food menus
 - Paper
 - Pen/pencil
-

Activity:

- Have participants choose a fast food restaurant menu to look at.
 - Ask them to write down a meal they have had in the past. Include a sandwich, side dish and drink.
 - Alter the meal in a way to add more essential nutrients and lower saturated fat, sodium and calories.
 - Have participants share their changes and discuss.
-

Notes: Share the information above about how to make balanced choices at a fast food restaurant. Consider limiting sizes, adding vegetables, and choosing baked or grilled items.

*Activity adapted from the Special Olympics SOFit Manual and used with permission.



ACTIVITY 4.5: FAST FOOD FRENZY*

Time Required: 5 – 10 minutes

Set Up:

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

*Activity adapted from Creating Healthy Habits by Katie Kilty, Ed.D. and used with permission.

Continued on following page



ACTIVITY 4.5: FAST FOOD FRENZY (CONTINUED)

Questions for Discussion:

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

Reflection Activity:

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.

Beverage Choices

Water is an essential nutrient. Our bodies are made up of 60 percent water, so it is not surprising that water is the most important beverage to drink. Even though we like the taste of other beverage options, we have to be careful because not all drinks are equal in nutritional content.



ACTIVITY 4.6: GOT SUGAR?*

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Time Required: 5 – 10 minutes

.....

Materials Required:

- Sugar cubes
 - Bowls or plastic bags
 - Drink labels
-

Activity:

- This can be done as a demonstration or participants can measure out the sugar.
 - Ask individuals to figure out how much sugar is in the whole bottle (most bottles have more than one serving). Multiply the grams of sugar by the number of servings. Sugar g x servings = total grams of sugar.
 - Have participants measure out the sugar cubes for a visual of how much added sugar is in the drink. 1 cube of sugar = 3 grams.
 - Groups can share their results in a short presentation and discuss. Below is a link to a short powerpoint from CNN that shows how much sugar is in some popular beverages:
<http://www.cnn.com/2014/07/02/health/gallery/sugar-sweetened-beverages/>
-

Notes: Another option is to measure out the sugar beforehand and discuss as a group.

*Activity adapted from the Special Olympics SOFit Manual and used with permission.



ACTIVITY 4.7: SPIN THE WATER WHEEL*

Time Required: 20 – 30 minutes

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.

*Activity adapted from Special Olympics Healthy Communities and used with permission.



SECTION 9

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. These resources outline strategies to support educators with inclusive school environments. They are designed as examples and samples that can be modified to meet the needs of each individual classroom or school district.



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Physical fitness should be an integral component of Unified Physical Education. Understanding the relationship between health and fitness is critical for students to make positive, lifelong healthy choices. A variety of assessments can be used to determine a student's level of physical fitness with regard to the five health-related components of fitness (cardiovascular endurance, muscular strength, muscular endurance, flexibility, body composition). The assessment results could then be used to create SMART (Specific, Measurable, Attainable, Relevant and Timely) goals that focus on maintaining or increasing a student's level of physical fitness.



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 students 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).

"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, 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 Be 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 10

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. These resources outline strategies to support educators with inclusive school environments. They are designed as examples and samples that can be modified to meet the needs of each individual classroom or school district.



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Journaling 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 toward 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 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 Reflection

The following reflection questions can be administered during or at the completion of each individual topic 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

Wellness Topic Reflection

The following reflection questions can be administered during or at the completion of each individual Wellness topic.

Emotional & Mental Wellness

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

Social Wellness

- How can you influence others (such as friends, family, classmates) to make better health choices?
- How can you help your classmates in achieving their personal fitness goals?

Physical Wellness

- Why is exercise important to being a healthy person? How can you get more exercise each week?
- What challenges do you expect in achieving your personal fitness goals?

Nutritional Wellness

- Please describe at least one eating habit that you can change to make yourself a healthier person?
- Why is it important to drink water and reduce drinks that are high in sugar?
- How can you motivate yourself to drink more water?



Wayzata High School, MN



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 11

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. These resources outline strategies to support educators with inclusive school environments. They are designed as examples and samples that can be modified to meet the needs of each individual classroom or school district.



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Sample Rubric & Reflection Essay

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

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

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

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

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



Columbus High School, WI

SECTION 12

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. These resources outline strategies to support educators with inclusive school environments. They are designed as examples and samples that can be modified to meet the needs of each individual classroom or school district.



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Future Educator Credit

A Future Educator for the Unified 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, Respect Rally, Disability Awareness Week, Unified Sports Festival or Field Day.



Wayzata High School, MN

SECTION 13

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. These resources outline strategies to support educators with inclusive school environments. They are designed as examples and samples that can be modified to meet the needs of each individual classroom or school district.



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

Physical Education & Sport Resources:

- SHAPE America National Physical Education Standards: <http://www.shapeamerica.org/standards/pe/>
 - Four Essential Components of Physical Education:
<https://www.shapeamerica.org/publications/resources/teachingtools/teachertoolbox/explorepe.aspx>
 - Instructional Framework for Fitness Education in Physical Education:
<https://www.shapeamerica.org/uploads/pdfs/Instructional-Framework-for-Fitness-Education-in-Physical-Education.pdf>
 - 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>
 - 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>
 - 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>
 - Quick Reference Coaching Guide: strategies to improve learning and performance:
<http://media.specialolympics.org/resources/sports-essentials/unified-sports/Athlete-Behavior-and-Characteristics.pdf>
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Unified Champion Schools Resources:

- High School Playbook for Unified Champion Schools:
<https://resources.specialolympics.org/community-building/youth-and-school/ucs-playbook-resources>
- Resources and information for all things related to Unified Champion Schools:
<https://resources.specialolympics.org/community-building/youth-and-schools/unified-champion-schools>



Student Leadership Resources:

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

- SOfit: An 8-week Unified program developed by Special Olympics Minnesota that gets participants active while teaching them about holistic wellness: <https://specialolympicsminnesota.org/athletes/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: <https://resources.specialolympics.org/program-models>
 - General Special Olympics Health Resources: <https://resources.specialolympics.org/health>
 - Creating Healthy Habits: An Adventure Guide to Teaching Health and Wellness:
These activities are used with permission from Project Adventure's Creating Healthy Habits publication. 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:
<https://resources.specialolympics.org/community-building/youth-and-schools/unified-champion-schools>
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Online Training Courses:

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



Special Olympics Unified Champion Schools

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