



Athlete Representative Facilitator Guide

July 2021



Athlete Representative Facilitator Guide

This facilitator guide provides an outline on how to host and lead the Athlete Representative training course using the PowerPoint presentation and the participant workbook.

If you are looking for resources to help prepare for and lead a training virtually, you can find them here. Alternatively, the worksheets, PowerPoint and this resource can be adapted for delivery via platforms like Zoom, WhatsApp, Facebook or for in person delivery.

Be sure to complete the following actions to prepare for each session:

1. Identify athlete leader to co-facilitate.
2. Review this facilitator guide and accompanying PowerPoint presentation.
3. Review the worksheets and complete each activity yourself to be familiar with the activity and have examples to share. Additionally, think about what information you can add from your Program perspective.
4. Host a practice session with all facilitators and cover every slide.
5. Give feedback to each other.
6. Host a second practice of entire presentation.
7. Send out the worksheets and session instructions to the participant one or two weeks before the training. Invite athlete leaders to look through all the resources so they are familiar with the content.

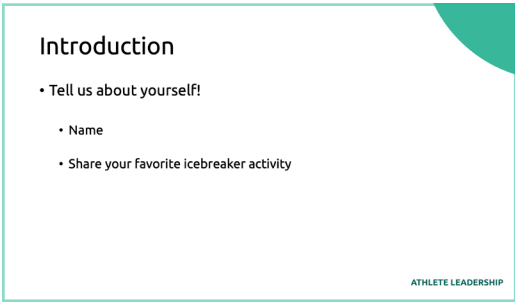


Training Overview

Topic	Description	Est time
Lesson 1: Preparing for Meetings <ul style="list-style-type: none"> • Before the meeting • During the meeting • After the meeting 	Ensure you are prepared for the meeting. Learn the steps you should take to have a successful meeting and meet or exceed expectations.	45 mins
Lesson 2: Meeting Management <ul style="list-style-type: none"> • Tips for leading meetings • Group dynamics in meetings 	Not all meetings flow the same way, even if it is the same group of people. Learn and practice some skills to guarantee a productive meeting.	45 mins
Lesson 3: Athletic Leadership Council (ALC) <ul style="list-style-type: none"> • ALC explained • Structure, roles, & responsibilities 	This is a more specific discussion on what an ALC does and how it functions. This course also covers some suggestions to increase effectiveness of this group.	90 mins
Lesson 4: Preparing Committees & Boards of Directors <ul style="list-style-type: none"> • Athletes serving on committees explained • Athletes serving on boards explained • Members, roles, and responsibilities 	Ensure you are prepared for the meeting. Learn the steps you should take to have a successful meeting and meet or exceed expectations.	60 mins

We encourage you to complement this training course with the following Advanced Leadership Courses: Leading Discussions (60 mins)

We encourage you to add Program-specific content to make it more relatable to your group of athlete leaders. It is recommended that lessons are facilitated in order and each session be no longer than 2 hours in length.

The course can be divided into multiple sessions. In the end, these are just resources at your disposal. You will need to adapt them to fit your constraints as a Program (time, space, technology, etc.).

Prep	Description	Slide
<p>Topic Welcome and Introductions</p> <p>Time: 5 mins Lead:</p>	<ul style="list-style-type: none"> • Welcome participants • Introduce the facilitators <p><i>Good afternoon everyone. Welcome participants.</i></p> <p><i>I would like to ask each person to unmute and introduce themselves, please. Each person introduces themselves.</i></p>	
<p>Topic Purpose of the Athlete Representative training</p> <p>Time: 2 mins Lead:</p>	<p><i>Athletes need to drive Special Olympics work. To achieve this, there needs to be athlete representation on all leadership groups.</i></p> <p><i>To become an athlete led organization, athletes must lead the work and participate in the decision-making process and implementation. Athlete Representatives can fulfil that role.</i></p> <p><i>The purpose of the Athlete Representative training course is to: Train athletes so they can provide perspective and opinions on behalf of other athletes. That they can help set policy, make recommendations for continuous improvement, introduce new ideas, and then, when appropriate, implement those new ideas to improve local programming.</i></p>	
<p>Topic What is the role of an Athlete Representative?</p> <p>Time: 2 mins Lead:</p>	<p>Athlete Representatives:</p> <ul style="list-style-type: none"> • <i>Understand the mission and goals of the organization they serve.</i> • <i>Are connectors, committed to expressing opinions and gathering or sharing feedback of other athletes.</i> • <i>Represent Special Olympics professionally.</i> 	

Prep

Topic

Leadership
Roles of Athlete
Representatives

Time: 7 mins

Lead:

Description

There are 3 examples of roles for Athlete Representative:

1. Athlete Leadership Council

**Previously referred to as Athlete Input Council*

The Athlete Leadership Council is a group of athletes that represent the interests of all athletes in their Program. They voice their opinions about important issues related to Special Olympics and provide support and leadership to all programmatic areas at a local, national, regional or global level.

