



Special Olympics

Get into it

education and engagement tools
for teachers and students



Activity 1: K-2 Lessons

We're All Alike...We're All Different

Activity Overview:

Students explore the theme of diversity through literature and discover how it applies to their classroom community. The lesson begins with an activity to build awareness that all groups represent overlapping areas of similarities and differences. Students then listen to a read-aloud of the picture book *Friends* by Rob Lewis or *Chester's Way* by Kevin Henkes and participate in a whole-group literature discussion. In a follow-up activity, students respond orally to questions about their individual preferences and interests to create a collaborative class story that they then read together. This lesson can be incorporated into a language arts unit to develop reading comprehension, comparison-making and critical-thinking skills.

Activity 1:

We're All Alike...We're All Different



Cross-Curricular Connections:

This lesson extends to health units on self-concept and social studies units on diversity, friendship and community. A shared writing experience helps students learn more about one another and promotes skills and attitudes needed to build an inclusive and cooperative classroom community.

Academic Skills Addressed:

- Discovering patterns and relationships among ideas and characteristics;
- Developing reading comprehension strategies through a teacher model of thinking aloud and asking questions;
- Making connections between literature and real-life experiences — e.g., identifying issues of significance within the text and generating open-ended questions about the text and its personal relevance;
- Participating in writing behaviors and generating ideas for writing by responding to “What” questions;
- Creating imaginative texts using strategies to contribute to collaborative projects — e.g., finding relationships among ideas generated by the group and exploring the ideas of others;
- Conveying meaning through text content and design; and
- Communicating understanding of texts through expressive reading.

Desired Outcomes:

Students will:

- Recognize differences and similarities among classmates.
- Demonstrate comprehension by discussing their reactions to a story and relating themes in a story to their own lives.
- Identify how individuality within a group provides value.

Time Required:

Two 45- to 60-minute class periods, with additional time for reflection.

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

Special Olympics
Athlete Oath



Activity 1:

We're All Alike...We're All Different



You don't have to be like me to be my friend.

Materials Needed:

- Picture books: *Friends* by Rob Lewis (grades K-1) or *Chester's Way* by Kevin Henkes (grades 1-2)
- Reproducible 1.1, *Questions for shared writing activity*
- Chart paper and markers
- Index cards or other small pieces of paper (one per student)
- Bag or other container to hold cards
- Large paper and markers (for Reflection activity)

Background:

- Choose one of the picture books about diversity (with the theme “You don’t have to be like me to be my friend”) that best suits your students’ age and interests. Review the story ahead of time so that you can read it fluently and with expression. Flag any pages where you wish to pause your reading to reinforce students’ connections to the story by providing think-aloud comments or questions.
- Create and write down 8-10 “Step forward” instructions for the *Step Right Up* game in Part One, Steps 1-5. The categories should include a mixture of internal and external characteristics (e.g., Step right up if you are wearing sneakers today, ...if you have a brother, ...if you like sausage on your pizza, ...if you have ever played soccer).
- Write down questions (using Reproducible 1.1 or your own questions) on small cards for the group writing activity in Part Two, Steps 2-5. Place them in a bag or other container for students to draw from.

Important Terms:

- alike, different, individual, same, unique



PART ONE



Tell students that even though they are all alike in many ways, no one is exactly the same as anyone else.

Activity 1: We 're All Alike...We're All Different

Activity Steps and Suggestions:

1. Introduce a listening game called *Step Right Up*. Explain that this game is a fun way for students to learn more about their classmates – the ways in which they are the same and the ways in which they are different. **(Educate)**
2. Gather students together to stand side-by-side or, space permitting, in a large circle. Explain that they will need to listen carefully and respond to sentences that describe them – their individual traits, experiences, likes and dislikes – by stepping forward. **(Educate)**
3. Begin with a simple directive, such as: *Step right up if you are wearing sneakers*. (Hint: adopting a carnival barker voice and attitude helps keep everyone's attention and makes this activity fun!) Allow time for students to respond; instruct students to look at the two groups that are created – the group of students with sneakers and the group of students with other footwear. Ask students to return to their original spots. **(Educate, Motivate)**
4. Continue calling out different categories, beginning with external characteristics (physical descriptions and experiences) and progressing to internal characteristics (preferences and abilities). Students should step back after each instruction, so that the individuals who have stepped forward always represent a different group. Encourage students to look at each new group formed. Make sure that all students are represented in a number of statements. Include several statements that include the entire group to highlight both similarities and differences. **(Educate, Motivate)**
5. To close the activity, give an instruction that includes everyone (e.g., *Step forward if you are an awesome 2nd grade student in Mrs. Smith's class!*) and ask students to give themselves and their classmates a hand. **(Motivate)**
6. Seat students for a whole-group discussion following the experiential activity. Ask students to share their observations, prompting with questions such as: *Did you learn anything new about your classmates? What's a good way to find out if you share the same interests? How much can you tell about people just by looking at them? Which similarities and differences can you see and which ones can't you see? Were the groups that stepped forward always made up of the same students? Some groups were small and some groups were large – which did you like being in? What kinds of things do all your classmates have in common?* **(Educate, Motivate)**
7. Tell students that even though they are all alike in many ways, no one is exactly the same as anyone else. Our differences make each of us *unique*. **(Educate)**

PART ONE



Ask students to recall the interests and preferences of individual characters...

Activity 1: We're All Alike...We're All Different

Activity Steps and Suggestions:

8. Begin a read-aloud of the selected picture book. Read the title and show students the cover, asking them to predict what the story will be about. Tell students that all the characters are *unique* – the same in many ways and different in some ways (*just like us!*). Ask them to listen for what makes each character unique. **(Educate, Motivate)**
9. Model thinking aloud as you read, pausing as appropriate to make comments or ask questions. For example, for *Friends: Hmmm, it sounds like Oscar's mother has some good advice about making friends...How do you think Oscar feels when he sees the other rabbits playing together?* For *Chester's Way: Do you think Chester appreciates Lilly's help? ...Chester has his own way of doing things – I think he's unique!* **(Educate, Motivate)**
10. After reading, engage students in a class discussion about how the characters are unique. Ask students to recall the interests and preferences of individual characters, turning to illustrations if needed to prompt students' responses. Then guide students to identify ways that the story characters learned to celebrate diversity. *How are the characters the same? What things did they enjoy doing together? How did they learn to celebrate their differences or uniqueness? How did they learn from one another? How did their differences make life better for everyone?* **(Educate, Motivate)**



Activity 1: We're All Alike...We're All Different

Activity Steps and Suggestions:

1. Show students the picture book and explain that each of them can contribute to a story about similarities and differences within their classroom. Ask students for ideas on what to title this story. List their suggestions on chart paper. Students may want to title this writing based on the story they read (e.g., *Our Friends* or *Our Way*). **(Educate, Motivate)**
2. Next, have each student in turn draw a question from the bag (e.g., *What is your favorite dessert?*) Assist the student as needed to read the question aloud to the group. The student responds to the question orally. If necessary, ask additional questions to prompt a more complete or detailed response. **(Educate, Motivate)**
3. As the group watches, repeat and record the student's oral response in a complete sentence on chart paper, beginning with the student's name. (e.g., *Kayla likes vanilla ice cream with butterscotch syrup and chocolate sprinkles for dessert.*) You can ask for a show of hands to see how many others like the same thing. **(Motivate)**
4. After each student has answered a question and contributed a sentence, ask students to brainstorm ideas for an appropriate sentence to end the story. Encourage them to come up with something that celebrates the diversity of the group (e.g., *Hooray for all of us!* or *We're each unique, but we're all awesome!* or *We may be different in many ways, but we're really all the same!*). Help students vote and tally results to select both the title and final sentence for their collaborative story. **(Educate, Motivate)**
5. When the story is complete, point to the words for a choral reading of the story. Read the story again, this time asking each student to read the sentence that he or she contributed to the group story. **(Educate, Motivate)**

Encourage them to come up with something that celebrates the diversity of the group...



