



# Educating Future Generations 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 Educating Future Generations Toolkit will serve as roadmap for future Youth Innovation Project Leaders to learn how to spread inclusion in their home communities by engaging with 2 Special Olympics Programs in a multimedia research and awareness campaign.**



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# **Project Development**



- I. In this section Youth Leaders will learn how to begin to plan and implement the [Educating Future Generations Project](#) in their home community. The project is the first project to ever have cross collaboration between two Special Olympics Program. *In the resources section of this toolkit, Youth Leaders can find a planning worksheet to help them develop the Educating Future Generations Project in their community.*

## II. Project Description



- a. Youth Leaders who complete the Educating Future Generations project will conduct two sets of interviews, to gauge the familiarity of locals with intellectual disabilities (ID), and to learn how to improve the local Special Olympics Program most effectively. First, Youth Leaders will interview passersby to gauge their familiarity surrounding ID. Then, they will hand out informational brochures to educate them on these topics. The second set of interviews will be with Special Olympics athletes, volunteers, and both students and teachers affiliated with the organization. Through this set of interviews, Youth Leaders will gain an understanding of how best to improve the Program. This project aims to educate youth and reduce pre-existing stigma surrounding ID, as well as gather research on these topics. Youth Leaders will film their interviews



and compile them to create one larger comprehensive video to be used as educational material for young people.

#### **IV. Project Goal and Metrics**

- a. Shift mindsets and attitudes toward intellectual disability in the community
- b. Gather two sets of data to (1) gain a greater understanding of the local community and their comfort levels with ID, and (2) quantify effectiveness of Special Olympics Program to improve it
- c. Further the aims of Special Olympics' (SO) work
- d. Youth Leaders implementing the Educating Future Generations Project will need to develop target metrics that they hope to achieve at the completion of the project.
- e. Here are the metrics that SO China & SO Macau 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	200	99
Number of Unified Schools with expanded programming	0	0
Number of new Unified Schools	0	0
Number of new Unified Champion Schools	0	0
Number of new Youth Leaders	10	5
Number of Special Olympics athletes (people with ID) engaged by the project	20	2
Number of people without ID engaged by the project	10	93
Total social media impressions	100,000	Not recorded
Number of new Unified Sports Clubs	0	0

#### **V. Project Activities**

- a. The core activities of the Educating Future Generations 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 social media pages
- vi. Create a brochure/educational content to give to interviewees
- vii. Write interview questions
- viii. Create and share digital and paper promotional posters
- ix. Recruit and train volunteers
- x. Carry out project events/filming days
- xi. Work on the post-production of videos
- xii. Create a longer video in documentary style capturing the project's successes and impacts to be used as educational content

## **VI. Identify Your Project Team**

- a. Youth Leaders will need to identify who will support them in the Educating Future Generations Project.
  - i. *Two Special Olympics Programs*
    - 1. Connect with another Special Olympics Program to work on different aspects of the project together
  - ii. *A Mentor*
    - 1. This could be someone from your Special Olympics Program, school, or community.
  - iii. *Volunteers to help with filming or interviews*
    - 1. In the first implementation of the project, SO China and SO Macau Youth Leaders conducted 80 interviews in schools, on the streets, and on Zoom.
  - iv. *Community collaborators*

## **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. Photography/Videography: \$480.00 USD
  - ii. Equipment: \$320.00 USD



- iii. Transportation: \$60.00 USD
- iv. Food: \$200.00 USD
- v. Advertising (Slogan Board/Banner): \$24. 00 USD
- vi. Marketing (Handbook Design & Slogan Design) & Printing: \$105.00 USD
- vii. Printing: \$78.00 USD
- viii. Gifts: \$233.00 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 China and SO Macau 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 Educating Future Generations 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 filming venues/interview locations (in-person and digital)
- f. Design your logo/slogan
  - i. *In the resources section, you can find the slogan used in the first implementation*
- g. Determine a narrative for your presentation and videos
- h. Set up social media pages for your project
  - i. Youth Leaders of SO Macau and SO China set up a YouTube channel and TikTok account to document their events and post their content to reach more young people with their message
  - ii. Youth Leaders also relied heavily on the SO Macau Program's pre-established social media pages to post about their events and draw attention to their project activities

**III. Phase 2**

- a. Finalize the location and dates for filming
  - i. Youth Leaders will establish a timeline to plan for successful video filming, production and post-production processes. In the first implementation of this project, SO China and SO Macau's Youth Leaders factored in the schools' schedule (including breaks, holidays and school-day hours) into their filming, editing and production timeline.
- b. Recruit volunteers, local schools, and Special Olympics Program(s) to be involved in the production of your interviews/videos
  - i. SO China and SO Macau Youth Leaders trained their volunteers in one-hour sessions before the day of their events. They typically used 2 volunteers per



event and these volunteers mostly helped with conducting interviews and meeting transportation needs.

