



Inclusive Youth Leader Training

Youth Engagement Resource



Special Olympics
**Unified Champion
Schools®**

ACKNOWLEDGEMENTS

Authors:

LeAnn Naillon

Lauren Wetzsteon

Sara Prescott
Special Olympics North America

Kaitlyn Hamrick
Special Olympics International

Elise Calanni
Special Olympics North America

Betty Edwards
Chair, National Education Leaders Network

Jamie Behymer
Special Olympics International

Meghan Hussey
Special Olympics International

Graphic Designer:

Meredith Schwinder
Freelance Art Director

Jennifer Marcello
Special Olympics Illinois

Soeren Palumbo
Special Olympics International

Rebecca Ralston
Special Olympics International

Contributors:

Leigha Bannon
Special Olympics North America

Andrea Cahn
Special Olympics North America

School Test Site:

Southern High School
Special Olympics Maryland



The contents of this "Inclusive Youth Leadership Training Facilitation Guide" were developed under generous funding from the US Department of Education, #H380W170001 and #H380W180001. However, those contents do not necessarily represent the policy of the US Department of Education, and one should not assume endorsement by the Federal Government.

TABLE OF CONTENTS

4 Introduction

7 Unit 1, Section 1: Exploring Leadership

- 8 Learning Objectives
- 10 Lesson in Leadership 1: Introduction to Leadership
- 11 Lesson in Leadership 2: Leading with Our Strengths
- 12 Leadership Spotlight
- 13 Key Takeaways

14 Unit 1, Section 2: Me as a Leader

- 15 Learning Objectives
- 16 Lesson in Leadership 3: L.E.A.D.: A Skillset for Success
- 17 Lesson in Leadership 4: Four Ways to Build Confidence in Yourself as a Leader
- 18 Key Takeaways

19 Unit 1, Section 3: Co-Leadership

- 20 Learning Objectives
- 21 Lesson in Leadership 5: Exploring Equality, Equity, and Justice
- 22 Lesson in Leadership 6: Person-to-Person Communication Skills
- 23 Key Takeaways

24 Unit 1, Section 4: Leading as a Team

- 25 Learning Objectives
- 26 Lesson in Leadership 7: Building an Inclusive Team
- 27 Lesson in Leadership 8: The Five Stages of Team Development
- 28 Key Takeaways

29 Unit 2: Game Day

- 30 Introduction
- 32 Pre-Game: Choose Your Project
- 34 Pre-Game: Exploring Your Initiative
- 35 Pre-Game: Assessing Your Skills
- 37 Pre-Game: Let's Talk Challenges
- 38 Pre-Game: Building Your Bench
- 39 Pre-Game: Make Your Game Plan
- 40 Pre-Game: Put it all Together
- 41 Pre-Game: Create a Playbook
- 56 Game Time
- 57 Cool-Down
- 58 Post-Game



Introduction



Special Olympics
**Unified Champion
Schools®**



Special Olympics Mission

The mission of Special Olympics is to provide year-round sports training and athletic competition in a variety of Olympic-type sports for children and adults with intellectual disabilities, giving them continuing opportunities to develop physical fitness, demonstrate courage, experience joy and participate in sharing gifts, skills and friendship with their families, other Special Olympics athletes and the community.

Special Olympics Unified Champion Schools®

Special Olympics Unified Champion Schools is an education and sports based strategy powered by an engaged youth community that increases athletic and leadership opportunities for students with and without intellectual disabilities, while creating communities of acceptance for all. Unified Champion Schools programming includes three main educational components in schools:

- Special Olympics Unified Sports®
- Inclusive Youth Leadership
- Whole-school awareness activities

A series of Playbooks for Unified Champion Schools is available at the link below and includes detailed strategies for implementing this programming.

<https://resources.specialolympics.org/playbook-series/>

Inclusive Youth Leadership

Inclusive Youth Leadership is when young people of all abilities are given opportunities to be leaders in their schools and communities. These leadership activities help students find their voices and teach them to become change agents in their communities by promoting equity and acceptance. Social inclusion is best fostered when activities within the classroom, school, and community are designed and implemented by a diverse group of students within a school.

There are many different ways to nurture youth leadership in the school setting. Ensuring that various leadership roles are inclusive to all students who have ranging skillsets, abilities, and perspectives will greatly enhance efforts to create and sustain change within the school and the community.

The principle of meaningful involvement within inclusive youth leadership ensures every student is given an opportunity to contribute due to the unique skills and qualities they bring to their club, team, and work.



Introduction

Inclusion. One word, countless opportunities, and a lot of hard work that is led by today's youth, the Unified Generation. Creating a more inclusive society will not come easily. Changing the world is a contact sport, and it does not happen from the sidelines. That is why we are calling on youth around the world to get in the game.

Your role as a facilitator will be critical in each participant's Inclusive Youth Leadership journey. As a facilitator, you will support youth in empowering themselves with the knowledge, tools, and skills necessary to be effective and inclusive leaders of the Unified Movement. You will join youth leaders in their journey by guiding them through various lessons, activities, and group discussions. At the end of this training, youth should be able to:

- Identify their strengths as leaders
- Work alongside others
- Put their leadership skills to work through social action
- Lead inclusively

Leading the Unified Movement — whether it is on the field, in the classroom, or in the community — takes a lot of hard work. The Practice Unit of this training is essential to giving participants the tools they need to be champions for inclusion.





