



Special Olympics

Youth Fan Playbook





INTRODUCTION

Be a Youth Fan for Special Olympics

There are fans of all types involved with Special Olympics. Families of athletes are fans; friends are fans; coaches, volunteers, celebrities, donors, politicians are fans; and young people like yourself are fans. Being a young fan of Special Olympics means you're a fan of what's unique in every one of us.

Special Olympics is pleased to provide you with this Youth Fan Playbook. You'll find it full of useful and creative materials for teaming up with your friends, classmates and others who are fans of Special Olympics. Whether you're interested in being a Special Olympics volunteer, banning the use of the "R" word (retard) from your school, sharing a story or experience about Special Olympics, or raising funds to support local events, this Playbook will be a great start for you.

If you are a fan of courage, if you respect determination, if you are impressed by grace under pressure, if you can't help but share in the joy of victory, and admire being brave in the attempt, then you are already a fan of Special Olympics. Why not make it official? Visit us at www.specialolympics.org and become a fan of acceptance, togetherness, and the human race.

Special Olympics...Be a Fan!

www.specialolympics.org





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WELCOME

1.1 WELCOME FROM GLOBAL MESSENGERS

Help Me Break Down Barriers

I believe in the youth movement because it will break down barriers. Last year I saw the Australian Paralympics* Basketball Team play in the pre-game of our Special Olympics National Basketball League. Behind me was a group of young kids and teenagers who were pointing at the players and making fun of them.

I thought about this and I was not upset with the kids; I was more upset with the schools, which haven't given kids a chance to be in contact with people with intellectual disabilities. With Special Olympics involved in "normal" schools we can teach the kids that we are just like everyone else. It will teach them respect and we might get them to become involved and be more understanding.

Together we can break down barriers. Join us!



Thanks

Andrew Williams

Special Olympics International Global Messenger (Special Olympics Australia)

*The Paralympics are sponsored by the International Paralympic Committee, a separate organization from Special Olympics. The IPC provides elite sports opportunities for athletes with disabilities (primarily physical disabilities).



WELCOME

We are all youth in our hearts, for that is what we always want to be. Youth play a vital role in the Special Olympics movement and their voice in the movement is of great significance. As volunteers, young people provide a helping hand to the athletes who participate in the various events, in addition to also participating in the same events as Unified Sports partners. They provide moral and psychological support to the athletes.

Youth also play a role as coaches and help impart various skills to the athletes, guide them through the various rules and counsel the athletes on various issues. They are able to mark out the various talents and capabilities of the athletes and through training show the best of the athletes. In addition they counsel the athletes on self-acceptance and utilization of their full potential. Youth play a major role and more young people should be encouraged to participate in the movement to raise it to a higher level.



Joshua Agare

Special Olympics International Global Messenger (Special Olympics Kenya)



WELCOME

Young people are important, not just for Special Olympics but everywhere, because it is youth who are changing the world. Young people have new, fresh and free ideas; they often don't have barriers in their thoughts and in their behavior. Young people are brave about trying new things.

Young coaches are not so overprotective. They let us (athletes) try out more and different things and give us new challenges in sports like roller skating and snowboarding.

A lot of Special Olympics athletes are young and we want to have more and more young athletes, so we need young coaches and Unified Sports partners. They understand the needs and ideas of young athletes, because we all have the same issues (school, parents, jobs, friends).

Youth depends not on somebody's age, but on their heart and thoughts.



Patrick Brehmer

Special Olympics International Global Messenger (Special Olympics Germany)



COMMITMENT IDEAS

1.2 STRAIGHT FROM THE HEART(LAND): WELCOME FROM TWO YOUTH LEADERS

We (Bryan Anthonie and Clint Armistead) are two teenagers from the Heartland of America, Kansas to be more exact. We have worked locally with Special Olympics for many years, Clint as a volunteer, Bryan as an athlete, at our high school for 12 years. Until recently, we were content just playing games, having fun and being friends. Then, our lives got a little more complicated and a lot more important.

In the summer of 2006, we attended the 2006 Special Olympics USA National Games Youth Summit as the Kansas delegates. At Youth Summits, delegates both with and without intellectual disability come together from vast distances to discuss issues such as acceptance, inclusion, involvement, awareness and respect. We shared information with each other and audiences via presentations, newspapers and the Internet about these topics, including the "R-word," ("retard") and posed possible solutions to these problems. With many youths from various areas, whether different countries or different states, one can gather many diverse ideas.

That event became a great learning experience for us all. Bryan acquired confidence in social interactions and started being known by his new nickname, "Mr. Popular." Clint opened his eyes to the Special Olympics movement; he has recognized a need for a change and willingly devotes his time to see the change through.

Based on our performance at the Youth Summit, we took our show on the road, specifically to the Youth Service Institute in New Orleans from 4-7 December 2006 to represent Special Olympics (and to our surprise, we each received a President's Volunteer Service Award). Our job in New Orleans was to inform other youth service organizations, like The Boys and Girls Club of America, of the programs that Special Olympics offers. We handed out flyers and pamphlets; we spoke personally with many describing the programs that Special Olympics has to offer.

Partners Club offers an opportunity for volunteers to have one-on-one interaction with a person with intellectual disability in an after-school program setting. Unified Sports® invites volunteers to play on the same team with Special Olympics athletes; on the field or court everyone is equal and can demonstrate his or her skills. Special Olympics Get Into It®, a K-12 educational program, teaches students that everyone is different and that is okay; the step-by-step program builds and builds until the students actually take part in a local Special Olympics activity. And of course there is the Youth Summit program, which we were a part of.

We found our experiences with Special Olympics so rewarding that we decided to give back. Now, Blue Valley Northwest High School is hosting a National Youth Summit of our own at the National Association of Student Councils Conference. The Conference brings nearly 2,000 student leaders together and hopefully, with our presentations, they will return home with an understanding of the movement just as we did. Hosting our own Youth Summit is quite a task. Luckily, with Special Olympics' resources and support, we know we can make an impact on these delegates. While we may only be high school seniors, we know how to reach people because we speak straight from the heart.

Bryan and Clint are Special Olympics Kansas Unified Teammates from Blue Valley Northwest High School, Overland Park, Kansas





COMMITMENT IDEAS

2. YOUTH FAN COMMITMENT IDEAS—BE A YOUTH FAN

You can join Special Olympics in a number of ways. Look at the choices presented here then take action around these questions.

- Join

Campaign to ban the “R” (retard) word.

In a era of political correctness, why is the “R” (retard) word still OK?

- Volunteer.

Get into the Game. Play. Coach.

How can Special Olympics effectively engage and empower young people to take action?

- Share.

Tell your story.

Who are you a fan of and why?

Describe the last time you witnessed courage.

- Support.

How can Special Olympics capture the economic power of young people to raise funds to develop local Programs and/or neediest nations?

2.1 JOIN: CAMPAIGN TO BAN THE “R” (RETARD) WORD.

In an Era of Political Correctness, Why is the Word "Retard" Still OK?

Soeren Palumbo is a senior honors student at Fremd High School in Wheeling, Illinois (USA), and big brother to Olivia. During Writer's Week (in March 2007), he gave the following speech to a gymnasium full of his high school peers and faculty and received a standing ovation.

I want to tell you a quick story before I start. I was walking through hallways, not minding my own business, listening to the conversations around me. As I passed the front door on my way to my English classroom, I heard the dialogue between two friends nearby. For reasons of privacy, I would rather not give away their race or gender. So the one girl leans to the other, pointing to the back of a young man washing the glass panes of the front door, and says, “Oh my gawd! I think it is so cute that our school brings in the black kids from around the district to wash our windows!” The other girl looked up, widened her slanted Asian eyes and called to the window washer, easily loud enough for him to hear, “Hey, Negro! You missed a spot!” The young man did not turn around. The first girl smiled a bland smile that all white girls — hell, all white people — have and walked on. A group of Mexicans stood by and laughed that high pitch laugh that all of them have.

