

YOUTH SUMMIT Planning Guide



Special Olympics
SO Get Into It™



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“This program will get youngsters thinking in a more positive way and at the end their attitudes will change toward people with intellectual disabilities. Everyone will realize that they are no different.”



Kamna Prem, age 13 from New Dehli, India is one of 19 youth who was a partner with a Special Olympics athlete attending the 2003 Global Youth Summit in Dublin, Ireland.

I. INTRODUCTION

This guide is designed to help you plan and carry out successful Youth Summits as part of a Special Olympics competition, e.g., local, sub-Program, National, Regional and/or World Games. The purpose of a Youth Summit is to bring together 10-20 youth pairs, ranging from ages 12 to 17. Each pair is composed of one Special Olympics athlete and one partner without an intellectual disabilities who, together, serve as delegates representing their school, community, state/province or nation. Youth Summits provide a forum in which students have four important goals:

- Discuss ways that Special Olympics organizers can better meet the needs of today's athletes, volunteers, coaches and family members;
- Share their ideas and develop strategies with Special Olympics to help reverse negative, stereotypical attitudes about people with disabilities;
- Report on the athletes who compete in Special Olympics events and transmit these stories back to the participants' schools and communities; and
- Establish an action plan with measurable objectives by the end of the summit with timelines reflecting participant's involvement in Special Olympics for at least the next two years.

Special Olympics believes that young people should be given the opportunity to make an immediate difference in the lives of people with intellectual disabilities. Youth are already making a difference by volunteering with Special Olympics in a variety of ways. Whether participating in Special Olympics sports competitions as Unified Sports[®] teammates or simply by sitting with a student with intellectual disabilities at lunchtime, youth are changing the minds of people around the globe, and forging a more accepting, respectful, and intelligent community for the future.



Generally, Summit pairs accomplish the following:

- Help organize the events of and plan the agenda for the Youth Summit, based on topics related to Special Olympics that they believe to be important.
- Develop action plans that can be implemented in their schools or communities that seek to address issues they determine to be important.
- Further their work with the Special Olympics Get Into It™ (SO Get into It) initiative.
- Develop leadership skills, which in several cases allow participants to serve as advisors to Special Olympics organizers at all levels of the Movement.
- Youth Summit participants will meet friends of the same age who share common interests in Special Olympics while also experiencing diverse interest and capacities as all young people do.

II. OVERVIEW OF THE YOUTH SUMMIT GUIDE

Why do we need a guide like this? Because Summits are important! Although it takes a lot of work to organize Youth Summits, their successes have consistently strengthened the Special Olympics Movement. But terrific outcomes don't take place by accident. Our experts from around the world in conducting their own Youth Summits, have contributed their best ideas in this guide. We hope that this guide will provide you with the following:

1. A **framework** for involving young people in the issues related to Special Olympics.
2. **Practical ideas** and suggestions for the **planning/development** process and the **event** itself.
3. Suggested **resources** that will offer further guidance for your Youth Summit.

III. A BRIEF HISTORY OF YOUTH SUMMITS

The inaugural 2001 Global Youth Summit, held in conjunction with the 2001 Special Olympics World Winter Games in Anchorage, Alaska, USA, brought together 32 young people from 10 nations, representing every Special Olympics region. Even though it was our first effort, the Summit's immediate success urged us to replicate the process in the future.

The participants took their enthusiasm with them when they left Anchorage, and we soon witnessed students leading and conducting Youth Summits of their own within their schools and communities (Alaska, California, Connecticut, Florida, Kansas and Wisconsin). National Program and regional staff who were intimately involved in the first Summit also replicated the Summit concept at the local, national (Chile, Namibia, South Africa, Taiwan and Uganda) and regional (East Asia Programs, Middle East and North Africa) levels in less than a year

In 2003, the second Global Youth Summit took place in Dublin, Ireland, as part of the Special Olympics World Summer Games. The Summit hosted 16 pairs of young people from 17 nations, again representing every Special Olympics region. Planning for future local, national, and Regional level Summits is already underway. And of course, the 2005 Special Olympics World Winter Games in Nagano, Japan, and the 2007 Special Olympics World Summer Games in Shanghai, China, are gearing up to include Youth Summits, which have become an integral part of both Special Olympics World Games and the Movement as a whole.



IV. WHY CONDUCT YOUTH SUMMITS?

Summits enable young people to talk openly about their needs/expectations and offer them the opportunity to describe ways to eradicate stereotypes and spread the message of Special Olympics to more people. There are more subtle reasons as well that we will describe in this section:

- Empowering young athletes and partners to make a difference.
- Letting people know that Special Olympics is more than a once-a-year track and field meet/event.
- Emphasizing the concept that it is important to change not only a person's attitude about those with disabilities, but, more importantly, to change their behavior towards the disabled.
- Underlining the point that the Movement is athlete-led and focused, young people who participate in Youth Summits become members of a "Youth Leadership Advisory Council" for the organization.
- Affecting future generations by recruiting young people to change the thinking of decision-makers and stakeholders for our Movement.
- Creating a database of important issues surrounding youth participation, developed and expanded upon as a guide for future summits. Categories for such topics include, but are not limited to:
 - Awareness and attitude change to dispel stereotypes and myths;
 - Including athletes in school, community and sports;
 - Family involvement;
 - Encouraging the expansion of the Unified Sports[®] concept within the community;
 - Increasing volunteerism among young people.

V. PRINCIPLES OF SELECTING YOUTH SUMMIT PARTICIPANTS

Youth Summit participants attend as a pair — one Special Olympics athlete and one partner from the same school or community. Selecting youth who are Special Olympics athletes is a relatively easy task. We know who these potential participants are – active school members, Global Messengers, actively training and competing athletes, etc. The difficulty lies in selecting those partners without intellectual disabilities. Because many countries do not have integrated school systems, it is often a challenging task to find, select and recruit Summit partners. Here are a few suggestions of places to look for these young people:

1. Unified Sports teammates
2. Partners Club volunteers
3. Student government members or similar types of clubs/organizations
4. Siblings or other relatives of athletes
5. Neighbors of athletes
6. Volunteers at local Special Olympics events
7. Members of local sports clubs
8. Schools that are involved with Special Olympics through the SO Get Into It curriculum

To assist further, here are suggested guidelines for selecting participants for summits that was used for the 2003 Global Youth Summit.



