

***Beginner  
Global Messenger  
Handbook***

*Trainer's Guide*



***Special Olympics***

**Trainer's Notes:**

*This ALPs Beginner Global Messenger Trainer's Guide follows along with the ALPs Beginner Global Messenger PowerPoint presentation and the ALPs Beginner Global Messenger Participant's Handbook. Use this guide in conjunction with the PowerPoint presentation to present all necessary concepts for a Beginner Global Messenger Workshop. It is recommended that you read through all pages indicated as Trainer's Notes prior to giving the presentation so that you can be prepared and make any necessary modifications to the presentation or the Participant's Guide. Recommendations for modifications are included in the Trainer's Notes. Good luck!*

Room set up: Classroom style.

Materials you will need:

- Laptop and PowerPoint projector OR overhead projector and screen (PowerPoint slides can be converted to transparencies.)
- Large sheets of paper (flip chart paper is great)
- Beginner Global Messenger Participants Handbook as a handout
- PowerPoint presentation as a handout
- Paper and pens/pencils
- Masking tape or anything the facility will allow you to use to hang flipchart paper on the walls
- Multiple colors of post-it notes
- Map – this can be a handout or can be inserted into the PowerPoint presentation. The map is used during the mission statement exercises.
- Global Messenger Speech Writer CD's & computers and printers to make speeches, if you choose using this technology
- Note cards (for speeches) – enough for everyone to have at least 10 – 15 cards.
- Business Cards. A template for business cards is included on this CD. A printer can easily reproduce cards with the appropriate contact information inserted. You may want to wait until AFTER the training to see which athletes will need business cards, though.

PowerPoint Slide 1:

Insert relevant information on slide (date & location of training, trainer name(s)), etc. This is a good time to introduce yourself as the trainer and highlight any relevant Special Olympics experience the athletes will recognize.

PowerPoint Slide 2:

Introductions. Any icebreaker activity can be done here. Ask the athletes to find a partner – someone they did not come with. The partners will introduce themselves. Name, years of experience with Special Olympics, and where they are from are all good, and easy, questions to ask. We have included a sample question – you may use any other question appropriate for the group. “What would you do with a room full of money?”. Ask that they introduce their partner. This will give you a sense for the level each athlete is at and how comfortable they are in front of a group.

## *What are Special Olympics ALPs Programs?*

Special Olympics Athlete Leadership Programs allow athletes to explore opportunities in roles previously considered “non-traditional.” Such participation might come in the form of an athlete serving on the Board of Directors or local organizing committee; or it might find an athlete as a spokesperson, coach or official.

Participation in ALPs may be in addition to or in place of participation in traditional programs.

A program or initiative could be considered an athlete leadership program if it:

- Allows athletes to choose how they will participate; (i.e. selecting their sport or deciding to become a coach), OR
- Supports athletes as they seek and then serve in meaningful leadership roles other than or in addition to that of “competitor”, OR
- Provides training for existing leadership as they welcome and encourage athletes in these new roles.

Several ALPs Programs are already standardized and available. All athletes should be introduced to ALPs. The standard trainings are fall under three categories:

### 1. Global Messenger:

- **Global Messenger Beginner Course** - to provide training and presentation skills for athletes interested in representing Special Olympics and Special Olympics athletes in formal or support settings.
- **Global Messenger Graduate Course** - follow-up training to the Beginner Course that works on refining public speaking skills, focusing speeches to get the desired action by the audience. Athletes are asked to identify an issue they feel strongly about as they prepare for various presentation situations one encounters as a public speaker for Special Olympics.
- **Athletes Assisting with Fundraising** – To help athletes understand the process of research and preparation that goes into a fundraising program and then what to expect if they are asked to be part of a fundraising meeting with potential contributors.
- **Athletes in the Media** – prepares athletes for the experience of being interviewed by Television, Radio or Print Media reporters. Designed to be experiential, this workshop gives athletes the opportunity to see and hear what they look and sound like and to adjust for future media interviews.
- **PowerPoint for Athlete Leaders** – teaches athletes the basics of using PowerPoint technology to enhance presentations.

## 2. Governance

- **Athlete Leadership Workshop (Governance)** - to prepare athletes to participate in Special Olympics programming and policy dialogue via instruction and practice in forming and articulating opinions, group discussion and techniques for gathering input. Equally important is the enhancement of awareness and listening skills of volunteers, staff and family members as they interact with athletes during this training.
- **Leadership 101 Workshop** – Leadership requires a personal vision, the ability to communicate that vision and instilling a sense of trust among others who you would have help you fulfill your vision. This workshop helps athletes and volunteers work together to discover their personal vision and test their communication and trust building skills in integrated teams.
- **Athlete Congress** - To provide a formal, deliberative process for the representation of athlete input in programming, policy and/or governance processes of Special Olympics.
- **Athletes on Boards, Committees and Management Teams** - to provide guidance for athletes, support persons, and Boards of Directors and committees that seek inclusive decision-making through athlete participation.
- **Analyzing Financial Statements** – As more athletes join Boards of Directors, they need to understand the financial reports commonly presented to the Board. This workshop helps athletes and mentors identify trouble spots on a financial report and know when to ask a question about what they see.

## 3. Volunteer Opportunities

- **Athletes as Coaches** – To provide background on the role of the Head Coach and Assistant Coach in targeted sports. This is a lead up to participation in the regular coaches education course which, after a practicum, can qualify attendees for Special Olympics Coaches' Certification.
- **Athletes as Officials (SOOPA)** - To provide athletes with readiness training for participation in National Governing Body programs that result in certification as an official or other skilled personnel for Special Olympics and other community sports competitions.
- **Athletes as Volunteers** – Provides athletes with a basic understanding of what types of jobs volunteers do, why people volunteer, why they as athletes might want to volunteer and what to expect as they register and complete training as a volunteer.

Trainer's Notes:

PowerPoint Slide 3:

Introduce the objectives of the workshop. First, all participant's will learn about Special Olympics. This is the only way they can properly speak about Special Olympics.

The participants are there to receive training to make public speeches about Special Olympics.

The athletes will leave the training able to give a one to two minute speech. They will also review their responsibilities for seeking speaking opportunities.

You will now start by reviewing the concept of ALPs & then the facts about Special Olympics.

PowerPoint Slide 4:

Definition of ALPs.

1. To "be" an ALPs Program, must include: athlete choice, be a meaningful position, and provide training for existing leadership.
2. Athlete Choice examples: 1, Choosing sports to participate in. How many athletes go from sport to sport because it's what their area offers. We need to ask our athletes what they want. 2) Choosing which ALPs course to take – appropriate when more than one course can be offered.
3. Meaningful positions. NO TOKENISM! Athletes serving on the board must be equal members, properly supported. Example: Reading financial reports is confusing for almost everybody. Provide training for ALL Board members who need it.
4. Training for existing leadership: as Special Olympics athletes take on meaningful positions, the existing leadership must be prepared to embrace this inclusive environment. This means taking the time to listen and understand what the athletes are telling us. It also means discussing a topic, and being able to say "no" – even though the inclination is to say "yes" simply because an athlete has made a request.

Pictures: this is what we think of when we think of Special Olympics. Sports, competition, awards and friendship.

PowerPoint Slide 5:

List of ALPs Programs currently available. Most popular offerings are Global Messenger & Governance. Global Messenger trains athletes to knowledgeably speak about Special Olympics to the public. Governance teaches participants to work collaboratively & overviews the role of a policy-maker.

Athletes as Volunteers – these ALPs training only introduce athletes to the requirements of taking on such a role. Athletes interested in such jobs should go through the same system as every volunteer for Special Olympics.

PowerPoint Slide 6:

1. As an athlete: to learn as much as possible, be attentive, ask questions, and develop a plan of action after the training.
2. The mentor is there to ASSIST – NOT TO DO! The mentor is a support person & can help athletes to clarify their own thoughts. The mentor must be careful to not unduly influence the athlete. Mentors should know that they have taken on a position similar to that of a coach, and this requires a time commitment. This commitment should be discussed and agreed to between athlete & mentor.
3. Program staff (volunteer & paid) – these individuals must be prepared to work with the athletes and mentors trained. Support, offer opportunities for inclusion, etc...
4. As a family member- to support athletes in their positions – NOT to do the task at hand FOR them.
5. As a Board member – to make sure that athletes are involved meaningfully in setting policy for the Program.

