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Definition of Eligibility for Participation in Special Olympics

(Taken from Article 6 of Special Olympics General Rules)

Section 6.01. General Statement of Eligibility

- a. Special Olympics training and competition is open to every person with mental retardation* who is at least eight years-of-age and registers to participate in Special Olympics as required by these General Rules.
- b. *Age Requirements.* There is no maximum age limitation for participation in Special Olympics. The minimum age requirement for participation in Special Olympics competition is eight years of age. An Accredited Program may permit children who are at least six years of age to participate in age-appropriate Special Olympics training programs offered by that Accredited Program, or in specific (age-appropriate) cultural or social activities offered during the course of a Special Olympics event. Such children may be recognized for their participation in such training or other non-competition activities through certificates of participation, or through other types of recognition approved by Special Olympics which are not associated with participation in Special Olympics competition. However, no child may participate in a Special Olympics competition (or be awarded medals or ribbons associated with competition) before his or her eighth birthday.
- c. *Degree of Disability.* Participation in Special Olympics training and competition is open to all persons with mental retardation who meet the age requirements of this Section 6.01, regardless of the level or degree of that person's disability, and whether or not that person also has other mental or physical disabilities, so long as that person registers to participate in Special Olympics as required by these General Rules.
- d. *Identifying Persons with Mental Retardation.* A person is considered to have mental retardation for purposes of determining his or her eligibility to participate in Special Olympics if that person satisfies any one of the following requirements:
 1. The person has been identified by an agency or professional as having mental retardation as determined by their localities; or
 2. The person has a cognitive delay, as determined by standardized measures such as intelligent quotient or "IQ" testing or other measures which are generally accepted within the professional community in that Accredited Program's nation as being a reliable measurement of the existence of a cognitive delay; or
 3. The person has a closely related developmental disability. A "closely related developmental disability" means having functional limitations in both general learning (such as IQ) and in adaptive skills (such as in recreation, work, independent living, self-direction or self-care). However, persons whose functional limitations are based solely on a physical, behavioral or emotional



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disability, or a specific learning or sensory disability, are not eligible to participate as Special Olympics athletes, but may be eligible to volunteer for Special Olympics as partners in Unified Sports[®] (as described in Article 7), if they otherwise meet the separate eligibility requirements for participation in Unified Sports which are set forth in the Special Olympics Sports Rules.

- e. *Preserving Flexibility in Identifying Eligible Athletes.* An Accredited Program may request limited permission from Special Olympics to depart from the eligibility requirements identified in subsection (d) above if the Accredited Program believes that there are exceptional circumstances which warrant such a departure, and so notifies Special Olympics in writing. Special Olympics will consider such requests promptly, but shall have the final authority in determining whether any departure or exception is appropriate.

*The term mental retardation refers to various terminology used throughout the world, including intellectual disability, learning disability, developmental disability, intellectual handicap, mental disability and mental handicap.

SPECIAL OLYMPICS GLOBAL MOVEMENT

Special Olympics has grown significantly from the historic event held at Soldier Field in Chicago in 1968 to a global, expansive grass-roots movement. Today, for instance approximately:

- 1.2 million **athletes** train and compete year round (as of 2002 Athlete Participation Summary (census))
- 1.5 million people **volunteer** including 75,000 law enforcement officers
- 1 million people **coach** an athlete or team
- 20,000 **events** are held every day around the world
- 6 million **family** members cheer on their child or siblings
- 200 Special Olympics Programs exist in 150 **countries**
- 7 regional offices are located on **every continent** to support the 200 programs

SPECIAL OLYMPICS' STRATEGIC PROJECTS AND PROGRAMS

Special Olympics ultimate goal is to help persons with intellectual disability participate as productive and respected members of society at large, by offering them a fair opportunity to develop and demonstrate their skills and talents through sports training and competition, and by increasing the public's awareness of their capabilities and needs. The Special Olympics projects described below support this goal. Working with your sub-Program/Program, your local Program may conduct some of these activities as an adjunct to or an integral part of your games and competition opportunities.

Healthy Athletes

Special Olympics Healthy Athletes is a free program designed to help Special Olympics athletes improve their health and fitness. Athletes receive a variety of health services through clinics conducted in welcoming environments at Special Olympics competitions, while health care professionals learn about the health needs of Special Olympics athletes and gain confidence and satisfaction in volunteering their skills to an underserved population. Health data gathered at events are important for planning, programs, gaining support, and improving policies. The Special Olympics Healthy Athletes program includes the following disciplines: Fit Feet, FUNfitness, Health Promotion, Healthy Hearing, Opening Eyes, and Special Smiles. Currently Healthy Athletes events primarily take place at Special Olympics international and national level competitions. However, considering the multitude of benefits Healthy Athletes programs have to offer your local Program might consider developing one or more Healthy Athletes disciplines.



