

# Athlete Spokesperson/ Global Messenger

## Facilitator Guide

July 2021

# Athlete Spokesperson/Global Messenger Facilitator Guide

This facilitator guide provides an outline on how to host and lead the Athlete Spokesperson/Global Messenger 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 workbook, 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:**

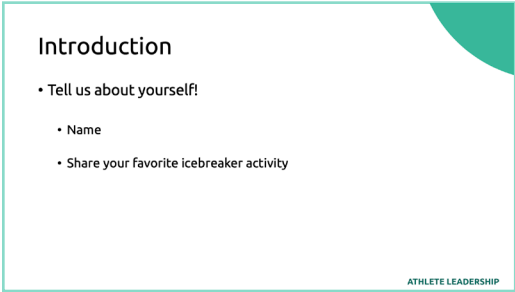


1. Identify athlete leader to co-facilitate.
2. Review this facilitator guide and accompanying PowerPoint presentation.
3. Review the worksheets and complete each activity yourself to be familiar with the activity and have examples to share. Additionally, think about what information you can add from 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
<b>Lesson 1:</b> <b>Sharing Your Story</b> <ul style="list-style-type: none"> <li>• Building your story</li> <li>• Knowing where and how to share your story</li> </ul>	Everybody has a story. In this lesson you will learn the skills required to build your story and let it become a call-to-action for others.	75 mins
<b>Lesson 2:</b> <b>Writing a Speech</b> <ul style="list-style-type: none"> <li>• Types of speeches</li> <li>• Purpose of a speech</li> <li>• Building a speech</li> </ul>	Speeches need purpose, an introduction, body, and conclusion. In this lesson you will learn the importance of collaborative work for speech writing.	60 mins
<b>Lesson 3:</b> <b>Delivering a Speech</b> <ul style="list-style-type: none"> <li>• Target audience</li> <li>• Speech enhancements</li> <li>• Speech aids</li> </ul>	You will learn tools that will help you create impact with your speech and some activities for practice.	60 mins
<b>Lesson 4:</b> <b>Media Training</b> <ul style="list-style-type: none"> <li>• Interviews</li> <li>• Social Media</li> </ul>	When sharing your story with the media it is important you know how to communicate it in a way that stays true to yourself.	70 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><b>Topic:</b> Welcome and Introductions</p> <p><b>Time:</b> 5 mins</p> <p><b>Lead:</b></p>	<ul style="list-style-type: none"> <li>• Welcome participants</li> <li>• Introduce the facilitators</li> </ul> <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><i>Please tell us your name and which Program you are from and something you learned from being part of Special Olympics.</i></p>	
<p><b>Topic:</b> Purpose of the Global Messenger Training</p> <p><b>Time:</b> 2 mins</p> <p><b>Lead:</b></p>	<p><i>The purpose of the Athlete Spokesperson/Global Messenger training course is to train athletes the required leadership skills that will allow them to participate effectively as Global Messengers.</i></p> <ul style="list-style-type: none"> <li>• <i>Athletes being able to share their stories through different means (verbally, traditional media, social media, etc.)</i></li> <li>• <i>Athletes lead the messaging on Special Olympics.</i></li> </ul>	
<p><b>Topic:</b> What is the goal of a Global Messenger?</p> <p><b>Time:</b> 5 mins</p> <p><b>Lead:</b></p>	<p><i>The role of an Athlete Spokesperson/Global Messenger is to promote, educate, and inform others about the mission, benefits, and direction of Special Olympics. Athlete Spokespersons can use the power of public speaking and media to spread the word about the Special Olympics movement.</i></p> <p><i>Athlete Spokespersons:</i></p> <ul style="list-style-type: none"> <li>• <i>Understand Special Olympics</i></li> <li>• <i>Know the facts about Special Olympics</i></li> <li>• <i>Know different ways to provide information to people; it is not limited to just verbal speeches</i></li> <li>• <i>Educate and promote Special Olympics</i></li> <li>• <i>Represent Special Olympics</i></li> </ul>	

## Prep

## Description

## Slide

*We are introducing the term Athlete Spokesperson to capture all the ways athletes promote Special Olympics, you can use this term instead of Global Messenger or keep using Global Messenger acknowledging the role goes beyond public speaking, whatever works best for your Program.*

*Remember, athletes that go through this training perform mostly it at a national or local level. The Sargent Shriver International Global Messengers are Special Olympics athletes appointed as spokespersons to spread the message and vision of the movement, representing their regions and Programs for a specific term. If you want to know more about Sargent Shriver International Global Messengers click [here](#).*

**Topic:** Module Overview

**Time:** 2 mins  
**Lead:**

Here you will mention the complete module overview and explain how you are going to divide the lessons in several sessions.

**Lesson 1: Sharing your Story.** *Everybody has a story. In this lesson you will learn the skills required to build your story and let it become a call to action for others.*

**Lesson 2: Writing a Speech.** *Speeches need purpose, an introduction, body, and conclusion. In this lesson you will learn the importance of collaborative work for speech writing.*

**Lesson 3: Delivering a Speech.** *You will learn tools that will help you create impact with your speech and some activities for practice.*

**Lesson 4: Media Training.** *When sharing your story with the media its important you know how to communicate it in a way that stays true to yourself.*

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### Module Overview

#### Lesson 1: Sharing Your Story

Everybody has a story. In this lesson you will learn the skills required to build your story and let it become a call to action for others.

#### Lesson 2: Writing a Speech




Speeches need purpose, an introduction, body, and conclusion. In this lesson you will learn the importance of collaborative work for speech writing.

#### Lesson 3: Delivering a Speech

You will learn tools that will help you create impact with your speech and some activities for practice.

#### Lesson 4: Media Training

When sharing your story with the media its important you know how to communicate it in a way that stays true to yourself.

