Advocating for an Inclusive Community Toolkit
Scaling For Impact Project

Special Olympics

Toolkit Overview

Since 2018, Special Olympics has funded youth-led projects for inclusion around the globe through the Youth Innovation initiative. The projects have inclusive opportunities at their core, but have ranged in focus from Unified Schools, Unified Sports, recreational activities, and so much more**. Over 600 projects, led by over 1,000 Youth Leaders with and without intellectual disabilities, have been successfully implemented in over 150 Special Olympics Program.** The Youth Innovation Initiative has reached over 100,000 young people with and without intellectual disabilities all around the globe.

In 2022 Special Olympics capitalized on the success of the Youth Innovation Initiative by launching the Scaling for Impact Project where we identified 7 youth-led projects to become example projects for other young people to model after. The toolkit and resources created from the top 7 projects can be used by other young people as a guide for how to implement this specific project within their local school/community.

This following Advocation for an Inclusive Community Toolkit will serve as roadmap for future Youth Innovation Project Leaders to learn how to spread inclusion in their home communities by launching an anti-bullying campaign in local schools.

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Project Development

I.   In this section, Youth Leaders will learn how to begin to plan and implement the [Advocating for an Inclusive Community Project](#) in their home community. This project was originally led by Special Olympics Papua New Guinea Youth Leaders Thomas, Pauline, Ectopia, Junior and Eliuda with their mentors Naomi and Willie. *In the resources section of this toolkit, Youth Leaders can find a planning worksheet to help them develop the Advocating for an Inclusive Community Project in their community.*

II.   **Project Description**

a. Youth Leaders who complete the Advocating for an Inclusive Community Project will combat bullying within local schools especially towards students with intellectual disabilities (ID). By running a campaign against bullying, Youth Leaders will bring about change in their community and act as the face of inclusion in their schools. Additionally, Youth Leaders will bring together young people with and without ID in their community through Unified sports.

IV.   **Project Goal and Metrics**

a. Shift mindsets and attitudes toward ID in the community

b. Educate youth in schools on bullying and prevent further bullying from occurring

c. Create a presentation and social media content that will live on past the project's end date and continue to inspire future generations of young people to join the inclusion movement

d. Further the aims of Special Olympics' (SO) work

e. Youth Leaders implementing the Advocating for an Inclusive Community Project will need to develop target metrics that they hope to achieve at the completion of the project.

f. Here are the metrics that SO Papua New Guinea achieved in the first implementation of the project:

	Target Number	Metrics Achieved
Number of youth with and without ID actively engaged in planning of the project	6	5
Number of Unified Schools with expanded programming	3	0
Number of new Unified Schools	6	6
Number of new Unified Champion Schools	0	0
Number of new Youth Leaders	50	5
Number of Special Olympics athletes (people with ID) engaged by the project	4	6
Number of people without ID engaged by the project	2	12
Total social media impressions	500	325
Number of new Unified Sports Clubs	3	3

V. Project Activities

a. The core activities of the Advocating for an Inclusive Community Project include:

  i. Identify a project team

  ii. Set up meetings with project collaborators (local schools and organizations)

  iii. Outline a timeline for events

  iv. Create a budget for materials

  v. Create presentation/content to deliver at school visits

      vi.   Create and share digital and paper promotional posters

      vii.   Recruit and train volunteers

     viii.   Carry out project events

VI.   **Identify Your Project Team**

    a.   Youth Leaders will need to identify who will support them in the Advocating for an Inclusive Community Project.

      i.   *A Mentor*

        1.   This could be someone from your Special Olympics Program, school, or community.

      ii.   *Volunteers to help with project facilitation*

        1.   In the first implementation of the project, SO Papua New Guinea Youth Leaders recruited 9 volunteers to help with project events

      iii.   *Community collaborators*

        1.   Reach out to youth and local schools in the community to engage them in the project. Use word of mouth, social media, and posters to recruit.