UNIT 1, SECTION 1

Exploring Leadership



Special Olympics
**Unified Champion
Schools®**

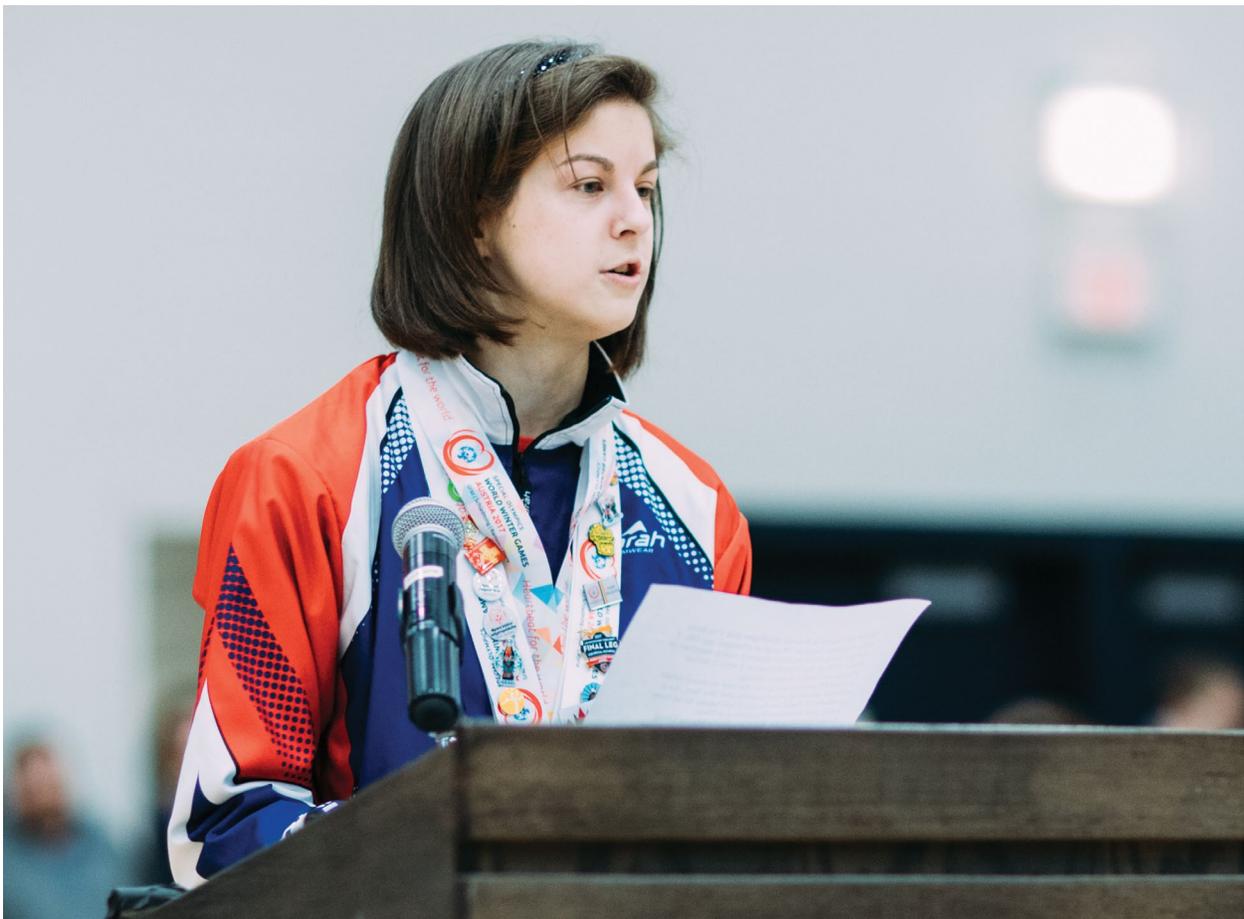


Learning Objectives

- 1 Define leadership style and know the importance of different styles of leadership.
 - 2 Know the difference between strengths-based leadership and values-based leadership.
 - 3 Understand Inclusive Youth Leadership values.
 - 4 Support diversity in leadership, including diversity in leadership styles, background, and abilities.
-

In This Section

- 1 What is Inclusive Youth Leadership?
- 2 Lessons in Leadership: Introduction to Leadership
- 3 Lessons in Leadership: Strengths + Values = Leadership
- 4 Leadership Spotlight: Eunice Kennedy Shriver
- 5 Key Takeaways





WHAT IS INCLUSIVE YOUTH LEADERSHIP?

Now that your group has had the opportunity to warm-up and get to know one another, it is a great time to learn about Inclusive Youth Leadership. Some participants may be very familiar with Inclusive Youth Leadership; for others, it may be a brand-new concept. At this point in the training, we'll take a moment to define Inclusive Youth Leadership and begin exploring what it means to lead inclusively.

The visual aid below breaks Inclusive Youth Leadership into two parts: Inclusion and Youth Leadership, defining each of them separately. It then brings the two parts together to create a comprehensive definition of Inclusive Youth Leadership.

INCLUSION + YOUTH LEADERSHIP = INCLUSIVE YOUTH LEADERSHIP

Definition of Inclusion:

Empowering all individuals to feel comfortable and maximized in their efforts to contribute to society.

- Seeing the ability in all individuals
- Discussing topics as a collaborative team
- Engaging in equitable conversations
- Creating and fostering a safe environment
- Equity, also known as fairness, utilized in school setting
- Sharing the power of sessions in group activities

Definition of Youth Leadership:

Respecting the thoughts and natures of all members in a group, to effectively enhance the talents of everyone, for overall group success.

- Effective communication and active listening
- Delegating tasks and responsibilities
- Guiding a group with confidence
- Inspired to help others
- Unique experiences
- Exemplifies positivity and creativity (unconventional ideas)

Definition of Inclusive Youth Leadership:

Leadership grounded in a belief that all people have ability and can engage in meaningful leadership opportunities if given the support, resources, and time through experience and reflection.

- Co-creating tasks that benefit each individual
- Leading as a group toward a goal which the whole group supports
- Individual with strength in a particular activity leads with the encouragement of others on the team
- Using equitable conversations during any communication session, and using words each participant understands
- Determining the wishes and goals of each participant, to create a team effort in building strong individuals
- Respecting the ideas, opinions, and views of other people



LESSONS IN LEADERSHIP 1

INTRO TO LEADERSHIP

What is a Leadership Style?

Leadership style is simply the way someone leads. It depends on different factors like one's personality, strengths, weaknesses, goals, experiences, and communication style. Look at your friends or classmates. Does everyone have the exact same style? Do they all like the exact same colors, shirts, shoes, and pants? Probably not, because style is unique to each person. Like one's personal style, leadership style is unique to each person too. We each bring our own special flair to leadership.

What makes a great leader?

Now let's think about what makes a great leader. As you know, everyone has different dreams and goals. Just like our goals and dreams are unique to us, so are the things that make each of us a leader. We all look, think, and lead differently.

We often think of a leader as the person in charge. We might think that there can only be one leader in a group. We might think that a leader must be the most outgoing, the most experienced, or the most well-liked. But that often is not true. Many teams have more than one leader. All leaders bring something different to the table. They also all need support in different ways.

Think about a soccer team. The team has a coach who makes the game plan. They have a captain who gives the pep talk and calls the plays. There's a goalie who defends against the other team. There are players who can dribble and pass. There are others who can kick right into the net almost every time. Imagine if a soccer team was made up of only goalies, only captains, or only kickers. Would that team be successful? If there wasn't a coach to make the game plan, how would the captain call the plays? If there wasn't a kicker to score the goal, who would the other players pass to?

Each player is important to the team. They all lead the team to victory in their own ways. Sometimes, being the center or forward is even more important than being the captain. The same goes for leadership. The people we think of as "followers" are often leaders in their own ways. All players are important to the group's "win."

LESSONS IN LEADERSHIP 2

STRENGTHS + VALUES = LEADERSHIP

Leading with our strengths

Knowing our strengths is important to our success as leaders. Imagine if the soccer team's best kicker, Anna, only wanted to play goalie. In that case, Anna is not using her strengths to help the team win. Instead, when Anna plays goalie, the other team scores more points. Because Anna is in the goalie's net, her teammate Yosef, an excellent goalie, is kicking. Because that is not Yosef's strength, their team is scoring less.

What if Anna and Yosef were to see that their strengths fit better with other roles on the team? If Anna and Yosef both used their strengths, their team would have a much easier time winning the game.

Part of being a leader is knowing that nobody is great at everything. But people are often good at more than one thing. We all have strengths and weaknesses. Being a good leader means being able to see what strengths each person has. It also means knowing how to use those strengths to meet a goal. When we know our own strengths and our teammates', we all win!

Leading with our values

Values are an important part of who we are. Soon, you will learn about Eunice Kennedy Shriver, the founder of Special Olympics. She used values to help her lead. Values are our compass. They help us to know what is right or wrong. They help us find the best path forward. We may not all lead the same, but there are values we all share as Inclusive Youth Leaders. Let's explore those values and what they look like in action.

INCLUSION: Inclusion is what sets this leadership training apart. It is the most important part of the Unified Movement. Inclusion is part of everything we do at Special Olympics. To practice inclusion means to make sure that all members of your school, workplace, or community are involved in a meaningful way.

RESPECT: An Inclusive Youth Leader must respect others. This includes those who are different from them too. Wherever you go, you will encounter people who see the world differently. When we build respectful relationships with those people and work to understand each other, we are better leaders.