2. Serving on Program Board of Directors

All Special Olympics Board of Directors must include at least one current Special Olympics athlete. The athlete serving on the board:

- Must have the same rights and privileges as other voting Board members
- Play an integral role
- Set organization direction
- Monitor annual and strategic direction
- Meet periodically to discuss and vote on organizational matters

3. Participating on Committees

The purpose of a committee is to solve problems, plan events, develop budgets, and so much more. Really, they can do just about anything when they work together, and everyone contributes.

Here, athletes must:

- Manage a specific topic or issue
- Address issues or problems and make recommendations for solutions
- Meet regularly to complete tasks

Examples of Special Olympics Committees:

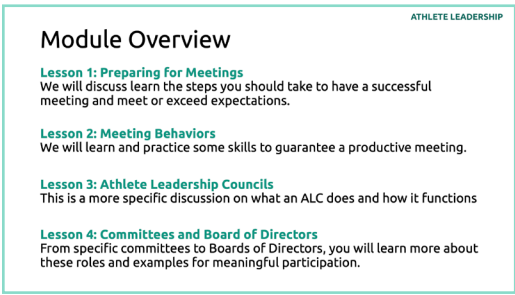

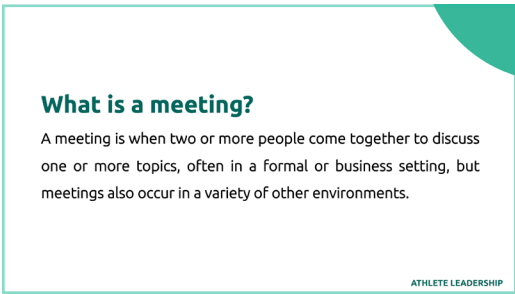
- Opening Ceremonies Committee
- Family Committee
- Volunteer Recruitment Committee

Slide

Athlete Representative Leadership Roles



ATHLETE LEADERSHIP

Prep	Description	Slide
<p>Topic Module Overview</p> <p>Time: 5 mins Lead:</p>	<p>Here you will mention the complete module overview and explain how you are going to divide the lessons in several sessions.</p> <p>Lesson 1: Preparing for Meetings We will discuss learn the steps you should take to have a successful meeting and meet or exceed expectations.</p> <p>Lesson 2: Meeting Behaviors We will learn and practice some skills to guarantee a productive meeting.</p> <p>Lesson 3: Athlete Leadership Council This is a more specific discussion on what an ALC does and how it functions.</p> <p>Lesson 4: Committees and Board of Directors From specific committees to Boards of Directors, you will learn more about these roles and examples for meaningful participation.</p>	 <p>Module Overview <small>ATHLETE LEADERSHIP</small></p> <p>Lesson 1: Preparing for Meetings We will discuss learn the steps you should take to have a successful meeting and meet or exceed expectations.</p> <p>Lesson 2: Meeting Behaviors We will learn and practice some skills to guarantee a productive meeting.</p> <p>Lesson 3: Athlete Leadership Councils This is a more specific discussion on what an ALC does and how it functions</p> <p>Lesson 4: Committees and Board of Directors From specific committees to Boards of Directors, you will learn more about these roles and examples for meaningful participation.</p>
<p>Topic Lesson 1: Preparing for meetings?</p> <p>Time: 2 mins Lead:</p>	<p>No matter what leadership role an Athlete Representative takes on, they need to connect and interact with others on a regular basis.</p> <p>And much of this happens during meetings. In this lesson we will take about meetings and what you need to learn to have successful meetings.</p>	 <p>Lesson 1: Preparing for Meetings <small>Special Olympics</small></p> <p>In this lesson, we will:</p> <ul style="list-style-type: none"> • Learn what is considered a meeting. • What you should do before, during and after a meeting.
<p>Topic Lesson 1: Preparing for meetings?</p> <p>Time: 3 mins Lead:</p>	<p>Now, let us define what is a meeting. A meeting is when two or more people come together to discuss one or more topics, often in a formal or business setting, but meetings also occur in a variety of other environments.</p> <p>There are three important moments to consider when we discuss meetings:</p> <ol style="list-style-type: none"> 1. What happens before the meeting 2. What happens during the meeting 3. What happens after the meeting 	 <p>What is a meeting?</p> <p>A meeting is when two or more people come together to discuss one or more topics, often in a formal or business setting, but meetings also occur in a variety of other environments.</p> <p><small>ATHLETE LEADERSHIP</small></p>

Prep

Topic

Lesson 1: Preparing for meetings?

Before the Meeting

Time: 10 mins

Lead:

Description

Before a meeting:

- You need to prepare for a meeting to make sure you will have successful participation.
- Every time you are facilitating or participating in a meeting, go over the checklist a few hours or days before the meeting so that you are prepared.

