

INCLUSION TILES F.E.E.L.S. (FUN EASY EMOTION LESSONS) FACILITATOR GUIDE

www.generationunified.org



Special Olympics
**Unified Champion
Schools®**



© 2024 Special Olympics, Inc.

ACKNOWLEDGEMENTS

Authors:

Caroline Chevat
Director, Digital Strategy
Special Olympics North America

Kaleigh Gardner
UCS Education Advisor
Special Olympics North America

Lead Graphic Designer:

Kat Butler
Manager, Resources & Communications
Special Olympics North America

Inclusion Tiles Steering Committee:

Special Olympics State Program Staff:

Chris Akers
Special Olympics Indiana

Haley Allen
Special Olympics North Carolina

Mike Hasch
Special Olympics Indiana

Jamar Hardy
Special Olympics Michigan

Peg Hippen
Special Olympics South Carolina

Barb Horn
Special Olympics Connecticut

Barbara Oswald
Special Olympics South Carolina

Educators:

Melissa Diekelmann
Indiana

Leslie Hughes
Louisiana

Talisha Hurks
Michigan

Brooke Reuth
South Carolina

Yvette Scioneaux
Louisiana

Youth Leaders:

Brindi Brittain
Special Olympics Wyoming

Adrian Wood
Special Olympics Wyoming

Partners:

Katie Anderson
Boys & Girls Clubs of America

Special Olympics Staff:

Jennifer Hansen
Director, Young Athletes

Ashley Leidholt
UCS Elementary Consultant

RJ Nealon
Specialist, Communications & Design

Ray Roberts
Director, Urban Development



AMLE has evaluated Inclusion Tiles F.E.E.L.S., a new resource from Special Olympics Unified Champion Schools, and found them to be aligned to the Essential Attributes and Characteristics of Successful Middle Schools.



The contents of this "Inclusion Tiles Facilitator Guide" were developed under generous funding from the US Department of Education, #H380W170001 and #H380W180001. However, those contents do not necessarily represent the policy of the US Department of Education, and one should not assume endorsement by the Federal Government.

TABLE OF CONTENTS

3 Introduction

- 3 About Special Olympics Unified Champion Schools®
- 3 Inclusive Mindsets & Behaviors
- 4 Meaningful Inclusion

5 Inclusion Tiles F.E.E.L.S.

- 5 Social & Emotional Learning
- 6 Purpose of Inclusion Tiles F.E.E.L.S.
- 7 Inclusion Tiles F.E.E.L.S. Reference Chart
- 9 Activities
- 13 Other Uses
- 14 Getting Inclusion Tiles F.E.E.L.S.



INTRODUCTION



About Special Olympics Unified Champion Schools®

The **Special Olympics Unified Champion Schools®** program is for schools Pre-K through university that intentionally promotes social inclusion by bringing together students with and without intellectual disabilities (ID) through sport and education-related activities. The 3-component Unified Champion Schools® (UCS) model equips young people with knowledge, skills and training to create inclusive schools. The 3 components are:

- **Special Olympics Unified Sports®:** Fully inclusive sports or fitness programs that combine an equal number of students with and without ID.
- **Inclusive youth leadership:** Students with and without ID working together to lead and plan inclusive activities in their school.
- **Whole school engagement:** Awareness and education activities promoting inclusion and reaching the school population.

100% of liaisons felt the UCS program is **valuable for the school** as a whole
(Center for Social Development and Education, 2022).