So now it's your turn. What do you think the black window washer did? What would you do in that situation? Do you think he turned and calmly explained the fallacies of racism and showed the girls the error of their way? That's the one thing that makes racism, or any discrimination, less powerful in my mind. No matter how biased or bigoted a comment or action may be, the guy can turn around and explain why racism is wrong and, if worst comes to worst, punch 'em in the face. Discrimination against those who can defend themselves, obviously, cannot survive. What would be far worse is if we discriminated against those who cannot defend themselves.



COMMITMENT IDEAS

What then, could be worse than racism? Look around you and thank God that we don't live in a world that discriminates and despises those who cannot defend themselves. Thank God that every one of us in this room, in this school hates racism and sexism and, by that logic, discrimination in general. Thank God that everyone in this institution is dedicated to the ideal of mutual respect and love for our fellow human beings. Then pinch yourself for living in a dream. Then pinch the hypocrites sitting next to you. Then pinch the hypocrite that is you. Pinch yourself once for each time you have looked at one of your fellow human beings with a mental handicap and laughed. Pinch yourself for each and every time you denounced discrimination only to turn and hate those around you without the ability to defend themselves, the only ones around you without the ability to defend themselves. Pinch yourself for each time you have called someone else a "retard."

If you have been wondering about my opening story, I'll tell you that it didn't happen, not as I described it. Can you guess what I changed? No, it wasn't the focused hate on one person, and no it wasn't the slanted Asian eyes or cookie cutter features white people have or that shrill Hispanic hyena laugh (yeah, it hurts when people make assumptions about your person and use them against you doesn't it?). The girl didn't say "hey Negro." There was no black person. It was a mentally handicapped boy washing the windows. It was "Hey retard." I removed the word retard. I removed the word that destroys the dignity of our most innocent. I removed the single most hateful word in the entire English language.

I don't understand why we use the word; I don't think I ever will. In such an era of political correctness, why is it that "retard" is still OK? Why do we allow it? Why don't we stop using the word? Maybe students can't handle stopping — I hope that offends you students, it was meant to — but I don't think the adults here can either. Students, look at your teacher, look at every member of this faculty. I am willing to bet that every one of them would throw a fit if they heard the words faggot or nigger — hell, the word Negro — used in their classroom. But how many of them would raise a finger against the word retard? How many of them have? Teachers, feel free to raise your hand or call attention to yourself through some other means if you have. That's what I thought. Clearly, this obviously isn't a problem contained within our age group.

So why am I doing this? Why do I risk being misunderstood and resented by this school's student body and staff? Because I know how much you can learn from people, all people, even — no, not even, especially — the mentally handicapped. I know this because every morning I wake up and I come downstairs and I sit across from my sister, quietly eating her Cheerios. And as I sit down she sets her spoon down on the table and she looks at me, her strawberry blonde hair hanging over her freckled face almost completely hides the question mark-shaped scar above her ear from her brain surgery two Christmases ago. She looks at me and she smiles. She has a beautiful smile; it lights up her face. Her two front teeth are faintly stained from the years of intense epilepsy medication, but I don't notice that anymore. I lean over to her and say, "Good morning, Olivia." She stares at me for a moment and says quickly, "Good morning, Soeren," and goes back to her Cheerios.

I sit there for a minute, thinking about what to say. "What are you going to do at school today, Olivia?" She looks up again. "Gonna see Mista Bee!" she replies loudly, hugging herself slightly and looking up. Mr. B. is her gym teacher and perhaps her favorite man outside of our family on the entire planet and Olivia is thoroughly convinced that she will be having gym class every day of the week. I like to view it as wishful thinking. She finishes her Cheerios and grabs her favorite blue backpack and waits for her bus driver, Miss Debbie, who, like clockwork, arrives at our house at exactly 7 o'clock each morning. She gives me a quick hug goodbye and runs excitedly to the bus, ecstatic for another day of school.

I watch the bus disappear around the turn and I can't help but remember the jokes. The short bus. The retard rocket. No matter what she does, no matter how much she loves those around her, she will always be the butt of some immature kid's joke. She will always be the butt of some mature kid's joke. She will always be the butt of some "adult's" joke. By no fault of her own, she will spend her entire life being stared at and judged. Despite the fact that she will never hate, never judge, never make fun of, never hurt, she will never be accepted.



COMMITMENT IDEAS

That's why I'm doing this. I'm doing this because I don't think you understand how much you hurt others when you hate. And maybe you don't realize that you hate. But that's what it is — your pre-emptive dismissal of them, your dehumanization of them, your mockery of them, it's nothing but another form of hate. It's more hateful than racism, more hateful than sexism, more hateful than anything. I'm doing this so that each and every one of you, student or teacher, thinks before the next time you use the word "retard," before the next time you shrug off someone else's use of the word "retard." Think of the people you hurt, both the mentally handicapped and those who love them. If you have to, think of my sister. Think about how she can find more happiness in the blowing of a bubble and watching it float away than most of us will in our entire lives. Think about how she will always love everyone unconditionally. Think about how she will never hate. Then think about which one of you is "retarded."

Maybe this has become more of an issue today because society is changing, slowly, to be sure, but changing nonetheless. The mentally handicapped aren't being locked in their families' basement anymore. The mentally handicapped aren't rotting like criminals in institutions. Our fellow human beings are walking among us, attending school with us, entering the workforce with us, asking for nothing but acceptance, giving nothing but love. As we become more accepting and less hateful, more and more handicapped individuals will finally be able to participate in the society that has shunned them for so long. You will see more of them working in places you go, at Dominicks, at Jewel, at Wal-Mart. Someday, I hope more than anything, one of these people that you see will be my sister.

I want to leave you with one last thought. I didn't ask to have a mentally handicapped sister. She didn't choose to be mentally handicapped. But I wouldn't trade it for anything. I have learned infinitely more from her simple words and love than I have from any classroom of "higher education." I only hope that, one-day, each of you will open your hearts enough to experience true unconditional love, because that is all any of them want to give. I hope that, someday, someone will love you as much as Olivia loves me. I hope that, someday, you will love somebody as much as I love her. I love you, Olivia.



A video clip from this speech can be seen here:

<http://vids.myspace.com/index.cfm?fuseaction=vids.individual&videoid=2013141696>

To join the campaign, www.specialolympics.org click "Be a Fan."



COMMITMENT IDEAS

2.2 VOLUNTEER: GET INTO THE GAME. PLAY. COACH.

Join the more than 700,000 Special Olympics volunteers around the world by contacting your local Program. Special Olympics would not exist today — and could not have been created — without the time, energy, commitment and enthusiasm of its volunteers. As a grass-roots organization, Special Olympics relies on volunteers at all levels of the movement to ensure that every athlete is offered a quality sports training and competition experience.

Special Olympics volunteers can get involved at the state/provincial, national or international level, or offer their services locally at a Special Olympics Program in their community. Some volunteers offer a few hours of their time a year at specific events, while others work several hours a week year-round. Whatever your interests, talents, background and availability, there are volunteer opportunities for you, from a one-day stint as a scorekeeper at an athletic event to licensed health care providers volunteering their time to provide event-based health opportunities for athletes through the Special Olympics Healthy Athletes® initiative.

Volunteering for Special Olympics can create lifelong friendships and rewards of immeasurable value. For proof, look no further than Ireland — Special Olympics is still in their blood. Veteran volunteers from the 2003 Special Olympics World Summer Games banded together to raise funds and elected to send a self-funded volunteer contingent to every future World Games anywhere in the world, aiming to both support Team Ireland and work in whatever capacity needed at the Games. Twenty-six Irish volunteers assisted at the 2005 Special Olympics World Winter Games in Nagano, Japan.

The Special Olympics volunteer pool is dedicated and diverse. Volunteers include: civic and fraternal groups, licensed health care providers, high school and college students, amateur and professional athletes, sports officials, coaches, teachers, retirees, parents, and corporate employees.

As a Special Olympics volunteer you will take pride in knowing that you are an important part of a global movement that provides athletes with intellectual disabilities an opportunity to experience the excitement, joy and personal fulfillment associated with sport training and competition.