- c. Create a brochure to distribute to interviewees
  - i. In the resources section, you can find the brochure that was used in the first implementation*
- d. Finalize interview questions to ask youth
  - i. In the resources section, you can find the questions that were asked in the first implementation*

#### IV. Phase 3

- a. Conduct street interviews & begin filming your videos. Utilize social media to promote your interview days/project events
  - i. In the resources section, the first implementation posters are shared*



- b. Begin filming and production
  - i. Link [here](#) for info on conducting a remote interview



**V. Phase 4**

- a. Complete filming and production
- b. Create a handbook with project resources
  - i. In the resources section, the first implementation handbook is shared*
- c. Create a transcript for your interviews
  - i. In the resources section, the first implementation transcript is shared*
- d. Share on social media the date, location and time of school visit events

**VI. Phase 5**

- a. Complete post-production of the videos
- b. Conduct school visits and deliver presentations
- c. Review data and findings from interviews
  - i. In the resources section, the first implementation the data from the interviews is shared*
  - ii.

**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 China and SO Macau’s project teams’ personal reflections when they completed the Educating Future Generations Project.

## **II. Project Highlights**

- a. Introducing a younger audience to Special Olympics and the inclusion movement
  - i. The interviews conducted in the project’s first implementation revealed that interviewees became familiarized with intellectual disabilities over the course of the project.

## **III. Project Challenges**

- a. The project team for SO China and SO Macau School were challenged by school policies and Covid-19-related barriers which made filming in schools difficult at times. Youth Leaders would recommend communicating effectively with schools/staff about expectations before the day of the event.

## **IV. Opportunities for Project Sustainability**

- a. The educational materials created through this project will continue to be used and shared in schools as well as on social media.
- b. Interviews could be held in conjunction with comprehensive school activities, such as the school sports match, it may be easier to invite more interviewees

## **V. Testimony**

- a. SO China and SO Macau received positive comments throughout their project which indicated to them that their presentations effectively educated young people in their community.
- b. Noah and Leo thoroughly enjoyed bringing together their two Special Olympics Programs, SO China and SO Macau, to work on this brought together and impact more communities.
- c. “I hope that more and more young people will become involved in Special Olympics and use their professional knowledge to learn about Special Olympics from themselves, to spread it to others around them, and to make their own contribution to creating a more inclusive and better society.”

-Leo, Youth Leader

# **Project Resources**





- I. Project Planning Worksheet
- II. First implementation Worksheets
- III. First implementation Interview Questions
- IV. First implementation Project Brochure Used & Translations
- V. First implementation Slogans & Posters Used
- VI. First implementation Data from Interviews
- VII. [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

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First Youth Leader Name, Age, and Role

---

Second Youth Leader Name and Role

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Additional Project Team Member Name and Role

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Additional Project Team Member Name and Role

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Additional Project Team Member Name and Role

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Additional Project Team Member Name and Role

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**Project Overview:**

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

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

1. 

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2. 

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3. 

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4. 

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5. 

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6. 

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7. 

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

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**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 ( <b>Miscellaneous expenses may <u>NOT</u> exceed 10% of total budget</b> )	
<b>Total (\$500, \$1000, \$1500, or \$2000):</b>	



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

Proposed Start Date:

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Any Key Activation Dates:

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Proposed End Date:

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**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?

Living in the digital age, we and our daily life are influenced by the Internet and mobile devices, which offers much more opportunities to people who couldn't or did not use before. We now use the Internet more frequently because of Covid-19 such as having online-class, scanning health code and etc..

For people with intellectual disabilities, they can show their talents and express their feelings and opinions online and that's the great beginning for them to join the society. However, the fact that we can't deny is a great segment of the public know less about them and even have prejudice against them.

Based on the above, we hope to address the lack of public understanding of the mentally disabled community and the lack of social concern, and increase their visibility by doing two tasks-setting up a lecture group and creating a social media account.

---

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

Firstly, we will set up a lecture group. During this branch, we will give an interactive speech in several schools in the city where we are living. By introducing the history of the Special Olympics, the common characteristics between people with and without intellectual disabilities, etc.. We hope to raise the awareness of children and compulsory education which will benefit to foster a sense of equality and inclusiveness for all.

Secondly, We will be registering accounts on domestic and international social media platforms such as Tiktok and YouTube. In the account, we will post some knowledge related to Special Olympics, and more importantly, we will provide a platform for Special Olympics athletes to show their talents. We will collect short videos of Special Olympics athletes singing, drawing, and speaking and share them with the public on social media platforms.

