Athlete Leadership Athletes as Coaches

Trainer Guide

2016

**Special Olympics Athletes Taking Leadership Roles**

**About This Course**

Congratulations on being chosen to be a trainer for the Athletes as Coaches Course. This course is the first in the Athlete Leadership Training Series within the Sports Track. (See the one-pager providing an overview of the courses that can be offered as a series of courses taken in any order based on interest or from a University model in taking courses with one focus to fulfill a major in that area. Utilize either the Training Series or University Curriculum which best conveys how you are offering Athlete Leadership.

This course is essential to athletes who are interested in exploring their interest and what it takes to be a coach. This course will open doors for them and help them pursue other options they never knew they had. It is like opening Pandora’s Box! This is a fun course to take and teach. This is an athlete’s first venture into coaching, and we want to make it an awesome and enjoyable learning experience!

**Trainer Guide**

This Trainer’s 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, marketing and branding, equipment and supplies, the facility, and an overview of the course’s slides and teaching activities.

**Course Planning and Feedback Grid**

In the Trainer Guide and under separate cover, there is a document called Course Planning and Feedback Grid. It will outline the slide’s number, its name and purpose; the time it takes to teach that slide or concept; the method of teaching (Q&A, Brainstorm, Group Activity Small or Large); page in Participant Guide that correlates to the slide, and any modifications or comments that you might change for your program when you teach the course.

**PowerPoint Slide Presentation**

Each slide in the PowerPoint has talking points and suggested activities. It also may suggest referring to the Participant Guide and props as needed.

Certain slides may have suggested language for the sake of clarity and consistency.

The PowerPoint presentation without the notes section should go in the folder or Notebook provided.

Mentors should get the PowerPoint and Notes.

**Participants, Trainers and Communication**

**Selection of Participants**

* Market course minimum 6 months out.
* Prepare and send application packet.
* Review applications to ensure:
  + Pre-requisite course and skill level of the athlete/mentor match the course
  + Travel requirements now and in the future can be met
  + Attendance for entire course required
  + Accessibility needs are noted
* Arrange housing, if needed.

**Selection of Trainers/Instructors**

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

**Correspondence Checklist**

* Application packet
* Participant acceptance letter with information sheet including travel
* Training Memos (outlining what to bring, agenda, places to eat, etc.)
* Thank-you letters

***Market the Course 6-12 months out using social media and website***

**Meeting Room**

**Facility:**

* Meeting room should be large enough to accommodate number of tables and chairs needed, AV, flip charts, refreshment area.
* Be aware of accessibility to doors and restrooms.
* Ensure there is ample and accessible parking.
* Review and sign contract and complete insurance forms if necessary.

**Room set up:**

* Set the room in classroom style (with 2 to a table) using a herringbone or Hollow Square setting.
* A computer lab may be used.
* Laptops should be available for athlete(s) that do not have one; mentors may bring their own. Room needs plenty of outlets for laptops, LCD, screen (if not built in, bring one).

**Supplies /Equipment /Materials**

**AV Equipment**

* Pull down screen or portable screen for PowerPoint presentation
* Flip chart stand
* 2 LCD’s and extra bulb
* Jump drive with presentation (backup)
* 1 extension cord
* 1 surge protector
* Lectern or table for notes
* Bluetooth pointer (for highlighting items on screen) – optional but very helpful
* Camera/Recorder/Video

**AV Supplies**

* Wi-Fi password for facility
* Jump drive with presentation, Participant Guide, Trainer Guide and any supplemental materials
* Flip chart with lines
* 2 rolls blue painter’s tape or safe wall putty to secure charts or flip chart paper to the wall
* 6 water soluble colored markers
* Lectern banner
* 4 dry erase markers
* Dry eraser

**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 (trinkets for being the first one to answer a question correctly)
* Certificate paper and certificate holders
* Dolly/hand cart for loading and unloading

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

**Preparation**

**Curriculum Materials**

* One-pager Athlete Leadership Training – Series or University Curriculum; hand out the model you will be offering (for athletes, mentors, trainers)
* Participant Guides (for athletes, mentors, trainers)
* PowerPoint Presentation Handouts (3 slides to a page with notes for athletes; Slide and notes for trainers and mentors
* Handbooks for Athlete Leaders (athletes, mentors, trainers)
* Trainer Guides for (trainers only )
* Depending upon the budget for training, the materials may be put in a 3 ringed notebook with numbered tabs to divide the sections above or print the cover of each document on different colored paper or label each handout with a different letter or number.