Volunteer with Special Olympics and make a difference in the lives of more than 2.25 million athletes, their families and your community. To learn more about volunteering or to offer your services, contact your local Special Olympics Program at www.specialolympics.org (Program Locator)

2.2.1 20 WAYS TO BE A YOUTH FAN FOR SPECIAL OLYMPICS

1. Become a Special Olympics Unified Sports® Partner. Special Olympics Unified Sports brings together athletes with and without intellectual disabilities — people of similar age and athletic ability — who train and compete on the same teams. There are teams both in schools and in the community.
2. Volunteer with your local Special Olympics Program. Volunteer opportunities can include coaching, getting involved in Special Olympics Unified Sports, helping with administrative tasks, setting up events, being a fan in the stands and much more.
3. Become a Fan of a Special Olympics athlete or team. Cheer for Special Olympics athletes at local competitions. Make posters to hang at school to let everyone know that your friends will be going for the gold.
4. Start Special Olympics at your school. If your school does not have a Special Olympics Program, find a way to provide Special Olympics sports training and competition for kids with intellectual disabilities.
5. Organize a Special Olympics Youth Summit. Get youth in your school talking about Special Olympics and the accomplishments of people with intellectual disabilities. Help your peers understand that people with and without intellectual disabilities are actually very similar.
6. Create a Booster Club for Special Olympics athletes in your school or a local Special Olympics team.
7. Create a Special Olympics Sports Expo. A Sports Expo is a non-competitive activity that provides athletes an opportunity to try new sports.



COMMITMENT IDEAS

8. Tell the Special Olympics Story. Write stories about Special Olympics athletes, competitions or local events for your local Special Olympics Program, school paper or for a class project.
9. Become a Global Messenger Speech Coach. Help Special Olympics athletes tell their story and invite them to practice their speech with you.
10. Invite a Special Olympics athlete to be a part of your sports team. Offer them the opportunity to be part of your team as an assistant coach, score keeper or in a position that would help out your team.
11. Be an e-Buddy. e-Buddies pairs people with and without intellectual disabilities in e-mail friendships. e-Buddies agree to facilitate e-mail between participants at least once a week for one year. Visit www.ebuddies.org
12. Help raise funds for Special Olympics. There is no cost for the athletes to participate in Special Olympics, but Special Olympics needs money, equipment and sports facilities to happen.
13. Create a school-wide "Declaration" against name-calling: Students sign a banner, which is then displayed in a prominent location
14. Start a welcome club. Help everyone at your school feel welcome by making sure students with intellectual disabilities are accepted and respected.
15. Tutor a student with intellectual disabilities. Help a fellow student with a subject in school that you find interesting.
16. Ban the world of the "R" word (retard). Stop calling people "retard" and encourage your friends to stop saying that word. It is hurtful and disrespectful.
17. Be a friend to a person with intellectual disabilities. Learn about their challenges and what they like to do. Spend time together at school and outside of school.
18. Create a "no name calling zone" in your classroom.
19. Learn about intellectual disabilities. Take some time to learn about someone with an intellectual disability. Ask them about their life, how they are challenged and what they enjoy.
20. Do a role playing exercise; Perform a skit. Based on a hypothetical situation, act out...

- Name calling meant as a joke but gets misinterpreted
- Watch someone dissing or "trash talking" a special education student and ways to intervene. Student without a disability plays the role of a special ed student; Special ed student plays the role of a general ed student.
- Informing an adult at school that you are being teased and actions they may suggest you follow
- Talking with young children in elementary schools about teasing

2.2.2 UNIFIED SPORTS

Special Olympics Unified Sports® is an initiative that combines approximately equal numbers of Special Olympics athletes and athletes without intellectual disabilities (called partners) on sports teams for training and competition. Age and ability matching of athletes and partners is defined on a sport-by-sport basis.

Throughout the year, in a variety of sports ranging from basketball to golf to figure skating, Unified Sports athletes improve their physical fitness, sharpen their skills, challenge the competition and have fun, too.

The concept of combining athletes with intellectual disabilities and those without was first introduced in the mid-1980s to provide another level of challenge for higher ability athletes and to promote equality and inclusion. Today, the initiative includes virtually all Special Olympics sports, and Unified Sports competitions are an important part of Special Olympics World Games, as well as local, state/provincial and national Games.



COMMITMENT IDEAS

Unified Sports enables Special Olympics athletes to:

- learn new sports;
- develop higher-level sports skills;
- have new competition experiences;
- experience meaningful inclusion (each athlete is ensured of playing a valued role on the team);
- socialize with peers and form friendships (the initiative provides a forum for positive social interaction between teammates and often leads to long-lasting friendships); and
- participate in their communities and have choices outside of Special Olympics. Unified Sports programs often are initiated by community partners, including parks and recreation departments, Boys and Girls Clubs of America and community sports organizations. These partnerships help further include athletes in their community.

2.2.3 CONDUCT A SPECIAL OLYMPICS YOUTH SUMMIT

Special Olympics understands the value of involving young people in the movement. They are not just the leaders of the future, they are today's leaders in their own schools and communities. To channel the energies of exemplary young people, Special Olympics conducts Youth Summits on a local, national, regional and global scale.

The purpose of a Youth Summit is to bring together 10-20 youth pairs, ranging from ages 12 to 18. Each pair is composed of one Special Olympics athlete and one partner without an intellectual disability 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.

Put on your own Youth Summit and make a difference in your school and community. Find out how by checking out the following Youth Summit Planning Guide.

www.specialolympics.org/getintoit



2.2.4 SPECIAL OLYMPICS GET INTO IT® FACT SHEET

Special Olympics Get Into It (SO Get Into It) is a service-learning resource developed to introduce Special Olympics and explain intellectual disability to youth and encourage them to become involved in the movement.

SO Get Into It Goals

The overall goal of SO Get Into It is to increase the participation of children and youth with and without intellectual disability in Special Olympics by establishing school-based Special Olympics programs and activities. This encompasses several related goals:

- To develop new constituencies and leaders for the Special Olympics movement;
- To promote greater understanding and acceptance of similarities and differences in others among school-age youth; and
- To involve school-age youth in a variety of activities centered on Special Olympics, including participation in Special Olympics sports and events that will enable them to play a positive role in their schools and communities.

SO Get Into It is made up of four lesson plans compatible with curriculum standards in areas of language arts, social studies, history, health and physical education and other areas:

- Awareness: Learning how stereotypes are formed and can be hurtful
- Understanding: Overcoming unfair treatment, adversity and discrimination
- Inspiration: Goal setting with Special Olympics athletes as role models
- Action: Encourage students to make a difference in school and community

Highlighting the Special Olympics Athlete

SO Get Into It highlights Special Olympics athletes and their compelling stories of overcoming odds and living their dreams.

“Attitudes” (Grade level K-2): An introductory, fast-paced four minute video set to music consisting of inspirational footage from the 1999 Special Olympics Summer World Games. Achievements of Special Olympics athletes are highlighted.

“The Loretta Claiborne Story” (Grade levels 3-8): A 90-minute Disney movie about Special Olympics Pennsylvania athlete Loretta Claiborne, set mostly during her school days. It focuses on goal-setting, achieving dreams, overcoming barriers and celebrating differences.

“NICK News Special Edition: A World of Difference” (Grade levels 3-8): This 21-minute show was filmed in March 2001 at the Special Olympics World Winter Games and focuses on youth with and without intellectual disability discussing their friendships, celebrating their differences, and seriously discussing the changes that need to be made in public perception of those with intellectual disability.

“Changing Attitudes — One Person at a Time” (Grade levels 6-12): A 46-minute video filmed at the 2003 Special Olympics World Summer Games and Global Youth Summit in Dublin, Ireland, with part one highlighted by youth from the Summit speaking with Nelson Mandela, former President of South Africa about overcoming obstacles (18 minutes). Part two focuses on the young people in a forum with celebrities such as Colin Farrell and Samantha Mumba discussing ways that all can be an inspiration and a leader in your school and community.

“Life in the Shadows” (Grade level 9-12): This 10-minute video, much of it in black and white, describes the long-standing practice of institutionalizing people with intellectual disability in the United States. It illustrates the current trends leading toward more community-based involvement and acceptance for people with disabilities.



