



Inclusive Youth Leadership Training Facilitator Guide



Special Olympics
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ACKNOWLEDGEMENTS

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Introduction



Special Olympics
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Special Olympics Mission

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

Special Olympics Unified Champion Schools®

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

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

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

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

Inclusive Youth Leadership

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

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

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



Introduction

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

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

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

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





The Game Plan

Before we further explore your role as a facilitator, let's get familiar with the Game Plan for this training. This Game Plan is the suggested order in which emergent Inclusive Youth Leaders should complete the training. The estimated time that facilitators should dedicate to each section is about 60 to 90 minutes, depending on the activities and size of group.

Unit 1: Practice

In the Practice Unit, the group will complete four sections:

Section 1: Exploring Leadership

Before participants can identify what kind of leaders they are, it is important for them to learn more about various leadership styles, all of which bring something unique and equally valuable to a team. In this section, participants will be introduced to material that will familiarize them with leadership concepts including values, strengths, and leadership styles.

Section 2: Me as a Leader

As an Inclusive Youth Leader, participants need to know what they can bring to a group and what they may need to ask someone else to bring. Being confident in who we are as leaders helps us bring our best selves to the game and allows fellow leaders to welcome, celebrate, and showcase our unique talents.

Section 3: Co-Leadership

After learning more about their own leadership qualities, participants will have the opportunity to practice those talents with one another through one-on-one activities. Through co-leadership, emergent inclusive youth leaders will learn more about themselves as leaders and how to work effectively with people of all ages, abilities, and backgrounds.

Section 4: Leading as a Team

Once participants have learned about leading in pairs, they will explore what it means to lead as a team. A team is often made up of people with various leadership styles who all see the world through different lenses. In this section, emergent inclusive youth leaders will learn how to bring a team together and embrace their differences as they work toward a common goal.

How Practice Sections Work

In addition to lessons in Inclusive Youth Leadership, each of the sections will include various types of activities. Just like in any sport, participants will complete the following activities in each section as an effort to perfect their play:



The Warm-Up

This is the time to warm up just like an athlete would in any sport. Think of this part as a way to get your team into the game. The warm-up will offer activities that help participants get comfortable engaging with one another in supportive and productive ways.



Lessons in Leadership

Each section will include one or more Lesson in Leadership. These readings can be done as a group or in pairs. These readings are in place to allow for participants to explore leadership concepts in an additional learning style that includes more written words and conversations around a leadership topic.



The Leadership Drill

Each section will include Leadership Drills. These are activities which will allow participants to put their leadership skills — new and old — to practice. Through these activities, they will further explore themselves as leaders and learn more about what each member of the team needs or brings, including themselves.



The Cool-Down

In any sport — win or lose — it is important to reflect on how the team played. In the cool-down, participants will be given the opportunity to look back on the section, reflecting on what they learned, what went well, and what they could do better next time.



Inclusion Tips

Inclusion Tips are placed throughout this resource to ensure the training and activities are valuable to students with ranging skill sets, abilities and perspectives.

Once participants complete the Practice Unit, they will be ready for Game Day! In the Game Day Unit, participants will learn how they can use their leadership skills to empower their peers and advocate for social change.

Unit 2: Game Day

In the Game Day Unit, participants will apply what they learned in the Practice Unit to planning and executing a project for inclusion. This section will be located in the Youth Engagement Resource. Similar to the four sections in the Practice Unit, there will be four elements to the Game Day work.

Pre-Game

Before inclusive youth leaders can play in a game, they must first decide what type of game they are going to play. The Pre-Game section of this resource is designed to walk Inclusive Youth Leaders through all the elements of a project from choosing your project to deciding who will fill what role for the project. This section will be a step-by-step discovery tool for Inclusive Youth Leaders to develop a plan that will be both a learning experience for their community and themselves as leaders.

Game Time

It's show time! This is not a section in the workbook because this is where the Inclusive Youth Leaders execute their plan. This is what all the work and practice was leading up to.

Cool-Down

After Game Time is complete, it is key to show appreciation and celebrate your successes. Remember to thank those who helped you along the way and to celebrate the challenges you gave yourself to grow as a leader!

Post-Game

As leaders, it is important to reflect on the leadership experiences we have and grow from them. During the Post-Game section of this resource, Inclusive Youth Leaders will be guided through reflection on the event, the team performance dynamic, and the role they played as a leader. The lessons from this section should be used as a foundation for growing in their personal leadership journey.



Youth Engagement Resource

In addition to this copy of the training for use by you, the facilitator, there is also a Youth Engagement Resource available. The Youth Engagement Resource is a separate booklet that can be printed and distributed to participants. The Youth Engagement Resource includes the following content for each section:

- Learning Objectives
- Lessons in Leadership Readings
- Templates to Accompany In-Section Activities
- Key Takeaways

The Youth Engagement Resource is also home to Game Day, which is the portion of the Inclusive Youth Leadership training in which participants will apply what they have learned to create and lead an inclusion project. The Game Day Unit is a workbook that supports participants through every step of the process from brainstorming to execution. Here is an outline of what Game Day looks like:

Pre-Game

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

Game Time

Execute your plan!

Cool-Down

Showing appreciation and celebration

Post-Game

- 1 Review the Game Tapes
- 2 Celebrate your Success
- 3 Focus on YOU
- 4 Up Next



How to Use the Youth Engagement Resource

As you prepare to facilitate this training, explore the Youth Engagement Resource to learn more about what content is provided to participants. If you are unable to print copies for participants, here are some modifications you can make:

- Use a projector to share with participants a digital version of the Youth Engagement Resource, displaying it each time you meet as a group.
- Print and distribute only the templates provided for activities and distribute them to participants as needed. Pass your copies of the Lessons in Leadership around and have participants take turns reading them aloud.
- For those with access to a computer or laptop, provide digital copies to students via email.

The Facilitator's Toolkit

To support you, Special Olympics has provided two tools you can use in this training: The Picture Deck and The Appointment Clock. These tools will be needed for some activities but can be used almost anywhere in the training. Icons throughout the training will indicate where the tools can be used.



Special Olympics' Picture Deck

This is the ultimate warm-up, break, and cool-down tool. It can be used before, during, or after any section to “check in” with participants at any time. Special Olympics made a picture deck for you to use. The deck can be found online and shown on an electronic device. If you prefer, you can also have these photos physically printed at a local printer or drug store. To access the photo deck, visit <https://resources.specialolympics.org/unified-champion-schools-resources/> and find it under “Inclusive Youth Leadership Training.”

You are also empowered to create your own deck using a variety of pictures. For participants who have visual impairments, modifications/changes will need to be made. Some changes could include using captions that can be read to the person or having a fellow participant describe each of the picture choices to the person to allow them to pick the one that speaks to them based on their response to the question. The picture deck from Special Olympics will come with captions.