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

The documentary/video will also be a tool to strengthen the connection with teenagers, so that more young people can know more about the mentally disabled community. The lecture group can help us communicate with teenagers face to face and know whether the documentary has a preliminary or deeper understanding of the mentally disabled. In addition, documentary can also export information about the Special Olympics during staff training, staff can learn more about community activities and activity patterns in different regions and strengthen different kinds of cooperation. Similarly, the online questionnaire can help us calculate the acceptance degree of teenagers to the Special Olympics and the group with intellectual disabilities.





After the documentary enters the campus, we will also conduct street interviews, so that the teenagers can increase their understanding of the Special Olympics and the intellectual disabilities, and positively convey the message of the Special Olympics to the teenagers.

**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	200
Number of Unified Schools with expanded programming	0
Number of new Unified Schools	0
Number of new Unified Champion Schools	0



Number of new youth leaders	10
Number of Special Olympics athletes (people with ID) engaged by the project	20
Number of people without ID engaged by the project	10
Total social media impressions	100,000
Number of new Unified Sports Clubs	0



### **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 : \_700\_\_

Venue : \_\_0\_\_

Supplies : \_500\_\_

Food : \_\_500\_\_

Advertising/Marketing : \_\_\_\_\_

Equipment & Maintenance : \_\_\_\_\_

Printing : \_\_200\_\_

Photography/Videography : \_800\_\_

Miscellaneous ( **Miscellaneous expenses may NOT exceed 10% of total budget**) : 300\_\_

Total : \_3000\_\_



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

Proposed Start Date:

\_\_\_\_ May\_16, 2022

Any Key Activation Dates:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Proposed End Date:

\_\_\_\_ September 30,2022\_\_\_\_

**Project Team Monthly Meeting Confirmation:** Please confirm the time and day that works best for the Project Team (Youth Leaders, Program Staff, Regional Staff and SOI staff) to meet every month.

Monthly Meeting Date:

\_\_\_\_ May 11, June 15, July 13, August 17, September 14\_\_\_\_\_

Monthly Meeting Time (include time zone):

\_\_\_\_ 11:00AM (GMT+8) \_\_\_\_\_

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

- Camera , phone or gopro, online social platform.



## Project Implementation

### Youth Innovation Scaling Toolkit

**PLEASE OUTLINE SPECIFICALLY WHAT YOU DID EACH MONTH DURING YOUR PROJECT**

#### **MAY**

Meeting (Set up the target audience and the goal ,Workflow planning,etc)

#### **JUNE**

Meeting (Set up the target audience and the goal ,Workflow planning,etc)

#### **JULY**

Meeting (Set up the target audience and the goal ,Workflow planning,etc)

## AUGUST

Recruitment and production.

## SEPTEMBER

Implementation (shooting days)







**OCTOBER**

Implementation (video editing)

**Send this completed worksheet and any attachments to  
[innovationgrants@specialolympics.org](mailto: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 reach out to high school and college by email and poster, as below shown:

登記連結

一起耀未來

青年街訪

澳門特殊奧運會推動社會大眾關懷文化，加強社區教育活動，令社會大眾對有特殊教育需要人士更了解。

本計劃以青少年為目標群體，以紀實拍攝、街頭採訪、視頻資料、入校講座等多種形式令更多青少年認識特殊人士，採訪片段會以現時最為流行的社交媒體進行傳播，藉此亦加強內地與澳門地區之間的交流，展現兩地區特奧學員的風貌，令更多特奧學員的故事廣為人知，互相分享彼此進步的快樂。

And also invited young people we didn't know each other on the street and inside campus.

In mianland ,due to Covid-19, We are not allowed to enter to school ,so wo don't have the content about campus, but we will shooot in 11.21 at a campus after coordination.

HOW  
DID  
YOU

## MARKET YOUR EVENT OR PROJECT?

1. Set up the target audient and the goal (number of people, media exposure, etc )
2. Recruitment (volunteer and athlete)
3. Workflow planning (date of shooting, shooting style, transportation booking, etc.)
4. Implementation (shooting day and video editing)
5. Evaluation(not yet)

### **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?*

1. YouTube channel
2. Not yet
3. Not yet
4. SOM social media platform will support the promotion work.

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

Not yet.

