

Special Olympics BC Inclusion Champion Schools



Inclusion Champion Schools

Inclusion Champion Schools: *Creating Inclusion for All*

Special Olympics BC's Inclusive Champion Schools Program gives educators a **ready-made package** of awareness and educational activities to help you promote inclusion of people with intellectual disabilities and empower all students to champion inclusion. This kit will help you engage all students and staff with fun health, fitness, sport, and community activities.

What will your Inclusion Champion School look like?

This SOBC Inclusion Champion Schools kit includes a wide range of lesson and activity options, all designed to engage both students with and without intellectual disabilities, as well as staff and all members of your school family. Each school can choose what activities fit best for their community!

What is our plan for Inclusion Champion Schools Program?

Special Olympics BC's plan for the Inclusion Champion Schools Program is to create a connection with each schools' community through the promotion of inclusion for students with intellectual disabilities. Every year we plan to grow the program by improving our activities, increasing our expectations of the schools, and providing this program to every school in the province.

We ask that each school choose one activity from each of the four pillars: Health, Fitness, Sport, and Community.

Examples of activities include:

- **Health:** Welcoming SOBC athletes and facilitators to present about hygiene, sun safety, and nutrition.
- **Fitness:** Running physical education lessons that students with and without intellectual disabilities can perform together; having students with and without intellectual disabilities lead 5 to 10 minute workouts.
- **Sport:** Running basketball and soccer for students with and without intellectual disabilities to play together, preparing for skills competitions.
- **Community:** Running a school-wide campaign for respect and inclusion using a theme of your choice; offering a [Spread the Word>>Inclusion](#) campaign; developing a poster contest promoting a welcoming school climate; sharing lessons on anti-bullying.

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Why is it important?

Your program will:

- promote overall well-being through health, fitness, sports, and community;
- create a community that promotes equality and helps everyone embrace inclusion and diversity;
- recognize, support, and honor the contributions of all students;
- help all students develop key social, emotional, and leadership skills;
- create a climate where students, staff members, and parents feel safe and valued.

What difference will you make?

Our **whole-school engagement activities** not only reach the greatest number of students, but also have the most direct impact on how students feel about social inclusion. A school climate that promotes respect for everyone can positively impact how students think and act at school, at home, and in the community.

What are the benefits?

- **Positive interactions:** Students with and without intellectual disabilities will interact socially and develop mutually beneficial friendships.
- **Respectful attitudes:** All students will have a greater understanding of the value of others differences and will hold more positive attitudes toward each other.
- **Engagement:** The school will be a community of acceptance where students with and without intellectual disabilities feel welcome and contribute meaningfully to all school activities.
- **Connections:** The school will be an inviting environment where students, staff members, community members and families feel connected. It models inclusion as a community norm.

Principle of meaningful involvement

A socially inclusive school ensures that students with and without intellectual disabilities are active and valued participants in the school community and greater community.

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Indicators of meaningful involvement

- **Opportunities:** All students have opportunities to use their unique skills and qualities to contribute to the success of the school, and all skills are valued.
- **Intentional involvement:** Students with and without intellectual disabilities are purposefully engaged in whole school activities in formal and informal settings.
- **Intergenerational collaboration:** Students and adults work together to promote a socially inclusive school climate by expecting, nurturing, and supporting acceptance and respect.

Getting started

Schools can implement Special Olympics BC's whole-school engagement activities in whatever ways work best for them! A common first step is to have a planning meeting with your school's leadership students. It's an ideal opportunity to discuss topics such as those below.

Topics to discuss

- How do we engage students in determining the whole-school activity?
- What types of whole-school activities would work well at our school?
- What small activity would be great as a starting point?
- What whole-school activities are already planned? How can they be revised to increase social inclusion?
- What types of whole-school activities do our students with and without intellectual disabilities enjoy?
- Are there any grade-level teams that might be interested in planning and leading a whole-school activity?
- Who will be the adult leaders for the activities we choose?

Life Without Inclusive Schools

Many Special Olympics BC athletes with intellectual disabilities say their school experiences were painful. Many of them were invisible in their classrooms, and left out of traditional sport programs. These experiences of isolation create lasting wounds, including serious health issues.

Special Olympics BC's programs help students with intellectual disabilities who aren't able to access the same physical and healthy activity options as their peers, and they help schools strengthen inclusion and respect throughout their community.



Health

Pillar: Health

Health education motivates students with and without intellectual disabilities to take care of and maintain their health in the best way. Health education helps reduce dangerous behaviors, prevent the onset of disease, and make the proper choices in their daily lives. When you have determined the health activities you would like to offer, a Special Olympics BC athlete or facilitator will help lead the activity. Special Olympics BC athlete leaders have completed training to share education on the importance of hygiene, sun safety, and nutrition.

Lesson: Building Hand Washing Habits

Description of Content

In this activity, students will conduct an experiment on washing their hands. They will learn that “clean” hands may not be so clean after all, and the critical importance of washing their hands as a way to prevent the spread of disease.

Relevant Standards

This activity fulfills science and health education standards.

Objectives

Students will:

- Relate the importance of hand washing
- Describe the germs may be present even if they are not seen

Safety

As students work on this activity, make sure they do not spill water on the floor, as it will be slippery. Clean up spills immediately. Students should wash their hands after the experiment, especially before eating.

Teacher Background

Environment

This lesson gives students further information about the third vertex of the Epidemiologic Triangle, Environment. In this context, environment is defined as the physical surroundings of the hosts and agents such as altitude, climate, geography,

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dust, amount of sunlight, etc. The season of the year, or the time of day, week or month that illnesses or death occur also can be considered an environmental factor.

Hand Washing

Do your students wash their hands? Do they use soap? Observations in public restrooms reveal that only 68% of Americans wash up before leaving.

Thoroughly washing hands is the single most important thing students can do to keep from getting sick, or to keep infecting others. The typical person's hands contain millions of microbes. Most are naturally occurring and are harmless, but some may be disease-causing germs. Vigorous hand washing, for at least 20 seconds, and using soap, is the best way to lift off the microbes and rinse them away.

Here are two experiments that show students graphically the importance of hand washing. The first uses a germ-simulating powder of gel and a black or UV light. SOBC will provide the materials for this experiment.

Hand Washing Experiment

Materials

- Powder or gel that simulates the presence of germs on students' hands
- Black light or ultraviolet light
- Sink
- Pen/crayons
- Towels

Procedure

Engagement (5 minutes)

1. Ask students: "How do you think germs are spread? If one person has a cold, how can you catch it?"
2. Students will give many answers; please write down their answers.