Prep	Description	Slide
<p><b>Topic</b> Lesson 1: Sharing Your Story</p> <p><b>Time:</b> 2 mins <b>Lead:</b></p>	<p><i>Everybody has a story, and we all have the right to share it with others. A part of the Athlete Spokesperson training is focused on speeches but, sharing a story goes beyond giving speeches and the ability to do so successfully. There are different ways to share a story and we need to use all possible means, so their stories are told, and the message of inclusion is spread wide.</i></p> <p><i>The objective of this lesson is to learn the skills required to build your story and let it become a call to action for others.</i></p>	
<p><b>Topic</b> Lesson 1: Sharing Your Story</p> <p><b>Activity #1</b></p> <p><b>Time:</b> 10 mins <b>Lead:</b></p>	<p>Play Ben Collins video, SO athlete and staff member, titled <a href="http://www.espn.com/video/clip?id=23916328">“Welcome to my World”</a>: <a href="http://www.espn.com/video/clip?id=23916328">http://www.espn.com/video/clip?id=23916328</a></p> <p><b>Activity #1</b> <i>After seeing Ben’s video let us think about the following questions. You can answer unmuting yourself or writing them in the chat box:</i></p> <ul style="list-style-type: none"> <li>• <i>Why is it important to share Ben’s story with others?</i></li> <li>• <i>What are some of the things that could happen to people who sees Ben’s story?</i></li> </ul>	
<p><b>Topic</b> Lesson 1: Sharing Your Story</p> <p><i>Why is your story so important?</i></p> <p><b>Time:</b> 2 mins <b>Lead:</b></p>	<p>Circle back to the idea that every story matters.</p> <p><i>Stories connect people to the movement and makes them care. Real stories that come from you as athletes and people with intellectual disabilities showcase how you are leaders and why your experience matters. You need to be the ones in charge of their own story, not others. You are the ones with the experience of having a disability, so you need to be out there speaking up for yourself and others with a disability. If others do not know about your experience, they will make assumptions about what you can and cannot do.</i></p> <p><i>Remember, you do not have to be a great public speaker to share your story. We mostly share our stories through speeches but there are many other ways to get your story out there and we will look at all those options in this course.</i></p>	

## Prep

### Topic

Lesson 1: Sharing Your Story

### *Building your story, Activity #2*

**Time:** 15 mins

**Lead:**

## Description

### Activity #2

*Our next topic is how to build a story. But before that, let's do an activity to get you to think about yourself.*

*Before you start building your story, it is important to get comfortable thinking about yourself and your life. To help with this process, think about your answers to the questions below. You will be divided in breakout rooms and each person will choose two questions to answer in their group:*

- *How have you acted as a leader on or off the field?*
- *Please tell us about your proudest or more memorable moments. How did you feel during this moment?*
- *How does your story show your talents & skills?*
- *What is your goal as an athlete leader?*
- *What is one thing you want everyone to know about you.*

When the group is together again, ask them to share how they felt talking about themselves to others.

## Slide

### Building Your Story

#### Activity #2

- How have you acted as a leader on or off the field?
- Please tell us about your proudest or more memorable moments. How did you feel during this moment?
- How does your story show your talents & skills?
- What is your goal as an athlete leader?
- What is one thing you want everyone to know about you?

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### Topic

Lesson 1: Sharing Your Story

### *Building your story*

**Time:** 10 mins

**Lead:**

The participants are likely not going to have time to build their story during the session. The objective at this point is to provide the necessary tools for them to start building their stories on their own. This is not like a speech they prepare and you as facilitator review, it goes beyond that. Recognizing their story will have an impact on the way they feel about themselves, participate in interviews, relate to other people, and continue their leadership journey in Special Olympics.

*Building your story is a journey that we will begin today, you will not leave this session with a story ready but hopefully you will have the tools to continue the journey.*

*Now, let's start Building your Story. Here are some important things you need to consider.*

*As we discuss each of these points, think about yourself and start making choices about the kind of story you want to share. Some stories you have*

### Building Your Story

#### Activity #2

#### *What is the focus of your story?*

- Your journey as a competing athlete
- Your leadership role as an athlete leader
- Your job and independent life now
- Your life growing up and obstacles you faced

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## Description

*may be too personal to share. Never feel pressured to share a part of your life that you do not want to. They are your story and other people do not have the right to know everything about you if you do not want them to.*

**What is the focus of your story?** For example:

- Your journey as a competing athlete.
- Your leadership role as an athlete leader.
- Your job and independent life now.
- Your life growing up and obstacles you faced.

**Describe the before and after? As in, what changed?**

- What was your life like before joining Special Olympics?
- How did things change after?
- For example: A change in your health, confidence, skills, new friendships, feelings of acceptance and success.

**Include any details unique to your story. Are there any shocking or surprising moments or coincidences that stand out in your story? For example:**

- Did you receive glasses for the first time at a Healthy Athletes screening?
- Did you try a new sport for the first time and realize you are really good at it?

**Here are some questions that could help you out as you start building your story:**

*When did you get involved in Special Olympics and why?*

- What are your favorite sports and why?
- How is your life different since you started with Special Olympics?
- What does Special Olympics mean to you? How has it changed you?
- What are you most proud of?
- How are people with intellectual disabilities treated in your country? How is this a problem for you?
- How has Special Olympics improved attitudes and helped build unity or community in your country?

## Slide

### Building Your Story

#### Activity #2

*Describe the before and after?  
As in, what changed?*

- Include any details unique to your story. Are there any shocking or surprising moments or coincidences that stand out in your story?



### Building Your Story

#### Activity #2

- When did you get involved in Special Olympics and why?
- What are your favorite sports and why?
- How is your life different since you started with Special Olympics?
- What does Special Olympics mean to you? How has it changed you?
- What are you most proud of?
- How are people with intellectual disabilities treated in your country? How is this a problem for you?
- How has Special Olympics improved attitudes and helped build unity or community in your country?