The picture deck can be used in a variety of ways, including:

- Measuring familiarity
- Checking in with participants
- Facilitating pair and share discussions
- Supporting communication of students who do not communicate verbally

Measuring Familiarity:

A photo deck is a good tool for measuring familiarity with a topic before introducing new material. For example:

- If you were to do an activity that had participants create a budget, you might ask students to select a photo that tells you how they currently feel about making a budget.
 - » Then, you would have each person share their photo and why they selected it. This is their “Where I Am At” photo.
 - Next, you could ask them to select a photo that shows how they want to feel after the activity. This is their “Where I Am Going” photo.
 - » Have them write down or think about 1 – 3 things they can do to help them get to feeling like their 2nd picture.
 - » Sharing at this time is optional.
 - Finally, you can mention their “Where I Am Going” photo in the middle of the activity or after to check in.
 - » Ask them if that picture represents them now. Did they do the things they listed to get there?
 - » Use this to highlight that, by making choices that get us to our goals, we can get to the outcome we want.
-

Checking in With Participants:

To check in with participants, you can ask them to choose a picture that shows you how they are feeling about what they have learned so far.

Facilitating Pair and Share Discussions:

- This gives participants the opportunity to share how they are feeling about the training materials with a partner.
- If you are using the “appointment clock,” (see below) this is a great opportunity for participants to use their clock to find a partner. For smaller groups, you can also share as an entire group if time allows.

NOTE: Take a moment to remind yourself and the group that there are no wrong answers. These photos will help show you where everyone is at. Make sure you ask open-ended questions when visiting with participants about their picture selection. (e.g. Why did you select that picture?)



Inclusion Tip:

If a participant in the group does not feel comfortable writing, offer these modifications:

- Draw 1 – 3 things you can do to feel like your 2nd picture
- Share your 1 – 3 things with a partner who can help you to write them down
- Use assistive technology or the photo deck to identify 1 – 3 things you can do to get to feeling like your second picture.
- For students who do not communicate verbally consider allowing them to explain their photo selection through signing, writing, or another form of expression.



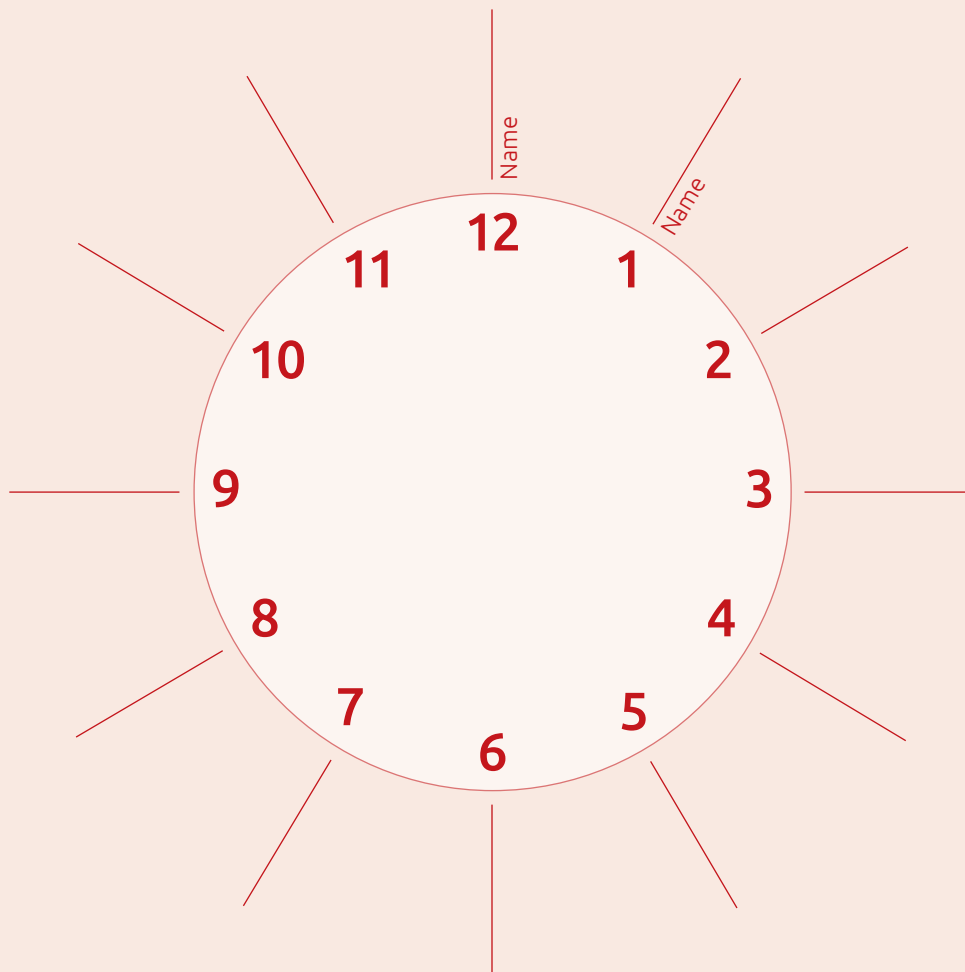
The Appointment Clock

The appointment clock is a tool your group will be introduced to in Section Two of this training. However, the appointment clock can be used at other times in this training to help participants find partners.

The different times on the clock can be filled with the names of the participants. For example, if Anna and Derek agree to book a 9 a.m. appointment, they will be each other's partners anytime the facilitator instructs participants to partner with their 9 a.m. appointment for an activity. If you have a smaller group, you can have students make appointments based on time of day rather than one at every hour. An example might be that students have a meeting at each of the following times:

- Morning Practice – 8:00 a.m.
- Lunch – 12:00 p.m. / Noon
- After-school Practice – 3:00 p.m.
- Dinner – 6:00 p.m.

The appointment clock can be used at any point where participants are working one-on-one or in partnerships. A great time to use the appointment clock is for "pair and share" exercises where participants are put into groups of two to discuss and reflect upon the material.



Skill Set for Success

In addition to using the tools provided, successful facilitators will also practice a set of skills that demonstrate Inclusive Youth Leadership Values. Skills that will be essential to you as a facilitator are: L.E.A.D.

Listen

As a facilitator, it is important to build a relationship of shared respect with participants. The first step to doing so is listening to them when they share their thoughts, feelings, or ideas. When participants are able to share openly, the conversation will be more productive, leading to better learning outcomes for all.

Empower

Learning new things can be challenging or scary for anyone. An important part of your role is empowering participants with the knowledge, support, guidance, and independence they need to develop their leadership skills. A few ways you can empower participants include: asking a participant to lead the conversation; validating their feelings; thanking them for sharing; and encouraging them to make decisions for themselves.

Adapt

What makes the Inclusive Youth Leadership training different is one word: inclusion. To make this training truly inclusive of all youth leaders, you must be able to adapt activities, material, and the space to accommodate participants of all abilities and learning styles. Throughout this guidebook, we will offer specific tips on modifications you can make, but as the facilitator, you are empowered to adapt however is necessary to help every participant learn and grow.