MEANINGFUL INVOLVEMENT: Every person should get to lead, learn, and grow. You can support others by making sure everyone can grow and shine. This means giving people roles that make sense for their strengths. Giving someone a role that does not give them a chance to learn and lead is not fair. Everyone should have a meaningful role in reaching your team's goal.

EQUITY: Equity is very important to building a more inclusive world. It means that all people are treated fairly. It also means that all people are given the opportunities, support, and space they need to be strong leaders. Equity means lifting up the voices of people with disabilities. We do this by remembering that we are working with them, not for them.



LEADERSHIP SPOTLIGHT

EUNICE KENNEDY SHRIVER

In July 1968, Eunice Kennedy Shriver held the world's first Special Olympics Games in Chicago, Illinois. What began as one woman's dream evolved into Special Olympics International — a global movement that includes more than 4.9 million individuals with intellectual disabilities across 172 different countries. This would not be possible without Eunice Kennedy Shriver's joyful, bold leadership.

Eunice's leadership was about serving others by spreading inclusion. She dedicated her life to creating a better world for all people, especially those with intellectual disabilities. Before founding Special Olympics, Eunice was a social worker who worked most with women and children. In 1953, Eunice went on to lead The Kennedy Foundation. This organization supported research around intellectual disabilities (IDs) and improved society's support and inclusion of people with IDs.

Much of Eunice's work was driven by her special relationship with her sister, Rosemary, who had an intellectual disability. Eunice and her sister grew up in a family that played sports together frequently. But sadly, programs for individuals with IDs were extremely limited. Having grown up swimming, sailing, and skiing with her sister, Eunice saw sports as a way to unify people from all walks of life. This inspired the creation of Special Olympics.

Eunice's work to create a more Unified world for people with IDs was built on hope, love, and opportunity. She believed that love was the most important of these because we would have nothing without it. She believed in hope and how it helps us tackle even the biggest challenges. She believed in the opportunity that each person has to make the world a better a place.

Who drives you?

Eunice Kennedy Shriver had a special relationship with her sister, Rosemary, who had an intellectual disability. Relationships are an important aspect of leadership. We all need people in our lives who can cheer us on and drive us forward.

Take a moment here to think about someone who helps make you a better leader. This could be a teacher, family member, friend, or coach, to name a few.

- What do they do to support you?
- What have you learned from that person?
- How can you support others in a similar way?



Key Takeaways

- Leadership style is unique to every person. It can change depending on who we are and what we are doing.
- The values all Inclusive Youth Leaders share are inclusion, respect, meaningful involvement, and equity.
- You can look to leaders in your community and people you admire to see leadership styles in action.
- Diversity in leadership is important.
- You should lead with your strengths and values.





UNIT 1, SECTION 2

Me As A Leader



Special Olympics
**Unified Champion
Schools®**



Learning Objectives

- 1 Know your strengths and share those strengths with teammates.
- 2 See the importance of key leadership skills: listening, empowerment, adaptation, and diversification.
- 3 Build confidence in yourselves as leaders and inspire confidence in others.
- 4 Know the areas in which you should lean on the strength of others.

In This Section

- 1 Lessons in Leadership: L.E.A.D.: A Skillset for Success
- 2 Lessons in Leadership: Four Ways to Build Confidence in Yourself as a Leader
- 3 Key Takeaways



LESSONS IN LEADERSHIP 3

L.E.A.D.: A SKILL SET FOR SUCCESS

As you continue on your Inclusive Youth Leadership journey, there are four skills that will be important to your success. To L.E.A.D., you will need to listen, empower, adapt, and diversify.

LISTEN: It is important to build respectful relationships with all those around you. The first step is listening to others when they share their thoughts, feelings, or ideas. When you listen to others, you earn their trust. It also helps you to learn from them. You can then work better with each other toward a shared goal.

EMPOWER: An important part of Inclusive Youth Leadership is empowering others by including them in a meaningful way. That means encouraging them to take the lead on a task, project, or conversation. Let your peers know that you support them and trust in their strengths, abilities, and unique leadership styles.

ADAPT: An inclusive youth leader should be able to make it easy for people of all abilities and learning styles to be a part of something. This can mean changing the timeline of a project, meeting in an accessible café or room, or using different ways to communicate like sign language or assistive technology.

DIVERSIFY: Lastly, you should work to diversify your leadership. This means having an open mind. Your ability to work with people of all walks of life is very important. As an inclusive youth leader, you should always be thinking in new and different ways. Try to learn from others and explore the world outside of your comfort zone.

LESSONS IN LEADERSHIP 4

FOUR WAYS TO BUILD CONFIDENCE IN YOURSELF AS A LEADER

It can be hard for anyone to feel fully confident in themselves as a leader. That is okay because feeling unsure of ourselves sometimes is part of being human. What is most important is that we are able to overcome these challenges in a healthy way.

1 Lessons not losses.

Everyone makes mistakes. When things do not go the way we planned, it is easy to feel like we are alone. But without losses and failures, we would never be able to learn and grow. In your Inclusive Youth Leadership journey, focus on the lessons, not the losses. When you make a mistake – big or small – look at it as a chance to learn rather than a setback.

2 You are your biggest competitor.

What do you think of when you think about competition? Your favorite sports team? Your siblings? When we think about competition, we often think about competing with the people around us. But what if your biggest competitor is the person in the mirror? Looking at what everyone else is doing can be a major distraction from our own growth. Instead, focus on being better than you were yesterday!

3 Lean on your team.

Do not be afraid to ask others for help when you need it. Trying to do everything on our own can hurt our confidence. We can lose sight of what strengths we bring to the table and what we need from others. Asking for help is an act of confidence that helps us to be strong leaders.

4 Lift up others.

Have you ever helped someone else and suddenly felt happy or warm and fuzzy? When we do kind things for others, it can make us feel better. By supporting your teammates and celebrating their wins, you will become stronger and more confident yourself!



Key Takeaways

- The things you enjoy or pick up easily are indicators of your strengths.
- Being confident in your leadership means leaning on others who bring something to the table that you do not.
- It is perfectly normal to feel unsure of yourself at times. You can overcome that feeling by changing your mindset, supporting others, and embracing your team.
- To be a successful Inclusive Youth Leader, you must be willing to listen, empower, adapt, and diversify (L.E.A.D.).





UNIT 1, SECTION 3
Co-Leadership



Special Olympics
**Unified Champion
Schools®**



Learning Objectives

- 1 Know that people's backgrounds will affect the way they lead.
 - 2 Better understand how bias can impact how you lead with one another.
 - 3 Know the differences between equality, equity, and justice, and the role they play in inclusion.
 - 4 Learn person-to-person communication skills to use when leading with others.
-

In This Section

- 1 Lessons in Leadership: Exploring Equality, Equity, and Justice
- 2 Lessons in Leadership: Interpersonal Communication Skills
- 3 Key Takeaways



LESSONS IN LEADERSHIP 5

EXPLORING EQUALITY, EQUITY, AND JUSTICE

Equality. Equity. Justice. In this Lesson in Leadership, we will explore the differences between these words. We will also learn the roles they play in Inclusive Youth Leadership.

EQUALITY: Equality is when everyone is treated equally. This means they all get the same amount of support as one another. In the picture below on the left, everyone has the same size box, meaning that they are all being treated equally. Each person has an equal amount of help to see over the fence, but not everyone can see equally as well.

EQUITY: Equity is when everyone has equal opportunity to be a part of something. This means that each person is given a different amount of support based on what they need to be as involved as their peers. In the picture below on the right, each person has what they need to see over the fence. The size of the box or ramp depends on what they need to see over the fence as well as their friends.