Activity 1:

We're All Alike...We're All Different

PHOTO BY: Ryan Eades



Prompt students to think creatively about the talents, perspectives, and experiences that each person offers to the group.

Reflection:

As a group, develop a concept map based on students in the class. On large paper, draw a large circle in the center representing the entire class. Don't label the circle at this point; it will be filled in at the conclusion of the activity. With students, brainstorm categories of ways that they are similar and/or unique (i.e. physical characteristics, likes/dislikes, abilities or talents, experiences, etc.). Add these categories to the concept map, along with any descriptors students can think of that are represented in their class. Now go back to the center circle and ask students to make a list of things their class is able to do as a whole group because at least one person in the group possesses a particular skill, interest, or ability. For example, if one person in the class is tall, the whole class has access to things that may be out of reach for some because the class has that resource available to them. If one student goes to dance classes, that student might be able to teach the rest of the class how to dance. Prompt students to think creatively about the talents, perspectives, and experiences that each person offers to the group. Before completing the list, ensure that everyone in the class is represented in at least a few statements.

Suggested Assessment:

- Teacher observation of student responses during group discussions.
- Teacher observation of student responses during interactive read-aloud.
- Evaluate each student's response to the question: *Why are you glad that everyone in our classroom is unique?*

Cross-Curricular Extensions:

Drama

- Students practice reading the collaborative story with expression for a presentation. Instead of each student reading his or her own contribution, a classmate reads it. During the reading, the contributor steps forward, listens and takes a bow. Students present the story to another class as an introduction to individual students in their class.





“Sports play a critical role in the health and development of all children, including those with disabilities.”

Hon. Ann Veneman,
Executive Director,
UNICEF

Activity 1:

We're All Alike...We're All Different

Inclusive Classroom Modifications:

- With the *Step Right Up* game, having students move into groups is the most visual and concrete example of group forming. Have peer buddies assist to help a student with disabilities get into a group. The student can indicate wanting to join a group by raising a hand, starting to walk, rolling his or her wheelchair, etc.
- The game can also be played with all students seated. Provide students with a brightly-colored card taped to a tongue depressor. Print the word “SAME” on the card and have students hold it up each time a category that applies to them is called.
- In Part Two, get information from parents in advance about student likes and dislikes. Record the collaborative story or the piece that the student with disabilities is going to “read” if memorization and verbalization are issues.

General Extensions and Modifications:

- Divide the class into small groups to read and discuss *Our Friend Mikayla*, edited by Kimberly Resh (written and illustrated by a third-grade class about their classmate Mikayla, who has multiple disabilities. It depicts Mikayla’s love for cotton candy and Clay Aiken, and how her classmates included her as a pitcher in kickball.) Students can then write their own class book, using *Our Friend Mikayla* as a model, to share with another class.
- Create a visual representation of several categories of classroom differences by hanging butcher paper with various descriptions around the room (e.g., *I have more than one brother*). Students move around the room to read each of the statements and draw an outline of their hand under any of the statements that describe them.
- For the writing activity, older students can write their responses to the questions independently, using phonetic spelling, and add an illustration. Students’ individual pages can then be laminated and compiled into a class book to be shared in the reading center or at home with families on a rotational basis.

Additional Resources:

- Learn more about the authors: Rob Lewis: <http://www.rob-lewis.co.uk/> and Kevin Henkes: <http://www.kevinhenkes.com>
- Students can watch the animated version of the picture book *My Friend Isabelle* (a young boy’s story of his friendship with a girl with Down syndrome) at: <http://www.idso.org/education/EDUCATION.HTML> (Click on Grade K-1 Lesson 3)

Questions for shared writing activity

What is your favorite game or sport to play?

What do you usually eat for breakfast?

What vegetable or fruit do you like best?

What is your favorite dessert?

What toppings do you like on your pizza?

What do you like to do on Saturdays?

What is your favorite TV program?

What do you call your grandmother and grandfather?

What kind of pet do you have and what is its name?

What do you want to be when you grow up?

What is something that makes you laugh?

What is something silly you like to do?

What do you like to do most during recess?

What makes you sad or afraid?

What do you like to do when you get home from school?

What is your favorite book?

What kind of music do you like to listen to?

What is something you do very well?

What does your whole family do together?

What do you usually order at McDonalds?

What things do you like to collect?

What is your favorite thing to do with your friends?



Special Olympics

get into it

education and engagement tools
for teachers and students



Activity 2: K-2 Lessons

The Meaning of Perseverance

Activity Overview:

Students explore the theme of perseverance through read-alouds of fiction (a fable) and nonfiction, an experiential activity, group discussions, and collaborative writing activities. The lesson begins with the identification of the characteristics of a fable and an interactive reading of *The Tortoise and the Hare* by Janet Stevens. Literature discussions focus on the meaning of perseverance and its applications to students' lives. Students then pair up to practice challenging activities and offer encouragement to one another. Finally, a profile of a Special Olympics athlete is read and discussed as a real-life example of perseverance in action. Students use the Special Olympics oath as a model to create their own classroom promise to never give up. This lesson can be incorporated into a language arts unit to develop reading comprehension and critical thinking skills, as well as to generate ideas for authentic writing.

Activity 2:

The Meaning of Perseverance



“A rewarding life is filled with challenge, so do not pity me. Give me a chance!”

Thomas Gatu, Special Olympics Athlete

Cross-Curricular Connections:

This lesson can also be incorporated into the health and physical education curriculum to promote teamwork and increase behaviors associated with perseverance.

Academic Skills Addressed:

- Using critical thinking to analyze texts, including identifying and evaluating multiple perspectives;
- Recognizing relationships between and among texts (fable, nonfiction);
- Making connections between literature and real-life experiences — e.g., identifying issues of significance within the text and generating open-ended questions about the text and its personal relevance;
- Predicting events and meaning in texts before and during interactive reading;
- Discovering patterns and relationships among ideas and characteristics;
- Developing reading comprehension strategies through a teacher model of thinking aloud and asking questions;
- Creating imaginative texts using strategies to contribute to collaborative projects — e.g., finding relationships among ideas generated by the group and exploring the ideas of others; and
- Conveying meaning through text content and design.

Desired Outcomes:

Students will:

- Define *perseverance* and cite examples of situations that require perseverance.
- Identify specific words and language that is encouraging to others.
- Demonstrate recognition that Special Olympics athletes often have to work harder and longer to learn new skills and that they demonstrate perseverance.

Time Required:

Two 45- to 60-minute class periods, with additional time for reflection.



