

SO INCLUSIVE

A Special Olympics Inclusive School Program



Special Olympics
British Columbia

*A school program designed to promote the inclusion of
students with intellectual disabilities*

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British Columbia

September 2011

2nd Edition

TABLE OF CONTENTS

INTRODUCTION.....	4
WHAT IS SPECIAL OLYMPICS?	4
HISTORY OF SPECIAL OLYMPICS	5
OVERVIEW OF THE SO INCLUSIVE PROGRAM.....	6
<i>What is it?</i>	6
<i>Why is it needed?</i>	6
<i>How does it work?</i>	6
<i>Benefits:</i>	7
CONNECTING TO THE LOCAL.....	8
INFORMED CONSENT.....	9
SOCIAL AWARENESS.....	10
EDUCATIONAL PROJECTS.....	12
LIST OF LEADERSHIP ACTIVITIES	13
LIST OF ARTS ACTIVITIES	21
PHYSICAL ACTIVITIES	32
LIST OF PHYSICAL ACTIVITIES	33
FUNDRAISING ACTIVITIES.....	42
HOW TO PICK YOUR FUNDRAISERS.....	43
FUNDRAISING GOALS	44
FUNDRAISER APPROVAL	46
FUNDRAISER APPROVAL FORM.....	47
TIPS FOR SUCCESS.....	48
STEPS TO TAKE	50
LIST OF FUNDRAISING ACTIVITIES	51
PROMOTING SPECIAL OLYMPICS PROGRAMS & VOLUNTEERISM.....	71
VOLUNTEERING FOR SPECIAL OLYMPICS.....	72
<i>Volunteer Expectations</i>	72
<i>Coaching</i>	73
IDEAS FOR PROMOTING SPECIAL OLYMPICS PROGRAMS.....	74
CLASS PROJECT PROPOSAL	81
CLASS PROJECT PROPOSAL TEMPLATE	83
ADDITIONAL INFORMATION.....	84
CALENDAR OF EVENTS	84
RESOURCES.....	86
MEDIA RESOURCES.....	87
REFERENCES.....	89

INTRODUCTION

What is Special Olympics?

Special Olympics (SO) is a not-for-profit sport organization dedicated to providing sport opportunities to individuals with intellectual disabilities all year round. To be eligible to participate in Special Olympics Games, athletes must be at least 8 years old (to compete) and identified by an agency or professional as having one of the following conditions: intellectual disabilities, cognitive delays as measured by formal assessment, or significant learning or vocational problems due to cognitive delay that require or have required specially designed instruction.

Our goal is to provide individuals with intellectual disabilities opportunities to enrich their lives and celebrate personal achievement through positive sport experiences. These sports opportunities provide athletes with far more than the physical benefits of improved health and athletic ability. Participation in sports provides opportunities for athletes to develop social skills, build friendships, strive for and achieve goals and increase their self-esteem – enabling them to win in sport, and in life.

To help us accomplish this goal we raise funds through corporate solicitation, business and service club sponsorship, special events fundraising and private donations. Even though the government is a huge supporter and contributor to Special Olympics, we still rely heavily on fundraising and volunteers who help us conduct our programs. Volunteers act as coaches, assistant coaches, executive members, sub-committee members and event staff. They are the driving force behind our organization!

History of Special Olympics

The Birth of Special Olympics in Canada

In the early sixties, children with intellectual disabilities were tested for physical fitness levels. The testing revealed that these individuals were half as physically fit as their non-disabled peers. It was assumed that their low fitness levels were a direct result of their disability. However, troubled by this assumption a Toronto researcher, Dr. Frank Hayden, began to conduct his own research on the subject and discovered that given the opportunity, people with an intellectual disability could become physically fit, and acquire the physical skills necessary to participate in sport. Inspired by his discoveries and seeing the need for new kinds of sport opportunities, Dr. Hayden sought ways to develop a national sports program designed specifically for people with an intellectual disability. His work came to the attention of the Kennedy Foundation in Washington, D.C. and led to the creation of Special Olympics.

The first sports competition organized under the Special Olympics banner was held at Soldier's Field in Chicago in 1968. To ensure that Canada's was well represented at the competition, Dr. Hayden called on renowned broadcaster, successful businessman and humanitarian, Harry "Red" Foster. Upon returning to Canada, after accompanying a Canadian floor-hockey team to these first games, Red set about laying the foundation for the Special Olympics movement in Canada as a way to enhance the lives of Canadians with an intellectual disability. The following summer, 1969, the first Special Olympics Canada event was held in Toronto.

The organization is recognized by Sport Canada as the main provider of these services to people whose primary diagnosis is an intellectual disability, although some participants also have physical challenges. Over 34,000 athletes with an intellectual disability participate in Special Olympics programs across the country. Across the world, Special Olympics has grown to service over 3,000,000 athletes in more than 170 countries.

Special Olympics BC

Today, over 3,900 athletes participate in Special Olympics BC (SOBC) sports programs in 55 communities across British Columbia. SOBC offers year-round programs in 18 sports, as well as local, provincial, national and international competitive opportunities.

Overview of the SO Inclusive Program

What is it?

The goal of the SO Inclusive Program is to assist schools in creating inclusive learning environments for students with intellectual disabilities. The SO Inclusive manual is full of ideas for administrators, teachers and students to get involved in activities that support and involve all students. The program is sponsored by Special Olympics BC and has been developed with and for teachers. However, the program is also relevant and useful to community leaders, adult volunteers and student groups. SO Inclusive is meant to help them **raise awareness and educate our youth and young adults** about intellectual disabilities and continue to be active in supporting individuals with different abilities.

Why is it needed?

The British Columbia Ministry of Education has passed a mandate indicating that all students should have equitable access to learning, opportunities for achievement, and the pursuit of excellence in *all* aspects of their educational programs. Many schools have students with developmental and intellectual disabilities in their classrooms, and this package serves as a resource to help educators fully reach the Ministry's goal of equitable student participation and the integration of all students in an educational setting.

This program has been designed to assist schools in making the connections between policy and reality. It is a tool to help raise levels of awareness about intellectual disabilities in schools, foster inclusive school activities and encourage students to get involved with organizations that support students with intellectual disabilities, like Special Olympics.

How does it work?

There are many ways for schools and students to make a positive impact in their community through this Special Olympics BC program. Five sections in this book offer educators and students practical guides (lesson and activity ideas grouped by topic/subjects) to educating and raising social awareness in schools. The sections are:

- 1) Educational projects:
 - a. Leadership (PE Leadership, Health/Career)
 - b. Arts (English, Social Studies, Fine Arts, Visual Arts)
- 2) Physical activities
- 3) Fundraising activities
- 4) Promoting Special Olympics programs and volunteerism
- 5) Class project proposal

Each section provides ideas and examples of ways to get involved. Tasks are broken down and step-by-step instructions are provided to take the guess work out of participation. Practical guidelines make the book easy to use for both educators and students. Also included are tips about how to plan and host a successful activity and ways to promote greater inclusion. As well, suggestions about how the activities can be linked to class content and help to fulfill curriculum requirements are also noted.

Benefits:

Schools

School participation in the SO Inclusive Program sends a message to students and members of the community that your school recognizes and supports students with intellectual disabilities. The program, designed by a reputable non-profit organization, will help your school make valuable community connections and support the school's efforts to meet government policies regarding inclusion and curriculum requirements.

The SO Inclusive manual can be used by middle, junior and senior secondary schools (abridged versions of sample lessons and activities for *elementary* and *post-secondary* schools can be found at: <http://www.specialolympics.bc.ca/manual/so-inclusive-school-program/so-inclusive-school-program>). While the program is geared towards leadership type classes, the SO Inclusive program incorporates lesson plans that would integrate well into Social Studies, English, Physical Education, Health and Planning, and/or Careers classes, or can be adopted by the whole school and run by the Student Council. The resource package fits with what is already being taught in the classroom. Additionally, the program helps get all students involved in school activities, which promotes school pride, contributes to social, emotional and physical well-being and provides everyone with the opportunity to learn, succeed and be included.

Students

By participating in the SO Inclusive Program, students can fulfill curriculum requirements, like graduation transition credits for volunteer hours and DPA requirements while building leadership and life planning skills. As well, community-based programs, like SO Inclusive, foster social responsibility by offering young people the opportunity to gain a sense of belonging and involvement in the community and to acquire a sense of competence and usefulness to others. Involvement in this program is also an opportunity for students to form new friendships and build network connections.

Equally important is how this program provides students with the opportunity to break down the social barriers that exist between children with intellectual disabilities and those without. The more opportunities people have to interact with individuals with intellectual disabilities, the greater their perception of those individuals' competence. This recognition of abilities and competencies contributes to a more positive attitude toward individuals with intellectual disabilities and facilitates a more inclusive school environment for all students.

Students with Intellectual Disabilities

This program will benefit students with intellectual disabilities because it will provide them with even more opportunities to participate in school activities the way their peers without intellectual disabilities do. This participation helps the students to build social relationships, feel accepted and appreciated and contributes to better overall emotional, behavioral and physical health. Participation in the program also helps students with intellectual disabilities learn about the opportunities available to them in the greater community, and helps to create and sustain existing opportunities for the athletes in Special Olympics programs.

** If you have utilized any of the activities/lessons presented in the SO Inclusive manual or created your own SO Inclusive activity, please email Nicole Ong (nong@specialolympics.bc.ca) about your experience and attach a photograph of the activity to receive a \$50 Staples gift certificate from us!*

*** Please note that all the forms in this resource are only examples. Modifications can be made to any/all documents according to your administration's requirements.*

Connecting to the Local

This manual has been designed to assist teachers and students in their efforts to create socially inclusive and community involved schools, but it is also meant as a way for schools to connect to the Special Olympics Local in their community.

The Local is responsible for the Special Olympics programs, events and athletes in that community. Connecting with the Local is important because they will be able to offer information about events and programs running in your community, provide advice and guidance on fundraisers and may be able to help with any activities you are planning on running at the school.

Contact the provincial Special Olympics office to connect you with the Local representative in your area.

Special Olympics BC
#210 – 3701 East Hastings Street
Burnaby, BC V5C 2H6
Tel: 604.737.3078
Tel: 888-854-2276
Fax: 604.737.3080
Email: info@specialolympics.bc.ca
Website: www.specialolympics.bc.ca

Informed Consent

In addition to making a connection with the Special Olympics Local in your community, we also recommend that you **seek consent from the parent/guardian of students with intellectual disabilities** before involving the student in any school event or awareness campaign that may make apparent the nature of their condition to other students.

Below is an example of a consent letter that may be sent home to parents/guardians.

EXAMPLE:

Dear Parent/Guardian,

I am writing to inform you that SCHOOL NAME will be hosting a fundraiser in support of Special Olympics BC.

The NAME OF FUNDRAISER is meant to be an inclusive activity in which your son or daughter may wish to participate. We are writing this letter to advise you that the nature of your child's disability may be noted by the organizing committee and/or made apparent to other students during the event. The reason for this identification is because this event is meant not only as a fundraising activity but also as a means to raise awareness about intellectual disability and promote greater inclusion of persons with a disability in school activities.

The event will take place on DATE at TIME at LOCATION.

I would be most grateful if you could complete and return the consent slip as soon as possible.

Should you have any questions, concerns or comments about the activity please do not hesitate to contact me at school.

Sincerely,

YOUR NAME
Leadership Teacher

CONSENT SLIP

Student Name: _____

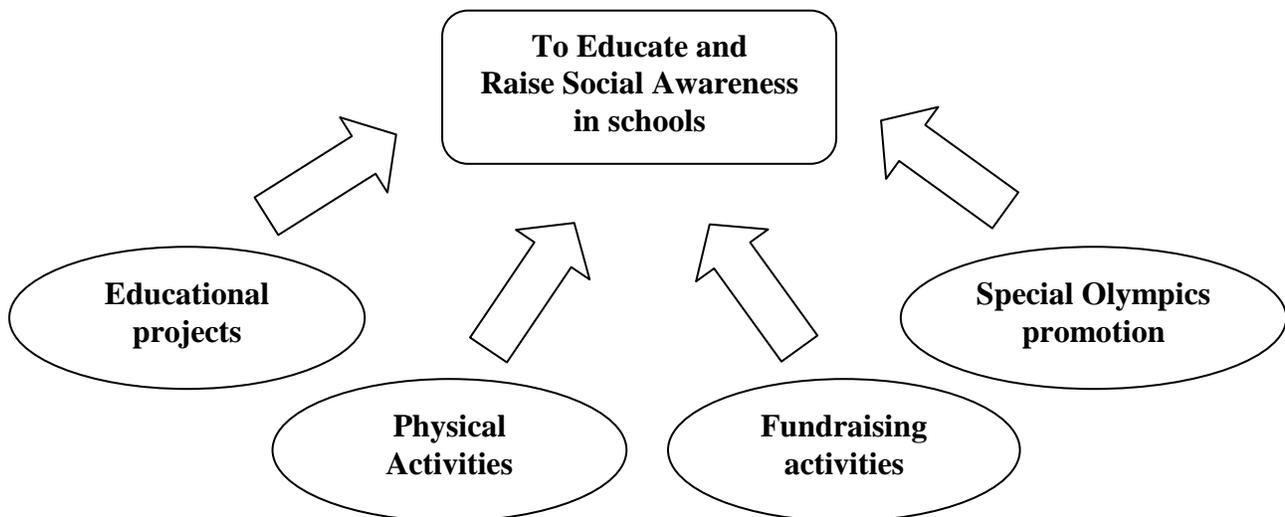
- I give permission for my child to take part in the FUNDRAISER NAME.**
- I do not give permission for my child to take part in the FUNDRAISER NAME.**

Social Awareness

There are many negative stereotypes, beliefs and attitudes about people with intellectual disabilities. These have a significant impact on how these individuals are treated and create barriers to inclusion. It is important to understand that much of this negativity is fueled by a lack of information. Uncertainty about the details of an intellectual disability and/or the capabilities and behavior of an individual with an intellectual disability are among the reasons for exclusion.

