Introduction to Athlete Leadership

Trainer Guide

2016

**Special Olympics Athletes Taking Leadership Roles**

**About This Course**

Congratulations on being chosen to be a trainer for the ***Introduction to Athlete Leadership Course***. This course is key for athletes as they learn about Special Olympics, Athlete Leadership and more about themselves. This course will guide them as they make decisions about their future in Athlete Leadership. This is a fun course to take and teach. If this is an athlete’s first venture into Athlete Leadership, we want to make it an awesome and enjoyable learning experience!

**Handbook for Athlete Leaders**

There are two: one for Programs using the Training Series Model and one for Programs using the University Curriculum Model. Check the contents to see which one is appropriate for you if that has not been predetermined. It should be given to every participant to serve as a resource.

**Participant Guide**

This guide includes materials, which are specific to this course and serve as a workbook for the participants.

**Trainer Guide**

This Trainer Guide is going to give you suggestions on room set up, options for displaying materials, supplemental materials/handouts you may want on hand, materials needed for the class, room set up, marketing and branding information, equipment and supplies, the facility, and an overview of the courses slides and teaching activities. Also in this document is a Course Planning Guide, which outlines the slide’s number/name and purpose, the suggested time it takes to teach that slide, and any modifications or comments to customize your presentation. Watch your time carefully, if you run over in one section you will have to make it up in another. The course is interactive with time for discussion and practice. The content part of the course is approximate 6 hours and 15 minutes without breaks and lunch.

**PowerPoint Slide Presentation**

Each slide in the PowerPoint has talking points and suggested activities at the bottom of the page. It also may suggest referring to the Participant Guide and the Handbook for Athlete Leaders. Certain slides may have suggested language for clarity and consistency. There are Trainer Notes listed of how to set up each slide.

Mentors should get the PowerPoint with Notes Pages.

Athletes will get the PowerPoint handout with 3 slides to a page and a column to take notes in their Participant Guide.

**Participants, Trainers and Communication**

**Selection of Participants**

* Market the course a minimum of 4 months out using social media and e-news.
* Prepare and send application packet.
* Review applications 45 days out to ensure:
  + Each athlete has a mentor/helper.
  + Travel requirements now, and in the future can be met.
  + Attendance for entire course requirement can be met.
  + Accessibility needs are noted.
  + Bios of athlete and speech coach if not currently on file are collected.
* Arrange housing.

**Selection of Trainers/Instructors (2-3 months out)**

* Team should include an athlete if at all possible. Bring in a Program athlete to mentor as a trainer if you don’t currently have one.
* Trainers must be experienced mentors or have helped TRAIN THE COURSE ONCE.
* Familiarize the training team with the Program’s goals, stats, and fact sheets.
* Arrange lodging, transportation and reimbursement process for expenses.

**Correspondence Checklist**

* Application packet-including fact sheets, course outline, and deadline
* Participant acceptance letter with information sheet including travel [30 days out]
* Training Memos (outlining what to bring, agenda, places to eat, etc.) [20 days out]
* Thank You letters and practicum reminders [10 days after course is completed]

**Meeting Room**

**Facility:**

* Meeting room should be large enough to accommodate number of tables and chairs needed, AV, flip charts, refreshment area (no more than 2 to a 6 or 8 foot table)
* Be aware of accessibility to doors and restrooms
* Ample and accessible parking
* Review and sign contract and complete insurance forms as necessary

**Room set up:**

* Classroom style (with 2 to a table) using a herringbone formation or hollow square setting.

**Supplies /Equipment /Materials**

**AV Equipment**

* Pull down screen or portable screen for PowerPoint presentation
* Flip chart stand
* 1 LCD’s and extra bulb (bring extra LCD if you have access)
* Laptop for trainer/mouse pad/mouse
* 2 extension cords
* 1 Surge protectors
* Lectern
* Bluetooth pointer (for highlighting items on screen) – optional but very helpful
* Camera/Recorder/Video

