



# Leadership Lessons

## Personal and Professional Development



### Topic 4 of 5: **Healthy Relationships**

#### **Level 1**

Understanding Relationships

#### **Level 2**

Healthy Relationships and Boundaries

#### **Level 3**

Conflict Resolution



# Welcome!



**If this is your first time going through any of the Personal and Professional Development lessons**, before you begin please make sure you download and read through the “Getting Started” Overview on the website: <https://resources.specialolympics.org/ppd>.

**If you have already read through the “Getting Started” Overview or completed one of the other Personal and Professional Development lessons**, proceed with the lessons in this workbook that you would like to complete.

Remember that this topic and the other 4 topics in this suite of resources can be downloaded on the website:

<https://resources.specialolympics.org/ppd>.

Keep in mind that you can complete any of the 5 topics in the Personal and Professional Development suite of resources in any order.

If you have any questions, contact your local Program or Regional staff.

# Topic descriptions and what you should expect

In total, there are **5 different handbooks** covering **5 different topics**. Each topic will have **3 different lessons** in it.

The 5 topics and the 3 lessons within those 5 topics are listed below.

## Topic 4: Healthy Relationships (THIS HANDBOOK)



**Level 1**  
Understanding Relationships  
Page 4

Learning about relationships is important.

Here is what you will learn in this lesson:

- ➔ What it means to have a relationship with someone
- ➔ The difference between a healthy relationship and an unhealthy relationship
- ➔ What to do if you have an unhealthy relationship



**Level 2**  
Healthy Relationships and Boundaries  
Page 17

It is important to have healthy relationships in your life. One important part of a healthy relationship is having boundaries.

Here is what you will learn in this lesson:

- ➔ What are different types of relationships?
- ➔ What are different types of boundaries?
- ➔ How to set your own personal boundaries



**Level 3**  
Conflict Resolution  
Page 28

It is important to know how to solve problems and disagreements in your relationships.

Here is what you will learn in this lesson:

- ➔ What conflict is and how to identify it in relationships
- ➔ Effective ways to prevent conflict
- ➔ Strategies to resolve conflict when it happens

Leadership Lessons

# Healthy Relationships



**Level 1:**

Understanding Relationships



**Level 1**

# Healthy Relationships

## Understanding Relationships



**Think about these questions:**

1. What is a healthy relationship?
2. How do you know if your relationship with a friend or family member is a healthy relationship?

If you do not know yet, do not worry! This lesson will teach you all about relationships and what makes them healthy or unhealthy!

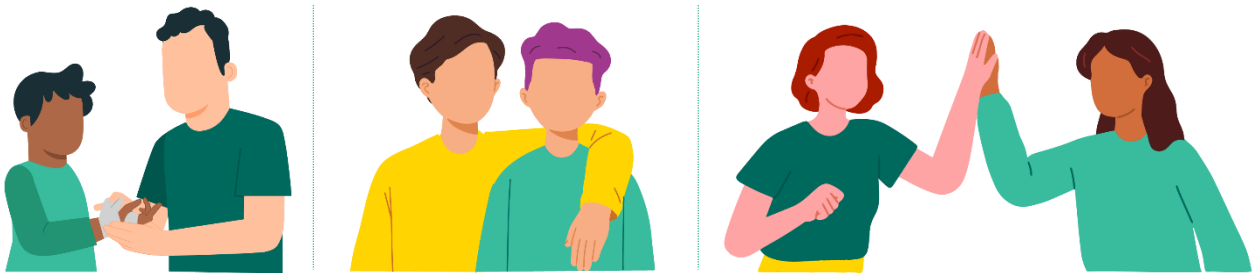


**Think about someone who cares about you.**

Possible answers: family members, teachers, coaches, mentors, community members, teammates, coworkers.



**What do they do or say to show they care about you?**



Possible answers: give hugs, encourage you, say kind words, spend time with you, help you.

**We have relationships with different people in our lives.**

 **LEARN**



**A relationship is a connection between people.**

There are different kinds of relationships too!