In order to break down barriers, schools can raise the levels of awareness and educate students and staff about intellectual disabilities. We highlight inclusive lessons, activities and initiatives that help schools to create and increase awareness about intellectual disabilities and Special Olympics. These ideas are grouped under “educational projects”, “physical activities”, “fundraising activities” and “promotion of Special Olympics and volunteerism” (see illustration below).

The activities provided in this resource can be used during class time, break time, or outside the school hours or setting. Included in each lesson plan is a description of the activity, the learning outcomes, a detailed breakdown of how to plan and run an event, and possible assessment strategies.



**Please note that the ideas presented in this document are by no means exhaustive and we encourage educators and students to think of other activities that foster inclusion and participation for all students. Refer to section on “Class project proposal”.*

Tips for Inclusion

Listed below are some tips to help make your event more inclusive for:

Every student

- Make sure everyone can participate
 - *E.g. On a dress up day ensure that everyone will be able to find an outfit.
- Ensure that competitions do not require any special talents
- Avoid activities that will make others uncomfortable
- Be clear of your expectations of students' behaviour
- Try to run activities that promote school unity and pride
- Ensure activities are age and school appropriate

Students with Intellectual Disabilities

- Allow all students to participate in the same activities
- Structured activities facilitate more participation than unstructured activities
 - *Structured activities would include firm timelines, supervision, planned activities, rules, etc.
- Interaction with teachers helps students feel more confident and safe
- Consider running some activities during unstructured school times like lunch time
 - *Students with intellectual disabilities are often excluded during unstructured break times
- Pair students with intellectual disabilities with students without an intellectual disability
- Physical accessibility is fundamental to participation

Tips for Participation

- Give points to classes with people dressing up. Award the winning class with a prize!
- Give prizes for participation
 - *E.g. Best costume, most school spirit, etc.
- Advertise with posters, flyers, and bulletins
- Encourage and recognize staff members for dressing up too
- Choose activities that students would want to participate in – Make them fun!

EDUCATIONAL PROJECTS

The lesson plans and activities provided in this section have been selected for their potential to raise levels of social awareness and educate about intellectual disabilities and celebrate diversity. Additionally the ideas outlined fulfill many Integrated Resource Package (IRP) learning outcomes and can be used across subjects. However, for your convenience these educational project ideas have been divided into two topics for greater ease of use.

The first topic provides ideas for activities that will work best in a leadership setting (Leadership, Health/Careers, Planning, Graduation Transition Requirements, Student Council). The subsequent section lists activities that can be taught in Arts-focused subjects like Social studies, English, and Fine Arts.

Leadership

(Leadership, PE Leadership, Health & Careers, Planning, Graduation Transition Requirements, Student Council)

- ❖ Fans in the Stands
- ❖ Spread the Word
- ❖ Volunteer Day
- ❖ Peer Buddies
- ❖ Student Profiles
- ❖ Special Olympics Presentation
- ❖ Career Research Project

FANS IN THE STANDS

*School Spirit/Unity

Description of activity:

A group of students find a Special Olympics sport event to attend and cheer on the athletes. Alternatively, the school cheerleading or pep squad could attend a SO event where a fellow schoolmate or local athlete is competing.

Learning outcomes

- Understand the harmful effects of inequity (*Health/Careers gr.6-IRP, 2006*)
- Contribute to the prevention of inequity (*Health/Careers gr.7-IRP, 2006*)
- Assess the importance of healthy relationships (*Health/Careers gr. 8-IRP, 2005*)
- Recognize discrimination & demonstrate empathy (*Health/Careers gr.9-IRP, 2005*)
- Understand skills needed for healthy relationships (*Planning gr.10-IRP, 2007*)
- Demonstrate positive health choices (*Grad Trans gr.11-IRP, 2008*)
- Demonstrate positive health choices (*Grad Trans gr.12-IRP, 2008*)

Timeframe: 1 day

Number of People: 1+

Duties:

- Event locators
- Fans

Supplies and Equipment:

- Poster supplies (optional)
- Noise makers (optional)

Steps to Take:

1. **Contact Local SO chapter or SOBC to find an event**
2. **Get a group of fans together**
3. **Advertise the event** (*School newsletter, posters, announcements*)
4. **Make signs for the fans to hold** (*Optional*)
5. **Attend the event and cheer on the athlete(s)**
6. **Class project/Assessment strategy** (*Eg. Journal, learning log, posters, self-assessment*)

SPREAD THE WORD

Description of activity:

Students listen to a guest speaker talk about prejudice (E.g. A Special Olympics athlete or parent/sibling of a person with an intellectual disability). Students can then pledge to ban the word 'Retard' (R-word) from their vocabulary.

**This can be incorporated into a diversity lesson where students learn to be more inclusive of difference in general. Students can pledge to ban words like 'gay', 'homo', 'retard', and other derogatory and offensive vocabulary from their speech.*

Learning outcomes

- Apply appropriate strategies for responding to bullying (*Health/Careers gr.6-IRP, 2006*)
- Demonstrate behaviours that help prevent discrimination (*Health/Careers gr.7-IRP, 2006*)
- Describe ways on contributing to a safe/caring school (*Health/Careers gr. 8-IRP, 2005*)
- Recognize discrimination & demonstrate empathy (*Health/Careers gr.9-IRP, 2005*)
- Demonstrate effective communication. (*Planning gr.10-IRP, 2006*)
- Demonstrate active citizenship and respect for diversity (*Civic Studies gr.11-IRP, 2008*)
- Self-assessment of their own attitudes and behaviours (*Social Justice gr.12-IRP,2008*)

Timeframe: 2-3 weeks

Number of People: 3-5

Duties:

- Organizer (*teacher*)
- Guest Speaker
- Poster Makers
- Set up and clean up

Supplies and Equipment:

- Media equipment (*Eg. TV, DVD player, computer, projector, etc.*)
- Poster supplies
- Pledge forms

Steps to Take:

- 1. Form an Event Committee**
- 2. Determine date/time**
- 3. Contact Local Chapter or SOBC to find a Guest Speaker**
- 4. Make pledge forms**
- 5. Advertise 'Spreading the Word' (*Ban the 'R' word Posters, etc.*)**
- 6. Hold event (*Set-up, guest speaker, pledge, clean up*)**
- 7. Collect and display pledge forms**
- 8. Send thank-you to guest speaker**
- 9. Assessment strategy (*Eg. Personal journal, self-assessment, etc.*)**

VOLUNTEER DAY

*Resume Builder

Description of activity:

Have a class volunteer at a Special Olympics event (competition or fundraiser).

**Invite students with an intellectual disability to volunteer as well.*

Learning outcomes

- Identify skills that are transferrable outside school setting (*Health/Careers gr. 8-IRP, 2005*)
- Explain the importance of developing employability skills (*Health/Careers gr.9-IRP, 2005*)
- Analyse factors contributing to a caring school (*Planning gr.10-IRP, 2006*)
- Participate in 30 hours of community service (*Grad Trans gr.11-IRP, 2008*)
- Participate in 30 hours of work experience (*Grad Trans gr.12-IRP,2008*)

Timeframe: 2-3 weeks

Number of People: 8+

Duties:

- Organizer (*teacher*)
- Chaperones (*optional*)
- Student Volunteers

Supplies and Equipment:

- Dependent on event selected

Steps to Take:

1. Contact Local Chapter or SOBC to find an event
2. Form a group of volunteers
3. Make permission slips
4. Get parental/guardian permission
5. Keep lines of communication between Local Chapter or SOBC open
6. Attend event
7. Assessment strategy
(*Eg. Personal journal, observation, self-assessment, etc.*)

PEER BUDDIES

Description of activity:

Students with an intellectual disability and a student without an intellectual disability are paired up in a one-to-one friendship during the school year. Students are matched based on similar interests. The pairs are asked to talk or email once a week, and meet twice a month to do a physical activity. The Peer Buddy group is managed by a teacher sponsor or parent.

Learning outcomes

- Assess peer influence on individuals’ attitudes/behaviour (*Health/Careers gr.6-IRP, 2006*)
- Identify characteristics of healthy/unhealthy relationships (*Health/Careers gr.7-IRP, 2006*)
- Assess the importance of healthy relationships (*Health/Careers gr. 8-IRP, 2005*)
- Recognize discrimination & speak up for others (*Health/Careers gr.9-IRP, 2005*)
- Understand the skills needed for healthy relationships (*Planning gr.10-IRP, 2007*)
- Demonstrate skills and attitudes of active citizenship (*Civic Studies gr.11-IRP, 2005*)
- Demonstrate ability to work effectively & safely with others (*Grad Trans gr.12-IRP, 2008*)

Timeframe: 2 weeks -organization time, Open- program duration

**At least one term or semester is recommended*

Number of People: 2+

Duties:

- Group Facilitator/Supervisor
- Peer buddies
- Guest Speaker (*optional: Special Olympics Athlete, Community Service Worker*)

Supplies and Equipment:

- Permission slips

Steps to Take:

1. **Form a group of interested students**
2. **Prepare students for role as a buddy**
(Educate students on what to expect and how to behave, Guest Speaker)
3. **Get parental/guardian permission**
4. **Pair up the students** (*Introductions, exchange of contact information, program explanation*)
5. **Consider making the first meeting a group event** (*Food, games, etc.*)
6. **Brainstorm or provide a list of activities that the peer buddies can do together**
7. **Run program** (*Consider having monthly or bi-monthly check-ins to see how the pairs are working out*)
8. **Class project/Assessment strategy**
(Eg. Journal, learning log, presentation, personal pledge, self-assessment)
9. **Year-end wrap up** (*Celebration, and student feedback*)

STUDENT PROFILES

***School Spirit/Unity**

Description of activity:
 Similar to a student of the month program, but is run by a leadership group or class. Celebrate weekly or monthly a student who has accomplished something special. Nominations can come from the students themselves, friends, teachers, parents, etc. Advertise the nominations in student newsletters, on boards, over announcements, etc. **Ensure that individuals with intellectual disabilities (and a range of abilities) are chosen on occasion.** Post the students picture and biography listing their accomplishments in a display case.

Learning outcomes

- Describe and recognize teamwork/organization/creativity (*Health/Careers gr.6-IRP, 2006*)
- Demonstrate decision making skills to a specific situation (*Health/Careers gr.7-IRP, 2006*)
- Describe ways to contribute to a caring school setting (*Health/Careers gr. 8-IRP, 2005*)
- Demonstrate effective response to discrimination (*Health/Careers gr.9-IRP, 2005*)
- Analyse factors that contribute to a safe/caring school (*Planning gr.10-IRP, 2007*)
- Demonstrate skills and attitudes of active citizenship (*Civic Studies gr.11-IRP, 2005*)
- Demonstrate ability to work effectively with others (*Grad Trans gr.12-IRP, 2008*)

Timeframe: 1 week

Number of People: 3+
Duties:

- Nominator
- Profile Assembler
- Selection Committee

Supplies and Equipment:

- Nomination ballots
- Drop-box
- Poster supplies
- Camera
- Paper & printer

Steps to Take:

1. **Form a Selection Committee**
2. **Advertise** (*Newsletter, posters, school announcements, etc.*)
3. **Make nomination forms** (*Ensure students, teachers, parents know where to drop-off nomination ballot*)
4. **Open nomination time** (*Monday to Thursday*)
5. **Create student profile** (*Friday*)
6. **Announce chosen student and display profile** (*Monday*)

SPECIAL OLYMPICS PRESENTATION

Description of activity:

Students conduct research about Special Olympics and create a presentation. They can then present their project to different classes in the school. Presentations can be held simultaneously in different classes around the school or students can present different portions of a Special Olympics Lesson to one class.

**Invite students with intellectual disabilities to join the class presentations.*

Learning outcomes

- Practise skills needed for future employment (*Health/Careers gr. 8-IRP, 2005*)
- Explain the importance of developing employability skills (*Health/Careers gr.9-IRP, 2008*)
- Demonstrate an understanding of employability skills (*Planning gr.10-IRP, 2008*)
- Complete activities that are relevant to/supportive of a career(*Grad Trans gr.11-IRP, 2008*)
- Complete activities that are relevant to/supportive of a career (*Grad Trans gr.12-IRP,2008*)

Timeframe: 1-2 weeks

Number of People: 2+

Duties:

- Guest Speaker(s)
- Audience

Supplies and Equipment:

- Special Olympics information
- Presentation supplies

Steps to Take:

1. **Set project parameters** (*Group size, topic, length, deadlines/presentation date*)
2. **Research Special Olympics topic**
3. **Prepare presentation**
4. **Solicit class audiences** (*Staff meetings, staff inboxes*)
5. **Invite students with intellectual disabilities to join a presentation**
6. **Assessment strategy** (*Eg. Oral/media presentation, research project, oral/written report*)

CAREER RESEARCH PROJECT

Description of activity:

Students conduct a research project about careers and/or services connected with individuals with intellectual or developmental disabilities.

