Athlete Leadership Global Messenger –

*Public Speaking*

Trainer Guide

2016

**Special Olympics Athletes Taking Leadership Roles**

**About This Course**

Congratulations on being chosen to be a trainer for the *Global Messenger Course*! This course is key for athletes who are interested in exploring their interest in and what it takes to be a public speaker. This course will open doors for them and help them pursue other options they never knew they had. Athletes will learn to speak from their heart, develop a punch line and in the end give a short speech to a targeted audience. It is rewarding to watch the transformation of the athlete from the beginning of the Course to the end. This is an athlete’s first venture into public speaking, and we want to make it an awesome and enjoyable learning experience!

**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, 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, Lecture); page in Participant Guide that correlates to the slide, and any modifications or comments that you might customize for your Program when you teach the course.

**PowerPoint Slide Presentation**

The PowerPoint Slide Presentation is geared toward a more experienced trainer and it does not have a verbatim script. There are notes that give the trainer direction on the activity or methodology and some talking points. It also may suggest referring to the Participant Guide and props as needed.

The Athlete Participant Guide includes almost all slides so there is no need to give the athletes a copy of the PowerPoint .Speech Coaches may want a copy of this but could benefit more from the Trainer Notes. There are activities labeled optional but you should try very hard to include them as they allow the athlete practical application of the skills.

**Participant Guide**

Contains almost all of the slides in one form or another so the athlete can follow along. In addition, any activity that has a work sheet will be found in here.

**Trainer Notes**

This booklet is perfect for the new trainer or athlete trainers to ensure they don’t forget parts of the script, props or activities. Everything is in one place to review This is almost a word for word script with notes of instruction and a reference to the Participant Guide page # and slide #.

**Configuration of the Course Materials and Sample Agendas**

The Training Notes, PowerPoint, and Participant Guide are divided into Parts A, B, & C.

Part A is the introduction and Welcome, Part B includes the Mission, and facts about Special Olympics and Athlete Leadership and Part C is the content for Global Messenger l Training. Slides, materials and handouts are separated out this way. If participants have been through the Introduction course then you would only use Parts A and C. If not and you are not offering the Introduction Course then you would use all 3 sections. If you are offering Athlete Leadership University you must offer The Introduction Course and therefore would omit Section B. There are two (2) sample agendas at the end of the Trainer Guide; one which includes Section B and requires a day and a half and on day sample agenda that does not include Section B.

*Hiding Slides that are not needed can be done by “Right – hand click on the slide and click on HIDE and they will not become part of your presentation”*

**Participants, Trainers and Communication**

**Selection of Participants**

* Select no more than 8 athletes unless you are prepared to increase the time for this agenda in the interactive sections.
* Prepare and send application packet.
  + Send Bio Form to Athletes and Mentors (see page 9 & 10)
* Review returned 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 and can be met
  + Accessibility needs are noted
  + Bio of Athlete and Speech Coach is included if not on File
* 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 trainer if you don’t currently have one.
* Trainers must be experienced or have helped TRAIN THE COURSE ONCE
* Three trainers (one athlete Trainer) are suggested as it allows circulation around room and assistance with activities.
* Familiarize the training team with the Programs’ goals, stats, and fact sheets.
* Arrange lodging, transportation and reimbursement process for expenses.
* Invite an athlete leader or a great speaker/role model to come in and make a presentation.

**Correspondence Checklist**

* Application packet
* Participant acceptance letter with information sheet including travel and encouraging athletes to bring medals, ribbons, display board, scrapbooks about themselves to share in their speech
* 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.
* Room needs plenty of outlets for laptop, LCD, Screen (if not built in and you have to bring one in)

**Supplies /Equipment /Materials**

**AV Equipment**

* Pull down screen or portable screen for PowerPoint presentation
* Flip chart stand
* 1 LCD’s and extra bulb (bring back up if you are in a remote area)
* Jump drive with all documents
* 1 laptop with presentation on the desktop
* 2 extension cords
* 2 surge protectors
* 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 PowerPoint presentation, Participant Guide, Trainer Guide, Trainer Notes and any supplemental materials
* Athlete Leadership Training Series or University models 1 one-pager (provide the model you are using; hold the other
* Flip Chart (with lines).
* 1 roll blue painter safe tape to tape chart pages to the wall
* 3 different colored dots or post it notes for Mission Activity\*
* Stop watches or measuring tapes (like used for sewing) for each athlete team for divisioning exercise\*
* 6 water soluble colored markers
* Lectern banner, inside or outside banner
* Directional signs (road and area surrounding facility)
* 4 dry erase markers, dry eraser (If dry erase board is on site)

\* Used for Section B only.