JUSTICE: Did you notice in the two previous pictures that the reason some people need to be on a box or ramp is because there was a fence in front of them? If the fence did not exist, there would be no need for the boxes or ramps at all! When we remove the fences that keep people from being a part of something, it is called justice.

Understanding the differences between equality, equity, and justice is very important to Inclusive Youth Leadership. It helps us see and remove “fences” that limit opportunity and inclusion for our peers.



LESSONS IN LEADERSHIP 6

PERSON-TO-PERSON COMMUNICATION SKILLS

Getting on the same page about goals and expectations

The first step in building a strong partnership with your co-leader is to have shared goals and expectations. For example, if your goal was to win every game and your co-leader's goal was to make friends with other teams, you may have difficulty working together.

Expectations are as important as goals. Expectations are what we feel someone needs to do to be a good teammate. Be honest with your co-leader about your expectations of them. Let them be honest with you too. If you expect your co-leader to be on time or use person first language, it is important to share that with them. It is unfair to be upset with a teammate for not meeting an expectation they didn't know about.

Respecting differences

In your life, you will co-lead with many people you may not always agree with. You will partner with individuals who are different from you in their leadership styles, thoughts, and goals. This may make your work more challenging. It is important to learn how you can overcome those challenges and learn from one another. You can do this through shared respect and finding things you have in common.

But remember that negative behavior like hateful language or purposeful exclusion is not a "difference" and should not be allowed. In situations where your co-leader is acting in a way that is inappropriate, hateful, or disrespectful you should feel empowered to ask them to correct their behavior. You can also contact a mentor or adult ally about the issue if you feel safer doing so.

Embracing and providing feedback

As we have learned, Inclusive Youth Leadership is a journey. Nobody will be perfect because we are always learning and growing. We cannot grow without helpful feedback from our peers, mentors, and other leaders. When we do get feedback, we should use it to help us strengthen our leadership.

In addition to being able to embrace feedback, it is equally as important to be able to share your feedback with your partners in co-leadership. When providing feedback to a peer, make sure that it is polite and helpful to them. In sharing feedback with your peers, consider how you might want someone to share that feedback with you.

Empower your co-leaders

Empowering one another is essential to a healthy, strong partnership between co-leaders. Support your co-leader by empowering them to take on responsibilities and lead the charge on parts of the project. Sharing work based on your strengths will help you both achieve your goals.



Key Takeaways

- Co-leadership is a one-to-one form of leadership in which two individuals work to lead together.
- Co-leading with people of all ages, genders, abilities, races, and backgrounds helps you to grow and improve as leaders.
- Everyone has a different lens that has been influenced by who they are and their life experiences.
- Respecting and understanding the lenses of others is important to building a more inclusive world. You must understand how your own lenses may impact how you lead with others.
- Equality, equity, and justice mean different things, but each of them lead to a path of inclusion for all.





UNIT 1, SECTION 4
Leading As A Team



Special Olympics
**Unified Champion
Schools®**



Learning Objectives

- 1 Understand the importance of having a shared goal when working on a team.
- 2 Know the difference between exclusion, separation, integration, and inclusion.
- 3 Know what roles on a team best fit your strengths, leadership style, and interests.
- 4 See the value in being a team player, rather than always working alone.
- 5 Apply skills you've learned thus far to working with a team.

In This Section

- 1 Lessons in Leadership: Building an Inclusive Team
- 2 Lessons in Leadership: The Four Stages of Team Development
- 3 Key Takeaways



LESSONS IN LEADERSHIP 7

BUILDING AN INCLUSIVE TEAM

In this Lesson in Leadership, you will learn the differences between exclusion, separation, integration, and inclusion. Understanding these differences will be essential as you work to build inclusive teams.

EXCLUSION: Exclusion is when people from one group are left out or removed from any interaction with another group. This can also mean that the excluded group is not allowed to do the same things as the other group.

Can you think of an example of exclusion?

SEPARATION: Separation is when people from one group are allowed to do the same things as another group but are expected to do so in a separate place or on separate teams.

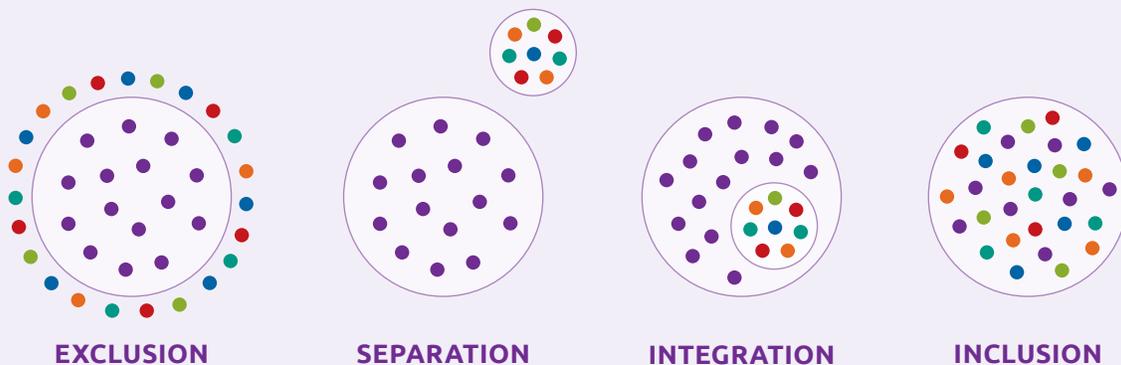
Can you think of an example of separation?

INTEGRATION: Integration is when a group of people participate in the same activities in the same space as another group. The two groups only interact with people in their own group, not each other.

Can you think of an example of integration?

INCLUSION: Inclusion is when there are no groups and all individuals participate together in the same activities in the same space or environment.

Can you think of an example of inclusion?



LESSONS IN LEADERSHIP 8

THE FIVE STAGES OF TEAM DEVELOPMENT

There are five stages that teams will go through as they work to achieve their goals. Those stages are forming, storming, norming, performing, and adjourning. Understanding these stages will help you work through them on your path to team success.

1 FORMING: As you may have guessed, this is when you create your team. The forming stage is very important in Inclusive Youth Leadership because you will determine who is and is not a part of your team. As you begin to form your team, ensure that you include everyone.

2 STORMING: In the storming stage, your group will go through challenges and disagreements. While many people fear this stage, it is very important to the growth of your group. It will also help you learn new teamwork skills. When your group is able to work through differences, you will all be stronger leaders.

3 NORMING: Once you've made it through the storming stage, your group will find its rhythm. You and your peers will get comfortable in each of your roles. You will also find the best ways to communicate and work together as a group.

4 PERFORMING: Once your group has developed norms for working together you will enter into the performing stage. In the performing stage, everyone has found a role in which they can leverage their strengths and interests. The performing stage is the point at which your team is at the top of its game!

5 ADJOURNING: The final stage of group development is called adjourning. "Adjourning" means to come to an end. In your case, adjourning is when your group's work together is complete and the project ends. Your group will then separate from one another and move on. Remember, just because your project is over does not mean you can no longer stay in touch with your group members. You can remain friends and might even get to work together again soon!

Keep in mind that not all teams will move through these stages in the same way. These stages also don't always happen in the order listed above. Many groups will move back and forth between storming, norming, and performing. Keep these stages in mind, and know that each of them plays an important role in helping your team to achieve its goal.



