

# SO INCLUSIVE:

## Curriculum-based sample lessons and activities for elementary schools

*A Special Olympics Inclusive School Program*

*August 2011*



***Special Olympics***

***British Columbia***

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

# INTRODUCTION

## **What is Special Olympics?**

Special Olympics is a not-for-profit sport organization dedicated to providing year-round sport opportunities to individuals with intellectual disabilities. In the 1960s, children with an intellectual disability were found to be half as physically fit as their peers without an intellectual disability. Suspicious that this phenomenon was not entirely due to having an intellectual disability, Dr. Frank Hayden (a Toronto researcher) discovered that given the opportunity, people with an intellectual disability could become physically fit and acquire the physical skills necessary to participate in sport. Hence the seeds were sowed for the birth of Special Olympics (SO).

Our mission 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, feel respected and accepted, strive for and achieve goals and increase their self-esteem – enabling them to keep up with their peers in both structured and unstructured activities in the schools.

Today, over 3,900 athletes participate in Special Olympics BC sports programs in 55 communities across British Columbia. Special Olympics BC offers year-round programs in 18 sports and 3 youth programs, as well as local, provincial, national and international competitive opportunities. To provide quality programs and competitions for our athletes, we raise funds through corporate 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.

## **What is SO Inclusive?**

The goal of the SO Inclusive Program is to assist schools in creating inclusive learning environments for students with intellectual disabilities. To achieve this, Special Olympics BC has developed a manual in collaboration with existing teachers to closely match the curriculum and mandate of the Ministry of Education in British Columbia: that all students have equitable access to learning, opportunities for achievement, and the pursuit of excellence in *all* aspects of their educational programs.

Although students with and without intellectual disabilities (and other special needs) have been integrated in the classrooms, the reality for most students with intellectual disabilities is exclusion<sup>1</sup>. Not many youth without an intellectual disability reported having contact with people with intellectual disabilities, resulting in a lack of information

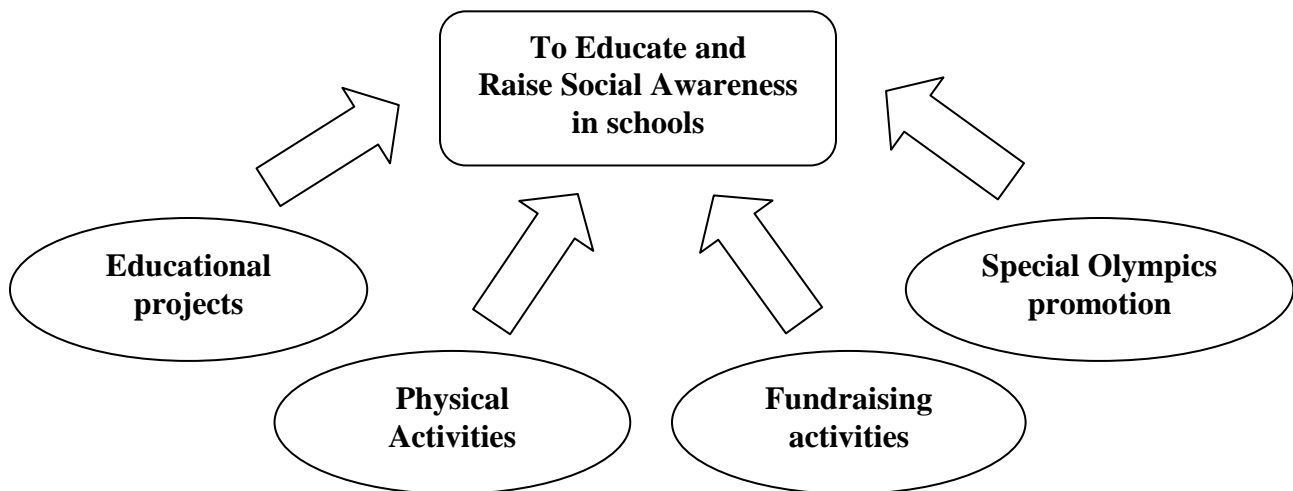
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<sup>1</sup> See: [http://resources.specialolympics.org/research-toolkit/Perceptions\\_About\\_Inclusion.aspx](http://resources.specialolympics.org/research-toolkit/Perceptions_About_Inclusion.aspx)

and understanding and negative beliefs and attitudes towards people with intellectual disabilities. These perceptions create barriers to inclusion.

## **SO Inclusive manual**

We encourage educators, community leaders, adult volunteers and student groups to adopt some of the lessons and activities presented in the SO Inclusive manual in their respective classes and school communities. The manual is packed with ideas for lessons and activities with the objective of educating our youth and raising awareness about intellectual disabilities and the Special Olympics movement.



As illustrated above, lesson and activity ideas are grouped by topics/subjects:

- 1) Educational projects
  - a. Leadership (PE Leadership, Health/Career)
  - b. Arts (English, Visual Arts)
- 2) Physical activities
- 3) Fundraising activities
- 4) Promoting Special Olympics programs and volunteerism

Although the full manual was written specifically for secondary schools (see: <http://www.specialolympics.bc.ca/manual/so-inclusive-school-program/so-inclusive-school-program>), forms may be adapted for use in elementary and post-secondary schools. Abridged versions of the manual are also available as sample lessons and activities for *elementary*, *secondary* and *post-secondary* schools.