## ***Who Should Participate in ALPs Workshops?***

Leadership is a key component in the Athlete Leadership Programs. To maintain the integrity of the ALPs programs we must select athletes who demonstrate leadership qualities. This doesn't mean that athletes involved in ALPs programs all have to be high functioning, just that they are willing to take on a role as a leader. Some of the selection requirements that should be considered are:

- Athletes should be actively involved as a Special Olympics athlete, coach or official. The athlete should be involved year round in competition so that they are familiar with the various programs and competitions in their area.
- Athletes should be able to communicate effectively. They should demonstrate adequate expressive and receptive language skills. This could include non-verbal communication methods such as sign language or effective use of other communication devices.
- Athletes should demonstrate appropriate behaviors; i.e. gets along with others, has positive outlook, is dependable, and demonstrates polite behaviors and good sportsmanship. Willingness to help out when needed and motivate others are also good behaviors to look for.

**Trainer's Notes:**

**PowerPoint Slide 7:** To be a good speaker, you must be able to understand and articulate the facts about Special Olympics.

Understand some of the common misconceptions about Special Olympics. Example: 1) Unified Sports – we ARE inclusive. 2) “Isn’t that with the wheelchair races?” NO – that’s usually the Paralympics. By not understanding the mission and what makes Special Olympics unique, we can misinform people. That is why it is imperative that we understand the mission, divisioning, and what makes our organization unique.

This leads into the next slide.

**PowerPoint Slide 8:**

This slide introduces the mission exercise.

1. The key elements are reflected in the Special Olympics General Rules, under “Founding Principles of Special Olympics” - text is included in the handbook.
2. The selling points are particularly relevant to Global Messenger training. These will be reviewed in more detail later in the presentation.
3. A mission statement tells the world who we are and what we hope for the world. The Mission Statement – the mission is our road map (have a map ready to discuss – what do you see on a map; what can you learn – does a map show you how to paint a house, etc?). The mission of Special Olympics is our road map. It leads us to where we want to go.

**PowerPoint Slide 9:**

This slide begins the mission exercise. Unless the workshop you are running provides opportunity to demonstrate these components, leave the template slides in place. A good future activity might be to replace these photos with photos from your Program.

The general idea of this exercise is to break down the mission statement by key words, and talk about what those words mean, and why they are important. Review each of the mission slides and ask, “What does this mean?” and “Why does it need to be in the mission statement?” Have the audience add to or verify each key word. Also talk about what Special Olympics would be like if we took the concept OUT of our mission statement.

To support this exercise, a handout of the entire PowerPoint presentation is useful. You might use the provided mission statement with the key words missing (see next page), encouraging the group to fill in as much as they know. A “before” and “after” mission statement are included in the handbook. Prompt the participants to fill in the missing words before you begin the exercise.

1. Year-round sports training: What if this word weren’t here and someone decided that they would ONLY do a track meet once a year and call it Special Olympics? Would that be OK?
2. Year-round means all the time. Fall, Winter, Spring, Summer. It is a good idea to emphasize that Special Olympics is more than a one-time big event here. How many times has someone asked you: “When will the next Special Olympics be?”
3. Words matter. It is not “the” Special Olympics. Special Olympics happens every day, in every community, in countries around the world.
4. We provide quality sports training to prepare athletes for competition opportunities. Because it’s year-round, we provide sports training in 26 different sports.

The mission of  
Special Olympics is to provide

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giving them continuing  
opportunities to -----

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----- other

Special Olympics athletes  
and the community.



**Trainer's Notes:**

**PowerPoint Slide 10:**

What is athletic competition? Why is that important in Special Olympics? Why is it important to YOU? What if someone said, "The competition is too much trouble. We're just going to offer practices but no competition in our Special Olympics Program." In Special Olympics, we look forward to having Games to show what we have accomplished.

**PowerPoint Slide 11:**

1. What do we mean when we say Olympic-type? Why is that important to us in Special Olympics? What if someone decided that they wouldn't have Opening Ceremonies anymore? Would that be OK?
2. Talk here about the medals, cauldron, flame (torch), and the Olympic nature of the competition (Powerlifting as opposed to weightlifting for example.)
3. Because it is Olympic-type, we are talking about serious sports training and competition opportunities. A good example: Is a sack race an Olympic-type sport? What about dominoes? NO. Special Olympics is about serious sports
4. Important fact to share: The International Olympic Committee (IOC), "at its 98th Session, Albertville 1992, granted IOC Recognition to Special Olympics International." A copy of the protocol is available from Special Olympics, Inc. In that protocol, the IOC entitles us to use the word "Olympics" "provided that it always immediately follows the word 'Special' as to form the composite expression 'Special Olympics'." We are only allowed to use the word "Olympics" in this manner. This is why we must say "Special Olympics Athlete" and NOT Olympians, as in Special Olympians. To date, Special Olympics is the only organization granted the use of this word. More on this can be found in the General Rules, Sections 2.08, 2.09, 2.10. A portion is included in the handbook here as well.

*The following pages include excerpts from the General Rules on some of the topics included in the review of the mission statement. This information should be provided to participants to reinforce what you are saying, but should not be reviewed in detail during your presentation.*

***Mission, Goal and Founding Principles of Special Olympics***  
***Excerpts from the Special Olympics General Rules***

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Section 1.01. Mission Statement.

The mission of Special Olympics is to provide year-round sports training and athletic competition in a variety of Olympic-type sports for children and adults with intellectual disabilities, giving them continuing opportunities to develop physical fitness, demonstrate courage, experience joy and participate in a sharing of gifts, skills and friendship with their families, other Special Olympics athletes and the community.

Section 1.02. Goal of Special Olympics.

The ultimate goal of Special Olympics is to help persons with intellectual disabilities participate as productive and respected members of society at large, by offering them a fair opportunity to develop and demonstrate their skills and talents through sports training and competition, and by increasing the public's awareness of their capabilities and needs.

Section 1.03. Founding Principles of Special Olympics.

The principles on which Special Olympics was founded, and which must continue to guide the operation and expansion of the global Special Olympics Movement, include the following (collectively, the "Founding Principles"):

- (a) People with intellectual disabilities can, with proper instruction and encouragement, enjoy, learn and benefit from participation in individual and team sports, adapted as necessary to meet the needs of those with special mental and physical limitations.
- (b) Consistent training under the guidance of qualified coaches, with emphasis on physical conditioning, is essential to the development of sports skills, and competition among those of equal abilities is the most appropriate means of testing these skills, measuring progress and providing incentives for personal growth.
- (c) Through sports training and competition: people with intellectual disabilities benefit physically, mentally, socially and spiritually; families are strengthened; and the community at large, both through participation and observation, is united with people with intellectual disabilities in an environment of equality, respect and acceptance.

**Trainer's Notes:**

**PowerPoint Slide 12:**

Two key-words on this one: Children & Adults and Intellectual disabilities.

1. Children AND adults. Competition begins at 8 years. Training may start at 6 years. There is no upper-age requirement. "Can you still compete at 88?" YES!
2. Comment directed at mentors or staff: "How many times have you referred to your team as 'kids', even though they are over 21?" The point here is that Special Olympics is not just for kids. This is a myth to dispel.
3. Use the term for people who learn more slowly that is appropriate for your Program. It is helpful however to point out that the SOI Mission Statement uses the term Intellectual disabilities. The point is to understand what intellectual disabilities is so that we can articulate who can participate as a Special Olympics athlete.
4. A good way to explain is to break the two words down: mental – thinking; retardation – slower (think fire retardant as an explanation).
5. Again, this is a good opportunity to distinguish us from the Paralympics. Paralympics is for the physically handicapped, and it is an elite sports organization. Special Olympics is for people with intellectual disabilities (who may also have a physical disability), and welcomes all ability levels.
6. This is also a good time to encourage use of people first language: People with intellectual disabilities. Never use afflicted with, etc...

This is a good opportunity to raise the question of who Special Olympics is for and why it was created (To give the opportunity for an Olympic experience to a population that would otherwise not have had it and to provide an opportunity for growth and pride in that same population through the vehicle of sports participation).

