



Special Olympics

Special Olympics
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www.specialolympics.org

Created by the Joseph P. Kennedy, Jr. Foundation for the Benefit of Persons with Mental Retardation.

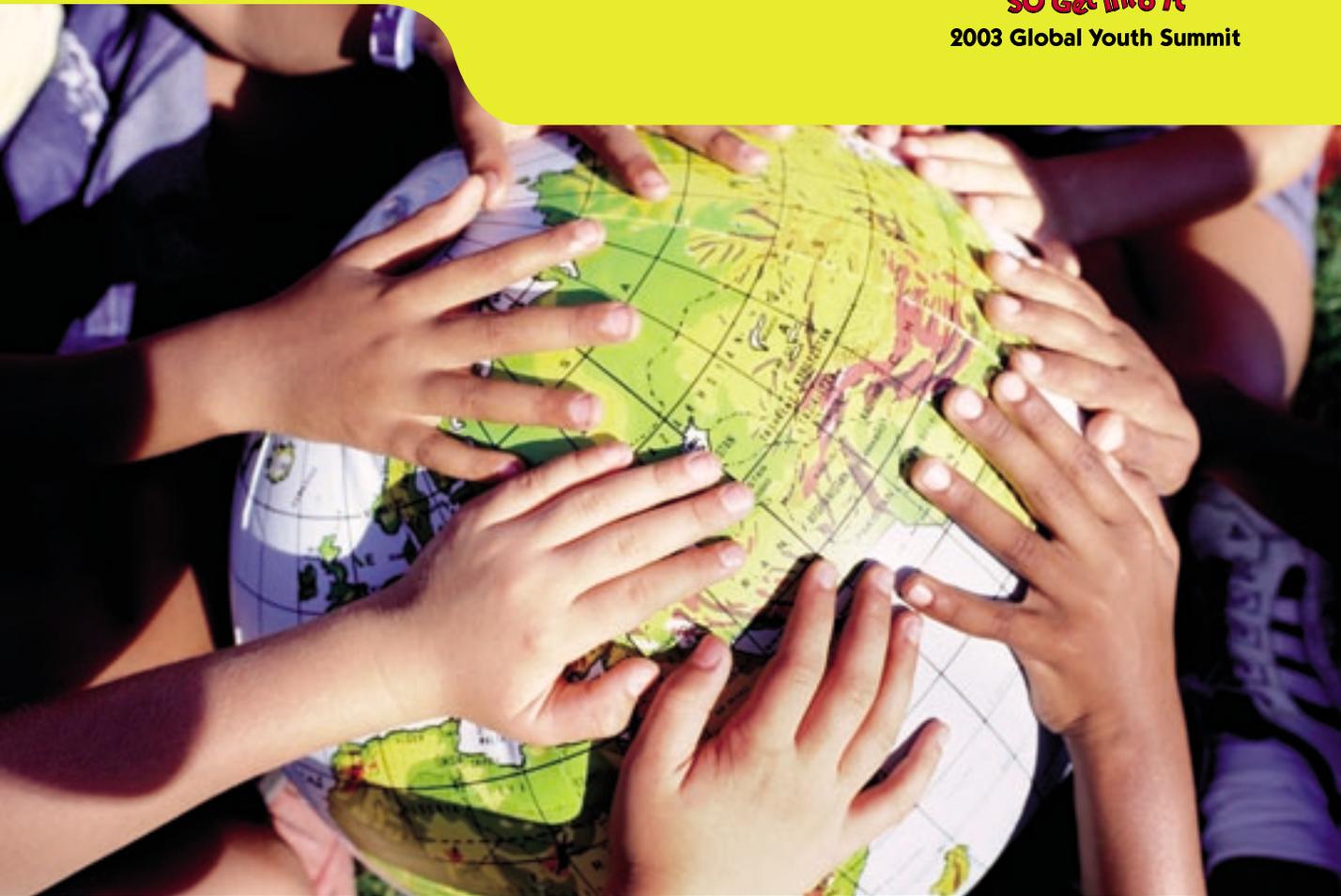
CHANGING ATTITUDES – ONE AT A TIME (Starting with Yourself)