Key Takeaways

- Teams are strongest when everyone is working toward a shared goal and all members of the team are meaningfully engaged.
- A team can have more than one leader depending on the group's goal and what each team member's strengths and interests are.
- Inclusion happens when everyone has the opportunity to learn, grow, and fully participate with the whole group.
- Teams cannot exist when exclusion, separation, or integration are taking place.





UNIT 2

Game Day

Participant Workbook



Special Olympics
**Unified Champion
Schools®**



Introduction

Welcome to Game Day — it is time to put your Inclusive Youth Leadership practice into action! Whether you have completed every section of Unit 1 or are jumping right into the Game Day portion, this is the perfect opportunity to apply your Inclusive Youth Leadership skills and knowledge to identify, plan, and execute an initiative.

In this Game Day workbook, you will work together with your peers on a project of your choosing to create positive change in your community. Game Day will walk you through every step of the change-making process, giving you hands-on leadership experience while helping you learn new skills and leverage the ones you already have. Similar to any sports coach, your facilitator will not be “in the field” with you on Game Day. Instead, they will be on the “sidelines” offering guidance, encouragement, and support throughout your project, allowing you and your peers to take full ownership of your initiative.

We know that the best leaders are not only good team players, they are also always learning and growing. That is why, once you have completed your project, your team and facilitator will have a post-game “pep talk” in which you will reflect on your Game Day experience. This reflection is important because it is an opportunity for you to discuss what you learned and how you can apply it to the next project or initiative, helping you to continue to grow and develop as a leader. Let’s get to work!





Game Day Outline

Pre-Game

- 1 Choose Your Project
- 2 Exploring Your Initiative
- 3 Assessing Your Skills
- 4 Let's Talk Challenges
- 5 Building Your Bench
- 6 Making Your Game Plan
- 7 Put It All Together
- 8 Create a Playbook
 - Game Day Field Position 1: Resource Research
 - Game Day Field Position 2: Partner Recruitment
 - Game Day Field Position 3: Volunteer Recruitment and Support
 - Game Day Field Position 4: Outreach and PR
 - Game Day Field Position 5: Logistics and Gear

Game Time

Execute your plan!

Cool-Down

Appreciation and Celebration

Post-Game

- 1 Personal Reflection
- 2 Group Reflection
- 3 Up Next

PRE-GAME: Choose Your Project

Special Olympics focuses on a variety of issues and initiatives around the world. Below, you will find a few of these areas of focus, as well as some examples of projects to kickstart your team’s brainstorming to identify your initiative.

Area of Focus	Purpose	Examples
Health & Wellness	Promoting health and wellness for all community members.	<ul style="list-style-type: none"> • A “Walk, Run, Roll” event to get your community active • A panel or workshop about how to make healthy choices • Starting a workout club that walks, lifts weights, or takes fitness classes together • Creating a Unified Physical Education class in your school
Inclusion & Accessibility	Building more inclusive and accessible communities for all through education and opportunity.	<ul style="list-style-type: none"> • An Inclusion 101 teach-in at your school • A Rally for Respect to promote bullying prevention and awareness • Starting a Unified Club at your school or through your community center
Development & Visibility	Raising awareness and funding for Special Olympics initiatives.	<ul style="list-style-type: none"> • A bake sale or dance marathon to fundraise for your local Special Olympics program • Volunteer at a Special Olympics event in your area • Invite a Global Messenger or staff member from Special Olympics to speak at your school
Creativity & The Arts	Promoting inclusion through the arts and creative expression.	<ul style="list-style-type: none"> • Starting a Unified dance class • Putting on a Unified theater performance • Creating a mural to promote inclusion in your school or community

.....

As you begin brainstorming ideas for your group’s project, it will be helpful to have some vocabulary that describes the kind of events or projects you are working on. Here is a glossary of terms for common initiatives and events:

- **ASSEMBLY/RALLY:** A school-wide gathering of students, staff, and teachers to address a specific issue or get people aware of and excited about something.
- **DANCE MARATHON:** When people sign up to dance for a long period of time to help raise money for a cause by getting their friends or family to pledge to donate money if they can dance for a certain amount of time. This concept can be used with activities other than dancing too!
- **PANEL DISCUSSION:** Inviting multiple guest speakers to sit on a “panel” to discuss with one another a specific topic in front of an audience. A moderator leads these discussions by asking the speakers questions.
- **TEACH-INS:** When students lead a peer-to-peer discussion in which participants can learn about a specific topic. These teach-ins can be hosted weekly, monthly, or yearly.
- **UNIFIED CLUB:** A student-led club that aims to promote inclusion and accessibility throughout the school community. Any club can be unified, but a Unified Club specifically aims to advocate for inclusion within the school.
- **WORKSHOP:** A workshop is similar to a teach-in but is often led by a guest who can offer expertise in a certain topic area. For example, Dr. Tim Shriver, Chairman of Special Olympics, might be a great facilitator for a workshop on leadership and inclusion.
- **WALK, RUN, ROLL:** This is similar to a dance-a-thon, but instead of dancing for a certain amount of time, participants agree to walk, run, or roll a certain distance.

Now that you have some ideas of what is possible for your group, use a poster board, whiteboard, or chalkboard to brainstorm all of your ideas. **Discuss your ideas and work together as a group to select an initiative that everyone can get on board with!**

.....

My group’s initiative is:

PRE-GAME: Explore Your Initiative

Now it is time to learn as much as you can about your cause.

- 1 Use a sheet of paper or a chalk/white board to list all of the things your group already knows about your initiative.
- 2 Look at the list you've made and ask yourselves the following questions:
 - a What more do we want to learn?
 - b Where can we go to learn this?
- 3 Next, make a list of places and people you can go to in order to learn more about your cause (i.e. newspapers, blogs, websites, teachers, experts in the field).
 - a Use the table below to create a list of resources, contact people, questions you have, and note who from your group will be responsible for contacting or finding that resource.
 - b TIP: If you are going to interview someone about your initiative, create a list of questions or discussion topics before you meet with them.
- 3 Once you feel you have learned as much as possible, you can move on to the next step of identifying the talents that you are bringing to this project.

Resource Name	Contact Information	Questions to Research	Group Contact Person

PRE-GAME: Assessing Your Skills

In this section, you, as an individual youth leader, will be taking inventory of your personal leadership talents and assets you can bring to your team. Reflect back on the work you did in *Unit 1, Section 2: Me as a Leader* to help you complete this part. If your group did not complete Section 2, that is okay! You can still assess your skills using this worksheet.

1 If I won first place in a talent show it would be for

2 When I grow up I want to be a(n)

3 My favorite thing to study in school is

4 When I have free time, I choose to

5 I am happiest when I am

6 My friends always come to me because

7 The activity I love most in the world is

Your talents are things you enjoy and these can be your greatest strengths. Talents can also be used as clues for identifying your assets and how you can contribute to your team. Use the items listed above to help you complete the table below.

KNOWLEDGE: What do you know how to do? What is a topic you know a lot about?

EXPERIENCES: Do you have background or experience in a specific area?

INTERESTS: What interests do you have that might relate to your initiative?

TRAITS/ABILITIES: What are some skills or features of your personality that shape your leadership?

KNOWLEDGE:	TRAITS/ABILITIES:
INTERESTS:	EXPERIENCES:

Once you have completed this table, identify three assets you think you can bring to your team and write them below. If time allows, have everyone share their three assets with the group.