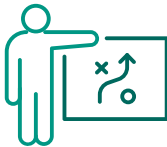
Family



Friend



Romantic



Coach



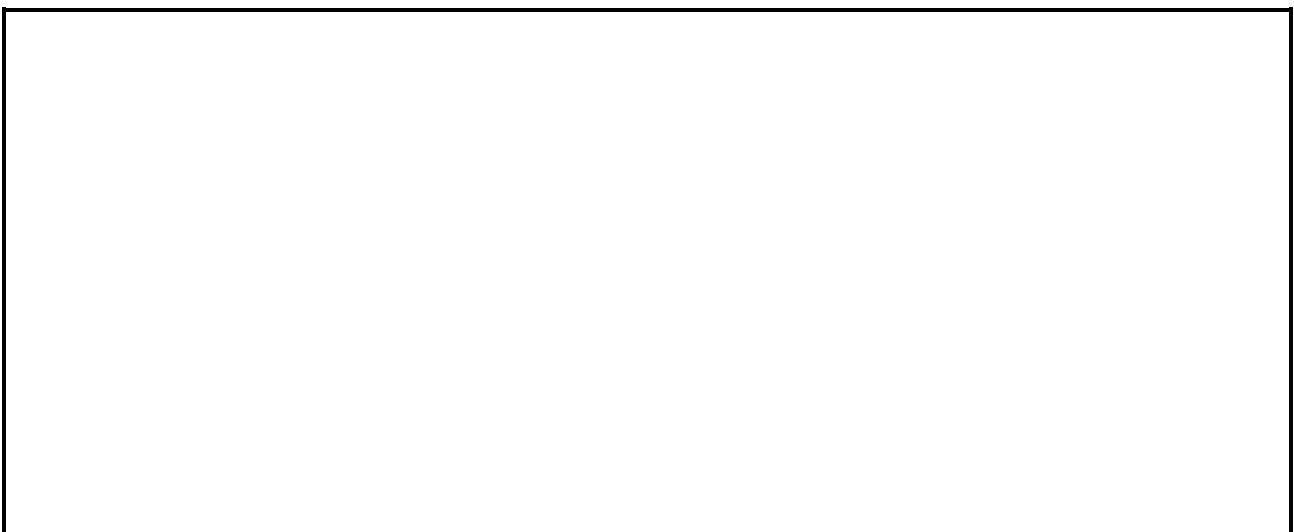
Teammate



Just met



Draw a picture of someone who makes you happy and the things they do to make you happy!




**It is important to feel happy in your relationships. That means it is healthy!**

# Part 1: Healthy vs Unhealthy

A relationship can be healthy or unhealthy.

Healthy means good, strong, and happy.



Unhealthy means bad, harmful, or unhappy.

It is important to understand what makes a relationship healthy or unhealthy.



## What makes a relationship healthy?



Healthy relationships make us feel happy, safe, and supported.



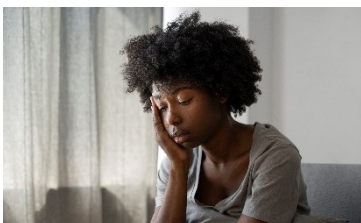
People in healthy relationships are kind and helpful.



Healthy relationships have open communication and trust between people.



## What makes a relationship unhealthy?



Unhealthy relationships can make us feel sad, scared, or not respected.



People in unhealthy relationships may act mean or exclude you.

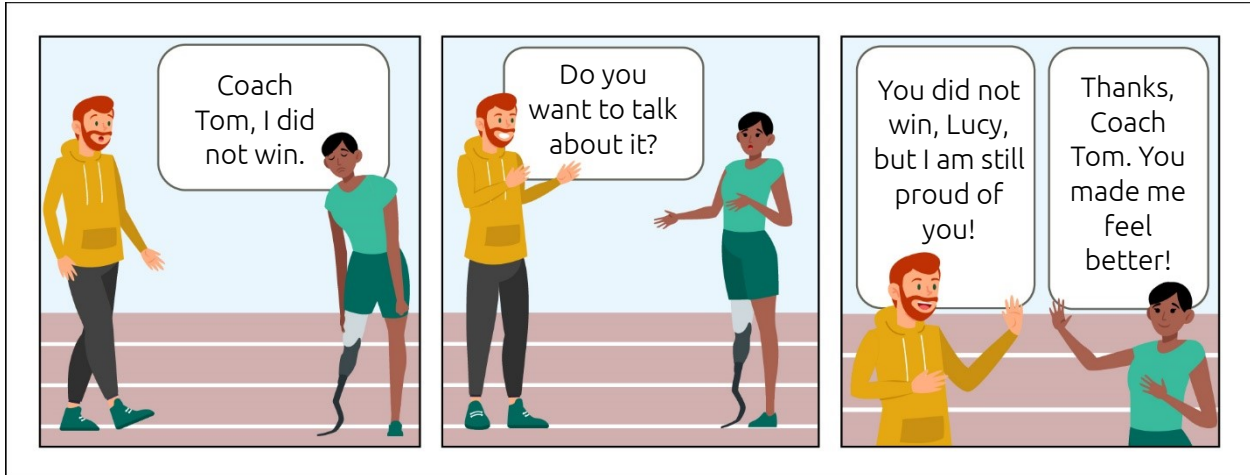


Unhealthy relationships create problems between people.