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Special Olympics Get Into It™

SO Get Into It, a free service-learning set of materials for schools and youth-serving agencies developed to introduce Special Olympics and explain intellectual disabilities to youth and encourage them to become involved in the movement. 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. **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. The curriculum highlights Special Olympics athletes and their compelling stories of overcoming odds and living their dreams.

Athlete Leadership Programs (ALPs)

Special Olympics-Athlete Leadership Programs (ALPs) allow athletes to explore opportunities and participation in roles previously considered “non-traditional.” Such participation might come in the form of an athlete serving on the Board of Directors or local organizing committee; or it might find an athlete as a spokesperson, team captain, coach or official. ALPs programs provide training and opportunities for athlete expression in an effort to improve local programs. Special Olympics, as an organization, believes that our athletes have wisdom to share. ALPs programs provide ways for them to share that wisdom and provide training for existing leadership as they welcome and encourage athletes in new roles.

Family Support Network

Special Olympics offers families the opportunity to be a part of a year-round sports training and competition program which not only provides the entire family with opportunities for sports, social interaction and fun, but also serves as a much-needed support system. The Family Support Network provides a programmatic structure in which Special Olympics families reach out to new families to welcome them into the Special Olympics community. The Family Support Network objectives — to support families, to develop partnerships with community organizations, to train new Family Leaders — all contribute to Special Olympics’ primary goal of increasing the number of athletes participating in the movement worldwide.

For more information about any of these strategic projects or programs, visit <http://www.specialolympics.org>

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 for use by anyone writing or speaking about persons with disabilities to ensure that all people are portrayed with individuality and dignity.

Appropriate Terminology

- a. Refer to participants in Special Olympics as Special Olympics athletes rather than Special Olympians or Special Olympic athletes.
- b. Refer to individuals, persons or people with intellectual disabilities, rather than people with mental retardation, mentally retarded people or the mentally retarded.
- c. A person has an intellectual disability, rather than is suffering from, is afflicted with or is a victim of an intellectual disability. (Various terminology is used throughout the world, including intellectual disabilities, intellectual handicaps, learning disability, mental handicaps and developmental disabilities.)
- d. Distinguish between adults and children with intellectual disabilities. Use adults or children, or older or younger athletes.
- e. A person uses a wheelchair, rather than is confined or restricted to a wheelchair.
- f. “Down syndrome” has replaced Down’s Syndrome and mongoloid.
- g. Refer to participants in Special Olympics as athletes. In no case should the word appear in quotation marks.
- h. 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 disability as “Bill” rather than the journalistically correct “Bill Smith” or “Smith.”
- i. A person is physically challenged or disabled rather than crippled.
- j. Use the words “Special Olympics” when referring to the worldwide Special Olympics movement.



APPENDIX 3

Terminology to Avoid

- a. Do not use the label “kids” when referring to Special Olympics athletes. Adult athletes are an integral part of the program.
- b. Do not use the word “the” in front of Special Olympics unless describing a specific Special Olympics event or official
- c. 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.
- d. 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 mentally challenged people with excessive hyperbole.
- e. 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.



POTENTIAL LOCAL PROGRAM SELF-ASSESSMENT FORM

This form is designed to help you determine whether you have in place the key background conditions required to launch operations of an effective local Special Olympics Program, such as:

1. Sports facilities;
2. Equipment;
3. Athletes;
4. Coaches;
5. Volunteers; and
6. Local Program registration

If you give positive answers to all of the following questions, you are very well positioned for establishment of a local Program. If your answer is “no” to one or more of the questions, please read the comments following each question and consider exploring some of the suggested options or other more creative and effective ones.

Sports Facilities

1. *Are there any sports facilities in your area that can be used for Special Olympics training sessions and competitions?*

Yes _____ No _____

Comments: If you answer “no” to #1, what are your other available options for organization of effective and safe Special Olympics training sessions and competitions (for example, an idle playground, a field, a room that can be used as a gym)? Consider staging training sessions in more basic kinds of sports (for example, athletics, basketball) using available safe locations. Try to establish regular contact with a Special Olympics Program or sub-Program office to seek more detailed advice and recommendations.

2. If you answer “yes” to #1,
 - a. *Do these sports facilities provide easy access for your potential athletes (for example, public transportation routes, disability accessible entrances)?*

Yes _____ No _____

Comments: Try to use more accessible sports facilities. If your response to 2a is “no” or if a less accessible facility is more advantageous for other reasons, try to resolve accessibility issues by, for example, providing for athlete transportation costs (a school bus type system) to help athletes come to and from the practice site or by securing facility management support to ensure resolution of accessibility issues.



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- i. Which facility can be used most effectively (for example, can provide training space for more athletes, can be secured free of charge, can lead to establishment of long-term relations or facilitate sponsorship development)?*

Comments: List your top three choices below; try to contact all three facilities and select one or two to start your local Program, considering all of the factors mentioned above.