Activity 2: The Meaning of Perseverance



Materials Needed:

- Picture book: *The Tortoise and the Hare* by Janet Stevens
- Reproducible 2.1, *Special Olympics Athlete Cole Cleworth* Profile and Photograph
- Chart paper and marker
- Tape recorder and audiotapes (for Reflection activity)

Background:

Prepare for the read-aloud sessions by familiarizing yourself with the picture book and Special Olympics profile story so that you can read them fluently and with expression. Flag pages in the picture book where you wish to pause your reading to reinforce students' connections to the story by providing think-aloud comments or questions.

Familiarize yourself with the Special Olympics organization at:

<http://www.specialolympics.org>

Important Terms:

- attempt, fable, fiction, nonfiction, Olympics, perseverance, Special Olympics

“Every person, regardless of whatever different abilities they may have, can contribute, can be a source of joy, can beam with pride and love.”

Eunice Kennedy Shriver



PHOTO BY: Ryan Eades



Activity 2: The Meaning of Perseverance

Activity Steps and Suggestions:

1. Before beginning to read aloud from *The Tortoise and the Hare*, tell students that you will be reading a special kind of *fiction* (a story that isn't true) called a *fable*. Spell and write the word *fable* for students to see. Explain that a fable is a story in which the characters are usually animals. Show students the animals pictured on the cover of the book and ask them to predict whether these characters will behave like real animals or like people. *Why do you think that?* (Appropriate responses may be: *They're acting like people because they're wearing clothes, they look like cartoons, etc.*) Tell students that fables are about animals that talk and act like human beings. Also, every fable has a lesson to teach. Ask students if they can figure out what this hidden lesson is as they listen to the story. **(Educate)**
2. Pause at appropriate points during the reading to think aloud (e.g., *Tortoise's friends are very helpful.*) or to ask questions (e.g., *What do you think will happen next?*). Stop the story before reading the moral at the end – *Hard work and perseverance bring reward.* Ask students to predict the lesson of the fable. **(Educate, Motivate)**
3. After students suggest possible lessons, read the last line of the book. Spell and write the word *perseverance* for students to see. Ask them if they can figure out what this big word means, based on the story they just heard. (Appropriate responses include: *Not giving up* or *You keep trying even though it's hard*). **(Educate)**
4. Continue the group discussion by asking students to recall the story and cite examples: *What are some ways that Tortoise showed hard work and perseverance? How was he able to win the race when Hare was a much faster runner? What things did Tortoise's friends do to help and encourage him?* Discuss the role that a friend's support plays in helping us to persevere. **(Educate, Motivate)**



PART ONE



One partner encourages the other as he or she practices the jump.

Activity 2: The Meaning of Perseverance

Activity Steps and Suggestions:

5. Next, tell students that they will all have a chance to practice perseverance. Have students work in pairs to learn to do a 180-degree jump turn. Demonstrate how students should stand with feet shoulder-width apart and jump while turning their bodies 180 degrees, landing with their feet facing the opposite direction. If students can do this, ask them to try a 360 degree jump turn (full turn), landing with their feet facing in the same direction that they started. One partner encourages the other as he or she practices the jump. Give the first students several minutes to practice this challenging jump (gauge the time according to your students' success and/or frustration) and signal partners to switch roles. **(Motivate)**
6. After the activity, gather students together to discuss their experiences, asking questions such as: *How did it feel being unable to accomplish what seemed like a simple activity? When something is difficult, does it mean that you can't do it or that you won't ever learn to do it? Does practice make a difference? Did you work hard and persevere, or did you give up? Did you and your partner encourage one another? How would you feel if someone made fun of you when you were trying your best?* **(Motivate)**



PART TWO



Special Olympics is humanity's greatest classroom, where lessons of ability, acceptance and inclusion are taught on the fields of competition by our greatest teachers - the athletes.

Activity 2: The Meaning of Perseverance

Activity Steps and Suggestions:

1. Begin a whole group discussion by reviewing the meaning of perseverance. Help students draw on their own experiences to understand the meaning of perseverance, especially as it pertains to learning new physical skills (e.g., riding a bike or skating) or sports (e.g., baseball, soccer, or skiing). *What activities are hard for you? Have you ever had a hard time learning a new skill, such as riding a bike or kicking a soccer ball? Did you keep on trying?* Explain that everyone learns to do new things and different people learn in different ways. Some people need more practice than others to do something well. **(Motivate)**
2. With students' input, briefly review the story of how Tortoise successfully won the race against Hare, even though he was a slower runner – because of his perseverance. Ask students if they remember what kind of story this was (*fiction* or *fable*). Tell students that you have another story about perseverance that is not a fable, but a true story (*nonfiction*) about a real boy named Cole (reference Reproducible 2.1). Show students the photograph of Cole. Explain that in most ways, Cole is like anyone else, but one thing that makes him special is his perseverance. **(Educate)**
3. Read the Special Olympics profile about Cole Cleworth. Stop reading the profile at the point where it states that Cole spends time in *Special Olympics*. Assess students' prior knowledge of the *Olympics*. Introduce *Special Olympics* as a similar sports program that values each person's abilities and unique traits, and holds games in countries all over the world: *Special Olympics includes athletes who might need a longer time to learn sports than most of us. That means that Special Olympics athletes have to try harder and work longer to learn new skills. And that's perseverance!* Invite students to ask questions at this point. **(Educate)**
4. Resume reading aloud from the Cole Cleworth profile. When completed, tell students that all Special Olympics athletes make the same special promise to persevere. Write and recite the Special Olympics Athlete Oath on the board: *Let me win. But if I cannot win, let me be brave in the attempt.* Have students read the oath in unison. Discuss its meaning. *What makes a winner?* **(Educate)**
5. Suggest that students brainstorm ideas for a promise they can make as a class to help them persevere. Write students' suggestions on chart paper. As a group, see if similar ideas can be combined to create several one-to-two sentence promises that the group can vote on. For example: *We'll root for one another and always do our best!... We won't quit until we get it right!* Determine as a group how students want to take the oath (e.g., hands on hearts or holding two thumbs up) and have students stand and read the promise together. Display the promise prominently in the classroom as a daily reminder that your class never gives up. **(Motivate, Activate)**

Activity 2:

The Meaning of Perseverance



Tell students to imagine they are reporters who want to interview students about a time when they have persevered when something was difficult.

Reflection

Tell students to imagine they are reporters who want to interview the other students about a time when they have persevered when something was difficult. During group time, turn on the tape recorder and ask students reflective questions about this experience. Start by having the students briefly explain the difficult experience. Other questions may include what students liked best about the experience, what they liked least, what it was that kept them going even when it got difficult, what they learned, and how this experience differed from doing something that was easy to do. Tape-record this conversation. Play the conversation back and ask students if any information is missing. Then have groups of students take turns playing reporter and respondent. *What were the most important lessons they learned about perseverance? What did they learn from hearing about how other students handled adversity?* Summarize students' comments.¹

Suggested Assessment:

- Teacher observation of student responses during group discussions.
- Teacher observation of student responses during interactive read-aloud.