**Consider having guest speakers from different agencies, like Special Olympics or the Autism Society give a presentation to kick off the project.*

Learning outcomes

- Describe how personal attributes can be linked to a career (*Health/Careers gr. 8-IRP, 2005*)
- Identify sources of information for career planning (*Health/Careers gr.9-IRP, 2008*)
- Relate labor market information to career interests (*Planning gr.10-IRP, 2008*)
- Complete activities that are relevant to/supportive of a career(*Grad Trans gr.11-IRP, 2008*)
- Complete activities that are relevant to/supportive of a career (*Grad Trans gr.12-IRP,2008*)

Timeframe: 1-2 weeks

Number of People: 1+

Duties:

- Guest Speaker(s) -*Optional*
- Researcher

Supplies and Equipment:

- Special Olympics information

Steps to Take:

1. **Set project parameters** (*group size, topic, length, due date*)
2. **Research Career Options**
3. **Write research report**
4. **Assessment strategy** (*Eg. Oral/media presentation, research project, oral/written report*)

Arts

(Social Studies, English, Fine Arts)

- ❖ Youth Summit
- ❖ Diversity Day
- ❖ Student Advocacy Group
- ❖ Special Olympics Talent Show
- ❖ Public Service Announcement
- ❖ Essay Contest
- ❖ Newsletter Additions
- ❖ Awareness Posters
- ❖ Special Olympics Display
- ❖ Special Olympics Art Project

YOUTH SUMMIT

Description of activity:

Organize a large meeting that brings together students from many schools to discuss issues of diversity/inclusion and how to raise awareness about different issues including intellectual disability and Special Olympics. This can last the full school day and take place in a classroom or library. A moderator will introduce guest speakers, start the Q & A session, get an open discussion started, help move the group on to new subjects and signal the beginning of the brainstorm part of the day on ideas for change and action.

**Ensure that students with intellectual disabilities are included in the summit.*

Learning outcomes

- Implement a plan of action to address a local problem or issue (*Socials gr.6-IRP, 2006*)
- Apply critical thinking skills: comparing, imagining, etc. (*Socials gr.7-IRP, 2006*)
- Assess a variety of positions on controversial issues (*Socials gr. 8-IRP, 2008*)
- Defend a position on a controversial issue (*Socials gr.9-IRP, 1997*)
- Apply critical thinking skills: questioning, comparing, etc. (*Socials gr.10-IRP, 2006*)
- Assess the impact of social programs and policies (*Socials gr.11-IRP, 20058*)
- Apply critical thinking to range of social justice issues (*Social Justice gr.12-IRP,2008*)

Timeframe: 1 month – 2 months

Number of People: 10+

Duties:

- Summit Registrar
- Poster Makers
- Guest Speakers
- Set up & Clean up

Supplies and Equipment:

- | | |
|---|-------------------|
| • Summit Information package | • Poster supplies |
| • Registration forms | • Name tags |
| • Media Equipment (computers, projectors, microphone, etc.) | • Itinerary |

Steps to Take:

- | | |
|--|---|
| <p>1. Form an Organizing Committee</p> <p>2. Make information package & registration forms</p> <p>3. Advertise event & recruit students
<i>(Information letter, posters, etc.)</i></p> <p>4. Find guest speakers</p> | <p>5. Hold event <i>(Guest speakers, discuss issues, brainstorm awareness activities)</i></p> <p>6. Send thank-you's to guest speakers</p> <p>7. Class project/Assessment strategy
<i>(Eg. Projects, presentations, journal)</i></p> |
|--|---|

DIVERSITY DAY

Description of activity:
 Have a *Diversity* themed school assembly where members of the community are the guest speakers (Eg. Ethnic/religious minorities, females, gays/lesbians and people with intellectual disabilities, etc.)
**Have students do a follow-up project that relates to one of the guest speakers.*

- Learning outcomes**
- Apply critical thinking to a range of problems/issues (*Socials gr.6-IRP, 2006*)
 - Apply critical thinking to a range of problems/issues (*Socials gr.7-IRP, 2006*)
 - Identify and clarify a problem, issue or inquiry (*Socials gr. 8-IRP, 2005*)
 - Select & summarize information from primary/secondary sources (*Socials gr.9-IRP, 1997*)
 - Demonstrate effective research skills (*Socials gr.10-IRP, 2006*)
 - Demonstrate active citizenship and respect for diversity (*Civic Studies gr.11-IRP, 2005*)
 - Analyse diverse values and beliefs (*Comparative Civ. gr.12-IRP,2006*)

Timeframe: 3 weeks – 1 month

- Number of People:** 3-5
Duties:
- Organizer (*teacher*)
 - Poster makers
 - Set up and clean up

- Supplies and Equipment:**
- Media equipment (*e.g. TV, DVD player, computer, projector, etc.*)
 - Poster supplies
 - Any equipment need for speakers’ activities

Steps to Take:

- | | |
|--|---|
| <p>1. Form an Event Committee</p> <p>2. Determine date/times/venue</p> <p>3. Clear activity with school administration</p> <p>4. Get Guest Speakers (<i>Contact Local Special Olympics chapter or SOBC to find a Special Olympics Guest Speaker</i>)</p> | <p>5. Advertise (<i>School newsletter, posters announcements</i>)</p> <p>6. Host Event (<i>Set up, Guest Speakers, clean up</i>)</p> <p>7. Send thank-you’s to Guest Speakers</p> <p>8. Class Project/Assessment strategy (<i>Eg. Research project, case study, brainstorm/clusters/webs</i>)</p> |
|--|---|

STUDENT ADVOCACY GROUP

Description of activity:

Create a student organization that includes students with intellectual disabilities. Have the group discuss issues of diversity (including intellectual disabilities and Special Olympics) and brainstorm ways of raising awareness in the school about these issues. Have the group carry out their activities in the school.

**Ensure that students with intellectual disabilities are given the opportunity to participate in the discussions, planning, organizing and execution of the advocacy activities.*

Learning outcomes

- Implement a plan of action to address a local problem or issue (*Socials gr.6-IRP, 2006*)
- Apply critical thinking skills: comparing, imagining, etc. (*Socials gr.7-IRP, 2006*)
- Assess a variety of positions on controversial issues (*Socials gr. 8-IRP, 2008*)
- Defend a position on a controversial issue (*Socials gr.9-IRP, 1997*)
- Apply critical thinking skills: questioning, comparing, etc. (*Socials gr.10-IRP, 2006*)
- Assess the impact of social programs and policies (*Socials gr.11-IRP, 20058*)
- Apply critical thinking to range of social justice issues (*Social Justice gr.12-IRP,2008*)

Timeframe: 1 month – 1 year

Number of People: 5-20

Duties:

- Moderator (*teacher sponsor*)
- Advocators (*consider having rotating roles, like minute-taker, treasurer, etc.*)

Supplies and Equipment:

- Poster supplies
- Special Olympics info
- Other supplies and equipment will be dependent on activities

Steps to Take:

- 1. Form an Organizing Committee**
- 2. Recruit Advocacy Group members**
(School newsletter, posters, announcements, staff meetings)
- 3. Determine 1st discussion topic & time/date/location of meeting**
- 4. Hold advocacy meeting** *(Discuss issues, brainstorm awareness activities, create an action plan)*
- 5. Clear activities/events with school administration** *(Present, discuss ideas and action plan)*
- 6. Hold events** *(Set up, event, clean up)*
- 7. Wrap-up meeting** *(Discuss event/activity, plan next advocacy topic and meeting)*
- 8. Class project/Assessment strategy**
(Eg. Projects, presentations, journal)

SPECIAL OLYMPICS TALENT SHOW

Description of activity:

Host a Special Olympics themed talent show. Students display their talent in a way that celebrates Special Olympics. This could include songs, dances, poems, or demonstrations of Special Olympic sport skills (eg. rhythmic gymnastics, soccer skills, etc.)

**Consider charging an admission fee to the event and donating the proceeds to Special Olympics.*

Learning outcomes

- Read fluently – short plays or poetry in a variety of forms (*English gr.6-IRP, 1996*)
- Read fluently – short plays or poetry in a variety of forms (*English gr.7-IRP, 1996*)
- Demonstrate an appreciation for diversity of others (*Drama gr. 8-IRP, 1996*)
- Choose appropriate ways to express thoughts, feelings, beliefs (*Drama gr. 9-IRP, 1996*)
- Demonstrate drama’s unique ability to unify a diverse group (*Drama10-IRP, 2002*)
- Demonstrate engagement in performance (*Drama gr.11-IRP, 2002*)
- Take performance risks in a variety of situations (*Drama gr.12-IRP, 2002*)

Timeframe: 1-2 Months

Number of People: 5-30

Duties:

- Organizers (*booking talent acts, stage hands, light/sound technicians*)
- Advertisers (poster makers, flyer distributors, etc.)
- Talent acts
- Admission Attendants

Supplies and Equipment:

- Lighting and sound equipment
- Stage (*performance area*)
- Poster supplies
- Seating
- Money tin and float money

Steps to Take:

1. **Form an Event Committee**
2. **Determine date/time/venue**
3. **Advertise** (*School newsletter, posters, announcements, newspaper*)
4. **Book talent acts**
5. **Organize acts** (*Decide the order, determine what performers need,*
6. **Dress rehearsal**
7. **Host Event** (*Set up, charge admission, talent acts, clean up*)
8. **Assessment Strategy** (*Eg. Performance or self assessment*)

PUBLIC SERVICE ANNOUNCEMENT

Description of activity:

Create a 30-second advertisement or Public Service Announcement (PSA) to eliminate the use of language that hurts and discriminates against people with intellectual disability everywhere. Alternatively, create a 3-word video/photo that delivers a positive message about Special Olympics or a video about banning the use of derogatory words like ‘Retard’ (see: http://www.specialolympics.org/three_word_video.aspx). The video can be as simple or as elaborate as the students want. Just make it original and have fun.

**This could be run as a class project or a school-wide competition. The winning video(s) could be used by Special Olympics as advertising.*

Learning outcomes

- Read fluently – short plays or poetry in a variety of forms (*English gr.6-IRP, 2006*)
- Read fluently – short plays or poetry in a variety of forms (*English gr.7-IRP, 2006*)
- Demonstrate an appreciation for diversity of others (*Drama gr. 8-IRP, 1996*)
- Choose appropriate ways to express thoughts, feelings, beliefs (*Drama gr. 9-IRP, 1996*)
- Express ideas and information in a variety of situations & forms (*English gr.10-IRP, 2002*)
- Communicate purposefully & ethically (*Communications gr.11-IRP, 2002*)
- Analyse a social justice issue from an ethical perspective (*Social Justice gr.12-IRP, 2008*)

Timeframe: 3 weeks – 1 month

Number of People: 1+

Duties:

- Amateur film makers and stars!

Supplies and Equipment:

- Media equipment (*digital camera, video camera, computer, etc.*)
- Poster supplies (to advertise the contest)
- Prizes (optional)

Steps to Take:

1. Form an Event Committee
2. Determine due date
3. Advertise (*School newsletter, posters, announcements*)
4. Collect PSA entries
5. Judge PSAs
6. Get prizes (*Optional*)
7. Announce winner, award prizes and show the winning PSA(s) to the school
8. Assessment strategy (*E.g. Performance assessment*)
9. Contact SOBC regarding winning PSA(s)

ESSAY CONTEST

Description of activity:

Challenge students to write an essay about an aspect of Special Olympics. Consider awarding prizes for the best entries.

Learning outcomes

- Use effective writing to communicate ideas that inform/persuade (*English gr.6-IRP, 2006*)
- Create meaningful representations relevant to a topic (*English gr.7-IRP, 2006*)
- Create thoughtful communications of ideas and information (*English gr. 8-IRP, 2007*)
- Write purposeful information texts that express ideas (*English gr. 9-IRP, 1996*)
- Use a range of strategies to generate, organize & develop ideas (*English gr.10-IRP, 2007*)
- Apply a range of strategies to revise/edit/publish writing (*English gr.11-IRP, 2007*)
- Use & experiment with elements of form in writing (*English gr.12-IRP,2007*)

Timeframe: 2-3 weeks (preparation time)

Number of People: 3+

Duties:

- Essay writers
- Judges

Supplies and Equipment:

- Information about Special Olympics
- Prizes

Steps to Take:

1. Present Special Olympics information to class
2. Announce competition and due date
3. Collect essays
4. Get prizes
5. Form a judging committee
6. Select winner(s)
7. Announce winner and award prize
8. Consider displaying winning essays in school
9. Assessment strategy (*Eg. Writing assessment*)

NEWSLETTER ADDITIONS

Description of activity:

Add information about past and upcoming Special Olympic events and Special Olympic athlete biographies to school newsletters. Students can be in charge of seeking out and providing information for the school newsletter or newspaper. Information can be found on Special Olympic websites and through the Local chapters of Special Olympics.