Facility 1: _____

Facility 2: _____

Facility 3: _____

Equipment

3. *Do you have any sports equipment available (owned by yourself or key volunteers/supporters interested in helping you set up the club; provided by the sports facility you plan to use; pledged by potential sponsors)?*

Yes _____ No _____

Comments: If your answer is “no” to question #3, try to: 1. identify sports that require the least significant investments in sports equipment; 2. search for equipment that can be donated or inexpensively rented or used free of charge; 3. contact your respective Special Olympics Program or sub-Program.

4. If your answer is “yes” to #3,
- a. Does the sports equipment you have match the kinds of sports offered at the facility you’ve selected?*

Yes _____ No _____

Comments: If you answer “no” to 4a, consider one of the following options: 1. try to make arrangements with the selected facility to ensure that you can use available equipment; 2. conduct a cost-analysis to determine whether you can gain more by using the selected facility and purchasing new equipment or by changing the facility and using available equipment.

- b. Do you have enough sports equipment for all the athletes you plan to recruit?*

Yes _____ No _____



Comments: If you answer “no” to 4b, you can take one of the following courses of action: 1. purchase extra sets of equipment (find a sponsor providing extra sets); 2. reconsider your decision and try to develop a different sport; 3. contact your respective Special Olympics Program or sub-Program and request additional sets of equipment (which may not be readily available).

Athletes

5. *Have you already identified a pool of potential athletes who will participate in training sessions and competitions you plan to offer?*

Yes _____ No _____

Comments: If you answer “no” to question #5, you need to develop a recruitment plan targeting: 1) the number of individuals you can accommodate using available sports equipment and facilities; 2) individuals who have appropriate interests and basic skills necessary for participation in the kind of sports you plan to offer. In your recruitment plan consider working with different audiences of potential athletes (individuals living with their families and not participating in any other activities, individuals attending integrated school classes, individuals living in specialized independent living and other facilities).

6. If your answer is “yes” to #5,

a. *Have you identified potential athletes interested in the kinds of sports you plan to offer and possessing the right basic skill sets for the sports?*

Yes _____ No _____

Comments: If your response is “no,” try to introduce appropriate adjustments, including: 1) changing the selected sports and offering a different kind; 2) working with individual athletes and/or their parents/guardians to find out more about athletes’ interests, skills and goals; 3) trying to create teams with similar skills and interests; 4) referring individual athletes to the appropriate sub-Program office.

b. *Do you have the number of athletes you can effectively accommodate using available sports equipment and facilities?*

Yes _____ No _____

Comments: If you answer “no” to 6b, do you have more athletes or fewer athletes than you expected?

More _____ Less _____



APPENDIX 4

Comments: If you have more athletes than expected, consider one of the following options: 1) obtain additional sets of equipment and recruit extra coaches and volunteers to work with all athletes; b) split registered athletes into more than one group/team and schedule separate practice sessions and regular joint practice plays. If you have fewer athletes than planned, redesign your recruitment plan or adjust your plans and start working with the athletes who are registered. The success of the first several athletes will most likely generate attention and help bring in new athletes.

Coaches

7. Have you identified (and registered) coaches who expressed interest in coaching your local Program participants?

Yes _____ No _____

Comments: If your answer is “no”, create a coach recruitment plan, identifying numbers, qualifications and potential sources of coaches. Make sure that you recruit coaches who have relevant experiences and professional background (i.e., they can coach the sports you plan to offer). Contact the appropriate Special Olympics sub-Program to ensure that coaches get appropriate registration documentation, pass relevant screening and examinations, and sign up for coach education courses offered by Special Olympics. While planning your local Program operations try to adhere to the recommended Special Olympics coach-to-athlete ratio of one coach per four athletes (if this is not possible, try to minimize the number of athletes trained by every coach).

Volunteers

8. Do you have volunteers capable and willing to help your local Program (including sports and non-sports aspects of the Program)?

Yes _____ No _____

Comments: If your response to #8 is “no,” consider involving volunteers in your local Program operations and design an appropriate volunteer recruitment strategy, outlining volunteer needs (number of volunteers needed for sports and non-sports purposes), required qualifications, amount of volunteering time expected from each volunteer, recruitment channels, etc. Contact the appropriate Special Olympics sub-Program to find out more about volunteer recruitment, registration, and screening procedures and requirements.

Transportation

9. Is transportation to sports training and athletic competition available for all registered athletes?



Yes _____ No _____

Comments: The availability of transportation cannot be stressed enough. It is one of the most essential components to recruiting athletes in the initial step and is the key to maintaining athlete's involvement over time. Transportation can be offered through family members, public busses or taxis, shared rides through community or personal vehicles (car pools), volunteer drivers, institutionally owned vehicles, government vehicles, etc. Generally, transportation is needed at least once per week during training sessions and then following training to get the athlete to the competitive event and back home again.

Local Program Registration

10. Have you registered your local Special Olympics Program with the appropriate Special Olympics sub-Program/Program?

Yes _____ No _____

Comments: If your answer is "no," contact your Special Olympics sub-Program office and request a copy of the Registered Local Program Form. Complete the form and return it to the sub-Program office.