SPECIAL OLYMPICS ATHLETE SELECTION CRITERIA

- Athlete is registered with Special Olympics and is at least 11 but not older than 17 years old, male or female
- Athlete has had involvement with the SO Get Into It field test or curriculum at school or in the community
- Athlete will *not* be a competitor involved in the World Games
- At a minimum, athlete has been involved for at least two years in training and competition at a sub-Program level
- Ideally, athlete is a schoolmate or community neighbor who knows the selected Partner
- Athlete is able to express opinions and ideas about Special Olympics
- Athlete will have access to the selected chaperone and partner for communications prior to and following the Global Youth Summit
- Athlete can commit to being involved with Special Olympics at the local, Program or regional level for two years following the Global Youth Summit
- Parent/guardian of athlete is willing to sign a waiver and other release(s) developed by Special Olympics
- Athlete has no health issues that would prevent his or her participation in the Youth Summit

PARTNER SELECTION CRITERIA

- Partner is at least 11 but not older than 17 years old
- Partner is involved with Special Olympics through the SO Get Into It field test or curriculum at school or in the community
- Partner is a registered volunteer with Special Olympics for at least one year, ideally a schoolmate or community neighbor who knows the selected athlete
- Partner is able to express opinions and ideas about Special Olympics
- Partner will have access to the selected chaperone and athlete for communications prior to and following the Global Youth Summit
- Partner can commit to being involved with Special Olympics at the local, Program or regional level for two years following the Global Youth Summit
- Parent/Guardian of Partner is willing to sign a waiver and other release(s) developed by Special Olympics
- Partner has no health issues that would prevent his or her participation in the youth summit

The final remaining personnel issue surrounding the Summit is the chaperone or adult mentor for both the athlete and partner. Selecting this person is critical, because the success of the Summit depends on the pre-Summit, Summit and post-Summit activities. The adult should be selected with all three Summit components in mind, rather than for an isolated event where an adult is needed to chaperone a few kids for a day or two.



Here again are the guidelines we had in place for the 2003 Global Youth Summit:

CHAPERONE SELECTION CRITERIA

- Chaperone is an adult, at least 21 years old
- Chaperone has had involvement with the SO Get Into It field test or curriculum at school or in the community
- Chaperone is a registered volunteer, family member or other key participant with Special Olympics for at least two years
- Chaperone can commit to being involved with Special Olympics at the local, Program or regional level for two years following the Global Youth Summit
- Chaperone will *not* be a coach or other delegation member involved in the concurrent World Games
- Chaperone is familiar with athlete and/or partner prior to attending the Global Youth Summit
- Chaperone will have access to the selected athlete and partner for communications prior to and following the Global Youth Summit
- Chaperone is willing to sign a waiver and other release(s) developed by Special Olympics
- Chaperone has no health issues that would prevent his or her participation in the Youth Summit

One of your most challenging tasks for the Summit will be to instruct chaperones how to be good facilitators to the youth participants. However, chaperones also must remember that the youth are the focal point of the Summit. The adult's job is to solicit the information without leading the youth to a particular response. Restraint on their part will be required and necessary to make the Summit successful.

VI. SUMMIT PLANNING AND DEVELOPMENT

The primary person who organizes a Youth Summit will be a Special Olympics staff member, someone from a Games Organizing Committee or other key stakeholder. Developing a small committee consisting of youth with and without intellectual disabilities, chaperones, someone familiar with local logistics, a venue host, public awareness/media, etc., will be useful.

Follow this checklist for the basic elements of the Youth Summit:

Select an event to build the Summit around: a school or community awareness activity, a local Special Olympics event, a sub-Program event, Program or state/provincial event, a national event, a regional event or a global event

- Establish a budget for a set number of participants
- Recruit a Summit Planning Committee
- Select Summit participants from schools taking part in SO Get Into It
- Establish an agenda based on the length of your particular Summit



- Compile discussion topics from ideas submitted by participants
- Communicate with participants prior to the Summit: conference calls, e-mails, letters, etc.
- Consider logistics such as transportation, obtaining visas for international travel, meals, materials, supplies, meeting space, credentials, insurance, etc.
- If the Summit will last longer than two days, include recreational activity in the agenda
- Determine the type of media you want to cover the event
- Plan a training session for Summit participants conducted by professional journalists on how to conduct a successful interview, how to write a report and how to reflect the youth report on Special Olympics Web site
- Establish how the participants' stories about the athletes will be disseminated: Web, local print media, journals, video, etc.
- Set up a schedule for having discussions and covering competition events
- Determine if collaborative interview opportunities with other groups (families, officials, volunteers, etc.) can be arranged as part of the events
- Decide what other individuals need to be present at the Summit in order to leverage the youth voice (school administrators, community agencies, parent groups, policy makers, etc.)
- Recruit specific session facilitators such as Global Messengers, young leaders, journalists, etc.
- Establish the follow-up action plan with activities, timelines and responsibilities

VII. DEVELOPING A YOUTH SUMMIT HANDBOOK

For Summits that last longer than a single day, you should develop an informational resource for all participants and support volunteers. The purpose of a Youth Summit Handbook is to illustrate how the Games and Summit will operate together and to provide information on the wide range of services and special events you can expect while at the Games. It should give a clear picture of the Opening and Closing Ceremonies, venues, accommodation, competition schedules, Summit schedules and all other Games-related information.

Information presented in this format is intended for the participants to read and share with their families, teachers, coaches, fellow students and anyone else interested in the experience.

Here is a suggested outline of important elements to include in the Handbook:

- Section One: Introduction to the Games and Youth Summit
- Section Two: Summary of the Local/National Program, and Athlete, Partner and Chaperone Responsibilities
- Section Three: Transportation to and from the Summit
- Section Four: Language Services
- Section Five: On-Site Transportation
- Section Six: Housing and Meals
- Section Seven: Ceremonies
- Section Eight: Special Events
- Section Nine: Delegation Services
- Section Ten: Family Services



- Section Eleven: Sports and Competition
- Section Twelve: Medical and Safety Information
- Section Thirteen: Marketing and Communications
- Appendix: Map of Location

VIII. PUBLICITY FRAMEWORK

Creating awareness about Special Olympics through youth involvement in the Special Olympics Games is a priority for the Movement. Attracting media attention to youth involvement will happen through the Global/Regional/National Youth Summit. Having someone on your planning committee with expertise in this area will certainly be helpful in achieving this task. The following framework offers practical suggestions for incorporating media into the Summit.