**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) Sting 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 (certificates issued after practicum completion)
* Dolly for loading and unloading

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

**Preparation**

**Curriculum Materials**

* One-pager Athlete Leadership Training – Two Models (Series; University Curriculum); hand out the model you will be offering
* Participant Guide (for athletes, mentors, trainers)
* PowerPoint Presentation Handout (Slide and notes for trainers and mentors)
* Handbook for Athlete Leaders (athletes, mentors, trainers) if they did not attend an Introduction class
* Trainer Guide for (trainers only)
* Trainer Notes (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. Print the cover of each document on different colored paper or label each handout with a different letter or number to make them easy to reference, if you don’t use a notebook.

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

* Update terminology and cultural references to match your Program.
* Update the stats/facts for your Program handout or make a FACTS section in the Participant Guide.
* Find pictures of your Program to drop in PowerPoint and Participant Guide instead of those used.
* Prepare Attendee List (name, address, phone, and email) to include in materials.
* Make Certificates for each participant to be sent after practicum has been completed.
* Coordinate who will do what section of the training and populate results on the Course Agenda.
* Send Agenda to trainers with assignments listed and any modification or comments.
* Modify Agenda in Trainer Guide to meet your start and end times.
* Make a master (Excel) list of Athletes/Speech Coaches with columns to capture the following information; name, address, home/cell, due date of Practicum, when returned, when certificate mailed.

**Duplicate Materials**

* Copy Program fact sheets as part of Participant Guide.
* Color code covers of different handouts (PowerPoint, Participant Guide, Trainer Guide) if budget won’t accommodate books with tabs.
* Copy one-pager Athlete Leadership Training – of the Two Models (Series; University Curriculum), utilize the one that you will be offering
* Athlete Handbooks, Participant Guide, Trainer Notes PowerPoint.
* Copy Trainer Guide and Grid for Trainers.
* Make extra copies of Evaluation and Speech Feedback Form.
* Copy attendee list and agenda for everyone.

**Volunteer Assistance**

* 1- for Registration and distribution of training materials
* 1- to assist with making coffee, keeping snacks, replenishing/distributing lunch (may be same as above)
* 1-Photographer (minimum for closing ceremonies); more or longer hours to get candid shots
* 0- Recorder (we recommend you utilize both mentors and athletes as recorders for flipchart exercises whenever possible.

**Photography/videography**

* Take individual headshots of mentor and athletes. These help with marketing and future presentations. Outside organizations will ask for head shots and short bios of Global Messenger’s as guest speakers
* Class shot of athletes and mentors for Program social media and local program media.
* Roving shots of action during the day (optional)
* Take headshots of each athletes/mentor team.
* Take video of athlete speeches and play back for feedback purposes (optional)

**Athlete Leadership Specific Products/Apparel**

1. Certificates will always be awarded after practicum is completed. You must have a certificate to move on to the next course whether or not you offer Athlete Leadership University i.e. You can’t take Global Messenger 2 until you complete Global Messenger I.
2. Determine if your Program is going to award certain apparel for course participation so they will be wearing branded clothing while fulfilling their practicum.
3. Determine if your program is going to award certain products for certain courses such as
   * Special Olympics Pin or Pen Introduction to Athlete Leadership Course
   * Briefcase + Lectern Banner Global Messenger
   * Padfolio or Jump Drive Technology
   * Business Cards For ALL?

**Refreshments**

**For Breaks**

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

• Ice • Stirrers • Granola Bars

• Cooler for water • Box of Coffee • Serving size of Popcorn

• Hot/cold cups • Crystal Light Packets for water • Raisin packs

• Sugar/Sugar Substitute • Total Light Packets for water

• Creamer • Apple packs, grapes, bananas

**For Meals**

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

Subs, fruit, baked 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!**

**Global Messenger Profile**

1. Name
2. Special Olympics Program:
3. Address:
4. City, State and Zip:
5. Email address:
6. Home phone number:
7. Cell phone number:
8. Date of birth:
9. Athlete can travel independently: \_\_Yes; \_\_No
10. Athlete’s reading level:
11. Experience with the following:
    1. Leading the Athlete Oath: \_\_Yes; \_\_No
    2. Being a member of a self-advocacy group: \_\_Yes; \_\_No
    3. Giving formal presentations: \_\_Yes; \_\_No
    4. Being interviewed by the media: \_\_Yes; \_\_No
    5. Serving on a Special Olympics Committee: \_\_Yes; \_\_No
12. List history of athlete’s sports, training and competition participation in Special Olympics:
13. List biographical experiences as they pertain to ~
    1. Family:
    2. School:
    3. Work:
    4. Honors and awards:
    5. Outside interests/hobbies:
    6. Volunteer experiences:
    7. Organizational affiliations:
14. List any restrictions you might have when traveling?
15. List any medical challenges that we should be know. Ensure the program office has an up-to-date medical card and completed Application for Participation (Medical Form).