Exploration (30 minutes)

1. Have students develop a chart that will help them score how clean their hands are. Divide a piece of paper into four sections. Trace the outline of a hand in each section. Now have students use pens or crayons to shade their idea of completely dirty, very dirty, dirty and slightly dirty. Label the completely dirty hand as +++, the very dirty hand as ++, and so on. Use a minus sign (-) to

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represent “completely clean.” For consistency, chose one or two students to act as the judge. Other students can act as recorders.

2. Have students construct a data table to record their results Ex.

Washer	Washing	Time	In	Seconds	
	0 seconds	5 seconds	10 seconds	20 seconds	30 seconds
Student 1					
Student 2					
Student 3					
Student 4					
Average					

3. Spread some of the germ-simulating powder or gel on a student’s hands. Spread it evenly over both hands, including the backs of the hands and the skin next to and under the fingernails. Allow hands to dry completely (this should take a minute or two). Then place the student’s hands under the black light or ultraviolet light.
4. Under the light, “the germs” will show up. Have students use the chart to determine the cleanliness of the washer’s hands. Enter it on their data table. Label this “0 seconds.”
5. Have the students wash their hands for five seconds. Stop and check the cleanliness of the hands under the black or UV light. Record this as “5 seconds.”
6. Have the students wash their hands for five additional seconds. Stop and check the cleanliness of the hands under the black or UV light. Record this as “10 seconds.”
7. Have the students wash their hands for 10 additional seconds. Stop and check the cleanliness of the hands under the black or UV light. Record this as “20 seconds.”
8. Have the students wash their hands for 10 additional seconds. Stop and check the cleanliness of the hands under the black or UV light. Record this as “30 seconds.”
9. Have the students graph their results. Put this on a horizontal line going across the page. Mark every number between 0 and 30 seconds. Put the average cleanliness scores on the vertical line.



Activity: Sun Safety

Sun safety and hydration are very important habits to develop. They will help prevent disease and improve mental and physical function. A Special Olympics BC athlete leader who has completed Health Hero training will visit your class and help present on this topic. Students will have a small assignment at the end of the presentation. For more information on the presentation, please contact SOBC's Garrett Chance gchance@specialolympics.bc.ca.

Activity: Proper Plates

Nutrition and healthy eating habits are very important life skills. This activity will help you and your students learn about portion size, healthy snack options, and tips for eating out. This session can be led by a teacher or by a Special Olympics BC athlete Health Hero or facilitator.

Time Allotted

Approx. 45 minutes

Learning Objectives

- Handy portions sizes for foods
- Plate sizes for meals + snacks
- Advanced component: Eating-out tips

Provided in Your Lesson Plan Kit:

- One Tip at a Time handout (100)
- Tent card for each of the food groups (red – Meat + Alternatives, blue – Milk + Alternatives, green – Fruit + Vegetables, yellow – Grains)
- Food props for each food group
 - Meat: laminated pictures of cooked beef, chicken, fish, eggs, nuts/peanut butter
 - Dairy: laminated pictures of cheese slices; empty 250ml milk carton; empty 175ml yogurt container (or empty containers to make 175mL total volume)
 - Grains: pictures of bread; empty pasta box; empty bag of rice; empty box of whole-grain cereal
 - Fruits & Vegetables: laminated pictures of fresh fruits and vegetables; empty frozen fruit and vegetable bags; laminated pictures of canned fruit/vegetables and dried fruit
- Coloured pencils: 10 green, 10 yellow, 10 red, 10 blue
- Laminated sheet of the Canada Food Guide 'Eat Well Plate'
- Advanced Activity: Laminated life-size photos of the following: burgers, slices of pizza, submarine sandwiches (12"), muffin, bagel, bowl of chili, bowl of soup

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Getting to Know the Food Groups - 10-15 minutes

Purpose: At the end of this section, the group will be familiar with the different food groups and which foods fall under each group.

Place each tent card on a large flat surface. Have all of the photos and props next to you before you begin this section.

- Can everyone tell me what the four food groups are again?
 - *As the athletes go through the different food groups, hold up the corresponding tent card so they can match the colour with the food group. If they miss one, make sure you cover it.*
- Beside me I have a bunch of photos and examples of different foods.
 - *Hold up each photo and prop and say the name of the food/foods.*
- Working as a team, we are going to place all of these foods with the right food group. We are working together as a team, so if you have any questions or are not sure, make sure you are working with your teammates to figure it out.
- Let's do the first one together. This is a carton of milk (*hold up the carton of milk*).
- Which of the food groups does it go under? (*Students should know that it goes under Milk + Alternatives, but if they are having trouble, go through the different food groups and ask if this is the right one.*)
- Now I want you all to work together to place the foods under the right food groups.

Once all of the photos and props have been placed by a tent card, you will review each group.

- First, check to make sure all of the photos and props have been placed with the right tent card.
- If some photos/props have been placed with the wrong tent card, ask the group if they know where it should go. If they have trouble selecting the right food group, help them by placing it with the right one.
- When all of the photos and props have been placed with the right food group, move on to talking about other foods that can go under that food group.
 - Be sure to have a few examples of your favourite foods from each food group to share with the group.
- Note: if a mixed food is named (i.e. casserole with pasta, meat/fish and vegetables, smoothie with milk and fruit, soup with meat, pasta and vegetables, etc.), pick out one or two ingredients in it and explain some foods we eat fit into a few of the different food groups.
- **Fruits and Vegetables:**
 - Who can give me another example of a fruit?

- Who can give me another example of a vegetable?
- What are some of your favourite fruits and vegetables?
- Fruits and vegetables have important nutrients such as vitamins, minerals and fibre.
- They help our bodies grow and work well!
- Fruits and vegetables are usually low in fat and calories, which means you can eat lots of them – make sure you are eating all the colours of the rainbow!
- **Grains:**
 - Who can give me another example of a grain?
 - What are some of your favourite grain foods to eat?
 - Grains are a source of fibre and usually low in fat.
 - Fibre helps us feel full longer!
 - Choose whole grain if you can – it will say whole grain on the package.
- **Milk and Alternatives:**
 - Who can give me another example of a milk or alternative?
 - What are some of your favourite milk and alternative foods?
 - Milk and milk alternatives are important because they help our bones grow.
 - Can you tell me what is in milk that helps our bones grow?
Correct answers: calcium, vitamin D.
- **Meat and Alternatives:**
 - Who can give me another example of a meat or alternative?
 - What are some of your favourite meats and alternative foods?
 - Meat and alternatives provide important nutrients, protein and healthy fat.
 - These help our muscles grow and give us lots of energy.

All of these foods work together as a team to help you on and off the field.

- We want to make sure we are eating the right amount of each food group, so now we are going to talk about Portion Sizes and how much we should eat to make sure we can grow, have strong muscles and bones, and lots of energy.

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Make a Plate Activity - 10-15 minutes

Purpose: At the end of the activity, students will know how much they should be eating from each of the food groups using the Eat Well Plate method and Handy Portion Guide (referenced in the pre-read).