APPENDIX 5

SPECIAL OLYMPICS REGISTERED LOCAL PROGRAM FORM

Local Program Coordinator Information

Coordinator Name	<input type="text"/>	Phone (daytime)	<input type="text"/>
		Phone (evening)	<input type="text"/>
Address	<input type="text"/>		
	<input type="text"/>		
	<input type="text"/>		

Coach Information

Coach Name	<input type="text"/>	Phone (daytime)	<input type="text"/>
		Phone (evening)	<input type="text"/>
Address	<input type="text"/>		
	<input type="text"/>		
	<input type="text"/>		

Local Competitions Coordinator info.

Coordinator Name	<input type="text"/>	Phone (daytime)	<input type="text"/>
		Phone (evening)	<input type="text"/>
Address	<input type="text"/>		
	<input type="text"/>		
	<input type="text"/>		

Athlete Information

Total number of athletes registered with your local Program	<input type="text"/>
Total number of Unified Sports® partners registered with your local Program	<input type="text"/>
Total number of MATP participants registered with your local Program	<input type="text"/>

Training Site & Schedule Information

Sport

Training Site Name & Address	<input type="text"/>
------------------------------	----------------------

Practice Schedule

Date	Time	Date	Time	Date	Time	Date	Time

RETURN COMPLETED FORM TO:
Name:
<input type="text"/>
Address:
<input type="text"/>
<input type="text"/>

Assistant Coach/Volunteer Information (list all assistant coaches/key volunteers)

1	<input type="text"/>	3	<input type="text"/>
2	<input type="text"/>	4	<input type="text"/>



SPECIAL OLYMPICS LOCAL PROGRAM ROSTER FORM

Complete two copies of this form. Keep one copy for your records and send the second copy to the respective sub-Program with the Registered Local Program Form. If you have more than 10 athletes, make extra copies of the form as needed.

Date: _____

Check Athlete recruitment source/channel: School Community program Family Sport Club Other

Local Program Name: _____ Your Name: _____

Your Address: _____ City: _____

State/Province: _____ Zip/Postal code: _____ Country: _____

Ph. (daytime): _____ Ph (evening): _____

E-mail: _____ Fax: _____

	Athlete Name	Age	Gender (M/F)	Sport	Unified Sports® Athlete (✓)	Unified Sports® Partner (✓)	MATP (✓)	Athlete Leadership Program (✓)
1								
2								
3								
4								
5								
6								
7								



APPENDIX 7

SPECIAL OLYMPICS VOLUNTEER REGISTRATION FORM

Name	_____		
	First	Middle	Last

Mailing Address	_____		
	Number	Street	Apt

Telephone	City		State/Province/Region
	_____		ZIP/Postal Code
	_____		<input type="checkbox"/> F <input type="checkbox"/> M
day		evening	AGE GENDER
Employer/School or Group Affiliation			

Emergency Contact			
Number		Street	
_____		_____	
City		State/Province/Region	ZIP/Postal Code
_____		_____	_____
Name		Relationship	Telephone
_____		_____	_____

Time Availability	M	TU	W	TH	F	ST	SN
mornings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
afternoons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
evenings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ORIENTATION SESSION	
<input type="checkbox"/>	would attend 90-min session
<input type="checkbox"/>	wouldn't attend 90-min session

I am interested in committing to: (check choice(s) below)

<input type="checkbox"/> one-day event	<input type="checkbox"/> 1-2 hours per week	<input type="checkbox"/> 3-5 hours per week
<input type="checkbox"/> 5-15 hours per week	<input type="checkbox"/> Other	

1) Do you use illegal drugs?	yes	no
2) Have you ever been convicted of a criminal offense?	yes	no
3) Have you ever been charged with neglect, abuse or assault?	yes	no
4) Has your driver's license ever been suspended or revoked?	yes	no
5) ID Verification # _____ Driver's License or School/Student ID or Passport Number		
Please include, if possible, a copy of positive photo identification		

Please list 2 non-family member references:

Name	Relationship	Address or Telephone Number

JOB DESCRIPTION – LOCAL PROGRAM DEVELOPMENT COORDINATOR

Position Local Program Development Coordinator

Description Local Program Development Coordinator leads and manages overall development of the local Program, ensuring that Special Olympics athletes train and compete in a high-quality and safe environment.

Responsibilities

General Management

1. To lead the process of defining annual developmental objectives for the local Program.
2. To spearhead development of annual local Program budget and submit it to the higher-level sub-Program leadership for review and approval.
3. To oversee all programs, services, activities and facilities, ensuring that they lead to achievement of local Program objectives.
4. To hire, in consultation with Local Competitions Manager and Local Program Coaches, support staff and volunteers for organization of training sessions, sports competitions and non-sports Special Olympics events.
5. To prepare annual developmental reports and statement of local Program's income and expenses.
6. To proactively identify external and internal risks that might affect quality and safe functioning of the local Program and bring identified risks in a timely manner to the attention of appropriate local Program participants and higher-level local Program leadership.