INTRODUCTION

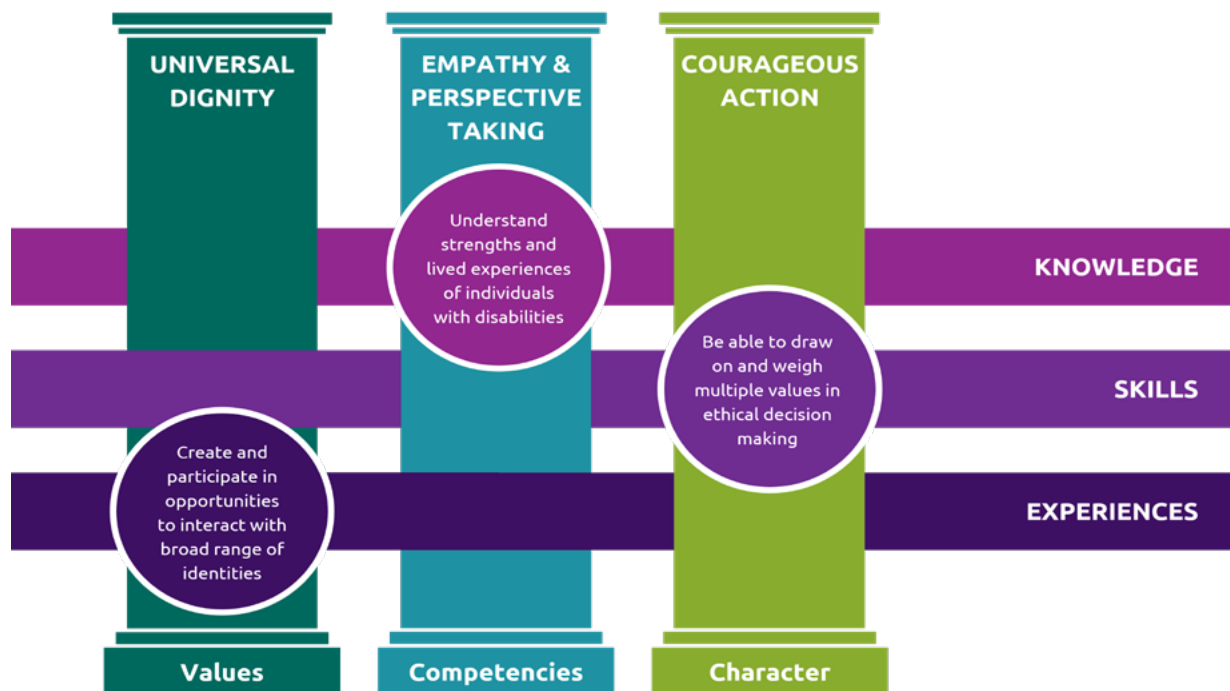


Inclusive Mindsets and Behaviors

Special Olympics and the EASEL Lab at Harvard Graduate School of Education have teamed up to research inclusive mindsets and behavior. Together, they developed a framework that defines the core knowledge, skills, and experiences that build inclusive mindsets and behaviors, and that ultimately lead to more inclusive schools and communities. The framework is grounded in 3 pillars:

1. Universal Dignity
2. Empathy and Perspective Taking
3. Courageous Action.

Special Olympics programming and resources, including Inclusion Tiles F.E.E.L.S., scaffold the learning of the knowledge, skills, and experiences that lead to more inclusive mindsets and behaviors. Read the research brief, [here](#).