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1. Complete the following:
   1. My insurance carrier is: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   2. My policy number is:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. My emergency contact person is:
   1. His/her day phone number is: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   2. His/or her night phone number is:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   3. His/or her cell phone number is: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   4. Identify this contact person’ relationship to me: \_\_\_ friend; \_\_\_family member; \_\_\_neighbor; \_\_\_other (list)

**Course Planning and Feedback Grid (see another grid with actual times in Trainer Notes)**

Title of course or presentation: Global Messenger I

Location: Date and time:

Instructors/Presenters:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Time** | Slide # | Topic/Purpose | Exercise; Lecture; Brainstorm; Role Play; Q & A;Show & Tell (S & T) | Participant Guide & page # | Adjustments / Comments |
| **Part A – Total Time 14 minutes** | | | | | Need Laptop, LCD projector and Participant Guide |
| 0 minutes | 1 | Course and Presenters |  |  | Everyone takes Part A |
| 2 minutes | 2 | Welcome and Introduction | Trainers Introduce themselves |  |  |
| 10 minutes | 3 | Introductions | Participants interview each other | 3 | Need Flipchart and Markers |
| 2 minutes | 4 | Objectives of Training | Lecture | 4 | Need Flipchart and Markers, Participant Handbook |
| **Part B – Total Time 1 hour 42 minutes** | | | | | |
| 0 minutes | 5 | Part B – Facts about Athlete Leadership and Special Olympics | Lecture | 1-16 | Introduction Class sessions |
| 3 minutes | 6-7 | What is Athlete Leadership? | Q & A | 6 |  |
| 4 minutes | 8 | Athlete Leadership Roles | Lecture, Q & A | 7 |  |
| 4 minutes | 9 | Athlete Leadership Training – Two Models | Lecture, Q & A |  | Hand out Series or University Curriculum model |
| 3 minutes | 10 | The Mission Statement | Lecture | 8 |  |
| 3 minutes | 11 | The Mission of Special Olympics – Year-round | Lecture | 9 |  |
| 3 minutes | 12 | The Mission of Special Olympics – Sports Training | Lecture | 9 |  |
| 3 minutes | 13 | The Mission of Special Olympics – Athletic Competition | Lecture | 10 |  |
| 3 minutes | 14 | The Mission of Special Olympics – Olympics-type sports | Lecture | 10 |  |
| 3 minutes | 15 | The Mission of Special Olympics – Children and adults (eight years old and older) | Lecture | 11 |  |