VII.   **Creating a Budget**

    a.   Outlined below are the categories Youth Leaders may need to allocate budget towards, along with a suggested amount to spend on each category.

      i.   Transportation: $400.00 USD

      ii.   Venue: $150.00 USD

      iii.   Supplies: $350.00 USD

      iv.   Photography: $100.00 USD

      v.   Printing: $50.00 USD

      vi.   Food: $450.00 USD

VIII.   **Outlining a Timeline**

    a.   The Youth Leaders will determine a frame of time of 6 to 9 months out to effectively carry-out their project plan. In the first implementation, SO Papua New Guinea executed their project from planning and development to project completion within 6 months. *The project implementation section of the toolkit outlines what was completed in each phase of the project.*

Project Implementation

I.   In this section, Youth Leaders will learn what they need to complete each phase to re-implement the Advocating for an Inclusive Community Project.

II.   **Phase 1**

    a. Identify your project team, community collaborators, and stakeholders

    b. Outline budget and if there will be any funding gaps that would require fundraising

    c. Decide on the target metrics

    d. Research and reach out to local schools or community spaces to get permission to present to students on ID and inclusion

    e. Determine a narrative for your presentation

    f. Arrange for necessary supplies and materials for the Unified sports component

    g. Collaborate with your SO Program for your content to be posted on their pre-established social media pages

III.   **Phase 2**

    a. Finalize the location and dates for school visits and Unified sports events

        i. Youth Leaders will establish a timeline to plan for successful school visits/Unified sports events. In the first implementation of this project, SO Papua New Guinea's Youth Leaders factored in the schools' schedule (including breaks, holidays, closures and school-day hours) into their timeline.

    b. Recruit volunteers, local schools, and Special Olympics Program(s) to be involved in your project

    c. Develop content for presentations in schools

        i. SO Papua New Guinea in the project's first implementation decided to use a storytelling/speech medium for their presentation. By using this style, they had their team members deliver speeches in front of the students and teachers. Visual aids such as charts and boards were used during the presentations, on which they shared information on bullying. They also made brochures about bullying and how to prevent it or bring it to a halt and included additional information about Special Olympics.

            • *In the resources section, Youth Leaders can find some information about storytelling as a presentation medium, and how to build an effective story.*

IV.   **Phase 3**

   a.   Train your volunteers

   b.   Share on social media the date, location, and time of school visits/Unified sports events

   c.   Conduct school visits and deliver your presentation

   d.   Host Unified Sports events

   e.   Capture your events using a photographer you budgeted for or a volunteer you assigned to this role

      i.   SO Papua New Guinea engaged a local photographer in their project

      ii. *In the resources section, the first implementation shot list is shared*

V.   **Phase 4**

   a.   Complete project events

    i. SO Papua New Guinea's Youth Leaders carried out a total of 6 project events and visited 6 schools in their region.

  b. Develop a survey to gauge the project's impact

  c. Write interview questions best suited to gauge the project's impact on your audience in specific

VI. Phase 5

  a. Conduct exit interviews for the project as a secondary measure of the project's success

VII. Phase 6

  a. Share success and event photos/videos on social media

  b. Calculate all metrics achieved

  c. Reflect and celebrate with project team

Project
Reflections

I.   In this section, Youth Leaders will read about SO Papua New Guinea's project teams' personal reflections when they completed the Advocating for an Inclusive Community Project.

II.   **Project Highlights**

    a.   Learning about and imparting knowledge on the issue of bullying and how to put an end to it.

    b.   Encouraging students to be more inclusive regardless of one's ability or disability status.

    c.   Improving social media literacy of project team and participants.

    d.   Educating people on the mission and aims of Special Olympics and increasing Program engagement.

III.   **Project Challenges**

    a.   The project team for SO Papua New Guinea School were challenged by unexpected closure of schools. Youth Leaders were able to work around this by communicating effectively with schools/staff about the situation and adjust their plans accordingly.

IV.   **Opportunities for Project Sustainability**

    a.   This project's impact extends far past the project end date. This project works to ensure that all students with and without ID are given access to inclusive and quality education. With this project, you are generating the impact of less bullying in school systems locally, and you are shaping education system reforms that aims to implement and scale this project further.