Fundraising

1. To submit appropriate timely applications for funding from external sources.
2. To plan, organize and provide appropriate resources for organization of the local Program's fundraising events and activities.
3. To research potential new sources of funding for local Program's activities and events.
4. To ensure timely and appropriate application of available resources while adhering to overall sub-Program and Program guidelines and policies.

*Public Relations*

1. To maintain a network of contacts with representatives of the local media.
2. To inform local media about all local Program developments, events and achievements.
3. To work with local Program staff, volunteers, families and athletes to ensure presentation of a consistent, comprehensive and positive local Program image.
4. To ensure that all local Program information materials and resources adhere to Special Olympics standards and requirements.

APPENDIX 9**JOB DESCRIPTION – COACH****Position** Coach**Description** Coaches are responsible for Special Olympics sports program implementation in a particular sport by providing Special Olympics athletes with comprehensive sports training and preparation for sub-Program, Program and international competitions and by providing appropriate guidance, consultations and training to Special Olympics family members, volunteers and other coaches.**Responsibilities**

1. To know, accept and abide by the Special Olympics General Rules, Special Olympics Official Summer/Winter Sports Rules and other Uniform Standards.
2. To know and understand the sport being coached.
3. To determine current levels of Special Olympics athlete abilities, types and levels of interest.
4. To train Special Olympics athletes and ensure they are capable of competing according to the standards of the sport.
5. To monitor each athlete's progress and provide appropriate feedback.
6. To guide athletes, promoting appropriate and safe behavior during training sessions, competitions, trips, team social events, etc.
7. To provide orientation to parents/guardians of the athletes prior to the start of each sport season and explain rules, potential implications of participation, expectations, etc.
8. To provide preliminary orientation before the start of the season and designate specific assignments and responsibilities to assistant coaches, volunteers and support staff before each training session and/or competition event.
9. To support training and education of other Special Olympics coaches.
10. To execute other duties of the coach, including, but not limited to:
 - providing a safe training and competitive environment
 - evaluating athletes for injury
 - providing for adequate equipment
 - identifying emergency plans
 - keeping adequate records

JOB DESCRIPTION – LOCAL COMPETITIONS COORDINATOR

Position Local Competitions Coordinator

Description Local Competitions Coordinator recruits and manages a team of staff members and volunteers for each competitive event the local Program conducts to ensure quality, Olympic-type competitions are available in a safe environment to Special Olympics athletes.

Responsibilities

1. To know, accept and abide by the Special Olympics General Rules, Special Olympics Official Summer/Winter Sports Rules and other Uniform Standards.
2. To know and understand competition aspects of the sports being offered during a particular competition event.
3. To ensure members of the competition organizing committee and volunteers are recruited, screened and trained for each competition event.
4. To communicate regularly with competition organizing committee members, officials and key volunteers.
5. To forward the competition budget to the leadership of appropriate higher-level sub-Program for approval at least six months before the event.
6. To observe requirements of the Program-wide managerial and financial reporting systems.
7. To forward all competition evaluations to the leadership of appropriate higher-level sub-Program
8. To evaluate competition plans, goals and objectives annually and approve the plans before the start of the season for each sport.
9. To ensure all health, safety and risk management guidelines are followed at all local competitions.
10. To recognize competition organizing committee members, volunteers and officials.
11. To submit a final seasonal competitions report to the Local Program Director and/or leadership of the appropriate higher-level sub-Program



APPENDIX 11

SPECIAL OLYMPICS BUDGET WORKSHEETS

The following worksheets can be used as a guide when building anticipated expenses for budget purposes:

**1. OPERATING EXPENSES WORKSHEET
 (SUPPLIES, TELEPHONE, POSTAGE, ETC.)**

BUDGET CALCULATIONS

$$\begin{array}{ccccccc}
 \$ & \underline{\hspace{2cm}} & \times & \underline{\hspace{2cm}} & \times & \underline{\hspace{2cm}} & = \$ \underline{\hspace{2cm}} \\
 \text{Unit Cost} & & & \text{Frequency*} & & \text{\# of individuals} &
 \end{array}$$

or

Project cost:

$$\begin{array}{ccc}
 \$ \underline{\hspace{2cm}} & \times & \underline{\hspace{2cm}} = \$ \underline{\hspace{2cm}} \\
 \text{Specialized supplies} & & \text{\# of projects} \\
 \text{not normally stocked} & &
 \end{array}$$