Diversify

A final key to your success will be diversifying your own leadership in this training. Enter each section with an open mind. Be interested in feedback from participants and trying new things. This will also help you to adapt to different learning styles since all participants will experience this training differently. It is our hope that facilitators will learn as much as the participants through this experience.

Inclusive Youth Leadership Values

INCLUSION

RESPECT

EQUITY

**MEANINGFUL
INVOLVEMENT**

These will be explored in Lessons in Leadership 2

Creating a Supportive Environment

Creating an environment that supports all participants is very important. Two key elements of creating a supportive learning environment are:

1 Providing a supportive space

Providing a supportive space means creating an environment free from judgment. Every participant knows they can be their true selves. Let participants know that they can speak freely. They can share thoughts and feelings without fear of shaming or ridicule. Remember that everyone in the room is part of making the space a safe and supportive one. At times, participants may need to be reminded of this.

2 Ensuring all voices are heard

Make sure all participants know their voices are valued. Let them know you care about listening to and understanding them. For participants who do not communicate verbally, you can create space for them to express themselves by allowing them to sign, draw, or use an electronic device. This also means being mindful of participants who speak over their peers or disrespect other views. In those cases, redirect the conversation back to the person. Some examples of how to do this include:

- Ahmed, I believe you were speaking and I really appreciated what you were saying. Would you please continue?
- Kim was still sharing, let's allow her to finish.
- Can you hold on to that thought until your peer is finished with theirs?
- I understand you want to discuss this further, can we talk after our session/class?



Leading By Example

You can lead by example by choosing to act in ways that reflect the Inclusive Youth Leadership values participants are learning. Below, we have provided suggestions of effective behaviors that will positively impact participants, rather than behaviors that may inhibit or discourage growth and learning.

Try This:	Instead of This:
Take time to check in with participants about what is and is not working for them.	Avoiding feedback from participants about what could be improved or changed.
Make activities and discussions youth-led when possible.	Lecturing participants or always leading the discussions and activities.
Treat every participant as equal to their peers.	Favoring certain participants who you know or who you relate to better than others.
Respect the personal boundaries of participants.	Forcing participants to participate or share against their will.
Encourage participants to self-reflect on ways they can grow and improve.	Criticizing participants in front of their peers or making them feel bad about their weaknesses.
Recognize and embrace the abilities of all students.	Making assumptions about what students can or cannot do.



UNIT 1

Practice

Warm-Ups, Lessons, and Cool-Down



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INCLUSIVE YOUTH LEADERSHIP REVIEW

Estimated Time: 30 minutes

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

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

INCLUSION + YOUTH LEADERSHIP = INCLUSIVE YOUTH LEADERSHIP

Definition of Inclusion:

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

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

Definition of Youth Leadership:

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

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

Definition of Inclusive Youth Leadership:

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

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

Facilitator Tip

To familiarize participants with the definitions provided above, consider using a whiteboard, chalkboard, poster boards, or oversized sticky notes to recreate the visual in real time with the help of your group.

You can engage youth in this activity by asking them for examples of each definition. For example, when you present the group with the definition of inclusion, ask them for some examples of inclusion in action. You can use the bullet points below the definition to get the conversation started.

Discussion:

Here are some additional questions you can use to facilitate a discussion around defining Inclusive Youth Leadership:

- What is an example of a time you led inclusively or witnessed another young person lead inclusively?
 - » How did that make you feel?
 - » What do you think could have made that example even more inclusive?
 - If a participant does not know the answer to this question, let them know that it is okay because that is what this training is for.
- What is an example of a time a young person or yourself was NOT leading inclusively?
 - » How did that make you feel?
 - » What could you or that person have done to make it more inclusive?
 - If a participant does not know the answer to this question, let them know that it is okay because that is what this training is for.
- Why do you think it is important for young people to be in leadership positions?



UNIT 1, SECTION 1

Exploring Leadership

Estimated Time: 1.5 – 2 hours



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Learning Objectives

Upon their completion of Section 1: Exploring Leadership, participants will have improved their ability to:

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

Before we can identify how we lead, it is important to know and understand different leadership styles. Everyone leads differently, and that is okay. In fact, when we work with people who lead differently than we do, it often helps our team to be better. This is because it means they are bringing something to the table.





WARM-UP: BUCKET LIST

Estimated Time: 10 – 15 minutes

We all have dreams and goals in life. Some dreams and goals people expect from us and others may shock even our best friends! This activity will help participants learn a little more about the goals and dreams of their peers.

Set-Up:

- Participants are seated in groups of 3 – 5
 - This activity can be completed as an entire group if you have 5 participants or fewer.
-

Activity:

- 1 Give participants 5 minutes and ask for them to write down the following items:
 - » TWO goals or dreams that are real things they want to do
 - » ONE goal or dream that is something someone else might want to do but that is not for them
- 2 Ask participants to break into small groups of 3 – 5, and share their goals with their peers.
- 3 Once a participant has shared the 3 goals/dreams on their list, the other members of the group should try to guess which dream/goal is not true.

Discussion:

Participants should be able to connect what they learned in the warm-up to lessons in leadership. If time allows, consider using the questions below to facilitate a conversation about what participants may have learned about one another as leaders in the warm-up.

- What did this activity tell us about each other that we may not have known before?
- Does this tell us anything about our fellow leaders in regard to their leadership style?
 - » Was there someone who was always first to guess? Was there someone who was more of an observer and guessed last? What are the benefits to each?
- How many of you have something daring or adventurous on your real bucket list?
- How many of you have something on your real bucket list that requires focus or learning?



LESSONS IN LEADERSHIP 1

Estimated Time: 10 – 15 minutes

The next part of the training will focus on important lessons in leadership. These lessons can be found in the Youth Engagement Resource in the form of readings. These readings can be done as a group or in pairs. You can also read aloud. Another option is reading the content on your own, then leading the group in a discussion that mirrors what is taught in the reading.

In the text box below, you will find Lessons in Leadership #1, the first reading that is featured in the Youth Engagement Resource book.

INTRO TO LEADERSHIP

What is a Leadership Style?

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

What makes a great leader?

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

We often think of a leader as the person in charge. We might think that there can only be one leader

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

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

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



Inclusion Tip:

- If you are unable to print the reading above from the Youth Engagement Resources guide, you can display it using a computer monitor, projector, or television screen.
 - » With this modification, participants can still take turns reading paragraphs.
- To make this material accessible to various learning styles and ability levels, consider providing a visual aid to accompany the reading.
- Create your own visual aid by creating a two-column chart on a white board or poster like the one shown below:

What is a leadership style?	What makes a great leader?

- Have participants brainstorm words for each column.
 - » As participants brainstorm words to identify leadership style, ask them if everyone’s style is the same? Can leadership styles be different? If so what are some different leadership styles?
 - » If words like outgoing and powerful are used to describe a leader, ask if leaders always have to be those things. Can they be different?
-

Bonus Discussion:

If your group has time, we recommend sharing a video from our appendix titled “The First Follower.” (Link to video: www.youtube.com/watch?v=fW8amMCVAJQ) This video helps illustrate the importance of followers in any movement. Once your group has watched the video, use the following questions to guide a short discussion:

- Is leadership possible without others?
- When have you been a follower? How did it help your team or group achieve their goal?
- How does this video change the way you think about leadership?

