

DOCUMENT RESUME

ED 465 732

SP 040 883

AUTHOR Vederman, Ron
TITLE Special Olympics Get into It.
INSTITUTION Special Olympics, Inc., Washington, DC.
PUB DATE 2002-04-00
NOTE 41p.; Paper presented at the Annual Meeting of the American Association for Health, Physical Education, Recreation and Dance (San Diego, CA, April 9-13, 2002).
AVAILABLE FROM Special Olympics, 1325 G Street, N.W., Suite 500, Washington, DC 20005. Tel: 202-824-0275; Tel: 800-700-8585 (Toll Free); e-mail: Rvederman@specialolympics.org.
PUB TYPE Guides - Non-Classroom (055) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Athletics; *Consciousness Raising; Elementary Secondary Education; *Mental Retardation; Physical Education; Physical Fitness; Service Learning; *Special Olympics; Stereotypes; *Student Participation

ABSTRACT

This outline of a presentation describes a resource curriculum kit for involving youth in Special Olympics. The kit being described contains a fully scripted, four-lesson curriculum unit for grade levels K-2, 3-5, 6-8, and 9-12. The themes of the four lessons are awareness (e.g., avoiding stereotypes and increasing knowledge); understanding (e.g., what it is like to have a cognitive disability); inspiration (e.g., why Special Olympics athletes succeed at what they do); and action (e.g., making connections in the school and community with Special Olympics). The kit offers tools for involving children and youth with and without mental retardation in Special Olympics. The curriculum helps schools and teachers meet a variety of requirements and needs such as academic achievement standards, understanding and acceptance of individual differences, and youth development and character education. It involves service learning projects in the school and community, and it promotes and supports physical activity, physical fitness, and sports participation. At the elementary and middle school levels, lessons fit into the activities of social studies, language arts, history, and other core curriculum programs. At the high school level, lessons fit into activities of the physical education program. (SM)

Special Olympics Get Into It

A free resource curriculum kit to involve youth in Special Olympics

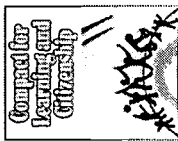
PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

R. Vederman

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Endorsed by these leading educational organizations...



Computer for Learning and Citizenship



AAHPERD
American Alliance for Health Physical Education Recreation and Dance



ASCD[®]

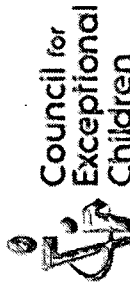
U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.



The Joseph P. Kennedy Jr. Foundation



Council for Exceptional Children



AMERICAN SCHOOL COUNSELOR ASSOCIATION



NASPE
National Association for Sport and Physical Education



Special Olympics
SO Get Into It™



NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS 3

BEST COPY AVAILABLE

SO Get Into It

★ *SO Get Into It* is a fully scripted four-lesson curriculum unit for four grade levels:

- ◆ Elementary (grades K-2)
- ◆ Elementary (grades 3-5)
- ◆ Middle (grades 6-8)
- ◆ High school (grades 9-12)



SO Get Into It

THEMES OF THE FOUR LESSONS

- ★ AWARENESS
- ★ UNDERSTANDING
- ★ INSPIRATION
- ★ ACTION



Special Olympics
SO Get Into It™

SO Get Into It

Note:

The term “mental retardation” is currently used by Special Olympics. Teachers may adapt this terminology to meet local requirements.



SO Get Into It

Program Goals

SO Get Into It provides:

1. Tools for involving children and youth with and without mental retardation in Special Olympics.
2. Curriculum designed to help schools and teachers meet a variety of requirements and needs.



Special Olympics
SO Get Into It™

SO Get Into It

These include:

- ♦ Academic achievement standards
- ♦ Understanding and acceptance of individual differences
- ♦ Youth development and character education



SO Get Into It

- ♦ Service-learning projects in the school and community
- ♦ Promoting and supporting physical activity, physical fitness, and participation in sports
- ♦ Meets the requirements of the Individuals with Disabilities Education Act (IDEA)



Special Olympics
SO Get Into It™

SO Get Into It

Field Testing and Availability

- ♦ Middle school lessons field tested in eight States & Canada involving 320 children during the Fall 2000
- ♦ Middle school curriculum kit, including support materials, reproducible masters, and videos, rolled out in September 2001
- ♦ Elementary and high school field testing to 13 schools in 10 states with a total of 545 students
- ♦ Elementary and high school curriculum kits will be available May 2002



Special Olympics
SO Get Into It™

SO Get Into It

**A Focus on academics at the elementary
& middle school level**

Lessons fit into the activities of social studies,
language arts, history, etc. programs



Special Olympics
SO Get Into It™

SO Get Into It

A Focus on Physical Education at the High School Level

Lessons fit into the activities of the high school physical education program

- ◆ Lessons support all NASPE physical education standards, in particular:
 - ◆ #5 - Responsible personal and social behavior
 - ◆ #6 - Understanding and respect for difference among people
 - ◆ #7 - Physical activity is an opportunity for social interaction



Special Olympics
SO Get Into It™

SO Get Into It

LESSON 1: AWARENESS: Down With Stereotypes

Who are people with mental retardation, and how does Special Olympics help them?



Special Olympics
SO Get Into It™

SO Get Into It

LESSON 1: AWARENESS

- What do you know about mental retardation, special needs, stereotypes, disabilities, Special Olympics?
- Special Olympics info.
- Introduce service-learning projects.



