Introduction

Watch *Inside Inclusion*, then use this guide to replicate the informational discussion. View all episodes of *Inside Inclusion,* as well as *Unified Talks,* on the Generation Unified YouTube channel. This guide can be utilized in a few ways:

- Use the questions like a worksheet for independent work
- Have students get into groups or "breakout rooms". Assign different questions to different groups and have everyone come back and share.
- Have the entire group work through and discuss questions together.
- Use the Accountable Talk stems & Discussion Behaviors as an assessment or self-assessment rubric.

College and Career Readiness Anchor Standards for Speaking and Listening

CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

*All anchor standards can be found here

Have you utilized the rest of the Teamwork package?
Be sure to check out:
- Unified Talks (there are TWO about Teamwork!)
- Social Media Activities
- Lessons for every grade level

Access the Unified Classroom here.
Access GenerationUnified.org for more video content here.

Accountable Talk Stems

Provide these stems to students to help them have a productive and respectful conversation. You can display them on your screen, or send students a copy to reference.

Agree	Disagree
● I agree with _____ because ● I would like to add to what _____ said… ● I'm glad _____ said this, because _____ ● I think _____ brings up a great point because…	● I disagree with _____ because ● I hear what you are saying, but in my opinion… ● That's an interesting perspective. Can you tell me more about it? ● I used to think _____, but now _____
Clarify / Elaborate	**Making Connections**
● _____, can you add on to that idea? ● What I heard you say was _____, correct? ● I'm not sure what you mean _____. Can you rephrase that? ● I agree, but I also think _____	● This reminds me of _____ ● I had a similar / different experience… ● _____, what do you think?

Behaviors

Remind students of their actions and behaviors when having a virtual discussion. This can be reviewed before the discussion. You can also have students rate their performance and use these points as a rubric.

Speaker	Listener
● Make eye contact with your audience ● Speak clearly and slowly ● Speak loud enough for all to hear ● Stay on topic, use relevant examples ● Get to the point ● Use language your audience will understand	● Make eye contact with the speaker ● Nod and show you are listening ● "Mute your mic"- do not interrupt ● Use accountable talk to ask questions, give comments, or build upon ideas ● Use reactions or the chat box to add your thoughts

Intellectual Disabilities: Intellectual disability (or ID) is a term used when a person has certain limitations in cognitive functioning and skills, including communication, social and self-care skills.

Meaningful Involvement: All students have the ability and opportunity to contribute meaningfully to the success and well-being of the school community.

Special Olympics Unified Sports®: The program that brings together students with intellectual disabilities (athletes) and those without intellectual disabilities (partners) on sports teams for training and competition.

Strengths: Skills & abilities that are easy for you.

Teamwork: Finding positive ways to work together as a group in order to accomplish something.

Discussion Questions: Teamwork

Being Part of a Team:
Why is it important to make everyone feel like they are a part of the team?

How can you show that you value your teammates?

Being Part of an INCLUSIVE Team:
Why is it important to have an inclusive team, with people of all abilities?

The principle of meaningful involvement is key in playing Special Olympics Unified Sports. How does meaningful involvement relate to teamwork?

What advice do you have for a new Special Olympics Unified Sports® team or Unified Club who have the goal to make their teams inclusive to people with and without intellectual disabilities?

Strengths and Skills:
What are some strengths that you show when you are working in a team?

How have you used these teamwork skills in other areas of your life?

How can different people bring different strengths to the team?

Overcoming Obstacles:
No matter how well you work as a team, there is still the chance of being unsuccessful, or losing. How do you handle failure?

How do you support your teammates when you lose?

How has teamwork changed for you all during the pandemic?

How do you all balance all the teams and activities you are a part of?

For more about our November Inside Inclusion Partner:
NCAA Division III check out this article.