L2

LESSONS IN LEADERSHIP 2

Estimated Time: 15 minutes

The next lesson in leadership is about leading with strengths and values. Both of these are important to Inclusive Youth Leadership. Inclusive Youth Leaders are most successful when they know their strengths and have strong values to help them make decisions.

In the text box below, you will find the Lessons in Leadership 2 reading that is featured in the Youth Engagement Resource book.

STRENGTHS + VALUES = LEADERSHIP

Leading with our strengths

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

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

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

Leading with our values

Values are an important part of who we are. Soon, you will learn about Eunice Kennedy Shriver, the founder of Special Olympics. She used values to help her lead. Values are our compass. They help us to know what is right or wrong. They help us

find the best path forward. We may not all lead the same, but there are values we all share as Inclusive Youth Leaders. Let's explore those values and what they look like in action.

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

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

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

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

Inclusive Youth Leadership Values



Inclusion Tip:

- If you are unable to print the reading above from the Youth Engagement Resources guide, you can display it using a computer monitor, projector, or television screen.
 - » With this modification, participants can still take turns reading paragraphs.
- To make this material accessible to various learning styles and ability levels, consider providing a visual aid to accompany the reading.



LEADERSHIP DRILL: WHO AM I AND WHOM DO I ADMIRE

Estimated Time: 30 – 50 minutes

PART ONE: WHO AM I

It is time for the first of many leadership drills participants will complete in this training. Since this section is all about identifying leadership styles, this leadership drill will give participants the chance to apply what they have learned so far and use it to discuss the leadership of people who are familiar to them.

Set-Up:

Arrange seating at small tables of 4 – 5 persons, or in clusters of 3 – 4 chairs in a large open room.

Preparation:

- 1 Develop a list of leaders who are well known to your group. This list can be people who are famous or influential members of your own community. Some examples may include:
 - » A business person
 - » A local official
 - » A principal
 - » A fellow student
 - » A Special Olympics coach
 - » A teacher
- 2 Before your group arrives, write the name of each individual leader on a separate piece of paper. When complete, each piece of paper should have the name of ONE leader on it.
 - » If possible, print photos of these individuals to accompany their names, to accommodate a variety of learning styles and ability levels.
- 3 Place 1 – 2 tape loops on the backs of these cards since you will be placing them on participants backs

Tip: *If you are using names and no photos, consider using sticky name tags.*

Activity

- 1 Once all participants have arrived, ask them to gather in a tight circle. Let everyone know you will be placing a name card on each of their backs.
- 2 As you place the name cards, explain the activity instructions:
 - » Participants will be in groups of three
 - » Participants are trying to guess which leader they are based on the name/photo on their back
 - » To find out who they are, participants must take turns asking their group members questions that can be answered with a simple "yes" or "no." For example, a participant can ask "Is my hair brown?" but they cannot ask "Is my hair brown or red?"
 - » Once participants guess who they are, they should remove their tag and put it on a whiteboard/wall at the front of the room.
- 3 Once each group has completed the activity, have them discuss the leaders that were used in the activity. You can read the leaders' names or have individuals share who they were. Have the group consider the following questions in their discussion:
 - » How are these leaders alike?
 - » How are these leaders different?
 - » What do you have in common with one or more of these leaders?



PART TWO: WHOM DO I ADMIRE

Next, participants will think about the leaders whom they admire. To assist with this activity, the Youth Engagement Resources book features a table for participants to complete. If you have participants who cannot write, have participants get into pairs using the appointment clock. Encourage the pairs to help one another complete the table if necessary.

In the text box below, you will find the activity as it appears in the Youth Engagement Resources book. Consider reading the first paragraph aloud to set the stage for the activity and explain why it is important.

WHOM DO I ADMIRE

The best leaders have people they look up to. Think about professional athletes or performers. They have coaches who help them to stay at the top of their game or hit even the highest notes. You are never too smart, too good, or too old to learn something new and become your best self.

No matter who you are, it is important to have people who inspire you as a leader. They can be right here in your community or across the world. They can be on the big screen, in the pages of your favorite books, or in history.

Use the activity below to list leaders you look up to. Then, think about why you look up to them. Once you are done, you will use the table below for an activity with your group.

Activity:

- 1 Ask participants to work individually to complete the table "Whom Do I Admire"
- 2 Once the table is complete, instruct participants to get into small groups of 3 – 4 people.
- 3 In these small groups, give the students 5 – 10 minutes for each individual to share the information they put in their table (whom they admire and why).
- 4 Once students have finished sharing, give them 5 – 10 more minutes to identify, as a group, 3 leaders they all know and agree to be leaders.
- 5 Have each group share the 3 leaders they have selected and why they have selected them with the larger group.

Leaders I admire:	Why I admire them:
1	•
2	•
3	•



Inclusion Tip:

If a participant in the group does not feel comfortable writing, consider:

- Using the appointment clock to put participants into pairs, where they can work together to complete the table.
- Making this activity a small group discussion by breaking participants into groups of 3 – 5 to share with one another who they admire and why.

Discussion:

As participants reflect on the “Who Am I” and “Whom Do I Admire” activities, ask them to consider the discussion about the soccer team and its various types of leadership earlier in the section. You can use these questions to lead the group in the discussion:

- 1 How do the leaders you have discussed in the last two activities relate to the soccer team members we discussed earlier?
- 2 What different roles do they play in their teams, communities, or work?
- 3 What values do they practice in their leadership?
- 4 Why do you think it is important to have all different kinds of leaders?

More likely than not, the various leaders participants have been exploring are all different and have unique talents and needs as leaders. An important takeaway for participants is that diversity is essential when it comes to leadership.

Youth Leadership Opportunity

This is a great opportunity to ask if any participants would be willing to lead. You can then let them use your guide to offer the discussion questions to the group.

Key Takeaway:

Diversity in talents, personalities, background, and identity is important to leadership. Leadership looks different for everyone, and that is critical to the success of any team, project, or movement for change.

NOTE: *We'll provide key takeaways for each Leadership Drill. Consider reading these key takeaways to participants to highlight important lessons and learning objectives.*



LEADERSHIP SPOTLIGHT: EUNICE KENNEDY SHRIVER

Estimated Time: 10 minutes

Below, you will find a short reading about the leadership of Special Olympics founder, Eunice Kennedy Shriver — as it appears in the Youth Engagement Resources book. This material is optional and can be used as you see fit. Consider reading Shriver’s story aloud. Then, discuss as a group the questions featured in the box, “Who drives you?”.

EUNICE KENNEDY SHRIVER

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

Eunice’s leadership was about serving others by spreading inclusion. She dedicated her life to creating a better world for all people, especially those with intellectual disabilities. Before founding Special Olympics, Eunice was

a social worker who worked most with women and children. In 1953, Eunice went on to lead The Kennedy Foundation. This organization supported research around intellectual disabilities (IDs) and improved society’s support and inclusion of people with IDs.