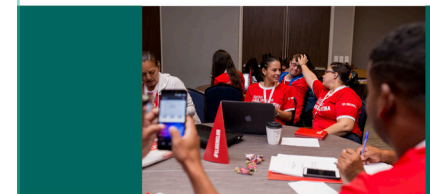
Activity #1:

For the next activity we will divide In groups and practice setting up a meeting. Together decide on a topic and review the checklist together on your workbook together.

Divide into groups using the breakout room feature of Zoom. Each group should use the “before the meeting checklist” and set up a pretend meeting. After they finish, ask one group to share their checklist and another group share about the experience. You could ask them if they found the checklist helpful, why or why not. Ask the participants what else they do to prepare for a meeting.

Slide

Before a meeting Activity #1



ATHLETE LEADERSHIP

Date	Time	Location	How are they invited? (circle one)	Email Announcement	Phone
Who will attend?					
Topic (what are we going to talk about?)		The agenda	Items from last meeting	New items	

FACILITATOR CHECK-LIST

<input type="checkbox"/> Who will take notes?	<input type="checkbox"/> Do we need a flip chart, markers, projectors, presentation or other materials?
<input type="checkbox"/> Minutes of previous meeting (should be sent in advance)	<input type="checkbox"/> Are any special guests invited?
<input type="checkbox"/> If in person, meeting room reserved and set up	
<input type="checkbox"/> If online or by phone, confirm dial-in, zoom link, etc.	

Topic

Lesson 1: Preparing for meetings

During the Meeting

Time: 5 mins

Lead:

To have a successful meeting here are some aspects you need to consider, a successful meeting:

- Starts on time
- Has enough participants
- Has an agenda
- Discussion stays on topic and is productive
- Has a welcoming environment where people feel safe to share their opinions
- The group discussions topics and makes a decision
- Everybody understands the decisions
- All agree on an action plan or next steps after the meeting

During a meeting

- Starts on time
- Has enough participants
- Has an agenda
- Discussion stays on topic and is productive
- Has a welcoming environment where people feel safe to share their opinions
- The group discussions topics and makes a decision
- Everybody understands the decisions
- All agree on an action plan or next steps after the meeting

ATHLETE LEADERSHIP

Date	Time	Location
Participants		Special Guests
Facilitator		
Time the meeting started:		Time the meeting ended:
Read minutes from last meeting. <i>Anyone have any questions?</i>		
Old business – discuss items pending from last meeting		
New business – discuss new items		
Next steps		

Prep

Topic

Lesson 1:

Preparing for meetings

During the Meeting

Activity #2

Time: 10 mins

Lead:

Description

Activity #2

Now we will experience what happens during meetings. The same groups will meet again and start the meeting you planned before remembering everything you need to do during a meeting.

One of the participants should take minutes. When someone is responsible for taking minutes, that means they write down notes or a summary of the meeting.

Send the participants back to breakout rooms in the same groups. Give them 8 minutes to have the meeting, when they come back from the breakout rooms gather feedback from a couple of groups.

Great job everyone, let us reflect on the activity and answer the following questions:

- 1. Did the checklist we worked on previously had a positive impact on the meeting?*
- 2. What worked?*
- 3. What could we have done better?*

Slide

During a meeting
Activity #2



ATHLETE LEADERSHIP

Topic

Lesson 1: Preparing for meetings

After the Meeting

Time: 5 mins

Lead:

The meeting might be over, but the job is not done. A huge part of a successful meeting are the steps we need to take after, this will ensure it was productive. What to do after a meeting?

- 1. Pass the meeting notes to all participants (through WhatsApp, email, calls, etc.).*
- 2. Follow up with team members (through WhatsApp, email, calls, etc.).*
- 3. Organize your tasks and complete them.*
- 4. Stay in touch: ask questions, help others.*

After a meeting

- Pass the meeting notes to all participants (through WhatsApp, email, calls, etc.)
- Follow up with team members (through WhatsApp, email, calls, etc.)
- Organize your tasks and complete them
- Stay in touch: ask questions, help others

ATHLETE LEADERSHIP

Prep

Topic

Lesson 1:

Preparing for meetings

Reflective Questions

Activity #2

Time: 10 mins

Lead:

Description

Activity #2

Debrief the reflection questions from the activity Have volunteers share their answers to the reflection questions from the worksheet. Depending on how much time you have you can take a couple of volunteers for each question. If you have enough time, you can use breakout groups to let them share and discuss in smaller groups and then bring them back together to share a few examples of what their group discussed.

Great job everyone, now let us reflect on what we have learned about meetings and the steps you need to take:

- *Share something new you learned in this lesson.*
- *Think about the role you are interested in during a meeting. This reflection is meant for them to consider their skills and interests and how they can contribute to the meeting.*
- *What is something that you will do to prepare for a meeting?*

Slide

Reflective Questions

1. Share something new you learned in this lesson
2. Think about the role you are interested in during a meeting

	Yes	No
Would you like to be a facilitator?		
Would you like to write the minutes?		
Would you like to follow up with members and their tasks?		
Would you like to have follow up discussions with others?		