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# 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.)*

N/A

### DID YOU FUNDRAISE ADDITIONAL FUNDING FOR THIS PROJECT?

*If so, how did you fundraise?*

*What was your goal amount vs actual amount fundraised?*

N/A

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# Developing Your Presentation

## Youth Innovation Scaling Toolkit

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

Public social media platform : Youtube (SOM) and tiktok (SOC)  
School :PPT & video

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

PPT & video

### WHAT WERE THE 3 KEY TAKEAWAYS FROM THE EVENT?

1. Interview question design
2. Video cutting
3. Athlete and youth engagement

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# COVID-19 Pre-Cautions

## Youth Innovation Scaling Toolkit

### WHAT COVID-19 PROTOCOLS DID YOU PUT IN PLACE?

1. Wearing mask when the crew did interview with youth.
2. Did the interview outside campus
3. Setting the interview timetable in some college

### HOW DID YOU MONITOR THOSE PROTOCOLS?

We made sure the interviewee wear the mask and then have a interview with them, also we keep track some interview timetable by Google form and email.

In mainland China, We made sure the interviewees wear the mask and then have a interview with them.

### COULD THIS EVENT BE DONE DIGITALLY?

*If so, how you would implement this project online?*

No, because it is offline based event.

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# Event Management

## Youth Innovation Scaling Toolkit

### WHAT WAS THE SCHEDULE OF THE EVENT?

From the end of August, we created a social platform account and sent out interview invitations from the school at first. Then in September, we started to look for a suitable shooting team, and agreed with the shooting team on shooting angles, procedures, content and so on. October was the post-production period of the interview.

### PLEASE DESCRIBE IN DETAIL HOW YOU MANAGED THE DAY OF EVENT

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

She will help us with some communication problems, such as negotiating time with the school and so on.

### WAS THERE ANYTHING YOU COULD HAVE DONE DIFFERENTLY TO MAKE THE EVENT MORE SUCCESSFUL?

We had effective and good communication with the school, which made the interview process smooth

In mainland China, we had a efficient communication with groups members and interviewers, and with their support, we finished our shooting smoothly °



# Volunteers

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

Two

## ***HOW DID YOU RECRUIT YOUR VOLUNTEERS?***

- ♦ *What roles did the volunteers have?*

Volunteers help us with logistical issues, such as transportation arrangements or the role of being part of a filming crew

## ***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?*

Once a week. Yes, we trained them before the interview.

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## Capturing Impact of Project

### Youth Innovation Scaling Toolkit

#### PLEASE PROVIDE A BREAKDOWN OF THE ACTUAL METRICS YOU ACHIEVED

##### SOM

Until 12 November:

1. Number of youth with and without ID actively engaged in planning of the project : 69
2. Number of new youth leaders : 3
3. Number of Special Olympics athletes (people with ID) engaged by the project : 1
4. Number of people without ID engaged by the project: 68

##### SOC

Until 12 November:

1. Number of youth with and without ID actively engaged in planning of the project : 30
2. Number of new youth leaders : 2
3. Number of Special Olympics athletes (people with ID) engaged by the project : 1
4. Number of people without ID engaged by the project: 25

#### HOW DID YOU CAPTURE YOUR METRICS?

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

We ask interviewees to speak the slogan for supporting inclusive concept at the end of the interview.

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

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

From positive comment and interview result, most of them were know people with IDs better than before.

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

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

Videos are more engaging than other types of content and the importance of video to our modern lives has increased.

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## Budget

### Youth Innovation Scaling Toolkit

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

Video production fee

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

SOC Scaling Project Budget			
Item	RNY	Number	Total/RNY
Video Production Fee (shooting & editing)	6500	2days(shooting time)	6500
Equipment Rental	1500	2ILDC、2stabilizer	1500
Transportation	80	5	400
Meals (lunch,Dinner)	100	100*5*2.5	1250
Slogan Board	80	80*2	160
Handbook Design cost	500	1	500
Slogan Design cost	100	2	200
Print	10	10*70	700
Gift	30	30	900
		Total	12100

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

SOC will cut one day shooting and a video.

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innovationgrants@specialolympics.org**



# Project Sustainability

## Youth Innovation Scaling Toolkit

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

The documentary(from interview)/video will be a tool to strengthen the connection with teenagers, so that more young people can know more about the mentally disabled community. The lecture group can help us communicate with teenagers face to face and know whether the documentary has a preliminary or deeper understanding of the mentally disabled.

In addition, documentary can also export information about the Special Olympics during staff training, staff can learn more about community activities and activity patterns in different regions and strengthen different kinds of cooperation.

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

We conducted street interviews that target young people and will have a sharing in local school and college, so that the teenagers can increase their understanding of the Special Olympics and the intellectual disabilities, and positively convey the message of the Special Olympics to the teenagers.

### WOULD YOU CHANGE ANYTHING ABOUT YOUR PROJECT?

The interview helped us to calculate the acceptance degree of teenagers to the Special Olympics and the group with intellectual disabilities, understand and know the situational and trend of teenage in Macau and China, it could improve the promotion and youth leader strategy in the future.