## Stories

Let us find out if the following stories show **healthy** or **unhealthy** relationships.

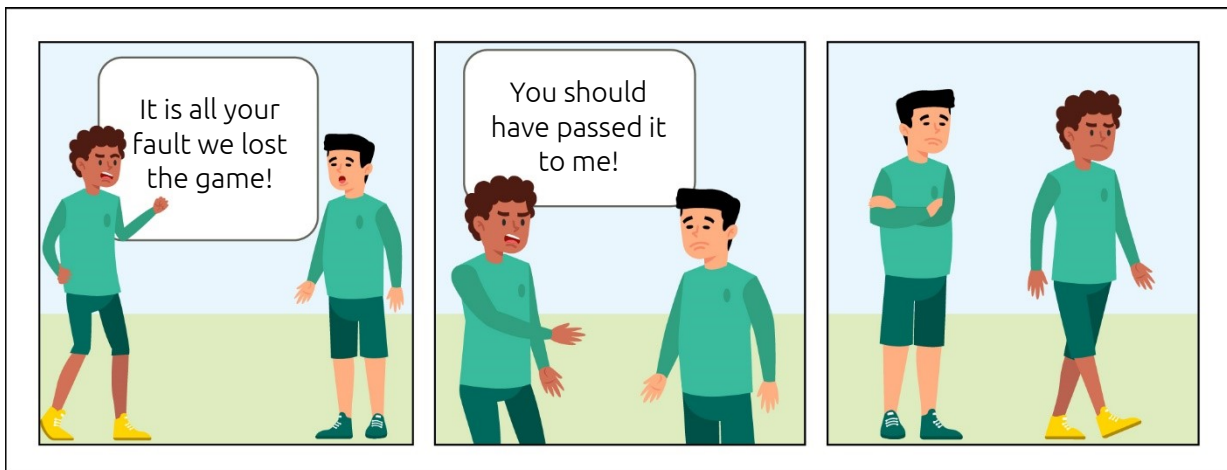
### Story 1



This relationship seems **healthy**!

Coach Tom listened to Lucy and they both treated each other kindly.

### Story 2




### Circle One

- This relationship seems **healthy**.
- This relationship seems **unhealthy**.

Great job! This relationship is **unhealthy** because Tim made Derek feel bad for making a mistake and blamed him for losing the game. That is not kind or supportive.



## Part 2: Practice

 Put a **✓** next to the pictures showing a healthy relationship, and a **✗** next to the picture showing an unhealthy relationship.



Pushing or hitting someone



Eating lunch together



Helping someone learn to skate



Yelling at someone



Excluding someone else



Walking with someone



Saying mean things



Giving a high-five to a teammate

### Answers



Pushing or hitting someone



Eating lunch together



Helping someone learn to skate



Yelling at someone



Excluding someone else



Walking with someone



Saying mean things



Giving a high-five to a teammate







### Lesson Checkpoint

Check-in with yourself to see what you might need next.

- ➔ Any of these choices are okay! It is healthy to make a choice that is best for YOU!
- ➔ Circle what you are going to do next!



Take a break



Ask for help



Come back to this another day



Try another level



Keep going

You made the right choice! You are AWESOME!

## Stories

### Story 3



### Circle One

- a. This relationship seems **healthy**.
- b. This relationship seems **unhealthy**.



Explain your answer by writing or drawing in the space below.

### Answers



Circle One

a. This relationship seems healthy.



**b. This relationship seems unhealthy.**



Explain your answer by writing or drawing in the space below.

This relationship is unhealthy because Lee is telling Jasmine what to do. Lee is trying to control Jasmine. That is not kind.

### Challenge



Use what you learned in Lesson 2 about handling emotions safely to circle the right response for Jasmine in the situations below!

**Choice 1**

**Choice 2**

Answer:

**Choice 1**

**Choice 2**

Choice 1 is the best way for Jasmine to handle her emotions because she is using a strategy before she says unkind words and hurts a teammate's feelings.