***AV Supplies***

* Wi-Fi password for facility
* Beyond the Vision, link or download of *Beyond the Vision* Video produced by athlete Wes Hartwell. It is embedded in the PowerPoint but may not work correctly for you
* Jump drive with PowerPoint presentation, Participant Guide, Trainer Guide and any supplemental materials
* Flip chart with lines
* 1 roll blue painter tape or Safe tape to tape chart pages to the wall
* Tape to tape extension cords onto the floor for non-slip safe floors
* 6 water soluble colored markers
* 4 dry erase markers **(if not using flip charts)**
* Dry erase board
* Dry eraser
* Lectern banner
* Banner for inside and outside of the room
* Directional signs outside and or in side

***Instructional Supplies***

* Stick on or printed name tags
* 3 Sharpies for name tags
* Writing pens for everyone
* Note pads or yellow pads for everyone
* Give-a-ways (optional), string bags, cups, mugs or left over t-shirts from events
* Prizes (gum, candy, or trinkets for being the first one to answer a question correctly)
* Certificate paper and certificate holders (for participation in the course only if you wish)
* Dolly/handcart for loading and unloading

***Order supplies 2-3 weeks in advance of training***

***Preparation***

**Curriculum Materials**

* One-pager Athlete Leadership Training – Two Models (Series or University Curriculum); hand out the model you will be offering (for athletes, mentors, trainers)
* Participant Guide (for athletes, mentors, trainers)
* PowerPoint Presentation with Notes Pages (for trainers and mentors)
* Handbook for Athlete Leaders: either for the Training Series or University Curriculum (athletes, mentors, trainers)
* Trainer Guide (for trainers only)
* Special Olympics Program Fact Sheets to be added to Participant Guide
* Depending upon the budget for training, the materials may be put in a 3 ring notebook with numbered tabs to divide the sections above or print the cover of each document on different colored paper (Handbook for Athlete Leaders and Participant Guide)

***Review the PowerPoint presentation, Participant Guide, Trainer Guide and Handouts***

* **Update** **terminology** and cultural references to match your Program
* **Update the stats/facts** for your Program for a Facts section in the Participant Guide
* **Find and replace pictures** of your Program to drop in PowerPoint and Participant Guide
* **Prepare Attendee List** (name, address, phone, email) to include in materials
* **Make Certificates of attendance** for all participants (if you choose)
* **Make Certificates of Completion** for all participants after practicum has been completed
* **Coordinate** who will do what **section of the training** and populate the Planning Guide
* **Make an Agenda** with start, breaks, lunch and end time.
* **Send Grid and Agenda to trainers** with assignments listed and any modification or comments
* **Create an Excel spreadsheet** with columns to capture the following information: athlete or mentor name; role; name of course; practicum due date; practicum returned date; certificate mailed date. This should be part of an ongoing list of everyone taking courses.

**Duplicate Materials**

* Copy Program Fact Sheets as part of Participant Guide.
* Color code covers of different handouts (PowerPoint, Participant Guide, and Trainer Guide) if budget won’t accommodate books with tabs.
* Copy one-pager Athlete Leadership Training – one of the Two Models (Series or University Curriculum); utilize the one that you will be offering.
* Copy Athlete Handbooks, Participant Guide for **all** and PowerPoint with notes **for trainers and mentors.**
* Copy Trainer Guide for Trainers.
* Make extra copies of Evaluations.
* Copy attendee list and agenda for everyone and distribute at training.

**Volunteer Assistance**

* 1 - for Registration and distribution of training materials
* 1 - to assist with making coffee, keeping snacks, replenishing/distributing lunch
* 1 - Photographer minimum for graduation; more or longer hours to get candid shots
* 0 - Recorder (we recommend that you utilize your mentors/trainers as recorders for flip charts

**Photography/videography**

* Take headshots of each mentor and athlete team. Helps you identify your athletes in each section of your Program if you are offering multiple Courses. Also helps with marketing and future presentations.
* Take group shots of athletes and mentors (for Program’s social media)
* Take roving shots of action during the day (optional) for social media and promotion.
* Take individual headshots of athletes and mentors.

**Athlete Leadership Specific Products/Apparel**

* Pre-determine levels of recognition for courses taken such as briefcase for governance, jump drive for PowerPoint, lectern banner for global messenger etc.
* Determine which items are provided **before** the practicum or **after** the practicum is completed.
* T- shirt
* Hat
* Pad folio
* Certificates of Achievement are always disseminated after all requirements are met.

**Refreshments**

**For Breaks**

Bottled water, tea, coffee, healthy snacks, try to keep sugar drinks and sweets to a minimum as it causes low energy in the afternoon.