Hand out the following to each student:

- One Tip at a Time sheet (large plate version for ages 13 and older, and smaller plates for athletes who are 12 and under)
- One green coloured pencil, one red pencil, one yellow pencil, one blue pencil

Activity instructions:

- Using their hands, students will draw the proper portion sizes onto the plates, so they have their own customized Eat Well plate.
- Once they have drawn the different portion sizes onto the plate using the size of their hand, they will use the colouring pencils to colour in their plates.

Step 1: Hold up the laminated copy of the Eat Well plate.

- Which of the sections on the 'Eat Well' plate is for vegetables and fruits? *(They should point to green, but help them if they cannot properly identify it.)*
- Which of the sections is for grains? *(They should point to yellow, but help them if they cannot properly identify it.)*
- Which of the sections is for meat and alternatives? *(They should point to red, but help them if they cannot properly identify it.)*
- Where are the milk and alternatives? *(They should point to the glass, but help them if they cannot properly identify it.)*

Step 2: Ask everyone to hold up their One Tip at a Time sheet. This will help you make sure they all have one.

- Can everyone point to the triangle in the top right corner?
- Which food group goes in this triangle? *(Grains)*
- Put your One Tip at a Time sheet down and I'd like everyone to make a fist with their hand. *Hold up your hand in a fist.*
- Look at your fist – this is the portion size for grain you should be eating.
- Now, using your yellow colouring pencil, trace your fist in the grain triangle on the One Tip at a Time sheet.
Demonstrate for the group how to do this. It does not need to be perfect!
- When you are done tracing your fist, you can colour it in with the yellow colouring pencil.

Step 3: Ask everyone to hold up their One Tip at a Time sheet.

- Can everyone point to the triangle in the bottom right corner?

- Which food group goes in this triangle?
(*Meat + Alternatives*)
- Put your One Tip at a Time sheet down and I'd like everyone to hold up their open hand. *Hold up your hand, open, and point to your palm.*
- Look at your hand and find your palm – your palm is the main part of your hand (it's what your fingers grow out of).
- This is the size of the portion of meat you should be eating.
- Now, using your red colouring pencil, we are going to draw the size of our palms onto the One Tip at a Time sheet.
Demonstrate for the group how to do this – they won't be able to trace it, so it will need to be the approximate size. It does not need to be perfect!
- When you are done tracing your palm, you can colour it in with the yellow colouring pencil.

Step 4: Ask everyone to hold up their One Tip at a Time sheet.

- Can everyone point to the half-moon/half-circle on the left?
- Which food group goes in this section?
(*Fruits + Vegetables*)
- Put down your One Tip at a Time sheet and cup your two hands together.
Demonstrate how to cup their hands together.
- Look at your two hands cupped together – this is the portion size of fruits and vegetables you should be eating.
- We can eat lots of fruits and vegetables, especially vegetables. We want to fill half of our plate, which is the size of our two hands cupped together.
- You can colour in the half-moon/half-circle with your green colouring pencil.

Step 5: Ask everyone to hold up their One Tip at a Time sheet.

- Can everyone point to the glass in the corner?
- What do you think would go in the glass?
(*Milk is the answer, but if they say water, that's okay too.*)
- This represents Milk + Alternatives.
- Using your blue colouring pencil, colour in the glass to remind you that it's a good idea to have a glass of milk, yogurt, some cheese or water with all of your meals.

Hold up the 'Eat Well' plate again for everyone to see.

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- You now have your own plate that shows you how much to eat of each of the food groups.
- Use this when you are building a meal so that you know you are eating enough of each of the food groups.
- This will make sure you are fueling your body to help you in your sports, at school and at work!

Hold up the One Tip at a Time sheet and turn it to the back with the different hand shapes.

- If you ever forget what your portion size should be for each of the food groups, there's a 'handy' guide on the back that shows you the portion size for each of the food groups.
- Palm for meats and alternatives, fist for grains, and two hands cupped together for fruits and vegetables.

Advanced Activity - Eating Out - 10-15 minutes

Purpose: Students will know what they should choose when they have a meal outside of their home. Have the laminated photos of the different foods for the Advanced Activity next to you.

- Sometimes we eat out with friends or our family at a restaurant, or we are driving back from a competition/practice and need to get something quick so we stop at a fast food restaurant.
- This activity will help you make healthier choices when eating outside of your home.
- There are a lot of healthy options available to us, we just need to know which are the right ones to choose and what we can do to make sure we are eating the right portion size.

Step 1: Hold up the picture of the burger.

- What usually comes with a hamburger? (*Fries and pop is the answer you are looking for.*)
- Why do we want to say **"No Thanks"** to the fries and pop?
 - *Let the students answer, but make sure they identify the following:*
 - *Pop has a lot of sugar that's not good for our teeth and can upset our stomach, and fries have a lot of unhealthy fat.*
 - *Fries and pop are okay to have once in a while, just make sure the fries and pop are both small.*
- What could we eat with the burger to make the meal healthier?
 - *Let the athletes answer with what they think healthier options are. If they are having difficulty thinking of healthier options, here are some examples to share with them:*

- *Salad as the side; ask for the dressing on the side;*
- *For the drink, milk and water are two good options;*
- *Fruit and/or yogurt for dessert.*

Step 2: Hold up a picture of the pizza.

- How many slices of pizza do you usually have?
- Do you eat anything else with your pizza?
- Some pizza can have a lot of fat, which we want to try to limit when we can.
- What are some healthier toppings to have on our pizza?
Focus on vegetables and leaner meats like chicken and seafood.
- If you are having pizza, it's a good idea to have half of the plate be pizza (1-2 slices) and the other half be salad. This way we can make sure we are getting lots of veggies.
- If we are at an Italian restaurant, what could we have instead of pizza?
(Pasta with tomato sauce, veggies and lean meat)
- What should we drink with our pizza?
(Water or milk)

Step 3: Hold up a picture of the submarine sandwich (12").

- Submarine sandwiches are a great option when we are travelling; we just need to know how to order a healthy option.
- Put up your hand if you eat the whole 12" sub.
- What size sub should we be eating?
- 6" subs are a better portion size – if you do get a 12", you can save the second half for another meal.
- What can we do to make the sub healthier?
 - *Choose whole grain or whole wheat bread instead of white bread. Whole grain breads keep us full longer than white bread.*
 - *Add lots of veggies to give the sub flavour and crunch.*
 - *If they are adding a lot of meat and cheese, ask them to remove a few of the slices.*
 - *Ask for a little bit of mayo (make sure they don't squeeze too much on).*
 - *Try condiments like mustard to add flavour to your sub.*
- What should we eat with our sub?
 - *Small/side salad with dressing on the side.*
 - *Bowl of vegetable soup (make sure it's not a creamy/white soup).*
 - *Pass on the bag of chips – chips have a lot of fat, which we want to limit if possible. Chips are OK once in a while.*

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- What should we drink with our sub?
(*Water or milk*)

Step 4: Hold up the photo of the bowl of chili or soup.