Cross-Curricular Extensions:

Math / Language Arts

- Depending on students' skills, conduct a group lesson or have students work in pairs to compare and record the traits of the characters Tortoise and Hare from the story. Sort these characteristics using a Venn diagram. Students receive further independent practice in categorizing imaginary animals using Logic Zoo on the PBSKids website at:

<http://pbskids.org/cyberchase/games/logic/logic.html>

Inclusive Classroom Modifications:

- For inclusive classrooms in which students have gross motor difficulties, provide other types of challenges to help students experience *perseverance*. These may include tasks such as students writing the word perseverance ten times or completing desk work while balancing beanbags on their heads.
- In Part One, Step 2, ask questions with only two answers. For example: *Who do you think is going to win – the tortoise or the hare?* Follow up with the open-ended question, *Why?*
- In Part One, Step 5, simplify the 180-degree jump to jumping over a “creek,” marked on the floor with two lines.

¹ Adapted with permission from *Connecting Thinking and Action: Ideas for Service-Learning Reflection*. Denver: RMC Research, 2003.

Activity 2:

The Meaning of Perseverance



“If people would believe in us like Special Olympics and see what we can do, they would be amazed. My ambition in life is to turn ‘no’ into ‘yes’. If someone says I can’t do something, I want to prove I can.”

Suzanne O'Moore,
Special Olympics
Australian Athlete

- During the Reflection, use pictures of facial expressions to clarify feelings. Have pre-written questions ready for those students who have difficulty reading and writing, and allow them to draw their answer or have a buddy write it for them.
- If choosing to implement the cross-curricular extension, replace the Venn diagram with a puzzle from a page of the book. (Copy, laminate, and then cut the page.) Alternatively, have students match letters to pre-selected words.

General Extensions and Modifications:

- Create a “Fables” section in your classroom reading corner for single fable picture books such as: *Turtle’s Race with Beaver* by Joseph and James Bruchac; *How Chipmunk Got His Stripes* by Joseph and James Bruchac; *The Tortoise and the Hare: An Aesop’s Fable* by Angela McAllister; *Town Mouse, Country Mouse* by Jan Brett; *The Lion and the Mouse* by Bernadette Watts; and *The Boy Who Cried Wolf* by B. G. Hennessy.
- Include picture books in the classroom reading corner about sports figures who have demonstrated perseverance. Examples include: *How to Train with a T. Rex and Win 8 Gold Medals* by Michael Phelps; *A Picture Book of Jackie Robinson* by David A. Adler; *A Picture Book of Jesse Owens* by David A. Adler; and *Wilma Unlimited: How Wilma Rudolph Became the World’s Fastest Woman* by Kathleen Krull.
- Set up multiple stations for presenting challenging physical tasks in the gym or on the playground. Allow time for students to rotate between tasks, such as throwing a beanbag at a small target from a long distance, tossing, and catching a ball using the non-dominant hand, and walking a designated course (or balance beam) backwards.

Additional Resources:

- Fiction: *A Very Special Athlete* by Dale Bachman Flynn
- Fiction: *A Special Day for Lucas* by Kathie Mowrer Fields
- Nonfiction: *Special Olympics* by Mike Kennedy



Special Olympics Athlete Cole Cleworth

MEET SPECIAL OLYMPICS ATHLETE: COLE CLEWORTH

Cole Cleworth is 10 years old and lives in a small city in Wisconsin. He likes drawing, singing, bowling, cross-country skiing and track and field. He is also active in his church. In many ways Cole is like any other child his age. But Cole has Down syndrome. Not that that stops him, his family or his school from doing just about anything. It just makes things a little harder.

Having Down syndrome is just something that makes him a little different, the way you have brown eyes and I have blue ones. Down syndrome makes him more flexible in his joints than most kids and also gives his eyes a different shape. It also makes him learn more slowly. But he can do everything you do, just a little more slowly. He likes all the same things other kids do and he's a great friend. And by the way, you can't catch Down syndrome, but once you have it, you'll always have it.

Teacher note: Allow children to ask question here.

Cole spends a lot of his time in Special Olympics. He has won medals in all his sports. He was especially excited when he received his first gold medal. He won it for cross-country skiing.

Cole is smaller than most athletes his age, but this does not stop him from trying. He tries any sport he is asked to try and gives it his all. When running in his first race at competition, he ran down the track with a huge smile on his face and waved to the crowd. That caused the crowd to cheer more and he smiled even bigger. When he gets on cross-country skis, he moves very quickly. At times he falls, but he jumps right back up and keeps going.

Cole always wants to try new things. He isn't afraid. All in all, Cole is just like many children his age—except for having Down syndrome. But if you know Cole, there is nothing “down” about him. He can light up the day with his smile and he brings joy to those who know him.



Cole Cleworth
Special Olympics
Wisconsin



Special Olympics

get into it

education and engagement tools
for teachers and students



Activity 3: K-2 Lessons Go for the Gold!

Activity Overview:

This lesson centers on the word “Gold,” its relevance to Special Olympics (gold medals), and the character trait of *caring* (hearts of gold and the Golden Rule). Students listen to a story about a Special Olympics athlete and discuss the importance of the caring and encouraging individuals who help support him/her. Students generate a written list of encouraging words and phrases, which they use to create posters to share with their school community. Students then apply knowledge about caring words and actions to identify examples within their classroom, and practice giving and receiving compliments and encouragement appropriately. This lesson can be incorporated into a language arts unit to develop reading comprehension and critical thinking skills, as well as to generate ideas for authentic writing.

Activity 3: Go for the Gold!



“I was once very shy and not willing to talk with others. Special Olympics changed my life and my love of sports and helped me achieve all this unimaginable success.”

Xu Chuang, Special Olympics China Athlete and International Global Messenger

Cross-Curricular Connections:

This lesson can be incorporated into social studies units on diversity, friendship, and community. Students learn to recognize and affirm positive character traits in themselves and others, and develop skills and attitudes needed to build an inclusive and cooperative community. It also extends into the art curriculum, where students use writing, drawing, and painting skills to create posters for display in public areas of the school.

Academic Skills Addressed:

- Making connections between literature and real-life experiences — e.g., identifying issues of significance within the text and generating open-ended questions about the text and its personal relevance;
- Using critical thinking to analyze texts;
- Using strategies for analyzing and understanding the meanings of words and phrases;
- Using words and phrases that are appropriate to context;
- Developing ideas using creative thinking, problem posing, and problem solving strategies;
- Discovering patterns and relationships among ideas and characteristics;
- Creating imaginative texts using strategies to contribute to collaborative projects — e.g., finding relationships among ideas generated by the group and exploring the ideas of others; and
- Conveying meaning through text content and design.

Desired Outcomes:

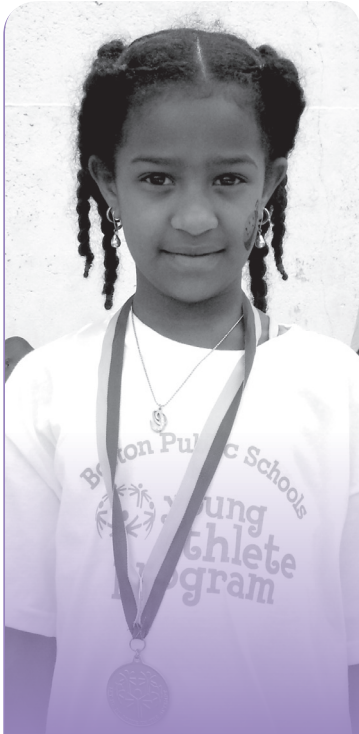
Students will:

- Demonstrate recognition that Special Olympics athletes need encouragement from caring fans and other individuals.
- Identify the value and meaning of caring as a character trait.
- Use encouraging words and demonstrate caring actions within their classroom and school community.
- Give and receive compliments and encouragement appropriately.