**This will work really well if there is a Special Olympics athlete in your school.*

Learning outcomes

- Use effective writing to communicate ideas that inform/persuade (*English gr.6-IRP, 2006*)
- Create meaningful representations relevant to a topic (*English gr.7-IRP, 2006*)
- Create thoughtful communications of ideas and information (*English gr. 8-IRP, 2007*)
- Write purposeful information texts that express ideas (*English gr. 9-IRP, 1996*)
- Use a range of strategies to generate, organize & develop ideas (*English gr.10-IRP, 2007*)
- Apply a range of strategies to revise/edit/publish writing (*English gr.11-IRP, 2007*)
- Use & experiment with elements of form in writing (*English gr.12-IRP,2007*)

Timeframe: 1 week

Number of People: 1+

Duties:

- Special Olympics correspondent (info seeker and writer)

Supplies and Equipment:

- Paper and printer
- Computer

Steps to Take:

1. Contact Special Olympics Local or SOBC website for upcoming events
2. Write a piece about upcoming events or an athlete biography
3. Submit information for school publication
4. Assessment strategy (*Eg. Writing assessment, research report*)

AWARENESS POSTERS

Description of activity:

Advertise upcoming Special Olympic events on posters around the school.

**Make sure posters are appropriate and promote good sportsmanship.*

Learning outcomes

- Willingness to experiment with a variety of materials & tools (*Visual Arts gr.6-IRP, 1998*)
- Create images that convey beliefs and values (*Visual Arts gr.7-IRP, 1998*)
- Plan/implement a course of action that addresses a social issue (*Socials gr. 8-IRP, 1997*)
- Plan/implement/assess a course of action that addresses an issue (*Socials gr. 9-IRP, 1997*)
- Use effective research skills to present information (*Socials gr.10-IRP, 2006*)
- Demonstrate effective graphic communication skills (*Socials gr.10-IRP, 2005*)
- Take action to promote social justice (*Social Justice gr.12-IRP, 2008*)

Timeframe: 1 day – 1 week

Number of People: 1+

Duties:

- Poster Maker(s)

Supplies and Equipment:

- Poster Supplies

Steps to Take:

1. Contact Special Olympics Local or SOBC website for upcoming events
2. Advertise Events on Posters
3. Students can also design yard signs to be placed in the yards of willing community members
4. Assessment strategy (*Eg. Poster assessment – rating scale, self/peer assessment, checklist*)

SPECIAL OLYMPICS DISPLAY

Description of activity:

Create a Special Olympics display in the school. Consider including pictures, information, athlete profiles, sports equipment, etc.

**Find out if your school has a Special Olympics athlete. If so, place an athlete profile of him/her in the display*

Learning outcomes

- Willingness to experiment with a variety of materials & tools (*Visual Arts gr.6-IRP, 1998*)
- Create images that convey beliefs and values (*Visual Arts gr.7-IRP, 1998*)
- Gather & organize information from a variety of sources (*Socials gr. 8-IRP, 1997*)
- Select & summarize information from a variety of sources (*Socials gr. 9-IRP, 1997*)
- Use effective research skills to present information (*Socials gr.10-IRP, 2006*)
- Demonstrate effective graphic communication skills (*Socials gr.11-IRP, 2005*)
- Demonstrate effective research & presentation skills (*Social Justice gr.12-IRP, 2008*)

Timeframe: 1 week-2 weeks

Number of People: 1+

Duties:

- Info finder
- Display artist

Supplies and Equipment:

- Special Olympic information
- Supplies dependent on display

Steps to Take:

- 1. Set project parameters** (*Group size, topic, display venue, due date*)
- 2. Research Special Olympics topic** (*Visit SOBC or other Special Olympic websites for information*)
- 3. Organize research material**
- 4. Display Special Olympics Project**
- 5. Announce display** (*Announcements, school newsletter*)
- 6. Assessment strategy** (*Eg. Oral/media presentation, research project, oral/written report*)

SPECIAL OLYMPICS ART PROJECT

Description of activity:

Create a Special Olympics themed art project. This project could include photography, drawing, painting, sculpting, etc.

**Consider attending a Special Olympic event to take pictures or get inspiration!*

Learning outcomes

- Willingness to experiment with a variety of materials & tools (*Visual Arts gr.6-IRP, 1998*)
- Create images that convey beliefs and values (*Visual Arts gr.7-IRP, 1998*)
- Evaluate displays considering presentation/venue/audience (*Visual Arts gr. 8-IRP, 1996*)
- Create images that challenge societal beliefs/values/practices (*Visual Arts gr. 9-IRP, 1996*)
- Use many elements to create mood in meaningful images (*Visual Arts gr.10-IRP, 2006*)
- Create 2-D/3-D images to achieve specific purposes (*Visual Arts gr.11-IRP, 2002*)
- Apply design strategies to solve a design problem (*Visual Arts gr.12-IRP,2008*)

Timeframe: 1 week-3 weeks

Number of People: 1+

Duties:

- Artist

Supplies and Equipment:

- Supplies dependent on art creation

Steps to Take:

- 1. Set project parameters** (*Topic, medium, due date*)
- 2. Research Special Olympics** (*Attend Special Olympics event, visit SOBC or other Special Olympics websites, etc.*)
- 3. Create art project**
- 4. Consider displaying Special Olympics Project**
- 5. Assessment strategy** (*E.g. Artist statement, art project etc.*)

PHYSICAL ACTIVITIES

The lesson plans and activities provided in this section have been selected for their potential to raise levels of social awareness and educate about intellectual disabilities and celebrate diversity through physical activity.

Additionally the ideas outlined fulfill Daily Physical Activity (DPA) requirements in the curriculum. These physical activity lessons can be facilitated by Leadership classes or used in traditional Physical Education classes.

Physical Activities

(Physical Education, PE Leadership, Sports Teams)

- ❖ School Wide Physical Activities
- ❖ Coaching Opportunity
- ❖ Managing a Team
- ❖ Floor Hockey Referee Clinic
- ❖ Blended Cardio/Weight Training Session
- ❖ Special Olympics Training Assistant
- ❖ Special Olympics Class Lesson
- ❖ Coaching Clinic

SCHOOL WIDE PHYSICAL ACTIVITIES

***School Spirit/Unity**

***Daily Physical Activity**

Description of activity:

Celebrate active living with whole-school walks, runs, or events (e.g. Fitness Fridays, Terry Fox Run, International Walk to School Month, International Move for Health Day, sports days, bike rodeos, mini-Olympics). Ensure that you choose an activity that all students (including students with disabilities) can participate in. Students with disabilities should have a run buddy. Prizes can be given for fastest time, most school spirit, participation, etc.

**Think about the physical accessibility of activities. Ensure everyone can participate.*

Learning outcomes

- Demonstrate respect for differences during physical activity (*PE gr.6-IRP, 2006*)
- Create a positive climate for physical activity (*PE gr.7-IRP, 2006*)
- Willingness to participate in a wide range of physical activities (*PE gr. 8-IRP, 2008*)
- Participate in moderate to vigorous physical activity (*PE gr.9-IRP, 2008*)
- Apply fundamental movement skills in a range of game activities (*PE gr.10-IRP, 2008*)
- Engage in 150 minutes of physical activity per week (*Grad Trans gr.12-IRP, 2008*)
- Engage in 150 minutes of physical activity per week (*Grad Trans gr.12-IRP, 2008*)

Timeframe: 1-2 weeks (preparation time) + event time

Number of People: 5-8

Duties:

- Poster Makers
- Set up & Clean up

Supplies and Equipment:

- Equipment is dependent on activity chosen
- Poster supplies
- Prizes (optional)

Steps to Take:

- 1. Form an Event Committee**
- 2. Determine activity/date/time/venue**
- 3. Advertise event** (*School newsletter, posters, announcements, staff settings*)
- 4. Get prizes** (*Optional*)
- 5. Host Event** (*Set up, give instructions, give out prizes, clean up*)
- 6. Class project/Assessment strategy** (*Eg. Active living portfolio, observation, report, self-assessment*)

COACHING OPPORTUNITY

***Resume builder**

***Volunteer hours**

Description of activity:

Students get free coaching training and then volunteer to help coach a Special Olympics team or help lead an Special Olympics youth program.

**Please note that Program Leaders must be 13+ years, Assistant Coaches must be 16+ years and Head Coaches must be 18+ years.*

Learning outcomes

- Exhibit leadership in specific physical activities (*PE gr. 8-IRP, 2008*)
- Demonstrate proper use of equipment and facilities (*PE gr.9-IRP, 2008*)
- Apply leadership in a wide range of physical activity situations (*PE gr.10-IRP, 2008*)
- Participate in 30 hrs of work experience/community service (*Grad Trans gr.12-IRP,2008*)
- Participate in 30 hrs of work experience/community service (*Grad Trans gr.12-IRP,2008*)

Timeframe: 12 weeks

Number of People: 2+

Duties:

- Organizer (*teacher or parent*)
- Special Olympics representative
- Student(s)
- Special Olympics athletes

Supplies and Equipment:

- Pens & paper
- Sport equipment (*dependant on sport chosen to lead/coach*)

Steps to Take:

1. **Decide on sport**
2. **Contact Local Chapter or SOBC to organize coaching clinic**
3. **Hold coaching clinic**
4. **Contact Local Chapter or SOBC to find a team to lead/coach**
5. **Alternatively, contact Local Chapter or SOBC to start a Special Olympics program in your school**
6. **Assessment strategy**
(Eg. Participation record, completion of required course work, journal/log)

MANAGING A TEAM

***Resume builder**

***Volunteer hours**

Description of activity:

Students build their resume skills and fulfill volunteer hours by managing a Special Olympics team.

**Please note that Program Managers must be 13+ years.*

Learning outcomes

- Exhibit leadership in specific physical activities (*PE gr. 8-IRP, 2008*)
- Demonstrate proper use of equipment and facilities (*PE gr.9-IRP, 2008*)
- Apply leadership in a wide range of physical activity situations (*PE gr.10-IRP, 2008*)
- Participate in 30 hrs of work experience/community service (*Grad Trans gr.12-IRP, 2008*)
- Participate in 30 hrs of work experience/community service (*Grad Trans gr.12-IRP, 2008*)

Timeframe: 12 weeks

Number of People: 2+

Duties:

- Organizer (*teacher or parent*)
- Special Olympics representative
- Student(s)
- Special Olympics athletes

Supplies and Equipment:

- Pens & paper
- Sport equipment (*dependant on sport chosen to lead/coach*)

Steps to Take:

- | | |
|--|---|
| <p>1. Decide on sport</p> <p>2. Contact Local Chapter or SOBC to find a team to manage</p> <p>3. Alternatively, contact Local Chapter or SOBC to help start a Special Olympics program in your school</p> | <p>4. Manage team for 3 months</p> <p>5. Assessment strategy
<i>(Eg. Participation record, completion of required course work, journal/log)</i></p> |
|--|---|

FLOOR HOCKEY REFEREE CLINIC

*Resume Builder

Description of activity:

Hold a floor hockey referee course so that students can become certified Special Olympic floor hockey officials. The training is free and prepares students to officiate Special Olympic floor hockey events.

**When the course is completed, consider holding a Special Olympics floor hockey event with student officials.*

Learning outcomes

- Exhibit leadership in specific physical activities (*PE gr. 8-IRP, 2008*)
- Demonstrate proper use of equipment and facilities (*PE gr.9-IRP, 2008*)
- Apply leadership in a wide range of physical activity situations (*PE gr.10-IRP, 2008*)
- Demonstrate knowledge required by sport certification programs (*PE gr.11-IRP, 1998*)
- Organize and coordinate events/programs in the school (*PE gr.12-IRP, 1998*)

Timeframe: 1 week

Number of People: 10+

Duties:

- Organizer
- Special Olympics representative
- Students

Supplies and Equipment:

- Floor hockey equipment
- Pens and pencils

Steps to Take:

- 1. Determine date/time/location**
- 2. Contact Local Chapter or SOBC to organize coaching clinic**
- 3. Hold coaching clinic**
- 4. Assessment strategy** (*Eg. Participation record, completion of required course work, journal/log*)

BLENDED CARDIO/WEIGHT TRAINING SESSION

***Resume Builder**

Description of activity:

Include athletes with intellectual disabilities in cardio and weight training sessions in the off-season. School athletes can act as work out partners and mentors.

**Alternatively, have athletes with intellectual disabilities join a PE fitness class.*

Learning outcomes

- Exhibit leadership in specific physical activities *(PE gr. 8-IRP, 2008)*
- Demonstrate proper use of equipment and facilities *(PE gr.9-IRP, 2008)*
- Apply leadership in a wide range of physical activity situations *(PE gr.10-IRP, 2008)*
- Demonstrate knowledge required by sport certification programs *(PE gr.11-IRP, 1998)*
- Organize and coordinate events/programs in the school *(PE gr.12-IRP, 1998)*

Timeframe: 1 week

Number of People: 2+

Duties:

- Supervisor *(Coach or Teacher Sponsor)*
- Athletes

Supplies and Equipment:

- Equipment dependant on sport chosen

Steps to Take:

- 1. Advertise the blended training session** *(Posters, newsletter, etc.)*
- 2. Contact Local Chapter or SOBC for training information**
- 3. Hold training session**
- 4. Assessment strategy** *(E.g. Participation record, self-assessment, journal/log)*

SPECIAL OLYMPICS TRAINING ASSISTANT

*DPA

*Resume Builder

Description of activity:

School athletes volunteer to help out at a Special Olympics sport training session. Athletes act as demonstrators, assistant coaches and mentors.