***\* 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](mailto:nong@specialolympics.bc.ca)) about your experience and attach a photograph of the activity to receive a \$50 Staples gift certificate from us!***

**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 attributes of people they admire (*Health/Careers gr.3-IRP, 2006*)
- Identify steps in a decision-making model (*Health/Careers gr.4-IRP, 2006*)
- Describe and recognize teamwork/organization/creativity (*Health/Careers gr.6-IRP, 2006*)
- Design a plan to achieve a specific goal (*Health/Careers gr.7-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*)

**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

- Identify steps needed to achieve a goal (*Health/Careers gr.2-IRP, 2006*)
- Identify effective work habits (*Health/Careers gr.2-IRP, 2006*)
- Apply a goal-setting model to a short term goal (*Health/Careers gr.3-IRP, 2006*)
- Design a plan to achieve a specific goal (*Health/Careers gr.7-IRP, 2006*)
- Practise skills needed for future employment (*Health/Careers gr. 8-IRP, 2005*)

**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*)

## 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 – poems, stories (*English gr.3,4-IRP, 2006*)
- Read fluently – poems, stories, reports, articles etc. (*English gr.5,6,7-IRP, 2006*)
- Demonstrate an appreciation for diversity of others (*Drama gr. 8-IRP, 1996*)

**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](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 – poems, stories (*English gr.3,4-IRP, 2006*)
- Read fluently – poems, stories, reports, articles etc. (*English gr.5,6,7-IRP, 2006*)
- Demonstrate an appreciation for diversity of others (*Drama gr. 8-IRP, 1996*)

**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 writing to express personal responses and opinion (*English gr.3,4-IRP, 2006*)
- Select strategies during writing to express and refine thoughts (*English gr.5-IRP, 2006*)
- 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*)

**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 writing to express personal responses and opinion (*English gr.3,4-IRP, 2006*)
- Select strategies during writing to express and refine thoughts (*English gr.5-IRP, 2006*)
- Use effective writing to communicates 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*)

**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

- Demonstrate awareness that materials and tools can be used to create particular effects  
(*Visual Arts gr.2,3-IRP, 1998*)
- Identify characteristics of materials and tools used to create particular effects  
(*Visual Arts gr.4-IRP, 1998*)
- Analyze and select materials and tools to make images (*Visual Arts gr.5-IRP, 1998*)
- 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*)

**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**

- Demonstrate awareness that materials and tools can be used to create particular effects  
*(Visual Arts gr.2,3-IRP, 1998)*
- Identify characteristics of materials and tools used to create particular effects  
*(Visual Arts gr.4-IRP, 1998)*
- Analyze and select materials and tools to make images *(Visual Arts gr.5-IRP, 1998)*
- 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)*

**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:**

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|---|---|
| <ol style="list-style-type: none"> <li><b>1. Set project parameters</b> <i>(Group size, topic, display venue, due date)</i></li> <li><b>2. Research Special Olympics topic</b><br/><i>(Visit SOBC or other Special Olympic websites for information)</i></li> <li><b>3. Organize research material</b></li> </ol> | <ol style="list-style-type: none"> <li><b>4. Display Special Olympics Project</b></li> <li><b>5. Announce display</b> <i>(Announcements, school newsletter)</i></li> <li><b>6. Assessment strategy</b><br/><i>(Eg. Oral/media presentation, research project, oral/written report)</i></li> </ol> |
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## 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**

- Demonstrate awareness that materials and tools can be used to create particular effects  
*(Visual Arts gr.2,3-IRP, 1998)*
- Identify characteristics of materials and tools used to create particular effects  
*(Visual Arts gr.4-IRP, 1998)*
- Analyze and select materials and tools to make images *(Visual Arts gr.5-IRP, 1998)*
- 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)*

**Timeframe:** 1 week-3 weeks

**Number of People:** 1+

**Duties:**

- Artist

**Supplies and Equipment:**

- Supplies dependent on art creation

**Steps to Take:**

- |   |   |
|---|---|
| <p><b>1. Set project parameters</b> <i>(Topic, medium, due date)</i></p> <p><b>2. Research Special Olympics</b><br/><i>(Attend Special Olympics event, visit SOBC or other Special Olympics websites, etc.)</i></p> | <p><b>3. Create art project</b></p> <p><b>4. Consider displaying Special Olympics Project</b></p> <p><b>5. Assessment strategy</b><br/><i>(E.g. Artist statement, art project etc.)</i></p> |
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**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 others during physical activity, PA (PE gr.2-IRP, 2006)
- Demonstrate respect & encouragement for others during PA (PE gr.3-IRP, 2006)
- Describe fair play principles for participating in PA (PE gr.4,5-IRP, 2006)
- Demonstrating leadership in respecting individual differences during PA (PE gr.6-IRP, 2006)
- Contributing to 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)

**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)

## 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.1-8-IRP, 2006*)
- Demonstrate respect & encouragement for others during PA (*PE gr.3-IRP, 2006*)
- Describe fair play principles for participating in PA (*PE gr.4,5-IRP, 2006*)
- Demonstrating leadership in respecting individual differences during PA (*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*)

**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*)

**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:**

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

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

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

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

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

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

**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:**

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

## 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 the 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**

**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!**