



# INSIDE INCLUSION: Wellness Discussion Guide

## 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 or to prepare for discussion.
- Have students get into groups or virtual “breakout rooms”.
  - Assign different questions to different groups and have everyone come back and share.
- Have a teacher or student leader facilitate a conversation and discuss the questions as a large group
- Use the Accountable Talk stems & Discussion Behaviors as an assessment or self-assessment rubric.
- Use as a way to prepare for a speaking opportunity, like a school or community presentation.

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## **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 Wellness package?**

Be sure to check out:

- *Unified Talks*
- 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. These stems can help everyone participate in the conversation. You can display them on your screen, or share/send students a copy to reference.

Agree	Disagree
<ul style="list-style-type: none"> <li>● I agree with _____ because</li> <li>● I would like to add to what _____ said...</li> <li>● I'm glad _____ said this, because _____</li> <li>● I think _____ brings up a great point because...</li> </ul>	<ul style="list-style-type: none"> <li>● I disagree with _____ because</li> <li>● I hear what you are saying, but in my opinion...</li> <li>● That's an interesting perspective. Can you tell me more about it?</li> <li>● I used to think _____, but now _____</li> </ul>
Clarify / Elaborate	Making Connections
<ul style="list-style-type: none"> <li>● _____, can you add on to that idea?</li> <li>● What I heard you say was _____, correct?</li> <li>● I'm not sure what you mean _____. Can you rephrase that?</li> <li>● I agree, but I also think _____</li> </ul>	<ul style="list-style-type: none"> <li>● This reminds me of _____</li> <li>● I had a similar / different experience...</li> <li>● _____, what do you think?</li> </ul>

### Behaviors

Remind students of their actions and behaviors when having an in-person or 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
<ul style="list-style-type: none"> <li>● Make eye contact with your audience</li> <li>● Speak clearly and slowly</li> <li>● Speak loud enough for all to hear</li> <li>● Stay on topic, use relevant examples</li> <li>● Get to the point</li> <li>● Use language your audience will understand</li> </ul>	<ul style="list-style-type: none"> <li>● Make eye contact with the speaker</li> <li>● Nod and show you are listening</li> <li>● "Mute your mic"- do not interrupt</li> <li>● Use accountable talk to ask questions, give comments, or build upon ideas</li> <li>● Use reactions or the chat box to add your thoughts</li> </ul>

### **Helpful Definitions:**

**Unified Physical Education** - Unified Physical Education provides a unique opportunity for students with and without intellectual disabilities to come together through ongoing educational and physical activities, using the power of Special Olympics.

### **Discussion Questions: Wellness**

Think about these questions after watching the Inside Inclusion about Wellness.

1. How does Physical Education help both your body and mind?
2. How can all students be included in games or other physical activities?
3. How does participating in P.E. improve your school day?
4. What are some skills that P.E. class has taught you?
5. Name one thing your P.E. Teacher has taught you about staying healthy?

## Video Worksheet

Answer the questions below while watching *Inside Inclusion* about Wellness.

**1. 1:45 - 2:00: Fill in the blank.**

Kiara says, “\_\_\_\_\_ helps keep your \_\_\_\_\_ going on the \_\_\_\_\_ you need to meet so you can graduate from school.”

**2. 2:20 - 3:00: What example does Megan give on how to include others in games or physical activity?**

**3. 5:15 - 5:45: Why does Kaleb enjoy PE during the school day?**

**4. 7:00 - 7:30: What does P.E. class allow Jayna to do? (Circle one)**

Work Hard

Have Fun

Improve Skill

**5. 9:40 - 10:30: What are 2 things the students love about their P.E. Teacher, Mr. Shelbert?**