Learning outcomes

- Exhibit leadership in specific physical activities (*PE gr. 8-IRP, 2008*)
- Demonstrate proper use of equipment and facilities (*PE gr.9-IRP, 2008*)
- Apply leadership in a wide range of physical activity situations (*PE gr.10-IRP, 2008*)
- Demonstrate knowledge required by sport certification programs (*PE gr.11-IRP, 1998*)
- Organize and coordinate events/programs in the school (*PE gr.12-IRP, 1998*)

Timeframe: 1 day – 12 weeks

Number of People: 2+

Duties:

- Organizer (*Coach or Teacher Sponsor*)
- Athletes

Supplies and Equipment:

- Equipment should be provided by Special Olympics team coach

Steps to Take:

- 1. Decide on sport for training session**
- 2. Contact Local Chapter or SOBC to find a sports team to work with**
- 3. Attend training session**
- 4. Assessment strategy** (*Eg. Participation record, self-assessment, journal/log*)

SPECIAL OLYMPICS CLASS LESSON

Description of activity:

Have a Special Olympics athlete visit the class to discuss aspects of his/her sport and life with the students. Allow time for a question/answer period and discussion. After this discussion, have the students play the athlete's sport using the SO rules.

**Invite students with intellectual disabilities to join the class.*

Learning outcomes

- Participate in daily physical activity (*PE gr.6-IRP, 2006*)
- Apply learned movement skills in new/unfamiliar physical activities (*PE gr.7-IRP 2006*)
- Assess the positive implications of active living (*PE gr. 8-IRP, 2008*)
- Participate in a wide variety of physical activities & games (*PE gr.9-IRP, 2008*)
- Describe a variety of ways to be active throughout one's life (*PE gr.10-IRP, 2008*)
- Demonstrate positive behaviours and respect for individual abilities (*PE gr.11-IRP, 1998*)
- Adapt rules, routines & procedures for new & familiar activities (*PE gr.12-IRP, 1998*)

Timeframe: 1 week

Number of People: 1+

Duties:

- Organizer (*teacher*)
- Guest Speaker
- Students

Supplies and Equipment:

- Dependent on Speaker's sport
- Media Equipment (TV, DVD player, computer, projector, etc.)

Steps to Take:

1. **Get a SO guest speaker** (*Contact Local Special Olympics chapter or SOBC for help*)
2. **Research guest speaker's sport**
3. **Prepare class in advance** (*Announce upcoming lesson, give background on Special Olympics*)
4. **Inform students with intellectual disabilities & invite them to join the class**
5. **Guest Presentation** (*Introduction, presentation, question and answer, activity, wrap-up*)
6. **Send Thank-you to Guest Speaker**
7. **Assessment strategy** (*Eg. Active living portfolio, observation, report, self-assessment*)

COACHING CLINIC

*Resume Builder

Description of activity:

Hold a coaching course offered by Special Olympics BC. Students get free coaching training which prepares them to work with Special Olympic athletes. Called Special Olympics Sport Workshop, this course is recognized by the National Coaches Certification Program. If they wish to do so, volunteers can move on to further their coaching skills through an advanced course in their chosen sport.

Learning outcomes

- Exhibit leadership in specific physical activities (*PE gr. 8-IRP, 2008*)
- Demonstrate proper use of equipment and facilities (*PE gr.9-IRP, 2008*)
- Apply leadership in a wide range of physical activity situations (*PE gr.10-IRP, 2008*)
- Demonstrate knowledge required by sport certification programs (*PE gr.11-IRP, 1998*)
- Organize and coordinate events/programs in the school (*PE gr.12-IRP, 1998*)

Timeframe: 1 week

Number of People: 10+

Duties:

- Organizer
- Special Olympics representative
- Students

Supplies and Equipment:

- Sport equipment dependant on sport chosen
- Pens and pencils

Steps to Take:

- 1. Decide on sport**
- 2. Determine date/time/location**
- 3. Contact Local Chapter or SOBC to organize coaching clinic**
- 4. Hold coaching clinic**
- 5. Assessment strategy** (*Eg. Participation record, completion of required course work, journal/log*)

FUNDRAISING ACTIVITIES

Building strong and healthy relationships between schools and the community is essential for the continued viability of both institutions. Fundraising for organizations like the Special Olympics is one way that schools can educate students, to raise social awareness and foster community partnerships while helping students to build leadership skills and providing them with a thorough understanding of the processes of collaboration. Additionally, contributing to Special Olympics by fundraising for programs and athletes, demonstrates the school's commitment to recognizing social diversity and promoting inclusive practices.

The next section is meant as an instructional guide for school or class fundraisers. It provides some examples of fundraising goals, gives step-by-step instructions for hosting a fundraiser - including equipment lists, timelines, helpful hints for success and tips on how to make your event as inclusive as possible. Fill out the 'Fundraiser Allocation Form' where you can specify how you would like your contribution used by the Special Olympics organization.

Your Local Special Olympics chapter can assist you in your fundraising efforts. For example Special Olympics locals can provide signage, equipment, help with advertising, etc. Call or send an email your Local Coordinator or Fundraising Coordinator and ask how they can assist.

How to Pick Your Fundraisers

1. How much money do we need to raise?

Come up with a goal that targets a specific need, not just one that sounds good. If your group needs to raise a few hundred dollars, small, simple fundraisers may be appropriate. However, if you want to raise a larger amount, you may need to host a larger scale event. See “Fundraising Goals” on the following page.

2. What would our group enjoy doing?

Your group members will determine the success of your fundraiser. Ask them what they would like to do and what they'd absolutely not like to do. The more they like the project, the more confident and motivated they will be to participate.

3. What has been successful in the past?

As the saying goes 'If it ain't broke don't fix it'. If you've been having a huge success with a certain program year after year- stick to it. Chances are, your supporters are expecting you at that same time every year and your participants are comfortable with hosting the event.

4. How soon do we need the money?

If you have a tight deadline, try to keep the project as simple and straightforward as possible. By minimizing the planning stage, the fundraising event can be held sooner.

Fundraising goals

Listed below are some suggestions of possible fundraising goals and a description of how your donation may be spent. Please note that a donation in any amount is appreciated and beneficial to Special Olympics.

\$20.00: Individual Award

-By raising and donating \$20.00 to your Local Special Olympics chapter you can sponsor an individual medal or award for an individual to signify their accomplishments.

\$95.00: Team Awards

-By raising and donating \$95.00 to your Local Special Olympics chapter you can sponsor the medals, ribbons or awards for an entire team to signify their accomplishments.

\$160.00: Coach Training

-By raising and donating \$160.00 to your Local Special Olympics chapter, you are helping to cover the cost of a coach training program, which ensures that Special Olympics athletes are receiving the best coaching possible.

\$200.00: Equipment

-By raising and donating \$200.00 to your Local Special Olympics chapter, you can buy proper and safe equipment for a Special Olympics team.

\$500.00: Uniforms

-By raising and donating \$500.00 to your Local Special Olympics chapter, you can buy new team uniforms for a Special Olympics sport team.

\$800.00-1,600.00: Draft a Team

-By raising and donating between \$800.00 and \$1,600.00 to your Local Special Olympics chapter, you will be adopting a team and helping to send them to competitions throughout British Columbia.

\$1000.00: Draft an Athlete

-By raising and donating \$1000.00 to your Local Special Olympics chapter, your school can draft an athlete. The money raised will cover the cost of sending a deserving athlete to an important sport competition.

Unspecified Amount: Endowment Fund

-By raising and donating any amount to your local Special Olympic Chapter you are helping with the long-term financial stability of Special Olympics. All proceeds will be used to help enrich the lives of athletes with intellectual disabilities in years to come.

Fundraiser Approval

Please note that every fundraiser using the Special Olympics name or logo needs to be cleared by a Special Olympics affiliate.

The Approval Form on the following page can be photocopied or the template copied to an electronic format. In the form, please provide the details of the fundraising event and send the completed form to your Local Coordinator or Special Olympics BC for approval. This can be sent by post mail or email or faxed to:

Special Olympic BC
#210 – 3701 East Hastings Street
Burnaby, BC V5C 2H6
Tel: 604.737.3078
Tel: 888-854-2276
Fax: 604.373.3080
info@specialolympics.bc.ca
www.specialolympics.bc.ca

Fundraiser Approval Form

Contact Information:

Organizer's Name: _____

Contact No: _____

Email: _____

School Name: _____

School Address: _____

City: _____ Province: _____ Postal Code: _____

School Telephone No: _____

Event Information:

Working Name of Event: _____

Summary of Event* (include date, location(s) and specific details about your event, including budget and fundraising goals):

** Include additional page(s) if necessary*

Name: _____

Signature: _____

Date: _____

Tips for Success

1. Make a connection

Students and community members will be more willing to participate if they feel connected to the cause. Find out if there is a Special Olympics athlete in your school or community and raise money to help that athlete attend a competition.

2. Advertise the activities.

The more you let people know what events are taking place, the greater participation is. Get the activities announced over the loudspeaker. If you're doing dress competitions or other things that require advance notice, announce them at the END of the school day so that it's fresh in students' minds as they head home and are chatting with friends. Hang posters in visible and high traffic areas.

Getting the word out in your community about your fundraising program can also help you reach and surpass your goal. A few easy ways to get the word out about your fundraising program include contacting your local community newspaper or newsletter (they usually have a wide readership within your target "market" and are usually very interested in supporting local programs in the community), using word of mouth (your supporters and members of your organization are already your best salespeople), putting up posters, handing out flyers and hanging banners are also great tools for getting your message out to the community.

3. Get teachers and other school officials involved.

Teachers are role models for students. If they are willing to participate, they set great examples for students to follow. It is also great for school unity.

4. Have teachers to offer extra credit for participation in different spirit week activities.

5. Set Clear Goals, Firm Deadlines

One of the best ways to keep a project on track is to establish clear fundraising goals and set firm deadlines for reaching those goals. Try to set beginning and end dates for your project up front to avoid the never-ending projects.

6. Know What Others Are Doing

Children and their parents are often fundraising for community non-school related groups, so it is important to know what, where, when other fundraising are going on. Consult with other fundraising groups to coordinate fundraising efforts, determine when to time your event, and/or to help you decide what to do for your own event. Try to avoid competing dates and repeating an event.

7. Communicate clearly before, during & after the program is put in place

Communicate consistently with your team and make sure everyone understands your mission and your goals. Follow-up with everyone on a regular basis to ensure a sense of urgency and importance is carried throughout the fundraising event.

8. Pick the Right Day

Try to hold in-school projects on Fridays. Events held on this day give organizers all week to advertise, gives students something to look forward to during the week and are least disruptive to regular school activities. Saturdays are usually best for community events as most people are not working and have less family or religious events to attend. Also check your calendar so you're not competing with another big event or holiday.

9. Get the Right Volunteers

Make sure you get the commitment of your fundraising event volunteers. Your fundraiser will fall short if you can't rely on your helpers. Have backup volunteers lined up in case of absent helpers.

10. Solicit Sponsors for Prizes

You can get many prizes for free by simply soliciting the local restaurants, sports/book/music stores, as well as other local retailers. Tell them what it is for and offer to mention their name in the advertising and at the campaign launch.

11. Keep it simple

Especially if your team members are younger, choose a fundraiser that is easy for them to understand and participate in.

12. Always Say Thank You

Another reason donors do not give is that no one said thank you the last time they gave. Everyone likes to feel that his or her personal contribution is appreciated. To this end, always say thank you to donors, no matter how small their gift to the fundraising campaign. A hand-written, personalized thank-you goes a long way.

13. Savour your successes

Don't forget to take time to celebrate your successes. Reward groups of students who really got behind a particular fundraising activity and make sure that the final tally of fundraising receipts gets plenty of play in the school newsletter. The whole school deserves to be proud of a job well done.

14. Have Fun! A good attitude = better success.

Steps to Take

Step 1: Choose your activity

- What is your goal? (See “fundraising goals”)
- Event
- Activities
- Budget

Step 2: Contact Local Chapter or SOBC

- Fill out the “Fundraiser Approval form” and send it to the Special Olympics affiliate to clear the event

Step 3: Start planning

Step 4: Get going

Step 5: Host event

Step 6: Wrap up and Thank you’s

Step 7:

- Fill out the “Special Olympics school fundraiser allocation form” and mail form and cheque to your Local Coordinator (for contact information, see: <http://www.specialolympics.bc.ca/connect-share/community-map>).

**** If you have utilized any of the activities/lessons presented in the SO Inclusive manual or created your own SO Inclusive activity, please email Nicole Ong (nong@specialolympics.bc.ca) about your experience and attach a photograph of the activity to receive a \$50 Staples gift certificate from us!***

Fundraising Activities

- ❖ Exercise-a-thon
- ❖ Gum Day
- ❖ Dance-a-thon
- ❖ Equipment Sale
- ❖ Garage Sale
- ❖ Craft Fair
- ❖ Sticky Fly
- ❖ Teacher Tasks
- ❖ Jellybean Jar
- ❖ School Cookbook
- ❖ Dress Code Vacation
- ❖ Games Night
- ❖ Scavenger Hunt
- ❖ Valentine Hearts
- ❖ Student/Teacher Game
- ❖ Relay Races
- ❖ Human Bowling
- ❖ Internships
- ❖ Stop the Music

EXERCISE-A-THON

***School Spirit/Unity**

***DPA time**

Description of activity:

This is a physical fitness challenge. Students collect pledges to perform or compete in a physical challenge. For example: Students may collect pledges to run around the school track. Pledges could be \$1 dollar for every 2 laps of or \$20 for the whole event.