- Who likes to eat soup or chili when they go out for a meal?
- What are some things you like to eat with your chili or soup?
- A bowl of chili or soup can be quite filling, so we don't need to have a full sandwich with them – this is a lot of food!
- Some options to have with your chili or soup are a side salad with dressing on the side, half of a sandwich, or a small multigrain bun.
- Like the other foods, what should we drink with our chili or soup? (*Water or milk*)

Step 5: Hold up the photo of the bagel.

- Bagels from restaurants can be quite big, which will count as more than one portion of grains.
- To make sure we are having the right portion size, try to only have half of the bagel if it's a large one. You can save the other half for later.
- If it's a small bagel, it's okay to have the whole thing.
- What do you like to have on your bagels?
- It's a good idea to skip the butter or margarine on the bagel if you are having other toppings. If you are having other toppings, you don't need to have the extra fat from the butter or margarine.
- If you are having cream cheese, have it on one side of the bagel, or ask for it on the side. If there's a low-fat cream cheese option, you may want to try that instead.
- If the restaurant has it, you can add one slice of cheese to your bagel. Try it with lettuce, tomato and other veggies you may like.
- Peanut butter is also a great option. 1-2 packages of peanut butter are all you need.

Step 6: Hold up the photo of the muffin.

- Put your hand up if you like to eat muffins.
- They are delicious! But they can have a lot of fat and sugar, which we want to eat in small amounts.
- If you are going to eat a muffin, have a bran or whole grain fruit muffin and have it without butter or margarine. You can add a low-sugar jam if it's available, or peanut butter.

- Have the muffin with water or milk instead of pop or coffee.
- When dining out, remember your portions and food groups!
- What are some dining out tips you are going to try the next time you eating out?

Closing Remarks - 5 minutes

- Did everyone have fun learning about the portion sizes for the food groups today?
- What are the four food groups?
- Are there any foods you learned about today that you are excited to try?
- Using your hands, can you show me the portion size for Grains?
 - Repeat for Meat + Alternatives and Fruits + Vegetables
- I hope you will all use your One Tip at a Time sheets at home.

Remember, if you forget what the right portion size is, you can use the back of your One Tip at a Time sheet.

◦ Hold up a One Tip at a Time sheet to show the front and back one more time.

- Does anyone have any further questions? If I can't answer your question right now I'll be sure to get back to your coach/chaperone with an answer after the session.

If students ask any questions regarding health-related conditions such as high cholesterol, diabetes, cancer, kidney problems, liver disease, celiac disease, allergies, autism spectrum disorder or any other medical conditions please direct them to their doctor, registered dietitian, pharmacist etc. This is very important.

After Session

- Pack up the materials and leftover One Tip at a Time sheets in the Lesson Plan Kit. While you are packing it up, check the inventory in your Lesson Plan Kit. Does anything need to be replenished? Is anything damaged?
 - If any other items/props are damaged and need to be replaced, please contact: gchance@specialolympics.bc.ca



FITNESS

Pillar – Fitness

Everyone should have access to experience the health benefits of physical activity – age, abilities, shape, or size do not matter. The activities within the section can be completed school-wide to promote inclusion of all students. These simple activities can be led by your students in your classroom, and school-wide. One of the activity options can be performed in 5 minutes with a simple workout that can help re-engage the students focused. The other activities are simple lessons that can be done during Physical Education.

Activity: Movement Breaks

Movement breaks are a frequently suggested sensory tool to help students increase their attention and readiness for learning.

Here is a 3- to 5-minute bodyweight workout! Teachers can offer these exercises when students seem lethargic or bouncing off the walls.

Movement Break #1

1. Squat - 30 seconds
2. Lunges - 30 seconds
3. High Knees - 30 seconds
4. Wall Sits - 30 seconds
5. Pushups at desk - 30 seconds
6. Plank - 30 seconds

Repeat exercise sequence 2 to 3 times.

Movement Break #2

1. Tricep Dips - 30 seconds
2. Shoulder Shrugs - 30 seconds
3. Standing Opposite Elbow to Knee - 30 seconds
4. Calf Raises - 30 seconds
5. Lunges - 30 seconds
6. Squat - 30 seconds

Repeat exercise sequence 2 to 3 times.

Movement Break #3

1. Jumping Jacks - 30 seconds
2. High Knees - 30 seconds

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3. Wall Sits - 30 seconds
4. Shoulder shrugs - 30 seconds
5. Balance on one leg - 30 seconds
6. Plank at desk - 30 seconds

Repeat exercise sequence 2 to 3 times.

Activity: Try-It Days

These activities are great tools to implement in physical education, as they do not require students to be a certain skill level, and they promote physical activity and fitness for all students. These activities are easy to set up as they do not require a lot of equipment and can be completed indoors or outdoors.

Try-It-Day Activity #1

EQUIPMENT NEEDED: pylons (8), bean bags (8)

Warm-up

1. Jog one length of the gym
2. High knees for one length of the gym
3. Butt kicks for one length of the gym
4. Skip for one length of the gym

Stretching

Gather athletes in a circle and complete the following:

- 10 neck rotations, from left to right (not backwards)
- 10 upright trunk rotation
- 10 wide leg bent over trunk rotation
- 10 leg extensions, swing leg forward and backward
- 10 forward arm circles
- 10 backward arm circles

Cardio

RABBITS AND ROOSTERS

- Split the group into two teams, lined up 2-3 metres apart, in the middle of a gym. One side is roosters, the other side is rabbits.

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- When you call either 'Rabbits' or 'Roosters,' that team has to try and catch the opposing team as they run to touch the wall closest to them.
- Players who are tagged join the other team.

RELAY RACES

- Can be done as a group of 4 or 3.
- Athletes run around, or across the gym as fast as possible, holding an item.
- Teammates are lined up at starting line. Once the athlete who is running returns, they hand off the object, and the next person runs.
- This continues until all teammates have run.

Cooldown

- Light jog around the space
- Walk around the space
- Stretches

Try-It-Day Activity #2

EQUIPMENT NEEDED: Small ball (easy to catch), food signs, food cut-outs, paper plates

Warm-up

1. Jog one length of the gym
2. High knees for one length of the gym
3. Side shuffles (left side) for one length of the gym
4. Side shuffles (right side) for one length of the gym
5. Skip for one length of the gym

Stretching

Gather athletes in a circle and complete the following:

- 10 neck rotations, from left to right (not backwards)
- 10 upright trunk rotation
- 10 wide leg bent over trunk rotation
- 10 leg extensions, swing leg forward and backward
- 10 forward arm circles
- 10 backward arm circles

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Nutrition Games

Hot Vegetable: In a circle, each person holding the ball must say a vegetable (can change to fruits part way), then throw the ball to someone else in the circle, who must name a fruit/vegetable. If someone cannot name a fruit/vegetable, they must do 5 pushups or 5 situps or 5 lunges, etc.