Time Required:

Three 45- to 60-minute class periods

Activity 3: Go for the Gold!



“Go for the gold, we keep telling our athletes. But it is the volunteers of Special Olympics who walk away with the gold, richer for the experience.”

L. Tusak, Special Olympics coach and volunteer

Materials Needed:

- Craft materials for a *Heart of Gold* medal (e.g., wooden craft store heart, ribbon, gold paint)
- Chart paper and marker
- Reproducible 3.1, *Special Olympics Gold Medal*
- Reproducible 3.2, *My Brother's Special Olympics Medal*
- Construction paper or poster board, enough for every two students
- Crayons, markers, or paints for creating posters
- Grab bag or box (for Reflection activity)
- Small items, such as a mirror, pencil, ball, glasses, etc. (for Reflection activity)

Background:

- Before beginning this lesson, familiarize yourself with *My Brother's Special Olympics Medal* (Reproducible 3.2) so that you can read it fluently and with expression. Flag any pages or passages where you wish to pause your reading to reinforce students' connections to the story by providing think-aloud comments or questions.
- Construct a *Heart of Gold* medal that is fairly durable and can easily slip over a student's head and be worn around the neck. (Suggestion: Use gold spray paint on a wooden craft store heart and thread a ribbon through it.)

Important Terms:

- caring, encouragement, fan, Golden Rule, heart of gold, valuable



PART ONE



Why do people want gold?
What makes gold valuable?

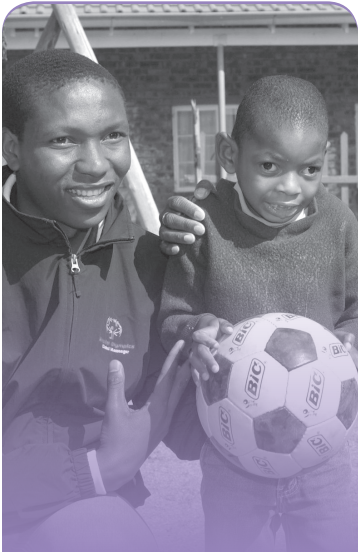
Activity 3: Go for the Gold!

Activity Steps and Suggestions:

1. Write the word *GOLD* on chart paper to arouse students' curiosity. Ask students what they think of when they read this word. *Why do people want gold? What makes gold valuable?* Show Reproducible 3.1, the Special Olympics Gold Medal, and pass it around so students can read the words *Special Olympics*. *Why is this medal made of gold? What does a gold medal mean?* **(Educate)**
2. Read *My Brother's Special Olympics Medal* (Reproducible 3.2). Pause periodically to reflect on the characters' feelings. *How do you think Ben feels when the kids tease him? How does Angie feel?* **(Educate)**
3. Follow the oral reading with a group discussion: *In what ways are Angie and Ben different? In what ways are they the same? Why is soccer and Special Olympics important to Ben? How do the soccer team members support one another? How do the fans encourage the team?* **(Educate)**
4. Continue the discussion by asking students to role play the part of fans in the stands at Ben's soccer game. Present various scenarios, asking students what they would say (or shout) if:
 - *Ben looks tired; he slows his running and looks like he is ready to give up.*
 - *Ben and his team win the competition.*
 - *Ben and his team lose the competition.*
 - *Ben is crying and says that he never wants to play soccer again.*

Responses might include: *I know you can do it!... You're doing great – keep playing!... Way to go!... Congratulations!... That was a great try!... Good game!... It's how you play the game that counts... Don't give up!* **(Motivate)**

5. Write these encouraging words and comments on chart paper as students shout them out. (Remind students that these are things that they can say to themselves too!) Display this list in the classroom for reference. **(Motivate)**
6. Ask students to think about ways we can share words of encouragement in addition to saying them (e.g., notes, greeting cards, emails). *How can we share words of encouragement with other students in our own school?* **(Motivate)**
7. Instruct students to work in cooperative pairs to create an illustrated poster, using the listed words and statements as writing models. Remind students to use encouraging words with each other as they decide what words they will write and what pictures they will draw/paint to create their posters. When completed, encourage students to share their posters with classmates. Later, students can help hang their posters in public areas of the school to encourage others and promote caring. **(Activate)**



Treating others
the same way
we want to
be treated is a
great way to
show caring.

Activity 3: Go for the Gold!

Activity Steps and Suggestions:

1. Just as you did in the last session, write the word *GOLD* on chart paper to arouse students' curiosity. Ask students if they have ever heard the expression – *heart of GOLD* – and write the phrase. *Does it mean that someone's heart is really made of gold?* Through questioning, help students discover that to have a *heart of GOLD* is to have an encouraging and caring nature, which is a valuable thing – like gold. **(Educate)**
2. Extend the discussion to focus on the character trait of caring: *How do you know if someone cares about you? How do you feel when people show that they care about you? How do you feel when you do something caring for someone else?* With students' help, create a definition for the word caring and write it on the chart paper (e.g., *giving encouragement; showing kindness and concern for the well-being of others*). **(Educate)**
3. If you previously implemented Activity 1, remind students how they've learned that they are all the same in some ways and different in other ways. Conduct a survey about students' likes and dislikes by presenting various ways that people show caring: *Raise your hand if you like when someone smiles at you...if you like when someone gives you a compliment...if you like when someone invites you to play with him or her...if you like when someone high-fives you.* All students will undoubtedly raise their hands. Ask appropriate questions to help students make the connection that everyone likes to be treated in the same way – and everyone likes it when others show that they care about them. **(Educate)**
4. Once again, write the word *GOLD*. Tell students that you know a rule that has the word gold in it. *What might the word 'gold' tell you about the rule? Would it be a valuable rule?* Assess students' prior knowledge of the *Golden Rule*. Model turning the word *GOLD* into the word *GOLDEN* and write the rule as students watch: *Treat others the way you want to be treated.* Recite the rule together. Remind students that even if people are different in some ways, they want to be treated the same way you do. *Treating others the same way we want to be treated is a great way to show caring.* **(Educate, Motivate)**
5. Show students the special *Heart of Gold* medal. Can they guess what this medal is awarded for? Have students sit in a circle for a medal ceremony. Present the medal to one student to wear and model giving him or her an appropriate compliment, citing something that student has said or done that demonstrates kindness or caring: *Diondre, I really liked the way you offered to help carry the chart over for our group meeting.* The medal is then passed to each student in turn and classmates compliment that student. You may also need to model and reinforce how to receive compliments appropriately. If students are highly motivated by this circle of caring, make it an ongoing weekly activity. **(Motivate, Activate)**

Activity 3: Go for the Gold!



“I’ve learned so much from Adam and I’m sure he’s learned some from me. If you take the time to make them your friend, they’re the same as everyone else.”