This discussion could provide some good fodder for later discussion about what Special Olympics should be in the future.

Inevitably, someone says that they don't like a term because it means handicapped and I am not handicapped. It is crucial that you bring the group to an understanding that Special Olympics is for people who learn slower and that one must learn slower to be eligible. Then you can talk about why we have an eligibility statement. Be brave - but confront the issue. Do not let them get past this without an understanding of what intellectual disabilities/intellectual disability is and why it is in the mission statement.

For more details on eligibility, refer to General Rules, Section 6.01. Included in handbook for reference.

**PowerPoint Slide 13:**

1. Questions: What does it mean to be physically fit? How do you get fit? Why do we have that in our mission statement? Why not just say, "To win gold medals?"
2. Physical fitness means improving skills and getting better at skills.
3. Physical fitness implies being healthy. This could be a good time to mention the Healthy Athletes program for those unfamiliar.

**PowerPoint Slide 14:**

Ask what the athletes think of when they think of THEMSELVES as an example of courage. Ask them to give a personal example of a time when they were courageous.

1. Courage means being brave. Ask the athletes to repeat the Oath: "Let me Win. But if I cannot win, let me be brave in the attempt."
2. Point out the picture of the Power-lifter. His face shows effort and bravery.

Some examples of courage: racing in front of people or starting a race with a pistol.

(d) Every person with intellectual disabilities who meets the eligibility requirements set out in these General Rules (see Article 6, Section 6.01) should have the opportunity to participate in and benefit from the sports training and athletic competition programs offered by Special Olympics.

(e) Special Olympics must transcend all boundaries of race, gender, religion, national origin, geography, and political philosophy, and offer sports training and competition opportunities to all eligible persons with intellectual disabilities in accordance with uniform worldwide standards.

(f) Special Olympics celebrates and strives to promote the spirit of sportsmanship and a love of participation in sports for its own sake. To that end, Special Olympics aims to provide every athlete with an opportunity to participate in training and competition events which challenge that athlete to his or her fullest potential, regardless of the athlete's level of ability. Special Olympics therefore requires that Special Olympics Games and Tournaments offer sports and events which are appropriate for athletes of all levels of ability, and in the case of team sports, provide every athlete with an opportunity to play in every game.

(g) Special Olympics encourages sports training and competition opportunities at the local, area and community level (including schools) as a means of reaching the greatest number of eligible athletes.

#### Section 2.09. Relationship with the International Olympic Committee.

Through a Protocol of Agreement signed on February 15, 1988, the International Olympic Committee (the "IOC") officially recognized SOI and agreed to cooperate with SOI as a representative of the interests of athletes with intellectual disabilities. The IOC's formal recognition of SOI carries with it a solemn duty and responsibility, which must be discharged by SOI and all of its Accredited Programs, to conduct Special Olympics training and competition in accordance with the highest ideals of the international Olympic movement, to guard and protect the use of the term "Special Olympics," and to protect the word "Olympics" from unauthorized use or exploitation. The IOC's Protocol of Agreement with SOI requires SOI to comply fully with all requirements of the United States Olympic Committee (see Section 2.10) and any requirements of United States law regarding the use of the word "Olympics." Each Accredited Program agrees to fulfill these responsibilities by accepting accreditation from SOI, as provided in its Accreditation Certification and Article 5.

**Trainer's Notes:**

**PowerPoint Slide 15:**

Allow a wide definition of JOY here. As athletes struggle with defining it, probe deeper with, "Why do you say that? How does \_\_\_\_\_ show joy for you?"

If you have time, ask about the feeling one has when one DOESN'T win. Is it important to have that experience in Special Olympics, too?

1. Joy means being proud and happy.
2. It can be felt as athletes become stronger and more skillful athletes.

**PowerPoint Slide 16:**

The focus here can be in any number of places.

Sharing gifts makes good conversation about how we share our gifts through Special Olympics. Point out that this does not necessarily mean trading pins. Gifts mean talent and finding things you are good at.

Skills – learning how to do things you couldn't do before.

Friendship is an obvious emotional favorite. Meeting new people and getting to know them. At the dance...

Family can bring up what the role of families should be in Special Olympics. It also invites athletes to define "family". Be prepared for unconventional answers throughout!

There is no correct answer, so learn from their thought processes in answering these issues.

**PowerPoint Slide 17:**

Write each main point on a piece of flip chart paper. IF you have more than 30 people, create "stations" for this exercise.

Give each athlete three of the same colored post-it notes; give coaches three of another color, and so on.

Explain they are now going to vote for the three things in the statement that mean the most to them. Have each group come up and vote quickly so people don't change their minds once they see how others have voted. It is best to do this exercise just as everyone goes off to lunch.

Discuss outcome – have athletes and coaches voted differently/the same? What are the top three points for this group? Etc.

**PowerPoint Slide 18:**

This is an opportunity to ask someone else to read the entire mission statement now that all of the words are filled in. It is a good idea to reinforce what you have just gone over by allowing participants to look at the mission statement.

## Eligibility Definition

### Section 6.01. Eligibility for Participation in Special Olympics.

(a) General Statement of Eligibility. Special Olympics training and competition is open to every person with intellectual disabilities who is at least eight years of age and who registers to participate in Special Olympics as required by these General Rules.

(b) Age Requirements. There is no maximum age limitation for participation in Special Olympics. The minimum age requirement for participation in Special Olympics competition is eight years of age. An Accredited Program may permit children who are at least six years old to participate in age-appropriate Special Olympics training programs offered by that Accredited Program, or in specific (and age-appropriate) cultural or social activities offered during the course of a Special Olympics event. Such children may be recognized for their participation in such training or other non-competition activities through certificates of participation, or through other types of recognition approved by SOI which are not associated with participation in Special Olympics competition. However, no child may participate in a Special Olympics competition (or be awarded medals or ribbons associated with competition) before his or her eighth birthday.

(c) Degree of Disability. Participation in Special Olympics training and competition is open to all persons with intellectual disabilities who meet the age requirements of this Section 6.01, regardless of the level or degree of that person's disability, and whether or not that person also has other mental or physical disabilities, so long as that person registers to participate in Special Olympics as required by these General Rules.

(d) Identifying Persons with Intellectual disabilities. A person is considered to have intellectual disabilities for purposes of determining his or her eligibility to participate in Special Olympics if that person satisfies any one of the following requirements:

(1) The person has been identified by an agency or professional as having intellectual disabilities as determined by their localities; or

(2) The person has a cognitive delay, as determined by standardized measures such as intelligent quotient or "IQ" testing or other measures which are generally accepted within the professional community in that Accredited Program's nation as being a reliable measurement of the existence of a cognitive delay; or

(3) The person has a closely related developmental disability. A "closely related developmental disability" means having functional limitations in both general learning (such as IQ) and in adaptive skills (such as in recreation, work, independent living, self-direction, or self-care). However, persons whose functional limitations are based solely on a physical, behavioral, or emotional disability, or a specific learning or sensory disability, are not eligible to participate as Special Olympics athletes, but may be eligible to volunteer for Special Olympics as partners in Unified Sports® (as described in Article 7), if they otherwise

meet the separate eligibility requirements for participation in Unified Sports® which are set forth in the SOI Sports Rules.

(e) Preserving Flexibility in Identifying Eligible Athletes. An Accredited Program may request limited permission from SOI to depart from the eligibility requirements identified in subsection (d) above if the Accredited Program believes that there are exceptional circumstances which warrant such a departure, and so notifies SOI in writing. SOI will consider such requests promptly, but shall have the final authority in determining whether any departure or exception is appropriate.

**Trainer's Notes:**

**PowerPoint Slide 19:**

There are several things which make Special Olympics unique. Now that you have gone over the mission statement, it is now time to introduce these unique facts. 1) No charge to athletes. It is necessary to educate our constituents about how we are funded: through individual and corporate donations – also often family members, community organizations, etc. assist with funding. We are a tax exempt organization. We are not a government entity, though in some countries, we are affiliated with the government through Sports Ministries. What is important here is that Special Olympics is offered at no charge to the ATHLETE. 2) All participants get awards: 1 – 3 medals; 4 – 8 ribbons; or participant ribbon. 3) There are opportunities for advancement to higher levels of competition. The criteria will be reviewed in the next slides. 4) Special Olympics is for all ability levels. As opposed to an elite sports organization. 5) Special Olympics divisions athletes. You will go over divisioning on the next slide.