Special Olympics

SO Get Into It™

2003 Global Youth Summit



WHO WE ARE:

2003 Special Olympics World Summer Games • Dublin, Ireland • 21-29 June 2003

Thirty-eight outstanding students from 17 countries make up the 2003 Special Olympics Global Youth Summit. They represent every region of the world: Africa, Asia Pacific, East Asia, Europe/Eurasia, Latin America, Middle East/North Africa and North America. They consist of a pair of students (ages 12-18), a Special Olympics athlete and a peer without intellectual disabilities. Each pair is chaperoned by a volunteer coach, teacher or family member who will assist them with spreading the message of Special Olympics upon their return from Dublin.

WHAT WE DO:

This 2003 Global Youth Summit will focus on these important tasks:

- Discuss ways that organizers of Special Olympics can meet the needs of today's athletes, volunteers, coaches and family members
- Share their ideas with Special Olympics about ways to reverse stereotypical attitudes about people with disabilities
- Report on the athletes competing at the 2003 Special Olympics World Summer Games and transmit the stories to their schools and on the Special Olympics and World Games Web sites
- Host a Special Olympics Get Into It™ information booth and activity center as part of the Olympic Town program
- Serve as the stars in a television program that discusses youth today as leaders of the Special Olympics movement
- Upon returning to their schools, expand on the opportunities for youth to become involved with Special Olympics in the school and community
- Discuss daily topics of importance from an agenda developed in preliminary "meetings" with one another using Webex and conference calls
- Youth participants will be reporters for Scholastic Magazine, publishing stories on their Web site (www.scholastic.com)
- Host a press announcement for the global release of Special Olympics Get Into It
- Summit youth will publish a "summit story" daily as part of the daily Gazette newsletter
- Publish a Global Youth Summit proceedings document featuring their news stories, photos and meeting minutes that will be disseminated to participants and prominent stakeholders by the last day

PARTICIPANTS:

FROM EACH SPECIAL OLYMPICS REGION

Africa

Chantell Van Wyk,
Namibia

Freda Kambangula,
Namibia

Charles Nyambe,
Namibia

Ralulimi Mukovhe,
South Africa

Manwadu Rofhiwa,
South Africa

Michael Rasikhinya,
South Africa

Asia Pacific

Mira Chandra,
India

Kamna Prem,
India

Shalini Dave,
India

Takeuchi Kazushige,
Japan

Niwa Ryosuke,
Japan

Masako Kuroda,
Japan

East Asia

Yibiao Guo,
China

Yi Shan,
China

Hong Wang,
China

Tam Wai-yip,
Hong Kong

Cheung Wing-hing,
Hong Kong

Ng Tin-yan,
Hong Kong

Wei-Hsun Chen,
Chinese Taipei

Peter Pai-Tang Chang,
Chinese Taipei

Joy Chiou,
Chinese Taipei

Europe / Eurasia

Gali Goren,
Israel

Neta Levi,
Israel

Michal Ben Hamo,
Israel

Alessandro Troyano,
Italy

Diego Santilli,
Italy

Italo Santilli,
Italy

Mariusi Strzyzewsui,
Poland

Marcin Cichulsui,
Poland

Teresa Serafin,
Poland

Latin America

Maximo Pacheco,
Chile

Cristian Maluje,
Chile

Franciso Lobos,
Chile

Luis Alberto-Aguilera-
Medina, Paraguay

Milena Cocciani,
Paraguay

Natalia Melgaejo,
Paraguay

Claudia Reguena,
Peru

Joanna Castro Macera,
Peru

Eliana Rodríguez,
Peru

Middle East / North Africa

AdbRahman Ali,
Egypt

Salah Hamed Mostafa,
Egypt

Mohammed Younis,
Egypt

Suzan Al Mimi,
Jordan

Sura Talal Gbazal,
Jordan

Sumyah Hubamdiet,
Jordan

Nicole Naame,
Lebanon

El Hajj Jawdat,
Lebanon

Hiba Sami Hammoud,
Lebanon

North America

Ryan Atkinson,
Alaska

Angela Wegsheider,
Alaska

Gay Lee Erickson,
Alaska

Andrew Royal,
Missouri

A.J. Helleckson,
Missouri

Kathie Wolfert,
Missouri

Tyler Straughn,
Tennessee

Dustin Hargrove,
Tennessee

David Neff,
Tennessee



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Capabilities

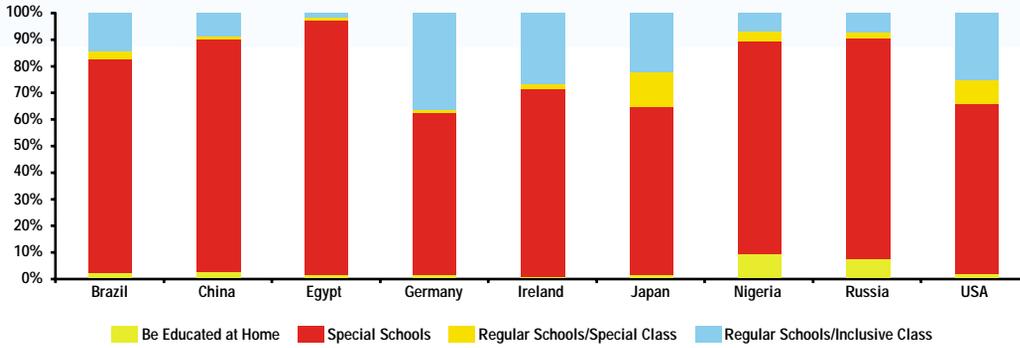
- Worldwide, people in different cultures perceive individuals with intellectual disabilities very differently. In some countries, the public envisions a mildly challenged person, while in other countries the public sees a severely impaired person.
- Worldwide, the public perceives individuals with intellectual disabilities to be only somewhat capable of self-determination (making their own decisions on living, working and schooling). The more capable people perceive individuals with intellectual disabilities to be, the more capable they see them at making their own decisions.
- Worldwide, most of the public believes individuals with intellectual disabilities are either very capable or somewhat capable of participating in sports with other players with intellectual disabilities. However, most of the public believes that individuals with intellectual disabilities are not at all able to participate in inclusive sports.
- Worldwide, the vast majority of people agree that children with intellectual disabilities should be educated in special schools, separately from other children.

Obstacles to Inclusion

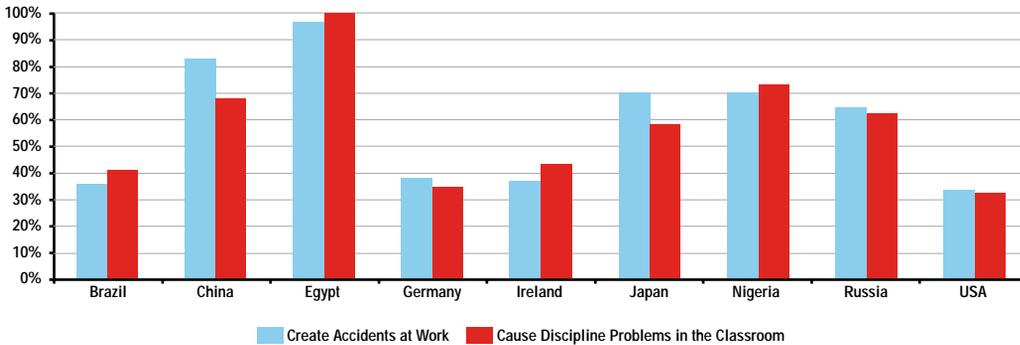
- Worldwide, people believe there are significant obstacles to the inclusion of individuals with intellectual disabilities in society. In particular, the public believes the lack of available supports (e.g., the lack of community services, job training and school resources), the negative attitudes of others and the negative attitudes of the media are major obstacles to inclusion.
- In many countries, the majority of people expect that including individuals with intellectual disabilities in the community, workplace and schools will create more accidents on the job, cause discipline problems in the classroom, lower productivity and negatively affect the learning of other students.