**Try using a sport specific to Special Olympics like a bocce-marathon. Pledges would be collected for the number of games won. Have local business provide prizes for the best costume, craziest bowl, highest score, etc.*

Timeframe: 2 weeks – 1 month

Number of People: 5-8

Duties:

- Master of Ceremonies
- Set up & Clean up
- Floaters (exercise trackers, runners, prize distributors, etc)

Supplies and Equipment:

- Exercise Equipment (dependent on activity chosen for event)
- Pledge forms
- Poster supplies
- Prizes

Steps to Take:

- | | |
|--|--|
| <p>1. Form an Event Committee and choose Exercise-A-Thon activity</p> <p>2. Determine date/time/venue</p> <p>3. Contact Local Chapter or SOBC to clear event</p> <p>4. Make and distribute Pledge Forms</p> <p>5. Advertise (<i>School newsletter, posters announcements, staff meetings</i>)</p> | <p>6. Students collect pledges
(<i>Inform students of pledge deadlines</i>)</p> <p>7. Get prizes</p> <p>8. Host Event (<i>Set up, give instructions, give out prizes, clean up</i>)</p> <p>9. Students collect and return pledge money</p> <p>10. Total money raised and contact Special Olympics</p> |
|--|--|

GUM DAY

***Middle School & Junior High School**

Description of activity:
 Students pay \$0.50 to \$1.00 on a designated day and are allowed to chew gum at school. Have booth set up around school 2 days before and on the day of the event. Kids allowed to chew gum have their hand stamped with the letters SO (*for Special Olympics*)

**Consider having a contest for the biggest bubble, biggest wad etc.*

Timeframe: 2 days – 1 week

Number of People: 2-5
Duties:

- Gum Booth Attendants
- Poster Makers
- Bubble Judges

Supplies and Equipment:

- Table & chairs
- Money Jar (or container for gum \$)
- Stamp and Ink
- Poster supplies
- Prizes

Steps to Take:

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Form an Event Committee
 2. Determine date/times/location of gum booth
 3. Clear activity with school administration
 4. Contact Local Chapter or SOBC to clear event | <ol style="list-style-type: none"> 5. Advertise (<i>School newsletter, posters announcements, staff meetings</i>)
 6. Get prizes (<i>optional</i>)
 7. Host Event (<i>Set up, announce event, run any add-on events like biggest bubble contest, give out prizes, clean up</i>)
 8. Total money raised and contact Special Olympics |
|--|--|

DANCE-A-THON

***School Spirit/Unity**

***DPA time**

Description of activity:

This is a physical fitness challenge. Students collect pledges based on how long they can dance. For example: Students collect pledges for every hour danced continuously. Pledges could be \$1 dollar for every hour of or \$20 for the whole event.

**Consider running add-on fundraisers like selling 'Shout-Outs' for a dollar. A shout out is a message that is read by the DJ to the crowd between songs. Eg. "Here's a Shout Out from Kimberly to all her soccer team buddies. Sun Demons Rule!" OR running a healthy food concession during the contest and donating the proceeds to Special Olympics as well.*

Timeframe: 2 weeks – 1 month

Number of People: 5-8

Duties:

- Master of Ceremonies/DJ
- Set up & Clean up
- Concession Staff

Supplies and Equipment:

- Music (Ipod playlists or mix CD's work great!)
- Pledge forms
- Poster supplies
- Prizes

Steps to Take:

- | | |
|--|--|
| <p>1. Form an Event Committee</p> <p>2. Determine date/time/venue</p> <p>3. Contact Local Chapter or SOBC to clear event</p> <p>4. Make and distribute Pledge Forms</p> <p>5. Advertise (<i>School newsletter, posters announcements, staff meetings</i>)</p> | <p>6. Students collect pledges
(<i>Inform students of pledge deadlines</i>)</p> <p>7. Get prizes</p> <p>8. Host Event (<i>Set up, give instructions, give out prizes, clean up</i>)</p> <p>9. Students collect and return pledge money</p> <p>10. Total money raised and contact Special Olympics</p> |
|--|--|

EQUIPMENT SALE

***Volunteer hours**

Description of activity:

Have an athletic equipment sale in the school gym. Attendees can buy and sell used sports equipment. Charge a fee for renting a table to sell goods and an admittance fee for any outsiders coming to the sale. Sellers price and sell their own items, but students can act as customer service helpers, admittance clerks/cashiers and set-up/clean up crews.

**Consider having an information booth about Special Olympics set up in the gym and/or posters up telling people that proceeds are going to Special Olympics.*

Timeframe: 1 month – 6 weeks

Number of People: 10-20

Duties:

- Leaders (Table sale contact people, Someone in charge of \$\$)
- Admission staff
- Customer Service
- Set up & Clean up

Supplies and Equipment:

- Money box and float (for admission)
- Table Sale forms
- Poster supplies
- Special Olympics info

Steps to Take:

- | | |
|--|---|
| <p>1. Form an Event Committee</p> | <p>5. Advertise (<i>School newsletter, posters announcements, community bulletins</i>)</p> |
| <p>2. Determine date/time/venue</p> | <p>6. Record table sales and collect \$\$
(<i>Set a limit on table sales</i>)</p> |
| <p>3. Contact Local Chapter or SOBC to clear event</p> | <p>7. Host Event (<i>Set up, charge admission, sell items, clean up</i>)</p> |
| <p>4. Make table sale forms (<i>Set table sales deadline</i>)</p> | <p>8. Total money raised and contact Special Olympics</p> |

GARAGE SALE

***Volunteer hours**

Description of activity:

Hold a yard/garage sale in the school gymnasium. Attendees can buy and sell unwanted household items. Charge a fee for renting a table to sell goods and an admittance fee for any outsiders coming to the sale. Sellers price and sell their own items, but students can act as customer service helpers, admittance clerks/cashiers and set-up/clean up crews.

**Consider having an information booth about Special Olympics set up in the gym and/or posters up telling people that proceeds are going to Special Olympics.*

Timeframe: 1 month – 6 weeks

Number of People: 10-20

Duties:

- Leaders (Table sale contact people, Someone in charge of \$\$)
- Admission staff
- Customer Service
- Set up & Clean up

Supplies and Equipment:

- Money box and float (for admission)
- Table Sale forms
- Poster supplies
- Special Olympics info

Steps to Take:

- | | |
|--|---|
| <p>1. Form an Event Committee</p> | <p>5. Advertise (<i>School newsletter, posters, announcements, community bulletins, newspaper</i>)</p> |
| <p>2. Determine date/time/venue</p> | <p>6. Record table sales and collect \$\$
(<i>Set a limit table sales</i>)</p> |
| <p>3. Contact Local Chapter or SOBC to clear event</p> | <p>7. Host Event (<i>Set up, charge admission, sell items, clean up</i>)</p> |
| <p>4. Make table sale forms (<i>Set table sales deadline</i>)</p> | <p>8. Total money raised and contact Special Olympics</p> |

CRAFT FAIR

***Volunteer hours**

Description of activity:

Hold a craft fair at the school with proceeds going to Special Olympics. Attendees can sell and buy their handiwork. Charge a fee for renting a table to sell goods and an admittance fee for any outsiders coming to the sale. Sellers price and sell their own items, but students can act as customer service helpers, admittance clerks/cashiers and set-up/clean up crews.

**Consider having an information booth about Special Olympics set up in the gym and/or posters up telling people that proceeds are going to Special Olympics.*

Timeframe: 1 month – 6 weeks

Number of People: 10-20

Duties:

- Leaders (*table sale contact people, someone in charge of \$\$*)
- Admission staff
- Customer Service
- Set up & Clean up

Supplies and Equipment:

- Money box and float (for admission)
- Table Sale forms
- Poster supplies
- Special Olympics info

Steps to Take:

- | | |
|--|--|
| <p>1. Form an Event Committee</p> | <p>5. Advertise (<i>School newsletter, posters, announcements, community bulletins</i>)</p> |
| <p>2. Determine date/time/venue</p> | <p>6. Record table sales and collect \$\$
(<i>Set a limit on table sales</i>)</p> |
| <p>3. Contact Local Chapter or SOBC to clear event</p> | <p>7. Host Event (<i>Set up, charge admission, sell items, clean up</i>)</p> |
| <p>4. Make table sale forms (<i>Set table sales deadline</i>)</p> | <p>8. Total money raised and contact Special Olympics</p> |

STICKY FLY

***School Spirit/Unity**

Description of activity:

During lunch students and faculty can purchase a yard of duct tape for 50 cents to help tape a teacher to the wall. Stop selling tape half way into the break. Announce that you will now remove the chair the teacher is standing on to see just how long the "fly" can stick to the wall.

Timeframe: 1 week

Number of People: 2-5

Duties:

- Booth Attendants
- Teachers (Flies)
- Customer Service
- Set up & Clean up

Supplies and Equipment:

- Table and chairs
- Duct tape
- Poster supplies
- Money tin and float

Steps to Take:

- | | |
|---|---|
| <p>1. Form an Event Committee</p> | <p>5. Advertise (<i>Posters, school announcements, etc.</i>)</p> |
| <p>2. Determine date/time/location</p> | <p>6. Purchase supplies</p> |
| <p>3. Contact Local Chapter or SOBC to clear event</p> | <p>7. Host Event (<i>Set up, announce event, sell tape, stick the fly, clean up</i>)</p> |
| <p>4. Recruit school staff volunteers</p> | <p>8. Total money raised and contact Special Olympics</p> |

TEACHER TASKS

***School Spirit/Unity**

Description of activity:
 Have teachers or administrators to nominate something embarrassing that they are willing to do for charity. Set a price on each task (within reason). Eg. Dress up like a goat and wear a bell all day - \$50.00. Post the Teacher Tasks and their price point and have students raise the money to get their preferred teacher to do this task.

**Keep a running total so that student know how much more money they need to raise for their teacher.*

Timeframe: 2 weeks

Number of People: 5
Duties:

- Booth Attendants
- Teachers (to perform tasks)
- Poster makers
- Set up & Clean up

Supplies and Equipment:

- Table and chairs
- Poster supplies
- Money tin and float

Steps to Take:

- | | |
|---|---|
| <p>1. Form an Event Committee</p> <p>2. Determine date/time/location</p> <p>3. Contact Local Chapter or SOBC to clear event</p> <p>4. Recruit school staff volunteers</p> | <p>5. Price out teacher tasks</p> <p>6. Advertise (<i>Posters, school announcements, etc.</i>)</p> <p>7. Host Event (<i>Set up, announce event, teachers perform tasks, clean up</i>)</p> <p>8. Total money raised and contact Special Olympics</p> |
|---|---|

JELLYBEAN JAR

***Middle School & Junior Highschool**

Description of activity:
 Fill a jar with jelly beans and have students pay 50 cents to guess how many jellybeans are in the jar. Kids donate their money and put their names on a piece of paper with their guess. The winner gets a prize.

**Consider taking a % of proceeds and buying the student a gift certificate.*

Timeframe: 1 week

Number of People: 2-3
Duties:

- Booth Attendants
- Poster makers

Supplies and Equipment:

- Table & chairs
- Jellybeans & jar
- Poster supplies
- Paper slips and pencils
- Money tin & float

Steps to Take:

- | | |
|--|--|
| <p>1. Form an Event Committee</p> | <p>5. Advertise (<i>Posters, school announcements, etc.</i>)</p> |
| <p>2. Determine date/time/location</p> | <p>6. Host Event (<i>Set up, announce event, sell guesses, announce winner, distribute, clean up</i>)</p> |
| <p>3. Contact Local Chapter or SOBC to clear event</p> | <p>7. Purchase Gift Certificate for the winner</p> |
| <p>4. Purchase jellybeans, fill jar and display jellybean jar</p> | <p>8. Total money raised and contact Special Olympics</p> |

SCHOOL COOKBOOK

***Curriculum Connection - Fine Art**

Description of activity:

Have members of your school email their favorite recipe and have someone put the recipes together to make a recipe book. Sell the cookbook to raise funds.

**Try to get recipes that reflect different nationalities*

**Have the art class do the drawings for the book!*

Timeframe: 1 Month (preparation time) – Books can be sold all year!

Number of People: 2-5

Duties:

- Advertisers (poster makers, flyer distributors, etc.)
- Book assemblers

Supplies and Equipment:

- Email account
- Poster supplies
- Paper and photocopier/printer
- Float money

Steps to Take:

- | | |
|--|---|
| <p>1. Form an Event Committee</p> | <p>5. Compile cookbook & illustrations</p> |
| <p>2. Contact Local Chapter or SOBC to clear event</p> | <p>6. Advertise and sell Cookbooks
<i>(Posters, school announcements, newsletter, flyers etc.)</i></p> |
| <p>3. Set up email account</p> | <p>7. Cover fundraiser costs</p> |
| <p>4. Solicit recipes <i>(Posters, school announcements, newsletter, flyers etc.)</i></p> | <p>8. Total money raised and contact Special Olympics</p> |

DRESS CODE VACATION

***School Spirit/Unity**

Description of activity:
 Students bring a dollar to school for the privilege of wearing whatever they want (within reason). Volunteers or teachers collect the money. Variations on the idea include pajama day, crazy-hair day and pop-star day.