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

* Change the master slide(s) to match your Program designation.
* Update terminology and cultural references to match your Program.
* Update the stats/facts for your Program.
* Find pictures of your program to drop in PowerPoint and Participant Guide.
* Prepare Attendee List (name, address, phone, email) to include in materials.
* Make Certificates for each participant to send after practicum has been completed.
* Coordinate who will do what section of the training and populate results on the Course Planning and Feedback Grid.
* Send Grid to trainers with assignments listed and any modification or comments.
* Create Agenda.

**Duplicate Materials**

* Choose fact sheets.
* Color code covers of different handouts (PowerPoint; Participant Guide; Trainer Guide) if budget wont accommodate books and tabs.
* Copy one-pager Athlete Leadership Training – Series or University Curriculum, utilize the one that you will be offering.
* Copy Participant Guide and PowerPoint for everyone.
* Copy Trainer Guide including Grid for trainers only.
* Make extra copies of Evaluation.
* Copy attendee list and agenda.

**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 participants both mentors and athletes as recorders whenever possible.

**Photography/videography**

* Take head shots of each mentor and athlete team. This helps you identify your athletes in each section of your program, especially if you are offering multiple Courses. It also helps with marketing and future presentations.
* Group shots of athletes and mentors
* Roving shots of action during the day optional
* Take individual head shots of athletes and mentors

**Athlete Leadership Specific Products/Apparel**

* Determine if your Program is going to award certain products or apparel when certification is gained. For example, this could include certificates, T-shirts, polo shirts and briefcases.
* Determine which items are received **before** or **after** the practicum is completed. Certificate is provided after practicum is completed, and T-shirt is given at the training.
* T- shirt, polo shirt or jacket
* Portfolio/Pad folio
* Briefcase
* Lectern Banner
* Business Cards
* Business Card Holder

**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
* Coffee
* Creamer
* Crystal Light Packets for water
* Stirrers

**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: Athletes as Coaches Course

Location: Date and time:

Instructors/Presenters: Page: 7

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| --- | --- | --- | --- | --- | --- |
| Time | Slide # | Topic/Purpose | Exercise; Lecture; Brainstorm; Role Play; Q & A; Show & Tell (S & T); Guided Discovery | Participant Guide, page # & Trainer | Trainer / Adjustments / Comments |
| 1 hour before start | 0 | Check working condition of computer, LCD projector, and audio patch if needed. |  |  | Ensure room set-up, temperature and all equipment are working properly |
| 3 mins | 1 | Athletes as Coaches – first in series within Sports Track; introduction of facilitators | Lecture; provide handout on Athlete Leadership Training you are offering | 5 | Encourage questions if not clear; exploring coaching readiness |
| 15 mins | 2 | Course attendees self-intro; short – name, location, favorite sport play | Exercise | 2 | Instructor not involved records names and what attendee offers |
| 2 mins | 3 | Course objectives and desired outcomes | Lecture | 3 | Review of what is ALPs; short overview of course |
| 3 mins | 4 | Definition of Athlete Leadership - athlete leadership in meaningful positions | Q & A – guided discovery | 3 |  |
| 2 mins | 5 | What does the definition of Athlete Leadership mean? Choice & opportunity. | Q & A | 3 | More than being a competitor |
| 4 mins | 6 | 2-minute drill: Role play – checking understanding of choice | Brainstorming | 3 |  |
| 1 min | 7 | Next topic – exploring what coach means | Lecture | 5 |  |
| 1 min | 8 | Definition of coach or asst. coach; athlete = prospective coach | Lecture | 5 | Looking at the scope of what coaching is |
| 1 min | 9 | Things for the prospective coach to consider | Lecture | 5 | Setting up the next exercise |
| 5 mins | 10 | Considering if coaching is for you | Exercise – completing Self-Assessment | 5 |  |
| 2 mins | 11 | Additional considerations | Brainstorm what need to know to coach | 6 |  |
| 2 mins | 12 | Role of coach | Lecture plus question | 6 | Beginning with what the athlete knows and can do |
| 1 min | 13 | Role of coach: know the rules | Lecture plus question | 6 | Start with NGB rules then making modifications/adaptation to meet needs |
| 1 min | 14 | As a coach – know rules, sport and how to teach/train | Scenarios | 6 | Looking at pictures and determining any rules violations (problem solving) |

