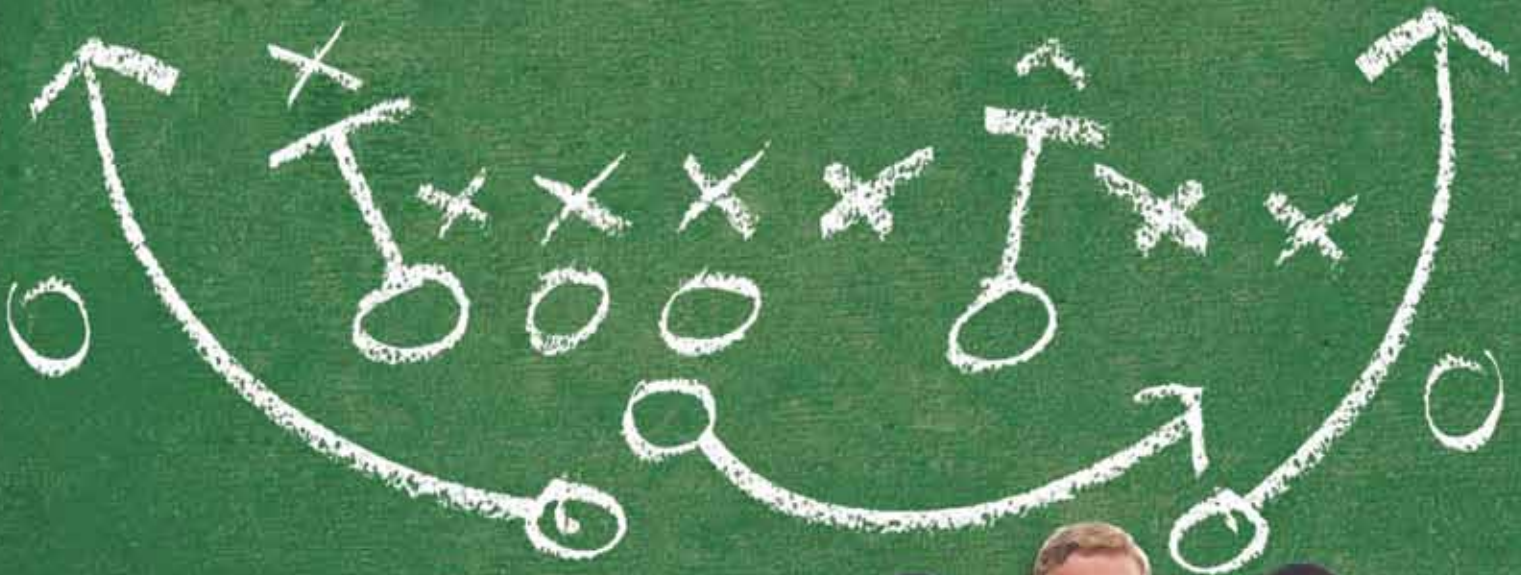


**Special
Olympics**
South Carolina



Special Olympics
**Unified Champion
Schools**

GAME PLAN



A Comprehensive
Guide for Starting &
Maximizing the Success
of Unified Clubs





A Vision of Social Inclusion

Imagine a school where no student is excluded because of the degree or type of disability, or the services required to meet his or her needs. All students are engaged in positive ways, and a variety of experiences are offered that build on individual strengths and respect diversity.

As you walk through the hallways, you see posters, flyers and artwork representing all kinds of clubs, teams and students. The clubs are inclusive, and there are teams and extracurricular opportunities for all.

You see students from the football team high-fiving students from special education classrooms. It is a place of respect where differences are accepted and appreciated. It is a school where the voices of all students are heard, and all students have the chance to be leaders.

Every student is given an opportunity to meaningfully contribute and participate, and they are noticed for their similarities and strengths rather than disabilities. All around you is a plethora of evidence that students feel a sense of belonging, and feel that they are a valued part of the school.

“Every student is given an opportunity to meaningfully contribute and participate...”



What are Unified Champion Schools?

Special Olympics Unified Champion Schools is a movement that engages and encourages students to create within their school community climates of inclusion, acceptance, respect, and dignity for all with or without Intellectual Disabilities. It is youth-driven, with youth leadership teams at the national, state and school levels, working together to develop strategies for promoting school communities where all young people are agents of change.

A schools' climate impacts how students feel about themselves, their willingness to get involved, their excitement to contribute and their sense of self and others. Unified Champion Schools promote a school climate that:

- ✓ is free from bullying and exclusion
- ✓ combats stereotypes and negative attitudes
- ✓ eliminates hurtful language
- ✓ promotes healthy activity and interactions, and
- ✓ is welcoming and values the engagement of all students.

There are three components to Unified Champion Schools: whole school engagement, inclusive sports and inclusive leadership. UCS incorporates Special Olympic sports, education, and related activities while enhancing the youth experience and empowering students to develop leadership skills and actively impact school and community climates.

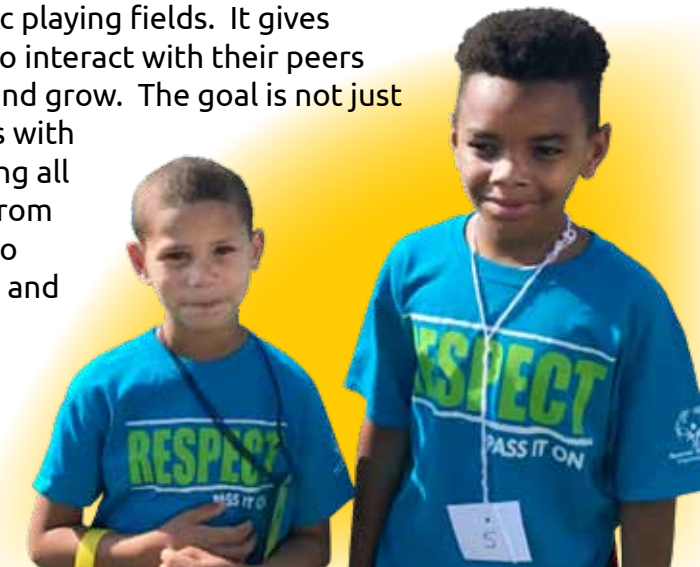


UCS promotes social inclusion in schools to ensure that Special Education students and General Education students are equitably engaged. Teachers and students are encouraged to work together to create supportive classrooms, activities and opportunities for all.