* Ice
* Cooler for water
* Hot/cold cups
* Sugar / sugar substitute
* Creamer
* Stirrers
* Box of hot coffee, ice tea
* Crystal Light Packets for water
* Total Light Packets for water
* Apple packs, grapes and bananas
* Granola bars
* Raison packs
* Serving size bags of popcorn

**For Meals**

Send out lunch order forms in advance so that the lunches can be delivered with names on them.

Subs, fruit chips and drink is an easy lunch and makes for a good working lunch if you are short on time.

**Let the Learning and Fun Begin!**

**Course Planning and Feedback Grid**

Title of course or presentation: Introduction to Athlete Leadership

Location: Date and time:

Instructors/Presenters: Page: 1

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Time | Slide # | Topic/Purpose | Exercise, Lecture, Brainstorm; Real Play; Q & A, Show &Tell | Handbook (HB) Participant Guide (PG) page # | Adjustments / Comments |
| 1 min | 1 | Welcome |  |  |  |
| 15 min | 2 | Meet and Greet | Flipchart |  |  |
| 1 min | 3 | Course Objectives | Lecture |  |  |
| 3 min | 4 | Course Overview | Lecture |  |  |
| 0 min | 5 | Part 1: Mission and Facts |  |  |  |
| 2 min | 6 | The Mission of Special Olympics | Elicit Responses | PG - Addendum 1 |  |
| 1 min | 7 | Year round | Elicit Responses | PG - Addendum 1 |  |
| 1 min | 8 | Sports training | Elicit Responses | PG - Addendum 1 |  |
| 1 min | 9 | Athlete Competition | Elicit Responses | PG - Addendum 1 |  |
| 2 min | 10 | Olympic Type Sports | Elicit Responses | PG - Addendum 1 |  |
| 1 min | 11 | Children & Adults | Elicit Responses | PG - Addendum 1 |  |
| 4 min | 12 | Intellectual Disabilities | Elicit Responses | PG - Addendum 1 |  |
| 2 min | 13 | Develop, Physical Fitness | Elicit Responses | PG - Addendum 1 |  |
| 1 min | 14 | Demonstrate Courage | Elicit Responses | PG - Addendum 1 |  |
| 1 min | 15 | Experience Joy | Elicit Responses | PG - Addendum 1 |  |
| 1 min | 16 | Share Gifts Skills Friendship | Elicit Responses | PG - Addendum 1 |  |
| 10 min | 17 | Voting | Group Activity |  | Use Post-it Pads |
| 10 min | 18 | Special Olympics Facts | Brainstorm/Flipchart/Quiz |  |  |
| 5 min | 19 | What makes SO Unique | Q & A | PG - page 11 |  |
| 3 min | 20 | Divisioning | Lecture | PG - page 12 |  |
| 20 min | 21 | Stork Stand | Divisioning Exercise |  | Stop watches |
| 25 min | 22 | Advancement | Lecture |  |  |
| Time | Slide # | Topic/Purpose | Exercise, Lecture, Brainstorm; Real Play; Q & A, Show &Tell | Handbook (HB) Participant Guide (PG) page # | Adjustments / Comments |
| 0 min | 23 | Part 2: Global Structure | Lecture |  |  |
| 1 min | 24 | SOI Organizational Structure | Lecture |  |  |
| 1 min | 25 | Global Statistics | Lecture |  |  |
| 1 min | 26 | Your Program Structure | Lecture |  | Put in your structure |
| 1 min | 27 | Your Program Statistics | Lecture |  | Put in your statistics |
| 2 min | 28 | Part 3: Overview of Athlete Leadership | Review handbook & participants guide |  |  |
| 2 min | 29 | Definition of Athlete Leadership | Elicit Response |  |  |
| 2 min | 30 | History of Athlete Leadership | Elicit Response |  | Insert your statistics |
| 6 min | 31 | Driving Policy Changes | Lecture | PG - page 8 |  |
| 2 min | 32 | Athlete Summit | Lecture |  |  |
| 2 min | 33 | Cultural Shift | Elicit Response |  |  |
| 3 min | 34 | Cultural Shift for Athletes | Lecture |  |  |