COMMITMENT IDEAS

Global Reach

SO Get Into It has been distributed for free since 2001 to over 15,000 primary through secondary schools with 2.1 million students in 52 states, territories and the District of Columbia and 75 countries, and translated into 19 languages including Arabic, Bahasa, Chinese, Estonian, French, Hebrew, Hindi, Hungarian, Icelandic, Italian, Japanese, Karakalpak, Polish, Portuguese, Russian, Serbian, Slovak, Spanish and Turkish.

The SO Get Into It curriculum kit also includes the following teacher resources:

- Activity cards for action-oriented involvement with Special Olympics
- Fact sheets on Special Olympics, intellectual disability, Unified Sports®, Partners Clubs® and other related topics
- Web-related resources and links relevant to the lesson plans
- Special Olympic athlete bios and stories with pictures
- Local Program contact information

Special Olympics is an international year-round program of sports training and competition for individuals with intellectual disabilities. More than 2.5 million athletes in over 160 countries train and compete in 30 Olympic-type summer and winter sports. Founded in 1968 by Eunice Kennedy Shriver, Special Olympics provides people with intellectual disability continuing opportunities to develop fitness, demonstrate courage, and experience joy as they participate in the sharing of gifts and friendship with other athletes, their families and the community. There is no cost to participate in Special Olympics.

Thanks to The Mattel Children's Foundation for their generous support of SO Get Into It.

For more information, contact your state Special Olympics representative below or email, sogetintoit@specialolympics.org.

2.3 SHARE: TELL YOUR STORY

Who are you a fan of and why?

Describe the last time you witnessed courage.

Let us know by logging onto the Special Olympics Fan Social Network at www.specialolympics.org

2.4 SUPPORT: YOUTH ECONOMIC POWER

Special Olympics is one of the most successful and respected charities in the country. You can help to raise funds and provide other resources to make Special Olympics a success in your community. Here are some useful tips to guide you along the fundraising process.

1. Ask your school for permission to fundraise for Special Olympics. Explain your idea to an administrator, teacher, or coach and ask to also have at least one faculty or teacher help with the overall project.
2. Ask the local Special Olympics program office for guidance. Contact them to find out the best way for you to help. You may have to fill out a form. Explain that your school group would like to fundraise for them and that you are seeking approval to do so. Have a Special Olympics representative or volunteer come to your school and explain Special Olympics and the opportunities that exist.
3. Build a team to help you fundraise and to put on the event. Ask classmates, teachers, coaches and parents for assistance. Consider asking a local Special Olympics representative or athlete to be on the team. Consider working together with already existing clubs in your school like Key Clubs that volunteer and fundraise year round.
4. Know how much money to raise for the Special Olympics program and for what purposes it will be used. This should be answered by the local program office when you call.



COMMITMENT IDEAS

5. Make a detailed list of assignments. Make sure everyone on the team has assignments that help in the preparation and planning of the event. Make sure to have regular meetings to check on the progress of everyone's assignments. It helps to put people on committees that oversee: expenses and money collection, supplies and equipment, advertisements and recruitment, set up and break down, food and refreshments, thank you and recognition committee.
6. Decide how you are to pay for materials required for the event to take place like flyers, equipment, materials, name tags, etc prior to the event. Ask the school, local key club, local Special Olympics program, parents, etc for help.
7. Designate a faculty member to safely handle all issues with money. They should help you decide who and how you are collecting the money and safely guarding it before, during, and after the event.
8. If you are asking individuals for money (SEE BELOW FOR HELPFUL TIPS) remember to give them a deadline for when their forms or pledges are due. Or be sure to decide what form you will take the donation in: cash, check, and / or credit card. It's recommended not to accept IOU's.
9. If you are asking a business for support they may want to get recognition such as a banner or an advertisement at the event. If they are giving a donation that is the same amount as everyone else they should not receive special recognition. If they are underwriting all the costs of the event and donating a lot more money than other people then discuss hanging a sign or banner (that they provide) recognizing them at the event. It's recommended not to accept IOU's.
10. Remember to thank your team, volunteers, donors and people who gave you money for the event. Certificates, thank you notes, posters, announcements over the PA systems all are good ideas for recognizing those individuals.
11. Document what you do. Take photos, make videotapes, create a book or a journal not only for the group but to possibly put on display afterward. You may want to create an event manual that can be handed over to next year's event team to help them for next time.

Suggested fundraising activities your team could do.

1. Car wash, dog wash
2. Walk-a-thons, Shoot a Thons, Jump Rope a thon, Bowl-a-thons
3. Bake sales, lemonade drink stands
4. Dances, Movie Nights, Roller-skating parties
5. Halloween, Masquerade, or Costume event
6. Thanksgiving Turkey Trot
7. End of Year Holiday Events, festivals
8. Art, Music, Talent Shows or Festivals
9. Ice Cream Social
10. Calendar, t-shirt, pins, or school product sales
11. Polar Bear Plunge with Special Olympics Law Enforcement



COMMITMENT IDEAS

Fundraising Script

When asking for donations:

Be able to describe what Special Olympics does and who it serves.

Example:

Special Olympics provides year-round sports training and athletic competition for children and adults with intellectual disability all over the world.

The goal is for all persons with intellectual disability to have the chance to become useful and productive citizens who are accepted and respected in their communities.

Be able to describe the project and why you are raising money for it.

Example:

Special Olympics Maryland is having a car wash to help raise money for the Maryland athletes' uniforms. Each car wash costs \$8 and all the funds raised go to Special Olympics Maryland.

Be sure to know the details of your project or event. Know the dates, times, location and people involved.

Example:

The Car Wash is on Saturday, September 5, 2001 at the Exxon Gas Station on Route 7 from 9am to 5pm. My school group is volunteering during the day to wash cars.

Be sure to know how much money you or your team needs to raise.

Example:

The cost of one uniform for an athlete cost \$30 dollars. There are 300 athletes in Maryland participating in the next event and we need \$9,000 to cover the costs. Our car wash will help pay for athletes uniforms.

To donate funds go to www.specialolympics.org at click on donate.

COMMITMENT IDEAS

2.4.1 CONNECTING WITH YOUR STATE SPECIAL OLYMPICS PROGRAM

State Executive Director Contact List

Program	First	Last	Address	Telephone	Fax	E-mail
Alabama	Bob	Bushong	880 South Court Street Montgomery, AL 36104	334/242-3383	334/262-9794	also@juno.com
Alaska	Jim	Balamaci	3200 Mountain View Drive Anchorage, AK 99501	907/753-2182	907/753-2192	jim@specialolympicsalaska.org
Arizona	Tom	Fraker	1850 North Central Avenue Suite 900 Phoenix, AZ 85004-4540	602/230-1200	602/230-1110	tomf@soaz.org
Arkansas	Bobby	Doyle	2115 Main Street North Little Rock, AR 72114	501/771-0222	501/771-1020	BobbyDoyleSoar@aol.com
California (North)	Richard	Collett	3480 Buskirk Avenue Suite 340 Pleasant Hill, CA 94523	925/944-8801	925/944-8803	rick@sonc.org
California (Southern)	Bill	Shumard	5875 Green Valley Circle Suite 200 Culver City, CA 90230	310/215-8380	310/215-8388	bshumard@sosc.org
Canada	Deborah	Bright	60 St. Clair Avenue East Suite 700 Toronto, ON M4T 1N5	(416) 927-9050	(416) 927-8475	dbright@specialolympics.ca
Colorado	Mindy	Watrous	410 17th Street Suite 200 Denver, CO 80202	303/592-1361	303/592-1364	mw@specialolympicsco.org
Connecticut	Robert	Doherty	2666 State Street Suite 1 Hamden, CT 06517-2232	203/230-1201	203/230-1202	beaud@socct.org
Delaware	Ann	Grunert	University of Delaware 619 South College Avenue Newark, DE 19716-1901	302/831-3480	302/831-3483	agrunert@udel.edu
District of Columbia	Steve	Hocker	900 2nd Street, NE Suite 200 Washington, DC 20002	202/408-2640	202/408-2646	wdcso@aol.com
Florida	Monty	Castevens	1105 Citrus Tower Boulevard Clermont, FL 34711	352/243-9536	352/243-9568	montycastevens@sofi.org
Georgia	Georgia	Milton-Sheats	4000 Dekalb Technology Pkwy Suite 400, Building 400 Atlanta, GA 30340	770/414-9390	770/414-9389	georgia.milton-sheats@specialolympicsga.org