Inclusion Tip!

In working toward becoming a socially inclusive school, it is important for the entire school community to remember that all students are peers first. The subgroups to which they belong are secondary to their status as peers, deserving of an equitably welcoming, nurturing and accepting school environment

UCS provide opportunities for students with and without disabilities to build positive peer relationships across all school settings – in hallways and lunchrooms, in classrooms and gyms, and on athletic playing fields. It gives students opportunities to interact with their peers and to personally learn and grow. The goal is not just about including students with disabilities, but of unifying all students; moving away from adult-led programming to student-led mobilization and action; and transitioning from sports as recreation to sports as a catalyst for social inclusion and change.



Why Unified Clubs?

Through participation in a Unified Club, students are encouraged to be leaders in a socially inclusive school where every student is given an opportunity to contribute due to the unique skills and qualities they bring to the work, not by the degree or type of disability one may have.

Some of the benefits of establishing a Unified Club:

- **creates** a place for social inclusion that works within the structure of a school
- **establishes** a climate where students are valued for who they are
- **is valuable** in schools with limited options (scheduling, etc.) for social inclusion, Unified Sports training
- **provides** access for the general education students who want to get involved and serve as advocates and Unified partners.
- **works** well with all grade levels.
- **increases** appreciation and acceptance of individual differences and diversity
- **increases** opportunities to establish friendships
- **provides** a platform to develop the inclusive leadership component of UCS.



Inclusion Tip!

We are not *advocating* for people with intellectual disabilities: we *advocate for* and *with* people with intellectual disabilities.

Introduction to

GAME PLAN

This resource is designed to assist Youth and/or Adult leaders in developing or enhancing existing Unified Clubs

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- Leadership Models & Sample Officer Positions
- Membership Criteria & Accountability
- Scheduling & Event Calendars
- Club Awareness & Member Recruitment

2. GAME TIME

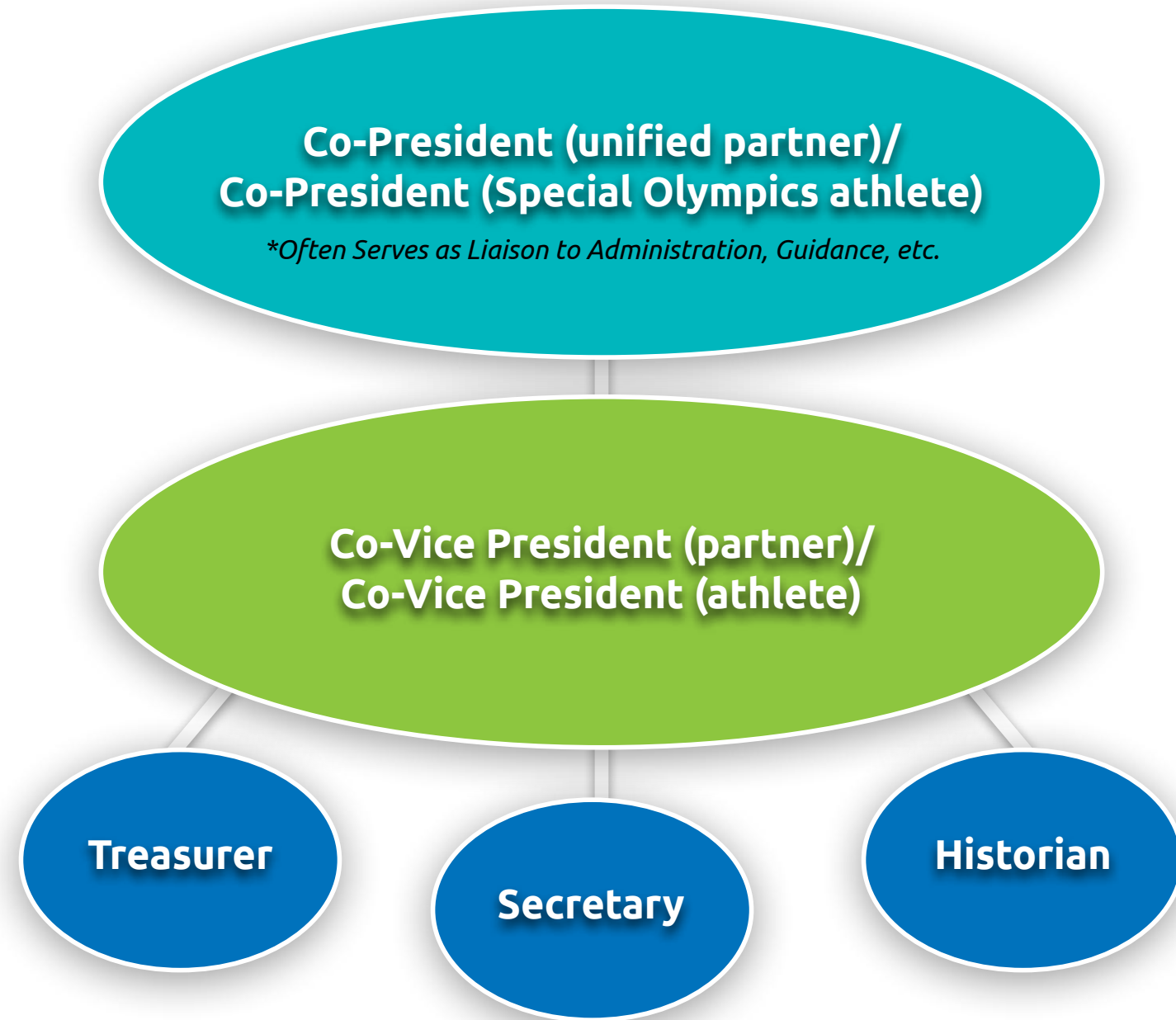
- Sample Agendas (1-6)
- Examples of Activities, Projects or Events for Unified Clubs to Consider
- Strategies for Adult Allies in supporting their Inclusive Youth Leaders