3. What is something that you will do to prepare for a meeting?

ATHLETE LEADERSHIP

Topic

Lesson 1: Preparing for meetings

Time: 5 mins

Lead:

Does anybody have any questions or comments?

Thanks for participating, I encourage you to use the checklists for before and during meetings. It is important to practice, as you gain more experience meetings it will flow easier for you and everyone.

Questions?

ATHLETE LEADERSHIP

Topic

Lesson 2: Meeting behaviors

Time: 5 mins

Lead:

Welcome everyone, today we will discuss meeting behaviors, in this lesson we will:

- *Learn to identify different meeting behaviors.*
- *Learn how to manage those behaviors to have a successful meeting.*

Lesson 2: Meeting Behaviors

In this lesson we will:

- Learn to identify different meeting behaviors.
- Learn how to manage those behaviors to have a successful meeting.

Spectra
Olympics

Prep

Topic

Lesson 2: Meeting behaviors

Time: 5 mins

Lead:

Description

A meeting gathers a group of people with different personalities, experiences, ideas, and expertise to achieve a common goal: discuss a specific topic. People behave and react different.

A behavior is the way in which one acts, especially toward others.

- *For a meeting to be successful (see Lesson 1) everyone needs to contribute. Their behaviors during the meeting matter.*
- *People are different and so they will act in different ways during a meeting. Here are some examples of common behaviors you will see during a meeting:*

We will review which behaviors contribute to a successful meeting:

1. *Listen.*
2. *Speak clearly.*
3. *Remove distractions.*
4. *Take turns to speak.*
5. *Make progress.*
6. *Respect timing.*

Slide

Meeting Behaviors

Listen Speak Clearly Remove Distractions

Take Turns to Speak Make Progress Respect Timing

ATHLETE LEADERSHIP

Topic

Lesson 2: Meeting behaviors

Activity #1

Time: 10 mins

Lead:

Activity #1

Now we will look at behaviors that do not contribute to successful meetings.

Look through each of the behaviors on the left and the definitions listed on the right. Draw a line to connect each behavior to the correct definition.

Ask everyone to match negative behaviors and the way we see them manifest in meetings. After a few minutes go through each behavior and its definition to make sure everyone has the correct information.

Have you seen these behaviors display during meetings you participated in the past? Have you seen these behaviors on other? How about yourself?

Meeting Behaviors
Activity #1

Overly Talkative Easily Distracted Uninterested Argues a lot

ATHLETE LEADERSHIP

Overly Talkative Combative personality. Regularly creates a discussion.

Easily Distracted Likes to be the center of attention, may know a lot about the topic and wants to tell everyone, or likes to talk a lot.

Uninterested Gets distracted easily, distracts other members and you with side conversations.

Argues a lot Seems bored, as if they do not care. Or can come across shy.

ATHLETE LEADERSHIP

Prep

Topic

Lesson 2: Meeting behaviors

Time: 8 mins





Lead:

Description

What to do when you see these behaviors? Here are some practical tips on how to react so these behaviors stop happening.

- **Overly talkative:** *Slow them down with questions that make them think. Interrupt with: "That's an interesting point . . . now let's see what the group thinks of it."*
- **Argues a lot:** *Manage your own emotions. . . don't let group get excited either. Review their points to understand their opinion, express your agreement and then move on to something else. As a last resort, talk to them privately during a break. . .try to find out what's bothering them... see if you can promote cooperation.*
- **Side conversation:** *Engage them by asking a question or call on them by name to get their attention. If it persists you can nicely ask them to join the group discussion.*
- **Will not talk:** *Remind everyone this is a safe space and that everyone is free to share their thoughts in a respectful way. Ask their opinion. Learn about their interests. Be sure to compliment them the first time they share – and be sincere about it.*

Slide

What to do?	
 Overly Talkative	<ul style="list-style-type: none">• Slow them down with questions that make them think.• Interrupt with: "That's an interesting point...now let's see what the group thinks of it."
 Easily Distracted	<ul style="list-style-type: none">• Engage them by asking a question or call on them by name to get their attention.• If it persists you can nicely ask them to join the group discussion.
 Uninterested	<ul style="list-style-type: none">• Remind everyone this is a safe space and that everyone is free to share their thoughts in a respectful way.• Ask their opinion. Learn about their interests.• Be sure to compliment them the first time they share – and be sincere about it.
 Argues a lot	<ul style="list-style-type: none">• Manage your own emotions. Don't let group get excited either.• Review their points to understand their opinion, express your agreement and then move on to something else.• As a last resort, talk to them privately during a break. Try to find out what's bothering them. See if you can promote cooperation.