Special Olympics
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Hawaii	Nancy	Bottolo	1500 South Beretania Street Suite 208 Honolulu, HI 96826	808/943-8808	808/943-8814	ceo@specialolympicshawaii.org
Idaho	Laurie	LaFollette	8426 Fairview Avenue Boise, ID 83704	208/323-0482	208/323-0486	lalfollette@idso.org
Illinois	Doug	Snyder	605 East Willow Street Normal, IL 61761	309/888-2551	309/888-2570	dsnyder@soill.org
Indiana	Mike	Furnish	6100 W. 96th Street Suite 270 Indianapolis, IN 46278	317/328-2000	317/328-2018	mfurnish@soindiana.org
Iowa	Rich	Fellingham	551 Dovetail Road P.O. Box 620 Grimes, IA 50111-0620	515/986-5520	515/986-5530	rfellingham@soiowa.org
Kansas	Chris	Hahn	5280 Foxridge Drive Mission, KS 66202-1567	913/236-9290	913/236-9771	hahnc@ksso.org
Kentucky	Dave	Kerchner	105 Lakeview Court Frankfort, KY 40601-8749	502/695-8222	502/695-0496	dkerchner@soky.org
Louisiana	Pat	Carpenter	1000 East Morris Avenue Hammond, LA 70403	985/345-6644	985/345-6649	patcarpenter@t-55.com
Louisiana	Pat	Carpenter	1000 East Morris Avenue Hammond, LA 70403	985-345-6644	985-345-6649	patcarpenter@t-55.com
Maine	Phil	Geelhoed	125 John Roberts Road Suite 19 South Portland, ME 04106	207/879-0489	207/879-0672	pgeelsome@aol.com
Maryland	Patricia	Krebs	513 Progress Drive Suite P Linthicum, MD 21090-2256	410/789-6677	410/789-5955	pkrebs@somd.org
Massachusetts	Robert	Johnson	450 Old Maple Street Bld One Danvers, MA 01923	978/774-1501	978/750-4686	bob.johnson@specialolympicsma.org
Mexico	Viveca	Rothman	Mariano Escobedo No. 353 A, Depto 701 Col. Chapultec Morales Mexico, D.F. 115 60	011 (5255) 5254 3481	011 (5255) 5254 348	vrothman@olimpiadasespeciales.org.mx
Michigan	Lois	Arnold	Central Michigan University East Campus Drive Mt. Pleasant, MI 48859	989/774-3911	989/774-3034	lois.arnold@mail.cmich.edu
Minnesota	David	Dorn	100 Washington Avenue South Suite 550 Minneapolis, MN 55401	612/604-1261	612/333-8782	dornd@somn.org

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Mississippi	Helen	Parish	15 Olympic Way Madison, MS 39110	601/856-7748	601/856-8132	helen.parish@specialolympicsms.org
Missouri	Mark	Musso	520 Dix Road Suite C Jefferson City, MO 65109	573/635-1660	573/635-8233	musso@somo.org
Montana	Bob	Norbie	P.O. Box 3507 3117 5th Avenue North Great Falls, MT 59403-3507	406/268-6759	406/454-9043	bnorbie@somt.org
Nebraska	Charles	Cooper	8801 F Street Omaha, NE 68127-1506	402/331-5545	402/331-5964	cacooper@some.org
Nevis	Iris	Hodge	Garricks Estate St. Thomas Nevis	869/466-0038 or 869/465-6833	869/465-1106	claricecotton@hotmail.com
New Hampshire	Michael	Quinn	650 Elm Street Manchester, NH 03101	603/624-1250	603/624-4911	mikeq@sonh.org
New Jersey	Marc	Edenzon	3 Princess Road Lawrenceville, NJ 08648	609/896-8000	609/896-8040	mse@sonj.org
New Mexico	Randy	Mascorella	6600 Palomas N.E. Suite 207 Albuquerque, NM 87109	505/856-0342	505/856-0346	randymascorella@sonm.org
New York	Neal	Johnson	504 Balltown Road Schenectady, NY 12304-2290	518/388-0790	518/388-0795	johnsonn@nyso.org
North Carolina	Keith	Fishburne	2200 Gateway Centre Boulevard Suite 201 Morrisville NC 27560-9122	919/719-7662	919/719-7663	kfishburne@sonc.net
North Dakota	Kathy	Meagher	2616 South 26th Street Grand Forks, ND 58201	701/746-0331	701/772-1265	gfndso@corpcomm.net
Ohio	Bob	Rickard	3303 Winchester Pike Columbus, OH 43232	614/239-7050	614/239-1873	rwrsooh@aol.com
Oklahoma	Adrian	DeWendt	6835 South Canton Avenue Tulsa, OK 74136-3433	918/481-1234	918/496-1515	adrian@sook.org
Oregon	Margaret	Hunt	5901 SW Macadam Avenue Suite 100 Portland, OR 97239	503/248-0600	503/248-0603	mhunt@soor.org
Pennsylvania	Janine	Cesare	124 Washington Square 2570 Boulevard of the Generals Norristown, PA 19403	800/235-9058	610/630-9456	jcesare@specialolympicspa.org



COMMITMENT IDEAS

Rhode Island	Mike	McGovern	33 College Hill Road Suite 31 Warwick, RI 02886	401/823-7411	401/823-7415	mike@specialolympicsri.org
South Carolina	Barry	Coats	810 Dutch Square Boulevard Suite 204 Columbia, SC 29210	803/772-1555	803/772-0094	Bcoats@so-sc.org
South Dakota	Carol	Husby	305 West 39th Street Sioux Falls, SD 57105	605/331-4117	605/331-4328	chusby@sosd.org
Tennessee	Alan	Bolick	1900 12th Avenue South Suite B Nashville, TN 37203	615/329-1375	615/327-1465	sotmpres@aol.com
Texas	Margaret	Larsen	7715 Chevy Chase Drive Suite 120 Austin, TX 78752	512/835-9873	512/835-7756	marsen@sotx.org
US Virgin Islands	Janice	Lee	PO Box 3712-Kingshill 00851-3712	340/772-2277	340/774-5299	jdlee@pennswoods.net
Utah	John	Donnelly	243 East 400 South Suite 111 Salt Lake City, UT 84111	801/363-1111	801/363-1524	jd@sout.org
Vermont	William	Porreca	368 Avenue D Suite 30 Williston, VT 05495	802/863-5222	802/863-3911	wporreca@vtso.org
Virginia	Rick	Jeffrey	3212 Skipwith Road Suite 100 Richmond, VA 23294	804/346-5544	804/346-9633	rjeffrey@specialolympicsva.org
Washington	Rick	Freedman	2150 North 107th Avenue Suite 220 Seattle, WA 98133	206/362-4949	206/361-8158	rfreedman@sowa.org
West Virginia	John	Corbett	1206 Virginia Street East Suite 100 Charleston, WV 25301	304/345-9310	304/345-9338	john@sowv.org
Wisconsin	Dennis	Aldridge	5900 Monona Drive Suite 301 Madison, WI 53716	608/222-1324	608/222-3578	daldridge@specialolympics wisconsin.org
Wyoming	Priscilla	Dowse	350 West A Suite 101 Casper, WY 82601	307/235-3062	307/235-3063	pdowse@specialolympicswy.org



3.1 LOCAL PUBLIC RELATIONS GUIDELINES

Organizations with good media relationships tend to attract more coverage. Deadline-pressured journalists pay attention to organizations and/or specific contacts that prove to be credible and accessible sources of information. When you consider the strong influence the media has on public opinion, you quickly realize how important it is to build relations with journalists.