LEADERSHIP MODELS & OFFICER POSITIONS

Student clubs and organizations often recognize certain students as the leaders or officers of the group. These are usually voted upon by the groups' members. While Unified Clubs typically establish the same type of leadership model, what makes Unified Clubs unique are the opportunities for students with and without intellectual disabilities to lead together. Inclusive Youth Leadership is a vital component for any Unified Champion School, and Unified Clubs is the perfect forum for this component.

A great example of a Leadership Model that includes students with and without disabilities is to have co-representatives in some officer positions, as indicated in the sample officer structure:



Co-leadership generates shared power within a group. It promotes respect and flexibility between individuals, and it teaches the importance of working with others. Through co-leadership, we are able to adapt so each person can reach his/her full potential.

Four relevant components to co-leadership:

- 1. Accountability:** Owning the outcomes of one's actions
- 2. Equity:** Making sure the contributions of each individual are recognized equally and fairly
- 3. Partnership:** Mutually respectful and trusting relationships between individuals who share common goals
- 4. Ownership:** An individual making a personal commitment to his/her work and to the mission of the organization



FORMING COMMITTEES

Unified Clubs often develop committees once the group figures out what it wants to accomplish and what leadership roles are available for the members. **The following are examples of committees that have been implemented in Unified Clubs:**

- **Marketing/Public Relations** This committee is in charge of getting the word out about the club, its goals and activities, and creating awareness around advocacy events such as the R-Word campaign.
- **Event-Planning** This can be one committee per event or one committee that takes on all events for the year, such as a Halloween Party, Valentine Dance, etc. This committee helps to develop timelines, recruit volunteers, works through the logistics like venue, snacks, music, decorations, etc.
- **T-Shirt Design and Sale** This group facilitates the process for developing designs for the club's t-shirt and handles the shirt sale.
- **Provisions** This group organizes refreshments for club meetings.
- **Activity Leaders** During club meetings, these committee members plan and lead ice breaker or awareness activities for club members.



1. WARM-UP

MEMBERSHIP CRITERIA & ACCOUNTABILITY

It isn't uncommon for student clubs to lose members over the course of the year. Everyone signs up the first month of school, but by the end of the year, the group has a smaller, dedicated group of actual members. This also holds true for many Unified Clubs. For this reason, many clubs are creating criteria for membership and accountability measures.

Criteria

Unified Clubs can decide what criteria they want to set for membership. For some, it involves maintaining a minimum grade point average, for others, it is a recommendation from teachers. Some Unified Clubs embrace the idea of NOT having set criteria so that they can appeal to a variety of students. This is a good topic for a core of adult and/or student leaders to set when the club is first being established.

Accountability

There are often some special opportunities available to members of a Unified Club. These include field trips during the school week to Unified Champion School events, such as the Youth Activation Summit and the Annual State House Rally. There are also opportunities for overnight, weekend events such as Special Olympics State Games. Such events are a privilege, and should be available to students who take their role as team and club members seriously.

There are often limited numbers of spots for participants for these trips compared to the number of students involved in the actual club, which poses its own problem. If there are 50 dedicated club members but only 10 can attend an event, there needs to be a fair way to decide who gets to go. One option that schools have employed is a points system. Students get points for attending meetings, participating in activities and making extra efforts, such as unified lunch buddies, presentations to outside organizations, or fundraising.

Points systems can also provide an opportunity to recognize true leaders and outstanding members at the end of the year.

Inclusion Tip!

Make sure all students have opportunities to contribute meaningfully. Refrain from setting up partnerships that put students with intellectual disabilities in the role of "helper" rather than leader. Work with Adult Allies to develop accommodations so everyone can be successful. Possible accommodations may be breaking tasks into smaller chunks, making a job more accessible, or arranging for extra time to complete jobs.

Inclusion Tip!

Co-Create: when two or more people work and lead together towards a common goal, utilizing the strengths each possess.

SCHEDULING & EVENT CALENDARS

Meeting schedules can vary greatly from one school to the next, but here are a few things to consider:

1. Is there a time built in to the school day that would allow for the club to get together?
2. When are other clubs meeting?
3. How frequently should we meet; once a week, every other week or once a month? (once per month should be the minimum)
4. What will be our obstacles; i.e. transportation?

Unified Club members and

leadership should develop an Event Calendar. This allows for appropriate time for planning, gaining approvals from administration, time to raise money, and opportunities for collaborating with other groups.