Story 4



Chris is angry, **what should he do?**



Finish the story below by drawing a picture or writing it out, so that Chris chooses a safe way to handle his emotions!



Talk to someone and tell them why you chose that ending! Ask them what they would do in that situation.

## Part 3: Healthy Relationship Checklist



Write or draw 2-3 things that make a relationship healthy!

**If you ever feel unsafe in a relationship,  
it is good to find someone else to talk to. It is okay to ask for help!**



In the space below, make a list of people who you will ask for help if you need to!

(Possible answers: Mom, dad, grandparents, sister, brother, aunt, uncle, friends, coaches, mentors, church members, doctors, boss at work, coworkers, police, teammates)

**REFLECT**

Write or draw what you have learned about in this lesson!



Talk to a mentor about what makes a healthy and unhealthy relationship!

**When you are ready for Level 2, where you will learn about boundaries!**

**Lesson Summary**

- A relationship is a connection between people.
- It is important to have healthy relationships.
- A healthy relationship means there is kindness, respect, and support.



Leadership Lessons  
**Healthy Relationships**



**Level 2:**  
What are boundaries?





### Check-in

Welcome to Level 2! Before you begin this lesson, see if you can answer a few of the questions below. If these questions are challenging, go to Level 1 and complete that before starting this level. If you already completed Level 1 and still do not know the answers below, it may be a good idea to go back and review them before continuing with Level 2.

What are 2 types of relationships you might have in life?

1

2

What are 2 signs that a relationship is a healthy relationship?

1

2

What are 2 signs that a relationship is an unhealthy relationship?

1

2

Check in

**Check your answers****What are 2 types of relationships you might have in life?****Answers could include:**

Family, friend, coworker, dating, acquaintance...

**What are 2 signs that a relationship is a healthy relationship?****Answers could include:**

They listen to you, they respect you, they are kind to you...

**What are 2 signs that a relationship is an unhealthy relationship?****Answers could include:**

They do not respect your boundaries, they take more than they give, they are mean to you

If you could answer these 3 questions, continue with Level 2. If you did not know how to answer them, go to Level 1 to learn all about healthy and unhealthy relationships.

## Level 2

# Healthy Relationships

## What are boundaries?

It is important to have healthy relationships in your life. One important part of a healthy relationship is having **boundaries**. During this level, you will learn about:

- ➔ What are different types of relationships?
- ➔ What are different types of boundaries?
- ➔ What are your personal boundaries?

Work through these lessons to learn about and then practice having healthy relationships.

## Part 1: What are different types of relationships?



Boundaries are the rules or limits that someone sets for themselves to keep them healthy, respected, and safe. Boundaries are important because they protect you.

Different relationships may have different boundaries. Let's look at different relationships you might have throughout your life.



Write the name of people who fit in each category for you. If the category does not apply right now, leave it blank.

Type of relationship	Names of people who fit this category
Family	<i>Example: Chris (my dad) Emily (my sister)</i>
Friends	
Teammates	
Coworkers	
Strangers	<i>Example: Store cashier People at the park</i>

Now let's look at a few examples of different types of boundaries.

### Scenario 1

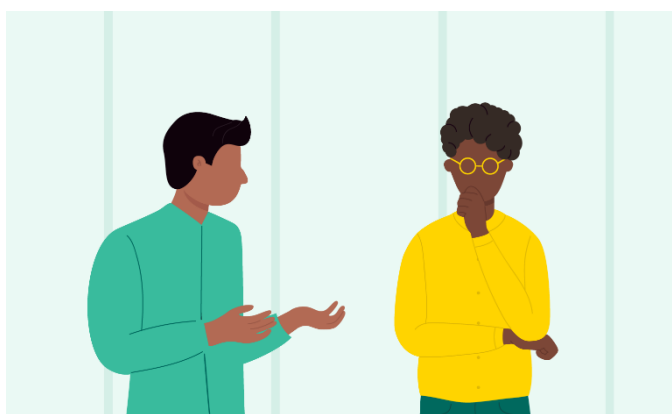


Rachel was standing in line with her friend. Her friend was standing very close to Rachel – too close for Rachel. So Rachel asked her friend, “Can you please take a step back? I need space.”

This is an example of a **physical** boundary. Physical boundaries include privacy, personal space, and touching.

If you were Rachel, how would you handle this situation?