Topic

Lesson 2: Meeting behaviors

Activity #2

Time: 20 mins

Lead:

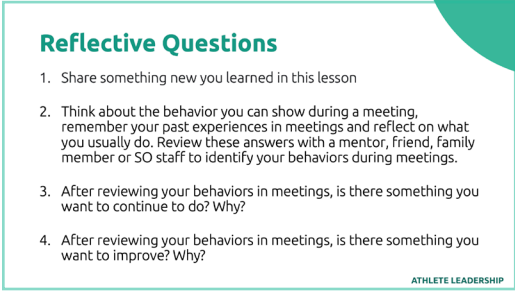

Activity #2

Now, let us practice some of these tips. Divide into groups, each group will have a facilitator that can role play one of the behaviors and ask the other to follow the tips on how to react and improve the situation. After that, if you have enough time, other members of the group can also role play other behaviors.

Divide the participants in small groups and have a co facilitator lead the activity in each one of the groups. Each co facilitator will choose one negative behavior and role play it for the others. The rest of the group should try to implement the tips provided before. Once the facilitator is done, someone in the group can volunteer to act out one behavior and have the others react to it.

Meeting Behaviors
Activity #2

ATHLETE LEADERSHIP

Prep	Description	Slide
	<p><i>When the small groups come back ask one member of each group discuss:</i></p> <ul style="list-style-type: none"> • <i>How they felt during the activity.</i> • <i>Which behaviors were difficult or easy for them to handle?</i> • <i>What were their reactions to other people's negative behaviors?</i> 	
<p>Topic Lesson 2: Meeting behaviors</p> <p><i>Reflective Questions</i></p> <p>Time: 10 mins Lead:</p>	<p>Activity #2</p> <p>Debrief the reflection questions from the activity Have volunteers share their answers to the reflection questions from the worksheet. Depending on how much time you have you can take a couple of volunteers for each question. If you have enough time, you can use breakout groups to let them share and discuss in smaller groups and then bring them back together to share a few examples of what their group discussed.</p> <p><i>Great job everyone, now let us reflect on what we have learned in this lesson.</i></p> <ul style="list-style-type: none"> • <i>Think about the behavior you can show during a meeting, remember your past experiences in meetings and reflect on what you usually do. Review these answers with a mentor, friend, family member or SO staff to identify your behaviors during meetings.</i> • <i>After reviewing your behaviors in meetings, is there something you want to continue to do? Why?</i> • <i>After reviewing your behaviors in meetings, is there something you want to improve? Why?</i> 	 <p>Reflective Questions</p> <ol style="list-style-type: none"> 1. Share something new you learned in this lesson 2. Think about the behavior you can show during a meeting, remember your past experiences in meetings and reflect on what you usually do. Review these answers with a mentor, friend, family member or SO staff to identify your behaviors during meetings. 3. After reviewing your behaviors in meetings, is there something you want to continue to do? Why? 4. After reviewing your behaviors in meetings, is there something you want to improve? Why? <p><small>ATHLETE LEADERSHIP</small></p>
<p>Topic Lesson 2: Meeting behaviors</p> <p>Time: 5 mins Lead:</p>	<p><i>Does anybody have any questions or comments?</i></p>	 <p>Questions?</p> <p><small>ATHLETE LEADERSHIP</small></p>

Prep

Topic

Lesson 3: Athlete Leadership Council

Reflective Questions

Time: 2 mins

Lead:

Description

In this lesson we will learn about one of the leadership roles Athlete Representatives have in Special Olympics Programs. The Athlete Leadership Council.

The skills and knowledge you have learned in the previous lessons and leadership courses will help you succeed in roles such as being a member of an Athlete Leadership Council, given the opportunity.

Let's get started!

Slide

Special Olympics

Lesson 3: Athlete Leadership Council

In this lesson we will:

- Learn the definition of an Athlete Leadership Council (ALC).
- Learn the three main responsibilities members of the ALC have.
- Learn about ALC operations.

Topic

Lesson 3: Athlete Leadership Council

Reflective Questions

Time: 5 mins

Lead:

The Athlete Leadership Council or ALC was previously known as an Athlete Input Council. The name was changed to better reflect the role this group has in the organization. Providing input is still an important piece but not the only one.

- *The council is a structure created for athletes to:*
- *Report to other athletes and Program leaders what is happening in their areas.*
- *Voice their peers' opinions about important issues related to Special Olympics.*
- *Develop, plan, and implement projects.*
- *Serves as a liaison in different areas of the organization providing support and expertise.*
- *Gain leadership training and experience.*

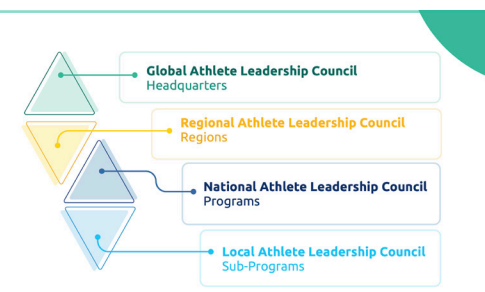
This structure exists at a global, regional, national, and local level.

What is an ALC?

The council is a structure created for athletes to:

- Report to other athletes and Program leaders what is happening in their areas.
- Voice their peers' opinions about important issues related to Special Olympics.
- Develop, plan, and implement projects.
- Serves as a liaison in different areas of the organization providing support and expertise.
- Gain leadership training and experience.