CLUB AWARENESS & MEMBER RECRUITMENT

In order to grow and sustain a Unified Club, a school must ensure that the whole school knows about the club so that potential members will be reached. Here are some ideas for raising awareness and membership:

1. Weekly, monthly or yearly reports on the school's news show, morning announcements or in the school's paper about the club: what it is all about and what the club is doing
2. Poster campaigns at the beginning of the year to raise awareness and recruit members
3. Booth at student activities expo at beginning of school year
4. Page in the Yearbook
5. Recognition at the School Awards Banquet
6. Fliers for Brochures handed out at events, such as Unified Sports Rally or R-Word event
7. Lunch Buddies, where members meet at certain tables on a weekly or monthly basis, where everyone in the cafeteria sees the club and its social inclusion in action
8. Bring a Friend Drive; members bring a friend who isn't involved to get more involvement



Getting Started Checklist for Unified Clubs

- __1. Schedule a meeting with the Unified Champion School Leadership Team to discuss starting a Unified Club in your school. Develop a timeline for recruiting and organizing the club.
- __2. Work with an administrator to help identify a teacher to serve as the advisor to the club.
- __3. Make personal invitations to students with and without intellectual disabilities who are interested in promoting equality and acceptance. Identify a core group of 3-5 students who can serve as an advisory committee during the initial set-up stages of the club as well as provide leadership after it is established.
- __4. Work with the newly created student advisory committee to accomplish the steps necessary to establish a club with the adult advisor supporting the student leaders in their efforts, while allowing students to take primary leadership. *Find out what your school's requirements are for starting a club and make sure you follow the appropriate steps for approval.

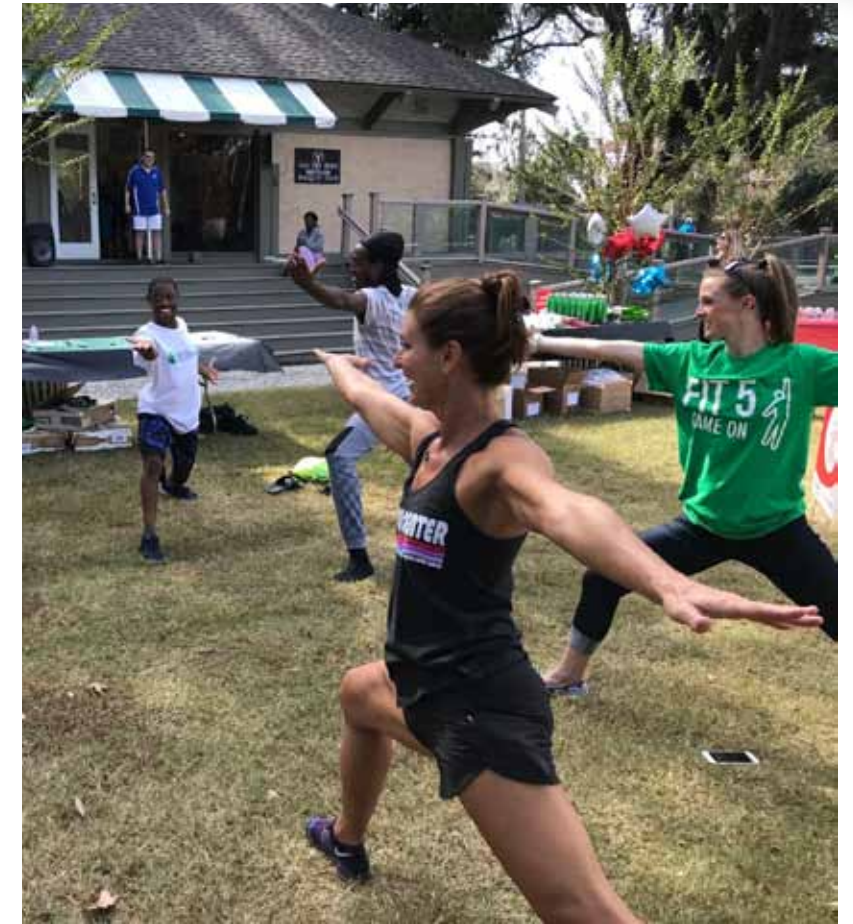
- * Develop a presentation that includes why it is important to have a socially inclusive student club and what type of events you plan to do. Include facts or statistics and identify issues the club will address within the school. It is important to explain how this club can impact students and improve the school.



- * Work with your principal to have the socially inclusive student club designated as a sanctioned school club, following all rules and policies that are expected of other clubs in the school.
- * Set up an infrastructure for the club, including the election of members to fulfill leadership roles. Whenever possible establish co-leaders, having students with and without intellectual disabilities partnering to serve as club officers or committee chairs.
- * Make sure someone is designated to:
 - Be the liaison with the adult advisor and your state Special Olympics office, as needed.
 - Keep track of funds and project costs.
 - Maintain membership records and take meeting notes.

- __5. Have an introductory meeting with the advisory committee and club advisor to determine key logistics for the club. How often will it meet? When will it meet and for how long? Where will it meet? Is there money for activities? Does the school allocate money for clubs? Are there grant writing opportunities such as State Farm Youth Advisory Board? What fundraising activities can the club participate in?

- __6. Make sure the student advisory committee understands their roles and responsibilities. Consider issues important to the members. Establish a protocol for making decisions and provide a structure of leadership in fulfilling established goals.



Live Unified

Next Steps for the Unified Club's Student Advisory Committee

Come up with a plan to recruit members and engage them in the club:

- Extend personal invitations to friends, teammates and other interested students to join the club.
- Advertise the club through posters, announcements, school paper or other communications. You may work with an art class to make colorful posters. Be sure to announce time and place for meetings, and describe the types of activities you will be doing.
- If allowed, use social media to promote the club. Include information about the club, pictures and descriptions of past activities and updates on any upcoming activities. Invite students from your school to stay up-to-date with the club's activities.
- Talk to the special education teacher(s) to help engage students with disabilities. Ask them to share club information with students and assist you with any advice you may need for recruiting students with disabilities.