**Send this completed worksheet and any attachments to  
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相融新世代  
一起耀未来



SPECIAL OLYMPICS  
LEAD TO INCLUDE

相融新世代  
一起耀未来



SPECIAL OLYMPICS  
LEAD TO INCLUDE

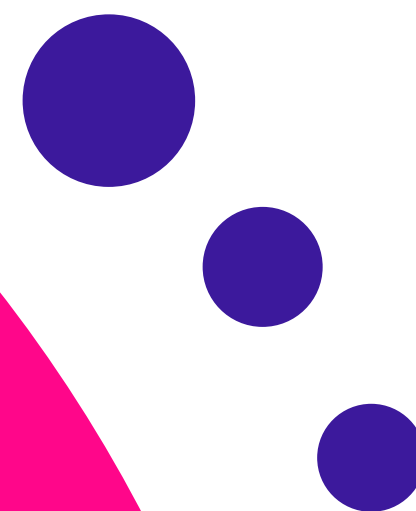
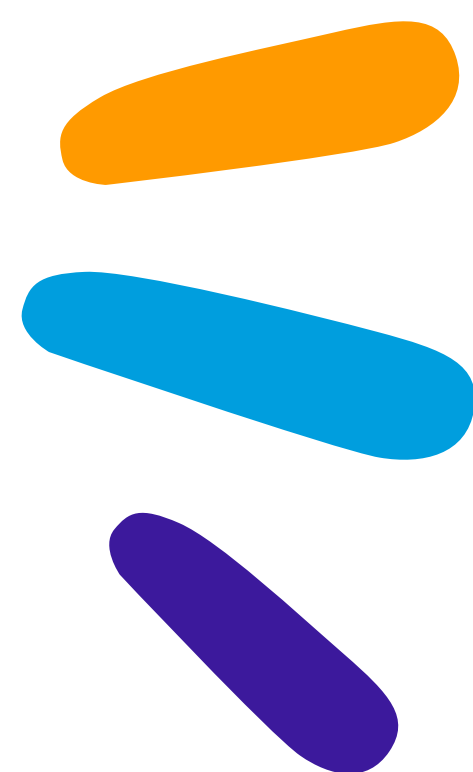
# 相融 新世代



**Special Olympics**

澳門特殊奧運會

Macau



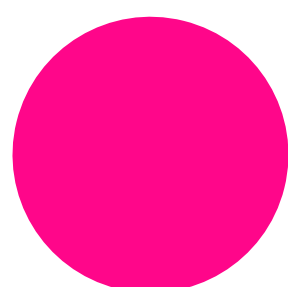
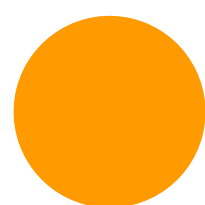
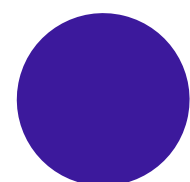


*Special Olympics*

澳門特殊奧運會

Macau

一起  
耀未來



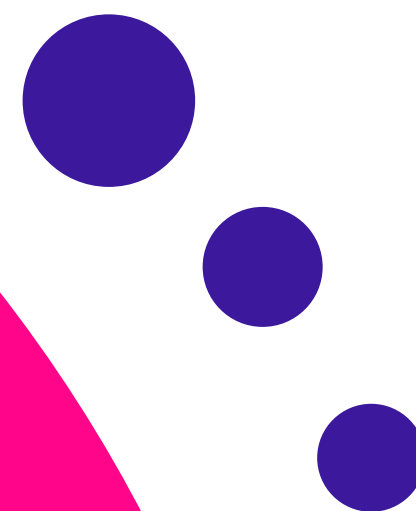
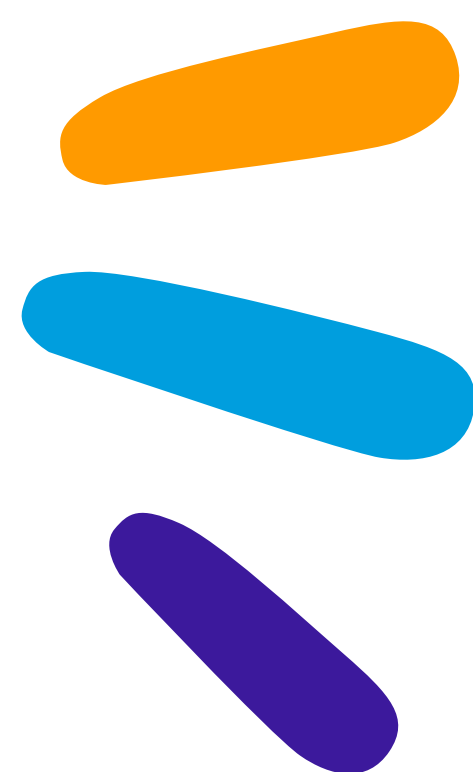
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Macau