Balanced Plate (split into 4 groups): Set cut-outs in middle, mixed with treats on same color backgrounds. Each team member is looking for the healthy option to complete their balanced plate. Once done, call over leader to check.

Cooldown

- Light jog around the space
- Walk around the space
- Stretches

Try-It-Day Activity #3

EQUIPMENT NEEDED: Pylons (16), mats (20), stopwatch

Warm-up

1. Jog one length of the gym
2. High knees for one length of the gym
3. Side shuffles (left side) for one length of the gym
3. Butt kicks for one length of the gym
4. Skip for one length of the gym

Stretching

Gather athletes in a circle and complete the following:

- 10 neck rotations, from left to right (not backwards)
- 10 upright trunk rotation
- 10 wide leg bent over trunk rotation
- 10 leg extensions, swing leg forward and backward
- 10 forward arm circles
- 10 backward arm circles

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Cardio

CIRCUIT - 3 Rounds, 30 seconds per exercise, 15 seconds of rest after each exercise, 2 minutes rest after 1 round.

- Bicycle abs
- Side shuffle
- Push ups
- Squats
- Jumping jacks
- Supermans
- Sit ups
- Cone hops

Cooldown

- Light jog around the space
- Walk around the space
- Stretches



SPORT

Pillar – Sport

Sport participation provides many benefits, from improving physical and mental health to developing leadership, teamwork, and other interpersonal skills. Through the practice of sport, individuals with and without intellectual disabilities can learn how to interact and learn from each other, creating rewarding experiences for all of them and many social benefits. Through these activities listed below, students will learn sport-specific skills which will eventually lead to them participating in Special Olympics BC School Sport Competition programs.

Activity: Basketball Drills

The 1-Hand Shooting Drill

<https://www.youtube.com/watch?v=Xznq21bL4Hg&feature=youtu.be>

- Focus on getting our feet about shoulder width apart or slightly narrower.
- You should be in a strong, balanced position.
- Make sure to check your feet and develop consistency on every shot. We prefer to slightly stagger our feet or slightly turn them. The anatomy is different for every one. You need to find what works for you.
- Next, make an L with your shooting arm.
- Focus on pushing the ball up and out. Your elbow should finish above your eyes.
- Focus on pushing the ball through your fingers. Typically, you should either finish with your index finger pointing at the hoop or with your index/middle finger pointing at the hoop. Find what works best for you.
- When you properly shoot "up and out" and "push through your fingers", you will get the proper backspin on the ball.
- Recommended: shooting at a wall to focus on proper mechanics. Once you develop consistency with your feet and your follow through, move to the basket.

Shooting Workout - 10 wall shots and 50 shots at basket

1. The 1-Hand Form Shooting Drill - 10 wall shots with good technique
Do not progress until you have shot 9 out of the last 10 wall shots with sound shooting technique. It's OK if this takes time. The key is sound shooting technique.
2. The 1-Hand Form Shooting Drill - 50 shots at basket
10 shots from 5 spots around the basket. Distance is 3 to 5 feet from the basket. Make 8 out of 10 shots from each spot. If you do not use good technique on a shot, the shot does not count.

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The 1-Hand Shooting Drill - With Guide Hand

<https://www.youtube.com/watch?v=tUxh7TdhFic&feature=youtu.be>

- Next, we work on adding the guide hand to the shooting release.
- Since athletes have a tendency to use their guide hand, we do not have guide hand touch the ball in this progression.
- This is highly important because when you overuse the guide hand, a lot of players will miss to the right and the left. If you can eliminate shooting to the right or left, you will automatically make more shots.

Emphasis Points

- Guide hand near the side of the ball. Do not place guide hand in front or behind basketball.
- Fingers on guide hand pointing upwards.
- Keep guide hand still.
- Do not touch the ball with the guide hand.

Shooting Workout

1. 1-Hand Form Shooting Drill - 30 shots

Shoot 10 shots from 3 spots. You should be 3 to 5 feet from the basket. Make 8 out of 10 from each spot before progressing to next exercise.

2. 1-Hand Form Shooting With Guide Hand - 50 shots

Shoot 10 shots from 5 spots. You should be 3 to 5 feet from the basket. Make 8 out of 10 from each spot before progressing to the next progression.

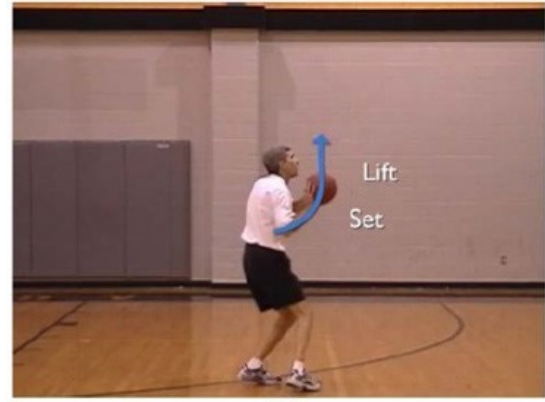
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Set To Go Drill

<https://www.youtube.com/watch?v=yqBQLEa92q4&feature=youtu.be>

The shooter starts a few feet from the basket.

- In the set position, the player's arm angle is approximately 90 degrees and the ball is positioned near the shoulder.
- Once the shooter is ready, the player extends their legs and shoots at the same time in one fluid motion. The shot is like a free throw as there is little to no jump with this progression.
- We will shoot 5 to 10 shots, then take a step back. We usually do this until we reach a step in front of the free throw line.
- Also, make sure to take your time and do it right on every repetition. If you build a bad habit it will take you ten times as long to fix the bad habit. Get in the right position prior for every shot.



Emphasis Points

- Start from shoulder on each shot.
- Extend legs and shoot at the same time.
- Keep ball close to shoulder.
- One fluid motion - no pauses or hitches.

Shooting Workout

1. 1-Hand Form Shooting Drill - 20 shots

Shoot 10 shots from 2 spots.

2. 1-Hand Form Shooting With Guide Hand - 20 shots

Shoot 10 shots from 2 spots.

Set To Go - 40 shots

Shoot 10 shots from the distances of 3 feet, 6 feet, 9 feet, and 12 feet.