**PowerPoint Slides 20 & 21:**

Divisioning / athlete selection exercise. Distribute post-it notes to the group again.

First go over what divisioning is and how it is decided (age, gender, ability with ability the most important). Ask how many weeks training (8) and how many should be in each division (minimum of 3, maximum of 8)

Then advise the group that they are going to be in a made up event (because they haven't had eight weeks training) – the Stork Stand (you may use any activity that will give you different times/distances within the group). They should be in groups of two or three and one person must have a watch with a second hand. Ask each delegate to pretend to kick a ball. That is their stronger foot, and that will be in the air. They are to cross their arms, close their eyes, and stand on the weaker foot (the other should be lifted behind them). When their partner says, "Go" they are to try to stand this way, eyes closed, without moving (no wobbling!), and the partner times how many seconds they could stand this way. They write their name and time on a post-it note.

When all have completed this task, they place their note on one of three pieces of flip chart paper labeled (high, middle, low) – they decide where they think they fall.

Then ask for volunteers to see if they have made good "divisions". They may move the notes around to make better divisions. There should be someone who has stood for much longer than anyone else – discuss what you can do with this single person – combine in another group, have a single person division, etc. Explain that making good divisions can be very difficult, but that games management teams do the best they can.

You should transition to slide 21 at this point. Then ask, "If this were a local event, and now we are being invited to a national event and can have three athletes, who should go?" If no one comes up with the rule of random draw, you should tell them (and this is one of the points that makes Special Olympics unique). You then take off the first place winners in each of the divisions, put them in a hat, and draw three names. Make sure you explain this is not a real event and that they are not being chosen to attend a real games.

Discuss why Special Olympics does this – our games are not just competition – they are a celebration of what people can achieve, etc. The gold medal is the same for each division – each first place winner should have an equal opportunity to attend higher level competition.

Information & rules about divisioning and athlete advancement are included in the next several pages of the handbook to reinforce this exercise. There is no need to review these in detail, but let participants know that they may refer to these when they have questions about the process.



## *Special Olympics is Unique Divisioning*

### What is divisioning?

Divisioning is the practice that meets the Special Olympics Operating Policy #11:

Special Olympics believes that every athlete deserves an equal chance to excel during competition. Thus, each competition division within a given event must be structured so that every athlete/team in the division has a reasonable chance to excel during competition. This must be done by placing athletes/teams in divisions according to accurate records of previous performance or trial heats and, when relevant, grouping by age and gender.

### How are athletes divisioned?

Section V of the Official Special Olympics Sports Rules puts forth the procedures for divisioning. In essence, an athlete's ability is the primary factor in divisioning Special Olympics competition. The ability of an athlete or team is determined by an entry score from a prior competition or is the result of a seeding round or preliminary event (qualifier). Although not perfect, these are the best indicators of an athlete's/team's ability. Other factors used in establishing competitive divisions are age and gender.

Ideally, competition is enhanced when each division accommodates at least three and no more than eight competitors or teams of similar ability (utilizing a 15% guideline to ability group such individuals/teams). In some cases, however, the number of athletes or teams within a competition will be insufficient to achieve this goal. Specific divisioning rules are at the end of this section.

### If each division should have between 3 and 8 athletes/teams, then why are there single person divisions sometimes?

Single person/team divisions are not desirable, since they offer no competition. However, sometimes an athlete's/team's ability is so far to the extreme (greatly exceeds the 15% guideline) of all other athletes/teams' abilities that it is unfair and possibly unsafe to include them in a division. Doing so would also violate the Founding Principle of every athlete/team in a division having the chance to excel. There may also be a single-athlete division competing alongside another division (i.e. in swimming, track, etc.) so that a competitive environment is provided for the athlete. This may occur only if there is no risk of injury due to the discrepancies in ability.

### So why can't all divisions have only three athletes/teams thereby ensuring everyone gets a medal?

Manipulating divisions to ensure everyone receives a medal is contrary to the Special Olympics Founding Principles and Operating Policies: Special Olympics celebrates and strives to promote the spirit of sportsmanship and a love of participation in sports for its own

sake (Founding Principle #6) by stressing and celebrating the importance of, and personal achievement associated with, each athlete's participation and personal effort in Special Olympics, regardless of comparative ability (Operating Policy #12).

The Founding Principle does not say that we strive for an athlete's self-esteem to be dependent on their place of finish. In addition, the Operating Policy does not say that every athlete receives a medal.

There are three reasons why this can't/shouldn't be done.

First, it violates the rules of the International Olympic Committee who grant us permission to use the word "Olympics" in our name. In granting this permission, Special Olympics is required to follow certain Olympic standards. Awarding medals to the top three finishers in each division is one of the standards.

Second, and more importantly, by "fixing" divisions or giving medals indiscriminately, you diminish a medal's value and effectiveness as a tool in teaching athletes how to compete. Competition must be learned. Special Olympics athletes learn it best through frequent competitive experiences. Learning how to compete is a prerequisite step to developing a sense of self-satisfaction from doing one's best, regardless of place of finish. Special Olympics believes that challenging oneself on the field of play makes one a winner, regardless of place of finish. Hence, all athletes who start a competition are to be rewarded and acknowledged for their efforts. That is each athlete receives an award from first through eighth places when they successfully complete a competition. Participation ribbons are awarded all who start a competition but for any number of reasons, don't complete the competition. Awarding medals indiscriminately teaches athletes that they don't need to do their best during competition. Since everyone gets a medal regardless of their performances, the medals lose their value and therefore their effectiveness as a tool in teaching athletes how to compete.

Third, and most importantly, the ultimate goal of Special Olympics sports training and competition is to develop the love of participation in sports and the desire to always do your best. Hence the athlete's oath, "Let me win; But if I cannot win; Let me be brave in the attempt". This is a personal growth process that develops over numerous competitive experiences; it is vital to the athlete's ultimate sense of self. Athletes need to feel good about themselves because they gave their best efforts (they truly were brave in the attempt), regardless of their place of finish. It is important for both the coach and the athlete's family to celebrate the athlete's participation regardless of the place he/she finished in competition. The desired goal is that self-esteem is tied to satisfaction with one's performance. Self-esteem that is dependent on an extrinsic reward (medal or ribbon) is not desirable. Efforts can be controlled; outcomes cannot because other athletes may perform at their personal bests and be better that particular day.

But my athlete(s) is so disappointed when he/she doesn't get a medal; why can't athletes receive medals instead of ribbons for 4<sup>th</sup>–8<sup>th</sup> places?

Currently, the Special Olympics rule governing awards states, At all U.S. Program Games, National Games, Regional Games, World Games and any other Games or events sanctioned by SOI medals shall be presented to the first, second, and third-place winners in each event, and ribbons shall be presented to athletes who finish in fourth through eighth place. ... Medals shall not be awarded to athletes placing fourth through eighth within a division. Special Olympics has written procedures for amending and modifying Special Olympics Sports Rules. Anyone within the Special Olympics Movement may submit proposals to the Sports Rules Committee regarding new rules, amendments, modifications, or deletions to the Sports Rules. A proposal for a new rule, amendment, modification... may be submitted in writing at any time to the Chairperson of the Sports Rules Committee, using the Official Proposed Amendments, Modifications, and Deletions Form... Contact your Area/County Director or District Director for a copy of this form, which is in Appendix B of the Official Special Olympics Sports Rules.

Special Olympics uses sports as the vehicle to help athletes prepare for life. Special Olympics athletes and their families face more challenges and disappointments in their lives than most others face. Special Olympics celebrates athletes and their families and the divisioning system and awards system is designed to celebrate all athletes achievements regardless of their ability level. It is the only sports organization in the world that provides awards for every place and divisions athletes by their ability. There are so many life lessons to be learned through Special Olympics' system of sports training and unique competition. Among those life lessons are successfully handling the challenges and disappointments that come our way and sportsmanship in victory and defeat. Through Special Olympics sports, we have an opportunity to learn from our efforts (both good and bad). If we fall short, we identify the "why" and work to correct or improve that aspect. If we succeed, we also identify the "why" and reinforce their success. Competition serves as both a measure of our continued progress as well as a touch point of an athlete's and a coach's preparation to date. It is not the challenges and disappointments that are key; it is how we handle them that truly allows each of us to learn, grow and become a productive citizen.

