**2013 Special Olympics Global Youth Activation Summit**

*Youth Do Change the World* Educational Session #9

MOTIVATE/ACTIVATE: Going forward; Working with SO Program, Project UNIFY and other school/community Resources to make our Goals a Reality

**Purpose**

* Learning about “the what” is as important as “the how” one will use acquired resources and skills needed to create change back in his or her own community. This session was focused on how we can initiate, sustain and enhance two-way partnerships of learning and teaching with our Special Olympics Program, community organizations and sponsors. Rather then learning from a one-way Presentation, we participated in the Wagon Wheel Protocol, where we were able to build rapport and teamwork within the group. Through sharing open-ended discussion questions, we generated many ideas in a short amount of time.
* As leaders, being able to effectively communicate, engage and support meetings is an ever-developing skill, but there are strategies and best practices that can support productive meetings. Participants were able to identify both collaborative (good) and disruptive (unwanted) behaviors through witnessing a “Mock Meeting” broken into intervals to discuss what had happened. A checklist was created to supplement the discussion on what went well and what was challenging.
* Team Arizona presented a 5-Step Process for Partnership Development, along with emphasis on articulating ones’ “Elevator Speech” when informing others of our work.

**Logistics**

1. The Wagon Wheel Protocol (sometimes known as Speed Dating) is where chairs are lined up in a circle facing outward. Another line of chairs face those preexisting chairs, so that each chair has another across from it. When a question is posed, the pair does quick introductions and discusses the question. When it is time to switch, people in one row of chairs would move to either the left or right, thereby, sitting with a new person. The same question can be discussed, sharing what one learned from the previous person, or enhancing the ideas brought by another. Intervals between 3-6 minutes are sufficient to support focused interactions, while having the opportunity to meet new people.
2. There were two rotations per question, of 5-minute intervals. There were 3-open ended questions:
   1. *How do we work best with our Special Olympics Program?*
   2. *What best practices (behaviors/interactions) can we use to work with educators, administrators and fellow students/youth?*
   3. *How can we make our Goals Real?*
3. Four Delegations participated in a “Mock Meeting” where they engaged in both collaborative and disruptive behaviors, supported through a worksheet of items to consider when in a Meeting. (Review, *Do’s and Don’ts Handout Youth to Adults*).
4. A PowerPoint Presentation on 5-Steps was presented, and many participants shared their 30-second elevator speech to prepare for any spontaneous interactions with people wanting to learn more about Special Olympics. (Review, *Analysis & Proposals for Engaging Leadership*).
5. Time was provided for Delegations to discuss how they will communicate when back in the community – i.e. Social Networks, Video Conferencing (Review, *Clem’s Suggestions for Using Technology Resources*).

**Highlights**

* “This was a great activity, as it pushed me to meet new people that I would have not connected to as if it was not for this.”
* Youth Activation Committees provide support for each other to learn and grow.
* The “Continuum of Readiness” – everyone is on a various spot, in which they are either more or less ready/willing for change.
* Partnership with Physical Education Teachers can be a catalyst for starting a Unified Sports Programs
* Youth aspire to be co-equals with adults – support us, but “not do” for us.
* Provide us the opportunity to shine by sharing the power with us,

**Action Considerations**

1. Review the resources in the *Youth Leadership Development* Folder on your GYAS Flash Drive.
2. Identify which practices are less effective when engaging with your colleagues (Friends, SO Athletes) – what helps them the best to understand and contribute?
3. Practice and refine your “Elevator Speech”, as you continue in your leadership initiatives.
4. Incorporate the practice of co-creating “Expected Outcomes” & “Mutual Expectations” to lessen miscommunication and possible frustration.

**For More Information**

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