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

Who drives you?

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

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

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



COOL-DOWN

Estimated Time: 10 minutes

Your group has almost made it to the end of the first section — nice work! Before wrapping up, participants should take time to cool down and think about everything they have learned. Reflection is when we take time to think about the activity we completed. What went well? What did we learn? What might we do differently next time?

Remind participants that reflection is needed to be a strong leader. We cannot improve and grow if we do not take time to consider what we have learned and how we can apply it to our Inclusive Youth Leadership journey.

Set-Up:

Ask all participants to form a circle so that all participants are able to acknowledge one another and actively engage in the conversation.

- If your time is limited, this conversation can be done in small groups. If this is the case, read aloud one question at a time for the small groups to discuss.
- Be sure that every participant who wants to speak or express themselves in the discussion has the opportunity to do so. If you notice a participant hasn't participated yet, ask them if they have anything to add.

Discussion:

The questions below can be used to facilitate the cool-down reflection and discussion. If the conversation leads to questions not on this list, that is okay too!

- How many different kinds of leaders are there?
- How do people lead differently?

- What leader do you relate to most and why?
- Are there leadership skills that you want to work on? What are they?
- Which Inclusive Youth Leadership value(s) do you think you are good at practicing?
- Which Inclusive Youth Leadership value(s) do you want to get better at practicing?
- Why do you think that values and strengths are important to leadership?
- What is a traditional leader?
 - » *People often think of a traditional leader as the person “in charge” — this may be the captain of a team, the principal of a school, or the person who has the most experience.*
- What is a non-traditional leader?
 - » *A non-traditional leader is also known as a supportive leader. Non-traditional leaders are people we may not always think of right away, but who are essential to the team or to achieving a goal.*



Key Takeaways

Congratulations, you have completed Section 1 of the Inclusive Youth Leadership training. Walk through these key takeaways with your group to recap what we've learned so far:

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



Facilitator Tip:

- This is a great place to use your Picture Deck and check in with the Inclusive Youth Leaders.





UNIT 1, SECTION 2

Me As A Leader

Estimated Time: 1 – 1.5 hours



Special Olympics
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Learning Objectives

Upon their completion of Section 2: Me as a Leader, participants will have improved their ability to:

- Know their strengths and share those strengths with teammates.
- See the importance of key leadership skills: listening, empowerment, adaptation, and diversification.
- Build confidence in themselves as leaders and inspire confidence in others.
- Know the areas in which they should lean on the strengths of others.

As an Inclusive Youth Leader, participants need to know what they can bring to a group and what they may need to ask someone else to bring. Being confident in who we are as leaders helps us bring our best self to the game. It allows fellow leaders to welcome, celebrate, and showcase our unique talents.

Now that participants have learned about leadership style and the importance of values- and strengths-based leadership, it is time for them to begin exploring themselves as leaders. In this section, participants will identify their strengths and reflect on how they use those strengths to be a good leader.





WARM-UP: WHAT MAKES ME A LEADER

Estimated Time: 10 minutes

In this warm-up, participants will explore their strengths by thinking about how they would describe themselves, as well as how others might describe them. Participants will have the opportunity to learn more about the strengths their peers see in them, while also reflecting on what they see as their own strengths.

Materials:

Participants will need the following items to complete the activity:

- Paper
- Writing utensils

Set-up:

- Participants should be seated in small groups of three to five in a place where they can easily write on their papers and discuss with one another.

Activity:

- 1 Ask participants to write down two words that describe themselves as leaders. Give them 1 – 2 minutes to reflect and write their answers.
- 2 Next, ask participants to write down two words they think others would use to describe them as leaders. Give them 1 – 2 minutes to reflect and write their answers.
- 3 Finally, ask participants to share their list of descriptions with the people sitting around

them. Instruct the small groups to add at least two more words describing their peers' leadership styles to each group member's list.

Discussion:

Following the warm-up activity, lead your group in a discussion using the prompts provided below. This should be a very casual discussion, so be sure to remind participants that there are no right or wrong answers.

- How can you use the specific traits on your list to promote the Inclusive Youth Leadership values of respect, inclusion, meaningful involvement, and equity?
 - » EXAMPLE: You list being a good singer as a leadership description. Could leading a sing-along when everyone needs a pick me up be one way to use that to promote inclusion?
- What are two traits on your list that you want to strengthen even further through Inclusive Youth Leadership?
- What is a trait in one of your peers that you admire?

Youth Leadership Opportunity

This is a great opportunity to ask if any participants would be willing to lead. You can then let them use your guide to offer the discussion questions to the group.

L3

LESSONS IN LEADERSHIP 3

Estimated Time: 10 minutes

The third Lesson in Leadership will look very familiar to you. For this lesson, we are introducing participants to the Skill Set for Success we provided to you in the Introduction. The skills have been slightly adapted to apply to leadership more broadly.

As participants move through this lesson, it is a great opportunity for you to check in with yourself to evaluate which of these skills you have mastered, and those you could better model to participants in the rest of the training.

In the text box below, you will find the Lessons in Leadership 3 reading that is featured in the Youth Engagement Resource book.

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

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

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

EMPOWER: An important part of Inclusive Youth Leadership is empowering others by including them in a meaningful way. That means encouraging them to take the lead on a task,

project, or conversation. Let your peers know that you support them and trust in their strengths, abilities, and unique leadership styles.

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

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



Inclusion Tip:

- If you are unable to print the reading above from the Youth Engagement Resources guide, you can display it using a computer monitor, projector, or television screen.
 - » With this modification, participants can still take turns reading paragraphs.
- To make this material accessible to various learning styles and ability levels, consider providing a visual aid to accompany the reading.



LEADERSHIP DRILL: INSTA SELF

Estimated Time: 30 – 45 minutes

As youth move through this training, it is important for them to develop a strong understanding of themselves as leaders. That way, they are confident in their talents and gifts. For this activity, youth will continue exploring their leadership styles, skills, and values through creating their “Insta Self.”

For many young people, social media has become a way to express one’s personality, preferences, and passions. A social media page can be designed to tell the world who you are, from your name and birthday, to the activities you love, to the friends and family who make up your support system. In this activity, participants will create their own page (modeled after Instagram!) to represent how they see themselves as leaders.

Materials:

- Paper
- Crayons, markers, or colored pencils
- Optional: Insta Self template (page 40)

Set-up:

- Participants should be seated in small groups
- Paper and writing/drawing utensils should be distributed amongst these small groups
- If printed, Insta Self templates should be distributed

Activity:

1 Ask the participants to choose an animal, plant or food that describes them as a leader and draw it at the top of the page (or in the “Profile Photo” section on their template).

2 Ask participants to think of three words to describe themselves and write these underneath their drawing (or in the “About Me” section on their template).

3 Ask participants to think about an activity that brings them joy and draw that below their descriptive words (or in the “An activity that brings me joy” frame on the template).