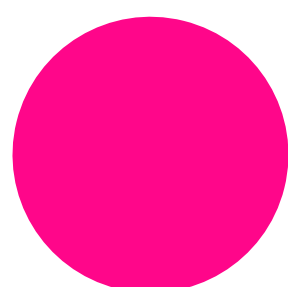
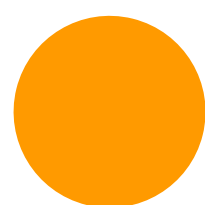
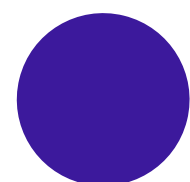


*Special Olympics*

澳門特殊奧運會

Macau

一起  
耀未來





登記連結

現代  
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一起嚟未來

青年  
街訪

澳門特殊奧運會推動社會大眾關懷文化，加強社區教育活動，令社會大眾對有特殊教育需要人士更了解。

本計劃以青少年為目標群體，以紀實拍攝、街頭採訪、視頻資料、入校講座等多種形式令更多青少年認識特殊人士，採訪片段會以現時最為流行的社交媒體進行傳播，藉此亦加強內地與澳門地區之間的交流，展現兩地區特奧學員的風貌，令更多特奧學員的故事廣為人知，互相分享彼此進步的快樂。

什么是青/少年创新项目?

What is a Youth Innovation Projects?

技能

勇气

分享

胜利

青/少年创新项目是一个由青/少年领袖设计、计划和实施的项目，以促进其社区和学校环境的包容性。



**Special  
Olympics**



国际特奥会官方网站

<https://www.specialolympics.org>



SPECIAL OLYMPICS  
LEAD TO INCLUDE

**相融新世代  
一起耀未来**

走进特奥



**LEAD TO INCLUDE  
FOR A BETTER FUTURE**





## 什么是特殊奥林匹克运动？

### What is Special Olympics?

特奥是一项全球性的运动，它为一个更加融合和有社群归属感的新世界而努力。在这个世界上，每一个人都应该被接受和尊重，无论其能力如何或是否有残障。作为全球知名的为智障人士提供运动训练和体育竞赛的国际特奥会将通过扩大其宗旨，致力于消除对全球智障人士的歧视，并建立包容性社区。

## 特奥的使命是什么？

### What is Our Mission?

国际特奥会的使命是为智力障碍儿童和成年人常年参与奥林匹克式的体育训练及竞赛创造条件 and 机会，使他们发挥潜能、勇敢表现，在参与中与其它运动员、家人和公众分享快乐、交流技艺并增进友谊。

## 什么是智力障碍？

### What is an Intellectual Disability?

智力障碍（或ID）是指一个人在认知功能和技能方面有某些限制，包括沟通、社交和自理能力。这些限制可能导致儿童的发育和学习相比正常发育的儿童缓慢或有所不同。智力障碍可以发生在孩子18岁之前的任何时候，甚至在出生之前。