V.   **Testimony**

    a.   "The 3 big takeaways from our project were the issue of bullying and how to put an end to it, how to be more inclusive regardless of one's ability, and spreading what the Special Olympics movement is about."

-   Youth Leaders from SO Papua New Guinea

Project Resources

I.	Project Planning Worksheet
II.	First implementation Worksheets
III.	First implementation Shot List
IV.	[Educating Future Generations Project Highlight Video](#)

Scaling for Impact Project Planning Worksheet
Project Development

Participant and Program Information

Please provide information about Youth Leaders within the following questions.

Special Olympics Program

_____

First Youth Leader Name, Age, and Role

_____

Second Youth Leader Name and Role

_____

Additional Project Team Member Name and Role

_____

Additional Project Team Member Name and Role

_____

Additional Project Team Member Name and Role

_____

Additional Project Team Member Name and Role

_____

Special Olympics

Project Overview:

What is the **problem** in your community you want to solve?

_____

_____

_____

_____

_____

What are the **activities and steps** to complete the project?

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

How will you **scale the impact** of the project from the original implementation?

_____

_____

_____

_____

_____

Metrics: Please indicate the metrics that will be achieved during this project.

For a full glossary of the metrics, please click here.

Key Performance Indicator	Target Number
Number of youth with and without ID actively engaged in planning of the project	
Number of Unified Schools with expanded programming	
Number of new Unified Schools	
Number of new Unified Champion Schools	
Number of new youth leaders	

Number of Special Olympics athletes (people with ID) engaged by the project	
Number of people without ID engaged by the project	
Total social media impressions	
Number of new Unified Sports Clubs	

Budget Proposal

Please enter the amount you will spend on each category in US dollars. If a category does not apply to you, please write 0. Budgets for projects must equal $500, $1000, $1500, or $2000.

Transportation:	
Venue:	
Supplies	
Food	
Advertising/Marketing	
Equipment & Maintenance:	
Printing	
Miscellaneous (**Miscellaneous expenses may NOT exceed 10% of total budget**)	
Total ($500, $1000, $1500, or $2000):	

Project Duration: The project must be completed within 6 to 9 months.

Proposed Start Date:

_____

Any Key Activation Dates:

_____

_____

_____

Proposed End Date:

_____

Content Gathering: What tools or technology (camera, phone, etc.) do you have access to?

Project Overview:

What is the **problem** in your community you are trying to solve?

   Bullying is still a very widespread problem in schools, previously our project targeted where our awareness was carried out. His Time we would very much like to continue targeting more schools and conducted more awareness but include fit 5 activities as part of our sports activities as well and disseminate information on COVID-19 Awareness. We would like to target 6 new schools, 3 in Central Province and 3 schools in the National Capital.

What are the **activities and steps** for completing the project?

- **Meeting with the selected schools**

- **Confirm date of Program/Select Committee Members**

- **Plan the activities /program for the day_/Have a plan B, Ensure all is set before inviting the media/etc**

- **Engage local photographer**

- **Execute Event/Do survey at the end**

- **Invite schools to be part of the International Disable Day Celebration on 3/12/2022**

How will you **scale the impact** of the project from the original implementation?

   Do survey at the end of event

   Invite the schools to be part of our other sports activities /competitions

   _____

Metrics: Please indicate the metrics that will be achieved during this project.

For a full glossary of the metrics, please click here.

	Target Number
Number of youth with and without ID actively engaged in planning of the project	6
Number of Unified Schools with expanded programming	3
Number of new Unified Schools	6
Number of new Unified Champion Schools	0
Number of new youth leaders	50

Number of Special Olympics athletes (people with ID) engaged by the project	4
Number of people without ID engaged by the project	2
Total social media impressions	500
Number of new Unified Sports Clubs	3

Budget Proposal

Please enter the amount you will spend on each category in US dollars. If a category does not apply to you, please write 0.

This must add up to the $3,000 funding that will be provided to support with the Scaling Project.

