



Application Deadline: May 1, 2024

Applicant's name: Angela Hendershot

Applicant's email: ahendershot@cbsd.org

Phone (daytime): 267-893-4000 ext 2016 Phone (evening):

Number of years in education: 18 Grade or subject taught: K-12

School: Educational Services Center

School Address: 16 Welden Drive Doylestown, pa 18902

Principal's name: n/a

Principal's email address: n/a

Principal's Phone: n/a

All requirements due by May 1, 2024:

- Describe the precipitating events that motivated you to initiate these lessons/activities.
- Describe the lessons/activities; and if adapted from another source please reference.
- Explain how the lessons/activities teach students the importance of respecting others no matter what religious, racial, cultural, or other differences exist.
- Explain how it helped them counter bigotry or bullying and prepared them to Stand Up For Justice.
- Provide evidence/proof of effectiveness such as, but not limited to: a questionnaire, interviews, documented anecdotal conversations, and student writings, video, etc. Please complete the following if you have encouraged someone other than yourself to apply:

Your name: _____

Your email: _____

Phone (daytime): _____

Phone (evening): _____

Your relationship to this applicant: _____

Submit the completed form in writing, by email, or video format no later than May 1, 2024, to: contact@sufj.org c/o Shana Trichon and Heather Reynolds, Educator Fund Coordinators

Introduction:

I am deeply honored by the nomination for this grant. When I received the invitation to apply, I was genuinely moved. Education is a labor of love, and I am privileged to engage in this meaningful work each day. Educators worldwide enter classrooms with a singular mission: to positively impact the lives of children. Our motivation stems not from recognition or awards, but from the profound desire to make a difference in each child's journey. If this application or concept contributes to the betterment of another child, teacher, or school community, it will have fulfilled its purpose of enriching the lives of others.

Precipitating Factors:

In my role as the K-12 Health and Physical Education curriculum coordinator, I am dedicated to continuously enhancing our support for students through ongoing learning, conference attendance, and innovative initiatives. In 2018, our district launched Unified Sports at CB East for the first time, which proved to be a resounding success. However, conversations with students district-wide revealed a common challenge: many were unable to participate due to existing commitments to afterschool activities or sports. This prompted me to explore ways to broaden access and opportunities for student involvement.

A pivotal moment came while perusing the PSEA magazine, where I stumbled upon an article spotlighting Biglerville High School's Unified Physical Education (P.E.) class. Instantly, I recognized this as the solution our district needed. I reached out to their physical education department, and they graciously shared their insights, resources, and experiences. Encouraged by their support, I presented the idea to our department, alongside the director of pupil services at the time. Our proposal, backed by student surveys and interviews with Unified Sports participants, garnered approval from the curriculum committee.

Key collaborators in this endeavor were Maxine Pullar (CB South High School HPE teacher) and Jessica Silverstein (CB West High School HPE teacher). Their dedication and contributions were indispensable in bringing this course to fruition. Following curriculum committee and board approval, we launched a pilot program at CB West High School in fall 2020, led by Jessica Silverstein. Buoyed by its success, we expanded the course to all three high schools in 2021.

Since its launch, this course has continued to grow and enrich the lives of countless students throughout their high school journey.

Course Description: Unified Physical Education is an elective course that offers a unique opportunity for students of varying ability levels and backgrounds to collaborate and serve as both, a peer mentor and learner. This course is designed to provide students (with and without disabilities) the opportunity to experience all forms of sport activities in a modified, recreational, and safe environment. The focus of this course is on the physical, intellectual, and social growth of all participants. Engaging in physical activity and sport alongside peers will support and foster social relationships within the school community. This course will allow each student to gain an appreciation and understanding of the various physical and mental abilities and disabilities that can be present in a physical activity setting.

Lessons and Activities:

This course embodies a commitment to fostering inclusion and belonging among students through three primary objectives: nurturing new friendships and social integration, emphasizing the significance of physical fitness and sport-specific skills development, and promoting positive health and lifestyle choices. By engaging in playful learning experiences, students are brought together despite their differences, creating a vibrant and inclusive classroom environment.

Structured around four main units—Games and Sports, Lifetime Activities, Rhythm and Dance Activities, and Fitness Activities—the curriculum is designed with flexibility to accommodate diverse abilities. Each unit is accompanied by a comprehensive plan that includes suggested skills, activities, and a range of adaptable equipment, ensuring that every student can fully participate and thrive. A resource that supported the development of this course is the Special Olympics Unified Physical Education Resource Guide.

Central to the success of this course are the mentors, who play a pivotal role in facilitating inclusive learning experiences. Many of these mentors aspire to pursue careers in education, making this an invaluable opportunity to gain firsthand experience in promoting diversity and inclusion. For instance, mentor-led activities, such as creating a homemade

mini golf course, not only teach students new skills but also foster collaboration and camaraderie among peers.

Recognizing the importance of equipping mentors with the necessary skills and understanding, we collaborated closely with the special education department program specialists to develop a comprehensive training program. This training, conducted at the outset of each course, covers topics such as "people-first" language, understanding disabilities, and strategies for supporting peers effectively. By instilling a foundation of inclusivity and awareness, this training empowers mentors to create an environment of acceptance and support throughout the school community. Mentors reflect upon their experiences and journal weekly about their experiences. In addition, their reflections allow them to explore potential career opportunities they may be interested in pursuing in the future.

This course has not only cultivated an atmosphere of inclusion and positivity within the classroom but has also extended its impact far beyond school walls. Each school has embraced the unique opportunities offered by this course, enriching the overall school experience.

At one high school, a designated "friends group" convenes during lunch and learn sessions, providing students with an informal setting to connect and socialize outside of class. Mentors and mentees utilize this time to engage in various activities, from shooting hoops to spreading positivity through handwritten notes or collaborating on running the school store.

Meanwhile, another high school took the initiative to organize a class prom, inviting students from other classes to join in the festivities. Mentors took charge of decorating the gym, curating a playlist, and ensuring that everyone enjoyed a memorable time full of fun and camaraderie.

Conclusion:

This course has sparked a ripple effect throughout our district, and I am immensely thankful for the unwavering support from administrators, the innovative contributions of teachers, and the enthusiastic engagement of students. Together, we have expanded this course to benefit even more children in our district.

In a recent development, the art, music, and family and consumer science departments have expressed interest in piloting a unified program within their respective areas. Witnessing the Unified program extend beyond the realm of Physical Education is truly heartening, reflecting a collective commitment to inclusivity and collaboration across various disciplines.

Evidence:

- i. Curriculum Proposals and Presentations:
 - i. [Unified PE Proposal, Process, and Student interviews \(SUFJ\).pptx](#)
- ii. [Unified Course Flyer and Mentor Application](#)
- iii. Student feedback and Interviews (created by Meghann Campbell)
 - i. <https://www.wevideo.com/view/2974682667>