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| 1 min | 15 | As a coach – you will…4 key responsibilities | Guided discovery through questions | 7 | Plan; recruit; train; access |
| 1 min | 16 | Coaches encourage | Source of advice & encouragement | 7 |  |
| 1 min | 17 | Mentors…Leadership coaches | Lecture plus questions | 7 | Visual of main responsibilities |
| 2 mins | 18 | Mentor’s responsibilities | Read responsibilities; question what important | 7 |  |
| 3 mins | 19 | Additional responsibilities | More responsibilities, when do they need; expectations | 7-8 | Athlete identifies what athlete needs & what mentor can provided |
| 4 mins | 20 | Clear expectations of both athlete and escort | Parallel listing – visual to compare; each reading 1 line | 8 | Setting up practical application |
| 3 mins | 21 | Considerations of Head Coach | Q & A; Guided Discovery | Bottom 8-9 | Communications; weekly feedback mechanism; identify who involved |
| 1 min | 22 | Part 2: Explore jobs and levels of responsibility | Lecture – overview of part 2 | 9-10 | Continuum of choices |
| 1 min | 23 | Level of coaching based on levels of responsibilities | Lecture – focus on continuum | 9-10 | Visual – setting up responsibilities that go with each position |
| 2 min | 24 | Head coach – what do these responsibilities mean | Q & A; reinforce entire responsibility for team | 9 | Reinforce having assistant coaches |
| 2 mins | 25 | Division of labor: decreasing levels of responsibility | Lecture: read positions and identify what mean | 10 |  |
| 4 mins | 26 | Team manager and assistant team manager – operations focus | Lecture plus pull from attendees still positions of importance | 10 |  |
| 3 mins | 27 | 2-minute drill: what jobs athletes could begin now | Mentor and athlete compare each and how feel about doing them | 10 | Section provides overview (continuum) of jobs with incr. responsibility |
| 20 mins | 28 | Keys to teaching and training the athletes – biggest focus | Lecture identifying key areas; providing examples | 11 | Ask for examples |
| 10 mins | 29 | Keys to teaching and training the athletes – second area of comm. | Lecture plus asking for examples for each; | 11 | Key – reward maximum efforts and positive attitudes |
| 5 mins | 30 | Skills instruction and levels of assistance – start with assessment | What athlete can do determines assistance needed | 11 | Reinforcing process |
| 10 mins | 31 | 2-minute drill: Skill of putting on a jacket | Scenario of athlete working with mentor to analyze tasks | 11 | Put steps together then teach another athlete |
| 1 min | 32 | Preview of Part 3 – essential elements of practice | Lecture | 12 |  |
| 1 min | 33 | Part 3: Practical experience | Lecture – what previously learned now applied in controlled setting | 12 |  |
| 2 min | 34 | Training and coaching in a practice; elements of practice | Use of a few descriptors and questions to set up section | 12 |  |

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| 5-10 mins | 35 | Practice or training session – warming-up | Lecture – overview of body and skills warm-up | 12 | Lead in to next area |
| 15 mins | 36 | Skills instruction – emphasize tell and demo together | Lecture and questions to check understanding | 13 |  |
| 15-20 mins | 37 | Competition experience – must be able to apply skills in comp. setting | Lecture followed by questions of application | 13 | What would be done and why |
| 5-10 muins | 38 | Cool-down and team talk – just as important as the others | Lecture | 13 | Rewarding efforts and attitudes brings people together |
| 1 min | 39 | Skills instruction – task analysis | Lecture to what is being asked | 13 |  |
| 10 mins | 40 | Sport-specific skill instruction activity – take 1 sport | Choose scenario and follow process | 13 | Applying what learned |
| 2 mins | 41 | Assessment of standing long jump | Using this example and going through the process | 13 | This is done after the report outs so they have the right answers |
| 1 min | 42 | Part 4: wrap-up – setting up what comes next | Lecture | 13 |  |
| 15 mins | 43 | Where do I start? Preparing your plan | Q & A; can prepare a separate sheet to identify their goals | 13 | Answer the questions on the slide |
| 5 mins | 44 | ALPs coach training & certification process | Lecture | 13-14 |  |
| 15 mins | 45 | Course evaluation | Complete evaluation |  |  |
| 1 min | 46 | Tomorrow’s coaches | Finale |  |  |