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Ball Handling Drills

<https://www.youtube.com/watch?v=8OO-RzWzh74&feature=youtu.be>

This is a great stationary ball handling series that improves your feel for the ball while improving:

- Hand-eye coordination
- Hand quickness
- Rhythm
- Hand, wrist, and finger strength

Here is a list of the progressions mentioned in the video with approximate times:

0:25 - Ball Slaps

0:43 - Finger Tips

1:00 - Ball Circles

1:26 - Ball Wraps - One Leg

1:42 - Figure 8 - No Dribble

1:57 - Front To Back Toss

2:11 - One Leg Dribble

2:29 - Figure 8 Dribble

2:52 - Figure 8 Dribble - 1 Hand

3:09 - Spider Dribble

Emphasis Tips

Use Finger Tips and Finger Pads / Keep Ball Off Your Palm – This helps with control of the basketball. Palming the ball makes it more difficult to control the ball.

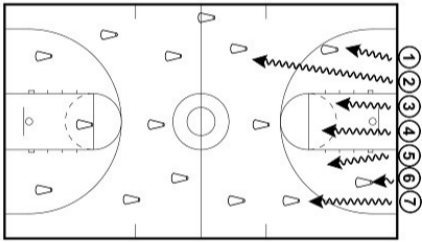
Athletic Stance – Emphasize that your players execute these ball handling drills from a stance that they can play the game from. Watch for excessive leaning over and unbalanced positions.

In addition to this, make sure to spend time dribbling on the move.

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Cone Touch Dribbling Game

The drill requires players to dribble with their head up, change direction, and move at fast speeds. There are dozens of variations to make this drill challenging, competitive, fun, and effective!



Basic Instructions

1. Randomly scatter cones all over the court. 12 to 20 cones is a good number for a standard court but you can use more or less depending on the space you have to work with.

2. When coach says "GO", players dribble to each cone and touch the cone. Players have to dribble while they touch the cone or it doesn't count. So as an example, they might dribble with their left hand and then reach out with their right hand to touch the cone.

- Players have 1 minute to touch as many cones as they can.
- Players must touch at least 5 different cones in a row before coming back to the same one again. This forces them to move all over the court instead of staying in the same area.
- The player that touches the most cones in one minute is the winner.

Drill Variations

1. Players can dribble with their left hand only.
2. Players can dribble with their right hand only.
3. Low dribble only (sock level).
4. Change hands each time you touch a cone.
5. Cone touch shuffling only. Players have to shuffle sideways to each cone.

This is a fun way for players to improve their ball handling.

Inclusion Champion Schools

Wall Passing Drills

<https://www.youtube.com/watch?v=O1fV8QagnVo&feature=youtu.be>

These are great drills to improve hand-eye coordination and athletic strength while developing passing, catching, and ball handling skills.

Here are the three progressions in the video.

Progression 1: Overhead Wall Pass - 25 reps.

Progression 2: 1 Handling Alternating Wall Pass - 20 reps.

Progression 3: 1 Hand Wall Pass - 20 reps with each hand.

Coaching Tips

Work on:

- Spreading your fingers - This will help you improve ball control as more of your hand covers the ball.
- Snapping the wrist - This will help you quickly pass the ball.
- Athletic stance - You want your feet shoulder width apart, hips back, and knees bent.

Line, Chest & Bounce Passing

<https://www.youtube.com/watch?v=YTGtvOsvhml&feature=youtu.be>

- Line, chest and bounce passes are important skills for every player, especially those new to the game.
- This video presents a basic yet useful basketball drill to help players solidify these skills. Line up one player across from one another.
- On the passing end step forward and stay low, on the receiving end practice coming to the basketball, giving the passer a target, and receiving it with a jump stop so that you are in triple threat position.

Activity: Soccer Drills

These are just some basic soccer drills to get you started. If you have any ideas yourself feel free to do them!

Wall Passing

- Wall passing is kicking the ball against a wall.
- It could be a wooden or concrete wall; it doesn't matter.
- The aim is to familiarize how your body reacts when the ball bounces back.

Steps:

1. Stand at a distance that you are comfortable with from the wall.
2. Kick the ball to the wall strong enough to rebound to you.
3. When it bounces back, receive the ball without using your arms.
4. When you get the ball under control, repeat step 2.

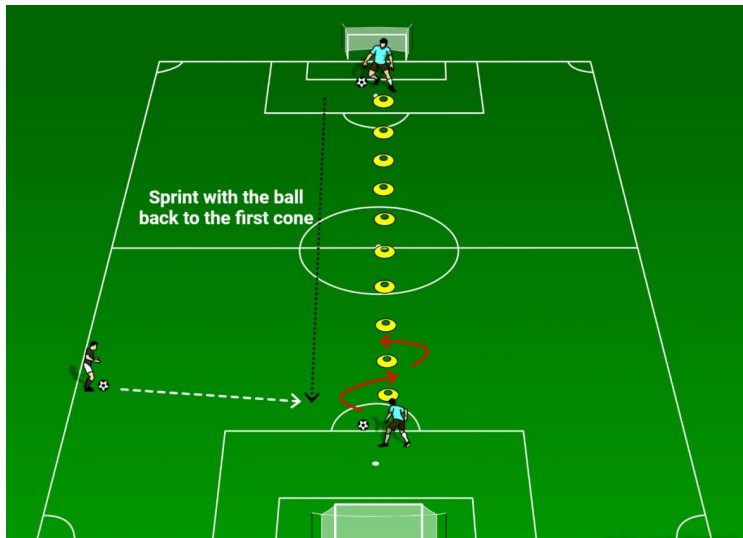
You will find that the ball will not return to your feet but you have to use part of your body to receive the ball. This is why it is an excellent drill for overall ball control. Keep practicing.

Ways to increase toughness of the drill:

- Start by making 10 your goal for the number of kicks, and then slowly increase it to 15.
- Increase the level of difficulty by moving closer to the wall.
- Reduce the number of times you touch the ball. For example, when you receive the ball on your chest, that is touch number 1. When trying to position the ball, that is touch number 2. And when you finally kick the ball that is touch number 3. So you can try to reduce the 3 touches to 2 or even 1.

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Straight Cone Dribble Drill



Objective

The objective of the drill is to help the players keep the ball at a short pace, an attribute that is expected of a good dribbler. This will help their touch and control of the ball.

Set-up

10 cones on a straight line at an equal distance apart, between 0.8m to 1.5m.