Special Olympics rules for divisioning competitions:

Individual Sports:

- a) Step one: Divide athletes by gender, unless:
  - 1) The sport specifically allows co-ed events (equestrian, bocce)
  - 2) There are only two male or two female athletes within an event. These athletes may compete against one another or be divisioned with athletes of the opposite sex who are of similar age and ability
  - 3) There is only one male or one female athlete within an event. This athlete shall be divisioned with athletes of the opposite sex who are of similar age and ability

- 4) There is only one athlete, male or female and of any age or ability, registered to compete in an event. This athlete shall be allowed to compete in a single person division in that event
- b) Step Two: Divide male and female athletes into the following age groups: ages 8-11; 12-15; 16-21; 22-29; and 30 years and over.
  - 1) Athletes shall compete against other athletes within the same age group, unless there are less than three competitors within an age group. These athletes shall compete in the next oldest age group. That age group shall then be renamed to accurately reflect the entire age range of competitors.
- c) Step Three: Divide athletes by ability.
  - 1) In events that are measured in time, distance or points, and in events that are judged and when preliminary events will be conducted during the competition:
    - i. For both genders and all age groups, rank athletes in descending order based upon submitted entry scores or preliminary events.
    - ii. Group as many of these ranked athletes so that the highest and lowest scores are as similar as possible (highest and lowest scores within that division should not differ by more than 15%) and the number of competitors does not exceed eight.
    - iii. In situations where the highest and lowest scores within a division are extreme, the age group may be broadened and athletes within the new age group should then be re-ranked and grouped into divisions. This process should be repeated until the highest and lowest scores within each division are as similar as possible. Also, athletes may be individually reassigned to another division that is more similar to their own ability, regardless of age group.
  - 2) In events that are judged and when preliminary events will not be conducted during the competition:
    - i. The nature of judging precludes the use of scores from prior competition(s) in divisioning. Without scores from preliminary competition, performance level remains as the only criterion of athlete ability.
    - ii. For both genders and all age groups, identify athletes within each performance level.

If more than eight athletes are in the same gender and age group of a performance level, group athletes into divisions of no less than three and no more than eight competitors.

### Team Sports:

- a) Team sports are first divided by gender and then age. Mixed gender teams shall compete against other mixed gender teams or, if there are not enough mixed gender teams, against male teams.
  - 1) If there is only one male or one female team within the competition, that team shall be divisioned with teams of the opposite gender who are of similar age and ability.
  - 2) The age group of a team is determined by the age of the oldest athlete on that team on the opening date of the competition.
  - 3) Divide male and female teams into the following age groups: ages 15 and under; 16-21; and 22 and over
- b) Divide Teams by ability
  - 1) All Special Olympics team sport competitions shall utilize the sports specific skill assessment tests and a preliminary seeding round to assess the level of ability of the participating teams
  - 2) Group teams according to ability based upon the skills assessment tests and results from the preliminary seeding round.
  - 3) Create divisions of no more than eight teams by applying age groups to the teams within each ability group.
  - 4) Within each ability group, age groups may be combined to create divisions
  - 5) If there are only two male or two female teams within the competition, these teams shall compete against each other.
  - 6) If there is only one team within an age or ability group, that team must be divisioned with other teams, regardless of age or ability.

***Special Olympics is Unique***  
***Section AA - Criteria for Athlete Advancement to Higher Levels of Competition***

1. Introduction

Competitions are held at a number of levels within the Special Olympics Movement. The criteria used to determine how athletes from all sports advance from one Games or Tournament to the next is an important responsibility each Accredited Program must administer. The criteria for athlete advancement, along with the divisioning procedures, are considered two of the most critical elements of Special Olympics and serve to distinguish it from virtually every other sports organization in the world. Adherence to the fundamental principles of athlete advancement is essential for the consistent implementation and development of Special Olympics Programs world-wide. In addition, Accredited Programs are encouraged to develop selection criteria for coaches based on technical background and practical experience that will enhance the competitive experience of Special Olympics athletes.

2. Fundamental Principles

- a. Athletes of all ability levels have an equal opportunity to advance to the next higher level competition.
- b. Each competition reflects all aspects of the previous competition, including but not limited to the age, gender and ability level of athletes and the variety of sports events competed in at the previous competition.

3. Quota Allocation

- a. All Accredited Programs need to have a system for quota allocation to manage the number of athletes attending a competition. The quota allocation process utilize shall not violate the Fundamental Principles of athlete advancement (listed above).
- b. The procedures used for selecting athletes to fill assigned quotas for an event must follow the procedures set forth in this section, unless a waiver is granted from the appropriate body.

4. Eligibility For Advancement

- a. An athlete is eligible to advance to the next competition provided she or he has:
  1. Participated in an organized training program directed by a qualified coach consistent with Special Olympics rules of training and competition (e.g., Sports Rules, Sports Skills Guide, etc.), and occurring at a level of frequency that provides necessary skill acquisition and preparation for competition in the specific sports and events in which the athlete competes. Athletes who desire to compete in Regional Games, U.S. Multi-State Games or World Games must be trained for at least eight (8) consecutive weeks in the appropriate sport and must have several opportunities to compete (including scrimmages and practice sessions) during that period.
  2. Participated in the previous competition (e.g., an athlete must compete in the National/U.S. Games before advancing to the World Games), with the following two exceptions:

- When the Games or Tournament is the first competition opportunity for an athlete (e.g., at the Local or Area level), previous competition experience is not required. Some flexibility is also left to Accredited Programs for determining, in exceptional circumstances, eligibility for participation prior to completing the recommended minimum training time (e.g., a basketball team may begin league play after five one-hour practices).
- A team for which there has been no competition opportunity at a Tournament or Games shall be eligible to advance to the next competition.

b. Training and previous competition experience must be in the same sport as the athlete will be competing in at the next competition. If additional events within that sport are available at the next competition, athletes should receive proper training prior to advancing.

#### 5. Procedure for Athlete and Team Selection

a. Determine number of athletes or teams that will be allowed to participate at the next competition by sport and/or event. This is the quota to be filled.

b. Identify the number of athletes or teams eligible for advancement within the sport/event based on eligibility requirements.

c. If the number of eligible athletes or teams does not exceed the quota, all athletes and teams shall advance.

d. If the number of eligible athletes or teams exceeds the quota, athletes or teams that advance shall be selected as follows:

1. Priority is given to first place finishers from all divisions of the sport/event. If the number of first place finishers exceeds the quota, select athletes or teams to advance by random draw.

2. If there are not enough first place finishers to fill the quota, all first place finishers shall advance. The remaining quota shall be filled by a random draw of second place finishers from all divisions of the sport/event.

3. If the quota is large enough for all second place finishers to advance, the remaining quota shall be filled by a random draw of third place finishers from all divisions of the sport/event.

4. Repeat this process, adding each place of finish as necessary, until the quota is filled.

e. These procedures apply to both individual and team sports.

f. An athlete shall not be barred from advancement based on prior competition experience (e.g., an athlete shall not be prohibited from advancing to World Games solely on the basis that she or he attended World Games in the past).

## 6. Adherence

a. As an essential component of the Special Olympics Movement, the criteria for athlete advancement must be adhered to. Under extraordinary circumstances when the criteria cannot be met, authority to deviate from established procedures may be requested, provided the alternate selection procedures do not conflict with the Fundamental Principles of athlete advancement.

b. Accredited Programs may request authorization to add additional criteria for advancement based on behavior, medical or judicial considerations and/or to deviate from these advancement procedures due to the size or nature of their Program.

c. Requests to deviate from the established procedures must be submitted in writing as follows:

1. For advancement to Multi-National and World Games: SOI will consider and approve/disapprove all requests.

2. For advancement to Competitions at or below the National/U.S. Level: the Accredited Program will consider and approve/disapprove all requests. SOI shall have the right and responsibility to review approved deviations during the accreditation process.