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## Prep

### Topic

Lesson 1: Sharing Your Story

### Building your story, Activity #3

**Time:** 20 mins

**Lead:**

## Description

### Activity #3

Let us [look at the story of Kester Edwards](https://youtu.be/LQ3nhM3GBCE), Special Olympics athlete and staff member: <https://youtu.be/LQ3nhM3GBCE>

After looking at the video we will divide the group into 3 breakout rooms. Each breakout room will try to identify the following in Kester's story:

- What is the focus of the story?
- Describe the **before** and **after**? As in, what changed?
- What are some unique details of this story?

When everybody comes back to the group let one representative share the notes of their discussion. Ask others if they would add or change something they said.

Once you have started building your story and feel confident to share it with others, you need to decide how and where to share parts of it. There are different ways to share your stories. Please text in the chat or unmute yourself and tell us different ways to share your story.

Then show the list to see if they come up with different ways that are not considered here.

Most common places for athlete leaders to share their story:

- Social media & blogs. For example: Instagram, Facebook, Tik Tok, Twitter
- Radio/TV/news interviews
- Partner or donor meetings

Let's focus on social media, here are some of the tips and tricks to share your story successfully.

- Social media gives everyone a space to tell their story instantly. You do not need someone else to write your story or tell your story for you. You are in control.
- Share what you want – Think about what you would want to see about your friends and what they should know about you.
- Be authentic, honest, be open to questions and different points

## Slide

### Sharing Your Story Activity #3



### Where to tell your story?

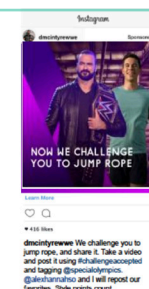
- What are the most common places for athlete leaders to share their story?


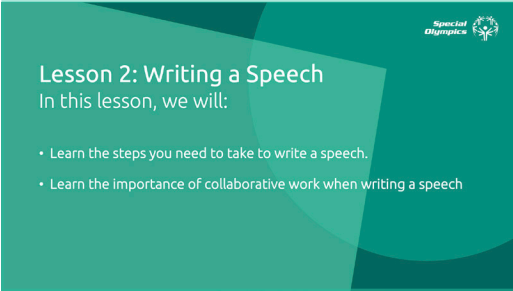
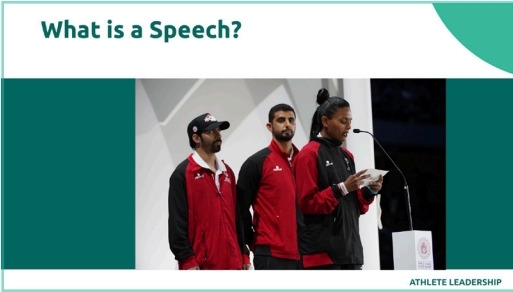


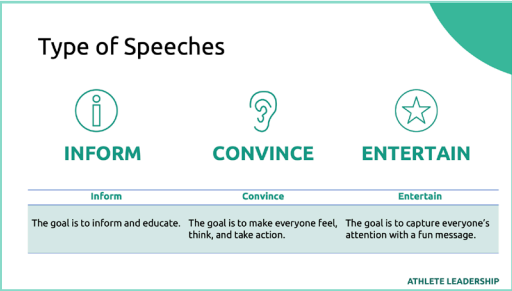
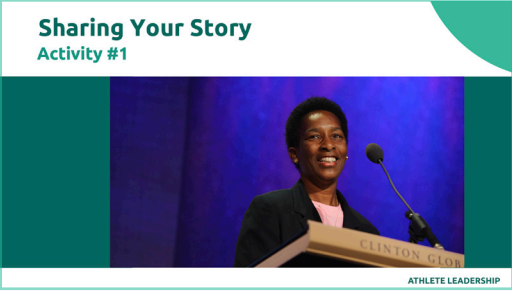
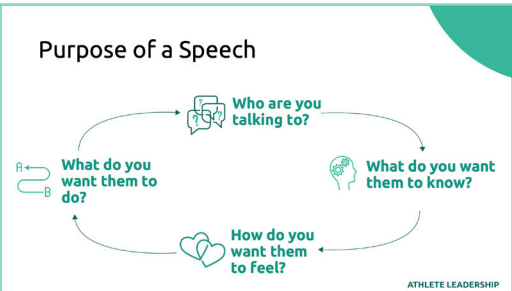
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### Telling your story through Social Media

- You are in control.
- Share what you want
- Be authentic, honest, be open.
- Use # HASHTAGS



Prep	Description	Slide
	<p><i>of view, if those different points of view are not harming you or others.</i></p> <ul style="list-style-type: none"> <li>• <i>Use # HASHTAGS # -- These bring similar posts together &amp; add what you are saying to the global conversation. Special Olympics and other disability advocacy groups often use their own hashtags to group certain stories together. For example: #InclusionRevolution; #NothingForUsWithoutUs, #DisabilityTwitter, etc.</i></li> </ul>	
<p><b>Topic</b> Lesson 1: Sharing Your Story</p> <p><b>Time:</b> 5 mins <b>Lead:</b></p>	<p>There is social media guide that focuses on safety and privacy <a href="#">here</a>, in case you want to incorporate it to the training.</p> <p><i>Does anybody have any questions or comments?</i></p> <p><i>Thanks for participating, in the next and last lesson we will continue discussing sharing your story in the media.</i></p>	
<p><b>Topic</b> Lesson 2: Writing a speech</p> <p><b>Time:</b> 2 mins <b>Lead:</b></p>	<p>Make sure all the participants have their worksheets for lesson 2 at hand (printed or online). Instruct them to use them as we cover each topic.</p> <p><i>Let's get started!</i></p> <p><i>The objective of this lesson is to learn how to write a speech.</i></p>	
<p><b>Topic</b> Lesson 2: What is a speech?</p> <p><b>Time:</b> <b>Lead:</b></p>	<p><i>A speech is the expression of ideas and thoughts through communication (using your voice, sign language, or augmentative and alternative communication [AAC] devices).</i></p>	