1 _____

2 _____

3 _____

PRE-GAME: Let's Talk Challenges

It is important to remember that facing challenges is not only common, but also contributes to the development of your team. While unexpected challenges may arise, you will be more prepared to face them with a calm approach if you discuss common ones ahead of time. Use this worksheet to talk through some potential challenges that you might face while working toward your goal.

1 What challenges are currently in place that we may have to overcome?

2 What are some challenges we might face in working toward our goal?

3 Are there other people or clubs working on similar initiatives? If so, who and what does their work look like? Would it be best to partner with these other people or organizations? If yes, how? If no, why not?

4 What additional resources might we need?

5 How will we make decisions as a team?

6 What will we do if we disagree?

PRE-GAME: Building Your Bench

Now it is time to “build your bench” with resources and people in your community that can support your work. You will do this by taking an inventory of the resources you currently have available to you. These resources can include people, organizations, places, and services that can be valuable in achieving your goal.

Keep in mind the brainstorming you previously did for this project. The people and clubs working on similar initiatives (think back to your challenges worksheet!) might be a useful resource on your bench. Remember partnerships are how you are able to maximize your impact. This list will come to play when you are executing your game plan!

On a piece of paper, whiteboard, or chalkboard, brainstorm the following:

- **Based on our initiative and challenges we might encounter, who in the community can help us achieve our goal?**

- **Are there any community events or celebrations that could be valuable to our initiative?**

- **What local business or organizations outside of our school might be willing and able to assist us with our work?**

- **Are there any organizations or individuals that might benefit from the work that we are doing in our community?**

- **How can we utilize school resources like librarians, computers, art supplies, or event spaces for our initiative?**

- **How can we spread the word about our initiative to the rest of the community?**

PRE-GAME: Make Your Game Plan

Now it is time to think about what you can do to build a better and more inclusive world. There are many ways you can do this, but here is a list you can use to get started. Remember, if you have an idea that is not on this list, that is okay too!

RAISING AWARENESS: Educate others about an issue or initiative that you care about. A few ways you can do this are through social media, at a school assembly, or by giving a presentation to your class.

COMMUNITY SERVICE: Get in touch with your local Special Olympics office to learn more about opportunities to volunteer. You can also volunteer with other organizations in your community that promote inclusion.

ADVOCACY: Work with public officials and organizations to advocate for policies that support the change you wish to see. You can also be an advocate for change in your school or in your community.

FUNDRAISING: Raise money to support a cause or organization. You can fundraise by hosting an event, selling goods, or by participating in fundraising events for your local Special Olympics Program.

EMPOWERMENT: Bring new people into Inclusive Youth Leadership to sustain the Unified movement and educate them on how to continue making change for years to come.

My Game Plan includes: (select all that apply)

- | | |
|--|--------------------------------------|
| <input type="checkbox"/> Raising Awareness | <input type="checkbox"/> Fundraising |
| <input type="checkbox"/> Community Service | <input type="checkbox"/> Empowerment |
| <input type="checkbox"/> Advocacy | <input type="checkbox"/> Other |

My Game Plan is to:

The steps I need to take are:

1 _____

2 _____

3 _____

I want to act on my game plan by:

PRE-GAME: Putting it all together!

Our Selected Initiative is:

Our Strategy to address this Initiative is:

Our Project summary is:

I am bringing my strengths of:

Our Community can help by:

TIMELINE/CHECKLIST:

This initiative will have a deadline of: _____

I have _____ (amount of time) to dedicate to this work every week.

(Make sure that you consider your homework, jobs, sports, other volunteer obligations, time with friends, and sleep.)

I am willing to recruit friends, partner organizations, and classmates to achieve this initiative.

___ YES ___ NO

This initiative will have a positive impact on our community.

___ YES ___ NO

TIME OUT:

Are you still committed to this project now that you see the level of hard work and time it will require? If not, you can go back to the beginning stages and either adjust the timeline, scale the initiative to a more manageable goal, or change course. If you are committed and confident that you have the capacity, it is time to start building your Game Day Playbook.

PRE-GAME: Create a Playbook

A playbook is used to help a team plan and execute the right plays to help them succeed on Game Day. This playbook will help you and your team create a plan for success in your Inclusive Youth Leadership initiative. While your plan may need to be adjusted at times, the more detailed you can make it, the more prepared your team will be.

Use the next few pages of this workbook to build your playbook. If there is something you need to add to this playbook to accomplish your task, create it. Remember to have fun along the way!

KICKING OFF YOUR PLAYBOOK

Before you develop “field positions,” or roles, for each of your team members, you will want to use the table below to build a “Plan on a Page.” This is an overview of your initiative that you can use as you work toward your goal.

PROJECT TITLE Special Olympics Program Name											
LONG-TERM VISION What would an “inclusive world” look like for your school or community? What big-picture goal are you working toward? Example: In 5 years, every school in my community will have started Special Olympics Unified Sports.®	WHAT WE WILL DO NOW Description of your project — what do you plan to do in your school or community? How does it work toward your long-term vision for inclusion? <table border="1"><thead><tr><th>Resources</th><th>Partners</th><th>Timeline</th><th>Impact</th><th>Challenges</th></tr></thead><tbody><tr><td>What resources will be needed?</td><td>Who can you work with?</td><td>When will the project take place?</td><td>How will the success of the project be measured?</td><td>What are some challenges that you might face?</td></tr></tbody></table>	Resources	Partners	Timeline	Impact	Challenges	What resources will be needed?	Who can you work with?	When will the project take place?	How will the success of the project be measured?	What are some challenges that you might face?
Resources	Partners	Timeline	Impact	Challenges							
What resources will be needed?	Who can you work with?	When will the project take place?	How will the success of the project be measured?	What are some challenges that you might face?							
BUILDING THE FUTURE How will the impact of your project be sustained in the future?											

COMMUNICATING ON THE FIELD

An important part of your playbook is establishing a way for your team members to communicate with one another when they all are “on the field.” To do that, create a visual check-in board that can be used to illustrate how everyone on your team is doing.

Each team member can create a nametag to use on the check-in board, or you can use post-it notes with your names on them instead. Use the template below to create a check-in board on a poster board or whiteboard so that you can reuse it throughout the timeline of your project.

 Need Idea Help	
 Fine Tuning	
 On Track & Working on Tasks	
 Almost Done with Tasks	
 Need to Share	

FINDING YOUR FIELD POSITIONS

To build your playbook, every member of the team will need to have a “field position.” These field positions should align with the strengths, talents, and interests of the team member filling them. There is a variety of field positions including:

- Game Day Field Position 1: Resource Research
- Game Day Field Position 2: Partner Recruitment
- Game Day Field Position 3: Volunteer Recruitment and Support
- Game Day Field Position 4: Outreach and Public Relations
- Game Day Field Position 5: Logistics and Gear

Remember, these field positions can be filled by more than one person. Take time to discuss as a group who will fill each role. Add the names of the individual(s) in each position to the table below to help you keep track of who is working on each portion of your project.

Field Position	Team Members
Resource Research	
Partner Recruitment	
Volunteer Recruitment & Support	
Outreach & Public Relations	
Logistics & Gear	

GAME DAY FIELD POSITION 1: Resource Research

With any initiative, you will need resources. The term “resource” can apply to equipment, materials, location, funding, or even human resources, or people to help you get the work done. The Resource Research team will help make sure that your team has the resources needed for the initiative, while also keeping track of any costs that might come up.

.....