智力障碍是最常见的发育障碍。

根据美国智力和发展障碍协会的标准，如果一个公民符合以下的三个标准，他或她就很可能有不同程度的智力障碍。

1. 智商低于70-75

2. 在两个或更多的适应性领域（在社区生活、工作和娱乐所需的技能，如沟通或自理能力）有明显的不足

3. 这些情况在18岁之前就表现出来了。

## 智力障碍是如何产生的？

### How Does an Intellectual Disability Happen?

智力障碍—以前称为精神发育迟滞—可能是由伤害、疾病或大脑中的问题引起的。对许多儿童来说，其智力障碍的原因是未知的。

有些智力障碍的原因，如唐氏综合症、胎儿酒精谱系障碍、X染色体易裂症、先天性缺陷和感染，可能发生在出生前。有些是在婴儿出生时或出生后不久发生的。

也有其他造成智力障碍的原因是在孩子长大后；这些原因可能包括严重的头部受伤、感染或中风。

## 如何与智力障碍人士交谈？

### How to Speak With People With Intellectual Disabilities?

- 1 不要叫他们孩子。我们的运动员从2岁到78岁以上的都有！
- 2 使用清晰、简化的语言，尽量说得慢一些，不要说得太大声。我们的运动员有不同程度的智力障碍，但他们不一定都有听力障碍—音量大小并不是帮助他们更好地理解的关键。
- 3 设定期望。我们的许多运动员需要提前知道将会发生什么。在讲述步骤的时候，需要描述清楚你正在做什么，最好也提前说出接下来的一两步。
- 4 像对待你平时的伙伴一样对待他们。不要说话过于小心翼翼。他们和我们一样，喜欢听笑话、开玩笑或者接受挑战。
- 5 划定界限。不要允许他们有不良行为，就像没有智力障碍的人也不应该有不良行为一样。
- 6 询问他们的想法，让他们回答。请注意聆听他们的想法。
- 7 在采取行动和预想他们真的需要帮助之前，询问你是否可以帮助他们。
- 8 对会被问到很多问题有心理准备。我们的许多运动员对你正在做的事情非常好奇，也对你很好奇。如果问题太具有侵略性，可以说，“我不太愿意回答这个问题”。
- 9 享受乐趣，享受他们的直率！准备好接受他们的直言不讳。我们的运动员是非常坦率的。
- 10 要热情、乐观、专业。如果感觉压力太大或是太累了，可以休息一下，重新梳理一下你的想法。



## About US:

Special Olympics is a global movement of people creating a new world of inclusion and community, where every single person is accepted and welcomed, regardless of ability or disability. We are helping to make the world a better, healthier and more joyful place—one athlete, one volunteer, one family member at a time.

## 关于我们

特奥是一项全球性的运动，它为一个更加融合和有社群归属感的新世界而努力。在这个世界上，每一个人都应该被接受和尊重，无论其能力如何或是否有残障。我们正在帮助我们生活的环境成为一个更好、更健康 and 更快乐的地方—哪怕是从为了一名运动员、一名志愿者和一名家庭成员开始。

## Our 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.

## 我们的使命：

国际特奥会的使命是为智力障碍儿童和成年人常年参与奥林匹克式的体育训练及竞赛创造条件 and 机会，使他们发挥潜能、勇敢表现，在参与中与其它运动员、家人和公众分享快乐、交流技艺并增进友谊。

## About Intellectual Disability

### What Is an Intellectual Disability?

Intellectual disability (or ID) is a term used when a person has certain limitations in cognitive functioning and skills, including communication, social and self-care skills. These limitations can cause a child to develop and learn more slowly or differently than a typically developing child. Intellectual disability can happen any time before a child turns 18 years old, even before birth.

Intellectual disability is the most common developmental disability.

According to the American Association of Intellectual and Developmental Disabilities, an individual has intellectual disability if he or she meets three criteria:

1. IQ is below 70-75

2. There are significant limitations in two or more adaptive areas (skills that are needed to live, work, and play in the community, such as communication or self-care)

3. The condition manifests itself before the age of 18

关于智力障碍

什么是智力障碍？

智力障碍（或 ID）是指一个人在认知功能和技能方面有某些限制，包括沟通、社交和自理能力。这些限制可能导致儿童的发育和学习相比正常发育的儿童缓慢或有所不同。智力障碍可以发生在孩子 18 岁之前的任何时候，甚至在出生之前。

智力障碍是最常见的发育障碍。

根据美国智力和发展障碍协会的标准，如果一个公民符合以下的三个标准，他或她就有很大可能有不同程度的智力障碍。

1. 智商低于 70-75

2. 在两个或更多的适应性领域（在社区生活、工作和娱乐所需的技能，如沟通或自理能力）有明显的不足

3. 这些情况在 18 岁之前就表现出来了

How Does an Intellectual Disability Happen?

Intellectual disability—formerly known as mental retardation—can be caused by injury, disease, or a problem in the brain. For many children, the cause of their intellectual disability is unknown.

Some causes of intellectual disability—such as Down syndrome, Fetal Alcohol Syndrome, Fragile X syndrome, birth defects, and infections—can happen before birth. Some happen while a baby is being born or soon after birth.

Other causes of intellectual disability do not occur until a child is older; these might include severe head injury, infections or stroke.

智力障碍是如何产生的？

智力障碍--以前称为精神发育迟滞--可能是由伤害、疾病或大脑中的问题引起的。对许多儿童来说，其智力障碍的原因是未知的。

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也有其他造成智力障碍的原因是在孩子长大后；这些原因可能包括严重的头部受伤、感染或中风。

#### How to Speak With People With Intellectual Disabilities

1. Do not call them kids. Our athletes range from ages 2 to 78+!
2. Use clear, simplified language and try speaking slower, not louder. Our athletes have an intellectual disability of varying degrees, but they are not all necessarily hard of hearing—speaking more loudly won't make them understand you better.
3. Set expectations. Many of our athletes need to know ahead of time what will happen. As you go through your procedures, describe what you will be doing now, and perhaps the next one or two steps that will follow as well.
4. Treat them as you would your peers. Do not speak down to them. They love a good joke, tease, or challenge just like we do.
5. Draw boundaries. Do not allow them to get away with bad behavior—just as you wouldn't allow someone without intellectual disabilities to behave badly.
6. Ask them their thoughts and allow them to answer. Don't put words in their mouths.
7. Ask if you can help them before acting and assuming they actually need help.
8. Expect to get a lot of questions. Many of our athletes are very curious about what you are doing and also just about you. If the questions get too invasive, it's okay to say, "I'm not comfortable with answering that."