### Scenario 2

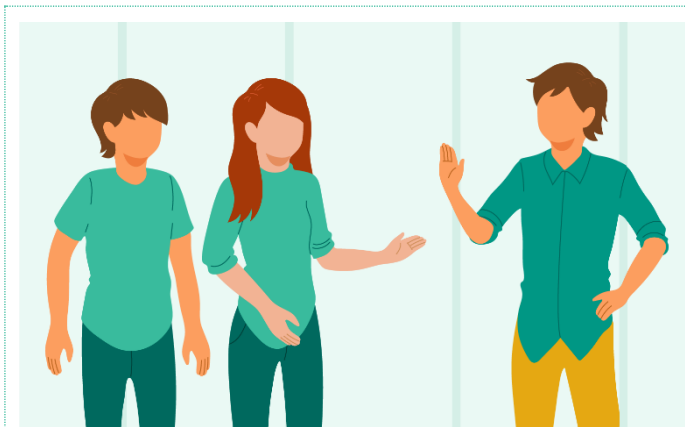


Sam is always sharing too much about his problems or asking Josh for advice. Sam never asks Josh how he is feeling. Josh tells Sam that he wants to help him, but sometimes he does not feel valued or respected by Sam because he never gets to share.

Josh is setting an example of an **emotional** or **mental** boundary. Being a good friend means listening to others, but a healthy relationship also makes space for both people to share and listen equally. Friends should both listen and be able to share with each other. By telling Sam that he needs to be able to share his problems with Josh, he is setting a **boundary** for their friendship to continue.

If you were Josh, how would you handle this situation?

### Scenario 3



Muhammed enjoys laughing with his friends. One day his friends started making jokes about someone's skin color. Muhammed told them that he likes laughing but does not think it is funny to joke about how someone looks, especially their skin color.

Muhammed is setting an example of a **verbal** boundary with his friends. Verbal boundaries are lines that people set to protect themselves or others on topics that they feel uncomfortable discussing.

If you were Muhammed, how would you handle this situation?

These examples were between friends. You may have different personal boundaries with your friends than with a coworker, a family member, or stranger. For the next few sections, we will use boundaries with friends as our examples.

## Part 2: What are different types of boundaries?

In order to figure out what your personal boundaries are, think about these two things: **things that make you feel safe** and **things that make you feel uncomfortable**.



Write your answers in the boxes below.

In these boxes, think about things that family and close friends do:

Things that make me feel safe, supported, and energized

*(Examples: hugs from my parents, friends, cheering me on, someone asking how I'm doing, spending time alone)*

Things that make me feel uncomfortable or exhausted

*(Examples: eye contact, spending too much time with strangers, talking with strangers, shaking hands)*

In these boxes, think about things that family and close friends do:

Things that make me feel safe, supported, and energized

Things that make me feel uncomfortable or exhausted

By thinking about what makes you feel comfortable and what makes you uncomfortable, you can start thinking about your **personal boundaries**. Use the next page to help you think about what is important to you.





Put the statements in order from most important to you to least important to you (Use numbers 1 through 8 with 1 meaning it is the most important thing to you, up until 8, which would be the least important thing to you).

There are many possible ways to order these and no wrong answers!

- \_\_\_\_\_ Ask before using my things.
- \_\_\_\_\_ Telling the truth.
- \_\_\_\_\_ Not sharing secrets.
- \_\_\_\_\_ Ask before hugging.
- \_\_\_\_\_ Making eye contact.
- \_\_\_\_\_ Saying please and thank you.
- \_\_\_\_\_ Not making fun of other people.
- \_\_\_\_\_ Being able to share your problems.



### Lesson Checkpoint

Check-in with yourself to see what you might need next.

- ➔ Any of these choices are okay! It is healthy to make a choice that is best for YOU!
- ➔ Circle what you are going to do next!



Take a break



Ask for help



Come back to  
this another day



Try another level



Keep going

You made the right choice! You are AWESOME!

## Part 3: What are your personal boundaries?

Now that you have been able to look over some different types of boundaries, you can start to think about what boundaries are important to you and how you should communicate them with others.

In this part, you will pick 3 different personal boundaries that are important to you.

- ➔ **Physical boundaries** include privacy, personal space, and touching.
- ➔ **Emotional boundaries** allow you to separate your feelings from someone else's feelings.
- ➔ **Verbal boundaries** are topics that you feel comfortable talking about or what you feel comfortable joking about.