Tommy Oreste, Special Olympics Youth Summit participant

Reflection:

Using the concept of a grab bag, place a number of items related to caring about and encouraging others in a big bag or box that conceals their identity, but allows students to reach in and explore objects. For example, a mirror might prompt kind words about a person’s appearance or encourage a smile. A pencil or sheet of paper might suggest encouraging remarks about something a person has written. A ball might conjure thoughts about a student’s play in a game of baseball. Glasses may encourage appreciative words about a student’s perspective or way of looking at things. Taking turns, have students reach in and feel an object, use descriptive language to describe it to their classmates, and try to guess what the object is. Take out the object and discuss what the object is and how it relates to being kind, caring, and encouraging toward their classmates.

Suggested Assessment:

- Teacher observation of student participation and responses during group discussions and during cooperative activity.
- Work samples: Posters
- Teacher observation of student responses during circle of caring activity.
- Student reports of observed acts of caring presented during circle of caring activity.

Cross-Curricular Extensions:

Social Studies

- Extend the giving of compliments and encouragement outside the classroom. Engage students in a discussion about the caring people throughout their school and the hard work that they do. Have students write notes to compliment or encourage cafeteria workers, office staff, and custodians. Reflect on the positive impact that these notes make on your school community.

Inclusive Classroom Modifications:

- Ask the physical education teacher to discuss and play out “watching a game and being fans.” Have students take turns playing a game or doing an activity and then being the observer or fan. This can be done in pairs or in larger groups. The physical education teacher can write down the encouraging words used, and send the list back to the classroom.
- Explore ways other than words to express encouragement: thumbs up, smiling, applause, pat on the back, hug, etc.
- In Part One, Step 7, allow pictures, stickers, and stamps on the posters.
- If you choose the Caring Spies extension (below), reduce the time period. (One week may be too long for some students.) Students can hand out stamps, stickers, or small notes immediately when noticing a caring act. This immediate connection may better reinforce the actions among some students.

Activity 3: Go for the Gold!



Instead of giving and receiving compliments as a group, classmates can be Caring Spies.

General Extensions and Modifications:

- Have students watch a 60-second PSA that depicts special athletes who exemplify *hearts of gold* at:
<http://www.youtube.com/watch?v=Ybmo58bTRj0>
After all students have seen the video, conduct large or small group discussions to reflect on questions such as: *How do these athletes show caring? What do you think the fans were thinking? Why did the fans applaud? Who should the gold medal go to? What do the words 'true victory' mean? Is that different than winning? If you were one of the fans, what would you say to these runners?*
- Instead of giving and receiving compliments as a group, classmates can be *Caring Spies*. Classmates draw a name at the beginning of the week, but do not reveal it. During the week, whenever they spy their assigned classmate doing something caring, students write an anonymous compliment on an index card. Compliments can be “delivered” on Friday afternoons.
- Share the story of Terry Fox (www.terryfox.org), a model of activism and engagement. Ask students: *What are some ways Terry shows he cares? Does he exemplify a heart of gold? What can you learn from Terry?*

Additional Resources:

- PSA video: <http://www.youtube.com/watch?v=Ybmo58bTRj0>
- Song “I Think You’re Wonderful” from *Teaching Peace* by Red Grammer: <http://www.amazon.com/I-Think-Youre-Wonderful/dp/B00119V6W0>
- Fiction: *A Very Special Athlete* by Dale Bachman Flynn
- Fiction: *A Special Day for Lucas* by Kathie Mowrer Fields
- Nonfiction: *Special Olympics* by Mike Kennedy
- Be a Fan PSA video (30 sec): <http://www.facebook.com/video/video.php?v=26663070286>
- 3 Word video (2:45): <http://www.facebook.com/video/video.php?v=135014990286>
- Inclusion in Panama video (2:29): <http://www.facebook.com/video/video.php?v=126509085286>
- Running in Africa video (2:37): <http://www.facebook.com/video/video.php?v=126508045286>
- Eunice Kennedy Shriver Tribute video (3:51): <http://www.facebook.com/video/video.php?v=220804995286>
- “R word” speech by Soeren (9:52): <http://www.facebook.com/video/video.php?v=149050755286>
- Family Inspiration video (2:34): <http://www.facebook.com/video/video.php?v=129922390286>
- See the Athlete 1st video (31 sec): <http://www.youtube.com/watch?v=bv4fzNYxstc>
- Joe Jonas Run for Special Olympics video (2:05): http://community.specialolympics.org/_Joe-Jonas-iWIn-Fun-Run-for-Special-Olympics/video/893530/82244.html





Special Olympics



education and engagement tools
for teachers and students



MY BROTHER'S SPECIAL OLYMPICS MEDAL



Special Olympics

get into it

education and engagement tools
for teachers and students

This book belongs to:

MY NAME IS ANGIE.

This is a picture of me.

I like to play soccer.

I'm just learning how.

It's really fun to play soccer.



THIS IS A PICTURE OF ME AND MY BROTHER BEN.

I'm 8 years old and Ben is 10.

Ben isn't just my brother.

He's one of my best friends.



BEN AND I LIKE TO PLAY SOCCER TOGETHER.

Sometimes I have to help him.

My Mom and Dad say Ben needs all of us to be more patient with him because he learns more slowly than other kids his age.



**SOMETIMES OTHER KIDS
MAKE FUN OF BEN
BECAUSE HE'S DIFFERENT.**

They think Ben doesn't understand but he really does.

I never make fun of him.

I love my brother Ben, and I want him to have fun and friends just like other kids.



**IT HURTS *MY* FEELINGS
WHEN I'M PLAYING WITH
OTHER KIDS AND THEY
WON'T LET BEN PLAY
BECAUSE HE'S DIFFERENT.**

That really makes me feel sad.
I don't want Ben to be left
out and feel bad.



MY PARENTS AND I WERE SO HAPPY WHEN ALEX, A TEENAGER WHO LIVES ON OUR STREET, TOLD US ABOUT SPECIAL OLYMPICS AND UNIFIED SPORTS.

Alex said Special Olympics has a way for people like Ben and me to play sports on the same team.

That's why it's called "Unified Sports."

Unified. Together. Get it?



**MY FAMILY AND I WENT
WITH ALEX AND SOME
OF THE OTHER SPECIAL
OLYMPICS ATHLETES TO
WATCH A UNIFIED SOCCER
GAME.**

It was so exciting!



ALEX IS THE SPECIAL OLYMPICS UNIFIED SOCCER COACH.

He never yells and he's
never mean.

He really likes all kids
no matter how quickly
or slowly they learn.



I REALLY LIKE ALEX.

Because of Alex, Ben and lots of other kids are learning how to play soccer.

We all help out the team.

When I get older I want to be a Special Olympics coach, too.



**BEN REALLY WANTED
OUR UNIFIED TEAM TO
WIN THEIR FIRST SOCCER
GAME.**

He practiced over and over again how to kick and pass the ball.

He worked so hard at it that he was just as good as I was at kicking and passing the ball.



BEN SAID IT BEST:

“I want to get better and be a champion. And I want to try my best and help my teammates.”

I think Ben knows more than some kids who they call normal!



OUR TEAM PLAYED THEIR FIRST GAME WITH ANOTHER TEAM AND WE WON!

Everyone tried their best and all got a chance to play in the game.