9. Have fun and enjoy their candor! Be prepared for their bluntness. Our athletes are very honest.

10. Be enthusiastic, upbeat, and professional. And if it's overwhelming, it's also okay to ask for a break to reset where your mind is.

如何与智力障碍人士交谈

1. 不要叫他们孩子。我们的运动员从 2 岁到 78 岁以上的都有!

2. 使用清晰、简化的语言，尽量说得慢一些，不要说得太大声。我们的运动员有不同程度的智力障碍，但他们不一定都有听力障碍——音量大小并不是帮助他们更好地理解的关键。

3. 设定期望。我们的许多运动员需要提前知道将会发生什么。在讲述步骤的时候，需要描述清楚你正在做什么，最好也提前说出接下来的一两步。

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5. 划定界限。不要允许他们有不良行为，就像没有智力障碍的人也不应该有不良行为一样。

6. 询问他们的想法，让他们回答。请注意聆听他们的想法。

7. 在采取行动和预想他们真的需要帮助之前，询问你是否可以帮助他们。

8. 对会被问到很多问题有心理准备。我们的许多运动员对你正在做的事情非常好奇，也对你很好奇。如果问题太具有侵略性，可以说，"我不太愿意回答这个问题"。

9. 享受乐趣，享受他们的直率! 准备好接受他们的直言不讳。我们的运动员是非常坦率的。

10. 要热情、乐观、专业。如果感觉压力太大或是太累了，可以休息一下，重新梳理一下你的想法。

What is a Youth Innovation Projects?

A Youth Innovation Project is a project that is designed, planned, and implemented by Youth Leaders to promote inclusion in their communities.

什么是青/少年创新项目？

青/少年创新项目是一个由青/少年领袖设计、计划和实施的项目，以促进其社区和学校环境的包容性。

P1:

1. Have you ever known about people with ID ? (NO -- do you have other disabled groups?)
2. Where do you contact or know them.
3. Have you seen them in the media?

P2:

1. What is your impression of them?
2. How do you think of working and living with them
3. Attend classes with them (PE, culture)
3. What are their difficulties in integrating into society?
4. What do you think they can do in the future?
5. What kind of help do you think we or the society can give them?

P3:

1. Have you heard of the International Special Olympics
2. We have been advocating the concept of inclusion. We advocate working together for people with non intellectual disabilities to create value. What do you think.

P1:

- 1.你了解过心智障碍群体嘛？（NO——那你有其他残障群体嘛）
- 2.你从哪里接触或者哪里了解他们的。

3.你有没有从媒体中看到过他们？

P2:

1.你对他们的印象是什么样的？

2.你如何看待与他们一起工作、生活

3.上课和他们一起（体育课、文化课）

3.他们在融入社会有哪些困难？

4.你觉得他们以后能从事什么样的工作呢？

5.你觉得我们或者社会能够给予他们什么样的帮助呢？

P3:

1.你有听说过国际特殊奥林匹克运动会嘛

2.我们一直在倡导融合的理念，我们倡导致力于非智力障碍人士一起工作，一起参加创造价值，你如何看待。



## Special Olympics China Interview Data



- 15 interviewees have not heard of the Special Olympics
- 13 interviewees did not know enough about people with intellectual disabilities
- 16 interviewees expressed a willingness to work and study with people with mental disabilities
- 12 interviewees believe that the group with intellectual disabilities presents a positive image
- 17 interviewees think social inclusion is necessary and that they are an indispensable part of our society
- 18 interviewees expressed their willingness to help the group of people with intellectual disabilities in their time of need



## Special Olympics Macau Interview Data



- Nearly 80% interviewees never heard about SOI
- Nearly 60% interviewees had insufficient knowledge about intellectual disability
- Nearly 30% interviewees believe that it is essential for society to increase facilities for people with mental disabilities





- Nearly 50% interviewees said they rarely see information about people with mental disabilities through the media
- Nearly 90% interviewees showed positive images of people with mental disabilities



- Nearly 70% interviewees believe that inclusion is a heartfelt move for people with mental disabilities, and they are willing to help people with mental disabilities when they need help