Transportation : 800
Venue : _300_____
Supplies : _700_____
Food : 900_____
Advertising/Marketing : _____
Equipment & Maintenance : _____
Printing : _100_____
Photography/Videography : _200_____

Miscellaneous (**Miscellaneous expenses may NOT exceed 10% of total budget**) : _____

Total : _3,000_____

Project Duration: How much time it will take to complete the project?

Proposed Start Date:

April 2022

Any Key Activation Dates:

_____

_____

_____

Proposed End Date:

_1st July 2022

Special Olympics

Budget
Youth Innovation Scaling Toolkit

WHAT WAS THE MOST IMPORTANT PART OF THE PROJECT TO SPEND MONEY ON?

The most important part of the money was spent on Transportation. The money was spent on vehicle fuel and transport hire in order to get to the six different schools to run our program. Without money being spent on transportation we would not be able to reach out to all of the schools because of their different locations in the city and out of the city.

PLEASE PROVIDE A BUDGET BREAKDOWN OF HOW YOU SPENT $3,000 USD

Transportation: $800
Venue: $300
Supplies: $700
Food: $900
Printing: $100
Photography /Videography: $200

IF YOU WERE ONLY GIVEN $1,500 TO REDO YOUR PROJECT, HOW WOULD YOU ALLOCATE YOUR BUDGET?

Transportation $400
Venue $150
Supplies $350
Photography $100
Printing$50
Food $450

(Note that if had to redo our budget with only $1500 then would limit our school visits to only 3 school within the location of city of Port Moresby. With the funding of $3000.00 were able to reach out to 6 schools, in which 3 were within the city limits and 3 in rural areas outside of Port Moresby.

Send this completed worksheet and any attachments to innovationgrants@specialolympics.org

Capturing Impact of Project
Youth Innovation Scaling Toolkit

PLEASE PROVIDE A BREAKDOWN OF THE ACTUAL METRICS YOU ACHIEVED

Number of Youth with and without ID actively engaged in planning of the project. - 5
Number of New Unified Schools Visited- 6
Number of New Youth Leaders - 470
Number of Special Olympics Athletes (people with ID) engaged by the project- 6
Number of Volunteers engaged - 9
Number of people without ID engaged by the project – 3
Number of New Unified Sports Club – 3
Total number of Social Media Impressions- 325

HOW DID YOU CAPTURE YOUR METRICS?

- *Did you have a sign in sheet for participants?*

Yes, we did have a sign sheet for participants and also, we had the schools provide the lists of students that participated for our events.

HOW DID YOU MEASURE THE SUCCESS OF YOUR PROJECT WITH PARTICIPANTS?

- *Did you have a questionnaire or survey? If so, please attach it*

We measured the success of our projects with our participants by conducting interviews with some of the students and teachers after the program. We also did up survey form for the students to fill up after our program ended. The survey form was used as material to measure the success of our program. Students and teachers answering the survey and then returning it back to us with their feedbacks indicated that they understood what we presented to them in their school.

WHY SHOULD THIS PROJECT CONTINUE TO BE SCALED REGIONALLY AND GLOBALLY?

- *What impact do you see this project having on other participants?*

This project should continue to be scaled regionally and globally as it has a huge impact on the audience. It teaches audience more about inclusion and about how youth leaders and our young generation can make the world a better place for all abilities regardless of one's ability. By implementing and continuing to scale this project it is also in line with the SDG goal number 4 of ensuring inclusive and quality education for all and promoting lifelong learning which is relevant to people with intellectual disability, whom have unequal learning opportunities in some areas of the world like Papua New Guniea.

Send this completed worksheet and any attachments to innovationgrants@specialolympics.org

Community Engagement

Youth Innovation Scaling Toolkit

HOW DID YOU REACH OUT TO COMMUNITY MEMBERS, INDIVIDUALS, OR SCHOOLS

TO PARTICIPATE IN THE PROJECT?