ATHLETE LEADERSHIP



Topic

Lesson 3: Athlete Leadership Council

Activity #1

Time: 10 mins

Lead:

Activity #1

As you learn what an Athlete Leadership Council is, let's reflect on the role. You will be divided into smaller groups so you can answer and discuss the questions.

- Why is it important for Programs to have an Athlete Leadership Council?
- How can a Special Olympics Program benefit from having an Athlete Leadership Council?

Activity #1



Prep

Description

Slide

- What are characteristics an athlete needs to be successful in this role?

Send participants to break out rooms to discuss the questions. When they comeback as a member to each group to answer one of the questions.

Topic

Lesson 3: Athlete Leadership Council

Responsibilities

Time: 5 mins

Lead:

Now we will learn about three important responsibilities of Athlete Leadership Council members and the associated actions.

1. **LEAD** their SO Program: Know issues related to the Special Olympics Program. Represent other athletes' ideas and concerns. Contribute to event planning and implementation. Serve as liaison between athletes and staff in different programmatic areas.
2. **EMPOWER** athletes: Organize Leadership trainings and events in their Special Olympics Program.
3. **ADVOCATE**: Communicate important issues related to athletes. Model Unified Leadership. Know Special Olympics organization strategic plan and priorities.

ALC Responsibilities



LEAD
their Special
Olympics Program



EMPOWER
athletes



ADVOCATE

ATHLETE LEADERSHIP

Topic

Lesson 3: Athlete Leadership Council

Activity #2

Time: 15 mins

Lead:

Activity #2

After reviewing ALC responsibilities let's read the following scenarios and think of which actions can help these athletes be successful in their role.

Jenna is a Special Olympics bocce athlete and an ALC member. She heard two athletes express their concerns about not having a lot of opportunities to compete. Jenna would like to share this with the rest of the Council, but she is not sure if everyone feels this way. What would you advise Jenna to do?

The Special Olympics Macau team is planning their National Games. Wang, an ALC member, has participated in some of the planning discussion. She has many ideas on how to engage athlete leaders during the Games. What would you advise Wang to do?

Activity #3



Jenna is a Special Olympics bocce athlete and an ALC member.

She heard two athletes express their concerns about not having a lot of opportunities to compete. Jenna would like to share this with the rest of the Council, but she is not sure if everyone feels this way.

What would you advise Jenna to do?

ATHLETE LEADERSHIP

Activity #3



The Special Olympics Macau team is planning their National Games.

Wang, an ALC member, has participated in some of the planning discussion. She has many ideas on how to engage athlete leaders during the Games.

What would you advise Wang to do?

ATHLETE LEADERSHIP

Prep

Topic

Lesson 3: Athlete Leadership Council

Operations

Time: 20 mins

Lead:

Description

Athlete Leadership Councils may look different in every region or Program. To know more about the specifics of your Programs ALC contact your SO Program.

However, here is some general information about the ALC operations:

Members: *The number of athletes on the council will vary depending on the size and needs of the Special Olympics Program. It is important to have enough athletes to get a variety of input and perspectives.*

Suggested members: *Minimum 2-3 athletes.*

Selection of Members: *Each Special Olympics Program will ultimately develop the criteria, requirements, and process to select athletes to serve in this role.*

Length: *Each Special Olympics Program will determine the term or length of time the members serve on the Council.*

Suggested term: *A term of three years minimum.*

Suggested criteria:

- **Leadership and Skills Curriculum Core Modules Completed:**
 1. *Introduction to Athlete Leadership*
 2. *Understanding Leadership*
 3. *Complete Athlete Representative module*
- **Have a minimum of five years of Special Olympics experience**
 1. *Currently registered athlete*
 2. *Involved in Athlete Leadership*
 3. *Participated in a sport competition/program within the last five years.*
- **Be knowledgeable about Special Olympics.**
- **Have effective communication skills (oral, written or listening – do not need all three)**
 1. *Able to contribute to meetings.*
 2. *Can commit to time, requirements, and expectations of the role*

Slide

ACL Operations

Leadership

All ALCs must have a:

- **Chairperson:** The Chairperson provides leadership to the ALC; collaborates with SO Program staff; prepares agendas; facilitate calls/meetings; and attends calls/meetings regularly.
- **Vice Chair:** The Vice Chair collaborates with the Chairperson and performs Chairperson's responsibilities when Chairperson is unavailable.
- **Secretary:** The Secretary takes attendance on calls and at meetings; distributes minutes in a timely manner of all calls/meetings with assistance as needed from facilitator; and distributes agenda for upcoming calls/meetings in a timely manner

ATHLETE LEADERSHIP

Suggested selection process: Open call for athletes interested in participating. Create an evaluation committee composed of SO staff, coaches and athletes.