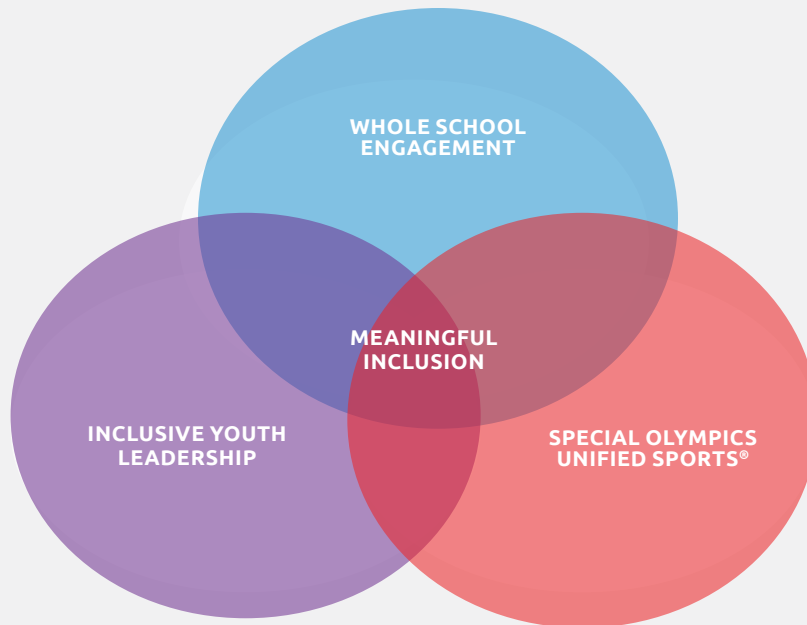




Meaningful Inclusion

Meaningful inclusion embodies the 3 pillars of the Inclusive Mindset and Behavior framework. It promotes understanding of each person's individual value, and the mutual benefits that come from their contribution to the relationship. Meaningful inclusion emphasizes that people with intellectual disabilities should not be treated as individuals who need pity, but rather their universal dignity exists.

Meaningful inclusion is at the core of the Special Olympics Unified Champion Schools® 3 component strategy:



INCLUSION TILES



Social and Emotional Learning

Collaborative for Academic, Social, and Emotional Learning (CASEL) has identified 5 social and emotional learning (SEL) skills:

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decision-Making

UCS programming exemplifies the integration of SEL into schools. Through sports and leadership activities, as well as inclusive resources like Inclusion Tiles F.E.E.L.S., UCS allows young people to learn and practice SEL skills. It also affirms the importance of diversity in all areas of school life.

Data

- Students who participate in the UCS program feel more supported by their teachers and peers, have higher levels of grit, receive better grades and are **more empathetic and compassionate**.
- **91%** of liaisons indicated that the UCS program **reduces bullying, teasing and use of offensive language** in school.
- **97%** felt UCS **increased the confidence** of students with ID.

(Data updated in 2022)



INCLUSION TILES



Purpose of Inclusion Tiles F.E.E.L.S.

Before young people can practice inclusion, they need to understand how inclusion feels by:

- gaining **self-awareness** (i.e. How do I feel relative to the world around me?);
- demonstrating **social awareness** (i.e. How do others feel?);
- practicing **relationship building** (i.e. How can I offer support?).

Inclusion Tiles F.E.E.L.S. were created to help students with this first step: **self-awareness**. The tiles use basic emotions to help expand emotional vocabulary. The back of each tile includes an “I feel” example to help students develop a personal connection to the emotion and experience.

Like all new skills, **SEL skills need to be practiced**. The 4 activities included in this guide allow students to think, discuss, and connect with these emotions. Students will begin to extend their thinking and expand on skills like **empathy and perspective-taking**. The activities can be replicated and results can change due to gained experiences.

Inclusion Tiles F.E.E.L.S demonstrates how a range of emotions are connected to acts of inclusion or exclusion. With this gained understanding, students can take their own inclusive action and see the positive results for themselves and their peers.

Inclusion Tiles F.E.E.L.S. is the 2nd deck from the suite of Inclusion Tiles resources. Each pack includes:

- 9 Inclusion Tiles F.E.E.L.S.
- 4 Activity Cards
- 4 Create Your Own

For more about the original deck check out the following resources:

- [Inclusion Tiles Facilitator Guide](#)
- [Inclusion Tiles Student Guide](#)
- [Inclusion Tiles Online Game](#)

Inclusion Tiles F.E.E.L.S. Reference Chart

Front of Tile (Emotion)	Back of Tile (Sentence)
<p>excited</p> 	<p>I feel excited when I am invited to play with others.</p>
<p>happy</p> 	<p>I feel happy when I sit with friends at lunch.</p>
<p>hopeful</p> 	<p>I feel hopeful when a friend speaks up after someone is mean.</p>
<p>proud</p> 	<p>I feel proud when my coach says "Good job!"</p>
<p>lonely</p> 	<p>I feel lonely when I am not invited to sit with classmates at lunch.</p>

About the Tiles

Front of Tile (Emotion)	Back of Tile (Sentence)
<p>sad</p> 	<p>I feel sad when I am picked on by my teammates.</p>
<p>mad</p> 	<p>I feel mad when classmates say mean comments about how I learn.</p>
<p>afraid</p> 	<p>I feel afraid when someone says hurtful things to me.</p>
<p>calm</p> 	<p>I feel calm when my teacher says "Good morning!"</p>

Activities

Each deck comes with activity tiles to reference or for independent use. Review the detailed instructions and see the discussion questions below for more support. We recommend that all activities are done in a **Unified way**. This means that a **student with ID** and a **student without ID** are **partnered together** or are included in groups together. In Special Olympics, **students with ID** are referred to as **athletes** and **students without ID** are referred to as **Unified partners**.