Please provide examples of the correspondence you had with partners

We reached the schools participating in the project by firstly communicating with the Education Department of Port Moresby here in the National Capital City to seek approval to carry out our project in the local schools in NCD. Once approval was given by the Department of Education, we then wrote to the Head of all schools whom are the Head Teachers and Principals to seek approval to carry out our projects in their schools. After approval was granted by the teachers, we then scheduled date and time that was convenient for ourself and school to run our programs.

HOW DID YOU MARKET YOUR EVENT OR PROJECT?

We used our official Special Olympics page to market our event in the beginning of our project and during the project by posting and telling our followers on Facebook which school we visited. In that way our followers knew which school we had visited and conducted our program.

DID YOU USE SOCIAL MEDIA?

- *Did you have a project specific social media page?*

- *How many times did you post a week?*

- *What level of engagement did you see?*

- *Did you leverage your Programs or Regions social media?*

We did use social media, which is the Special Olympics Papua New Guinea Program official Facebook page to post our school visits and engagement's after completing each school visits.

PLEASE INCLUDE LINKS TO ANY OF YOUR MARKETING MATERIALS (WEBSITE POSTS, SOCIAL MEDIA GRAPHIC AND HANDLES)

Special Olympics Papua New Guniea Program Facebook Page.

Send this completed worksheet and any attachments to innovationgrants@specialolympics.org

Special Olympics

COVID-19 Pre-Cautions
Youth Innovation Scaling Toolkit

WHAT COVID-19 PROTOCOLS DID YOU PUT IN PLACE?

Our Team bought facemasks and hand sanitizers, we had them distributed to the students and teachers. We also told students to maintain social distancing during some of our activities.

HOW DID YOU MONITOR THOSE PROTOCOLS?

We had some of our volunteers going around hand sanitizing the hands of participants and continuously reminding our participants to maintain social distancing.

COULD THIS EVENT BE DONE DIGITALLY?

If so, how you would implement this project online?

For our case in Papua New Guinea, we don't think this event could be done digitally as most local schools are not digitally advanced. So, no this event could not be done digitally.

Send this completed worksheet and any attachments to
innovationgrants@specialolympics.org

Special Olympics

Developing Your Presentation
Youth Innovation Scaling Toolkit

HOW DID YOU DECIDE ON WHAT MEDIUM TO USE FOR YOUR PRESENTATION?

The medium we decided to use for our presentation was storytelling style. By using this style, we had our members deliver public speeches Infront of the students and teachers. Visual Aids such as charts and Boards were used during the presentations also. The charts had pictures of Special Olympics Athletes that took part in various activities in order to show the participants what Special Olympics is about. The other boards had written wordings about the Topic of Bullying and ways to stop the issue of Bullying.

WHAT MATERIALS DID YOU PREPARE FOR YOUR PRESENTATION? PLEASE ATTACH.

 The materials we did to use for our presentations where charts in which we wrote information on Bullying. We also did brochures about bullying and how to stop it with additional information about special Olympics we also had pictures of special Olympics program printed and pasted on charts to show to the students and teachers what special Olympics is about.

WHAT WERE THE 3 KEY TAKEAWAYS FROM THE EVENT?

The 3 takeaways from our event were:

The issue on Bullying and how to put an end to it.
How to be more inclusive regardless of one's ability.
What the Special Olympics Movement is about.

Send this completed worksheet and any attachments to innovationgrants@specialolympics.org

Special Olympics

Event Management
Youth Innovation Scaling Toolkit

WHAT WAS THE SCHEDULE OF THE EVENT?

The schedule event was divided into two parts in which the first session was where the youth leaders gave their speeches and advocated on the issue of bullying and also speech about how Special Olympics has impacted them. They were supported by our mentor during the speeches. The second session was the sport part in which the youth leaders played a unified game with the students. Games played were Badminton, Bocce and Football. Badmintion and Bocce was most interesting for the students as they had no clue how the sport was played so they were very keen on how to play the game. After the sporting session ended, we handed out the survey forms and brochures to the teachers to distribute to their students.