Creating a relationship with journalist takes some time initially, but it is an investment your Program will benefit from immensely. You will find that reporters will not only become more apt to cover your initiatives, but also your requests to respond to crisis situations, misrepresentations or sensitive issues that could damage the image of Special Olympics.

This section will provide you with an overview of the approaches you can take for building and maintaining successful relationships, tips for media outreach and the various media formats you can use as resources for publicizing your Program's initiatives.

Working with Journalists

This step-by-step outline provides many insights for working with the media, specifically journalists who are constantly under the pressure of deadlines. Journalists are generally hard to get in touch with and when you do, they have little time to talk. Therefore, establishing credibility comes by following processes and using formats that journalists prefer.

Step: What is your story?

Being prepared and knowing what you want to communicate to journalists are the first steps to creating a positive relationship. Before you call a journalist have the following in hand:

- A clear and concise description of what you want the journalist to cover.
- Written information about the topic you would like a journalist to cover (press release, media alert or fact sheet).
- Local information that may relate to the story.

Step 2: Create a media list.

Most public relations professionals have what is called a media list which is nothing more than a list of contacts that might be interested in covering specific types of programs and events. It is possible to send your information generically to the "editor" or "producer," but you may find that response rates are low. To increase your chances of getting a response, it is important to know whom to contact.

When creating your media list, be sure to include daily and weekly newspapers, radio and television stations, magazines, and any other media outlets in your area.

To find out which reporters will cover your Program's projects, you can:

- **Reference a media directory** — these are usually available in larger metropolitan areas. Public libraries generally carry these directories in their reference section, or an online search may be an alternative source.
- **Call the broadcast station or publication** — the receptionist or assignment editor should be able to direct you to the appropriate person's name and contact information.
- **Read local newspapers and magazines, and watch TV** — Take note of reporters' bylines (names in publications) and names of reporters on television and cable who might report on Special Olympics and its constituents. It is also a way to gain insight into the reporters' styles and sense of what they consider news.



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Information you need when creating your media list:

- Name of media company
- Name of reporter or editor
- Telephone number
- Fax number
- E-mail address
- Mailing address
- Information about how the reporter or editor prefers to be contacted
- Lead times
- Deadlines

Step 3: Prepare your resources in advance.

Be prepared to answer the questions of journalists and follow up conversations with information. Here's an overview of the tools you may need:

- **Press (or media) kit** — organized package of information that includes background information on Special Olympics and biographies of key people (if applicable), in addition to photographs, if necessary. Press kits are usually mailed in advance; event-specific kits are handed out at the event.
- **Media advisory (also known as media alert, news advisory or tip sheet)** — a brief summary of the basic facts surrounding an event; often used when there isn't enough time; the occasion does not warrant a printed invitation; or there is a need for an update when new information becomes available. Due to their urgent nature, advisories are usually faxed or e-mailed.
- **Press (or news) release** — used to announce news and information and is usually one page (no longer than two pages), which is faxed, e-mailed or mailed depending on the reporter's preference.
- **Query (or "Pitch") letter** — a proposal much like a sales letter which suggests to the editor that coverage of a particular topic is newsworthy. This will essentially contain the same information of a press release but is formatted differently. If used, a query letter is usually the first correspondence to be sent; it is usually mailed.
- **Photographs** — Broadcasters and most print media tell stories through the use of visuals, so it is important to be able to provide Special Olympics-specific pictures.

Step 4: "Pitch" your story or event.

Your first communication with your contacts should take place according to their lead times. Mail reporters a press kit with a press release for the event. As it gets closer to your event — about a week or two prior — e-mail or fax a media advisory to reporters. After a day or two, begin "pitching," or making calls to your contacts. "Pitching" is a public relations term for "selling" the story to journalists.

When pitching, your goal is to capture the journalist's attention in as few words as possible while still providing the essential facts. Preparing a 10- to 15-second pitch before contacting the reporter is good practice as it forces you to relay only the most essential facts.

- Give just enough information without giving away everything. Save a few facts for a media advisory that can be sent out just before your event to remind reporters.
- "Spin" (or position) your story so that it is relevant and newsworthy to your community. To accomplish this, first start by thinking about the audience of each media outlet and start crafting your story from that audience's point of view.
- Make headlines for press releases and advisories short yet eye-catching. Long headlines are acceptable only if they are full of essential information. Be sure to highlight the involvement of recognizable celebrities, local heroes, community leaders and businesses in the headline only if they will attract the media's attention.


Sample Media Call Script

Hello (or preferred greeting), my name is _____ and I am calling from Special Olympics.

Are you on deadline?

or

Are you available to talk? I just need a moment of your time.

If the reporter says he/she is on deadline or is unavailable, say:

Is there a better time that I can reach you regarding a program/event I think your readers might be interested in?

or

In the meantime, can I verify your e-mail address or fax number so that I can send you information?

May I call to follow up? When is the best time for you to talk?

Thank you [NAME OF REPORTER] and I look forward to talking to you on [DATE AND TIME].

If the reporter is not available, leave a message saying:

Thank you for your time. I am calling regarding this year's [EVENT] that will be held at [PLACE/LOCATION] on [DATE]. We are expecting [NUMBER] participants to [DESCRIBE EVENT]. I would be happy to arrange an interview with our Program director and some of our participants if you're interested.

TIP: Because most reporters have afternoon deadlines, it is best to pitch between 10 a.m. and 1:00 p.m. Avoid calling television stations during their airtime.

TIP: Keep track of your calls with reporters as you go in order to keep your media list updated as well as know who you've spoken to as compared with who shows up at your event.

Step 5: Follow up with reporters before the event.

Because journalists receive so much information and are invited to cover a variety of events, it is appropriate to follow up with a phone call. In fact, by following up on your mailings, you remind them of your particular event and can add importance to the information. When following up, do not start pitching the event but reiterate the significance of the Special Olympics movement and/or the specific event for your community.

The day before the event, fax media advisories to local media daybooks or community calendars. The Associated Press and UPI maintain daybooks for most large cities. Many newspapers also have daybooks. Releases can be embargoed until a specific date and time. This means that the information is restricted and that reporters can use it to prepare a story, but cannot publish it until the specified time. Place the time and date by which the reporter cannot release the information prominently on the press release.

Even if a reporter is not able to attend the event, he or she may write a brief story based on the information provided in the press release. You may also want to make a pre-event "reminder call" to media who had expressed an interest. This is especially true for television media, which may not make a decision as to whether it wants to cover your event until a few hours before the event begins.

TIP: If you have a press event in the morning, try one last round of quick calls to TV assignment desks as broadcast groups and local stations often have 9-9:30 a.m. meetings to assign camera crews.



PUBLIC AWARENESS & MEDIA TOOLKIT

Step 6: Interact and work with reporters at the event.

At the event, be sure to greet journalists who are covering your event; have business cards and press kits ready to hand out. Set up a press table at your event to keep track of which media outlets attend your event.

In the course of events try to have athletes raising key issues and delivering critical messages. As your local Program grows, train Global Messengers, securing a pool of athlete speakers capable of working with journalists effectively.

Step 7: Follow up.

Follow up within two days after mailing a press release or media advisory. After an event, call the reporters who attended your event to see if they have any additional questions. Be sure to send a quick, sincere letter thanking them for their coverage. It is also helpful to follow up with reporters who did not attend the event to see if they are interested in receiving facts about the actual event. You may be surprised how many journalists write articles without attending.