Prep	Description	Slide						
<p><b>Topic</b> Lesson 2: Types of speeches</p> <p><b>Time:</b> 2 mins <b>Lead:</b></p>	<p><i>There are different types of speeches. Depending on the goal or purpose of the speech, it can:</i></p> <ol style="list-style-type: none"> <li><i>1. Inform: The goal is to educate.</i></li> <li><i>2. Convince: The goal is to make the other feel, think and take action.</i></li> <li><i>3. Entertain: Goal is to capture attention with something fun.</i></li> </ol>	 <p><b>Type of Speeches</b></p> <table border="1"> <thead> <tr> <th>INFORM</th> <th>CONVINCE</th> <th>ENTERTAIN</th> </tr> </thead> <tbody> <tr> <td>Inform The goal is to inform and educate.</td> <td>Convince The goal is to make everyone feel, think, and take action.</td> <td>Entertain The goal is to capture everyone's attention with a fun message.</td> </tr> </tbody> </table> <p>ATHLETE LEADERSHIP</p>	INFORM	CONVINCE	ENTERTAIN	Inform The goal is to inform and educate.	Convince The goal is to make everyone feel, think, and take action.	Entertain The goal is to capture everyone's attention with a fun message.
INFORM	CONVINCE	ENTERTAIN						
Inform The goal is to inform and educate.	Convince The goal is to make everyone feel, think, and take action.	Entertain The goal is to capture everyone's attention with a fun message.						
<p><b>Topic:</b> Lesson 2: Types of speeches</p> <p><i>Activity #1</i></p> <p><b>Time:</b> 5 mins <b>Lead:</b></p>	<p><b>Activity #1</b></p> <p><i>Let us look at this <a href="#">video</a> of Loretta Claiborne about COVID-19 vaccination access for people with intellectual disabilities. After you see it, we will pass a Zoom poll, answer what type of speech she delivered.</i></p> <p>LAUNCH POLL – Review their answers with the group.</p> <p><i>The correct answer is a “convincing speech” because she wants people to feel upset and think about why people with ID have more difficulties to get a vaccine. She then asks everyone to act by contacting the CDC and their local government officials to make sure people with intellectual disabilities are not left behind.</i></p> <p><i>Keep in mind you can change the video for another one that your audience can relate to better. Just make sure it is the same type of speech, so the content goals remain the same.</i></p>	 <p><b>Sharing Your Story</b> Activity #1</p> <p>ATHLETE LEADERSHIP</p>						
<p><b>Topic:</b> Lesson 2: Purpose of the speech</p> <p><b>Time:</b> 5 mins <b>Lead:</b></p>	<p><i>All speeches have a purpose. And a way to know the purpose of the speech you are writing is to ask the following questions:</i></p> <ul style="list-style-type: none"> <li><i>• Who are you talking to?</i></li> <li><i>• What do you want them to KNOW?</i></li> <li><i>• How do you want them to FEEL?</i></li> <li><i>• What do you want them to DO?</i></li> </ul>	 <p><b>Purpose of a Speech</b></p> <p>Who are you talking to?</p> <p>What do you want them to know?</p> <p>How do you want them to feel?</p> <p>What do you want them to do?</p> <p>ATHLETE LEADERSHIP</p>						

## Prep

### Topic:

Lesson 2: Purpose of the speech

### Activity #2

**Time:** 15 mins

### Lead:

## Description

### Activity #2

*Now we will see this video from Special Olympics founder, Eunice Kennedy Shriver. After the video, I will ask these questions to understand the purpose of her speech.*

*Ask the participants to put their answers in the chat box or say them out loud. After most have participated you can share the answers.*

**Q: Who was Eunice Kennedy Shriver talking to?**

**A: Special Olympics Athletes competing in the Games.**

**Q: What did she want them to KNOW?**

**A: That they are the stars and that everyone is there for them, they have the right to play, study, work, etc.**

**Q: How did she want them to FEEL?**

**A: Important, motivated.**

**Q: What did she want them to DO?**

**A: Go compete, send a message of hope.**

## Slide

### Sharing Your Story

#### Activity #2



### Topic:

Lesson 2: Building a speech

**Time:** 5 mins

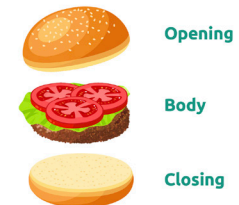
### Lead:

*After listening to those 2 great speeches lets go over how you build a speech.*

*A speech is like a sandwich.*

- *Opening statement and closing statement are like the buns because they hold everything together.*
- *The body of the speech is like the meat and all of the sandwich toppings because that represents the main points of your speech = meat and cheese — the good stuff*

### Building A Speech



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## Opening:

- Greet your audience.
- Tell them your name.
- Say the purpose of the speech. What are you there to do?



## Body:

- Main point. Show the audience that you know about the topic.
- Share examples or stories that grab their attention. Share your personal experiences using your own words.
- Get them to care about your speech.



## Closing:

- Every speech needs what is called a “call to action.” This is the thing that you want the audience to do after hearing your speech (donate, become volunteers, etc.). Be specific about what you want them to do.
- Briefly repeat the point or purpose of your speech and main talking points; this is called summarizing.
- Thank everyone.

## Topic:

Lesson 2: Building a Speech

## Activity #3

**Time:** 15 mins  
**Lead:**

## Activity #3

This activity is meant for the participants to do after the session is over and have it completed by the time you will introduce Lesson #2. Take all the necessary time to explain the instructions and have time available for questions. Tell them they could ask a mentor, friend, or family member to help review their speech.