Step One: Building Your Budget

The first step in developing resources is creating a budget. The best way to create this is to walk through your initiative from start to finish and make a list of everything your team will need. Be sure to connect with other field position teams to find out what resources they might need to get their work done. As you begin to think about your budget, here are some questions to get you started:

- What type of equipment is needed for your initiative?
 - If your initiative includes an event, where will it take place? Will there be a cost for the location?
 - Will providing food or water be part of your initiative?
 - Will people have to travel to the location?
 - Will you need to print materials for event promotion? What about schedules, handouts, or other printed materials?
-

Budget Example

Here is an example of what a budget might look like. You can find a blank template for your budget on the next page.

Budget Item	Description of Expense	Estimated Amount
Venue Space	School gym on Saturday October 1st. The school will give the gym for free but the club will pay for the custodial staff to work on Saturday for 8 hours	\$150
Event Equipment/Rentals	Soccer balls, nets and cones	\$80
Printing	Flyers to advertise event	\$40
Uniforms	Jerseys for players	\$200
Transportation	Buses to and from school gym	\$80
	TOTAL EXPENSES:	\$550

SUSTAINABILITY TIP: Make sure that the equipment you are getting can be used more than one time! This will help you secure funding and make sure that your work continues into the future.

OUR INITIATIVE BUDGET

Budget Item	Description of Expense	Estimated Amount
	TOTAL EXPENSES:	

GAME DAY FIELD POSITION 2: Partner Recruitment

In the pre-game section, “Building your Bench,” your team researched potential individuals, businesses, and community organizations that might be good partners for your initiative. The Partnership Building team will be responsible for reaching out to “your bench” and trying to bring those partnerships to life.

Step One: Research

Review “your bench,” or the list people, businesses, and organizations your team created. Complete the table provided on the next page before you begin contacting your potential partners. Remember to do your homework on this person or organization. Do they have a website? Are they on social media? What are some projects they have worked on in the past? The more you know, the more prepared you will be when you contact them.

Step Two: Outreach

Once you have completed your research and filled out the table provided, the next step is reaching out to your potential partners.

If you have access to internet and a computer, send a short email about yourself and the project. In your email, ask if the person you are contacting has time for a phone call or in-person meeting to discuss your initiative. If you are unable to use email, you can also call this potential partner or stop by their office if it is near you. If you are calling your potential partner, be sure to know when you would be available to meet in person.

When you call or meet your potential partner, make sure you are ready to discuss the following topics:

- Your inspiration for the project.
- Why you selected them as a potential partner for the project.
- What you are requesting from them for the initiative.
- Thank them for giving you some time and ask if they have any questions about the “big picture.”
- Give them a timeline for consideration and set up a meeting to talk about more details.

REMINDER: If you plan to meet your potential partner in person, be sure that you are accompanied by an adult. They do not need to be part of the meeting, but they should be there just in case there are any problems.

Organization Name	How does this project align with them?	What specifically are you requesting from this potential partner?	What positive outcomes can the partner anticipate in contributing to this project?	Who will be the partners' primary contact during the project?

GAME DAY FIELD POSITION 3: Volunteer Recruitment and Support

Volunteers are a very important resource for many causes and organizations. Depending on your initiative, you may need to recruit volunteers to help. Because volunteers donate their time to help others, it is important to provide them with a clear role in the initiative and to give them the support they need to be successful in that role. The Volunteer Recruitment and Support team will be in charge of finding volunteers and making sure they have a great experience working on your initiative!

Step One: Identify what kind of volunteers you need.

There are two different types of volunteers that you will focus on when planning your initiative. You may use one or both types of volunteers. It is up to you to determine what your team will need.

- **PROGRAM VOLUNTEERS:** Volunteers that will help with the planning and organizing of the event or initiative from start to finish. These types of volunteers are great for filling roles or field positions that you know you need, but may not have enough people to fill.
 - **DAY-OF VOLUNTEERS:** These types of volunteers are important if your initiative is an event. Day-of volunteers only need to show up during the actual event to help make sure it is a success. To figure out how many day-of volunteers you need, think about your event from set-up to tear-down.
-

Step Two: Establish volunteer roles.

Once you have determined what types of volunteers you will need for your initiative and how many, write descriptions for each volunteer role you have identified. Make sure you include the following:

- Description of the initiative you are recruiting them to volunteer for
 - The date and time of the volunteer shift for day-of volunteers OR the length of time they will be needed as program volunteers
 - Description of the work you are requesting them to do in their volunteer role
 - Any special skills or training a volunteer should have to fill that role (ex: first aid, money-handling skills, sports official training, etc.)
 - A contact person to whom they can reach out with questions
-

Step Three: Recruit!

Make a list of everyone you know who might be interested in helping out and start recruiting! You can reach out to potential volunteers through social media, email, phone, or in-person. Regardless of how you reach out, be sure to provide them with the volunteer role description you created in step two.

If you need more volunteers but do not know who to ask, make posters or use social media to help spread the word that you are looking for volunteers to help you with your initiative!

When volunteers sign up to help, make sure you collect their information so that you can connect with them before, during, and after the event. You can use the template on the next page to keep track of your volunteers. For example, you will want to send a reminder email to volunteers one week before your event takes place or your initiative begins.

Volunteer Support

The volunteer description will be a great start to supporting your volunteers. You will also want to schedule a volunteer orientation to set them up for success with your initiative. You can do a volunteer training in the days prior to your event, or you can make sure you add time to the shift of the volunteer so that they can get a brief orientation before beginning their work.

During the event, make sure you check in on your volunteers and respond to any questions that they might have while they are working. Remember to give positive feedback when they are doing a good job. Volunteers are there to help and it is important to show appreciation to them for choosing to spend their time supporting your initiative.

Appreciation is key to a successful volunteer-driven event. In the Post-Game section of this workbook, we will talk about different ways you can appreciate your volunteers, but you will want to make sure you save their contact information so that you can do this. It is also great to have a list of people for your next Game Day or to pass on to your local Special Olympics office for more volunteer opportunities!

Finally, you can support volunteers by asking for their feedback. They might have great ideas or resources to make your initiative even better this time or help you on your next Game Day! Using volunteer feedback not only helps you, but also helps make the experiences of your next volunteers even better.



GAME DAY FIELD POSITION 4: Outreach and Public Relations

Another important part of planning your initiative is getting the word out in your community about your work. The Outreach and Public Relations team will be responsible for raising awareness for your initiative in the community and finding ways to share that work even after your initiative has ended.

.....

Earning Coverage for Your Event

Public relations, or PR, means reaching out to local radio, television, and print news outlets to see if they will share your story with the community. To do this, you should use the prompts below to help you figure out what information you want to share with the potential media outlets.

- 1 What do you want people to KNOW?**
- 2 What do you want people to DO now that they know about this?**
- 3 How can they do this?**
- 4 Who can they contact for more information?**

Use the answers to these questions to help you write what is called a “pitch.” This is a short message you will share with news outlets to convince them to cover your event. Pitches are usually sent via email, so if you do not have access to email, you can ask a parent or teacher to help send the email for you.

.....

Pitch Template

Here is a template you can use to help you write a pitch to share with media outlets in your community. You can add more information that you think will help you better share your group’s story.

Hello _____ ,

My name is _____ , and I am a student at _____. I am currently participating in Special Olympics’ Inclusive Youth Leadership training. As part of this training, I am working with my peers to create and implement an initiative that will advance a cause we care about.

Our initiative is _____. We have chosen this initiative because _____.
The purpose of our initiative is to _____. We want to share our story with the community in hopes that they will _____. They can do this by_____.