Hold your first meeting. Establish an agenda for the meeting that includes the following:

- Provide a description of the club and its purpose.
- Include an "icebreaker" or "get to know you" activity at the first meeting to start establishing friendships among club members.
- Have the student advisory committee introduce themselves and explain their roles.
- Distribute a membership form to obtain contact information from each member.



- Establish club routines and protocols for interacting and collaborating which ensure everyone is meaningfully engaged.
- Brainstorm ideas for future activities.
- Discuss ideas for committees to get everyone involved and provide more opportunities for leadership.
- Share the dates of upcoming meetings and activities.
- Give closing remarks.
- Remind members of the next meeting and encourage them to recruit additional members. Develop a list of activities to build into the initial meetings.
- Consider including diversity or disabilities awareness training as part of one of your first few meetings to ensure all participants have a better understanding of various disabilities so students can better support each other.
- Discuss the Unified Champion School program and how the Unified Club can expand opportunities for social inclusion. Use your regularly scheduled meetings to further enhance the skills of club members while accomplishing goals and planning for activities. Meetings should be led by the student advisory committee, but find opportunities for all students to take a leadership role during the meetings.
- Always welcome new members.
- Discuss ideas and strategies with the group. Be certain each individual has the opportunity to share his or her thoughts.
- Provide all members with notes of the meeting and action items to be completed through social media or other established forms of communication.

Getting Started Checklist for Making Existing Clubs Inclusive

Transform an existing school club into an inclusive club supporting the group to include diverse student representation, including students with and without disabilities. Engage your inclusive club in the following steps:

- __1. Schedule a meeting with the Unified Champion School Leadership Team to discuss making more clubs at your school inclusive. Develop a timeline for recruiting, organizing and preparing for the activity.
- __2. Talk with your principal about social inclusion and why it is important for students with disabilities to be included in school clubs.
- __3. Speak with club advisors and officers about the value of inclusive youth leadership and how it aligns with and enhances their goals.
- __4. Connect with the club members to better understand their current work. Ask them the following questions:
 - What is the club's mission?
 - What type of work are you currently doing?
 - Are students with intellectual disabilities members of the club?
 - How might the club benefit from including students with disabilities?
 - How might the school benefit from having clubs with more diverse student representation?
- __5. Work with the club members to increase their understanding of social inclusion and gain skills in collaborating with diverse students. Club members might find it helpful to lead activities from the Get Into It curriculum found at <https://getintoit.specialolympics.org/educators>.
- __6. If there is a selection process for the club, guide members in establishing a selection protocol to increase the diversity of student representation to include students with intellectual disabilities.



- __7. Engage students by visiting inclusive general education and special education classrooms to identify students who are interested in being part of the club. Ask teachers to check with their students to see who may be interested.
- __8. Hang posters about the club around school and include messages in the daily announcements to gain interest.
- __9. Continue to work with members to ensure all students are provided leadership and co-leadership opportunities and increase skills in collaborative decision-making. Utilize activities from the inclusive Your Leadership Activities Guidebook to ensure members feel more equipped to lead in equitable situations.
- __10. Read more information about how to transform existing school clubs to become socially inclusive in the Inclusive Youth Leadership Resources.



Examples of Inclusive Youth Leadership

- Students and a faculty advisor work together to initiate a Unified Club in their school to work on promoting social inclusion.
- Students in established clubs work with faculty to review their by-laws to ensure students with and without disabilities have equitable opportunities to be members.
- The schools' Student Advisory Committee works with the principal to re-envision the group as an intergenerational leadership committee comprised of students with and without disabilities and adults
- Team members of a Unified sport organize and speak at an assembly about student collaboration, shared goals and experiences.
- Unified Club members lead a sports camp for elementary students to develop sport specific skills in students with and without disabilities.
- Unified Club members organize Fans in the Stands to engage entire student body in supporting Unified Sports teams.
- Unified Club members work with PE departments to host a Unified Sports Day to focus on specific sports.
- Establish a goal to have Unified Sports teams recognized in the same way as other teams in the school are recognized (pep rallies, morning announcements, yearbook pictures, athletic banquets) and work with appropriate faculty members to meet goals.

Enhancing the Inclusive Youth Leadership Experience

- Ensure adults are adequately prepared to foster inclusive youth leadership.
- Be intentional about developing the leadership skills of all students.
- Co-Create the values, norms and processes that groups will use to guide their work.
- Be explicit about what inclusive youth leaders means, including the commitment to inclusiveness and expectations for all stakeholders (youth and adults).
- Support all students in contributing in meaningful ways. Guard against some students being the "leaders" with other students being the "helpers."
- Help students learn to model social inclusion throughout their daily interactions at school.
- Be sure to cultivate youth leadership beyond the typical leader, spreading leadership opportunities to a wide range of students.
- Provide opportunities for students and adults to reflect on and refine their leadership skills.
- Guide students in providing frequent communications with staff, administrators and other students to keep them informed of their progress and activities, while increasing the numbers of people within the school who are committed to the work of social inclusion.
- Share photos, videos and stories of social inclusion activities and events using school's website or social media.



Inclusion Tip!

Share photos, videos and stories of social inclusion activities and events using the school's website or social media. Be visible in your community!