*Frequency: Quarterly=4; Monthly=12; Weekly=52; Workday=260



SAMPLE COMPETITION EXPENSE WORKSHEET

BUDGET CALCULATIONS

	# needed	Unit Cost	Total Cost	Notes
Administrative				
Office Supplies	_____	_____	_____	_____
Phone/Fax	_____	_____	_____	_____
Printing	_____	_____	_____	_____
Postage	_____	_____	_____	_____
Meetings	_____	_____	_____	_____
Athlete Goodie Bags	_____	_____	_____	_____
Awards	_____	_____	_____	_____
Competition Expenses				
Equipment	_____	_____	_____	_____
Food and Beverage	_____	_____	_____	_____
Uniforms	_____	_____	_____	_____
Transportation	_____	_____	_____	_____
Miscellaneous	_____	_____	_____	_____
Clinics / Demonstrations	_____	_____	_____	_____
Facility Fees	_____	_____	_____	_____
Families	_____	_____	_____	_____
Housing	_____	_____	_____	_____
Volunteer Training	_____	_____	_____	_____
Food /Beverage	_____	_____	_____	_____
Supplies	_____	_____	_____	_____
Printing	_____	_____	_____	_____
T-Shirts	_____	_____	_____	_____
Transportation	_____	_____	_____	_____



APPENDIX 12

	# needed	Unit Cost	Total Cost	Notes
Recognition	_____	_____	_____	_____
Volunteers	_____	_____	_____	_____
Sponsors	_____	_____	_____	_____
Families	_____	_____	_____	_____
Officials	_____	_____	_____	_____
Committees	_____	_____	_____	_____
Facility	_____	_____	_____	_____
Merchandising	_____	_____	_____	_____
Transportation	_____	_____	_____	_____
Total:	_____	_____	_____	_____



SPECIAL OLYMPICS

Program Name Local Program Name

Year XXXX Operating Budget

Enter Accounting Code here (if available)	TOTAL YEAR XXXX	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
Employees													
Salaries													
Merit Increase													
Benefits													
Other Benefits													
Prof/Cons Legal													
Prof/Cons-Accounting													
Prof/Cons-Other													
Office Serv./Temps													
Supplies													
Stationary													
Equipment <\$1000													
Advertising													



APPENDIX 13

Local Telephone & Internet														
Long Dist. & Conf. Calls														
Postage														
Delivery Service														
Equipment Rental														
Equipment Maintenance														
Photocopying														
Sports Facility Rental														
Lodging														
Travel														
Meetings														
Printing														
Photography														
Video Production														
Membership/Dues /Subs.														
Computer Software														
Bank charges														
Insurance														



APPENDIX 13

Miscellaneous													
Translation													
Prof. Development													

Totals													
---------------	--	--	--	--	--	--	--	--	--	--	--	--	--



APPENDIX 14

PRACTICE PLAN WORKSHEET

Sport

Date

Person Responsible for Practice:

Emergency Telephone #

Goal of practice session

Facility Safety Check:

Equipment _____ Playing surface _____ Plans _____ Supervision _____

Time	Session	Specific Objectives	Activities	Physical organization
	Discuss practice format			
	Warm-up exercises			
	Stretching exercises			
	Practice previously taught skill			
	Teach new skill			
	Conduct competitive experience			
	Fitness training and cool-down			
	Review practice with athletes			

PRACTICE SITE CHECKLIST

The checklist is provided as a basic reference for Coaches and Local Organizational Development Coordinators. The list is not all-inclusive and specific national, regional or local conditions might pose additional requirements which should be accounted for by specific local Programs. Actions identified below are not presented in an exact implementation sequence; some of them might overlap.

Pre-Practice

- Survey facility, field, court for safety.
- Ensure necessary equipment is available.
- Check availability of the first aid kit and all of its contents.
- Check conditions and ensure safety of all equipment.
- Identify the nearest telephone to be used in case of emergency/check availability of cell phones.
- Set up skill workstations.
- Ensure availability of water supply.
- Register all athletes are in attendance for the practice.
- Ensure that athletes have appropriate sports attire.

Practice

- Review practice objectives with athletes and assistant coaches/volunteers.
- Conduct warm-up and stretching.
- Practice previously taught skills.
- Measure athlete progress.
- Teach and practice new skills.
- Provide some competitive experience.
- Measure athlete progress.
- Conduct fitness training/cool-down.
- Review practice with athletes.
- Review details for upcoming practices and competitions.



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- Finish on a positive note by recognizing skills of particular athletes or groups of athletes.

Post-Practice

- Document athlete progress.
- Make notes of athlete performance, behavior and anxiety.
- Establish objectives for next practice.
- Gather all equipment.
- Clean up practice area.
- Gather all trash.

SEASON PLANNING CHECKLIST

The checklist is provided as a basic reference for Coaches and Local Organizational Development Coordinators. The list is not all inclusive and specific national, regional or local conditions might pose additional requirements which should be accounted for by specific local Programs. Actions identified below are not presented in an exact implementation sequence; some of them might overlap.

Pre-Season Organization/Set-Up

- Know, understand and have ability to teach/coach the proper sport-specific skill techniques.
- Know, understand and have ability to teach/coach the proper sport-specific rules and parameters.
- Secure practice facility.
- Get an estimate of the number of athletes planning to attend training sessions.
- Obtain necessary sport equipment.
- Secure appropriate uniforms and protective gear.