Tips on Working with the Media

- Talk or write from the viewpoint of the public's interest versus your Program's point of view.
- Make the news easy to read and use. Do not use jargon, slang or unfamiliar acronyms or technical terms.
- Prepare in advance. Whether you can speak directly to the journalist or have to leave a message, prepare a 10- to 15-second pitch ahead of time. Your pitch should be enticing in either case.
- Get to the point. Journalists want to know the facts.
- Create a short yet eye-catching headline to attract attention. Long headlines are acceptable only if as they are full of essential information. Be sure to highlight the involvement of recognizable celebrities, local heroes, community leaders and businesses in the headline only if they will attract the media's attention.
- State and restate the most important facts. Whether providing information to a reporter over the phone for an article or responding during an interview, be sure to know the point you are trying to make; repeat it many times. If asked to elaborate, do so by providing concrete examples or evidence to back up your point. On the other hand, if you are asked a question that strays from your talking points, simply refocus the conversation by restating your main goal or objective (and the Special Olympics mission).
- Do not argue with a reporter or lose your control. Trying to get your story across can be frustrating, especially when you are on deadline. Stay calm and stick to the facts. It will not help your Program get future coverage if relationships with reporters are damaged.
- If you don't know the answer, say so and get back to the reporter later. For instance you may encounter a situation where a reporter is collecting information for a story and is in need of statistics to back it up. If you do not know the numbers, ask the reporter when his or her deadline is and get back to him or her as soon as possible with the answer. (Remember, strong media relationships are essential, as is credibility.)
- Follow up.



PUBLIC AWARENESS & MEDIA TOOLKIT

Sample Media Relations Plan

Event: Local Games

Event Date(s): 16-19 May

Media Outlets

Print Media	Idea	Timeline	Notes
Newspaper (Weekly and Daily)	Calendar announcement	Send 1 April.	
	Feature story	Send query letter 16 April, follow up 24 April. Continue to offer story ideas.	
	Photo	Send media alert to Photography Desk 13 May. Follow up with telephone call 14 May.	
	Letter to the Editor	Send letter thanking volunteers 20 May.	
	Special section dedicated to the Games	Contact newspaper 10 January with suggestion.	
Magazine	Story with photos	Send information and query letter 15 January.	
Broadcast Media	Idea	Timeline	Notes
Television	Feature story	Send release 1 May	
	In-studio interview	Call 8 May	
	Sports	Call 13 May	
	Other weekly feature program	Call May 6	
Radio	Morning show	Call 6 May	
	Radio remote	Call to invite radio station to broadcast from event 22 March.	
Internet	Idea	Timeline	Notes
Web sites	Research potential Web sites which may publicize the Games	Contact Web sites by 1 April.	
Program Web site	Stories leading up to the Games	Post new story weekly until the Games.	

Other Publicity

Publicity Idea	Plan	Timeline	Notes
Poster	Poster announcing the Games with a "call to action" for volunteers.	Distributed by 5 April.	
Fliers	Flier announcing the Games placed in shopping bags at local stores.	Provided to stores by 5 April.	
Sponsors' communications outlets	Provide announcements and information to sponsors for newsletters, Web sites and internal e-mail. Send photos and stories to sponsor after the Games.	Provide information monthly beginning 1 February. Send photos and stories Week of 20 May.	



PUBLIC AWARENESS & MEDIA TOOLKIT

3.2 SPECIAL OLYMPICS LANGUAGE GUIDELINES

Words matter. Words can open doors to enable persons with disabilities to lead fuller, more independent lives. Words can also create barriers or stereotypes that are not only demeaning to persons with disabilities, but also rob them of their individuality. The following language guidelines have been developed by experts in intellectual disability for use by anyone writing or speaking about persons with disabilities to ensure that all people are portrayed with individuality and dignity.

Appropriate Terminology

- Refer to participants in Special Olympics as Special Olympics athletes rather than Special Olympians or Special Olympic athletes.
- Refer to individuals, persons or people with intellectual disabilities, rather than intellectually disabled people or the intellectually disabled.
- A person has intellectual disability, rather than is suffering from, is afflicted with or is a victim of intellectual disability.
- Distinguish between adults and children with intellectual disability. Use adults or children, or older or younger athletes.
- A person uses a wheelchair, rather than is confined or restricted to a wheelchair.
- “Down syndrome” has replaced Down’s Syndrome and mongoloid.
- Refer to participants in Special Olympics as athletes. In no case should the word appear in quotation marks.
- When writing, refer to persons with a disability in the same style as persons without a disability: full name on first reference and last name on subsequent references. Do not refer to an individual with intellectual disabilities as “Bill” rather than the journalistically correct “Bill Smith” or “Smith.”
- A person is physically challenged or disabled rather than crippled.
- Use the words “Special Olympics” when referring to the worldwide Special Olympics movement.

Terminology to Avoid

- Do not use the label “kids” when referring to Special Olympics athletes. Adult athletes are an integral part of the program.
- Do not use the word “the” in front of Special Olympics unless describing a specific Special Olympics event or official
- Do not use the adjective “unfortunate” when talking about persons with intellectual disabilities. Disabling conditions do not have to be life-defining in a negative way.
- Do not sensationalize the accomplishments of persons with disabilities. While these accomplishments should be recognized and applauded, people in the disability rights movement have tried to make the public aware of the negative impact of referring to the achievements of physically or intellectually challenged people with excessive hyperbole.
- Use the word “special” with extreme care when talking about persons with intellectual disabilities. The term, if used excessively in references to Special Olympics athletes and activities, can become a cliché.



3.3 2007 SPECIAL OLYMPICS GLOBAL SUMMIT FACT SHEET

2007 Special Olympics Global Youth Summit

Shanghai, China

2 - 11 October 2007

Fact Sheet

Description:

During the 2007 Special Olympics World Summer Games in Shanghai, we will gather young leaders with and without intellectual disabilities who will challenge their peers around the world to “Be a Youth Fan for Special Olympics” by uniting around acceptance, inclusion and sport. Special Olympics will hold the fourth Global Youth Summit at the 2007 World Summer Games, where more than 7,000 athletes from nearly 170 countries will compete from 2-11 October in Shanghai, China. Fifty-eight young people with and without intellectual disabilities from the same school or community will spend these 10 days leading our youth movement by discussing opportunities, sharing their successful practices and resolving challenges for expanding the movement worldwide, including how to involve youth through their schools and communities. Youth Leaders will make a difference in their community by challenging their peers to commit to volunteer with Special Olympics, ban the use of the “R word” (retard), share their story or experience, or raise funds to support their local Special Olympics Programs.

Highlights:

While in Shanghai, the summit youth will have the chance to spread Special Olympics messages through a televised youth forum, conducting real-time Webinars linking schools and youth programs around the world, writing blogs, providing podcasts for downloading, and writing stories that will be published on Web sites and hometown papers.

Following the summit and leading up to the 2009 Special Olympics World Winter Games in Boise, Idaho, the youth leaders will serve on Special Olympics’ Global Youth Advisory Council, recruit their peers to join the Special Olympics movement; offer an ongoing youth perspective, ensuring that movement messages and tactics are relevant to them; share information, ideas and motivation via Webcasts, e-mail, chat rooms, Web sites and blogs; and serve as media “spokesteens.”

Participants:

We will bring together 58 young people and 29 adult chaperones for the entire World Games. They will visit 16 countries in every region in the Special Olympics movement. A pair of students from a middle/intermediate school or high/secondary school (ages 12-18) will consist of one Special Olympics athlete and a general education school peer. Each team will be chaperoned by a Special Olympics Program-approved adult.

Participating Countries from each Region

Region

Africa:

Namibia, South Africa

Asia Pacific:

Australia, India, Malaysia

East Asia:

Korea, Macau, China (13 Provinces)

Europe/Eurasia:

Kazakhstan, Serbia



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Latin America:

Argentina, Dominican Republic

Middle East/North Africa

Egypt, Lebanon

North America

Canada (Ontario),

United States (South Carolina)

For more information contact:

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3.4 2007 SPECIAL OLYMPICS WORLD SUMMER GAMES FACT SHEET

Special Olympics, a global leader in intellectual disability, will hold the world's largest sporting event in 2007. The 2007 Special Olympics World Summer Games will unite the world through sports, celebrating the abilities and accomplishments of people with intellectual disabilities and forming a new global vision of acceptance.