Execution

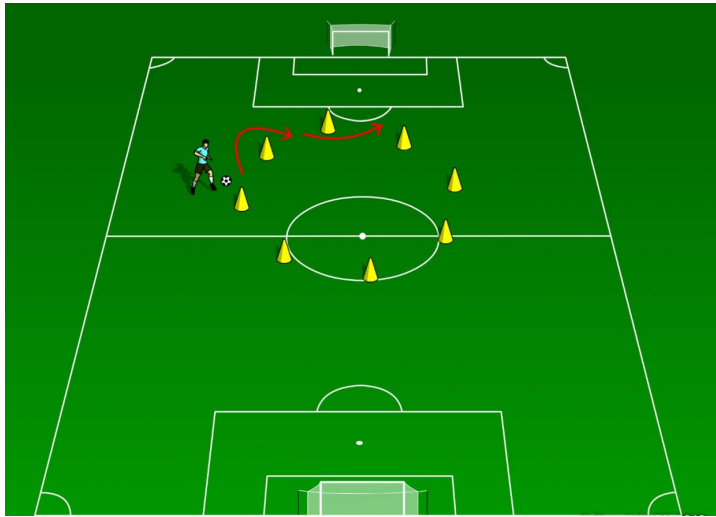
- The trainer stands at the sideline when he blows the whistle, and he kicks the ball at a very high velocity to the player standing by the first cone.
- The player must control the ball well and start dribbling through the cone.
- Players practice dribbling through the cones with the inside of both feet, outside of both feet; inside and outside of the right foot; inside and outside of the left foot.
- On getting to the last cone, the player must make quick touches with the ball and get back to the first cone at the fastest of their pace.
- Repeat as the coach instructs.

Coaching tips

The drill must be performed with total concentration. This drill will help the players keep the ball better even when under pressure.

Inclusion Champion Schools

Circular Cone Dribble Drill



Objective

The objective of the drill is to help players make quick touches to cut the ball around the circle area.

Set-up

Set up at least 10 cones in radius 5-10m. The distance of one cone to the other must be short.

Execution

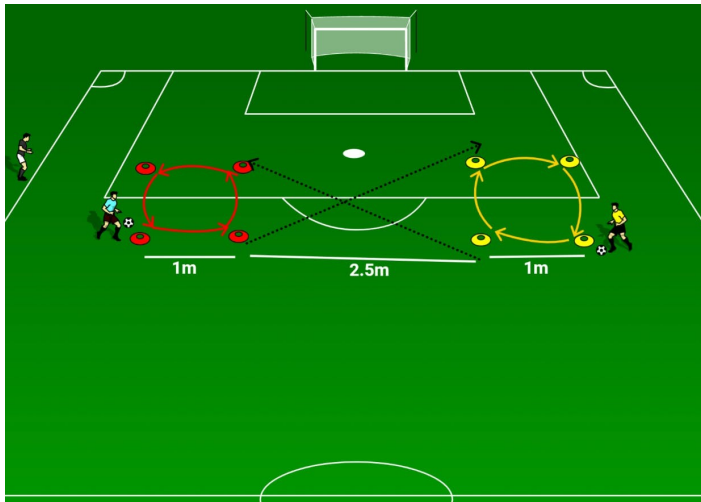
- The players must move the ball round and round the circle.
- The players do this as many times as possible.
- The drill must be carried out at a top speed of each player.

Coaching tips

The players must raise their head even as they dribble, not to concentrate on the ball at all time.

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Round the Square Dribble Drill



Objective

The drill ensures that players stay alert to their surroundings to avoid losing the ball to the opponent. Also helps improve player's connection with the ball.

Set-up

Four cones of different colors on each side of the pitch, the cones must be close, and each player must be standing by the cone.

Execution

- At the sound of the whistle, the player must start moving the ball with the inside of their foot within the cone.
- The drill must be executed at a fast pace.
- At the sound of the whistle, the players must switch to the other cone and start moving the ball with the outside of their foot.
- The coach must be there to give a hint to any player going slow with the ball.
- At every sound of the whistle, the players must switch intermittently.
- The drill stops when the trainer deems it fit, then other players can take turns.

Coaching tips

The coach must encourage the players to master using the inside and outside of their foot through this drill. Good dribblers know how to use the inside and the outside of their foot.

Inclusion Champion Schools

1,2 Shoot



How it works

A line of players, each with a soccer ball, pass to the designated passer at the edge of the penalty area who lays the ball off for the player to run onto and shoot on goal.

Purpose

Simple drill designed to increase a player's finishing skills. This activity keeps things simple and allows players to get many shooting repetitions to develop their accuracy.

Set-up

Players form a line starting about 8-12 yards outside the penalty area.

Each player in line should start with a ball at their feet.

Designate one player to be the passer and position them on the edge of the penalty box facing the line of players. This player does not need a ball.

If available, put a goalkeeper in the full-size goal. Any extra goalkeepers should stand off to the side of the goal and switch into the activity every 3-5 repetitions.

Instructions

- The first player in line starts the drill with a pass to the passer positioned at the edge of the penalty area.
- The passer takes one, or two touches, and lays the ball to either side of them for the player to run onto to and shoot.
- The shooting player runs onto the ball and immediately takes a shot on goal.
- After the first player has completed their turn, the next player in line can immediately begin their turn.
- Players should retrieve their own shots before returning to the line.
- Switch the designated passer every 8-10 repetitions.
- Continue this process for 5-10 minutes, or until the soccer balls need to be retrieved and goalkeepers need a rest. Repeat for as many rounds as needed.

Activity: Basketball Individual Skills Contest

EVENT ONE – TARGET PASS

Equipment

2 basketballs, flat wall, chalk or floor tape, and measuring tape.

Description

A 1-metre (3 feet 3 ½ inches) square is marked on a wall using chalk or tape. The bottom line of the square shall be 1 meters from the floor. A 3 meter (9 feet 9 inches) square will be marked on the floor 2.4 meters (7 feet) from the wall. The athlete must stand within the square. The athlete is given five passes.

Scoring

The athlete's score will be the sum of the points from all five passes.

- a) The athlete receives three points for hitting the wall inside the square.
- b) The athlete received two points for hitting the lines of the square.
- c) The athlete receives one point for hitting the wall but not in or on any part of the square.
- d) The athlete receives one point for catching the ball in the air or after one or more bounces while standing in the box.
- e) The athlete receives zero points if the ball bounces before hitting the wall.

EVENT TWO – 10-METRE DRIBBLE

Equipment

3 basketballs, 4 traffic cones, floor tape or chalk, measuring tape and a stopwatch.

Description

The athlete begins from behind the start line and between the cones. The athlete starts dribbling and moving when the official signals. The athlete dribbles the ball with one hand for the entire 10 metres (32 feet 9 ¾ inches). The athlete must cross the finish line between the cones and must pick up the basketball to stop the dribble. If an athlete loses control of the ball, the clock continues to run. The athlete can recover the ball. However, if the ball goes outside the 1-metre lane, the athlete can either pick up the nearest back-up basketball or recover the errant ball to continue the event.

