This Is Athlete Leadership

Trainer Guide

2016

**Special Olympics Athletes Taking Leadership Roles**

**About This Presentation**

Congratulations! You have been chosen as a trainer for **This Is Athlete Leadership,** an orientation to Athlete Leadership which should inspire and motivate both athletes and volunteers to want to conduct this program. The presentation allows for a lot of interaction which is great; however it tends to eat up time if you let the discussions get away from you. This may be the first time that athletes have had the opportunity to speak out and give their opinion or brainstorm. Share with volunteers that they will need to be silent partners (unless called upon) and encourage participation of athletes.

This awareness presentation will open doors for athletes and help them pursue other options “off of the playing field” they never knew they had. It is a bit like an appetizer, and we are hoping those in attendance will want to go after the main course, which is the **Introduction to Athlete Leadership**, a prerequisite for all other courses offered through Athlete Leadership. The ***Beyond the Vision*** video is at the end of the presentation which helps the audience be clear about what is necessary to start an athlete leadership program back home. This is a fun orientation to take and teach. Enjoy this new adventure!

**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, room set up, marketing and branding, equipment and supplies, the facility, and an overview of the courses slides and teaching activities.

**Course Planning and Feedback Grid**

In the Trainer Guide there is a document called Course Planning and Feedback Grid. It will outline: the slide’s number/ name/purpose, how much time it takes to teach that slide or concept; the method of teaching that is Q&A, Brainstorm, and Group Activity. Feel free to add or make modifications or comments that you might want for your program when you teach the course. The course is timed to be taught between an hour and an hour and a half.

**PowerPoint Slide Presentation**

Each slide in the PowerPoint has talking points and suggested activities at the bottom of the page. Certain slides may have almost verbatim suggested language for clarity and consistency sake.

**Handbook for Athlete Leaders**

This will be provided at the end of the session and reviewed by the trainer so the group can ask questions. You may be give it out at the beginning and refer to it as you train, but participants tend to get distracted and may not engage in the discussions.

**Participants, Trainers and Communication**

**Selection of Participants**

* Market course minimum 1-2 months out
* Ask coaches and volunteers to distribute flyers and email
* Offer several sessions in different geographic locations

**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 PRESENTATION ONCE.
* Familiarize the training team with the Programs’ goals, stats, and fact sheets

**Correspondence Checklist**

* Email flyers and poster with meeting logistics included

***Market Course 2-3 months out using social media and website***

**Meeting Room**

**Facility:**

* Meeting room should be large enough to accommodate # of chairs, AV, flip charts, refreshment area
* Be aware of accessibility to doors and restrooms.
* Ample and accessible parking
* Review and sign contract and complete insurance forms if necessary

**Room set up:**

* Theater style if large group; semi-circle or hollow square setting for smaller group.
* Laptop stand or table should be available for trainer
* Room needs plenty of outlets for laptop, LCD, Screen
* Need to have a refreshment and registration table

**Supplies /Equipment /Materials**

**AV Equipment**

* Pull down screen or portable screen for PowerPoint presentation
* Flip Chart Stand
* 1 LCD and extra bulb
* Laptop/Computer for trainer
* 2 extension cords
* 2 surge protectors
* Lectern
* 1 mouse pad
* Bluetooth pointer (for highlighting items on screen) – optional but very helpful
* Camera/Recorder/Video

***AV Supplies***

* Wi-Fi password for facility
* Jump Drive with PPT presentation, Handbook for Athlete Leaders and Trainer Guide
* ***Beyond the Vision*** video: download this file to laptop and copy to jump drive as a backup
* Flip chart with lines
* 1 roll of blue painter tape to tape charts to the wall
* 6 water soluble colored markers
* 4 dry erase markers and dry eraser if you are using whiteboard in lieu of flip charts
* Special Olympics directional signs, lectern banner and Special Olympics banner
* Athlete Leadership tri-fold display board (so you can show athletes leaders in action)

***Instructional Supplies***

* Stick on or printed name tags
* 3 sharpies for name tags
* Sign-in sheets
* Give-a-Ways (optional), string bags, cups, mugs or left over t-shirts from events
* Prizes (gum, candy, trinkets for being the first one to answer a question correctly)
* Dolly/hand cart for loading and unloading

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

**Preparation**

**Curriculum Materials**.

* Handbook for Athlete Leaders (athletes, mentors, trainers)
* One-pager Athlete Leadership Training – Series or University Curriculum; hand out the one model you will be offering (for athletes, mentors, trainers)
* Trainer Guide for (trainers only)
* Feedback/Evaluation Form (found in Trainer Guide)

***Review the PowerPoint presentation, 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
* **Prepare Attendee List** (name, address, phone, email) to include in materials
* 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