When: 2-11 October 2007

Participants: Nearly 7,500 athletes from more than 160 countries, 40,000 volunteers and 3,500 event officials

Thousands of families, friends, spectators and journalists from every continent

Where: The People's Republic of China, in the city of Shanghai

Vision: Embrace the diversity of all individuals' abilities worldwide and celebrate all differences. Through these World Games, Special Olympics athletes transcend the boundaries of geography, nationality, political philosophy, gender, age, culture and religion. It is the common pursuit of achievement, the shared moment of victory, which brings even the most diverse people together. This spirit of unity on the playing fields, in families and communities throughout the world makes for a better way of life for all. Special Olympics celebrates the fundamental commonality of all people. Together, we can learn to accept each other, and this will allow us all to contribute to society and to the world we all share.

Sports & Venues: Special Olympics athletes of all ability levels will compete in 25 different Olympic-type and demonstration sports at the following venues:

Aquatics	Shanghai Pudong Natatorium
Athletics	Shanghai Stadium
Badminton	Baoshan Gymnasium
Basketball	Luwan Gymnasium, Gyms at Shanghai Stadium
Bocce	Jiading Stadium
Bowling	Gaodian Bowling Center
Cricket	Fengxian District Sports Complex
Cycling	Fengxian District



PUBLIC AWARENESS & MEDIA TOOLKIT

Dragon Boat Racing	Shanghai Water Sports Center
Equestrian	Shanghai Equestrian Field
Football (Soccer)	Songjiang District
Golf	Tianma Country Club
Gymnastics	Shanghai International Gymnastics Center
Handball	Fudan University & Yangpu District Stadium
Judo	Sports Center of Nanhui District
Kayaking	Shanghai Water Sports Center
Powerlifting	Zhabei Gymnasium
Roller Skating	Jinshan District Roller Skating Center, Roller Skating Gymnasium
Sailing	Shanghai Water Sports Center
Softball	Kangbei Softball Centre
Table Tennis	Minghang Gymnasium
Tennis	Qi Zhong Tennis Center
Volleyball	Shanghai Sports Palace, Jinyuan Senior High School, East China Normal University
MATP (Motor Activity Training Program)	Jingan Gymnasium

Special Events

The first-ever Global Law Enforcement Torch Run Final Leg will begin with the ignition of the “Flame of Hope” and the lighting of the torch in Athens, Greece. The torch will travel around the globe to more than 10 cities to celebrate the 2007 World Games and showcase Chinese culture. Law enforcement officers from around the world will serve as “Guardians of the Flame” as they journey to Shanghai, China, to safely deliver the “Flame of Hope” to the 2007 World Games Opening Ceremonies.

Host Town Program — Delegations from around the world will be hosted throughout China prior to their arrival in Shanghai for the Games. For four days before Opening Ceremonies, the Host Town experience gives Special Olympics athletes a chance to learn more about Chinese culture and acclimate to a new environment, and also helps citizens of China learn more about people with intellectual disabilities.

Opening Ceremonies — An exciting and entertaining show to open the World Games. Produced by award-winning producer/director Don Mischer, this spectacular event will take place on 2 October in the 80,000-seat Shanghai Stadium and will include star-studded entertainment, the Parade of Athletes and the culmination of the Final Leg of the Law Enforcement Torch Run and lighting of the Special Olympics cauldron.

Global Summit on the Health and Well-being of People with Intellectual Disabilities — A convening of leaders from around the world to discuss the status of people with intellectual disabilities, with an emphasis on sport as a means to advance development and peace. The morning Research Symposium will review groundbreaking studies by the Shanghai Academy of Social Sciences, the University of Massachusetts Boston, the University of Illinois Chicago, and others. The afternoon Policy Forum will engage leaders in a roundtable discussion on the challenges and opportunities of full inclusion of people with intellectual disabilities.



PUBLIC AWARENESS & MEDIA TOOLKIT

Global Youth Summit — An assembly bringing youth with and without intellectual disabilities together for inspiring and educational discussions. The inaugural summit took place in 2001 at the World Winter Games in Anchorage, Alaska (USA), and was aired on Nickelodeon television (Nick News). The second Global Youth Summit, held in Dublin, Ireland, as part of the 2003 World Summer Games, attracted Nelson Mandela and stars Colin Farrell and Maria Shriver. The show aired on MTV in the United Kingdom. The 2005 Global Youth Summit at the World Games in Nagano, Japan, included more than 300 Japanese youth and attracted former U.S. President Bill Clinton; the show aired on Japanese national television.

Family Forum — An activity tailored for family members of Special Olympics athletes to enable them to learn more about the opportunities available with Special Olympics, and to provide a network of friends and supporters.

Closing Ceremonies — An event to celebrate the accomplishments of the athletes and officially close the Games.

Healthy Athletes® Screenings — Volunteer medical professionals will provide competing athletes a variety of free health assessments, including vision, dental, audiology and physical therapy. Past Healthy Athletes screenings have changed the lives of many athletes, discovering serious untreated health issues.

www.2007specialolympics.com

www.specialolympics.org

3.5 OFFICIAL SPECIAL OLYMPICS LOGOS





GRANT AVAILABILITY & OTHER RECOGNITION OPPORTUNITIES

4.1 SPECIAL OLYMPICS YOUTH FAN AWARD (MADE POSSIBLE BY A DONATION FROM THE MATTEL CHILDREN'S FOUNDATION)

Visit www.specialolympics.org to learn more about the opportunity to receive one of our 20 \$1,000 awards to carry out a youth fan activity in your school or community. Send us your video, photo, PowerPoint or other multi-media idea about how you would like to mobilize young people to volunteer for Special Olympics, ban the use of the "R word" (retard), share a story or experience, or raise funds to support the local Special Olympics Program in your school or community. You can use FaceBook, YouTube, MySpace, the Special Olympics Fan Social Network (www.specialolympics.org) or other social networking website to submit your ideas.

4.2 INVITATION TO ATTEND 2009 SPECIAL OLYMPICS WORLD WINTER GAMES INVITATIONAL EVENT IN FEBRUARY 2008

One winning entry from the 20 "Special Olympics Youth Fan award" will be provided an invitation to present their award winning campaign at the Youth Forum held in conjunction with the 2008 Special Olympics Invitational Winter Games held in Boise and Tamarack Resort, Idaho (USA) in February 2008. The winners will include a Special Olympics athlete and school partner from the student council. One adult chaperone from the same school will also be selected.

From 6-13 February 2009, Boise, Idaho (USA), will be the host site for the 2009 Special Olympics World Winter Games, which will attract more than 2,000 athletes from 100 nations to compete in seven Olympic-type sports: Alpine skiing, cross-country skiing, figure skating, floor hockey, snowboarding, snowshoe racing and speed skating. Visit the 2009 World Games Web site at www.2009worldgames.org.

4.3 SPECIAL OLYMPICS AND YOUTH SERVICE AMERICA BE A FAN

Youth Service America and Special Olympics are teaming up to offer 15 grants of \$1,000 to Student Councils who attended the National Association of Student Councils National Conference in June 2007. This opportunity is for STUDENTS ONLY!! Fifteen grants will be awarded to Student Councils to design a service project in collaboration with their local Special Olympics Program that integrates Student Council members and Special Olympics Athletes. To learn more, download the application and guidelines. You'll find great resources for planning your project in the back of the application. Questions, email BeAFan@ysa.org.



SUPPORT & REFERENCE MATERIALS

5.1 SPECIAL OLYMPICS MISSION

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.

5.2 SPECIAL OLYMPICS BACKGROUND

The global Special Olympics movement got its start on 20 July 1968, when the First International Special Olympics Games were held at Soldier Field, Chicago, Illinois, USA. But the concept of Special Olympics was born much earlier, when Eunice Kennedy Shriver started a day camp for people with intellectual disabilities at her home in 1962.

5.3 OFFICIAL SPORTS

Alpine Skiing	Golf
Aquatics	Gymnastics
Athletics	Judo
Badminton	Powerlifting
Basketball	Roller Skating
Bocce	Sailing
Bowling	Snowboarding
Cross Country Skiing	Snowshoeing
Cycling	Softball
Equestrian	Speed Skating
Table Tennis	Team Handball
Figure Skating	Tennis
Floor Hockey	Volleyball
Football (Soccer)	

Special Olympics thanks the Mattel Children's Foundation for their generous support of youth fan activities.