PLEASE DESCRIBE IN DETAIL HOW YOU MANAGED THE DAY OF EVENT

- *How did your adult mentor support you through this process?*

Our Adult mentor supported us through the process by assisting when it came to do the speech rehearsals. Our mentor mostly corrected the speeches for the Youth Leaders (with ID) during our speech rehearsal time. The mentor also helped us set up the equipment's when it came to the sports session of the event and helped us reach out and provide correspondence to visit some of the schools that were not in the city but were located far. Finally, also supported us during the program by providing guidance and support through the school visits.

WAS THERE ANYTHING YOU COULD HAVE DONE DIFFERENTLY TO MAKE THE EVENT

MORE SUCCESSFUL?

Our team could have arranged and selected the schools within the city limits to an arranged location to attend our event. It could be better to run the event for the 3 selected schools in the city on a selected weekend so that we would have ample time to cover the event fully. In that case we would not be racing with time, as our initial school visits were on school days during the week so we were allocated minimum time depending on the schools' schedule.

Volunteers

HOW MANY VOLUNTEERS DID YOU REQUIRE TO MAKE THE EVENT SUCCESSFUL?

At least 2 to 3 volunteers that accompanied the scaling project team the different school visits.

HOW

DID YOU RECRUIT YOUR VOLUNTEERS?

• *What roles did the volunteers have?*

Additional Youth Leaders (with Id) help supported our team by taking part mostly in the second session of our program by supporting the sporting game that was taking place. Also, when it came to the rural school visit which was located quite a distance from the main city, we had to have one or two volunteers to accompany our scaling project team for security reasons and also to provide local knowledge of the places that we were travelling to.

WHAT TRAINING DID YOU PROVIDE YOUR VOLUNTEERS WITH?

• *How much time was needed to train your volunteers?*

• *Did you train them the day of or prior to the event?*

For our additional youth leaders (With ID) there was at least a few weeks training before we engaged them to come with us to the 3 remaining schools in the National Capital District but at least telling them to come twice a week to the SOPNG office to give them a run down of our scaling project school visits and what roles they are expected to play.

Send this completed worksheet and any attachments to innovationgrants@specialolympics.org

Fundraising and Partnerships
Youth Innovation Scaling Toolkit

WERE ANY PARTNERS INVOLVED WITH YOUR PROJECT?

If so, what was their role?

How did you secure the partnership? Please include relevant documents (such as MOU's etc.)

There was partnership between us and the National Capital District Education Department who are in charge of all local state school in the Province of National Capital District (Port Moresby). We had to seek approval from them before going out for the three school visits. Once approval was granted by the NCD Education Department Secretary, we went ahead to do our school visits.

DID YOU FUNDRAISE ADDITIONAL FUNDING FOR THIS PROJECT?

If so, how did you fundraise?

What was your goal amount vs actual amount fundraised?

No, we did not Fundraise for additional amounts in this project as the $3000 funding from SOI was enough to cover all six schools.

Send this completed worksheet and any attachments to innovationgrants@specialolympics.org

Project Implementation
Youth Innovation Scaling Toolkit

PLEASE OUTLINE SPECIFICALLY WHAT YOU DID EACH MONTH DURING YOUR PROJECT

MAY

In the month of May, we did our planning of which schools to be visited, along with what we will be doing in each of the school. We had communication with the Education Department and also the schools in central province in order for us to run the program in the next month which was June. Also, during the month of May we had Speech rehearsals and meetings as to how to go about with our school visits.

JUNE

In the first 2 weeks of June, we continued on with our speech rehearsals. We visited the 3 local rural primary schools in Central Province of Port Moresby on the last 2 weeks of the Month of June. The 3 local schools are Boera Primary School, Brown River Primary School and Ibunatou Elementary & Digurarobu Primary School.

JULY

There was nothing much done in the month of July as the SOPNG was temporary closed because of the National General Election as it was unsafe to move around because of election related issues. Also, all school in the National Capital City was also closed during the election period.

AUGUST

In the first 2 weeks of August, there was still nothing done by our scaling project team as the SOPNG office was still on lockdown because of Election related issues. During the 2 last weeks of August, we reached out to arrange our school visits with the 3 remaining schools in Port Moresby city. We also had some warm trainings in preparation for the schools' visits.