### Trainer's Notes

#### PowerPoint Slide 22:

Many of these points have been highlighted already. You may want to use this time to note anything left out during the mission exercise: for example that there are 26 official sports – you may want to include the sports offered in your participant's communities. These facts are also good items for athletes to refer back to as they create their first speech.

#### PowerPoint Slide 23:

At this point, everyone in the room should have a good understanding of the mission and what makes Special Olympics unique. You are about to present how to create and give a speech. In preparation for that, ask the athletes to craft one sentence describing what the mission means to them. They will be able to refer back to this when they create their speech later in the workshop.

#### PowerPoint Slide 24 & 25:

Now it is time to get to work on making a speech!

It is important to remind everybody that the athletes are here to learn how to prepare and present a speech. The mentors are there to be supportive and lend their assistance. The mentors will NOT be writing the speeches. You can clarify that if the athlete prefers not to physically write the speech, the mentor may write down the words the athlete crafts.

This is also a good time to direct the participants to their handbooks and ask them to review the job descriptions & then verify that it all makes sense.

#### PowerPoint Slide 26:

What's Wrong here??

Act out a bad speech. Leave the room and come in all mixed up, late, don't know what you're saying, lose your speech, dressed strangely, don't look at the audience, etc.... Leave the room and come back again. Ask the athletes what they felt about the speech, presentation, clothes, etc. All should feel they could do better.

## Official Special Olympics Sports

- |                            |                       |                   |
|----------------------------|-----------------------|-------------------|
| 1. Alpine Skiing           | 9. Cycling            | 18. Sailing       |
| 2. Aquatics                | 10. Equestrian        | 19. Snowboarding  |
| 3. Athletics               | 11. Figure Skating    | 20. Snowshoeing   |
| 4. Badminton               | 12. Floor Hockey      | 21. Softball      |
| 5. Basketball              | 13. Football (Soccer) | 22. Speed Skating |
| 6. Bocce                   | 14. Golf              | 23. Table Tennis  |
| 7. Bowling                 | 15. Gymnastics        | 24. Team Handball |
| 8. Cross Country<br>Skiing | 16. Powerlifting      | 25. Tennis        |
|                            | 17. Roller Skating    | 26. Volleyball    |

Special Olympics offers Unified Sports opportunities which brings together athletes with and without intellectual disabilities to train and compete together.

Special Olympics Motor Activities Training Program (MATP) is designed for persons with severe limitations who do not yet possess the physical and/or behavioral skills necessary to participate in official Special Olympics sports.

### The Special Olympics Oath:

*LET ME WIN,  
BUT, IF I CANNOT WIN,  
LET ME BE BRAVE IN THE ATTEMPT*

### What Makes Special Olympics Unique:

- No charge to athletes
- Awards for all
- Advancement to higher levels of competition
- For all ability levels
- Divisioning

### Special Olympics Facts:

- For people with intellectual disabilities
- For athletes 8 years and older (age 6 to train)
- Worldwide Movement – Programs in over 150 countries
- Offers 26 official sports
- Year-round
- Sports training AND competition program
- Team AND individual sport

The mission of Special Olympics is to provide year-round sports training and athletic competition in a variety of Olympic-type sports for children and adults with intellectual disabilities, giving them continuing opportunities to develop physical fitness, demonstrate courage, experience joy and participate in a sharing of gifts, skills and friendship with their families, other Special Olympics athletes and the community.

Describe in one sentence what is most important to you about the mission of Special Olympics:

## ***Roles & Responsibilities***

**Job Title:** Global Messenger

**Purpose:** To promote, educate and inform about the mission, philosophy, benefits and direction of Special Olympics through public speaking and public appearances on behalf of Special Olympics.

**Responsibilities:**

- Attend Graduate Global Messenger training workshop
- Develop an action plan to promote your “platform” issue during your term
- Work with SO Program offices and your speech coach in preparation for each presentation
- Maintain contact with SO and your speech coach
- Attend scheduled speeches and appearances
- Represent Special Olympics in a professional manner

**Qualifications:**

- Commitment to the mission and philosophy Special Olympics
- Current participation in Special Olympics
- Knowledge of public speaking
- Ability to travel
- Ability to express self verbally
- Enthusiasm for Special Olympics Athlete Leadership Programs and have identified a specific “platform” program to promote during your term
- Ability to be understood when speaking in your native language
- Time to prepare and make presentations

**Job Title:** Global Messenger Speech Coach

**Purpose:** To provide support to their respective Global Messenger in the preparation of a presentation and the arrangement of speaking opportunities.

**Responsibilities:**

- Attend a Global Messenger Training workshop
- Work with Global Messenger in preparation for each presentation
- Arrange minimum number of presentations annually for Global Messenger
- Ensure completion of Global Messenger report forms
- supply Global Messenger Coordinator with suggestions for improvement of the program.

**Qualifications:**

- Commitment to the mission and philosophy of Special Olympics
- Ability to work with Special Olympics athletes
- Good organizational skills
- Good oral and written skills
- Time to help Global Messenger prepare for presentations

**Trainer's Notes:**

**PowerPoint Slide 27:**

Emphasize components of a good speech. Review in the handbook: Tips for Social Situations & Tools for Talks (next pages). Keep reminding that a smile is always a good idea.

You can refer back to your “bad” speech to solicit ideas for making a good presentation.

**PowerPoint Slide 28:**

Ask the question: Who needs to know about Special Olympics? The presentation will identify: Schools, the community, families, other athletes, and sponsors. Ask the athletes if they have ideas about anyone else they could talk to about Special Olympics.

**PowerPoint Slide 29:**

Now that you've identified the groups athletes might speak to, ask the athletes: “Why should I give a speech?” – To tell people about Special Olympics, etc. Ask them to think of reasons why they might want to talk to families, schools, etc. The goal here is to get them to identify why they are going to give a speech so that they can target their message appropriately.

## *Tips for Social Situations*

### Grooming

- You should always make sure to shower, use deodorant, and brush and floss your teeth.
- Do not wear too much perfume or cologne.
- If you are wearing makeup, do not apply too much.
- Check your appearance in the mirror just before your speech.
- Make sure your hair is clean and cut and styled nicely. Make sure you carry a comb or brush with you.
- Check your fingernails for dirt, and make sure you wash your hands before eating, and after using the restroom.
- Do not chew gum or suck on candy when in a social situation or giving a speech. A breath mint right before an event is OK.

### Attire

- Make sure your clothes are clean and pressed, even if it is a casual event.
- Make sure your shoes and belt match, and that your shoes are clean and polished.
- Make sure your clothes match, ask someone's advice if you are unsure.

Dress appropriately for the occasion. If you are unsure of what to wear, it is OK to ask. If in doubt, dress up. It is better to be slightly overdressed than underdressed. Many times a formal invitation will tell you how to dress.

Here are some terms that are used:

*Black Tie* –Men need to wear a tuxedo. Women need to wear a long formal gown.

*Formal*- Men need to wear a suit or tuxedo, women a formal gown.

*Semi-formal*- Men need to wear a suit or nice slacks and a jacket. Women can wear a nice dress, or short cocktail dress.

*Business*- Men need to wear a suit and tie, and women need to wear a nice pantsuit, suit, or dress.

*Business Casual*- Men need to wear dress slacks and a business type shirt or casual blazer. Women need to wear slacks and a nice top, or a slightly more casual dress.

*Casual*- Men or women can wear casual pants, jeans, or shorts in the summer. Women can also wear a more casual sundress or outfit. You may want to wear something slightly nicer than a T-shirt, and make sure your clothes are clean, and go together. Don't look sloppy.

## Dining in Public

- Do not sit at the table until invited to do so, unless it is a large banquet or buffet.
- Do not start eating until everyone at your table is seated and has received their food.
- Do not put your arms or elbows on the table, keep your hands in your lap when not using them to eat or pass food.
- Take small bites, and chew with your mouth shut. Leave time to chew your food between bites. Do not talk with food in your mouth, people find it offensive.
- Do not smoke or chew gum at the dinner table. If you have gum in your mouth, excuse yourself to discard it in the restroom.
- Talk in a low voice, and keep your conversations pleasant and friendly. Do not talk about things that are unappetizing.
- If in a buffet, do not load your plate too full of food. Take only one serving. If you need to get more food, you can do that later.
- Pass food to the right, or the same direction that the rest of the food is being passed.
- If you are going to someone's home for a small dinner party, it is polite to bring a gift as a gesture. Sometimes you can ask if there is anything you should bring. Flowers, a bottle of wine, or other thoughtful gifts are appropriate.