Here are some examples to look through before you write your own.

Boundary	My personal boundary
Physical boundary	<ul style="list-style-type: none"><li>▪ I want people to ask before they hug me.</li><li>▪ My room is my personal space, I want someone to ask or knock before they come into my room.</li></ul>
Emotional boundary	<ul style="list-style-type: none"><li>▪ If I am feeling sad, I do not want to hear about a friend's problem at that moment.</li><li>▪ I would like a friend to listen to my whole problem before offering me advice.</li></ul>
Verbal boundary	<ul style="list-style-type: none"><li>▪ I like to be called Samuel, not Sam or Sammy (do not use nicknames).</li><li>▪ I like to joke with my friends, but not when the jokes involve being mean.</li></ul>

**Now you try!**

Look through examples of different boundaries used in this lesson or think about your own personal beliefs and preferences to come up with a boundary in each of the 3 areas.

Boundary	My personal boundary
Physical boundary	
Emotional boundary	
Verbal boundary	

**Lesson Summary**

Boundaries are the rules or limits that someone sets for themselves to keep them healthy, respected, and safe. Boundaries are important because they protect you and others.

In this lesson we learned:

- What are different types of relationships?
- What are different types of boundaries?
- What are your personal boundaries?

Leadership Lessons

# Healthy Relationships



**Level 3:**

Conflict Resolution





### Check-in

Welcome to Level 3! Before you begin this lesson, see if you can answer a few of the questions below. If these questions are challenging, go to Level 1 or Level 2 and complete those lessons before starting this level. If you already completed Level 1 and Level 2 and still do not know the answers below, it may be a good idea to go back and review them before continuing with Level 3.

What are different types of relationships?

What are different types of personal boundaries in relationships?

What are examples of your personal boundaries?

Check in

### Check your answers

#### What are different types of relationships?

**Answers could include:**

Family, friends, teammates, coworkers, strangers.

#### What are different types of personal boundaries in relationships?

**Answers could include:**

Physical, emotional, verbal, financial...

#### What are examples of your personal boundaries?

**Answers will vary.**

If unsure, check Level 2 for ideas.

**Here are two examples:**

I do not allow my friends to speak to me unkindly.

I do not loan my friends money.

If you could answer these three questions, continue with Level 3. If you did not know how to answer them, go to Level 2 to learn all about boundaries!

**Level 3****Healthy Relationships**  
**Conflict Resolution**

Workbook Activity Time

**20 minutes**

On Your Own Practice Time

**10 minutes**

It is important to know how to solve problems and disagreements in your relationships. In this lesson you will learn more about how to solve and prevent conflicts when they happen to you.

Here is what you will learn in this lesson:

- ➔ What conflict is and how to identify it in relationships.
- ➔ Effective ways to prevent conflict.
- ➔ Strategies to resolve conflict when it happens.

In this lesson we will explore strategies to **prevent** and **resolve** conflict.

- ➔ Prevent means to keep something from happening. By preventing conflict, we will do things to try to keep conflict from happening.
- ➔ Resolve means to solve, handle, or deal with conflict. When we resolve conflict, we solve the problem.

## Part 1: Defining conflict

### Conflict is:

- ➔ A normal part of relationships with other people.
- ➔ A problem between two or more people who have, or think they have, goals or ideas that do not agree or match.
- ➔ Something that happens in every relationship (for example, with your family, classmates, teammates).

### Conflict is different from violence

Conflict is a situation between two or more people who do not agree.

Conflict can be a healthy part of having good relationships.

Violence consists of actions, words and attitudes, that cause physical, mental, or social damage and prevent people from reaching their full potential.

Violence is hurtful and never okay in relationships.

### We will look at a few everyday examples of where conflict may occur:

“At practice, my coach wanted to move to the next drill, but I was struggling so I asked my coach and the team to wait. They advanced to the next drill anyway. I need to talk to my coach about this after practice.”

“At work, I asked not to work on Fridays, because I have sports practice, but my supervisor keeps putting me on the schedule for Fridays. I need to talk to her about this.”



These may sound like examples you heard about in the **Self-Advocacy Lesson**. Do you remember what you learned in the Self-Advocacy Lesson? Those same skills can help you prevent or handle conflict. If you have not been through the Self-Advocacy Lesson, visit it next.





Think about a time you experienced conflict.

What happened?

How did you feel?

List two ways you handled the conflict well:

1	
2	

List two things you could have done better to handle the conflict:

1	
2	

What did you learn from the experience?