2. GAME TIME

Sample Unified Club Agendas - Month 1



Special Olympics
South Carolina

SEPTEMBER

1. Welcome and Introductions: *Ice Breaker: Rock, Paper, Scissors Competition*
 - a. What sports are you currently involved in?
 - b. Why did you want to be a part of the Unified Club?
2. What is going to be our mission as a Unified Club?
 - a. Members will discuss what they want the club to represent
 - b. Members will discuss what type of activities they would like to see happen throughout the school year
3. Meeting structure
 - a. Athletes and Unified Partners; additional friends of the program
 - b. Teachers/Club Sponsors will only help when needed to keep ideas flowing
 - c. Decide on meeting times-morning, school structured club time, after school?
4. Leadership Positions Available
 - a. Agree to what positions are available and consider making them unified (i.e. an athlete and partner share the responsibilities of being the Chair, Vice Chair, etc.) Agree for those that are interested to bring a one-minute speech to the next meeting.
 - i. Chair: Leads/facilitates meetings, representative to sit on School Coordinating Team with teachers and administration, represent the club at all events/competitions
 - ii. Vice Chair: Will lead meeting in absence of Chair, attend School Coordinating Team meetings in absence of Chair and represent the club at all events/competitions
 - iii. Secretary: Will take minutes at each meeting and distribute to all club members
5. Where are we and where are we going?
 - a. Input on current sports/events
 - b. Things to change within the school- school climate, awareness, varsity letters for SO Athletes, etc.
 - c. What can we do better?
6. Communications Discussion
 - a. What does the group prefer? Social media/phone/email/text

**Remind group of any "Action Items" and close with a reminder for the next meeting.*



Special Olympics
South Carolina

OCTOBER

1. Welcome: *Ice Breaker: M&M Questions- Give 1 M&M to each student and have them answer the question corresponding to the color they received:*
Red- Tell us anything you like, Orange- Favorite Food, Yellow- Favorite type of music, Blue- Favorite Movie, Brown- Tell us something you can't live without, Green-Favorite TV Show
 - a. Introduce any new members
 - b. Hand out last month's minutes for review
 - c. Review/discuss last month's "Action Items"
2. Leadership Position Speeches
 - a. Individuals running for Chair, Vice Chair and Secretary will give their one-minute speeches
 - b. Club members will vote on committee members
3. Club Activity: Make posters to hang in the school to recruit new members or if attending Fall Games, make posters to wish the team "Good Luck"!
4. Event Discussion: *Each month we will discuss our thoughts on different ideas, events or sports that we would like to do.*
 - a. Input on current sports/event
 - b. What can we do better?
 - c. Any new ideas? *Action Item

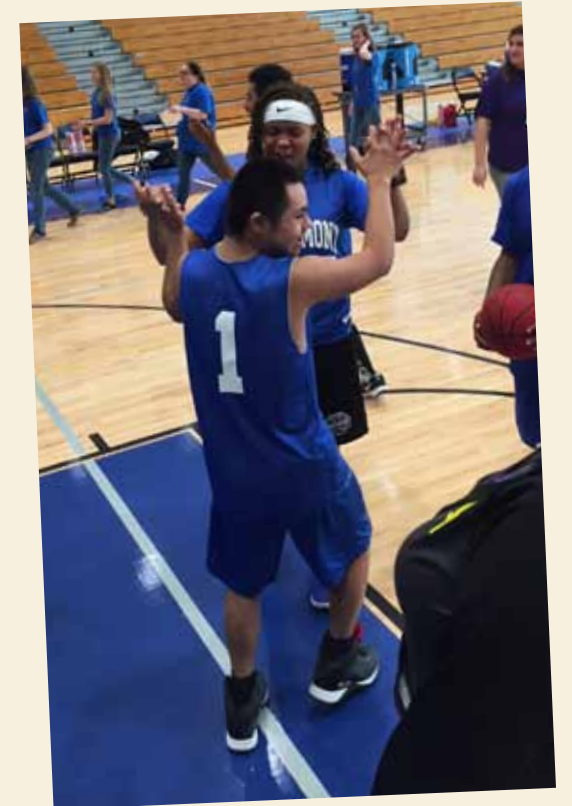
**Remind group of any "Action Items" and close with a reminder for the next meeting.*



Special Olympics
South Carolina

NOVEMBER

1. Welcome: *Ice Breaker: Play Musical Chairs*
 - a. Introduce any new members
 - b. Hand out last month's minutes for review
 - c. Review/discuss last month's "Action Items"
2. Event Discussion: *Each month we will discuss our thoughts on different ideas, events or sports that we would like to do.*
 - a. Input on current sports/event
 - b. What can we do better?
 - c. Any new ideas? *Action Item
3. Club Activity: Have a Thanksgiving feast!
4. Event Discussion: *Each month we will discuss our thoughts on different ideas, events or sports that we would like to do.*
 - a. Input on current sports/event
 - b. What can we do better?
 - c. Any new ideas? *Action Item (discuss previous events and how they went/ what you would change, discuss any event coming up and where you are in planning and finally make sure that each event can bring in peers and impact administration.



**Remind group of any "Action Items" and close with a reminder for the next meeting.*



Special Olympics
South Carolina

DECEMBER

1. Welcome: Ice Breaker: *Hula Hoop Circle-Gather everyone into a circle and join hands. Put a hula hoop over someone's head and tell the group they have to make every person go through the hula hoop without breaking the circle (dropping hands).*
 - a. Introduce any new members
 - b. Hand out last month's minutes for review
 - c. Review/discuss last month's "Action Items"
2. Event Discussion: *Each month we will discuss our thoughts on different ideas, events or sports that we would like to do.*
 - a. Input on current sports/event
 - b. What can we do better?
 - c. Any new ideas? *Action Item
3. Club Activity: *Have a Christmas party!*
4. Event Discussion: *Each month we will discuss our thoughts on different ideas, events or sports that we would like to do.*
 - a. Input on current sports/event
 - b. What can we do better?
 - c. Any new ideas? *Action Item (discuss previous events and how they went/what you would change, discuss any event coming up and where you are in planning and finally make sure that each event can bring in peers and impact administration.