Special Olympics
SO Get Into It™

SO Get Into It

LESSON 2: UNDERSTANDING:

The Loretta Claiborne Story

What is it like to have a cognitive disability?

- ◆ Learn from the athletes about how it feels to be treated unfairly or disrespectfully
- ◆ To identify ways people can overcome adversity and discrimination



Special Olympics
SO Get Into It™

SO Get Into It

LESSON 2: UNDERSTANDING

Supplemental videos...

- ◆ *The Oprah Winfrey Show*
- ◆ *The Loretta Claiborne Story*, ABC/Disney
- ◆ *Nick News: A World of Difference* – 2001 Global Youth Summit, Anchorage, AK
- ◆ *Life in the Shadows* – J.P. Kennedy Foundation
- ◆ *Attitude* – 1999 Special Olympics World Games



Special Olympics
SO Get Into It™

SO Get Into It

LESSON 3: INSPIRATION:

Going for the Goal

Why do Special Olympic athletes succeed at what they do?

- ♦ Setting and reaching a goal, to set and accomplish goals for themselves, and to become involved in programs or activities, such as Special Olympics, that help others achieve their goals



Special Olympics
SO Get Into It™

SO Get Into It

LESSON 3: INSPIRATION

- ◆ See first-hand and read about real-life Special Olympics athletes who are an inspiration to us all
- ◆ Opportunity to meet Global Messengers



Special Olympics
SO Get Into It™

32

33

SO Get Into It

LESSON 4: ACTION:

Making Connections in the School and Community with Special Olympics

*What can be done as an individual or class to
support Special Olympic athletes in our school
or community?*

- ♦ Service-Learning
- ♦ Community service activities



Special Olympics
SO Get Into It™

SO Get Into It

LESSON 4: ACTION

Activities may be different levels ranging from relatively simple and short-term to more complex and longer-term.

Examples:

- Interview and write about a student with special needs.
- Develop a training program for an a Special Olympics athlete.
- Start a Unified Sports program at your school.
- Attend and volunteer at a Special Olympics event.
- Organize or participate in a Partners Club Program.
- Organize & host a Special Olympics event at your school.



Special Olympics
SO Get Into It™

SO Get Into It

LESSON 4: ACTION

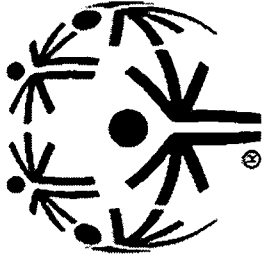
Student handout / project planning sheet:

- Goal
- Steps to achieve goal
- Resources needed
- Know how you achieved the goal
- Reflection /evaluation



Special Olympics
SO Get Into It™

SO Get Into It



Special Olympics

SO Get Into It™

Ron Vederman, Ed.D.

Director of School & Youth Outreach

Special Olympics

1325 G Street N.W., Suite 500

Washington, D.C. 20005

202-824-0275; 1-800-700-8585

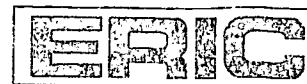
Rvederman@specialolympics.org



Special Olympics
SO Get Into It™



U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)



REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: SPECIAL OLYMPIES GET INTO IT	
Author(s): ROW VEDERMAN, Ed. D.	
Corporate Source: SPECIAL OLYMPIES, INC.	Publication Date: 4/11/02

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

The sample sticker shown below will be affixed to all Level 2A documents

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Level 1

↑

Level 2A

↑

Level 2B

↑

Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy.

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here, → please

Signature: <i>Row Vederman</i>	Printed Name/Position/Title: ROW VEDERMAN, DIR: SCHOOL & YOUTH OUTREACH
Organization/Address: 1325 G. ST., NW #500 WASH., DC 20005	Telephone: 202-824-0275 FAX: 202-824-0354
	E-Mail Address: _____ Date: 5/14/02

RVEDERMAN @ SPECIAL OLYMPIES, DC (over)



CLEARINGHOUSE ON TEACHING
AND TEACHER EDUCATION



April 30, 2002

Dear AAHPERD Presenter:

The ERIC Clearinghouse on Teaching and Teacher Education invites you to contribute to the ERIC database by providing us with a copy of your paper presented at AAHPERD's National Convention & Exposition (San Diego, CA, April 9-13, 2002). Abstracts of documents that are accepted by ERIC are available through computers in both on-line and CD-ROM versions. The ERIC database is accessed worldwide and is used by teachers, administrators, researchers, students, policymakers, and others with an interest in education.

Inclusion of your work provides you with a permanent archive and contributes to the overall development of materials in ERIC. The full text of your contribution will be accessible that are housed at libraries throughout the country and through the ERIC Document Reproduction Service. Documents are reviewed and accepted based on their contribution to education, timeliness, relevance, methodology, effectiveness of presentation, and reproduction quality.

To disseminate your work through ERIC, you need to fill out and sign the **Reproduction Release Form** on the back of this letter and include it with a letter-quality copy of your paper. You can mail the materials to: **The ERIC Clearinghouse on Teaching and Teacher Education, 1307 New York Ave., N.W., Suite 300, Washington, D.C. 20005**. Please feel free to photocopy the release form for future or additional submissions.

Should you have further questions, please contact me at 1-800-822-9229; or E-mail: lkelly@acte.org.

Sincerely,

Linda M. Kelly
Acquisitions and Outreach Coordinator.



1307

NEW YORK AVE. NW

SUITE 300

WASHINGTON, DC

20005-4701

202/293-2450

FAX: 202/457-8095