- **Publicity Goal:** Bring public's attention to the Global/Regional/National/ Youth Summit, scheduled during the concurrent Special Olympics Games and on-going activities throughout the next two years.
- **Audience:** Youth: Ages 11-17 with and without intellectual disabilities, Families/Parents, Educators and policy makers

The Youth Summit is a signature event at a Special Olympics Games that has international, regional or national appeal and has the potential to attract a variety of media, both print and broadcast. To target key media and attract coverage of the event, it is suggested that Special Olympics enhance its Youth Summits by following the suggested sequence of tasks.

Sequence of tasks:

Step 1:

Create fact sheets and background materials about your upcoming Youth Summit that can be provided to sponsors and potential media attendees. Fact sheets should include the "Who, What, Where, When and Why" about the event.

Step 2:

Arrange for a local or national media outlet to produce and broadcast a show or segment based on your Youth Summit event. Costs for the video program will be covered by the media contact in exchange for sponsorship recognition at the appropriate level. A Youth Summit event show could consist of an open forum of Youth Summit participants discussing common issues. The event should be facilitated by a celebrity or media personality.

Tool: See "A Nick News Special Edition: A World of Difference" or "Changing Attitudes, One Person at a Time" for examples of successful Special Olympics Youth Summit television coverage programs.

Note: If a media outlet cannot be secured, create a panel discussion for taping and eventual broadcasting, which will discuss key issues of tolerance, inclusion, acceptance, etc. Invite key media representatives, youth celebrities and experts to participate. The moderator of the video production will have a script provided in part by Special Olympics. Suggested panel participants would be national, regional and global celebrities, as well as the Youth Summit participants.



Step 3:

Secure a celebrity spokesperson for the Youth Summit. A celebrity spokesperson will draw media attention to the event and open avenues of publicity in youth-focused forums (MTV, Nickelodeon, Teen People Magazine, etc.). The celebrity spokesperson could facilitate a panel discussion between the students.

Step 4:

Include the Youth Summit in long-lead story angles under the youth theme or when attracting media to cover your Games.

Recruit a media partner to publicize updates on the project over the next two years.

- A media partner can ensure follow-up and additional coverage over the following two years.
- A media partner can position the participants of the Youth Summit as “Teen Heroes” or role models.
- Suggested targeted media partners: National broadcaster or youth television show (for example, Disney, Nickelodeon, BBC or MTV)
- National magazine or youth print outlet (Teen People, Herald International)

Step 5:

Gather information and create profiles of all participants involved in the Youth Summit to be used when talking to media.

Step 6:

Create two press releases: 1) a “general” release to send to media, and 2) a “template” release to publicize individuals participating in the Youth Summit, to be released to media within the local community.

Step 7:

Secure a teacher or media personality to conduct a “Journalism 101” class to teach participants on the basics of reporting and writing stories for the media. The class could also cover photography/photojournalism.

Step 8:

Secure computers and equipment needed for Youth Summit participants to transmit stories to their communities and schools. The school’s Media Center could be a possible work location or source of equipment.

Step 9:

At the World Games level, secure a booth in Special Olympics Town

Other items to remember:

- Secure duplication rights to the final video production for Special Olympics to use in conjunction with educational initiatives.
- Identify, visit and secure a venue to conduct the taping of the Youth Summit event.
- All Youth Participants will need to have signed photo and media releases from a parent/legal guardian.
- Brochures and posters



Other Publicity Considerations:

- Secure a media sponsor to follow participants after the Youth Summit has taken place.
- Participants could write stories for major publications.

IX. YOUTH SUMMIT TIMELINE

The following templates has been developed as a guide for planning, implementing, evaluating and following up with the Youth Summit. You can substitute general tasks and timelines and determine the sequence in which tasks occur depending upon the scope of the Summit – whether local or global.

Six Months before	Two Months before	Two Weeks before	Youth Summit event	One to Two Weeks after	Ongoing follow-up
Implement SO Get Into It at selected schools. Generally, at least two schools should be involved with SO Get Into It.	Make sure you have received all documents from participants	Final formal communications with participants	Meet groups at airport, train stations, etc., and conduct registrations; provide a “goodie” bag	Send thank you letters with group photos to all participants	Meetings —at pre-established times —take place
Develop expectations, Code of Conduct, release forms; select participants	Continue routine communications	Confirm receipt of all materials and supplies	Hold a “Welcome & Introduction” session	Send minutes of meetings (with action steps) to all	Participants submit formal reports of progress on scheduled basis
Visit and select site, hotel, meeting place, etc.	Confirm site, etc., and work on entertainment program if the summit is longer than two days	Final communication with sites	Conduct a “Journalism 101” session	Report on final evaluation and feedback from participants	Solicit additional responses and feedback from participants for future Summits
Establish a budget	Confirm budget is on track	Distribute final agenda, schedules, etc.	Conduct discussion sessions	Complete budget accounting	Continue involvement with Special Olympics (with measurable goals) for at least 2 years after the Summit
Determine preliminary agenda	Confirm agenda with participants	Conduct final committee meeting	Carry out interviews of athletes	Finalize any media relations	

Recruit committee	Continue committee meetings and confirm assignments	Follow up with special invitations to VIPs, media, sponsors, etc.	Write, edit and disseminate stories		
Determine evaluation & follow-up	Secure buy-in on evaluation from participants	Send out media information	Conduct a wrap-up session for action steps		
Plan logistics of transportation, meals, supplies, materials, etc.	Confirm all on-site logistics, transport, etc.	Develop and print special handouts, programs, etc.	Present recognition to participants and other significant volunteers		
Send confirmations to selected participants and nominating person/agency	Invite special guests	Assure that all resources are functional; make a visit to the site to ensure needed materials are available as agreed	Carry out preliminary evaluation and feedback from participants		
Establish preliminary contacts for media, Youth Summit promotion	Order supplies & materials		Present clear expectations and activities for when the Summit concludes		
Printing materials	Send Summit handbook to participants		Conduct a closing event		

X. WHERE TO GO FOR ADDITIONAL SUPPORT, IDEAS AND RESOURCES

(Resources provided in part by Youth for Justice, Office of Juvenile Justice and Delinquency Prevention of the United States Department of Justice)

- Visit www.specialolympics.org/getintoit

PARTNERSHIP/SUPPORT ORGANIZATIONS

Organizations in this category include almost any group whose goals coincide with the goals of the Youth Summit. Your own local area is likely to afford many grass-roots groups as well as the following organizations:

1. **Colleges and universities** make excellent program partners, as do law schools; consider sociology departments, schools of education, child development programs, etc.
2. **Specialized group organizations**, such as ethnic and racial interest groups, offer valuable ways to involve these communities in your Summit.
3. **Service and civic clubs**, such as Rotary, Junior League, Jaycees, etc., often adopt projects to offer both financial and volunteer support.