**Have Prizes for the best outfits (e.g. craziest hat, funniest pajamas, etc.)*

Timeframe: 1 week

Number of People: 2-3
Duties:

- Booth Attendants
- Poster makers
- Outfit Judges

Supplies and Equipment:

- Table & chairs
- Hand Stamp
- Poster supplies
- Money tin & float
- Prizes

Steps to Take:

- | | |
|---|---|
| <p>1. Form an Event Committee</p> <p>2. Determine date/times/location of gum booth</p> <p>3. Clear activity with school administration</p> <p>4. Contact Local Chapter or SOBC to clear event</p> | <p>5. Advertise (<i>School newsletter, posters announcements</i>)</p> <p>6. Get prizes (<i>optional</i>)</p> <p>7. Host Event (<i>Set up, announce event, run any add-on events like best costume, give out prizes, clean up</i>)</p> <p>8. Total money raised and contact Special Olympics</p> |
|---|---|

GAMES NIGHT

- *Curriculum Connection: Leadership**
- *Student Council Activity**
- *Volunteer hours**

Description of activity:
 Host a family games night in the gym with family-friendly games and activities like various ball tosses (bocce, basketball), golf putting contest, high jump, relay races, etc. for the event. Students and adults volunteers run each game booth. Family admission passes cover most of the games, but a special game (bouncy castle) could cost extra.

**Try using Special Olympics sports as the event games and having a SO information booth.*

Timeframe: 1 Month – 6 weeks

Number of People: 10-20
Duties:

- Advertisers (poster makers, flyer distributors, etc.)
- Booth Attendants
- Admission Attendants

Supplies and Equipment:

- Games equipment (dependent on activities chosen for event)
- Advertising supplies
- Table and chairs
- Money tin and float money

Steps to Take:

- | | |
|--|---|
| <p>1. Form an Event Committee</p> <p>2. Determine date/time/venue</p> <p>3. Choose games/activities</p> <p>4. Contact Local Chapter or SOBC to clear event</p> <p>5. Advertise (<i>School newsletter, posters, announcements, community centres, newspaper</i>)</p> | <p>6. Get prizes (<i>Optional</i>)</p> <p>7. Host Event (<i>Set up, charge admission, run games, clean up</i>)</p> <p>8. Recoup costs of fundraiser</p> <p>9. Total money raised and contact Special Olympics</p> |
|--|---|

SCAVENGER HUNT

***School Spirit/Unity**

***DPA time**

Description of activity:

Teams are charged a fee to enter the scavenger hunt. Teams (5-7 students) will be given a list of sites/things around the school to be photographed. Each participant must supply their own digital camera with picture review capability. At least one participant must appear in each photo. Teams try to get pictures of as many tasks as possible within the time limit of the event. The team that has the most task photos is the winner. Prizes can also be given for best outfits, most school spirit, etc.

**Consider placing requirements on teams to include different ages, gender, levels of ability.*

Timeframe: 2-3 weeks (preparation time), 1-2 hours (event)

Number of People: 5-10

Duties:

- Advertisers (poster makers, flyer distributors, etc.)
- Team registrars
- Floaters (timers, officials, prize judges/distributors)

Supplies and Equipment:

- Registration forms
- Advertising supplies
- Prizes
- Money tin and float money

Steps to Take:

- | | |
|---|--|
| <p>1. Form an Event Committee</p> <p>2. Determine date/time/venue</p> <p>3. Contact Local Chapter or SOBC to clear event</p> <p>4. Advertise (<i>School newsletter, posters, announcements</i>)</p> <p>5. Register teams & charge entrance fee (<i>Put a deadline on registration</i>)</p> | <p>6. Get guardian permission (<i>For off-school grounds or after school event</i>)</p> <p>7. Make clues (<i>Consider adding a task related to Special Olympics</i>)</p> <p>8. Get prizes (<i>optional</i>)</p> <p>9. Host Event (<i>Set up, run event, distribute prizes, clean up</i>)</p> <p>10. Total money raised and contact Special Olympics</p> |
|---|--|

VALENTINE HEARTS

***Curriculum Connection – Fine Art**

Description of activity:

Sell red (love), pink (like) and white (friendship) paper hearts with a message. Use card stock (business card size) for personalized and anonymous messages. Sell them for \$1.00 each. Volunteers will deliver them to the recipient’s class. Each person can "send" as many messages as they want.

**The organizers can send a few free cards to special people in the school from the student body that they think deserve a heart... e.g. teacher, custodian, deserving student, etc.*

Timeframe: 1 week

Number of People: 5-10

Duties:

- Booth attendants
- Heart makers
- Deliverers

Supplies and Equipment:

- Table and chairs
- Paper hearts
- Class schedule
- Money tin and float money

Steps to Take:

- | | |
|---|--|
| <p>1. Form an Event Committee</p> | <p>5. Advertise (<i>Posters, announcements</i>)</p> |
| <p>2. Determine dates/times</p> | <p>6. Sell hearts (<i>Sender writes recipient’s name and a brief message</i>)</p> |
| <p>3. Contact Local Chapter or SOBC to clear event</p> | <p>7. Determine recipient location on delivery date/time</p> |
| <p>4. Make hearts</p> | <p>8. Total money raised and contact Special Olympics</p> |

STUDENT/TEACHER GAME

***School Spirit**

***DPA time**

Description of activity:
 Organize a student versus teacher sport game. Play the game at lunch and charge admission to watch.

**Try to involve athletes with intellectual disability in some aspect of the event (organizing, score keeping, playing, etc.)*

**Consider making the teams co-ed, or hosting a men's and women's game.*

Timeframe: 1-2 weeks

Number of People: 10-15

Duties:

- Admission Attendants
- Poster makers
- Players (*teachers and students*)
- Official / Referee

Supplies and Equipment:

- Table and chairs
- Sports equipment (depends on sport chosen), bibs
- Safety equipment for players
- Money tin and float money

Steps to Take:

- | | |
|---|---|
| <p>1. Form an Event Committee</p> | <p>5. Select the sport and the teams
 <i>(Could be a sports team or any group)</i></p> |
| <p>2. Choose the sport to be played</p> | <p>6. Advertise (<i>Posters, announcements</i>)</p> |
| <p>3. Determine dates/times</p> | <p>7. Host event (<i>Set up, charge admission, play game, clean-up</i>)</p> |
| <p>4. Contact Local Chapter or SOBC to clear event</p> | <p>8. Total money raised and contact Special Olympics</p> |

RELAY RACES

***School Spirit**

***DPA time**

Description of activity:

Have teams (5-7 students and teachers) sign up for a relay race event (at lunch or during school time). Use the gym as the course. Participants complete a certain number of silly activities (spinning around and then trying to throw a bean bag into a bucket, pushing a ball with their nose, etc.) and compete in heats for prizes. Charge an admission fee for people to come watch. Consider giving prizes for best costumes, team spirit, etc.

**Specify that teams should have people of different ages, genders and abilities.*

Timeframe: 1-3weeks

Number of People: 5-10

Duties:

- Admission attendants
- Poster makers
- Event teams
- Game facilitators

Supplies and Equipment:

- Sports equipment (will depend on activities/games chosen for event)
- Safety equipment for competitors
- Table and chairs
- Money tin and float money

Steps to Take:

- | | |
|---|--|
| <p>1. Form an Event Committee</p> | <p>5. Advertise (<i>Posters, announcements</i>)</p> |
| <p>2. Choose games that will be played</p> | <p>6. Register teams</p> |
| <p>3. Determine dates/times</p> | <p>7. Get Prizes</p> |
| <p>4. Contact Local Chapter or SOBC to clear event</p> | <p>8. Host event (<i>Set up, charge admission, run event, clean-up</i>)</p> |
| | <p>9. Total money raised and contact Special Olympics</p> |

HUMAN BOWLING

***School Spirit**

***DPA time**

Description of activity:

Students pay \$2.00 to register and compete in a Human Bowling competition. On the school field place gymnastic runway mats about two meters wide down a center aisle (15 to 20 meters). Cover the mats with clear plastic sheets and cover the runway in water and dish soap. Use milk jugs partially filled with water as bowling pins.. Individuals, dressed appropriately, run, dive and slide head first into the pins. Arms have to be kept straight back for scores to count. Each person gets 2 tries. Give prizes for highest score, best technique, worst wipeout, etc.

Timeframe: 1-3 weeks

Number of People: 6-10

Duties:

- Booth Attendants
- Poster makers
- Competitors
- Event staff (set up/clean up, equipment managers, attendance takers)

Supplies and Equipment:

- | | |
|--|--|
| <ul style="list-style-type: none"> • Gym mats • Plastic sheeting • Buckets (for water) • Dish soap | <ul style="list-style-type: none"> • Safety equipment (helmet, etc.) • Milk jugs • Poster supplies • Money tin and float money |
|--|--|

Steps to Take:

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Form an Event Committee 2. Determine dates/times/venue 3. Contact Local Chapter or SOBC to clear event 4. Advertise (<i>Posters, newsletter announcements</i>) 5. Register individuals and collect \$\$
(<i>Close registration prior to event</i>) | <ol style="list-style-type: none"> 6. Host event (<i>set up, take attendance of competitors, run event, give out prizes, clean-up</i>) 7. Recoup event costs 8. Total money raised and contact Special Olympics |
|--|---|

INTERNSHIPS

***Resume builder**

***Volunteer hours**

***Curriculum Connection: Personal Planning**

***Curriculum Connection: Career and Health**

– Possible add-on to Gr. 9 ‘Take-Your-Child-To-Work day’

Description of activity:

Make arrangements with a local business for students to work for them as interns. The employer agrees to reward the charity for hours worked by the student instead of paying the students directly. The contribution amount will need to be negotiated ahead of time based on the number of hours to be worked.

**Ensure that students with intellectual disabilities are included in the intern program.*

Timeframe: 1-2 weeks

Number of People: 3 +

Duties:

- Internship coordinator
- Interns
- Employer

Supplies:

- Info sheet/flyer for potential employers
- Parent/guardian permission forms

Steps to Take:

- | | |
|--|--|
| <p>1. Form an Internship Committee</p> <p>2. Seek out possible employers and provide information sheet</p> <p>3. Contact Local Chapter or SOBC to clear event</p> | <p>4. Get parent/guardian permission</p> <p>5. Perform intern service</p> <p>6. Collect internship donations</p> <p>7. Total money raised and contact Special Olympics</p> |
|--|--|

STOP THE MUSIC

***School Spirit/Unity**

Description of activity:
 Play an annoying song over the school’s PA system like, ‘Who let the dogs out’ continuously before classes and during lunch. Set a price on what it will cost to stop the music. Collect donations from students and staff. When the target amount is raised, the music will end.

**Keep a running total so people will know how much more money needs to be donated*

Timeframe: 1 week

Number of People: 3-5
Duties:

- DJ
- Poster makers
- Collection booth attendants

Supplies:

- Annoying music & PA system
- Poster supplies
- Table, chairs, money tin

Steps to Take:

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Form an Event Committee 2. Pick annoying song 3. Clear event with administration 4. Contact Local Chapter or SOBC to clear event | <ol style="list-style-type: none"> 5. Advertise (<i>Posters, announcements</i>) 6. Play music before school and during lunch 7. Collect donations 8. Total money raised and contact Special Olympics |
|--|--|

**Please remember that donations in any amount help to provide sport opportunities for Special Olympic Athletes*

PROMOTING SPECIAL OLYMPICS PROGRAMS AND VOLUNTEERISM

This fourth section of ideas is aimed at educators and school administrators. Its purpose is to help school staff learn about the programs that exist for individuals with intellectual disabilities and give them ideas about ways to keep families of students with intellectual disabilities informed about the programs available to their child.

Becoming a volunteer for Special Olympics is an opportunity for students to make a direct impact on the quality of life of individuals with intellectual disabilities, and a way for them to make a meaningful contribution within the community. In this section, you will find usual information about volunteering and some examples of the volunteer opportunities available with Special Olympics BC that exist outside the school setting.

Volunteering for Special Olympics

Volunteers are the backbone of Special Olympics BC. Without them, Special Olympics would not exist. They provide technical support for all the sport training programs and competitions, provide administrative support services, host fundraising events, and much, much more.

Some of our volunteer opportunities are more long-term requiring at least a 3-month commitment, while others require less time. If a student is interested in volunteering with SOBC, please contact your local Special Olympics chapter for more information.

Volunteer Expectations

Please be advised that as a volunteer, students are expected to:

- Fulfill the responsibility of the assignment
- Carry out all aspects of the assignment
- Take the initiative to become aware of the responsibilities of the assigned position
- Follow the policies and procedures of Special Olympics BC
- Set an example for the athlete
- Refrain from using profanity in the presence of athletes
- Avoid any behaviour which may be misunderstood or misinterpreted by athletes
- Maintain self-control at all times
- Treat everyone equitably within the context of their activity, regardless of level of ability, gender, place of origin, race, sexual orientation, religion, political belief, or economic status
- Be helpful to and supportive of everyone associated with Special Olympics

Coaching

Special Olympics BC is always looking for volunteers who want to take an active role in working with our teams. Below is a list of team opportunities for volunteers. If a student is interested in working as a Coach, Assistant Coach or Team Program Volunteer, please contact your Local Coordinator for opportunities.

- Program Leaders:** -Must be 13 year or older
- Assists heads coaches and assistant coaches with equipment duties, getting water, etc.
- Assistant coach:** -Must be 16 years or older
- Assists head coach in the instruction of a sport including athlete supervision
- Head Coach:** -Must be 18 years
- Heads the Special Olympics team by planning and running practice, ensuring all participants are registered, attend coaches meetings, etc.