**AFTER THE GAME,
EVERYONE GAVE “HIGH
FIVES” TO EACH OTHER.**



I WATCHED AS THE OTHER TEAM'S COACH SPOKE WITH THEM.

Sometimes when a team loses a game, they look sad.

He said in their own way, they *were* winners too and he was proud of them all.

The important thing was they were playing the game, having fun and trying hard to do their best.



WE WERE ALL SO EXCITED.

At the end of the game Ben and our teammates got their own Special Olympics medal for playing so well.

“We’re all champions now” said Ben.

Our whole team went out for ice cream after the game.



**BEN REALLY EARNED
THAT MEDAL BECAUSE
HE WORKED HARD AND
GOT REALLY GOOD.**

Ben doesn't win every time he plays, but he keeps trying to do his best.



**I SURE AM PROUD OF
MY BROTHER.**

Go Ben!







education and engagement tools
for teachers and students

Funded in part by:



Office of Special Education Programs
U.S. Department of Education



Children's FoundationSM

Endorsed by:



A Union of Professionals



www.specialolympics.org/getintait

Created by the Joseph P. Kennedy, Jr. Foundation for the Benefit of Persons with Intellectual Disabilities



Special Olympics

get into it

education and engagement tools
for teachers and students



Activity 4: K-2 Lessons Be a Fan!

Activity Overview:

This lesson builds on the previous lessons. Whether you have completed one or all three of them, this lesson sets a process in motion for implementing a group-based service-learning experience that actively engages students in meaningful, relevant service activities. Following a classroom visit from a Special Olympics athlete, coach, representative, or volunteer, students identify a need in their school or community. The teacher guides students as they design a group service project that celebrates diversity, promotes teamwork, or encourages Special Olympics athletes or peers with special needs in their school or community. Students use a variety of speaking, writing, drama, and art skills to plan and implement this ongoing service-learning experience. Students reflect on the outcomes/impacts of the experience on themselves and their community and celebrate their success. This lesson can be incorporated into a language arts unit to develop purposeful speaking and authentic reading and writing skills.

Activity 4: Be a Fan!



“Playing sports with Special Olympics has given me the opportunity to express myself like many other athletes...”

Anthony Green, Special Olympics Athlete

Background on Service-Learning (NYLC Standards)

The National K-12 Service-Learning Standards for Quality Practice guide educators in their integration of service-learning experiences, including those for K-12 students. This lesson provides a number of suggestions for service-learning experiences that extend from any of the previous lessons and capitalize on the classroom visit from a participant in the Special Olympics movement. The Standards are at the core of the service-learning experiences outlined in this lesson. They include:

1. Service-learning actively engages participants in meaningful and personally relevant service activities.
2. Service-learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.
3. Service-learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.
4. Service-learning promotes understanding of diversity and mutual respect among all participants.
5. Service-learning provides youth with a strong voice in planning, implementing and evaluating service-learning experiences with guidance from adults.
6. Service-learning experiences are collaborative, mutually beneficial and address community needs.
7. Service-learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals, and uses results for improvement and sustainability.
8. Service-learning has sufficient duration and intensity to address community needs and meet specified outcomes.

For more information on service-learning and how to implement service-learning experiences in your classroom, review the *Service-Learning Instructional Planning Guide* available for download at:

<https://getintoit.specialolympics.org/educators>



Activity 4: Be a Fan!



Cross-Curricular Connections:

This lesson extends to health units on self-concept and social studies units on diversity, friendship, and community. In this lesson students explore civic responsibility, begin to understand their roles as citizens, and develop skills and attitudes needed to build an inclusive and cooperative community.

Academic Skills Addressed (specific service-learning experiences will address more):

- Posing reasoned questions drawn from previous learning and from personal experiences;
- Engaging in an inquiry process;
- Developing ideas using creative thinking, problem posing, and problem solving strategies;
- Discovering patterns and relationships among ideas in a collaborative process;
- Receiving and exploring the ideas of others; and
- Conveying meaning through text content and design.

Desired Outcomes:

Students will:

- Recognize the role that Special Olympics plays within their own community.
- Identify actions that support and encourage Special Olympics athletes and peers with special needs.
- Use speaking, writing, drama, and art skills in meaningful ways to meet a need related to diversity and inclusion in their school or community.

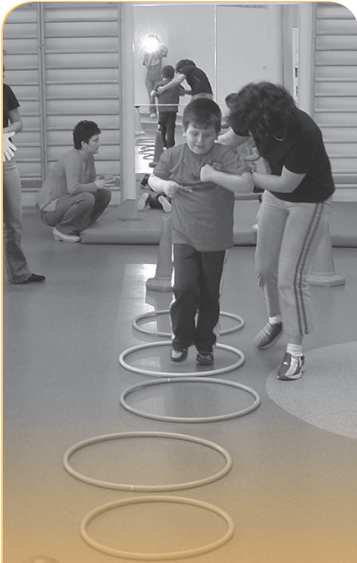
Time Required:

Two 30-minute class periods to introduce the service-learning process, linked with a classroom visit from a Special Olympics guest. Time requirements for planning, implementation, and evaluation of the service-learning experience will vary.

Recognize the role that Special Olympics plays within your own community.



Activity 4: Be a Fan!



Playing
together hand
in hand
Around the
world with a
friendship band
Proud and
strong, unified
we stand
Let's sing a
song of love.

Excerpt from
Song of Love
Special Olympics Fan
Community

Materials Needed:

- Blank audio CD and CD player
- Reproducible 4.1, *Song of Love lyrics*
- Chart paper and marker

Background:

- Well in advance of the lesson, go to:
http://www.specialolympics.org/program_locator.aspx for contact information regarding a Special Olympics athlete, coach, representative, or volunteer to visit your classroom. If it's not possible to have a guest speaker, explore the content on the following website to find appropriate video material to share with your class:
www.specialolympics.org/community
- Download the song from: http://community.specialolympics.org/_SONG-OF-LOVE/audio/315380/82244.html and burn onto a music CD.
- Familiarize yourself with resources and service-learning possibilities at:
<http://www.specialolympics.org>
- Review the *Service-Learning Instructional Planning Guide*. This is a supplemental guide that can be downloaded at:
<https://getintoit.specialolympics.org/educators>
- Write the song lyrics from Reproducible 4.1 on chart paper or print out the reproducible for students to share.

Important Terms:

- caring, friendship, perseverance, project, service-learning





...prepare students for a classroom visit from a Special Olympics athlete, coach, representative, or volunteer.

Activity 4: Be a Fan!

