



Special Olympics

What Kind of Classroom Do You Want to Have This Year? Start your school year with

get into it

Go online for
free lesson plans!

Designed for use in general education classrooms, the all-new Get Into It curriculum from Special Olympics includes dozens of **free skill-based activities, games, worksheets, and more**. These new resources help you

- incorporate **service-learning** into your curriculum in a simple, step-by-step format
- advance **students' civic knowledge** while teaching core skills
- show young people how to **serve as active agents for change** in their local, national, and global communities
- energize students to **unleash their creative leadership potential**
- provide **interactive, age-appropriate activities, worksheets, and other materials** designed for use in general education classrooms, grades K-2, 3-5, 6-8, and 9-12
- promote **acceptance and understanding** of people's differences
- motivate students to **become advocates** for and work together with all people

To get started, we're featuring a variety of sample activities from the free Get Into It curriculum. **Tear out these free activities and file them for use all year long.** Then be sure to download the complete curriculum—with dozens of free lessons, videos, and fun online games—at getintoit.specialolympics.org.

Download your free lesson plans today!

Free sample
activities inside

Sure to Soar!

What do you do in your classroom to make sure your students succeed? Share your thoughts and enter to win a **\$500 classroom achievement award**, courtesy of Special Olympics. One lucky classroom will win! To enter, visit themailbox.com/specialolympics. Hurry, the contest ends November 30, 2011.

getintoit.specialolympics.org

CIRCLE READER ACTION NUMBER 99.



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Grades K-2 We're All Alike...We're All Different

Here's a fun way for students to learn more about the ways in which they are the same as their classmates and the ways in which they are different.

1. Have students stand in a large circle. Explain that students need to listen carefully and step forward when they hear sentences that describe them. Using a carnival barker voice, begin with a simple directive, such as "Step right up if you are wearing sneakers."
2. Continue calling out different categories, moving from external characteristics (physical descriptions and experiences) to internal characteristics (preferences and abilities). Make sure that all students are represented in a number of statements. Include several statements that cover the entire group.
3. To close the activity, announce, "Step forward if you are an awesome second-grade student in Ms. Smith's class!"
4. Following the activity, discuss questions like these:
 - Did you learn anything new about your classmates?
 - How much can you tell about people just by looking at them?
 - Were the groups that stepped forward always made up of the same students?
 - What kinds of things do all your classmates have in common?



Go online for a list of skills and outcomes for these activities and others!

Continue this activity by reading aloud *Chester's Way* by Kevin Henkes or *Friends* by Rob Lewis. Download the [Get Into It curriculum](#) for discussion questions and activities to use with these books!

Grades K-2 Finding the Words

Focus your students on ways they can show one another that they care. Place a number of items designed to spur thoughts of caring and encouragement in a bag or box, such as

- a pencil or sheet of paper for encouraging remarks about a student's schoolwork
- a ball to conjure thoughts about a student's play at recess
- a mirror to prompt kind words about a person's appearance
- glasses to encourage appreciative words about a student's way of looking at things

Taking turns, have students reach in and feel an object, describe it to their classmates, and guess what the object is. Remove the object and discuss how it relates to being kind, caring, and encouraging toward classmates.

Don't miss the story "My Brother's Special Olympics Medal," available as part of the free curriculum at getintoit.specialolympics.org.





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Print additional activities and lesson plans! You'll find lots more at getintoit.specialolympics.org.

Grades K-2

The Meaning of Perseverance

For this activity, you'll need a copy of the popular fable *The Tortoise and the Hare*.

1. Tell students that you will be reading a special kind of story called a *fable*—a fictional story in which the characters are animals that talk and act like human beings. Tell students that every fable has a lesson to teach.
2. After reading the story, spell and write the word *perseverance* for students to see. Ask students if they can figure out what this word means.
3. Continue the discussion with questions like these:
 - What are some ways that Tortoise showed hard work and perseverance?
 - How was he able to win the race when Hare was a much faster runner?
 - What things did Tortoise's friends do to help and encourage him?

Discuss the role that a friend's support plays in helping us to persevere.

Continue the activity with a worksheet about Special Olympics athlete Cole Cleworth. You'll find this free page and more at getintoit.specialolympics.org.



Grades 3-5

"I Am" Poems

Share a list poem written by 14-year-old Mattie J. T. Stepanek. (To print the full version, go to getintoit.specialolympics.org.)

1. Point out to students that each line of the poem starts the same way, with the phrase "I am...".
2. Read the poem; then read it again more slowly, asking students to write down adjectives, nouns, and descriptive phrases that apply to themselves. On the board, make a column for each and invite students to add words. Encourage students to consider both visible and invisible characteristics.
3. Group students to create their own "I Am" poems. Have group members select descriptors from the lists, writing each on a sentence strip. Then direct students to arrange the strips in a logical sequence, rearranging until they're pleased with how the poem flows.
4. Invite the groups to share their poems by reading in unison or assigning parts to individual readers. Throughout the readings, reinforce the unique qualities of individual students and the diversity represented within the class.

I am black.
I am white.
I am all skins in between.
I am young.
I am old.
I am each age that has been.
— excerpted from "I Am" by
Mattie J. T. Stepanek



Grades 3–5

What's in an Oath?

Students will be inspired by the Special Olympics Athlete Oath. Consider adopting it for your class motto!

1. Ask students if they have ever taken an oath. Then have them brainstorm a list of groups that are required to take an oath, such as presidents, scouts, and witnesses in a courtroom. Discuss why people take oaths.
2. Write the Special Olympics Athlete Oath on the board. Explain that Special Olympics participants take this oath before competing in the games and that gladiators spoke these same words in ancient Rome as they prepared for battle. What do students think this oath means?
3. Finally, ask students to think about activities in which they've participated: What is it like to want to win? How does it feel to lose? What special challenges might Special Olympics athletes face while competing?

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

Continue the activity with a worksheet about Special Olympics athlete Cole Cleworth. You'll find this free page and more at getintoit.specialolympics.org.

Grades 3–5

A Lesson From the Sneetches

For this activity, check out a copy of Dr. Seuss's *The Sneetches* from the library. Begin the lesson by writing the first four lines of *The Sneetches* on the board.



1. Ask students to make predictions about the story.
2. Read *The Sneetches* aloud, pausing for students to make additional predictions. Afterward, ask questions like these: What was the basis for one group of Sneetches thinking they were better than the others? Were their differences visible or invisible? How did the Star-Belly Sneetches exclude the Plain-Belly Sneetches?
3. Write the words *inclusion* and *exclusion* on the board. What can students tell you about the meanings of these words?
4. Add other terms to the board: *internal/external*, *include/exclude*, *tolerant/intolerant*, *visible/invisible*, *abilities/disabilities*, and *respect/disrespect*. Have students compare the word pairs. Prompt students to identify the prefixes in the words and write them on the board: *in-*, *ex-*, *dis-*.
5. Finally, have students work in pairs to discuss how these words could be applied to the Sneetches. Instruct students to write Sneetches Speeches that include these words to deliver to the snooty Star-Belly Sneetches, convincing them to change the way they act.

The founder of Special Olympics was Eunice Kennedy Shriver. To honor her—and to keep her vision alive—Eunice Kennedy Shriver Day is held every year on the fourth Saturday in September. This year that's September 24!

Now, the Star-Belly Sneetches
Had bellies with stars.
The Plain-Belly Sneetches
Had none upon thars.



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