4 Ask participants to think of something they are naturally good at and draw this as well, below their activity that brings them joy (or in the “Something I am naturally good at” frame on the template).

5 Ask participants to draw or write about something that challenges them below their support system (or in the “Something that challenges me” frame on the template).

Discussion:

Participants will now have the opportunity to reflect on and discuss the Insta Self activity. This discussion should take place in pairs, making it the perfect time to use the appointment clock! Instruct participants to find a partner using their appointment clock. If you have an uneven number, you may need to have a group of three.

Once everyone has a partner, prompt them with the questions below. Each question should be asked individually. After you have given the group 1 – 3 minutes to share their responses with each other, pose the next question.

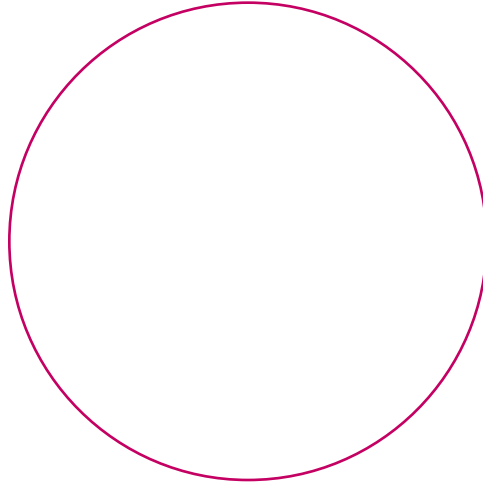
- 1 What was the easiest part of your page to create? Why?
 - 2 Why did you pick the challenge you selected?
 - 3 How can you use your teammates to help you face this challenge?
 - 4 In looking at your page, what are 3 things you know you can bring as a leader?
 - 5 What are 3 things you know you will need to be a well-rounded and more impactful leader?
-

Key Takeaway:

To be effective Inclusive Youth Leaders, you must be confident in what you are able to bring to a team, project or initiative. When you use the strengths and talents represented on your Insta Self pages, you are strong leaders and better team members.

NOTE: *We'll provide key takeaways for each Leadership Drill. Consider reading these key takeaways to participants to highlight important lessons and learning objectives.*

Profile photo:



About me:

A large, empty rectangular box with a thin black outline, intended for writing a short bio or 'about me' section.

**An activity that
brings me joy:**

An empty rectangular box with a thin black outline, intended for writing about an activity that brings joy.

**Something I am
naturally good at:**

An empty rectangular box with a thin black outline, intended for writing about a natural skill or talent.

**Something that
challenges me:**

An empty rectangular box with a thin black outline, intended for writing about a challenge or goal.

LESSONS IN LEADERSHIP 4

Estimated Time: 15 minutes

The next Lesson in Leadership focuses on helping youth to build confidence in themselves as leaders. Regardless of age, ability, gender, or background, it can be hard for anyone to feel fully confident in themselves as leaders. That is okay! It is normal to feel unsure of ourselves sometimes. What is most important is that participants have the support they need to overcome those challenges.

In the text box below, you will find the Lessons in Leadership 4 reading that is featured in the Youth Engagement Resource book:

FOUR WAYS TO BUILD CONFIDENCE IN YOURSELF AS A LEADER

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

1 Lessons not losses.

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

2 You are your biggest competitor.

What do you think of when you think about competition? Your favorite sports team? Your

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

3 Lean on your team.

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

4 Lift up others.

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



Inclusion Tip:

- If you are unable to print the reading above from the Youth Engagement Resources guide, you can display it using a computer monitor, projector, or television screen.
 - » With this modification, participants can still take turns reading paragraphs.
- To make this material accessible to various learning styles and ability levels, consider providing a visual aid to accompany the reading.



COOL-DOWN

Estimated Time: 10 minutes

Your group is nearing the end of the “Me as a Leader” section. Before wrapping up, participants should take time to cool down and reflect on everything they have learned so far.

Remind participants that reflection is needed to be a strong leader. We cannot improve and grow if we do not take time to consider what we have learned and how we can apply it to our Inclusive Youth Leadership journey.

Set-Up:

The recommended set-up of the cool-down is a large group discussion in a circle so that all participants are able to acknowledge one another and actively engage in the conversation.

- If your time is limited, this conversation can be had in small groups. If this is the case, read aloud one question at a time for the small groups to discuss.
- Be sure that every participant who wants to speak or express themselves in the discussion has the opportunity to do so. If you notice a participant hasn't participated yet, ask them if they have anything to add.

Discussion:

The questions below can be used to facilitate the cool-down reflection and discussion. If the conversation leads to questions not on this list, that is okay too!

- What is something you learned about yourself or one of your peers that you didn't know before?
 - What is something you plan to do in the future to help build confidence in yourself as a leader?
 - What values do you bring to your leadership?
 - What strengths do you bring to your leadership?
 - What L.E.A.D. skill are you good at?
 - What L.E.A.D. skill do you want to improve?
-

Youth Leadership Opportunity:

This is a great opportunity to ask if any participants would be willing to lead. You can then let them use your guide to offer the discussion questions to the group.



Key Takeaways

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





UNIT 1, SECTION 3

Co-Leadership

Estimated Time: 1.5 – 2 hours



Special Olympics
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Learning Objectives

Upon their completion of Section 3: Co-Leadership, participants will have improved their ability to:

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

Now that participants have had the opportunity to learn more about themselves as leaders, they will explore co-leadership. In this training, co-leadership is defined as leadership in pairs. An important aspect of co-leadership is recognizing that any two people can be co-leaders. These partnerships can be created between people of all ages, abilities, genders, and backgrounds.

An example of co-leadership is Special Olympics Unified Pairs. These partnerships are made between an individual with an intellectual disability and an individual without an intellectual disability. Unified Pairs are Inclusive Youth Leadership in action.

In this section, you have two warm-up options to choose from. Select the one that you think will be the best fit for your group. You can always do both if you have time and wish to do so!





WARM-UP OPTION 1: PICTURE THIS

Estimated Time: 5 – 10 minutes



In this activity, we will use the photo deck introduced to you in the facilitator's toolbox. If you have not yet used this tool with your group, take a moment now to share it with them. Be sure that you have printed the photo deck for students to use prior to starting this activity!

Materials:

- Photo Deck provided by Special Olympics
OR your own version of the photo deck

Set-up:

- Participants should be seated in small groups of 3 – 5 people
- Distribute photos from the deck evenly amongst the tables
 - » TIP: Divide up the photos into smaller decks prior to the activity to ensure every group has a spectrum of photos from which they can choose.

Activity:

To facilitate this activity, you will ask students to identify a photo that matches the prompts provided below. You can give your own prompts as well!

- 1 Find a picture that represents the role you like to play in a team.
- 2 Find a picture that represents the thing you hope people will BRING to a team.
- 3 Find a picture that represents a healthy team that works well together.

If time permits, ask participants to share with their small group or the larger group why they chose the photo that they did.