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South Carolina

JANUARY

1. Welcome: Ice Breaker: *Balloon Dodge Ball-Split the group up into two teams and each team goes to one side of the room. Place balloons in the middle in a line and play dodgeball as normal rules apply.*
 - a. Introduce any new members
 - b. Hand out last month's minutes for review
 - c. Review/discuss last month's "Action Items"
2. Event Discussion: *Each month we will discuss our thoughts on different ideas, events or sports that we would like to do.*
 - a. Input on current sports/event
 - b. What can we do better?
 - c. Any new ideas? *Action Item
3. Club Activity: *Make new posters to hang to try and recruit new members for the new semester!*
4. Event Discussion: *Each month we will discuss our thoughts on different ideas, events or sports that we would like to do.*
 - a. Input on current sports/event
 - b. What can we do better?
 - c. Any new ideas? *Action Item (discuss previous events and how they went/ what you would change, discuss any event coming up and where you are in planning and finally make sure that each event can bring in peers and impact administration.

**Remind group of any "Action Items" and close with a reminder for the next meeting.*





Special Olympics
South Carolina

FEBRUARY

1. Welcome: Ice Breaker: *Post it Game- place a post it note on the back of every student. There should be a famous person or cartoon's name on each note. Students must go around and ask "Yes/No" questions until they can figure out who they are.*
 - a. Introduce any new members
 - b. Hand out last month's minutes for review
 - c. Review/discuss last month's "Action Items"
2. Event Discussion: *Each month we will discuss our thoughts on different ideas, events or sports that we would like to do.*
 - a. Input on current sports/event
 - b. What can we do better?
 - c. Any new ideas? *Action Item
3. Club Activity: Have a Valentine's Party!
4. Event Discussion: *Each month we will discuss our thoughts on different ideas, events or sports that we would like to do.*
 - a. Input on current sports/event
 - b. What can we do better?
 - c. Any new ideas? *Action Item (discuss previous events and how they went/ what you would change, discuss any event coming up and where you are in planning and finally make sure that each event can bring in peers and impact administration.

**Remind group of any "Action Items" and close with a reminder for the next meeting.*



Additional Whole Group Activities to incorporate into meetings

The following are examples of whole group ice-breakers, community builders and fun activities that can be included in club meetings.

1. Alliteration

Target group: 4 or more players

Materials: paper, pencil, timer

Preparation time: minimal – write each letter of the alphabet on a small piece of paper and place in a container.

Students divide into two teams. One person from each team will go to the front and will each pick a paper from the container, thereby having different letters. When the timer says "Go!" each student will call out as many words as they can think of that begin with their letter, but they will be saying them to the other team, who will keep a tally of how many real words are said within 30 seconds. When the timer says "Stop!", each team counts the number of words the opposing team member said. Teams receive 1 point for however many more words their teammate said. Ex: If Kyle said 12 words and Mary said 15 words, Mary's team would get 3 points. One person from each team will then begin the next round, until all have had an opportunity to play. Team with the highest score wins.

Variation: Partner play- If your group wants to work with partners, give partners from each team a few seconds to brainstorm words before timer says "go!".



2. Covered Teeth Competition

Target group: 4 or more players

Materials: None

Preparation time: None

This funny game works well for elementary groups. Players sit in a circle or around a table and begin by covering their teeth with their lips. The object is to keep your teeth covered the entire time. If anyone's teeth show during the game, they get a strike – two strikes and you are out of the game. The game starts with the leader saying something like "Hello, my name is _____. I wonder if you happen to have any _____?", all the while keeping their teeth covered. The point is to get your neighbor to laugh and show their teeth. The play continues clockwise, with each player giving their name and completing the sentence.

3. Digital Scavenger Hunt

Target group: 4 or more

Materials: digital cameras or cell phones

Preparation time: lists of random items found around the room, the school, or within whatever boundaries you set



This is a modern version of the scavenger hunt. Divide the group into teams (2, 3, or more per team depending on the size of your club), making sure each team has at least 1 cell phone or digital camera. Give a list of scavenger items to each group. Allow several minutes for the teams to review the lists and think of ways to get the photos needed. Give a specific time limit for the game. At the end of that time, all teams return and the team with the most photos of scavenger hunt items is the winner. The digital or cell phone cameras provide the proof.

Examples of scavenger items in schools:

1. Find something that shows inclusion
2. Find something that shows team-work.
3. Find an example of friendship.
4. Find something that shows school spirit.
5. Find the school's name or mascot.
6. Take a photo of an administrator.
7. Take a photo of sports equipment.
8. Take a photo of someone from the main office, lunchroom, custodian, etc.
9. Show an act of kindness.

*Photos can be used for other club activities – posters, year book, pic collage.



4. Reckless Dress Up

Target group: 6 or more

Materials: Blindfolds, articles of old clothes: shirts, pants, socks, hats, etc.

Preparation time: minimal

This is a fun activity for all levels. Divide group into two teams. Give each team a pile of old clothes with the same items – 2 mismatched gloves, hat, pants, shirt, socks, etc. Place each team's pile at one end of the room. At the word "Go!", a player from each team runs to their pile, putting the blind fold on first. Next come the gloves, then the rest. Once the player has everything on, he/she removes the blindfold, quickly takes off the clothes, and returns to the team to tag the next person. The next player then takes off and does the same, relay style. This is a good game to play outside, too.