Note: The information above and the charts on the following page are taken from the *Multinational Study of Attitudes toward Individuals with Intellectual Disabilities* (June 2003). The study was commissioned by Special Olympics and conducted by the Center for Social Development and Education at the University of Massachusetts-Boston (USA), with support from the Center for Survey Research and Gallup Organization International.

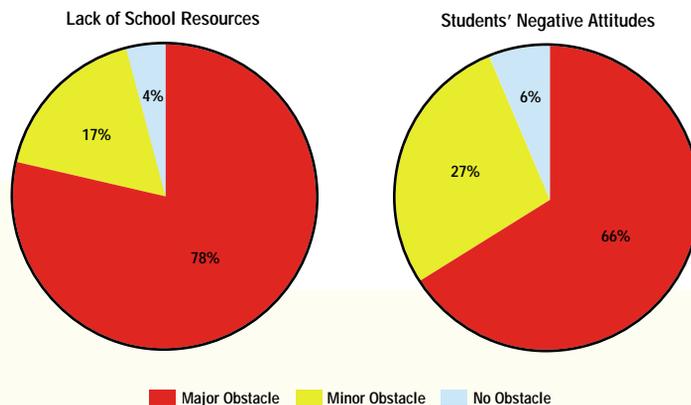
Public's Beliefs about Where Individuals with Intellectual Disabilities Should Attend School



Public's Expectations of Negative Consequences of Inclusion: Accidents and Discipline Problems



Public's Beliefs about Obstacles to Inclusion



CALLS TO ACTION:

CHANGING ATTITUDES - ONE AT A TIME (STARTING WITH YOURSELF)

I. On a Global Scale

Youth will...

- Demonstrate to other students how they can include friends with intellectual disabilities in school and community activities.
- Talk with other young friends about ways they can become involved in activities with friends with intellectual disabilities.
- Challenge adults and teachers to join you in efforts to include friends with intellectual disabilities in school and community sports activities.
- Join a local Special Olympics Unified Sports® team.
- Promote awareness among friends that all people with intellectual disabilities are different, with unique talents, interests, skills and personalities.

Educators will...

- Educate students and model behavior around the themes of awareness, understanding, inspiration and involvement using SO Get Into It.
- Encourage colleagues in the same school and neighboring schools to teach and model the same lessons.
- Participate in research to measure the impact on young people's attitudes and behaviors as a result of our efforts.
- Start or expand a local Special Olympics Program in your school.
- Promote instruction of competencies in supported inclusive education for future educators at institutions of higher education.

II. At the local Special Olympics level

Youth will...

- Volunteer for Special Olympics events at your local level or on a larger scale.
- Take part in Partners Club activities in your school and community.
- Become a Unified Sports® Partner in your school or community.

Educators will...

- Assist your students in volunteering with Special Olympics by offering time and service-learning opportunities through SO Get Into It.
- Communicate to your students' family members about their involvement with Special Olympics.
- Secure the support of school administrators and local Special Olympics Programs to provide opportunities for students to volunteer with Special Olympics.

FACT SHEET:

Special Olympics Get Into It™

A service-learning curriculum developed to introduce Special Olympics and explain intellectual disabilities 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 disabilities 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 the 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:** Encouraging students to make a difference in school and community with Special Olympics



Included with the lessons are videotapes, local contact information and other supplemental resources for the teacher and students.

SO Get Into It is available now in the following languages:

Arabic, Chinese, English, French, Japanese, Spanish, Portuguese and Russian.

www.specialolympics.org/getintoit

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