SEPTEMBER

Our Scaling Project team visited three schools in Port Moresby (National Capital District). Those schools were Ted Diro Primary School, Waigani Primary School and Coronation Primary school. We distributed survey forms in which we collected after the event ended.

OCTOBER

Final Completion of all Frame work worksheets by scaling project team. Final meeting of scaling project on the challenges and achievements when delivering the project. Worksheets, pictures and videos to be submitted to SOI & SOAP.

Send this completed worksheet and any attachments to innovationgrants@specialolympics.org

Special Olympics

Project Sustainability
Youth Innovation Scaling Toolkit

HOW IS THE IMPACT OF THIS PROJECT GOING TO CONTINUE NOW THAT YOUR EVENT IS OVER?

The impact of this project is going to continue now that event is over and we have established relationship with these new schools and have engaged with new Youth Leaders. We have invited them to attend to future SOPNG organized activities such as unified football competitions and world disabilities day. By them attending these future SOPNG events and also after them being part of our program conducted in their school, they would be in a position to better understand and spread inclusion in their communities. Now, they are part of the Unified Generation and are agents of change who will say no to bullying and treat others with respect regardless of one's ability.

HOW COULD THIS PROJECT BE SCALED IN YOUR SCHOOL OR LOCAL COMMUNITY?

This project could be more scaled by reaching out to more schools and promoting more awareness on classroom bullying and inclusion for all abilities by reaching out to more schools. It is important to provide resource materials such as brochures or pamphlets on what you are presenting on to the schools so that students and teachers actually understand what messages we are trying to get across to them. The distribution of survey forms after the project is implemented may also help with the scaling this project as it would give feedbacks on how well the project was executed. The survey may also be used as a tool to refer to when planning for future projects.

WOULD YOU CHANGE ANYTHING ABOUT YOUR PROJECT?

Yes, the venue for the city school visits in Port Moresby. As mentioned in frame work 5 we would probably like to invite the schools in the city to attend the event at an organized venue during the weekend most preferably so that there is enough time during that particular day to attend the program, and there's proper sports playing field to play the selected sports of the day's program.

Send this completed worksheet and any attachments to

innovationgrants@specialolympics.org

Pop Quiz

1 what's one of the biggest problems in schools today?

A. Teachers skipping schools.
B. Students skipping schools.
C. The homework is too easy.
D. Bullying.

If you chose D Bullying you are absolutely right, Bullying is no laughing matter. A school that has a bullying problem is not safe. It is not a good place for students to learn.

- Maybe you've been bullied. Then you know how much it hurts to be the victim of bullying.
- Maybe you've bullied someone else. if you have. It's time to stop.
- Maybe you've watched someone else be bullied. You might have felt bad but been afraid to speak.
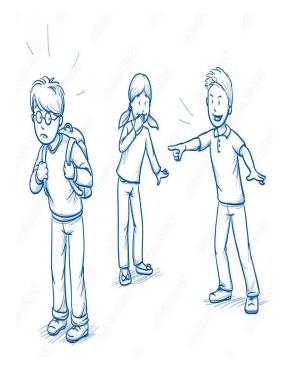
Maybe you've have been in all three situations. Lots of people have.

Special Olympics
Papua New Guinea

Special Olympics is an international organization dedicated to empowering individuals with intellectual disabilities to become physically fit , productive and respected members of society through sports training and competition . Special Olympic Strives to create a better world by fostering the acceptance and inclusion of all people.

Special Olympic Papua New Guinea is recognized as a founding committee . A founding committee is a group of people who join together and apply special Olympics international recognition and right to use the name Special Olympics .

SOPNG Scaling Project is a youth project lead by SOPNG Athlete Leaders and Youth leaders to create awareness in schools to put a stop to bullying and to encourage teachers,

BULLYING

What you should know

What you can do

Bullying

Bullying is an issue that happens everywhere in the world. No matter where you live, where you go to school or how popular you might be you have witnessed, caused or been victim if aggression from your peers, it is our hope that our program will raise awareness about bullying and how it affects individuals on a daily basis. As the Special Olympics Papua New Guinea Scaling Project Team, we are proud to promote the prevention and awareness on bullying. We hope you hope you find use for this information and resources and that it can help end the bullying in epidemic in you school.