5. Two Truths and a Lie!

Target group: 3 or more

Materials: One piece of paper per person

Preparation time: gather paper

How often are we asked to lie about ourselves? The object of this fun game is to lie and gets points for doing so! To begin, everyone thinks of 2 true statements about themselves or something they have done, and makes up 1 lie. The goal is to lie so well that no one will know which of your statements is the truth and which is a lie. Write the statements on a piece of paper. Students sit around a table and take turns reading their statements to the group. After each person has read his/her truths/lie, the group votes on which is the lie. Students who guess correctly get 1 point. If no one guesses your lie, you get 1 point. Play ends when all have had a chance to share their truths/lie. Winner is one with the most points. Partners may assist any needing help writing/reading statements.

6. Blindfolded Team Challenge

Target group: 8 or more

Materials: 4 blindfolds, common objects such as chair, trashcan, shoes, ball, etc. and 4 cones to mark boundaries

Preparation time: minimal – gather items, set up course

Set up the course within cone boundaries, which form a large square. Inside the square, scatter the objects in a random manner. Divide the class into two teams, and have each team sit on opposite ends of the square. To begin, one player from each team is blindfolded. At the word "Go!" the two players must quickly and carefully cross the course to the opposite side (there will be 2 players on the course at the same time). As the players move through the course, they cannot touch an object or each other, or go out of bounds. If one of these things happen, that player must go back to their starting line and begin again. If the two players run into each other, they both start over. The rest of each team on the end lines tries to help guide their blindfolded team mate by calling out directions. When a player successfully moves through the course, he/she takes off the blindfold, runs back to his/her team and another team mate begins. The team who gets all their players through the course first wins. The difficulty level can be changed by adding/removing objects within the boundaries, by expanding the boundaries, or by putting 2 players from each team on the course at the same time.



Adult Allies

While this guide focuses on activating young people to become engaged advocates for inclusive leadership, there is also a distinctive role for adults in providing support and guidance to students as they go through this journey. We refer to these adults as Adult Allies because their role is to support, encourage and advise club members.

An Adult Ally is an individual who:

- Articulates and believes in the value of youth
- Understands how youth communicate and collaborate with each other
- Asks probing questions, rather than provide answers, that allow young people to explore their assumptions and generate their own ideas
- Recognizes risk, then supports and guides others through adversity
- Sets the tone for pushing beyond perceived limits
- Identifies and promotes the gifts, skills and assets of each young person
- Supports peer-to-peer acknowledgement and celebrations among all young people for individual and group milestones
- Understands the value of patience and adjusts time expectations to allow students of all learning styles to fully engage
- Makes a connection with youth that extends beyond the parameters of the school day or school walls
- Asks or invites other adults to participate and support young people



Inclusion Tip!

Remember to always be on the lookout for opportunities to hand over decision-making and leadership to students.



The focus on inclusion is important for students to grasp as they become Inclusive Youth Leaders. Without a strategic understanding of the principles of inclusion, students may fail to recognize the value of inclusive leadership when it is sometimes easier to “do it alone”. Adult Allies need to help students understand that inclusion and inclusive leadership are not simply “nice things to do”; rather, they provide valuable opportunities for the voices of all students – those with and without intellectual disabilities – to be heard.

Adult Allies should understand the value in supporting co-leadership, which requires the sharing of power. Emphasizing the value of using strengths, rather than focusing on weaknesses, is key to support the partnership between a youth pair. Allowing one person to take the leadership role, with the other disengaged, creates a one-way learning dynamic. Adult Allies help youth identify ways that can engage all people and hear all voices.

Adult Allies need to remember the importance to adequately prepare youth for an active role on the Leadership team. Be sure to intentionally develop leadership skills through: ensuring that all understand each task, meaningfully engaging youth in ongoing discussions, providing youth with opportunities to take leadership in carrying out appropriate tasks, and nurturing progress within each student.



As the Adult Ally, consider the following to discuss at first meeting:

- Introductions
- Purpose of this team-what we hope to accomplish
- How we will work together
- Roles-who will do what
- Logistics-place, time, frequency
- Wrap up with a review of notes and determine action item

As the Adult Ally, consider the following strategies for supporting your inclusive youth leaders:



Forming

- Ensure athletes and partners get acquainted
- Be sensitive to students', especially the athletes', needs
- Co-create the foundation with a clear mission and operating agreements (what "norms" need to be set?)

Storming

- Continue to be positive and informative
- Reassure team that conflict is normal
- Deal opening with conflict

Norming

- Provide less structure as team matures, give team more responsibility
- Ensure team does not overly rely on any one member or facilitator

Performing

- Ensure that the team celebrates its successes
- Encourage athletes and partners to rotate roles
- Reduce your involvement as team grows

Unified Club Check-List: DID YOU...

Establish your Adult Allies...those adults in the school who can assist you in the planning of activities, projects and events.

Plan your Unified Club Recruitment Process (remember to recruit underclassmen!)? Are you recruiting students who may NOT be involved through Unified Sports or Unified Champion Schools already? If there a name to your club so that everyone in the school will identify your Partner's Club (be creative or not; it's ok for the club to simply be called the Unified Club, or something simple)?

Determine the Meeting Schedule? Does everyone in the school have a way to easily access that meeting schedule?

Create a Calendar of Activities? Can it be posted on the school's website, in the guidance office, or shared through a school newspaper?

Engage the entire student body? When your projects and events are complete, will EVERYONE in the school know and understand that your school is a Unified Champion School?

Go beyond your campus? This checkpoint doesn't have to happen the first year, but always consider how you can take your passion for social inclusion and Special Olympics beyond your campus. Could your club go and speak to an elementary school? Could you share your work with a local boy or girls scout troop? Could you march in a local parade?

Educate others and raise awareness? Is your club truly making a difference by promoting respect and acceptance of all students through social inclusion and advocacy? Will your school community be more aware of Unified Champion Schools and Special Olympics because of your club?