Inclusion Tip:

For participants with visual impairments, accommodations will need to be made. Some accommodations could include using captions that can be dictated to the individual or having a fellow participant describe each of the picture choices to the individual to allow them to pick the one that speaks to them based on their response to the question. The picture deck provided by Special Olympics will come prepared with captions.



WARM-UP OPTION 2: ALWAYS, SOMETIMES, RARELY

Estimated Time: 5 – 10 minutes

When leading with others, there are roles that we always step up for, roles we sometimes step up for, and roles we rarely step up for. Participants will explore those roles through this activity.

Before kicking off this activity, remind everyone that there are no wrong answers. This activity is simply meant to help them explore their similarities and differences, so they should always go with whichever choice feels most natural to them.

Set-up:

- 1 If you are in a classroom setting, push any desks, chairs, or other furniture off to the sides of the room. Regardless of where you are, create space in the middle of the room and a clear path to either side of the room.
- 2 Instruct all of the participants to arrange themselves in a line in the middle of the room. They should be arranged shoulder to shoulder, all facing the same side of the room.

- » I like to start projects
- » I like to finish projects
- » I like to think about projects
- » I like group activities
- » I enjoy organizing my closet
- » I like to be in a crowd
- » I love to read books when I am on vacation
- » I love to tell stories
- » I like to try new things
- » I enjoy learning about history
- » I take a lot of notes
- » When people say “good job” to me that makes me happy
- » I like to find patterns in numbers
- » I like to have conversations that are challenging (e.g. debates)

Activity:

- 1 Before providing prompts, let participants know that you are going to make a number of statements and that they should move accordingly to reflect their answer:
 - » If the person’s response is “Oh I ALWAYS do that,” they will take two movements forward.
 - » If the person’s response is “Well I will SOMETIMES step up for that if I am feeling adventurous or the group needs me to,” they will stay in place.
 - » If the person’s response is “Oh I will RARELY do that,” they will take two movements backward.
- 2 Offer participants the following prompts. After each prompt, ask them to look around to observe where their peers moved or didn’t move. They should then return to their single-file line.
 - » I talk to people in elevators
 - » I do my best work late at night
 - » I do my best work sitting in a classroom with other people
 - » I make to-do lists on the weekends

- 3 Once you have completed all of the prompts provided above, ask students to help return the furniture in the room back to its place. They may then find a seat for the discussion portion of the activity.

Discussion:

The following discussion can take place in a large group. Pose the questions below to the group and invite them to respond to those they wish to share their thoughts on.

- Did you learn anything about yourself? What about others in the group?
- Were you always with the same people?
- Were you surprised by anyone else’s responses?
- Were you able to see anyone you might want to pair with in the future based on where they moved?

LESSONS IN LEADERSHIP 5

Estimated Time: 15 minutes

In this Lesson in Leadership, participants will explore equality, equity, and justice, concepts that will help participants lead in partnership with other individuals. Understanding these is also critical to supporting the Unified Movement and building a more inclusive world for all people.

In the text box below, you will find the Lessons in Leadership 5 reading that is featured in the Youth Engagement Resource book.

EXPLORING EQUALITY, EQUITY, AND JUSTICE

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

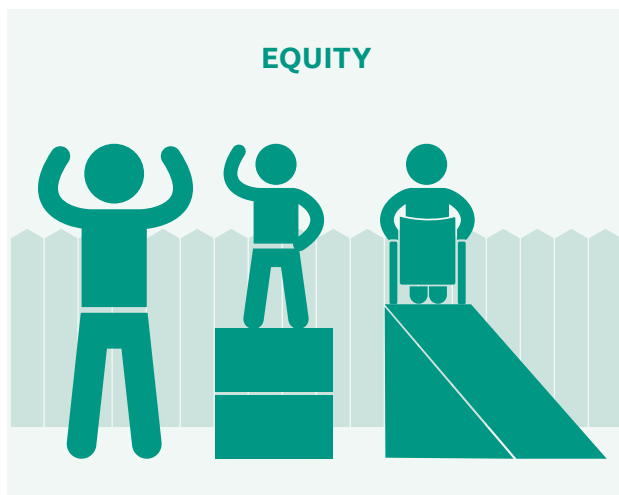
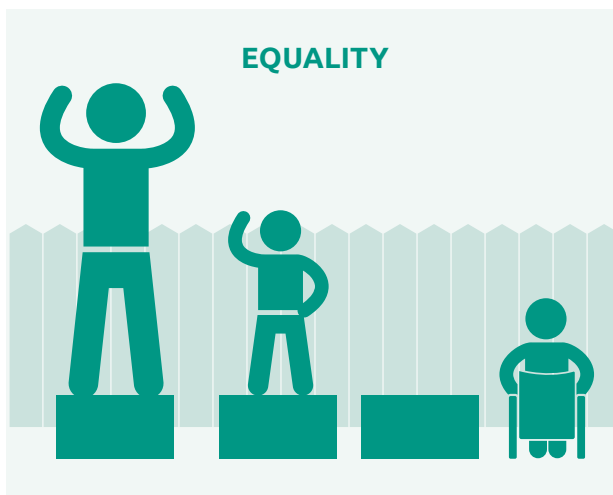
EQUALITY: Equality is when everyone is treated equally. This means they all get the same amount of support as one another. In the picture below on the left, everyone has the same size box, meaning that they are all being treated equally. Each person has an equal amount of help to see over the fence,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

EQUITY: Equity is when everyone has equal opportunity to be a part of something. This means that each person is given a different amount of support based on what they need to be as involved

as their peers. In the picture below on the right, each person has what they need to see over the fence. The size of the box or ramp depends on what they need to see over the fence as well as their friends.

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

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





Inclusion Tip:

- If you are unable to print the reading above from the Youth Engagement Resources guide, you can display it using a computer monitor, projector, or television screen.
 - » With this modification, participants can still take turns reading paragraphs.
- To make this material accessible to various learning styles and ability levels, consider providing a visual aid to accompany the reading.

Facilitator Tip:

We strongly recommend doing a large group discussion to help students understand this Lesson in Leadership. Please use the questions below to help guide your discussion if you have time.

- What is an example of a time you were treated equally, but still felt you weren't able to fully participate?
- What are some examples of "fences" or barriers that we can remove to help us achieve justice?
- What is one opportunity you see to make your school, community, or team more equitable?
- Have you ever experienced inequality, inequity, or injustice? How did it make you feel?
- How will understanding equality, equity, and justice help you co-lead with others?

Additional Facilitator Resources:

If you are interested in additional resources to help effectively facilitate this discussion, please explore those provided below:

- <https://www.tolerance.org/classroom-resources/lessons>
- <https://education.cu-portland.edu/blog/classroom-resources/teaching-social-justice/>
- <https://www.edutopia.org/blog/teaching-young-children-social-justice-jinnie-spiegler>



LEADERSHIP DRILL PART ONE: WHAT IS YOUR LENS?

Estimated Time: 20 minutes

As you shared with your group earlier, everyone on a team comes from a different background, whether they are across the street or across the globe. Because we all have different experiences, we all see the world in a different way. In this leadership drill, participants will draw their lenses and use them to understand how their lived experiences might impact the way they lead with others.