*Calls/Meetings: Each Special Olympics Program and ALC will determine the frequency of their calls/meetings.
Suggested frequency: monthly or bimonthly calls*

Mentors: Athletes can choose to be accompanied by a mentor for conference calls and in-person meetings. The role of the mentor is to provide the support as needed for the ALC member's preparation to successfully participate in meetings and calls.

All ALCs must have a:

- *Chairperson: The Chairperson provides leadership to the ALC; collaborates with SO Program staff; prepares agendas; facilitate calls/meetings; and attends calls/meetings regularly.*
- *Vice Chair: The Vice Chair collaborates with the Chairperson and performs Chairperson's responsibilities when Chairperson is unavailable.*
- *Secretary: The Secretary takes attendance on calls and at meetings; distributes minutes in a timely manner of all calls/ meetings with assistance as needed from facilitator; and distributes agenda for upcoming calls/meetings in a timely manner.*

Topic
Lesson 3: Athlete Leadership Council

Activity #3

Time: 8 mins
Lead:

Activity #3

Now we will pass a poll with some questions to check your understanding. Read the statement and select the answer you consider to be correct.

This are the questions you need to set up as a poll previously (correct answer is on bold letters).

1. One of the purposes of the Athlete Leadership Council is:
 - For Program staff to delegate responsibilities to.
 - **Serve as a liaison in different areas of the organization**

Athlete Leadership Council

POLL:
Check your understanding

Prep

Description

Slide

- providing support and expertise.*
- Lead in all leadership events.
2. Members of the Athlete Leadership Council are expected to:
- *Contribute to event planning and execution.*
 - Only provide input on specific topics when asked.
 - Voice only their own opinions and experiences.
3. Members of the Athlete Leadership Council serve in their role:
- Indefinitely.
 - *For a specific period of time.*
 - As long as they want to.
4. An important requirement for athletes to be part of an ALC is:
- Be able to read and write.
 - Be a medal winning athlete.
 - *Be knowledgeable about Special Olympics.*
5. Mentor that participates in Athlete Leadership Council calls/meetings must:
- *Support the athlete so they are prepared for the calls/meetings.*
 - Voice the athlete's opinion in the calls/meetings.
 - Take notes for the members of the ALC.
- Good job!*

Topic
Lesson 3: Athlete
Leadership Council

Time: 5 mins
Lead:

Activity #3

Does anybody have any questions or comments?

Remember, not all ALC look the same. Reach out to your SO Programs to learn more on how they engage their ALC.

Questions?

ATHLETE LEADERSHIP

Prep

Topic

Lesson 3: Committees and Board of Directors

Time: 2 mins

Lead:

Description

In this lesson you will look into another leadership role for Athlete Representatives. Begin the session talking about how these are two different leadership roles that have a lot in common.

Being part of an ALC is not the only way Athletes Representatives contribute to their Programs. And because of the nature of the ALC few athletes get the opportunity to participate. This is not the case for athlete committees. They require some of the same skills the ALC members have because the tasks are similar, but their purpose and goals can be different.

Slide

What is a Special Olympics Committee?



ATHLETE LEADERSHIP

Topic

Lesson 3: Committees and Board of Directors

Activity #1

Time: 5 mins

Lead:

Activity #2

Do a quick brainstorm about what it takes for a person to be successful in a committee. Ask the group to put some of their ideas in the chat or also them the opportunity to unmute themselves. After you have 5 to 7 different ideas compare them with the good behavior list.

Do you know what it takes to be a good committee member? What are responsibilities of all committee members?

We need to come up with at least five things but let us try for seven! Everybody can write their ideas in the chat box. This is an individual activity.

Once you have a list compare it with these good behaviors from committee member:

Great ideas everyone, lets compare them with this list and see how we did:

- *Listens to everyone's ideas.*
- *Research and learn about the issues.*
- *Make a list of what works and what does not work and why.*
- *Get input from others outside the committee (i.e. athletes or volunteers).*
- *Do not share confidential information with people not on the committee.*

Committees and Board of Directors

Activity #1

- What it takes to be a good committee member?
- What are responsibilities of all committee members?

We need to come up with at least five things but let us try for seven!
Everybody can write their ideas in the chat box.

ATHLETE LEADERSHIP

Committees and Board of Directors

Activity #1

- Listens to everyone's ideas.
- Research and learn about the issues.
- Make a list of what works and what does not work and why.
- Get input from others outside the committee (i.e. athletes or volunteers).
- Do not share confidential information with people not on the committee.
- Work together for the best solution.
- Get consensus from the group
- Act professionally
- Accept the group decision even if you disagree.

ATHLETE LEADERSHIP

Prep

Description

Slide

- *Work together for the best solution.*
- *Get consensus from the group.*
- *Act professionally*
- *Accept the group decision even if you disagree.*

What else did you come up with that is missing from the list?

Topic

Lesson 3: Committees and Board of Directors

Activity #2

Time: 20 mins
Lead:

Activity #2

Now it is time to practice and experience how it feels to be part of a committee.

Divide into smaller groups of 3-5 athletes.