4. **Government agencies and offices** can be a useful resource for financial as well as technical assistance.
5. **Membership groups**—such as bar associations, the local Parent Teacher Association (PTA), the League of Women Voters, etc.—might be able to offer support in a wide variety of areas, ranging from speakers to financial and in-kind support.
6. **Financial institutions** that reflect community involvement in their mission and strategy.

ORGANIZATIONS WITH YOUTH INVOLVEMENT

Organizations with substantial youth membership can be valuable program partners, offering both a ready-made participant base and program support for on-going activities. In addition to the sample listed below, consider YMCAs and YWCAs, scouting groups, neighborhood houses and other local organizations that offer after-school and recreational activities.

1. Boys and Girls Clubs of America

12330 W. Peachtree Street, N.W
Atlanta, GA 30309
+1 (404) 815-5700

More than 1,350 affiliated local groups, known as the “Positive Place for Kids.” Another alternate source for youth participation.

2. 4H Programs and Youth Development

United States Department of Agriculture
Extension Service
Washington, DC 20250
+1 (202) 447-5853
+1 (202) 475-4966 (Fax)

Serving 9 to 19 year olds, with more than 5 million members nationally. Contact for information about local programs; valuable source for youth participants that offers structure for leadership development outside traditional school setting.

3. National Network of Youth Advisory Boards

Box 402036
Ocean View Bridge
Miami Beach, Florida 33140
+1 (305) 532-2607

This 200-member organization promotes models of youth participation in organizational decision-making. Members include youth service bureaus, community action agencies, youth advisory boards, juvenile justice agencies, schools, and other youth-serving organizations. They provide technical assistance to organizations who wish to improve youth participation and publish a quarterly newsletter.

4. National Youth Leadership Council

1667 Snelling Avenue
North St. Paul, MN 55108
+1 (651) 631-3672
www.nylc.org



5. Center for Youth as Resources Headquarters

1000 Connecticut Avenue, N.W., 13th Floor
Washington, DC 20036
+1 (202) 261-4131
www.yar.org

6. International Chamber of Commerce

38 Cours Albert 1er
75008 Paris, France
+33 1 49 53 28 28
+33 1 49 53 28 59 (Fax)
www.iccwbo.org

7. Children's Defense Fund

25 E Street, N.W.
Washington, DC 20001
+1 (202) 628-8787
+1 (202) 662-3530

Probably the strongest single advocate for public policy on children's issues. Information, trends, and statistics regarding the conditions that children and young people face.

8. Corporation for National Service

1201 New York Avenue, N.W.
Washington, DC 20525
+1 (202) 606-5000
National community service organization (AmeriCorps, VISTA).

INTEREST GROUPS (ETHNIC, RACIAL AND RELIGIOUS)

Mostly membership organizations that take stands on issues relating to their constituencies.

1. Anti-Defamation League of B'nai B'rith

823 United Nations Plaza
New York, NY 10017
+1 (212) 490-2525
Educational materials and program models that teach mutual respect; local affiliates.

2. The National Conference (founded as the National Conference of Christians and Jews)

71 5th Avenue, #1100
New York, NY 10003
+1 (212) 206-0006
+1 (212) 255-6177 (Fax)
National organization with 61 local chapters that offers educational programs, curricula and training on reducing prejudice and inter-group conflict.

3. National Council of La Raza

810 1st Street, N.E.
Washington, DC 20002
+1 (202) 289-1380
Addresses concerns and interests of Spanish-speaking Americans.



4. National Urban League

500 E. 62nd Street
New York, NY 10021
+1 (212) 310-9000
+1 (212) 593-8250 (Fax)

Represents 113 local chapters offering education and advocacy for policies and programs that reduce racial conflict and discrimination.

5. Amnesty International

322 8th Avenue
New York, NY 10001
+1 (212) 807-8400
+1 (212) 627-1451 (Fax)

Advocates fair treatment for all those whose beliefs have resulted in persecution.

6. American Friends Service Committee

1501 Cherry Street
Philadelphia, PA 19102
+1 (215) 241-7000
+1 (215) 864-0104 (Fax)

Works toward world peace and social justice through nonviolence education. Contact Peace Education Division for program information.

7. U.S. Committee for the UN Children's Fund

333 E. 38th Street
New York, NY 10016
+1 (212) 686-5522
+1 (212) 779-1679 (Fax)

Involves young people in international children's issues, e.g., violence and children as refugees.

GOVERNMENT RESOURCES

Elected Officials, Agencies and Staff

Local

Board of Education
Boards of Elections
City Council Members
City or County Clerk
Mayor's Office
Youth Coordinating Board

State

Governor's Office
Office of Lieutenant Governor
Members of the Legislature
and their staffs
Legislative Research Office
Public Health Agencies
Task Forces

Federal

Members of legislature and
their staffs
Key legislative committees
Ministry or Department of
Education, Culture, Sports



XI. Tips for Writing for Kids/Writing for the Web
Compiled by Suzanne Freeman, Editor, www.ScholasticNews.com

Story Length: 150 to 300 words
Sidebars only 150 words at the most.
Stories of 300 words or more should have subheads.

Caption Length: Varies. Kids need to know what's going on in a picture. Answer all questions that come to mind. On the Web, our captions are often treated more as a sidebar than just a mere identifying caption.