*We want you to practice writing your first speech. We want you to take some time to do this after this training session. Once this session is over, work on writing your speech and have it ready for our next session where we will learn about how to deliver a speech. You could ask a mentor, friend, or family member to help review your speech.*

## Building Your Story

### Activity #3

#### Writing your first speech

Consider the following information as you start writing your speech:

- Who are you going to talk to?
- What is the purpose of your speech?
- What do you want them to know?
- How do you want them to feel?
- What do you want them to do?

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*Consider the following information as you start writing your speech:*

1. *Who are you going to talk to?*
2. *What is the purpose of your speech?*
3. *What do you want them to know?*
4. *How do you want them to feel?*
5. *What do you want them to do?*

*Knowing the answers to those questions is important. Let's practice. See the example and use it to write your own speech using the outline.*

*Don't forget! Your speech needs:*

#### *Opening - Bun*

- *Greet your audience, tell them your name, and say the purpose of the speech*

#### *Body – Good stuff*

- *Main point, use evidence, share examples, and tell them what you want them to do*

#### *Closing – Bun*

- *Summary statement, ask them to take specific action and thank them*

### Building Your Story

#### Activity #3

*For example*

Type of speech	Convincing
PURPOSE:	
1. Who are you talking to?	Families of people with intellectual disabilities
1. What do you want them to know?	In Special Olympics we welcome them and their family member with an intellectual disability.
1. How do you want them to feel?	You want them to feel welcome.
1. What do you want them to do?	To join Special Olympics.

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## Prep

### Topic:

Lesson 2: Types of speeches

**Time:** 5 mins

**Lead:**

## Description

*Does anybody have any questions or comments about speech writing?*

*Thanks for participating, in the next lesson we will cover how to Deliver a Speech.*

## Slide

Questions?

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### Topic:

Lesson 3: Delivering a Speech

**Time:** 2 mins

**Lead:**

Make sure all the participants have the speech they wrote after lesson 1 and their worksheets for lesson 2 at hand (printed or online). Instruct them to use them as we cover each topic.

*Let's get started!*

*The objective of this lesson is to learn how to create impact when you are delivering a speech.*

### Lesson 3: Delivering a Speech

In this lesson we will:

- Learn tools that will help you create impact with your speech and some activities for practice.

Special Olympics

### Topic:

Lesson 3: Delivering a Speech

*Before Delivering a Speech*

**Time:** 2 mins

**Lead:**

*In the last lesson, you learned how to write a speech. At the end, you practiced writing your own speech. In this lesson, you will learn how to deliver it. For this lesson, you will need your speech from Lesson 1 for this lesson. It is okay if it is not finished and only a draft.*

*There are 5 things you need to consider before delivering a speech:*

1. *Review your speech.*
2. *Practice your speech.*
3. *Visual aids.*
4. *Equipment or supplies.*
5. *Have a copy of your speech.*

### Before Delivering a Speech



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## Prep

### Topic:

Lesson 3: Delivering a Speech

*Before Delivering a Speech*

**Time:** 2 mins

**Lead:**

## Description

*First, here is a checklist that will help you **review your speech**. Remember the parts of the speech? Let's review all three one by one: opening, body and closing. You may not have time to review your speech right now, but I encourage you to do it later.*

*Read all statements of the checklist.*

*After you have reviewed your speech is important to **practice it**. Ask a mentor, friend, family member to listen and give feedback.*

*Now that you have practiced and heard your speech think about **visual aids** that could help you deliver your message better. For example: a PowerPoint presentation, photos, videos, your Special Olympics medals, etc.*

*Think what type of **equipment or supplies you need**. For example: microphone, speakers, computer, think about the type and size of the venue you will deliver your speech in.*

*Finally, **take a copy** of the speech with you. For example, it could be on a paper, tablet, phone, etc. Also take a back-up in case technology does not work or you lose the first paper copy. Always be prepared!*

## Slide

### Before Delivering a Speech

#### 1. Review your speech

- **OPENING:**
  - Do you have an opening statement and is it something that will catch the audience's attention?
  - Do you say why you are talking to them?
  - Do you introduce yourself?
- **BODY:**
  - Are the main topics clear?
  - Did you use examples or data or tell the audience why you are the one talking to them about this topic?
  - Did it have a call to action?
- **CLOSING:**
  - Did you recap your main points?
  - Did you tell people how to get involved?
  - Did you thank the audience for giving you their time?
  - Did you ask if the audience had any questions?

ATHLETE LEADERSHIP

### Before Delivering a Speech

#### 2. Practice your speech

- Ask a mentor, friend, family member to listen and give feedback.

#### 3. Visual Aids

- Think about visual aids that could help you deliver your message better. For example: a PowerPoint presentation, photos, videos, your Special Olympics medals, etc.

ATHLETE LEADERSHIP

### Before Delivering a Speech

#### 4. Equipment and Supplies

- Think what type of equipment or supplies you need. For example: microphone, speakers, computer, think about the type and size of the venue you will deliver your speech in.

#### 5. Take a copy of your speech

- Take a copy of the speech with you. For example, it could be on a paper, tablet, phone, etc. Also take a back-up in case technology does not work or you lose the first paper copy. Always be prepared!

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### Topic:

Lesson 3: Delivering a Speech

*Activity #3*

**Time:** 15 mins

**Lead:**

### Activity #3

*Ask all participants to think about the speech they created and if they have a good opening, body, and closing remarks. Ask one or two participants to share the draft of the speech they created with the group. Thanks for sharing your speech with the group, does anybody want to share feedback? Here are some questions in case the participants need support.*

*Here are some questions for the group:*

- Were you able to identify all 3 parts of the speech?
- What made it good?
- Would you change or add something to the speech?

### Delivering a Speech Activity #1



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## Prep

### Topic:

Lesson 3: Delivering a Speech

Remember...

Time: 5 mins

Lead:

## Description

Now we will discuss 4 things you need to remember when you are delivering a speech. The first thing to remember: **Be confident.**

Practice reading your speech many times. Try recording yourself so you can see and hear if you are doing anything you are not supposed to.