## Part 2: Preventing conflict



You may want to view this optional video on conflict and relationships by Special Olympics Arizona "Understanding Me" program to see two athletes work through conflict.

Scan via  
your phone



Or type in a browser

<https://www.youtube.com/watch?v=svDdFjNqa>

Conflict or disagreement is a normal thing that can happen. But did you know that conflict can also be prevented?

Think of it like this: While practicing or playing sports, you need to drink water before you feel thirsty, right? That keeps you from becoming dehydrated. Just like you can take steps to prevent dehydration, you can also take steps to prevent conflict.

Steps to prevent conflict:

- ➔ Know how you feel about conflict. Does it bother you a lot or do you feel comfortable in conflict situations?
- ➔ Use good communication skills.
- ➔ Build connections with others.

We will learn more about each of these below...



### Know how you feel about conflict

Knowing how you feel about conflict or disagreement will help you better approach a conflict situation.

Think about the last time you disagreed with someone. What thoughts or behaviors did you have? For example:

- ➔ Did you want conflict to happen because you like to be right?
- ➔ Did you agree to whatever the other person wanted because you wanted to avoid conflict?
- ➔ Did you avoid the situation, topic, and person completely to escape further disagreement?

None of these are good ways to approach conflict, but it is helpful to know how you feel about conflict. Why? So that you can develop healthy ways to work through conflict that are unique to you.



## Use good communication

When there is disagreement, even the best communicators can lose their ability to stay calm and speak in a nice tone. The next time you are trying to prevent conflict, try one of these things:

- ➔ Take a deep breath.
- ➔ Use a calm voice.
- ➔ Allow the other person to share their thoughts, without interruption.
- ➔ Listen; pay attention to what the person is actually saying.
- ➔ Ask the person questions to gain more information or explain what is being discussed.
- ➔ Share your thoughts calmly and without blaming the other person.
- ➔ Share your needs and wants.



Do you remember what you learned in the Active Listening lesson?

Those same communication skills will help you prevent or handle conflict.

Did you learn about getting calm and breathing in the Accepting Me lesson? If you have not been through the Active Listening or Accepting Me lessons, visit those next.



## Build healthy relationships with others

Building relationships with others at work, school, on your team, or in your community can help prevent conflict.

How? Connecting with a person can make it easier to work through a disagreement because you have shared experiences and stories, and you see that person as a whole person. This can work even if the connection is virtual and not in-person.

To review, preventing conflict is not running away and hiding or agreeing to something you do not want.

Preventing conflict takes using healthy strategies, such as the ones we just listed above, to gain better communication and understanding, so we can work through problems before conflict occurs.



### Lesson Checkpoint

Check-in with yourself to see what you might need next.

- ➔ Any of these choices are okay! It is healthy to make a choice that is best for YOU!
- ➔ Circle what you are going to do next!



Take a break



Ask for help



Come back to  
this another day



Try another level



Keep going

You made the right choice! You are AWESOME!

## Part 3: Work through conflict

In Part 2 we talked about preventing conflict. But what if preventing conflict was not successful, how can you work through or resolve the conflict once it has started?

### Julian and Mateo have a conflict.

To better understand, read this in-person conversation between Julian and Mateo at practice and then answer a few questions:

**Mateo:** Can I have money to buy a sports drink? I forgot my water.

**Julian:** No, I gave you money last month and you never gave it back.  
*(Julian is pointing his finger in Mateo's face.)*

**Mateo:** I promise I'll pay you back next week; I am thirsty. You are not my real friend if you say no.  
*(Mateo is using a loud voice.)*

**Julian:** You are not a friend if you keep pressuring me to give you money.

**Mateo:** OK then you are not my friend.

*(Mateo and Julian each walk away angry and do not talk the rest of practice.)*

### Question:

What actions or words between these teammates made the conflict worse?

Pick all that apply:

- Mateo asked for money to buy a drink.
- Julian said he did not want to give Mateo money.
- Julian pointed his finger in Mateo's face.
- Mateo used a loud voice.
- Julian said Mateo is not a friend if he keeps pressuring him.
- Mateo tells Julian that he is not his friend.

These words or actions **made the conflict worse**, not better:

- Julian pointed his finger in Mateo's face.
- Mateo used a loud voice.
- Julian said Mateo is not a friend if he keeps pressuring him.
- Mateo tells Julian that he is not his friend.