Think 3-D. Attempt to tell the story outside the printed page. You can define words with pop up definition boxes. You can link acronyms to appropriate Web pages. You can link activities with stories on your site. Sidebars and pictures can help tell the story. Illustrations and pictures can have pop up boxes. Time lines can be interactive, as can maps.

WRITING DON'TS

Don't start a sentence with the person and/or title of a person or agency. Put the action first (what is actually happening), THEN tell who or what is doing it.

BAD: The head of the National Air and Space Museum in Washington, D.C., Kenneth Johnson today announced that he will be the first man to walk on Mars.

GOOD: To be the first person to walk on Mars, Kenneth Johnson will have to learn how to live for days in a space suit. As the head of blah, blah, blah, he will have plenty of opportunity.

NEVER start a lead with a day, date, or time, especially if that day, date, or time is NOT the current day, date, or time. It makes your story look old.

BAD: On December 7, 1941, the Japanese attacked Pearl Harbor.

GOOD: America's involvement in World War II began with the sound of airplane engines. When Japanese fighter planes swooped down on unsuspecting Americans in Pearl Harbor, Hawaii, on December 7, 1941, U.S. citizens went to war.

Avoid too many conjunctive sentences. Break any long sentences into two or three sentences. But also avoid starting sentences with But or And. Anytime you write a sentence starting with But or And, take those words out and see if your sentence doesn't work just as well without it. Most times it does. If not, try reworking the sentence.

DO NOT start a sentence with There are, There is, There was, There were. Write all sentences as Subject, Verb, Object sentences. The sentence is sharper, the idea you are trying to convey more clear. There are many vague sentences and most of them start with "There are".



WRITING DO'S

- Stick to one main idea in your story. Split leads are confusing. To convey many different pieces of information that are not necessarily connected (like round up stories), use bullet points.
- Keep your language simple, but not general. Be specific with verbs and details. Paint a picture with your words.
- In complex stories, define words within the copy whenever possible. Put them in context, then give the meaning. Example: Writing for kids is not too complex, or difficult, if you think in terms of the details of a story.
- EVERY story should have a quote, from a young person as often as possible. Quotes put a voice in a story and give life to a story. The quote should be up near the top of the article.
- Nut Graphs are essential. The basic structure of a story written for kids is as follows:

Start with the most interesting thing you learned when reporting your topic. Within at least the 2nd or 3rd paragraph, write the nut graph, or bulletin board. The nut graph tells the reader WHY this story is important enough to read. The most typical version goes something like the following example. The bold graph is the nut graph.

- Just Good Practice:
- Write with Nouns and Verbs. Avoid the “to be” verbs of is, are, was, were.

Please do not annoy, torment, pester, plague, molest, worry, badger, harry, harass, heckle, persecute, irk, bully, rag, vex, disquiet, grate, beset, bother, tease, nettle, tantalize, or ruffle the animals.

--THE SAN DIEGO ZOO

- **ACTIVE voice, not passive. Make sure your sentence has a subject doing the action whenever possible.**

From Words' Worth, by Terri Brooks:

The passive voice carelessly used slows the pace of the story. When verbs are active, so is the sentence. When verbs are passive, the sentence also loses its punch: instead of doing something, the subject has something done to it.

For example:

Active: **She passed the potatoes around the table.**

Passive: **The potatoes were passed around the table.**

When a sentence is in the passive voice, we don't know who is performing the action. The actor is missing, unknown unless a phrase is added. When possible, stick to the active voice. It will get you there faster.



Examples of stories written by Global Youth Summit members for Scholastic Magazine's Web site and for the 2003 Special Olympics World Summer Games "Games Gazette"

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Tools



Afghanistan Sends First Athletes to World Games

By Kamna Prem, 13, and Mira Chandra, 12, 2003 Global Youth Summit

June 24—Meeting the young athletes of Afghanistan today was a great opportunity and experience for us. Five young athletes from Afghanistan came to participate in the Special Olympics World Games for the first time ever. They have had only a month to train, but have managed to win three gold medals so far.

All the athletes were very young: from the ages of 10 to 13. All but one was raised in an orphanage.

The one who caught our attention was a young boy whose name is Amin Amin. (Children in orphanages do not have family names, so they use their first name as their last name.) Amin is a confident 10-year-old boy who won gold medals in the 50m and 25m relays.

In Afghanistan, children with mental disabilities do not have much freedom. When Amin came here for the first time, he said he was overwhelmed. Everything for him was so different. On the first day, whenever Amin saw things he had never seen before, he would grab hold of them and put them in his bag. He thought that he would never see things like this again. Now he has become accustomed to seeing things all over the place! For him it is just like a whole new world.



Amin Amin, 11, won two gold medals early in the Special Olympic World Games in Dublin, Ireland. Amin is an orphan in Afghanistan. He is competing in the 50m and 25m relays. (Photo by Suzanne Freeman)

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"They are really blossoming, because they are experiencing what freedom of the mind really is," said their coach Nasrullah Ibrahimzay of Afghanistan. "It is a great exposure for these young athletes and definitely a great experience." He explained that they were learning for the first time to bath and brush their teeth daily. They were given their first pair of shoes when chosen to come to the Games.

Other athletes competing from Afghanistan are: Imamuddin Imamuddin, 12; Khalid Tahiry, 13; Nagila Agha, 10; and Sardar Sardar, 13.

Their coach, Nasrullah Ibrahimzay, was a very confident and determined man. He spoke Hindi, so it was easy for me (Kamna) to talk to him because I speak Hindi, too.

Nasrullah said he loves working with these children and has worked very hard to prepare them for the Special Olympics this year. He had a hard time obtaining their visas and passports.

He told me and Mira that in Afghanistan children with disabilities are not treated very well. They are mostly kept in orphanages. Even those who live at home are hidden away and do not attend school. He explained that when the Taliban ruled Afghanistan they would execute people with disabilities. Nasrullah believes that very soon that the people of Afghanistan will overcome this. He is working to spread awareness. His goal is to recruit 500 athletes into the Special Olympics program throughout Afghanistan within the next year.

"Afghanistan is changing every day," Nasrullah told us. "We will become a developed country very quickly. That day isn't very far."