Do not feel like you must memorize your speech. It is okay to read it from a piece of paper or a device. Just remember to look up every couple of seconds and make eye contact with the audience.

Know the audience for the speech and dress like most of the audience is dressing. If it is a formal event, wear a shirt and tie. If it is at a competition, wear a Special Olympics shirt. It is a good habit to always ask the person in charge of the event that you are speaking at what the attire is so you do not show up over- or under-dressed.

## Slide

### Delivering a Speech Things to Remember



Be confident



Emphasize words



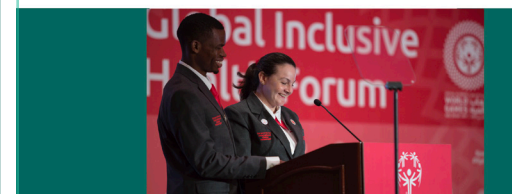
Watch your body language



Keep calm

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### Delivering a Speech 1. Be Confident



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### Topic:

Lesson 3: Delivering a Speech

Remember...

Activity #2

Time: 20 mins

Lead:

### Activity #2

#### PART I

Divide the participants into small groups of 3. All 3 participants must improvise a 1-minute speech. You must choose one of the following topics:

1. Talk about what it would be like to fly a plane.
2. Talk about what it would be like to live in space.
3. Talk about what it would be like to be a lion.

#### PART II

In the same groups of 3, improvise another 1-minute speech, choose one of these topics:

1. Talk about a personal or family tradition.
2. Talk about a hobby you have / something you enjoy doing.
3. Talk about your favorite vacation.

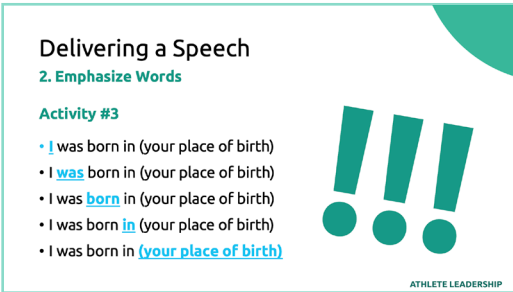
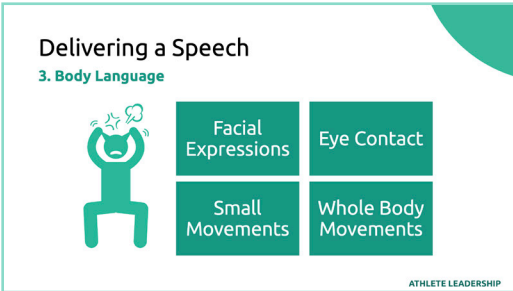
When the participants come back from the breakout rooms ask the following questions: *I hope you didn't have a hard time improvising your speeches.*

### Delivering a Speech Activity #2

#### Part I

- Talk about what it would be like to fly a plane.
- Talk about what it would be like to live in space.
- Talk about what it would be like to be a lion.

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Prep	Description	Slide
	<p><i>Did you notice any difference between the speeches? How did you feel giving the first speech? Compare that to how you felt giving the second speech. Was one easier or harder than the other? Why do you think that?</i></p> <p><i>The reflection of this activity is that people usually are more confident when they are speaking from the heart, talking about a personal experience, or have sufficient knowledge of what they are speaking about.</i></p>	
<p><b>Topic:</b> Lesson 3: Delivering a Speech</p> <p><i>Remember...</i> <b>Activity #3</b></p> <p><b>Time:</b> 5 mins <b>Lead:</b></p>	<p><b>Activity #3</b></p> <p><i>The second thing to remember is to emphasize words. Your voice is a powerful tool. You can use pauses between sentences, don't speak too slow or too fast and use your voice to emphasize words.</i></p> <p><b>Activity #3:</b> The facilitator will say each sentence while emphasizing the <b>red bold</b> words.</p> <p><i>Ask participants to answer the following question: Which emphasis do you find the most powerful? Why?</i></p> <p><i>As a next step I encourage you to go back to your speech and <u>underline</u> words you want to emphasize. Remember to only do this a couple of times, emphasizing words can be very powerful and tell the audience what is most important in your speech. Doing it too often will sound awkward.</i></p>	
<p><b>Topic:</b> Lesson 3: Delivering a Speech</p> <p><i>Remember...</i> <b>Activity #3</b></p> <p><b>Time:</b> 5 mins <b>Lead:</b></p>	<p><b>Activity #3</b></p> <p><i>Now, we will explain the last 2 things to remember when delivering a speech: Paying attention to body language and keeping calm when things do not go according to plan. Let's go over some discussion questions.</i></p> <p><i>Feel free to find examples of videos showing these behaviors to really explain the point.</i></p> <p><i>First, let's focus on <b>body language</b>.</i></p>	

- *Have you ever listened to a speech before where the person was constantly moving or adjusting something or fidgeting? How did that make you feel as someone in the audience?*
- *What about attending a speech where someone was very animated and while describing something they moved their hands and arms a lot trying to get their point across? How did that make you feel as someone in the audience?*

*Lets think about those examples, if you ever saw them, would probably be very distracting, right?*

*And last but not least, remember to **keep calm**:*

*Have things always gone right for you? When you make plans, do things always go according to plan? Of course not! Things change, people make mistakes, schedules are forgotten... when things go wrong, it is not about wondering what happened (there will be time for that later), it is about adjusting to the change and getting back on track.*

*As an athlete leader, things **will** go wrong. You might forget your speech at home. You could be reading your speech from your notes and you lose your place. You could show up to an event 30 minutes late because someone told you the wrong time. In the moment, it does not matter whose fault it is. It matters how you react to that situation and how quickly you can put it behind you and focus on the task at-hand. You may feel like giving up, but do not do it. Take a couple of deep breaths and remember that you can do it!*

**Topic:**  
Lesson 3: Delivering a Speech

**Pro Tip**

**Time:** 2 mins

**Lead:**

At this point you can include tips that we have not considered in the training. Feel free to add more PRO TIPS.