Communications

- Recruit/register athletes.
- Recruit assistant coaches if necessary, aiming at a ratio of one coach for every four athletes (significantly more coaches might be needed for special activities and programs such as Motor Activities Training Program).
- Conduct assistant coach orientation and explain:
 - expectations;
 - rules and conduct requirements;
 - rights and responsibilities;
 - risk management issues;
 - communication procedures; and
 - other issues as required by the Program, sub-Program and local jurisdiction.
- Conduct athlete orientation and explain:
 - expectations in terms of sports participation, training, competitions, athlete leadership, etc.;
 - conduct requirements;

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- rights and responsibilities;
 - risk management issues;
 - communication procedures; and
 - other issues as required by the Program, sub-Program and local jurisdiction.
- Conduct families' orientation.
 - Define emergency procedures for assistant coaches.
 - Communicate your practice plans to the Local Organizational Development Coordinator, higher-level sub-Program leadership and key persons in the community (for example, representatives of the local health center or emergency services department).

Administration

- Make sure athletes submit valid applications for participation, medical and release forms.
- Develop seasonal training and competitions plan.
- Create practice schedule.
- Identify individual practice plans.
- Establish a system for documentation of athlete skills development.
- Institute practice attendance verification system.
- Conduct practices.
- Ensure safe environment is provided at practices and competitions.
- Coach at competitions.
- Fill out competition registration and other forms as necessary.
- Conduct mid-season evaluation.
- Conduct post-season evaluation.
- Ensure that each athlete receives post-season recognition and encouragement for further participation.
- Recognize all supporters (for example, send thank you letters, invite all supporters to a post-season celebration).

STEPS IN THE FUNDRAISING PROCESS

Define your project:

- Before soliciting any individual, company, foundation or organization for funds or in-kind donations you must communicate with your sub-Program/Program office and understand what fundraising activities are allowed and expected of you.
- Work with your sub-Program/Program office and gather a group of people (a committee) to provide assistance and feedback on defining your project and proposed benefits to sponsors.

Once you have received approval to solicit sponsors, your proposal to the potential sponsor should:

- Sell benefits (for example, signage or VIP tickets) not features (for example, the pool is Olympic-sized).
- Address the prospective sponsor's needs (marketing or business objectives), not yours (increasing athlete count).
- Be tailored to the sponsor's industry (for example, airplanes, beverages, apparel, automotive).
- Minimize the prospect's risk (show past successes, keep production or travel costs low).

The successful proposal does not:

- Include your budget.
- Interpret what an individual benefit is worth to a sponsor.
- Include a video.
- Appear costly to produce.

The Sales Process

There are several stages of the sales process such as research and targeting prospects, using sales techniques when making calls and presentations, negotiating the deal points, setting criteria and signing contracts.

Research and Resources to help find targets

- Internet and information services, libraries
- Newspapers: business and marketing section
- Industry trade papers



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- Networking with associations, clubs, etc.
- Radio/Print Media/TV
- Chamber of Commerce, business associations

Targeting Sponsors: Identify Potential Sponsors and Contacts

- Target companies that provide sponsor support in general and sponsor-related events (for example, sports, special projects for special people)¹
- Target sponsors of other sports and charities
- Target competitors of other sports and charities
- Target companies based on your audience's demographics
- or purchasing habits
- Target new and increasing sponsor categories
- Leverage connections you have with your families, volunteers and friends to help you get in the door.

Identify the decision-maker at the company. Be patient as this task may require some time. You will also want to send out proposals simultaneously to many categories. The process can be very lengthy. It is estimated that for every 12 calls you will receive one positive response.

The Meeting

Once you get the person on the telephone, *the main goal is to set up a meeting and request only 30 minutes*. Be prepared to present and plan to have revisions made to your proposal.

If you don't get a meeting, ask if you can send a tailored proposal to them and follow up with a telephone call. Start looking for other key contacts within the company network and find someone who knows the best person to approach.

Call to set up a meeting

- Always ask what the company wants.
- Know the company's business objectives and the achievable marketing objectives of your Program.
- Meeting length distribution suggestions
- Introduce Opportunity – 20 percent

¹ Please, note that Special Olympics imposes limitations related to cooperation with alcohol and tobacco producers. There also are specific rules related to the use of corporate logos on athlete sports equipment and apparel. Please discuss these issues in detail with your respective Program and/or sub-Program office and base your actions on provisions of Special Olympics Official General Rules.

- Present Selling Points – 70 percent
- Conclusion – 10 percent

When the meeting is ending, be sure to determine next steps with:

- Follow-up telephone call
- More materials
- Revised proposal
- Another meeting
- Another person to meet

Good Sales Tools

- Always do your homework on the company.
- Be armed with good statistics on your own organization and with sponsorship success stories.
- Create an easy-to-read benefits and opportunities brochure, PowerPoint presentation or a simple one-pager.
- Create a “Go Book” or scrapbook filled with photos, news clips, past promotions, testimonials, Program statistics and history.
- Create a cheat sheet/briefing book for those people who are going on the sales call with you so they also are prepared.
- Bring a video to have on hand to show.