**Duplicate Materials**

* Copy Handbooks for Athlete Leaders for everyone
* Copy the one-pager Athlete Leadership Training – Series or University Curriculum; hand out the model you will be offering (for athletes, mentors, trainers)
* Copy Trainer Guide including the Grid for trainers and send out ahead of time
* Make copies of a sign in sheet
* Make copies of Feedback/Evaluation Form (inside Trainer Guide)

**Volunteer Assistance**

* 1- for registration and distribution of training materials and set of refreshments
* 1- recorder (we recommend that you have someone familiar with taking notes)

**Photography/videography**

* Group shots of athletes and mentors
* Whole group shot

**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.

Course Planning and Feedback Grid

Title of course or presentation: This Is Athlete Leadership

Location: Date and time:

Instructors/Presenters: Page: 6

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Time | Slide # | Topic/Purpose | Exercise; Lecture; Brainstorm; Role Play; Q & A; Show & Tell (S & T) | Handbook for Athlete Leaders | Adjustments / Comments |
|  | 0 |  |  |  |  |
| 10 | 1 | Introduce Instructors & Participants | Lecture |  |  |
| 1 | 2 | Definition of Athlete Leadership (AL) - Choice | Lecture |  | Decide if you are giving the Handbook out at first or wait till the end |
| 2 | 3 | Choice – Home | Brainstorm/flip chart |  | Fly-in slide |
| 2 | 4 | Choice – Special Olympics | Brainstorm/flip chart |  |  |
| 2 | 5 | Further Defining AL - Meaningful Role | Lecture |  | Fly-in slide |
| 2 | 6 | Meaningful Role (MR) | Brainstorm/flipchart |  | Compare and contrast |
| 1 | 7 | MR – Radio Interview | Lecture |  | Fly-in slide |
| 1 | 8 | MR – Coach | Lecture |  | Fly-in slide |
| 1 | 9 | MR – Promote Program | Lecture |  | Fly-in slide |
| 1 | 10 | Further Defining AL – Provide Training | Lecture |  |  |
| 1 | 11 | Ask Volunteer Why Should I Get Involved | Share |  | Fly-in slide |
| 1 | 12 | Why Is Training Important to All | Show and Tell |  |  |
| 1 | 13 | What Athlete Leadership Can Do for Athletes – Confidence | Brainstorm/flipchart |  | Read list of running answers |
|  | 14 | What else – Knowledge | Lecture & Q&A |  | Tell short success story – Fly in slide |
| 1 | 15 | What else – Social Skills | Lecture & Q&A |  |  |
| 1 | 16 | What can athletes do – Spokesperson | Lecture |  | Fly in slide |
| 1 | 17 | What else – Leaders/ Teachers | Lecture/Flipchart |  |  |
| Time | Slide # | Topic/Purpose | Exercise; Lecture; Brainstorm; Role Play; Q & A; Show & Tell (S & T) | Handbook for Athlete Leaders | Adjustments / Comments |
|  | 18 | Be a Good Role Model | Lecture/Flipchart |  |  |
|  | 19 | How Many Roles | Lecture/brainstorm  /flipchart |  | Fly-in slide |
|  | 20 | Chart of Roles | Lecture |  | Compare & contrast |
|  | 21 | Philosophies – Respect and Value | Lecture |  |  |
|  | 22 | Listen | Lecture |  |  |
|  | 23 | Why Start a Program | Lecture |  |  |
|  | 24 | Feedback | Lecture |  |  |
|  | 25 | How Can I Make SO Better | Brainstorm/flipchart |  |  |
|  | 26 | Experiencing an Input Council | Lecture |  |  |
|  | 27 | How to Get Started | Lecture |  | Show video |
|  | 28 | Getting Started | Q & A |  |  |
|  | 29 | Mission/Purpose | Review the courses offered in the Athlete Leadership Training Series | p.17 | Pass out one-pager on Training Series or University Curriculum – what using; Review Handbook for Athlete Leaders |
|  | 30 | Transition | Q & A / Show and Tell |  | Pass out evaluation and collect |

**Let the Learning and Fun Begin!**

**This Is Athlete Leadership**

**Presentation Evaluation**

Please complete this Evaluation Form and return to the instructors by the end of the class. We value your opinions and want to make continuous improvements.

**Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Program**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please check (X) Athlete \_\_\_\_\_ Mentor \_\_\_\_

After hearing about Athlete Leadership, would you like to become involved? Check (X) Yes \_\_\_No\_\_\_

You learned about several roles that athlete leaders can play. Identify the athlete leader role you liked best.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Explain why you chose this role.

Name 1 thing YOU can do when you get home that will start you on the path to becoming an athlete leader.

Describe the part of this orientation you liked best \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

And explain why you liked it.

Identify which part of the course didn’t work for you.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Suggest why it may not have worked.

Explain how you would improve this orientation when we offer it in the future?