Facilitator Tip: Times for each activity will vary depending on the group size and event type.

ORDER THE TILES

Estimated Time: 35 minutes

Players will order how their feelings change as they experience exclusion to inclusion. This activity will allow people to work on **self-awareness** and **social awareness** skills.

Instructions:

- 1 Have players pair up. Encourage players with and without ID, or with differences, to get together.
- 2 Players will work together and order the tiles showing how their emotions change as they experience times when they belong or don't belong. Once finished, pairs will meet up with other groups to see how they ordered their Inclusion Tiles. *(Approx. 10 minutes)*
- 3 Groups will talk with each other about their order and answer the questions below. *(Approx. 10 minutes, 5 minutes for each pair to share)*
 - Why did you decide to order your tiles this way?
 - Which tile was the hardest one to place? Which one was the easiest?
- 4 Repeat steps 2 and 3 with a new group. *(Approx. 10 minutes, 5 minutes for each pair to share)*
- 5 When finished, come together as a large group to discuss the following questions:
 - Are our emotions and experiences all the same, or are they different? Why?
 - How can thinking of our own feelings help us with understanding others' feelings?
 - What can you do to help others move from an exclusive feeling to a more inclusive feeling?

- If we do this activity in the future, will our outcomes look the same or different? Why do you think this?

Other ways to complete this activity:

- Start small and sort a few familiar emotions. Add more to create a range as players' emotional vocabulary increases.
- Complete it as an individual activity.
- Turn and talk with another student.
- Write out responses to questions instead of having a group discussion.

A TIME WHEN

Estimated Time: 45 minutes

Players will have a chance to connect and share a time when they felt a specific emotion. This will allow players to work on skills connected to **self-awareness**, **social awareness**, and **relationship skills**.

Instructions:

- 1 Have players get into groups of 3-5.
- 2 Have 1 player pick up a tile from the deck. Have them read the emotion and example out loud.
- 3 Each player in the group will take a turn sharing a time when they felt this way. (*Approx. 5 minutes, 1 minute per person*)

Use these prompts to help:

- Can you tell us more?
- I can relate to that because...
- Has anyone else experienced something similar?
- Hearing your story has helped me...
- What do you wish was different?

- 4 Once finished the reader will discard that tile. Then, the next player will up a new tile.
- 5 Repeat steps 2 through 4 until the deck is finished.

Other ways to complete this activity:

- Start small and sort a few familiar emotions. Add more to create a range as players' emotional vocabulary increases.
- Add prompts to sticky notes, flashcards, or the board to reference.
- Allow players to "pass" if they don't feel comfortable sharing during the discussion. It is OK to be an active listener.
- Ask a player to take on the role of the reader.

HOW DO I FEEL WHEN...?

Estimated Time: 45 minutes

Players will identify and sort the Inclusion Tiles into 2 key categories: “Belong” and “Don’t Belong”. This will allow players to work on **self-awareness** and **social awareness** skills.

Instructions:

- 1 Players will pair up. Encourage players with and without ID, or with differences, to get together.
- 2 Players will read through each tile and example. *(Approx. 5 minutes)*
- 3 Place the ‘Belong’ tile and the ‘Don’t Belong’ tile at the top of the table. *Note: You may need 2 decks to ensure you have 1 of each.*
- 4 Players will place the Inclusion Tiles into 2 categories. They will reread each tile and ask the other player, “Is this how you feel when you belong or when you don’t belong?” *(Approx. 20 minutes)*

Use these prompts to help:

- Why do you think this?
- I think this way because...
- Let’s come back to this tile.
- I agree/disagree because...