Nasrullah Ibrahimzay (center) with Global Youth Summit member Kamna Prem (left); young athlete Nagila Agha (front center); and Global Youth Summit chaperone Shallili Dave. The Afghanistan team was waiting outside the Healthy Athlete Center for their first visit ever to a doctor. (Photo: Suzanne Freeman)



Imamuddin Imamuddin, 12, and Nagila Agha, 10, play outside the Healthy Athlete Center at the Special Olympics World Games in Dublin, Ireland, on June 24. Imamuddin was injured when a bomb fragment hit him in the head during the war in Iraq recently. His scar is visible from the back of his head. (Photo: Suzanne Freeman)



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THE OFFICIAL NEWSPAPER OF THE 2003 SPECIAL OLYMPICS WORLD SUMMER GAMES

GAMES

gazette



Global Youth Summit sharing experiences



Arnold Schwarzenegger and his son Patrick pictured at the Global Youth Summit Photo: Ray McManus

By Yi Shan and Yibiao Guo
Translated by Ena Chang

IN beautiful Herbert Park, we have the honour to interview Tin-Yan Ng, the Hong Kong Global Youth Summit chaperone.

She has been a volunteer for Special Olympics Hong Kong for three years now. She was initially inspired by the athletes and couldn't resist the challenge of working with them.

According to Ms Ng, the objective of the Global Youth Summit is to exchange experiences and ideas from all over the world on issues of discrimination, tolerance, people with disabilities, and Special Olympics.

Sharing the developmental story of the individual athletes around the globe also lies at the core of spirit of the Summit. They hope to promote their story and

provide inspiration to others. Awareness of Special Olympics in Hong Kong is not high at the moment. However, she will bring the experience that she has learned at this year's Games back home so that she can deepen the movement and spirit of Special Olympics there. She says people with learning disabilities need our attention and love because everything takes time with them. When we

asked her to provide a couple of tips to resolve difficult situations when interacting with the athletes, she says:

The key is patience and understanding. When athletes get upset, it is generally a good idea to take him or her aside from the scene. But afterwards remember to have a discussion to find out what the problem was and find out the appropriate response for the situation.

26th June 2003



THE OFFICIAL NEWSPAPER OF THE 2003 SPECIAL OLYMPICS WORLD SUMMER GAMES

GAMES gazette



Swimmer bears global message

By Ryan Atkinson
and Angela Wegscheider
Global Youth Summit

Stanley Baciewski is a 38-year-old athlete from Special Olympics Connecticut.

For all but ten years of his life, he has been involved with the organisation.

"Being on a team has given me the chance to make lots of new friends and as a result I feel more welcome in my town," said Baciewski, who lives with his mother and older sister.

He graduated from an integrated public high school and now has a job at Best Brothers, a local supermarket. Baciewski is

participating in the aquatic events at the 2003 World Summer Games, and, while he is having a great time, it has taken a lot of work to prepare. He has been swimming for nine years, practising twice-weekly. Over the course of the week, Stanley will compete in the 25m backstroke, 25m freestyle and 4x25m relay.

Perhaps one of Baciewski's proudest accomplishments is his role in the development of the Global Messenger Programme.

He has been involved for three years and is one of the original messengers.

The Athlete Leadership Programmes have benefited him immensely.



Ryan Atkinson from Alaska, USA, does a moon dance at the the Global Youth Summit in the Hallix at DCU, Dublin, Ireland. Photo: Tony Gavin

Structuring an Introduction to Journalism Workshop

10 minutes: intros & group discussion of past writing experiences

35 minutes: discussion of basic journalistic skills

30 minutes: one-on-one interview with a partner. Write a "profile" paragraph

15 minutes: Q & A to wrap up



XII. SAMPLE AGENDAS FOR A YOUTH SUMMIT

A. School-based Youth Summit for a half day (times approximate)

- 8:30 am Welcome and Introductions of activity organizers (Special Olympics representative, athlete, student leaders)
- 8:40 am Review topics for discussion
- 9:00 am Break-out small group discussions and action plans
- 10:00 am break for refreshments
- 10:15 am “Changing attitudes” activity (make posters, design T-shirts, Unified Sports activity, etc.)
- 11:00 am Reports of action plans from small groups
- 11:30 am Wrap up comments from organizers and dismissal

B. Full-day Youth Summit in conjunction with a Special Olympics event

- 8:00 am Arrival and Registration
- 8:30 am Welcome and Introductions of activity organizers (Special Olympics representative, athlete, student leaders)
- 8:40 am Overview of this Special Olympics event
- 9:00 am Introduction to Journalism workshop
- 10:00 am Summit teams visit competition venues, Olympics Town, Healthy Athletes, etc. venues to interview athletes and write stories (note: stories are completed and submitted to media source upon returning to school or community)
- 12:30 pm Lunch with athletes
- 1:15 pm Youth Summit small group discussions for action plans
- 2:15 pm Report on action plans; report on inspirational moments from the venues earlier in the day
- 3:00 pm Wrap up comments from organizers and dismissal

C. Multi-day Youth Summit in conjunction with a Special Olympics event

Day 1:

- 8:00 am Arrival and Registration
- 8:30 am Welcome and Introductions of activity organizers (Special Olympics representative, athlete, student leaders)
- 8:40 am Overview of this Special Olympics event
- 9:00 am Introduction to Journalism workshop
- 10:00 am Summit teams visit competition venues, Olympics Town, Healthy Athletes, etc. venues to interview athletes and write stories
- 12:30 pm Lunch with athletes
- 1:15 pm Continue visiting venues and interviewing athletes
- 4:15 pm Youth Summit small group discussions for action plans
- 5:15 pm Dinner with athletes
- 7:00 pm Report on action plans; report on inspirational moments from the venues earlier in the day
- 8:00 pm Participate in evening activity with athletes
- 10:00 pm Bedtime

Day 2:

7:30 am	Breakfast with athletes
8:30 am	Venue assignments for interviewing athletes
9:00 am	Continue visiting venues and interviewing athletes
12:30 pm	Lunch with athletes
1:15 pm	Continue visiting venues and interviewing athletes
4:15 pm	Youth Summit small group discussions for action plans
5:15 pm	Dinner with athletes
7:00 pm	Report on action plans; report on inspirational moments from the venues earlier in the day, or time to finalize stories
8:00 pm	Participate in evening activity with athletes
10:00 pm	Bedtime