## Conversations at Social Events

*Be relaxed.* Some people are shy in social situations and feel awkward. This is normal, so just think good thoughts, and try to meet some friendly people who will make you feel more comfortable.

*Introduce yourself.* When you walk up to someone, you can extend your right hand to shake and say, "Hello, my name is \_\_\_\_\_" then you can tell them something about yourself, for example where you are from, that you are a Global Messenger, or something else very brief. Usually the other person or persons will then introduce themselves. Then you can say, "Very nice to meet you" or "Good to see you." Then you can ask a question, or make a polite comment to get a conversation started. In some cultures they hug or kiss each other on the cheeks or even bow. If unsure, look around the room to see what other people are doing, but a handshake is generally acceptable.

*Use your manners.* Remember to use polite words, and say "please" and "thank you". With people you do not know, it is wise to be respectful and use Sir and Ma'am. When someone asks you a question, respond with a clear "Yes" or "No" not a "Yeah" or "Nope" or other casual term. If you need to get by someone, say "Pardon Me" or "Excuse Me."

*Think before you speak.* Try to talk about things that other people may be interested. Do not talk too long on any one subject. Do not talk about things that may offend someone, or be inconsiderate. You don't want to be hurtful or rude.

*Ask good questions.* Most people like to talk about things they know about. You can ask them questions about their jobs, their hobbies, or another subject that you think they may be interested in. Make sure you do not ask them questions that may be too personal or private.

*Compliment someone.* One good way to meet someone is to give a sincere compliment. Maybe you like their suit, or the way their hair is styled. Comment on their nice smile or



personality. Just don't say something that you don't mean, or people will figure it out. If you are given a compliment, simply say "Thank You" or "Aren't you nice to say that". Do not put yourself down.

*Be positive.* Do not talk bad about someone or something. The old advice "If you don't have anything good to say, say nothing at all" is a good rule of thumb. If someone is talking badly about something, try to change the subject, or think of something positive to say.

*Don't Brag.* People don't like to hear someone bragging about himself or herself. It is OK to talk about things that you have accomplished, so long as it fits into a conversation, and you don't do it too often or for too long. Don't "name drop" either.

*Don't Interrupt.* When someone else is talking, wait until they have finished their sentence or thought before you try to speak. If you have to cut into a conversation, always say "Excuse me for interrupting, but..." Sometimes you will find yourself in a conversation and need to leave, if you do, excuse yourself, and give a polite reason for leaving.

#### Non-Verbal Tips

*Have good posture.* Make sure you stand up straight, and sit up straight. Walk with your head up and arms at your side. This makes you appear more confident.

*Eye Contact.* When talking with someone, you should look at them, but not stare. You can look away for short periods of time, but not for long.

*Don't stand too close!* Make sure that you stand far enough away from the person you are talking to. A good rule of thumb is to be an arm's length away.

*Don't fidget or shift.* Before you go into public, make sure your shirt is tucked in, and your clothes are adjusted properly. Don't play with your jewelry or objects in your pockets. Have your hands down at your side, or clasped in front of you. Stand fairly still, shifting makes people nervous.

*Smile!* Make sure that you smile and have positive facial expressions.

*Hugs and Kisses.* Unless you know someone really well, shake their hand rather than give them a hug or kiss on the cheek, unless the other person is from a culture where it is acceptable. Many people feel uncomfortable with people touching them, especially someone they do not know well.

## *Tools For Talks* *Things You Can Take With You*

**Business Cards:**

Be sure to sign or stamp your name on the card and have your local Special Olympics Area stamp with their address and phone.

**Photographs/Banners of Special Olympics:**

Bring posters/banners and/or pictures to place around the room.

**Brochures/Handouts:**

Bring materials to pass out. (Can be Program, Area or International brochures, material, fact sheets, Games programs, or yearbooks.

**Registration Cards:**

Bring registration card or form for interested person to sign. Use Enrollment Kits, if available.

**Videos:**

Use Program videos from past State Games or borrow a Program video produced by Special Olympics International.

**Medals, Ribbons, or Letter Sweaters:**

Show off medals, ribbons or letters you have won in the past.

**Checklist:**

A reminder of things to bring and do.

## ***Getting Ready for a Presentation Checklist***

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Location: \_\_\_\_\_

How many people will be in the audience: \_\_\_\_\_

***What has this group done with SO? What do I want them to do as a result of my speech?***

I have been given \_\_\_\_\_ minutes for my presentation.

Person going with me: \_\_\_\_\_

✓

\_\_\_\_\_ My presentation notes

\_\_\_\_\_ Program brochures and area fact sheets

\_\_\_\_\_ Video (how many minutes does it last)

\_\_\_\_\_ Business cards

\_\_\_\_\_ Registration forms and/or Athlete Enrollment Kits

\_\_\_\_\_ Special Olympics banner or posters

\_\_\_\_\_ Special Olympics medal, ribbon or letter awards

\_\_\_\_\_ Appropriate dress (sports clothes, uniforms, dress clothes, casual clothes)

\_\_\_\_\_ Grooming

\_\_\_\_\_ clean hair

\_\_\_\_\_ shoes shined

\_\_\_\_\_ clean nails

\_\_\_\_\_ clothes pressed

\_\_\_\_\_ no body odor

\_\_\_\_\_ breath smells fresh

\_\_\_\_\_ clean teeth

**Trainer's Notes:**

**PowerPoint Slide 30:**

Introduce the Five W's and H. Use the example of potential volunteers. If you have time, ask the athletes to identify the Five W's and H for another group (families, other athletes, etc.)

Who What When Where Why & How:

Who – Who are you speaking to?

What – What are you talking about?

When – When would you like them to volunteer?

Where – Where would you like them to volunteer?

Why – Why would you like them to volunteer?

How – Tell them how they can volunteer.

**PowerPoint Slides 31 - 34:**

Every speech, no matter how long, will have an: Opening, Body & Closing.

The next two pages in the handbook give progressively more details describing what should be in each part of the speech. Ask the athletes and mentors to work together to identify what kinds of things go in the Opening, the Body and the Closing. Have them refer to the handbook as needed as you go through slides 32 – 34. It might be helpful to refer back to your example of “Volunteers” from slide 30 to identify how the Five W's and H fit into the speech.

**PowerPoint Slide 35:**

Everyone should now be ready to write their own speech. Ask them to think of ways they might include the sentence they wrote for slide 23 about the mission in their speech. This may help them to focus their speech.

For this first speech, use the theme: “What Special Olympics means to me” if athletes are having a hard time deciding.

Give the athletes and mentors a timeframe in which to work, that also includes some practice time for them.

You may find it helpful to have them work on just the opening to start with, and then move on to practicing the body and the closing of the speech. There is a page dedicated to “Writing”, though they may want / need to use additional paper as well. You should also distribute note cards for athletes who find this to be a good way to prompt their thoughts.

Another option is to introduce the Global Messenger Speech Writer CD here. The CD will guide the athletes through writing the speech, and will also provide a written speech for them to give. If you choose this route, you will need to have enough computers and printers on hand for every athlete to be able to try this method. They will want to. If you don't have access to these kinds of resources, you may want to simply show them the CD and let them take it home for future speeches.

*Parts of a Speech  
Presentation Outline*

- **Opening:** Thank you  
Greet your audience  
Purpose
  
- **Body:** Facts about Special Olympics  
Facts about you  
What you want the people to do  
Selling points/why they should do those things
  
- **Closing:** Ask for Something  
Thank you  
Smile

## *Global Messenger Presentation Outline*

### **Thank you and purpose:**

Thank the person who introduced you and tell the audience you are glad to be with them.

(Example: Thank you, Mrs. Smith, for your kind introduction. I am happy and honored to be here to talk with you about a very important program, Special Olympics, and how you can make a difference.)