| 5 min | 35 | Cultural Shift for Athletes - Beyond the Vision | Beyond the Vision Video |  |  |
| 4 min | 36 | Cultural Shift for Volunteers | Lecture/Elicit Response |  |  |
| 1 min | 37 | 10 Basic Concepts of Athlete Leadership | Brainstorm |  |  |
| 3 min | 38 | Basic Concept #3 | Brainstorm/Flipchart |  |  |
| 3 min | 39 | Basic Concept 10 | Elicit Responses |  |  |
| 2 min | 40 | Special Olympics Organization \* | Elicit Responses |  |  |
| 2 min | 41 | What Does Athlete Leadership Do for You | Elicit Responses |  |  |
| 5 min | 42 | Role of Mentor | Lecture |  |  |
| Time | Slide # | Topic/Purpose | Exercise, Lecture, Brainstorm; Real Play; Q & A, Show &Tell | Handbook (HB) Participant Guide (PG) page # | Adjustments / Comments |
| 2 min | 43 | Stages of Mentorship | Lecture and Q & A |  |  |
| 3 min | 44 | Your Role as an Athlete Leader | Lecture |  |  |
| 2 min | 45 | The Role of an Athlete Leader | Elicit Responses | PG - 9 & 10 |  |
| 2 min | 46 | Athlete Leadership Opportunities | Lecture- View Video |  |  |
| 1 min | 47 | GM, Singing, TV Interview | Elicit Responses |  |  |
| 1 min | 48 | Official, Fundraising | Elicit Responses |  |  |
| 1 min | 49 | Opinion, Board Member, PSA | Elicit Responses |  |  |
| 1 min | 50 | Volunteer, Coach, Radio Interview | Elicit Responses |  |  |
| 1 min | 51 | AIC, Promoting, Reporter | Elicit Responses |  |  |
| 1 min | 52 | Technology, Health Coach, Instructor | Elicit Responses |  |  |
| 5 min | 53 | Review Existing Athlete Leadership roles | Elicit Responses | Check boxes on pg. 6- 7 |  |
| 5 min | 54 | Athlete Input Council/What-Why? | Brainstorm/Flipchart |  |  |
| 5 min | 55 | Opinion Please | Brainstorm/Flipchart |  |  |
| 10 min | 56 | Let's Have an AIC Meeting | Mock Meeting |  |  |
| 3 min | 57 | Governance – AIC | Elicit Responses |  |  |
| 0 min | 58 | Part 4: Purpose Statements | Lecture |  |  |
| 3 min | 59 | Purpose of Athlete Leadership | Elicit Responses |  |  |
| 5 min | 60 | Your Personal Purpose Statement | Lecture |  |  |
| 8 min | 61 | Getting to know you | Work with Mentor | PG - page 13 |  |
| 4 min | 62 | Purpose Statement definition | Brainstorm/lecture |  |  |
| Time | Slide # | Topic/Purpose | Exercise, Lecture, Brainstorm; Real Play; Q & A, Show &Tell | Handbook (HB) Participant Guide (PG) page # | Adjustments / Comments |
| 2 min | 63 | Sample Mentor Purpose Statement | Write a purpose statement |  |  |
| 2 min | 64 | Sample Athlete Purpose Statement |  |  |  |
| 20 min | 65 | Making Own Purpose Statement | Work with Mentor | PG - page 15 & 16 |  |
| 25 min | 66 | Sharing Your Purpose Statement back home |  |  |  |
| 3 min | 67 | Part 5: Road Blocks and Barriers | Brainstorm/Flipchart |  |  |
| 2 min | 68 | Potential Road Blocks and Barriers |  |  |  |
| 2 min | 69 | Working through roadblocks - Tips |  |  |  |
| 1 min | 70 | Part 6: Training and next steps |  |  |  |
| 5 min | 71 | Training Options- Training Series Curriculum | Review in handbook |  | Choose the appropriate handbook |
| 5 min | 72 | Practicum Requirements |  | PG - page 19 |  |
| 3-5 min | 73 | What's Next | Complete Evaluation |  | State practicum due date |
| 3-5 min | 74 | Changing Hearts and Minds | Closing remarks from trainers, athletes and mentors |  |  |
| 15 min | 75 | Show Me the Athlete Leader | Backdrop for closing remarks participants |  | Attendance certificates |

**Let the Learning and Fun Begin!**