

# SO INCLUSIVE:

## Sample activities for post-secondary schools

*A Special Olympics Inclusive School Program*

*September 2011*



***Special Olympics***  
*British Columbia*

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

# INTRODUCTION

## **What is Special Olympics?**

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

Our mission is to provide individuals with intellectual disabilities opportunities to enrich their lives and celebrate personal achievement through positive sport experiences. These sports opportunities provide athletes with far more than the physical benefits of improved health and athletic ability. Participation in sports provides opportunities for athletes to develop social skills, build friendships, feel respected and accepted, strive for and achieve goals and increase their self-esteem – enabling them to keep up with their peers in both structured and unstructured activities in the schools.

Today, over 3,900 athletes participate in Special Olympics BC sports programs in 55 communities across British Columbia. Special Olympics BC offers year-round programs in 18 sports and 3 youth programs, as well as local, provincial, national and international competitive opportunities. To provide quality programs and competitions for our athletes, we raise funds through corporate sponsorship, special events fundraising and private donations. Even though the government is a huge supporter and contributor to Special Olympics, we still rely heavily on fundraising and volunteers who help us conduct our programs.

## **What is SO Inclusive?**

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

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

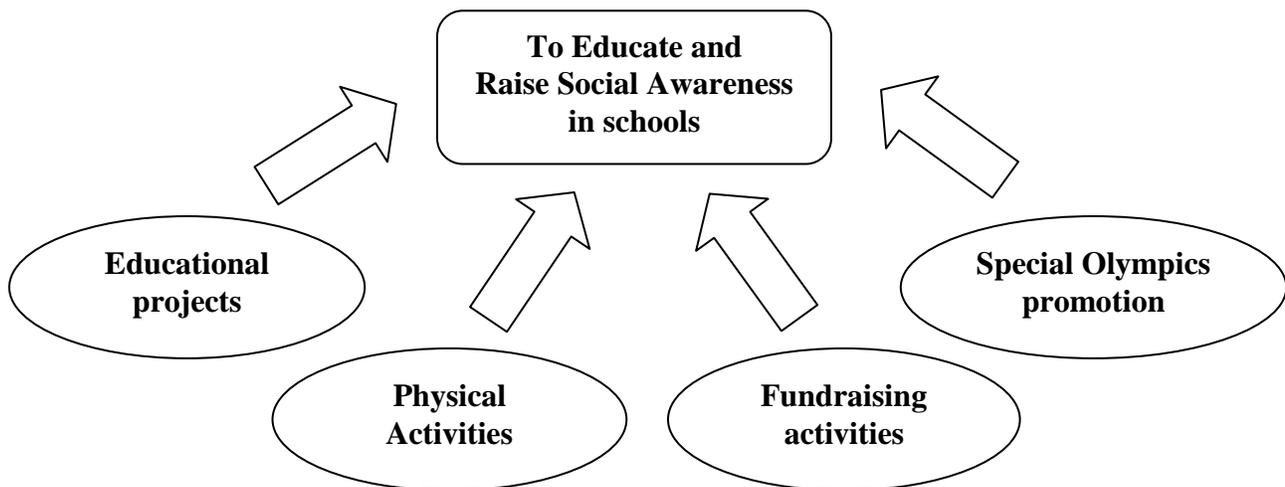
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<sup>1</sup> See: [http://resources.specialolympics.org/research-toolkit/Perceptions\\_About\\_Inclusion.aspx](http://resources.specialolympics.org/research-toolkit/Perceptions_About_Inclusion.aspx)

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

## **SO Inclusive manual**

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



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

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

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

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

**FANS IN THE STANDS**

**\*School Spirit/Unity**

**Description of activity:**

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

**Learning outcomes**

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

**Timeframe:** 1 day

**Number of People:** 1+

**Duties:**

- Event locators
- Fans

**Supplies and Equipment:**

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

**Steps to Take:**

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

**PEER BUDDIES**

**Description of activity:**

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

**Learning outcomes**

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

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

*\*At least one term or semester is recommended*

**Number of People:** 2+

**Duties:**

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

**Supplies and Equipment:**

- Permission slips

**Steps to Take:**

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

**YOUTH SUMMIT**

**Description of activity:**

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

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

**Learning outcomes**

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

**Timeframe:** 1 month – 2 months

**Number of People:** 10+

**Duties:**

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

**Supplies and Equipment:**

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

**Steps to Take:**

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

## STUDENT ADVOCACY GROUP

### Description of activity:

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

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

### Learning outcomes

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

**Timeframe:** 1 month – 1 year

**Number of People:** 5-20

#### Duties:

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

#### Supplies and Equipment:

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

### Steps to Take:

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

**PUBLIC SERVICE ANNOUNCEMENT**

**Description of activity:**

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

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

**Learning outcomes**

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

**Timeframe:** 3 weeks – 1 month

**Number of People:** 1+  
**Duties:**

- Amateur film makers and stars!