Before the activity remind the participants of the definition of a committee: working toward a solution, equal contribution, and agree on the decision. We suggest you use break out rooms and when finished let one team leader per group describe their decision-making process.

Each group will be a Unified Sports committee for a Special Olympics Program, and they need to decide how to spend \$5,000 USD in the next 6 months to increase the participation of Unified Partners. You have 10 minutes to discuss and find a solution.

When they come back to the group ask one person from each group to share their decision and how the process went.

When they are done, have volunteers share their answers to the following questions. Depending on how much time you have you can take a couple of volunteers for each question.

Thanks everyone, for sharing the results of your committee meeting. Now I want you do think about the following questions.

1. *How did you feel during the committee meeting?*
2. *Di you find it easy or challenging?*
3. *What worked?*
4. *What did not work?*

Committees and Board of Directors

Activity #2

Each group will be a Unified Sports committee for a Special Olympics Program, and they need to decide how to spend \$5,000 USD in the next 6 months to increase the participation of Unified Partners.

ATHLETE LEADERSHIP

Prep

Topic

Lesson 3: Committees and Board of Directors

Activity #3

Time: 5 mins

Lead:

Description

Activity #3

Special Olympics has different committees for different purposes. They can be global, regional, national and local community-based committees.

You can have committees for big events like World Games and for local community bake sale to raise funds.

Ask the group to use the chat box or unmute themselves to share some examples. After you have a few answers from the group, consider adding your own ideas or examples from your Program.

Please share examples on some of the committees Special Olympics has.

Give participants the opportunity to answer with a couple of examples.

Good job! Here are some other examples:

- *Athlete Leadership Committee*
- *Fundraising Committee*
- *Opening Ceremonies Committee*
- *Family Committee*
- *Volunteer Recruitment Committee*

Slide

Committees and Board of Directors

Activity #3

Special Olympics has different committees for different purposes.

Can you think of some?

ATHLETE LEADERSHIP

Topic

Lesson 3: Committees and Board of Directors

Board of Directors

Time: 10 mins

Lead:

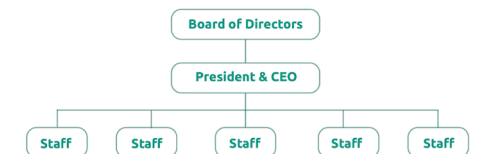
Another leadership role for Athlete Representatives is serving in their Special Olympics Programs Board of Directors.

What is a Board of Directors?

The Board of Directors sets the policy for the Program and supervises the CEO. They also oversee the budget for the program.

The Board of Directors needs to have enough members so they can supervise and make decisions in time. They should include members from different locations and different professions who have experience in Special Olympics or with intellectual disabilities, or an interest in developing and expanding Special Olympics.

What is a Special Olympics Board of Directors?



ATHLETE LEADERSHIP

Prep

Description

Slide

As a requirement all Board of Directors must include at least one:

- *Special Olympics family member*
- *Sport expert*
- *Special Olympics athlete*
- *Expert in Intellectual Disabilities*

What is a Special Olympics Board of Directors?



ATHLETE LEADERSHIP

Topic

Lesson 3: Committees and Board of Directors

Reflective Questions

Time: 5 mins
Lead:

Debrief the reflection questions from the activity Have volunteers share their answers to the reflection questions from the worksheet. Depending on how much time you have you can take a couple of volunteers for each question. If you have enough time, you can use breakout groups to let them share and discuss in smaller groups and then bring them back together to share a few examples of what their group discussed.

Great job everyone, now let us reflect on what we have learned in this lesson.

1. *How can a Special Olympics Program benefit from having athletes participating as a board of director and a committee member?*
2. *What are some of the challenges for an athlete serving on a Board of Directors? How would you manage them if you were on a Board?*
3. *Think about yourself in these roles. What strengths do you already have that will help you succeed? What would you need to improve?*
4. *What kind of support does an athlete leader need to be successful in these roles?*

Reflective Questions

1. How can a Special Olympics Program benefit from having athletes participating as a board of director and a committee member?
2. What are some of the challenges for an athlete serving on a Board of Directors? How would you manage them if you were on a Board?
3. Think about yourself in these roles. What strengths do you already have that will help you succeed? What would you need to improve?
4. What kind of support does an athlete leader need to be successful in these roles?

ATHLETE LEADERSHIP

Topic

Lesson 3: Committees and Board of Directors

Time: 5 mins
Lead:

Does anybody have any questions or comments?

Questions?

ATHLETE LEADERSHIP

Prep

Topic

Lesson 3: Committees and Board of Directors

Time: 5 mins

Lead:

Description

Activity #3

Thanks for participating, you have now concluded the Athlete Representative training course.

Remember, there are many leadership roles you can have as an Athlete Representative.

Here are examples of roles athletes can participate in as Athlete Representatives:

- *ALC members*
- *Board of directors' member*
- *Committee member*

Connect with your Special Olympics Program to identify opportunities for you.

Slide



Thank you!

ATHLETE LEADERSHIP