Activity Steps and Suggestions:

Prior to Guest Speaker's Visit

1. Several days in advance, prepare students for a classroom visit from a Special Olympics athlete, coach, representative, or volunteer. Gather students together to play the *Song of Love* (downloaded from the *Special Olympics Fan Community*). Point to the words on the chart paper or provide students with the lyrics so that they can sing along. Engage students in a discussion about the lyrics to connect them to the themes they have been exploring: *What is the song telling us about friendship? What is the song telling us about perseverance? What is the song telling us about caring? What do you think the song has to do with Special Olympics?* **(Educate, Motivate)**
2. Explain that the song was written and performed by 4th and 5th grade students in Lucknow, India. (If you have a globe in your classroom, show students where India is in relation to them.) Tell students that these students are fans of athletes like the ones about whom they have read. These students wanted to show their friendship and caring by creating a song for Special Olympics. *What other ways can people show that they are fans of Special Olympics? Do you think we could show our friendship and caring too?* **(Educate, Motivate)**
3. Next, announce that a very special visitor will be coming to the class. Provide students with pertinent details about the guest speaker. Follow this with questions: *How can we make him/her feel welcome? What do you want to know about Special Olympics? What questions will we ask him/her?* **(Educate, Motivate)**
4. As a group, brainstorm and write a list of appropriate questions on chart paper. Prompt students to include questions about the role of fans and volunteers, and specific ways that younger students like themselves can show friendship and caring. Make sure that the students' list includes questions that will provide current information about area Special Olympics events and needs. Individual students may volunteer to ask the guest a specific question, aided by the written list. **(Educate, Motivate)**





Harness the enthusiasm from the guest speaker's visit to launch an ongoing group service-learning experience.

Activity 4: Be a Fan!

Activity Steps and Suggestions:

Following Guest Speaker's Visit

1. Harness the enthusiasm from the guest speaker's visit to launch an ongoing group service-learning experience. Engage students in a discussion about what they learned from the speaker. *Can we help fill a need? How can we work together with Special Olympics athletes or other students? How can we best show our friendship and caring?* (Additional information about service-learning can be found in the *Service-Learning Instructional Planning Guide*.) **(Motivate)**
2. Brainstorm ideas and list them on chart paper. *Can some ideas be combined? Which ideas will we need to get more information about?* Guide students through the selection process. Review and assess each idea and take a vote to determine which idea generates the greatest interest from the group. (From more information, refer to the *Service-Learning Instructional Planning Guide*.) **(Motivate)**

Examples of service-learning experiences may include:

- Show support and encouragement by creating large murals or banners for area schools that include athletes participating in Special Olympics during the school year. Whenever possible, join together with Special Olympics athletes to create them.
- Team up with a special education classroom to create an *off-line* community "Faces Book" (a large scrapbook in which students compile photos, captions, and drawings of themselves engaged in their favorite activities) that is passed back and forth between the classrooms/schools and is added to throughout the school year. Plan a face-to-Faces Book celebration for all students at the end of the year.
- Perform a cheer or a song for Special Olympics athletes. Videotape and send it to local Special Olympics athletes and/or post it on the Special Olympics Fan Community website. Invite the Special Olympics athletes to send or post a videotaped response. This can be an ongoing video-pal exchange.
- Team up with a special education classroom to design joint fundraising events throughout the school year and donate all profits to Special Olympics.
- Team up to create group activities (not necessarily athletic) that make it possible for all students to participate and enjoy. Even young students can (and should) influence what types of activities will work. Moreover, the class photographer (parent or student) can take pictures of the activity/activities to show to others. **(Activate)**

Activity 4: Be a Fan!



“Disabilities are yet another manifestation of global diversity. Let us always be committed to the fundamental principles of dignity and equality for all human beings.”

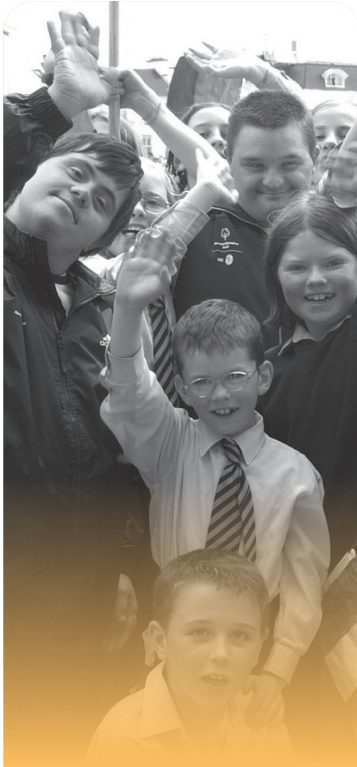
Kofi A. Annan,
Secretary-General,
United Nations

Additional Notes:

- Guide students through the planning phase and assign age-appropriate tasks. For example, identify the project steps as a group, write each one on a sentence strip and ask students to sequence them. Ask students for their ideas on how to promote your project (e.g., posters in the school hallway, a note sent home to parents) and help students create a list of the materials they will need for various aspects of the project. Support student involvement and responsibility for the project by continuing to involve the group in generating ideas during the implementation and evaluation processes. (Additional information about service-learning can be found in the *Service-Learning Instructional Planning Guide*.)
- Engage students in reflection before, during, and after the service experience to help them connect it with their personal development. *What did you learn? What is the best thing about working together? What surprised you? Have we accomplished our goals? How did the experience make you feel? How could this project be made better? What is the hardest part of this project for you? How have we helped others? Are there other ways that we can continue to help? What have you learned from your partners in the project?* Younger students can answer these questions verbally within large or small group discussions, while older students can respond to selected questions throughout the project in reflection journals. (For more information, refer to pages 42-44 of the *Service-Learning Instructional Planning Guide*.)
- Tailor the demonstration of learning and an appropriate celebration to the individual project. (For more information, refer to pages 45-47 of the *Service-Learning Instructional Planning Guide*.)



Activity 4: Be a Fan!



Sing all ye
friends to show
how you feel
Respect and
accept, let's all
appeal
All that hurts
our love will
heal
Let's sing a
song of love.

Excerpt from
Song of Love
Special Olympics Fan
Community

Suggested Assessment:

- Ongoing teacher observation of student participation and responses in discussions during planning, implementation, reflection, and evaluation phases
- Individual interviews with students and project partners
- Student reflection journals
- Student work samples

Inclusive Classroom Modifications:

- To memorize *Song of Love*, send the lyrics home with the students ahead of time. Consider adding movement and instruments to the song to aid memorization. This will also help involve family members.
- Students with disabilities may wish to ask the guest speaker how they can participate.
- A physical education teacher can teach Special Olympics-specific skills (e.g., soccer or basketball skills involving motor activities). A Special Olympics competition can be held in the gym for all students to participate in.

General Extensions and Modifications:

- Create a class song to submit to the Special Olympics Fan Community website. Students can adapt and personalize the lyrics to a favorite song such as *The More We Get Together* or they can write new lyrics using a simple and familiar tune such as *Three Blind Mice* or *Row, Row, Row Your Boat*. Perform the song as a group for other classes in your school.
- Older classes can be divided into smaller groups to plan, implement, and evaluate smaller service projects.

Additional Resources:

- Special Olympics Fan Community: <http://www.specialolympics.org/community/>
- Additional service project ideas at: <http://www.kidscare.org/>
- Information about service-learning published by the National Youth Leadership Council: <http://www.nylc.org/>

SONG OF LOVE

Playing together hand in hand
Around the world with a friendship band
Proud and strong, unified we stand
Let's sing a song of love.

You might stumble but you'll never fall
Your fight to victory, who can stall?
We friends are with you, we've heard the call
Let's sing a song of love
Let's sing a song of love.

Sing all ye friends to show how you feel
Respect and accept, let's all appeal
All that hurts our love will heal
Let's sing a song of love.

Playing together hand in hand
Around the world with a friendship band
Proud and strong, unified we stand
Let's sing a song of love
Let's sing a song of love.