These words **did not make the conflict worse**. It is important to ask for what you want and tell people how you feel when you disagree with someone.

- Mateo asked for money to buy a drink.
- Julian said he did not want to give Mateo money.

**So, how could this situation have been better between Julian and Mateo?**

Statement/Action	Try this instead
Julian pointed his finger in Mateo's face.	Julian keeps his hands calmly beside him and does not use threatening or rude actions such as pointing, getting too close to Mateo, etc.
Mateo used a loud voice.	Mateo takes a deep breath when he realizes he is getting upset and maintains a calm voice. He also uses a normal voice that is not angry, provoking, sarcastic, etc.
Julian said Mateo is not his friend if he keeps pressuring him.	Julian rephrases his sentence to speak more about how he feels: <i>"I feel like you do not care about me when you keep asking me for money"</i> or <i>"I feel hurt when you keep asking me for money after I say no."</i>
Mateo tells Julian that he is not his friend.	Julian realizes he is upset so before he says something he will regret, he calmly tells Mateo he needs a break and walks away. Or Julian rephrases his statement to speak more about how he feels: <i>"We are friends, I just get upset when someone tells me no, and that is something I am working on."</i>

## Conflict resolution

Mateo and Julian are teammates and friends, and we want to get them back on the path of friendship. We also want to give them some strategies so they can deal with conflicts in the future.

Let's face it, because it has happened several times before, Mateo is probably going to forget his water and ask Julian for money again in the future.

Here are some strategies for these two friends for the next time:



Do not ignore or avoid;  
be comfortable  
discussing about the  
conflict

Mateo and Julian agree to talk about their conflict and disagreement, instead of acting like it did not happen.



Understand both sides

When Mateo and Julian are talking again, they calmly, and without interrupting each other, talk about what happened from their own side.

Mateo tells Julian his perspective and Julian listens. Next, Julian tells Mateo his perspective and Mateo listens.



Reach a solution both  
are happy with

Mateo and Julian talk about how they will handle this situation the next time Mateo forgets his water.

Instead of asking Julian for money, Mateo will ask Julian if he has an extra water bottle to share. If he does, Julian will share the extra water bottle, but if not, Mateo will accept Julian's "no" and go ask the coach for help.



Practice and patience

The following week Mateo forgets his water again. He also forgets his and Julian's agreement and asks Julian for money. Julian reminds his friend of their agreement. Julian does not have an extra water bottle, so Mateo goes to the coach. Mateo is a little upset, but he comes back to Julian and says he is glad they are friends.

## Part 4: Conflict resolution – You try!

### Activity: Help Maryam and Ali

Read this situation between athlete leader Maryam and her mentor, Ali and fill in the categories to guide them through their situation:

Maryam is an athlete leader trying to get her mentor, Ali, to help her prepare for two speeches she must deliver in the coming weeks. Ali has responded that he is busy with work, and feels Maryam is ready to give the speeches without his help. Maryam is feeling anxious and wants Ali to help her prepare. She is feeling angry and upset with Ali that he is not helping her.



Fill in the categories below, with successful examples of how Maryam and her mentor can work through this situation.



Don't ignore or avoid

What are some reasons why Maryam should tell Ali how she is feeling?

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Understand both sides

What are both sides of the conflict...  
What does Maryam want or think?

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What does Ali want or think?

---



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Reach a solution both  
are happy with

What is a solution you think both Maryam and Ali  
might be happy with?



Practice and patience

How will Maryam and Ali know if their solution will  
work?

Keep practicing. Like anything else, preventing or working through conflict takes practice.

## Lesson Summary

In this lesson we learned:

- How to understand and define conflicts in relationships.
- Effective ways to work through conflicts, including talking calmly, understanding both sides, and finding solutions that make everyone happy.
- Strategies to prevent conflicts by understanding your feelings, using good communication, and building connections.



## Congratulations on completing a lesson on Personal and Professional Development!

If you completed all 3 Levels on this topic, please take a 5-minute survey using this link or this QR code. Your feedback will help us improve lessons for the future and help us decide what topic or subject we should create next!

Click or scan



Or type in your browser

<https://bit.ly/3H5v1NU>

Do not forget that we have **4 other subjects** on **Personal and Professional Development** that you can complete. If you do not know where to find them, email your Special Olympics Program staff member and they can help you.

Again, congratulations for completing this lesson. We hope that you learned a lot and will use it to become a better leader within your community and within the Special Olympics movement.