****Please note that all coaching staff must complete the SOBC coaching requirements within one year of beginning their coaching commitments. Training opportunities are available once you are a member of Special Olympics BC, so you do not need specific coaching certification to volunteer, just a willingness to help train our athletes. Contact your Local Coordinator for information about coaching training sessions (refer to: <http://www.specialolympics.bc.ca/connect-share/community-map>).***

Ideas for Promoting Special Olympics Programs

- ❖ Professional Development Day
- ❖ Student Database
- ❖ School Website
- ❖ Email List
- ❖ Information Letter

PROFESSIONAL DEVELOPMENT DAY

*Professional Development

Description of activity:

Organize a Special Olympics Professional Development day. Learn all about the Special Olympics organization, programs or get free training on how to coach sports to students with intellectual disabilities.

Timeframe: 1 month (preparation time)

Number of People: 7+

Duties:

- Organizer (*teacher or parent*)
- Special Olympics representative
- Teachers

Supplies and Equipment:

- Pens and pencils
- Sport equipment (*dependent on sport chosen and location*)

Steps to Take:

1. Determine date/time/venue
2. Contact Local Chapter or SOBC to organize a Pro D day
3. Pass along information to interested parties
4. Host event
5. Consider volunteering for Special Olympics or running inclusive activities during lessons or after school.

STUDENT DATABASE

*Staff Resource

Description of activity:

Create a database of students with intellectual disabilities, collecting their email addresses and those of their parents. This way any information that the school learns about Special Olympics or other opportunities for students with intellectual disabilities can more easily be passed directly to the families of students who may wish to participate in them.

**Please note that it is important to keep the identity of each student confidential to outside parties.*

Timeframe: 1 week

Number of People: 1+

Duties:

- Database assembler

Supplies and Equipment:

- Computer
- Internet access
- Emailing list software (free versions available online from LISTSERV)
- Info letter

Steps to Take:

- 1. Send an information letter home to students with intellectual disabilities advising them of database and requesting their contact information**
- 2. Compile database**
- 3. Send a test email to each student and their parents**
- 4. Contact the Local Special Olympics chapter or the SOBC website for upcoming events and information**
- 5. Pass along Special Olympics information to database users**

SCHOOL WEBSITE

***Family Resource**

Description of activity:

Update school, district, and Student Support Services websites to accurately reflect the programs that are currently available for individuals who have intellectual difficulties to communicate information about: Special Olympics programs, Adapted versus Modified programs, Ministry of Education links, and other helpful links.

**Learning Assistant Teachers and Special Education Aides can pass along this information to students and teachers*

Timeframe: 1 week

Number of People: 1+

Duties:

- Website updater

Supplies and Equipment:

- Computer
- Internet Access
- Relevant information

Steps to Take:

- 1. Find up-to-date information for the website** (*Contact Local Special Olympics chapter or SOBC for information about Special Olympics and upcoming events*)
- 2. Update website or contact website administrators to update website**

EMAIL LIST

***Staff Resource**

Description of activity:

Create an email list of school district Learning Assistant Teachers (LAT) and Special Education Assistants (SEA). This way if one LAT or SEA learns about a Special Olympics opportunity, they can pass that information along to LAT and SEAs in other schools and they in turn can forward the information along to students with intellectual disabilities.

**An email list is set of email addresses for a group in which the sender can send one email and it will reach everyone on the list.*

Timeframe: 1 week

Number of People: 1 +

Duties:

- Email list coordinator

Supplies:

- Computer
- Internet access
- Emailing list software (free versions available online from LISTSERV)

Steps to Take:

- 1. Seek permission from every LAT and SEA in your district to be placed on an emailing list**
- 2. Upon approval, create the emailing list**
- 3. Send a test email**
- 4. Contact Local Special Olympics chapter or SOBC to find out about any upcoming events or programs and forward them to the emailing list**

INFORMATION LETTER

*Family Resource

Description of activity:

Send a letter home to the parents/guardians of students with intellectual disabilities advising them of programs offered by Special Olympics.

**Visit the SOBC website for information about the organization and programs offered.*

Timeframe: 1 day

Number of People: 1+

Duties:

- Letter writer

Supplies:

- Computer, paper, printer

Steps to Take:

1. Contact Local Special Olympics chapter or SOBC for information
2. Write letter to parents/guardians (*See sample on next page*)
3. Send letter home with student or mail letter

Example:

Dear Parent/Guardian,

We have noticed that your child is _____ years of age. It is important to be aware of the services available to your son/daughter. Many programs exist that may be of benefit or interest to your child.

School Programs:

(*Consider* including information about: School Completion Certificates versus Dogwood Certificates, adapted versus modified programs; transitioning support, timelines for Grades 10, 11, & 12, Ministry of Education links, employment training options such as Triumph, Ministry of Employment & Income Assistance, and Persons With Disabilities links, etc.)

Sport Programs:

With regards to athletic and sport participation, Special Olympics BC (SOBC) has developed several programs aimed at getting students with intellectual disabilities involved. There are currently three programs designed for school age children running in your area that will help your child learn and practise his/her motor and sport skills. As well, traditional Special Olympics sport programs are also offered in your community and offer your young athlete the opportunity to compete in sport competitions. If your child is interested in participating in a Special Olympics physical activity or sport program or you have more questions about the programs available, please visit the Special Olympics BC website or contact the SOBC office.

Special Olympic BC

#210 – 3701 East Hastings Street

Burnaby, BC V5C 2H6

Tel: 604.737.3078

Tel: 888-854-2276

Fax: 604.373.3080

info@specialolympics.bc.ca

www.specialolympics.bc.ca

There are many opportunities for your child to participate in an organized sport program and we would be pleased to discuss the matter further.

Sincerely,

(Your Name)

CLASS PROJECT PROPOSAL

So far, the SO Inclusive Resource Guide has provided some ideas that can be used in the school setting to increase the participation of students with intellectual disabilities in school activities, to educate and to raise social awareness about intellectual disabilities and Special Olympics. However, the list provided is by no means exhaustive and we encourage educators and students to come up with their own activities.

Propose your own class project

For older students or leadership classes, we suggest taking the following steps to creating their own *SO Inclusive* activity.

1. Brainstorm (individually or in groups) ideas for inclusive school and awareness activities and fundraisers.
2. Complete the Project Proposal (see template on next page) and hand it in to the teacher for review.
3. Teacher reviews the proposal, approves or modifies the projects and returns the form to the student.
4. Develop a proposal presentation and pitch the project to the school administration for approval.
5. Begin working on approved activities!

**** If you have utilized any of the activities/lessons presented in the SO Inclusive manual or created your own SO Inclusive activity, please email Nicole Ong (nong@specialolympics.bc.ca) about your experience and attach a photograph of the activity to receive a \$50 Staples gift certificate from us!***

Class Project Proposal Template

The following information should be complete, accurate, and thorough to ensure your project/event is well on its way to success! Use the following checklist to ensure you have considered everything. The design of your proposal can be as creative as you want, but ensure that you have included everything in the list below. Please type the proposal in a legible font.

- Name of Event**
- Description of Event (seek administrative approval!)**
- Date of the event:** What time of year – term, day, month?
What blocks, lunchtime, after school?
- Objectives:** How does this activity help make your school more inclusive? How will you make this activity/event inclusive to ALL students, including those with disabilities?
- Delegation:** Who is the Teacher Sponsor? Group members and their responsibilities (For example: set up/clean up, promoters, money handlers, etc.)
- Cost:** To students? To leadership class? Develop a budget/funding and ways of being financially responsible.
- Facilities & Equipment:** Venue and supplies needed?
- Planning Timeline**
- Publicity:** For example: posters, teachers' bulletin, newsletter, etc.
- Possible Challenges:** Try to anticipate problems that may occur
- Inclusivity:** How will you make this activity/event inclusive to *all* students, including those with disabilities?

Due Date: _____

Grade Weight: _____ (Eg. 20% for term 1)

ADDITIONAL INFORMATION

Calendar of Events

Here you will find a list of *some* of the Special Olympics events that take place every year. There is a brief description of each event and Special Olympics contact information should students wish to attend or volunteer at the event.

*This list is by no means exhaustive. Please contact the Special Olympics Local Coordinator in your community for more information about events within your community and for details about how to get involved.

→Event: *Law Enforcement Torch Run (LETR)*

The LETR is an innovative initiative powered by dedicated law enforcement personnel around the world who want to help Special Olympics athletes experience acceptance, achievement and admiration through sport.

Volunteer opportunities: Handing out literature about Special Olympics, liaising with the public, torch run support, refreshment etc.

Date: March – June

Contact Information:

Amy Pokoney, Manager, Fund Development
#210 – 3701 East Hastings Street
Burnaby, BC V5C 2H6
Tel: 604.737.3056
Tel: 888-854-2276
apokoney@specialolympics.bc.ca

→Event: *Swim Meet*

Invitational or regional swim competition held over a weekend. Athletes from a wide range of ages, backgrounds, interests, and levels of ability compete in this competition to showcase the abilities of Special Olympics athletes to other athletes, coaches, and the general public.

Volunteer opportunities: Sport support services (timers, athlete marshals, runners, etc.)

Date: September – March

Contact Information:

*Local Coordinator

→Event: *Track Meet*

Invitational or regional track meet held over a weekend. Athletes from a wide range of ages, backgrounds, interests, and levels of ability compete in this competition to

showcase the abilities of Special Olympics athletes to other athletes, coaches, and the general public.

Volunteer opportunities: Sport support services (timers, athlete marshals, runners, etc.)

Date: April – June

Contact Information:

Shawn Fevens, Manager, Sport & Youth Development

#210 – 3701 East Hastings Street

Burnaby, BC V5C 2H6

Tel: 604.737.3055

Tel: 888-854-2276

sfevens@specialolympics.bc.ca

Resources

This section provides resources for teachers and students who need or want more information about Special Olympics programs and events. Contact information for the provincial office is located here, along with a list of the Special Olympics Locals located throughout BC. See: <http://www.specialolympics.bc.ca/connect-share/community-map> for contact information of local communities.

*In the event that a community or region does not have a Special Olympics Local all inquiries can be directed to the SOBC provincial office.

PROVINCIAL OFFICE

Special Olympics BC

#210 – 3701 East Hastings Street
Burnaby, BC V5C 2H6
Tel: 604.737.3078
Tel: 888-854-2276
Fax: 604. 737.3080
info@specialolympics.bc.ca
www.specialolympics.bc.ca

LOCALS

Abbotsford	Invermere	Quesnel
100 Mile House	Kamloops	Revelstoke
Burnaby	Kelowna	Richmond
Burns Lake	Keremeos	Ridge Meadows
Campbell River	Kitimat	Salmon Arm
Castlegar	Langley	Salt Spring Island
Chilliwack	Merritt	Smithers
Clearwater	Mission	South Okanagan
Comox Valley	Nakusp	Squamish
Coquitlam	Nanaimo	Summerland
Cowichan Valley	Nelson	Sunshine Coast
Cranbrook	North Shore	Surrey
Creston	Oceanside	Terrace
Dawson Creek	Penticton	Trail
Delta	Port Alberni	Vancouver
Elk Valley	Powell River	Vernon
Fort St. John	Prince George	Victoria
Golden	Prince Rupert	Williams Lake
Grand Forks	Princeton	

Media Resources

This section is meant to provide teachers and students with additional resources for school and class projects. Listed below are helpful websites and links to online publications and web-based media and videos. On these sites, you will find examples of Public Service Announcements (PSA's), student presentations, and additional Special Olympic Information.

WEBSITES

- *Special Olympics International*
www.specialolympics.org
- *Special Olympics BC*
www.specialolympics.bc.ca

ONLINE PUBLICATIONS

- *Spirit Magazine*
www.specialolympics.org/spirit_magazine.aspx
- *Special Olympics BC E-Newsletter*
<http://www.specialolympics.bc.ca/connect-share/e-newsletters>

ONLINE VIDEOS

Special Olympics BC

- *Great Speeches*
<http://www.specialolympics.bc.ca/connect-share/be-inspired#Great%20Speeches>

Perry's Prospects

- *Perry's Prospect on Krista Milne*
http://www.ctvbc.ctv.ca/servlet/an/local/CTVNews/20110210/bc_perrys_prospects_110210/20110210/?hub=BritishColumbiaHome
- *Perry's Prospect on Matthew Williams*
http://www.ctvbc.ctv.ca/servlet/an/local/CTVNews/20101104/bc_perrys_prospects_101104/20101104/?hub=BritishColumbiaHome

Special Olympics International

- *The Power of Words*
www.specialolympics.org/video_soeren.aspx
- *Be a Fan*
www.specialolympics.org/video_be_a_fan_psa.aspx

- ***Be a Fan of Determination***
www.specialolympics.org/video_eks.aspx
- ***Be a Fan of Confidence***
www.specialolympics.org/WGU_video_charles_howard.aspx
- ***Be a Fan of Skill***
www.specialolympics.org/video_santana.aspx
- ***Inspire Greatness***
www.specialolympics.org/video_inspire_greatness.aspx
- ***Be a Fan of Dignity***
www.specialolympics.org/video_nabayinda.aspx
- ***Be a Fan of Courage***
www.specialolympics.org/video_erickson.aspx
- ***Be a Fan of Acceptance***
www.specialolympics.org/video_ximena.aspx
- ***A Moment of Truth***
www.specialolympics.org/video_lane.aspx
- ***2009 Winter World Games***
http://www.specialolympics.org/maryam_hasan.aspx
- ***Law Enforcement Torch Run for Special Olympics***
www.specialolympics.org/video_torch_run.aspx

ONLINE MUSIC

- ***Let Me Anthem***
<http://www.youtube.com/watch?v=HtNSGqpYaNM>

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