*As you gain more experience giving speeches you will find yourself in different situations and learning from them. Since you are beginning your Global Messenger journey, here is a PRO TIP for you.*

Read PRO TIP to everyone.

## Delivering a Speech

### 4. Keep Calm

When things go wrong, the only thing you can control is your reaction to them.

- Do not surrender to the situation. Continue to speak and stay focused.
- The show must go on.
- Keep your sense of humor.
- Take deep breaths.
- You can do this!

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## Pro Tip


### What happened?

You made a mistake with a word or forgot a phrase during the speech!

### What to do?

You can always pause and re-start the word or phrase.

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Prep	Description	Slide
<p><b>Topic:</b> Lesson 3: Delivering a Speech</p> <p><i>After delivering a speech</i></p> <p><b>Time:</b> 2 mins <b>Lead:</b></p>	<p><i>Great job everyone, but once you finish delivering your speech your job is not done. You can use your experiences to improve and learn.</i></p> <p><i>After delivering a speech remember to:</i></p> <ul style="list-style-type: none"> <li>• <i>Take constructive criticism from your fellow speakers.</i></li> <li>• <i>Listen to what others in the audience said.</i></li> <li>• <i>Make notes of needed changes to improve for future speeches.</i></li> </ul>	<p>After Delivering a Speech</p> <ul style="list-style-type: none"> <li>• Take constructive criticism from your fellow speakers.</li> <li>• Listen to what others in the audience said.</li> <li>• Make notes of needed changes to improve for future speeches.</li> </ul> <p>ATHLETE LEADERSHIP</p>
<p><b>Topic:</b> Lesson 3: Delivering a Speech</p> <p><b>Time:</b> 5 mins <b>Lead:</b></p>	<p><i>Does anybody have any questions or comments?</i></p> <p><i>Thanks for participating, I encourage you to go back to the speech you wrote and practice what you learned in today's session.</i></p>	<p>Questions?</p> <p>ATHLETE LEADERSHIP</p>
<p><b>Topic:</b> Lesson 4: Media Training</p> <p><b>Time:</b> 2 mins <b>Lead:</b></p>	<p>For this lesson make sure to adapt the examples and videos to local ones that make sense to your group of participants. Include examples of media outlets in your country, interviews with Special Olympics athletes in your Program and if you can access local data on how people consume social media or get the news better.</p> <p><i>The objective of this lesson is to learn how to share your story with the media.</i></p>	<p>Special Olympics</p> <p>Lesson 4: Media Training</p> <p>In this lesson we will:</p> <ul style="list-style-type: none"> <li>• Learn about sharing your story with the media.</li> </ul>
<p><b>Topic:</b> Lesson 4: Media Training</p> <p><i>Who are the media?</i> Activity #1</p> <p><b>Time:</b> 2 mins <b>Lead:</b></p>	<p><i>Media is the way people give and receive information. It is delivered in a wide variety of mediums or ways.</i></p> <p><b>Activity #1</b></p> <p>Now, I would like you to share some examples and ideas of who are the media. They can as general or specific as they want, you can share in the chat box or unmuting yourself.</p> <p>This activity will help you get a sense of their previous knowledge and personal exposure to media. After you have reviewed their answers together share the examples below.</p>	<p>Media Training Activity #1</p> <ul style="list-style-type: none"> <li>• Who are the media?</li> </ul> <p>  <b>ETC</b> </p> <p>ATHLETE LEADERSHIP</p>

## Prep

## Description

## Slide

Who are the media?

\*Include local examples.

- Television – National, local and cable news (CNN, HBO, BBC).
- Radio
- Newspapers
- Magazines
- Internet – Blogs, social media (Facebook, Instagram, Twitter), comment posts, podcasts



### Topic:

Lesson 4: Media Training

Who are the media?  
Activity #2

Time: 10 mins  
Lead:

### Activity #2

Launch a poll.

*Now we will learn how all of us connect with the media. Please select which two media outlets do you use more to get and share the news. You can only select 2 options: \*Include local examples.*

- Television – National, local and cable news (CNN, HBO, BBC).
- Radio
- Newspapers
- Magazines
- Internet – Blogs, social media (Facebook, Instagram, Twitter), comment posts, podcasts.

*Now, let's see how your answers compare to others. Here is How People get the News. \*Include local data is possible.*

*How we consume media has changed over the years. News is now spreading faster than ever because of social media. Now, let's talk about why Special Olympics needs to be in the media.*

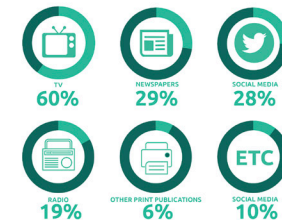
### Media Training

#### Activity #2

- Which media outlet do you use the most to receive the news?
- You can only select 2 options:
- Television – National, local and cable news (CNN, HBO, BBC).
- Radio
- Newspapers
- Magazines
- Internet – Blogs, social media (Facebook, Instagram, Twitter), comment posts, podcasts

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### Here's how people get the news



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### Topic:

Lesson 4: Media Training

Special Olympics and the Media, Activity #3

Time: 20 mins  
Lead:

### Activity #3

*Special Olympics has had a long and close relationship with the media dating back to when Special Olympics first officially started in 1968. They cover our events, interview our athletes and our Program leaders, and help spread the Special Olympics mission and work all over the world.*

### Why Special Olympics needs the Media

#### Activity #3

[video](#)





## Prep

## Description

Let us look at a [video of how the media covered a story of Team USA](https://www.youtube.com/watch?v=9wn6pl-vW0s) during World Games in Abu Dhabi. <https://www.youtube.com/watch?v=9wn6pl-vW0s> (\*Include video of local interview)

Now we will go to breakout rooms and discuss the following questions:

- How does the media help Special Olympics?
- Why is the media important to Special Olympics?