Inclusion Champion Schools

Scoring

- a) The athlete will be timed from the signal "Go" to when he/she crosses the finish line between the cones and picks up the basketball to stop the dribble.
- b) A one-second penalty will be added every time the athlete illegally dribbles (e.g., two-hand dribbles, carries the ball, etc).
- c) The athlete will receive two trials. Each trial is scored by adding penalty points to the time elapsed and converting the total to points based on the Conversion Chart.
- d) The athlete's score for the event is his/her best of the two trials converted into points. (In case of a tie, the actual time will be used to differentiate place).

EVENT THREE – SPOT SHOT

Equipment

2 basketballs, floor tape or chalk, measuring tape and a 3.05-metre (10 feet) regulation goal with backboard

Description

Six spots are marked on the floor. Start each measurement from a spot on the floor under the front of the rim. The spots are marked as follows:

- a) #1 and #2 = 1.5 meters (4 feet 11 inches) to the left and right plus 1 meter (3 feet 3 ½ inches) out.
- b) #3 and #4 = 1.5 meters (4 feet 11 inches) to the left and right plus 1.5 meters (4 feet 11 inches) out.
- c) #5 and #6 = 1.5 meters (4 feet 11 inches) to the left and right plus 2 meters (6 feet 6 ¾ inches) out.
- d) The athlete attempts two field goals from each of six spots. The attempts are taken at spots #2, #4 and #6, and then at spots #1, #3 and #5.

Scoring

- a) For every field goal made at spots #1 and #2, two points are awarded.
- b) For every field goal made at spots #3 and #4, three points are awarded.
- c) For every field goal made at spots #5 and #6, four points are awarded.
- d) For any field goal attempt that does not pass through the basket but does hit either the backboard and/or the ring, one point is awarded.
- e) The athlete's score will be the sum of the points from all 12 shots.



Community

Pillar – Community

The world would be better if everyone were included, especially in schools. Around the world, exclusion and discrimination continue to divide people with and without intellectual and developmental disabilities. We are changing that with grassroots action for inclusion. Inclusion can be promoted through simple gestures and school-wide events and education. Your school can choose one of the below activities to create an inclusive environment within your school.

Activity: Deliver Morning Announcements about Inclusion

In this activity, the individual in charge of the morning announcements will read these short phrases. The purpose of these messages is to get the students and staff to think about others and to promote community throughout the school.

Week 1: *I'm excited because this month we're going to learn about friendship. Did you know that smiling at someone is a great way to start a friendship? A smile shows that you are friendly, and it can also make someone feel good. Try it this week. Let's make some new friends!*

Week 2: *Listen carefully to this quote: "The only way to have a friend is to be one." That's from a poet named Ralph Waldo Emerson. This week I'd like you to think about ways you can be a good friend. Try these ideas and pay attention to the results.*

Week 3: *When you show respect to someone, you act in a way that shows you care about them and accept them for who they are. This week I challenge you to try extra hard to treat others the way you would like to be treated.*

Week 4: *Did you know that people don't need to be alike to be friends? Students can be in different classes, look different, and act differently. Just think how boring it would be if everyone were alike!*

Week 5: *All students can be leaders. Being a leader means setting a good example, helping others, and doing the right thing. This week keep an eye out for students who set good examples. Think about things you could do to be a positive role model.*

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Week 6: *Sometimes leaders help people by doing small things that make a big difference. For example, a student leader might invite a classmate who is all alone to join a game at recess. Look for ways to help others this week.*

Week 7: *When someone says they look up to a person, that means that they admire him or her. This week think about someone you look up to and why. What's one great trait that they have? Is that a trait you might have, too?*

Week 8: *Listen to this saying: "Be somebody who makes everybody feel like a somebody." That quote is from the YouTube sensation known as Kid President. Think about a time someone made you feel good about yourself. Wouldn't it be great if you could make someone else feel the same way? Try it this week.*

Campaign: Spread the Word>>Inclusion

[Spread the Word>>Inclusion](#) has a focus not just on the elimination of a word but on the creation of a new reality: inclusion for all people with intellectual and developmental disabilities. This global engagement campaign remains committed to empowering grassroots leaders to change their communities, schools, and workplaces, through a call to their peers to take action for inclusion.

Spread the Word>>Inclusion gives community leaders worldwide the tools to create socially inclusive places to learn, work, and live.

A [Spread the Word](#) campaign can be done through students and staff signing posters about how they will choose to include, a school assembly about inclusion, or a social media campaign. Click on the links above to read more information about Spread the Word.

Activity: Anti-Bullying

Bullying has had an increasingly high profile in recent years as people have come to understand how deeply it can wound both children and adults – and how tragic the consequences can sometimes be. Bullying is defined as "willful, repeated aggressive behaviour with negative intent used by an individual to maintain power over another." The result is "a victimized individual caught in an abusive relationship."

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As children get older, the type and range of bullying behaviour increases. While physical, psychological and social bullying happen among children as young as for, other bullying behaviour emerges as children move toward adolescence and adulthood.

Special Olympics BC recognizes that this is an issue and needs to be addressed to ensure safety for all involved in our sport programs both for youth and adult athletes. Bullying is very serious, and its impact on our athletes and our coaches is heartbreaking.

Some of the common effects of bullying include depression (including sadness and loss of interest in sport), anxiety (tension, fear and worries), and loss of self-esteem. Being bullied can alter us in ways that are not always noticeable, but the impact overall is life changing.

Special Olympics BC Safe Sport – Anti-Bullying and Harassment training is available for both adult and youth athletes, and schools, in many different streams.

Workshops continue to be virtual via Zoom, and a SOBC facilitator will lead the sessions in your classroom in person or virtually.

Our focus is also to provide education within the schools for potential SOBC athletes to educate and prevent bullying as they develop in life.

More material and information will be provided if your school selects this option as one of their community activities.

SOBC Inclusion Champion Schools Recognition

Schools that join the SOBC Inclusion Champion Schools program will receive from Special Olympics BC:

- A plaque or banner
- Promotion in SOBC's digital channels
- Tim Hortons gift cards
- T-shirts, lanyards, masks
- Sports equipment (TBD)

Your inclusion champions can be part of **Special Olympics** in your community!

Students, staff, and families who enjoy creating and discovering inclusion and friendship through sports are warmly welcomed to get involved in the year-round Special Olympics BC programs in your community!

Special Olympics is always ready and waiting to welcome new athletes with intellectual disabilities, and new volunteers in a wide range of sport and organizational roles. Athletes will find sport, youth, and health programs that are inclusive and open to them for the rest of their lives – Special Olympics BC has athletes from ages 2 to 92! Volunteers of all ages will have life-changing experiences through their meaningful roles with Special Olympics programs and events.

[Please click here](#) to find out how to get involved with Special Olympics BC in your community!

Thank you for opening hearts and minds and creating inclusion!

If you have any questions or requests for support, please don't hesitate to contact:

Garrett Chance, SOBC Youth Engagement Coordinator

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