- 5 Have pairs share with each other. Use these questions to start the conversation: *(Approx. 20 minutes)*
 - Are our groupings similar or different? Why?
 - Which tile was the hardest tile to place? Which tile was the easiest?
 - Do you think there is a tile that falls into both categories?
 - Why is it important to know that people experience things differently? How does this affect our actions?

Other ways to complete this activity:

- Start small and sort a few familiar emotions. Add more to create a range as players’ emotional vocabulary increases.
- Have players complete it as an individual activity. This can act as a great reflection or communication tool.
- Turn it into a silent movement activity. Have players stand in a line. Read an emotion and have players step forward if they think the emotion connects with “belonging”.
- Create new emotions using the Create Your Own tiles.

GUESS THE EMOTION

Estimated Time: 45 minutes

Players will guess the tiles through acting, drawing or using keywords. This will allow players to work on **social awareness** skills.

Instructions:

- 1 Have players get into groups of 3-5.
- 2 Mix 2 decks of tiles together. Make sure the emotions are face down, so the group cannot see the emotions.
- 3 Have 1 player pick a tile and put it above their head. They shouldn't look at the tile. The emotion should be facing the group.
- 4 The other members of the group will work together to try and describe each tile. (*Approx. 3-5 minutes per tile*)

They can:

- use words
- act it out
- draw (pass out materials first)

- 5 The player holding the tile will try and guess the emotion.
- 6 The tile should be put aside once it is guessed correctly.
- 7 The next player will pick a new emotion. Repeat steps 3 through 6 until the deck is finished and everyone has had a turn.

Other ways to complete this activity:

- Shorten the game by only using 1 deck of tiles.
- Turn the activity into a timed competition. Have 1 player guess as many tiles as possible within a certain amount of time. Repeat for each player to see who can guess the greatest number of tiles.
- Give wait time. Allow players to think of actions, words, or images for 1 minute before the activity begins.

Other uses

Morning meetings: Start each morning with a tile. Read the emotion and have students repeat it back to you.

During this time you can:

- describe or define the emotion;
- share examples of when someone might feel that emotion;
- point out similar and different emotions and terms;
- explain how your body feels when you experience that emotion;
- discuss actions we can take that might make us, or others, feel that way;
- act out the emotion;
- identify the emotion in class related work, like a character in a story or in a history lesson.

Revisit that tile throughout the day, week, or year.

Conflict resolution tool: Support students with social emotional needs. Use these tools during student meetings to help:

- Identify how they are feeling and why
- Realize how others may be feeling
- Plan next steps

Inclusion Tiles match: Pull out the Inclusion Tiles deck. Have players match 1 tile from the Inclusion Tiles F.E.E.L.S deck with 1 tile from the Inclusion Tiles deck. Have students compare their matches.

Take Action: After completing an activity and discussing the tiles, encourage students to practice empathy and take action. Start by discussing what inclusive actions can be taken to help someone go from experiencing an exclusive feeling (i.e. afraid) to feeling a more inclusive one (i.e. hopeful). Write ideas where your students can see them throughout the day. Encourage your students to try these actions.

Practice perspective-taking: Put students into small groups. Have them select 1 tile. Give each group a poster board with different school settings (i.e. school bus, cafeteria, classroom, hallway, recess). Have the groups draw pictures or write examples of why a student would experience their emotion in those settings.

.....

Ordering Inclusion Tiles F.E.E.L.S.

Want to purchase Inclusion Tiles F.E.E.L.S. for your group? Please contact your local Special Olympics state Program or email usschools@specialolympics.org.

.....

Other Resources:

Go to www.generationunified.org for more resources including our [online Inclusion Tiles Game](#).



Special Olympics
**Unified Champion
Schools®**

The contents of this "Inclusion Tiles Facilitator Guide" were developed under generous funding from the US Department of Education, #H380W170001 and #H380W180001. However, those contents do not necessarily represent the policy of the US Department of Education, and one should not assume endorsement by the Federal Government.