**Supplies and Equipment:**

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

**Steps to Take:**

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

**SCHOOL WIDE PHYSICAL ACTIVITIES**

**\*School Spirit/Unity**

**\*Daily Physical Activity**

**Description of activity:**

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

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

**Learning outcomes**

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

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

**Number of People:** 5-8

**Duties:**

- Poster Makers
- Set up & Clean up

**Supplies and Equipment:**

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

**Steps to Take:**

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

**COACHING OPPORTUNITY**

**\*Resume builder**

**\*Volunteer hours**

**Description of activity:**

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

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

**Learning outcomes**

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

**Timeframe:** 12 weeks

**Number of People:** 2+

**Duties:**

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

**Supplies and Equipment:**

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

**Steps to Take:**

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

## MANAGING A TEAM

**\*Resume builder**

**\*Volunteer hours**

**Description of activity:**

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

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

**Learning outcomes**

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

**Timeframe:** 12 weeks

**Number of People:** 2+

**Duties:**

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

**Supplies and Equipment:**

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

**Steps to Take:**

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

### \*Resume Builder

#### **Description of activity:**

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

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

#### **Learning outcomes**

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

**Timeframe:** 1 week

**Number of People:** 10+

#### **Duties:**

- Organizer
- Special Olympics representative
- Students

#### **Supplies and Equipment:**

- Floor hockey equipment
- Pens and pencils

#### **Steps to Take:**

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

**BLENDED CARDIO/WEIGHT TRAINING SESSION**

**\*Resume Builder**

**Description of activity:**

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

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

**Learning outcomes**

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

**Timeframe:** 1 week

**Number of People:** 2+

**Duties:**

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

**Supplies and Equipment:**

- Equipment dependant on sport chosen

**Steps to Take:**

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

**SPECIAL OLYMPICS TRAINING ASSISTANT**

\*DPA

\*Resume Builder

**Description of activity:**

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

**Learning outcomes**

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

**Timeframe:** 1 day – 12 weeks

**Number of People:** 2+

**Duties:**

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

**Supplies and Equipment:**

- Equipment should be provided by Special Olympics team coach

**Steps to Take:**

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

**EXERCISE-A-THON**

**\*School Spirit/Unity**

**\*DPA time**

**Description of activity:**

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

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

**Timeframe:** 2 weeks – 1 month

**Number of People:** 5-8

**Duties:**

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

**Supplies and Equipment:**

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

**Steps to Take:**

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

**\*Volunteer hours**

**Description of activity:**

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

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

**Timeframe:** 1 month – 6 weeks

**Number of People:** 10-20

**Duties:**

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

**Supplies and Equipment:**

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

**Steps to Take:**

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

## GAMES NIGHT

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

**Description of activity:**

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

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

**Timeframe:** 1 Month – 6 weeks

**Number of People:** 10-20

**Duties:**

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

**Supplies and Equipment:**

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

**Steps to Take:**

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. Form an Event Committee</li> <li>2. Determine date/time/venue</li> <li>3. Choose games/activities</li> <li>4. Contact Local Chapter or SOBC to clear event</li> </ol> | <ol style="list-style-type: none"> <li>5. Advertise (<i>School newsletter, posters, announcements, community centres, newspaper</i>)</li> <li>6. Get prizes (<i>Optional</i>)</li> <li>7. Host Event (<i>Set up, charge admission, run games, clean up</i>)</li> <li>8. Recoup costs of fundraiser</li> <li>9. Total money raised and contact Special Olympics</li> </ol> |
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**If you have utilized any of the activities/lessons presented in the SO Inclusive manual or created your own SO Inclusive activity, please email Nicole Ong ([nong@specialolympics.bc.ca](mailto:nong@specialolympics.bc.ca)) about your experience and attach a photograph of the activity to receive a \$50 Staples gift certificate from us!**