### **Facts About Special Olympics:**

*Tell them the facts*

### **Facts About You:**

*Tell them about your involvement:*

- What sports you are in.
- What medals you have won.
- Where you have traveled to.
- Who helps you.
- How often you practice.
- Why you participate in Special Olympics.
- What you like about Special Olympics.
- What is most important about the mission to you.

### **“Sell” to your audience:**

Tell them how they can make a difference if they get involved.

Tell them what you want them to do as a result of hearing you speak.

### **Closing:**

Tell audience how they can get involved in Special Olympics. Hand out general information about Special Olympics and pass around a sign-up sheet.

### **Thank You:**

Thank the people and tell them again how much you enjoyed talking with them about Special Olympics and how much you want them to “Join the World of Winners!”

### **Smile!**

*Preparing for a Speech  
Writing*

a) **Opening:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b) **Body:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

c) **Closing:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**2. EVALUATION**

**Reread the draft with your Speech Coach to determine the strengths and weaknesses; making changes to improve it.**

**3. GIVE THE SPEECH**

**4. EVALUATE YOUR PRESENTATION**

**Trainer's Notes:**

**PowerPoint Slide 36:**

It is now time for athletes to give their speeches to the group. If you can afford the time, it is best to do a day and a half workshop. Present the mission and information about Special Olympics in the morning, followed by how to create a speech. Then, let the athletes and mentors spend the afternoon and evening of the first day working on their speeches. The next morning, with a group of 25 – 30 athletes, you can easily get through each athletes speech twice by lunchtime. If time is limited, have the athletes practice with their mentors, and allow at least enough time for the athletes to give their speech once.

Mentors should use the following page to critique their athletes. It would be a good idea to make copies of this page so that athletes can critique each other. It may be helpful for them to have several copies based upon the size of your group. Encourage positive and constructive feedback.

Ask each athlete how they felt about the speech they gave & how they felt giving it.



## *Speech Presentation Evaluation*

(1 = Poor; 3 = Good; 5 = Excellent)

### **Good Posture walking to podium**

1                      2                      3                      4                      5

### **Dressed appropriately**

1                      2                      3                      4                      5

### **Clean**

1                      2                      3                      4                      5

### **Smiles**

1                      2                      3                      4                      5

### **Speaks clearly**

1                      2                      3                      4                      5

### **Looks at audience**

1                      2                      3                      4                      5

### **Appropriate hand movements**

1                      2                      3                      4                      5

### **Is prepared**

1                      2                      3                      4                      5

### **Good Posture during speech**

1                      2                      3                      4                      5

PowerPoint Slide 37:

The training is now coming to a close. Ask the athletes and mentors to review the remaining documents in the handbook and start thinking about what they will do when they get home and how they will proceed as a Global Messenger. Let them know that it's OK if they need more practice or if they decide that they don't really like public speaking.

If time permits, they may start to fill in some of the information on the forms on the following pages. You may want to provide point of contact information for the athletes so they know who to call at the Program office with questions. You may also want to modify the information so that it reflects how your Program runs the Global Messenger program.

Before everyone leaves for the day, ask them to fill out the evaluation – the last page of the handbook. They may rip it out and leave it for you – or you may choose to make a separate copy for distribution at a more appropriate time during your training. Make sure you get the evaluation back – however you do it!

To conclude, ask each athlete to share what they learned from the workshop. Make sure they don't just say "I learned about giving speeches." Be specific.

Congratulations! It's time to go home now.

## ***Global Messenger Presentation Checklist***

My Public Relations coordinator is:

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

\* Call your Public Relations Coordinator when you run out of materials.

I need:

- \_\_\_\_\_ business cards
- \_\_\_\_\_ posters
- \_\_\_\_\_ brochures
- \_\_\_\_\_ fact sheets
- \_\_\_\_\_ newsletters
- \_\_\_\_\_ athlete registration forms
- \_\_\_\_\_ volunteer registration forms
- \_\_\_\_\_ a different video/slide show
- \_\_\_\_\_ a banner
- \_\_\_\_\_ Games program
- \_\_\_\_\_ souvenir yearbook

## ***What To Do When You Go Back Home***

1. Call your Area Director or Country Coordinator to fill them in on what happened.
2. Ask to meet with the Area Director and Area Public Relations Coordinator to discuss the following:

A) The Year's Plan

- How many presentations should you do?
- Where should you do them? In your Area? State conferences? Both?
- Should you focus on a specific outreach market, such as schools, group homes, work sites?
- Who is your contact on the Local level
- What are the priorities for our local program? What do we need to make that happen?

B) The Outreach Committee

- Where and when are the Area Outreach Committee meetings?
- What are your duties as a Committee member?

C) Presentation Materials

- What Program materials (both video and printed) should you use in your presentation? How can you get a supply?
- Is the sample "Athlete Registration Form" given to you at the AFO workshop okay to use? Who should you send the completed forms to?

D) The Goal

- What is your goal? What issues do you feel most strongly about and want to give more speech about?

- Summary:
1. Know the Program and Local contact person.
  2. Know the number of presentations you should do, and where and when you should do them.
  3. Know your local Program's goals for the year and for your speech.
  4. Know what resources you want to recruit (money, volunteers, food)

## ***Back Home Checklist***

**Instructions:** Complete as much of this checklist as possible *before* you leave this workshop.  
Complete the rest as soon as you get home.

Global Messenger Coordinator Name:

\_\_\_\_\_

Coordinator Address:

\_\_\_\_\_

\_\_\_\_\_

Coordinator Phone Number: \_\_\_\_\_ Coordinator Email: \_\_\_\_\_

Meeting Date with Area Outreach Chair and Area Coordinator:

\_\_\_\_\_

**Global Messenger Action Plan:**

Number of presentations for the next 12 months: \_\_\_\_\_

***Outreach and other committees related to my interests Meetings Dates and Times:***

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

**Global Messenger Materials:**

Recruitment Goal:

\_\_\_\_\_

My Area Director's Name is:

\_\_\_\_\_

My Area Director's Phone Number: \_\_\_\_\_ Email:

\_\_\_\_\_

Mail reports to my Program office after each presentation: \_\_\_\_\_

Use pre-addressed envelopes to mail reports: \_\_\_\_\_

## ***Presentation Report Form***

1. Name:

\_\_\_\_\_

2. Area:

\_\_\_\_\_

3. Where did you do your presentation? \_\_\_\_\_

4. How many people attended the presentation? \_\_\_\_\_

5. Did you do the presentation with someone else?

\_\_\_\_\_ Yes          \_\_\_\_\_ No

a. If yes, with whom did you do it?

\_\_\_\_\_

6. What kinds of materials did you use in your presentation? (Check all that apply.)

\_\_\_\_\_ video          \_\_\_\_\_ brochures          \_\_\_\_\_ posters

\_\_\_\_\_ banners          \_\_\_\_\_ business cards          \_\_\_\_\_ other (please describe)

7. How many new athletes or volunteers did you recruit for Special Olympics as a result of these presentations? \_\_\_\_\_ Athletes          \_\_\_\_\_ Volunteers

8. What will happen because you gave this speech?

\_\_\_\_\_

9. What other kinds of recruitment activities have you used to involve new people in Special Olympics? (Check all that apply.)

\_\_\_\_\_ talked to friends          \_\_\_\_\_ gave a radio/TV. interview

\_\_\_\_\_ newspaper article          \_\_\_\_\_ other (please describe)

10. Do you have any question or concerns about your job as a Global Messenger?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Please send report after each formal presentation to:*

***Global Messenger Workshop  
Evaluation***

Name: \_\_\_\_\_

Program: \_\_\_\_\_

What is one thing you learned today?

Do you feel like you could explain what we mean when we say “ALPs”? What is it?

Do you have a plan for something YOU can do that you thought of during this workshop?  
What?

Was there a section of this workshop that really clarified ALPs or Public Speaking for you?  
Which one?

Was there a portion(s) of the session that just didn't work for you?  
Which one(s)?

Is there information that you still feel that you need?  
What?

Was the information provided prior to the workshop helpful?

Were the facilities for the training adequate?

How would you improve the workshop when we offer it in the future?