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| --- | --- | --- | --- | --- | --- | --- |
| **Time** | Slide # | | Topic/Purpose | Exercise; Lecture; Brainstorm; Role Play; Q & A; Show & Tell (S & T) | Participant Guide & page # | Adjustments / Comments |
| 3 minutes | 16 | | The Mission of Special Olympics – with intellectual disabilities | Lecture | 11 |  |
| 3 minutes | 17 | | The Mission of Special Olympics – Develop – Physical – Fitness | Lecture | 12 |  |
| 3 minutes | 18 | The Mission of Special Olympics – Demonstrate Courage | | Lecture | 12 |  |
| 3 minutes | 19 | The Mission of Special Olympics – Experience Joy | | Lecture | 13 |  |
| 3 minutes | 20 | The Mission of Special Olympics – Share gifts, skills and friendship with their families | | Brainstorming | 13 |  |
| 20 minutes | 21 | The Mission of Special Olympics – **VOTING** | | Brainstorming | 14 | Participant Handbook, Flipchart, Markers, 2 colors of Post it Notes or Dots |
| 1 minute | 22 | Review Mission Statement | | Lecture |  |  |
| 1 minute | 23 | What makes Special Olympics Unique | | Exercise, Brainstorming | 15 |  |
| 10 minutes | 24 | What makes Special Olympics Unique | | Brainstorming | 15 |  |
| 15 minutes | 25 | Unique Divisioning – The Stork Stand – Division by Pictures | | Activity |  | Stop watches – 1 per 2 athletes  Set of 6 pictures per 2 athletes |
| 0 minutes | 26 | Facts about Special Olympics | | Lecture | 16 |  |
| 10 minutes | 27 | Special Olympics Facts | | Brainstorming |  | Give prize for who can stand up and say the most facts. |
| **Part C Total Time 10 Hours 18 minutes without LUNCH AND BREAK TIMES** | | | | | | |
| **Part A and C Total Time 10 Hours 32 minutes without LUNCH AND BREAK TIMES (Total with lunch/breaks 11 Hours 47 minutes)** | | | | | | |
| 0 minutes | 28 | Part C – Welcome to Global Messenger I Training | | Writing and speaking |  |  |
| 6 minutes | 29 | **LET’S REVIEW** | |  | Pages 6,8, 15,16 | Slide 7 – Athlete Leadership; Slide 22 Mission: Slide 24- Unique; Slide 27 Facts. Let athletes share. |
| 5 minutes | 30 | Using your Participant Guide | | Brainstorming | 2 | Have athletes find sections using index |
| 3 minutes | 31 | Role of the Global Messenger | | Lecture | 17 |  |
| 3 minutes | 32 | Global Messenger | | Lecture |  |  |
| 3 minutes | 33 | Ambassadors | | Lecture | 17 |  |
| 2 minutes | 34 | Elevator Speech | | Lecture |  |  |
| 15 minutes | 35 | Elevator Speech Template | | Writing and speaking | 18 |  |
| 5 minutes | 36 | Role of the Speech Coach | | Lecture | 19 |  |
| 0 minutes | 37 | Speeches | | Lecture |  |  |
| 2 minutes | 38 | What is a Speech | | Lecture | 20 |  |
| 4 minutes | 39 | Preparing for a Speech | | Lecture |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Time** | Slide # | Topic/Purpose | Exercise; Lecture; Brainstorm; Role Play; Q & A; Show & Tell (S & T) | Participant Guide & page # | Adjustments / Comments |
| 6 minutes | 40 | What’s wrong here? | Role Play |  | 2 trainers role play |
| 1 minutes | 41 | Speech Enhancements |  |  |  |
| 5 minutes | 42 | A Gold Medal Presentation | Lecture, S & T | 21 | Adjustments / Comments |
| 10 minutes | 43 | Body Language, Facial Expressions | Lecture, activity, speaking | 22 |  |
| 5 minutes | 44 | Vocal Variety | Lecture | 23 |  |
| 20 minutes | 45 | Volume Activity: What Special Olympics Means to Me | Lecture, activity, speaking | 23 |  |
| 10 minutes | 46 | Word Punch | S & T | 24 | Encourage athlete to try different pitches |
| 20 minutes | 47 | Developing Your “Catch Line” | Lecture, activity, speaking | 25 | Work with athletes to develop their catch line. |
| 10 minutes | 48 | Target Audience | Lecture, activity, speaking | 26 | Explain “selling” Special Olympics. Why Special Olympics? |
| 5 minutes | 49 | Special Olympics Target Audience | Lecture, activity | 27-42 | Tactical Analysis of 1 or 2 targets |
| 5 minutes | 50 | Target Potential Athletes | Lecture | 33 |  |
| 5 minutes | 51 | Target Families Target work sheet | Lecture, Brainstorm with athlete | 34 43-44 | Help athlete complete Target Audience Worksheet |
| 30 minutes | 52 | What goes into a Speech:  5W’s and an H | Lecture, activity, speaking | 45 | Have Athlete complete 5W’s & an H |
| 30 minutes | 53 | Research for your Speech | Lecture, activity | 46 | Help athlete complete Research Sheet |
| 0 minutes | 54 | Parts of a Speech | Lecture, activity, speaking |  |  |
| 3 minutes | 55 | Parts of a Speech  Opening – Body – Closing |  | 47 | Can use catch line? Have several Show & Tell. |
| 5 minutes | 56 | Parts of a Speech – Opening | Activity |  |  |
| 5 minutes | 57 | Parts of a Speech – Body | Activity |  |  |
| 15 minutes | 58 | Who Am I – Body of Speech | Lecture, activity, speaking | 48 | Complete: call on at least 4 athletes |
| 5 minutes | 59 | Parts of a Speech - Closing | Activity |  |  |
| 10 minutes |  | Review Tools for Talk and Presentation Checklist | Lecture and Activity | 50-51 |  |
| 7 minutes | 60 | Guest VIP |  |  | Have current Global Messenger come in and give speech & critique it. |
| 120 minutes | 61 | Developing and Practicing Your First Speech | Lecture, Review | Review 49--51 | Develop, write and practice speech |
| 120 minutes | 62 | Speech Time | Activity, speaking | 52 | Feedback forms: 1 per speech coach  Camera/Video to film each GM once, 2nd speech no need to video, Playback for athlete to see; put in Dropbox so they can refer to it for improvement |
| 6 minutes | 63 | Next Steps Back Home | Lecture | 53 | Help athlete complete |
| 6 minutes | 64 | Practicum Form Review | Lecture | 54 | Complete top Portion of Form |
| 10 minutes | 65 | Training Feedback | Evaluation | 55 | Training Feedback form - complete |
| 20 minutes | 66 | Closing Ceremonies & Pictures | Activity, Photos |  | Be sure to have photographer |
| 5 minutes | 67 | Thank You |  |  | Let participants speak |