Conclude Youth Summit at any point by conducting a closing ceremony, awarding certificates, etc.
 Sample abbreviated schedule from a Global Youth Summit covering nine days

FRIDAY 20 JUNE		
Airport Arrivals, hotel check-ins, picking up "goodie bags" at hotel, social getting acquainted	8:00 AM	5:00 PM
Meet & Greet	6:00 PM	9:00 PM
SATURDAY 21 JUNE		
V-VIP Meeting (Surprise Celebrity)	9:00 AM	11:00 AM
Journalism & Photojournalism 101 workshop	11:00 AM	1:00 PM
Lunch on your own		
Orientation to World Games/Site-visit to RDS	2:00 PM	4:00 PM
Group Dinner		
Opening Ceremonies	6:00 PM	10:00 PM
SUNDAY 22 JUNE		
Conducting interviews, writing stories, activity at Olympics Town booth, group discussions	9:00 AM	6:00 PM
Lunch on your own		
Global Youth Forum briefing	8:00 PM	10:00 PM
MONDAY 23 JUNE		
GLOBAL YOUTH FORUM: Changing Attitudes - One at a Time (Starting with Yourself)	9:00 PM	11:00 PM
Global Youth Summit Reception and SOGII Global Launch *Special Olympics 35th Anniversary Celebration*	part of TV show taping 11:00 AM	11:30 AM
Lunch on your own		
Conducting interviews, writing stories, activity at Olympics Town booth, group discussions	1:00 AM	5:00 PM
Group Dinner		



TUESDAY 24 JUNE		
Conducting interviews, writing stories, activity at Olympics Town booth, group discussions	9:00 AM	1:00 PM
Lunch on your own		
Program Leadership Interviews of National Directors	2:00 PM	3:00 PM
Dinner w/ Managing Directors, host country Exec. Dir's., VIP's, and Special Olympics staff	6:00 PM	8:00 PM
WEDNESDAY 25 JUNE		
Conducting interviews, writing stories, activity at Olympics Town booth, group discussions	9:00 AM	12:00 PM
Lunch on your own		
Fun day in Dublin	1:00 PM	9:00 PM
THURSDAY 26 JUNE		
Conducting interviews, writing stories, activity at Olympics Town booth, group discussions	9:00 AM	5:00 PM
Lunch on your own		
Group Dinner		
FRIDAY 27 JUNE		
Conducting interviews, writing stories, activity at Olympics Town booth, group discussions	9:00 AM	12:00 PM
Lunch on your own		
SOI Family Forum	1:30 PM	3:00 PM
Celebration of Participation and Inclusion Conference	2:00 PM	4:00 PM
Dinner and GYS business meeting	6:00 PM	9:00 PM
SATURDAY 28 JUNE		
Conducting interviews, writing stories, activity at Olympics Town booth, group discussions	9:00 AM	5:00 PM
Lunch on your own		
Group Dinner		
Disco Night	Evening activity	Evening activity
SUNDAY 29 JUNE		
Complete any last minute stories	9:00 AM	4:00 PM
Lunch on your own		
Dinner and wrap-up session	4:30 PM	6:00 PM
Closing Ceremonies	7:30 PM	10:00PM
MONDAY 30 JUNE		
Departures all day		



XIII. SAMPLE TOPICS OF DISCUSSION TO BEGIN A YOUTH SUMMIT

(From "A World of Difference", filmed at the 2001 Global Youth Summit)

1. Have you ever seen kids with disabilities be teased? Does it hurt?
2. Have you ever used the word "retard"?
3. Does it help you to have friends who do not have a disability?
4. Are you ok with the way you are?
5. Why did you become a partner in Special Olympics?
6. How are kids with disabilities treated in your school, county, state, province, country?
7. What are some of the things you partners have learned by being a friend with a person with a disability?
8. Do you think that kids with intellectual disabilities should go to school with kids who do not have a disability?
9. Do teaches bring this subject up in school?
10. Do other students ever talk to you about having a disability?
11. Would you rather be stared at or ignored?
12. What do you do when someone stares at you?
13. What do you and your friend do together?
14. Do you ever get embarrassed being around a friend with a disability?
15. Would you rather be like everybody else or be accepted for who you are?
16. What's your message to the other kids in this school?

Sample comments from the South Africa National Youth Summit, July 2002

I. Better Education/Awareness/Promotion/Advertising:

- A. We should also raise the public's attention to take care of these individuals and let them get involved in the society. To achieve the above listed goals, we should let citizens know what Special Olympics is.
- B. We know the public media should be the most effective way to promote Special Olympics. But it's also the most expensive way.
- C. Special Olympics gives a lot of things. For example, valuable experiences, meetings, and impressions by every athletes and volunteers. [But] SO needs more volunteers. Why don't more people worldwide take part in such enjoyable Olympics like this?



- D. I thought as well that it could be important to look for more options in advertisement of Special Olympics and tell people to get into it because in our case, Peru does not have the amount of volunteers that are needed to work correctly.
- E. In your opinion, what can be done in order to raise awareness within the mentally retarded population regarding engaging themselves in sports?
- F. I think more people need to get involved in their own communities to help raise the education and understanding level and also to promote awareness about the awesome and unique abilities that a lot of these children have.
- G. That is why SO Get Into It is so great, because it starts teaching kids about others with mental retardation at a young age, so they can grow up with accepting attitudes. I think this is extremely important in creating better attitudes around the world.
- H. Students find school in general boring. Some teachers do try to make their classes fun but it's not very successful as I understood. So with regard to introducing the issue of accepting others with differences, should it be part of the schools' curricula? Implementing stories here and there?
- I. Still, in general I was pretty surprised that after all the work that seems to be going into changing people's views that there are still such negative attitudes about mental retardation.