We would like to invite you or one of your colleagues to join us for (event or initiative) to learn more about the work we are doing and the impact it will have on our community. Please let me know if you have any questions or if you would like more information.

Thank you,

Creating a Media List

Once you have created a pitch, you will want to make a list of local news shows, radio stations, newspapers, and magazines that you would like to cover your event. Use the table below to create a list of media contacts. You may need to do some research to find out who you should contact at each media outlet and what their email and phone number are.

Media Outlet	Contact Name	Email	Phone

Once you've completed your media list, decide which of your team members will be responsible for sending your pitch to those contacts. Remember that you can always ask a parent or teacher to help you.

Preparing for Interviews

If one of your media outlets is interested in covering your event, it is likely that they will want to interview you or one of your peers. Here are some tips to prepare for those interviews:

- Practice! Even if you signed up for this because you LOVE talking with others, practice your message. A good first step is to review the questions at the beginning of this section and make sure you can answer each one. You can also have your peers ask you practice questions in a pretend interview.
- Relax! The media is interviewing you because they are impressed with the work you and your peers are doing and want to share it with the community.
- Be Passionate! This passion will carry through the camera and people will listen and hear your excitement.
- Be positive! Your initiative may address a serious issue, but be focused on your work and what you are doing to be a part of the solution.
- Dress appropriately for the interview, but do not feel like you have to wear a suit by any means. If the interview is taking place at your event, it is okay to be wearing an event t-shirt or clothing that makes sense for your initiative.

Spreading the Word

The media are not the only people you will want to spread the word to regarding your initiative. Here are some additional ways your team can share your message and promote your initiative:

- Create a Facebook page or event for your initiative to share information about how people can get involved and provide updates on your work.
- Design posters and hang them at your school and in local businesses throughout your community.
- Ask your school administrators if you can make an announcement to the school at your next assembly or in your daily school-wide announcements.
- Create contests or drawings in which people can win prizes if they support your initiative or attend your event.
- Write a letter to your community and distribute it on social media or deliver it to mailboxes in your neighborhood.
- Design and order t-shirts for your team to wear during or leading up to your event or initiative.
- Ask your teachers if you can make an announcement about your initiative at the beginning or end of class.
- At the end or beginning of the school day, hand out candy or pencils with a card attached that includes details about your initiative.
- Ask your school's athletic director or sports coaches if an announcement about your initiative can be made during an upcoming sporting event.



GAME DAY FIELD POSITION 5: Logistics and Gear

This is where all the magic happens! The Logistics and Gear team is responsible for making sure the team has its bases covered from start to finish. The key to logistics is preparation and flexibility. This section will help you with the preparation but the flexibility will be on you during Game Day!

SCHEDULE: Create a schedule for the day. This should include time for set up and break down. Walk through the event schedule with your team to make sure it is right.

KEY CONTACTS: Create a list of key contacts for the day to share with the whole team. Include your team members, facility contacts, and other support team members.

EQUIPMENT: What equipment will be needed for the initiative? Where and when will you get it? Who will you return it to? If there are things that will come with a cost, make sure you connect with the Resource Development team to have those costs included in the budget.

FACILITY: Where is the facility? What does your team need to know about the facility? What time can you arrive? What time do you need leave? What is the check-out process?

AUDIO-VISUAL NEEDS: What will you need, if any? Where will you get audio-visual help? Who is in charge of audio-visual technology? When will you test the technology?

PARKING/TRANSPORTATION: Will people/teams be arriving in large buses? Where will attendees park? Is there accessible parking available?

SAFETY: Is there a facility safety plan? Medical needs? Should you have any sort of security? Will you want to have a medical professional like a nurse on site?

SIGNAGE: How will people know they are in the right place? What directions will they need? Think of restrooms, first aid, parking, arrival, locker rooms, seating area, and food or beverage.

WATER/FOOD: Will your team or attendees need water or food? Where will you get it from? How much will it cost? Will it be picked up or delivered?

PHOTOGRAPHY: Who is going to be taking pictures? Will there be any parts of the event you want to video tape? Can you find someone to donate their time as a photographer?

BACKUP PLAN: If you are planning an event that is outside, what will be the plan if the weather doesn't work for your event?

TIP: If you have a small team, but think you might need some additional support on Game Day, connect with the people in the Volunteer Recruitment position and have them help you find some volunteers.

GAME TIME: Execute Your Plan!

Now that the day has arrived, it is time to execute your plan! Here are some tips to remember on the day of your event:

- Communication is key! Don't forget to communicate with your teammates and all volunteers throughout the day.
- Stay active on social media. Tweet, post stories on Instagram or Snapchat and make sure you post in your relevant Facebook groups! This will help to ensure your event reaches as many people as possible.
- Take pictures and videos! These will be great for you to not only look back on the event, but also to promote similar events in the future.
- Enjoy your event! You have put in the hard work so don't forget to take a moment to enjoy your efforts.

Good Luck!



COOL-DOWN: Appreciation and Celebration

Congratulations, you did it! Do not forget to thank those who helped you along the way. You will want to show appreciation to your teammates, community partners, and volunteers. Here are some ways you can show gratitude and celebrate:

- Handwritten thank you notes
- Plaques or certificates of recognition
- A celebration party
- Personal phone calls
- Flowers or gift baskets
- Write and share your story
- Create a video documentary of your experience
- Create unique MVP (Most Valuable Player) awards for everyone that is unique to their role or experience in the initiative
- Write a letter to your future self! Capture how you feel right now into words or images and have someone give it to you in 6 months or a year. Maybe it will continue to inspire others and help you step up to that next great leadership opportunity that is coming your way in the future!



POST-GAME: Reflecting on Your Initiative

It is time to review the game tapes! Use this time to reflect on the event as an individual leader but also reflect on the event as a group. You can write your responses below or talk through each question and share your answers with the group.

.....

Personal Reflection:

- 1 What were your personal successes?
 - 2 What were your personal challenges?
 - 3 What do you want to work on for your next leadership role based on your responses?
 - 4 What are some action steps you can do with your individual life to promote Inclusion and Inclusive Youth Leadership?
 - 5 What was the most enjoyable part of this process for you?
 - 6 When is your next Game Day?
-

Group Reflection:

- 1 What were the successes of your team?
 - 2 What were the challenges for your team?
 - 3 What would you do differently next time?
 - 4 What was your baseline data before your initiative?
 - 5 What was the impact your initiative had on that data?
 - 6 What were the outcomes of your initiative? (Reflect on your overall goals when you began planning this project)
-

Up Next:

Once your event or initiative has been completed, we encourage you to continue to find ways to engage and activate within the movement. Here are some resources that might help you with this:

- Youth Leader Facebook group “Special Olympics: Unified Generation”
- Youth Leadership Guide: http://media.specialolympics.org/resources/community-building/youth-and-school/unified-champion-schools/Youth-Leadership-Guide.pdf?_ga=2.35686307.280741234.1560791767-87532178.1535056672
- Head to GenerationUnified.org for more inclusive stories: <https://www.generationunified.org/>
- For additional resources, please visit the Special Olympics Resources for Youth and Schools page: <https://resources.specialolympics.org/community-building/youth-and-school>



Special Olympics
**Unified Champion
Schools[®]**

The contents of this "Inclusive Youth Leader Training Facilitation Guide" were developed under generous funding from the US Department of Education, #H380W170001 and #H380W180001. However, those contents do not necessarily represent the policy of the US Department of Education, and one should not assume endorsement by the Federal Government.