Bullying is

- A specific type of aggression in which
- The behaviors occur repeatedly over time
- The behaviors are intended to harm or disturb and

Types of Bullying

- Physical Bullying includes pushing, tripping and hitting, etc.
- Relational or emotional Bullying is the use of peer pressure and manipulation to isolate and hurt a person's feelings. A bully can get a whole group to exclude or ignore a particular student.
- Verbal bullying includes teasing, mocking threating, taunting and spreading false rumours and lies.
- Cyber bullying includes bullying through the use of technology or any electronic communications.

What Does Bullying Look Like

- Name Calling
- Rude Hand Gestures
- Hitting , Kicking , Pitching , Tripping , showing
- Mean Text Messages
- Teasing
- Stealing or breaking someone things ,Leaving someone out.

How does bullying make people feel?

- Bad
- Sad
- Mad
- Anxious
- Afraid
- Hopeless
- Like no one likes them.
- Like they don't want come to school.

Strategies for students

If you thing you are being bullied, you should:

- Ask the person to stop
- Walk away don't fight back
- Ignore the bully.
- Stay with other people, don't be alone.
- Tell an adult you trust.

If you think someone else is being bullied, you should:

- Stand up for the person being bullied.
- Tell an adult you trust
- Don't leave the person alone. Don't stand by and watch someone else being bullied use courage.

CONNECT

EDUCATE

INSPIRE

You are a storyteller.

Everyone has a story to tell. Stories have the power to build connections and understanding. By sharing your story, you can reach people you've never met. What do you want them to know?

What can you tell a story about?

- Talk about your experiences. What are your hopes and fears? Why does inclusion matter to you?
- Highlight the impact of Special Olympics events or programs in your community.
- Show how Special Olympics has helped someone close to you.

How can you share your stories?

- Write a blog post.
- Create a video.
- Talk to people in your community.
- Post on social media.
- Draw pictures.
- Make a collection of photographs.

How can your story make an impact?

- Focus on a central character. Give your audience someone to identify with.
- Use emotions and sensory details to describe the events in your story. Show, don't tell.
- Lead with the story. Focus on the people first, then introduce data and details about process.
- Show a clear journey or change. What is different now? Include challenges, growth, or impact.
- Keep it simple and stay focused. Short stories can be powerful.
- Include a call to action. How can the audience continue to engage?

1. Project Leaders and Mentors (Pauline, Thomas, Junior, and Ectopia)
   a. Video of these Youth Leaders working together
   b. Individual videos of each Youth Leader working
   c. Videos of the Youth Leaders working with their mentors
   d. Videos of the Youth Leaders interacting with members of their communities and people participating in their project activities
2. Videos of other key supporters and participants in the project such as:
   a. SO PNG National Director Naomi Iewago
   b. SO PNG Volunteer & Unified Sports Willie Vaira
   c. Additional Youth and Athlete Leaders supporting the school events
3. Behind-the-scenes videos showing the space, set-up, people arriving, etc.
4. Videos of key moments such as speeches and group activities.
5. Visual variety, including details and wide shots.
6. Videos showing emotion and connection between participants.

VIDEO SPECIFICATIONS

- 1920 x 1080p
- 23.98 fps
- If possible, Log-format
- If possible, use wirelass lav microphones to gather clean audio from project participants

Scaling Project Program Feedback Template

Survey Questions

Date:

Grade:

Gender:

1. **Overall , how much did you enjoy the program for today ?**

Not A Lot   **A lot**

1   2   3   4   5

2. **Overall, how much did you learn about bullying?**

Not A Lot   **A lot**

1   2   3   4   5

3. **Was there anything that came up during the activity that needs to be talked about?**

4. **What could be done to improve this program in the future ?**

5. **Additional Comments**