II. Inclusion: In school and in sports.

- A. Teachers and other students would hear the names of some of our athletes [announced on school intercoms] and then congratulate them throughout the day. In this sense, inclusion carries a somewhat small definition. Even this little act helped gain acceptance for our SO athletes.
- B. If more emphasis from the top (SOI) down (State & Regional) is made in regards to Unified Sports, I honestly think the solution to many of these problems might surface.
- C. A lot of inclusion depends on the family. If the family is not willing to get their child involved in the community, be it with Special Olympics or any other program, then the child is not going to get a fair opportunity.
- D. Encountering with individuals? Are the individuals to be part of every single thing the others do? Won't that be risky to them if the people around are not aware of how to take care of them? Should a law be issued with regard to integrating people with special needs? In Jordan we have a Law for the welfare of the disabled persons which take care of nearly all their living and working needs. It is taught at the last year of school. Is that enough? There are still people who cannot handle the situation of having such a person in their own families. If one concentrates on them will they be an asset to the society when they are no longer ashamed of having a person with special needs around them?
- E. If we can change the definition of what is considered to be 'excellent', 'acceptable', or 'right' – then perhaps we can begin to change peoples' attitudes towards mental retardation.
- F. The diversity issue [pertaining to] disabilities, mental or physical, seem to be completely overlooked. I think that more of an issue needs to be made about all people having the same basic needs—it's just the wrapping that's different.

- G. We can also discuss more how we can help the individuals with serious mental retardation join the society after graduation from the school since the discrimination still exists in workplace.
- H. I disagree with the idea of a separate education because it further drives the wedge between the barriers of acceptance.
- I. Some people think inclusion would hold back their normal children, on the contrary, I think it provides them with more drive to prove that they know more than their underprivileged colleagues.

III. Other comments:

- A. We are going to talk about the development of Special Olympics around the world yet I think it is important to highlight the fact that many countries, such as Peru, are not as advanced as Ireland or the United States, and many of the options that will be given in the conference cannot be applied in our situation.
- B. Some athletes would like to become coaches after they leave the playground but there are some rejection voices. They think even these athletes can teach the professional skills, but they don't know how to teach or express their ideas. They can only be assistant coaches. Can they lead the training classes independently? What problems will come out if they lead training classes independently?
- C. Have we ever asked ourselves what they want, what they need, what they desire?
- D. At present, some athletes can't do some athletic that they wants, because number of athletes aren't enough.
- E. They can't go the stadium themselves, because public transportation is not developed in their region.
- F. How to help those athletes who have talents and abilities but with economic difficulties and little family supports?
- G. How do we encourage volunteerism in Regions that are not used to the concept of volunteering with people with mental retardation? Can we encourage a concept of a "Godfather" for a person with a disability. Not a necessarily a family member or close friend but any member of the community.

Comments from the 2003 Global Youth Summit, Dublin, Ireland, June 2003



GYS Notes on Barriers, Issues and Ways to Resolve Them

1. Missouri: Outreach for coaches; draft parties for all the athletes and coaches. Unified sports are big at the high school level. Volunteers remain involved via alma matter abler adult group.
2. Alaska: Communication and cross planning with other organizations.
3. Japan: There are many organizations in Japan. The more that get involved, the better for all. Students exposed to "summer volunteer" roles to invite them to this. Uses ideas about disabled and SO for awareness. This becomes a springboard as a tool to recruit volunteers and partners. In August, Athlete and partner will speak at all national meetings on SO. 2005 will be a spokesperson and demonstrate this to others about SO.
4. Egypt: Family is the concept of SO.-all integration with schools, communities, work, etc...5000 to 6000 athletes all came together in large stadium and many schools. They had food, singing, dancing and invited the media and the first lady for awareness.
5. Jordan: Send GYS members to expand the number of volunteers in Jordan. Start in school of Alaska Partners Club model. Journalism too will make society better. Again start in her (Sura's) school. Hopefully MTV will show Suzan at her house to show how great the disabled are.
6. Lebanon: What athletes need is to be important in life? Music & sports can help do this. No one is in Nicole's community for support so a SO center will open in Nicole's school & she will use resources, MTV tape to spread the message. Integration with family is important. Culturally it is important to "win" something & SO can help achieve this.
7. China: Principal of Beijing school reports that SO is like a big family. Unity of thoughts. Awareness has three paths; (1), Government support easier with all of their resources; (2), Promotion: tell general society about what is going on here. Need to spell out ways they can help; (3) ourselves: teachers athletes and coaches, family members. Action with their body. This GYS all share our experiences CDPF (China Disabled Persons Federation) supportive. We are ones who produce our problems but we can solve them from within. Community SO day with many officials attending so many donated money and got community support, hence an improving track. Now we have this event on May 28th every year.
8. Hong Kong: Lack of money. This leads to lack of understanding. SARS got more promotion to SO and it became more well known. Discussion in country towards people with disabilities. Need to have general society honor about athletes, partners and families.
9. Taipei: A law to pay a tax is in the future so foundations will pay no taxes and some do activities to raise money then they do what they want and end up not helping the people. SO is not well known and people think that SO does not pay tax or help the people. SO lets people know what they do. After exams each semester, we have the class watch the video (A World of Difference) for



awareness. Family involvement is important. More awareness is through them. First impressions are important. Example of why people with mental retardation are not liked at first because many people think they drool, misbehave, have unpredictable behavior. This is solved by seeing the athletes do good things.

10. Tennessee: We have a small community school with lots of volunteer support and money. Age-out and loose athletes. They leave school and go with parents.
11. Israel: It is a school policy to respect differences. This happens as part of the school curriculum. Students are encouraged to ask questions.
12. Italy: Policy to involve more towns means Rome in the games. Regional events, more school involvement.
13. Ireland: Awareness in the country is improved. Greater impression of athletes for first time via organized field trips to events.
14. Peru: Inclusion, awareness, education, advertising, and promotion all a big problem. First, better education then other will follow. SOGII is a way to reach all problems above since they (kids) are the future to help support SO. Access to facilities is important.
15. Paraguay: SOGII valued to make all aware of special education. Important to let future Special Education teachers know about it. Family Support together with school support is important. Family members are the gatekeeper. Awareness of legal rights important for families, recognition, giving people a second chance, work opportunities, etc.
16. South Africa: Education, Awareness, Promotion and Involvement. Most people in communities need greater education. Demonstration activities, playing together, etc. lead to greater promotion, making posters. Not focus on disability, focus on Ability
17. Namibia: We learned from the Trinity College inclusion conference that adult athletes do not want to be labeled disabled. "Call me Michael with limitations."
18. India: Education and Awareness - It's not about winning the race, but more about awareness. Many languages/dialects but coaches can communicate through sport, awareness and understanding.



Special Olympics

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