Can a member of each group share what they discussed with the rest?

Here is a list of ways the media helps Special Olympics.

Review if they covered all the point and included additional ones.

- Builds credibility. Might need to define/explain what we mean by "credibility."
- Powerful influence on society's attitudes and behaviors.
- Builds awareness of our organization and educates on our mission.
- Helps raise funds.
- Recruits new volunteers, coaches, and supporters.

### Topic:

Lesson 4: Media Training

Special Olympics Athletes in the media

Time: 5 mins

Lead:

*Athletes must be at the front of Special Olympics media involvement efforts because you know your story better than anyone. Staff or coaches or family members should not be telling your story for you.*

*In most cases of needing someone to interview, Athlete Spokespersons/ Global Messengers are the first we turn to. Athletes may be highlighted in the media alone, with other athletes, Special Olympics staff, family members or coaches.*

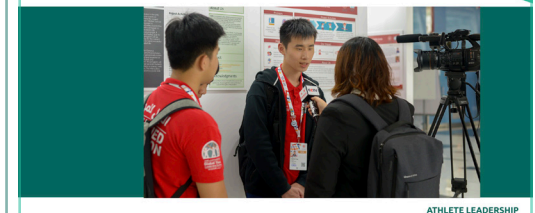
*One the common ways athletes participate in the media is by giving interviews.*

At this point, it is important you connect this to the Sharing you Story Lesson.

*If you are going to be in the media, you need to know your story. Building your story is something you must do before being in the news.*

## Slide

Athletes must be at the front of our media involvement efforts





## Prep

### Topic:

Lesson 4: Media Training

*Special Olympics Athletes  
in the media*

*Interviews*

**Time:** 10 mins

**Lead:**

## Description

*Let us talk about interviews.*

*They can be done in different ways:*

- *Live/taped (TV or radio).*
- *Telephone interview.*
- *In-studio or talk show format.*
- *On-locations (interview and athlete in the same place).*
- *"Remote" interview (Interviewer and athlete at different places).*
- *Video chat on internet (Twitter, Facebook, Skype).*

*Here are some Interview Tips for you:*

- *Be yourself.*
- *If the interviewer is okay with it, ask for a list of questions before the interview. This will give you time to prepare and think about your answers.*
- *If you do not understand a question, ask the interviewer to repeat it. This will give you more time to prepare your answer.*
- *Prepare – make sure you know the facts.*
- *If you do not know an answer to their question, just say so. Do not make something up. It is okay if you do not know something. After the interview, try to find out the answer from a staff or family member and let the interviewer know.*
- *Try to wear a Special Olympics logo (on shirt, pin or medal).*
- *Be positive and energetic.*
- *Gesturing and fidgeting is okay if it puts you at ease. Do not lock your legs; bend them slightly when doing an interview. Do not tense up. Try to relax and have fun with it!*
- *Remember that you play an important role in Special Olympics.*
- *Smile!*

*If you know you are going to be interviewed review these tips and ask someone to help you practice. Like giving a speech, in an interview is important you are confident in telling your story.*

## Slide

### Special Olympics Athletes and the Media Interviews

They can be done in different ways:

- Live or taped (TV or radio)
- Telephone interview
- In-studio or talk show format
- On-locations (interview and athlete in the same place)
- "Remote" interview (interviewer and athlete in different places)
- Video chat over the internet (Twitter, Facebook, Skype)

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### Special Olympics Athletes and the Media Interview Tips

- Be yourself.
- If the interviewer is okay with it, ask for a list of questions before the interview. This will give you time to prepare and think about your answers.
- If you do not understand a question, ask the interviewer to repeat it. This will give you more time to prepare your answer.
- Prepare – make sure you know the facts.

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### Special Olympics Athletes and the Media Interview Tips

- If you do not know an answer to their question, just say so. Do not make something up. It is okay if you do not know something. After the interview, try to find out the answer from a staff or family member and let the interviewer know.
- Try to wear a Special Olympics logo (on shirt, pin or medal).
- Be positive and energetic.
- Gesturing and fidgeting is okay if it puts you at ease. Do not lock your legs; bend them slightly when doing an interview. Do not tense up. Try to relax and have fun with it!
- Remember that you play an important role in Special Olympics.
- Smile!

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## Prep

### Topic:

Lesson 4: Media Training

*Special Olympics Athletes in the media*

**Time:** 5 mins

**Lead:**

## Description

*As we finish this lesson maybe some athletes will get excited to be in the news and share their story. It is important to point out that these opportunities are usually created and organized by their Special Olympics Program.*

*If you have built your story and want to be in the news you can reach out to your Special Olympics Program so they can organize them.*

*But there are other things you can do by yourself:*

- *Share photos with your local media and write up a story idea for them to cover.*
- *Post photos and your work on social media and tag the news outlets.*
- *Alert your Special Olympics Program when you are doing something so they can help you get in the media.*

## Slide

### Special Olympics Athletes and the Media

**Want to be in the news?**

- Share photos with your local media and write up a story idea for them to cover.
- Post photos and your work on social media and tag the news outlets.
- Alert your Special Olympics Program when you are doing something so they can help you get in the media.

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### Topic:

Lesson 4: Media Training

**Time:** 5 mins

**Lead:**

*Does anybody have any questions or comments?*

Questions?

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### Topic:

Lesson 4: Media Training

**Time:** 5 mins

**Lead:**

*Thanks for participating, you have now concluded the Global Messenger training course. Remember, there are many leadership roles you can have as a Athlete Spokesperson/Global Messenger.*

- *Here are examples of roles athletes can participate in as an Athlete Spokesperson/Global Messengers:*
- *Spokesperson to different audiences (families, sports, corporate, government, and society in general)*
- *Athlete/volunteer recruiter*
- *Event host or emcee of an event*
- *Reporter*
- *Social media influencer*

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

Thank you!

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