Time/Timing

Most deals (61 percent) are done starting with a telephone call where you don’t know the person, called a “cold call.” Figure out when the company’s budget cycle is so that your calls and proposals are in before budget decisions are made.

The average time it takes to cultivate and complete a sponsorship for your year-round Program is 12 months. Single-event sponsorship planning is estimated to be six months. Planning, determination and endurance are what is most needed!



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SAMPLE FUNDRAISING ACTION PLAN

Fundraising Activity	Date(s) and Deadlines	Who/Committee Responsible	Narrative: Describe Approach/Plan/ Follow up strategy
Special Event			
Annual Awards Dinner			
Event Chair and Committee appointed by Contract/Facilities/ secured by Sponsors / seats secured by Speakers Secured by Flowers/food/décor/music secured by Mailing date for invitations secured by RSVPs deadline Clean up Follow up/ Thank you notes done by			
Corporate Sponsorships			
Games Sponsors			
Identify Prospects by Strategy Developed by Solicitation completed by Servicing sponsorship by Thanking / recognition by Renewing by			

LOCAL PUBLIC RELATIONS PROGRAM 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 not only become more apt to cover your activities but also become more responsive 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 activities.

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 1: 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 who 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.

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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 reporters' styles and sense of what they consider news.

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; 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 as 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.
- ❑ **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.



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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 telephone call. 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. Releases can be embargoed until a specific date and time. Place the time and date when the reporter can 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.

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, thus developing 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 telephone 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

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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 example, 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.**

SAMPLE MEDIA RELATIONS PLAN

EVENT: LOCAL GAMES

EVENT DATE(S): 16-19 MAY

Media Outlets

Print Media	Idea	Timeline	Notes
Newspapers (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 6 May	
Radio	Morning show	Call 6 May	
	Radio remote	Call to invite radio station to	



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		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.	



SAMPLE SPECIAL OLYMPICS SCRIPT FOR OPENING, AWARDS, AND CLOSING CEREMONIES

Opening Ceremonies

Master of Ceremonies (MC):

“All Special Olympics athletes, honored guests and celebrities please report to the march staging area. The march will begin in a few minutes.”

If a band is used, MC introduces band as band members enter and take their places.

MC:

“Good morning/afternoon/evening., ladies and gentlemen. Welcome to the Opening Ceremonies of the (year) (facility or community) Special Olympics Competition. Let’s give a big hand to the athletes as we begin our ceremonies.”

Music begins and march of Special Olympics athletes commences.

If there is a banner, athletes carrying the banner will lead, followed by the other athletes and coaches.

The final individuals in the march will be the athlete and honored guest chosen to recite the Special Olympics athlete oath and open the event.

MC:

“(Name of athlete from class/school/Program) and our special guest (name of honored guest) will now lead us in reciting the Special Olympics athlete oath.”

Special Olympics athlete:

“Fellow athletes, please stand and repeat after me:

Let me win.

(pause as others repeat)

But if I cannot win...

(pause as other repeat)

Let me be brave in the attempt.

(pause as others repeat).”



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VIP:

"I declare the (year) (facility or community) Special Olympics Competition open."

MC:

"That concludes the Opening Ceremonies of the (year) (facility or community) Special Olympics Competition. Ladies and gentlemen, please join me in saluting our Special Olympics athletes and coaches as they begin the competition."

*If a torch is used, the designated athlete should be introduced and carry in the torch symbolizing the "Flame of Hope" at this point. Awards Ceremony

A volunteer brings the athletes to the awards area as soon after competition as possible, in correct order of placement: to correspond with awards stands.

Participant (if any): 8th
6th
4th
2nd
1st
3rd
5th
7th

Start the music as athletes move from the awards staging area to the presentation area.

MC:

"Ladies and gentlemen, it is my pleasure to announce the results in the (division) of the (age and gender group)(event). In eighth place, with a time/score of (time/score), (name)...(pause for award presentation). In seventh place, with a time score of, etc." For a competition, the awards area should be large enough to hold the largest division or heat. If a Special Olympics banner is available, it is an appropriate backdrop. An awards stand with enough placement boxes for an entire division is also an option, but not required for a small contest.

Closing Ceremonies

MC:

"Special Olympics athletes and coaches, please assemble for the Closing Ceremonies. And now, after a hard day of competition and in the spirit of friendship, we will begin the parade of athletes."

Introduce the participating athletes or Programs as they march.

**MC:**

"This Special Olympics Competition would not have been possible without the efforts and dedication of the volunteers and officials under the leadership of (competition organizer's name). The (facility or community) Special Olympics Competition has come to an end, but the memory of this wonderful competition will remain with us for many days to come."

MC:

*"Athletes, you should be proud of your accomplishments and of your hours of hard work and training. You are all winners."**

MC or Honored Guest or Head Coach:

"I declare the (year) (facility or community) Special Olympics Competition closed."

*If a torch is used, the designated athlete should be introduced and will carry the torch out at this point.