Unified Leadership

Discussion Guide for Independent Activities

## Facilitators Instructions

This discussion guide provides an outline of how to host virtual discussions utilizing the independent activities. Use the following guide to complement independent activities with interactive group discussions.

It is recommended that sessions are hosted via video webinar and should be conducted over multiple sessions. Alternatively, the independent activities and this resource can be adapted for delivery via other platforms like WhatsApp or Facebook.

Prior to each virtual session be sure to complete the following actions to prepare for each discussion:

1. Review the PowerPoint and adapt it to fit the virtual session.
2. Review the independent activities 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 the Program perspective.
	1. Lesson 1: What is Unified Leadership?
	2. Lesson 2: Unified Leadership and Special Olympics Programming
	3. Lesson 3: Telling Someone About Unified Leadership
3. 1-2 weeks before the virtual session send out the independent activity and instructions for how to connect to the virtual session.

The independent activities should be used as a starting point for your virtual sessions. We encourage you to use the supplemental activities throughout the discussion. We also suggest adding Program specific content to make it more relatable to your particular group of athlete leaders. It is recommendation that module lessons are facilitated in order and each session be no longer than 2 to 2.5 hours in length. If needed, sessions can be divided into multiple sessions to allow for highly engaged discussions.

## LESSON 1: WHAT IS UNIFIED LEADERSHIP?

**Discussion Outline**

1. Begin session by showing the [Unified Leadership: Let Them Lead video](https://resources.specialolympics.org/leadership-excellence/unified-leadership).
2. Debrief the Lesson 1 Activity where athletes circled the words that stood out to them as they read the Unified Leadership explanation.
	1. Ask athletes to share what words they circled and why.
	2. Ask athletes to share the opportunities they identified to implement a Unified Leadership approach in their program. Be ready to share some of your ideas as well.
3. Explain that you are now going to go more in depth about Unified Leadership. Start with slide 10. Use talking points included on the slide.
4. Move on to slide 11. Use the talking points included on the slide
5. Barriers on slide 12. Discuss the following:
	1. What is an example of behavior by people without ID that can prevent athletes from leading?
	2. What barriers to inclusion have you seen at Special Olympics? Think about personal, individual barriers as well as larger, more structural ones.
	3. What could be done to remove those barriers?
	4. This is where Unified Leadership comes in to help, helping create strong, capable inclusive leaders within Special Olympics and in the community.
	5. The world can learn a lot from leaders with intellectual disabilities. To help make that happen, we are changing from being an organization that was ‘for’ people with ID to one that is being driven by people with ID, an organization that truly models inclusion.
6. Proceed through slides 13-17 and use the talking points included in notes section.

## LESSON 2: UNIFIED LEADERSHIP AND SPECIAL OLYMPICS PROGRAMMING

**Discussion Outline**

1. Let group know that you are now moving on to Lesson 2 but will continue to learn more about Unified Leadership as you move through this section.
2. Use the talking points on slide 19.
3. Slide 20 - Discuss the following reflection questions from the independent activity.
	1. Why should athletes be leading in these areas?
	2. What are the opportunities for athletes to lead in these areas? (Be ready to share opportunities your program has identified.)
	3. What do program staff need to do to get athletes in these areas?
4. Use talking points for slides 21-22. This concludes the education on Unified Leadership.
5. Give time for participants to ask any questions they might have about Unified Leadership.

## LESSON 3: TELLING SOMEONE ABOUT UNIFIED LEADERSHIP

**Discussion Outline**

1. Now that we have gone over Unified Leadership in more depth together, let’s move into how we can talk to others about it.
2. Divide the group into smaller groups (2-4 people). Each group should do the following:
	1. Share their writing, video, or picture they created to explain Unified Leadership in the lesson 3 independent activity.
	2. Answer these questions:
		1. Is there anything else you would add to your explanation of Unified Leadership now that you have learned more?
		2. What are some key points that you all agree should be included in your explanation?
	3. Each group should select one person to share their creation and one person to share their group’s answers to the reflection questions.
3. Return to full group and debrief the breakout groups.
	1. Have each group share the one writing, video, or picture they selected.
	2. Have each group share their responses to each of the reflection questions. (Note: Save list and send out to participants after the workshop.)
4. Discuss that athletes will get the chance to experience Unified Leadership firsthand in their leadership roles with Special Olympics and that they will also come across people that they need to educate about Unified Leadership. Encourage them to edit their explanation of Unified Leadership and go back to the person they shared their original explanation with in the lesson 3 independent activity and show them their updated version.