Set-up:

- For this activity, students should be seated in small groups of 3 – 5 at desks or tables.

Activity:

Lead participants through the following steps of the activity:

- 1 Instruct participants to draw a picture of their daily life using the following prompts as a guide. Let the participants know that this picture will be referred to as their “lens” or their way of seeing and experiencing the world. Participants should feel empowered to incorporate other elements of their life into their drawing as well.
 - » What time do you get up?
 - » How many people are in your family?
 - » Do your family members have jobs? What do they do?
 - » Where do you live?
- 2 Once participants complete their drawing, ask them to use their appointment clock to find a partner with whom they can discuss their drawing. After everyone has a partner, ask them to discuss the following questions, one at a time.
 - » Do you go to school? How?
 - » What classes do you take?
 - » What activities do you do?
 - » What if you took on your partners “lens” or life for a day?
 - » What would you like? What would be most challenging?
 - » What can you learn from your partner’s lens?
- 3 Finally, ask participants to return to their seats for a large group discussion.
 - » Was there something that surprised you about your partner’s lens? Why did it surprise you?
 - » What lenses haven’t you seen through?
 - » How do our “lenses” impact our leadership style?



LEADERSHIP DRILL PART TWO: ICEBERG EXPLORATION

Estimated Time: 40 minutes

In part two of this Leadership Drill, your group will explore bias and how it can impact their experiences as Inclusive Youth Leaders. To help facilitate this exploration, start by duplicating the illustration below on a whiteboard, chalkboard, or piece of poster paper that is visible to the whole group.

Step 1:

- Ask students to think about their “lenses” and share which aspects of their lenses are easily visible to the outside world.
 - » If your group is struggling, you can help them by providing examples like skin color, gender, and visible disability.
- Write these aspects of the lens in the part of the iceberg that is above water.

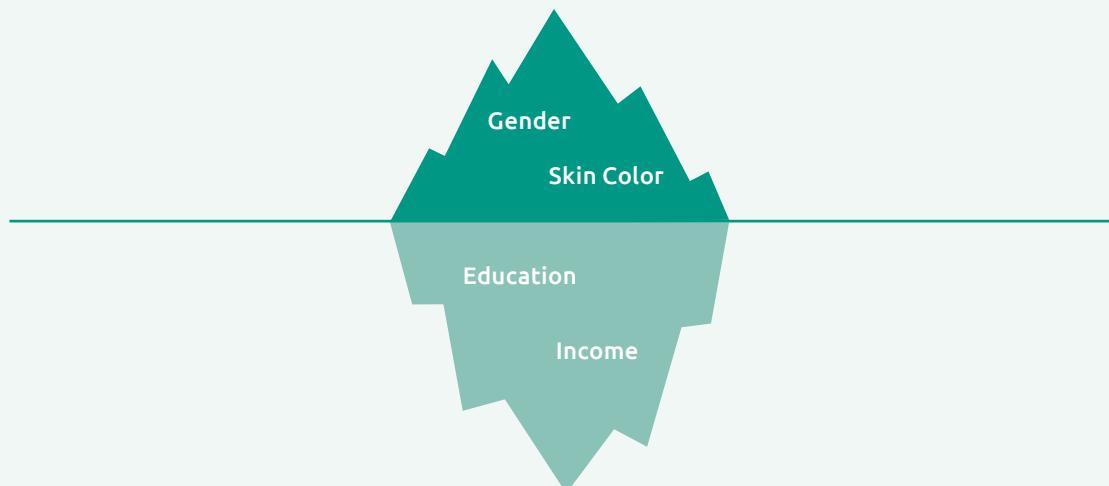
» Write these aspects of the lens in the part of the iceberg that is below water.

Step 3:

- Ask participants whether or not the elements below the water are still part of the iceberg? Can they still impact our lens or how we experience the world?
- Like an iceberg submerged in water, people can be more complex than meets the eye. Discuss with students how people may have some characteristics and experiences that the world cannot see, as well as beliefs and behaviors that others may not realize are there.

Step 2:

- Ask students to think about their “lenses” and share which aspects of their lenses are not easily visible to the outside world.
 - » If your group is struggling, you can help them by providing examples like mental health, education, and income.



Discussion:

Now that your group has completed parts one and two of the Leadership Drill, you will have the opportunity to discuss what you've learned about bias. Start by giving participants a common definition of bias:

- **Bias:** *Treating someone differently because of disability, race, gender, or other parts of that person's background.*

To help expand on the concept of bias, use the questions below to guide a group discussion. Under each question, we have provided talking points to share with your group once everyone who wishes to has had an opportunity to respond to the question.

- What is a real-life example of bias you have experienced, seen, or learned about?
 - » An example of real-life bias could be not offering a leadership opportunity to someone because of a disability.
- How can biases be harmful to our leadership and our team?
 - » Biases can make us less inclusive leaders by causing us to not respect or meaningfully engage our teammates.
 - » Biases can keep all of our teammates from being given the opportunity to shine.
 - » When not all team members are respected and valued, we are unable to achieve our common goal.
- Do we always know about our biases?
 - » While we may be aware of some biases we have, we may have others without realizing it. These are called "implicit biases."
 - » The biases we know about are called "explicit biases."
 - » Both implicit and explicit biases can cause us to treat others poorly.
- How can biases impact how we live out Inclusive Youth Leadership values of respect, equity, meaningful involvement, and inclusion?
 - » Biases can cause us to treat others in ways that are not respectful or inclusive.
 - » To live out Inclusive Youth Leadership values, we must work to be aware of our biases.
 - » Once we are aware of our biases, we must work to overcome them.

The table below addresses how Inclusive Youth leaders can think and act to overcome bias. If time allows, consider recreating the table below as a visual aid for your group. You can also walk through the table with your group and ask for participants to share examples of these actions as you go.

OVERCOMING BIAS	
What Inclusive Youth Leaders think about:	What Inclusive Youth Leaders do:
<ul style="list-style-type: none"> • How is this person’s “lens” different than my own? • Am I treating all of my teammates fairly? • What can I do to make everyone feel more included? • Is this person’s role on the team allowing them to learn and grow? • Have I given this person something easy because I assume they cannot do something more? 	<ul style="list-style-type: none"> • Learn about the biases they might have by asking for feedback • See peers for their strengths and abilities • Share responsibilities based on team member strengths • Recognize if certain parts of their lens have given them more opportunity than others • Make an effort to learn about the different lenses of their peers • Ask how they can be supportive of teammates of different races, genders, or abilities.

L6

LESSONS IN LEADERSHIP 6

Estimated Time: 15 minutes

In this Lesson in Leadership, participants will learn about the importance of person-to-person communication skills when co-leading with others. These skills are critical to their success as leaders and will help them to work with partners toward a shared goal.

In the text box below, you will find the Lessons in Leadership 6 reading that is featured in the Youth Engagement Resource book:

PERSON-TO-PERSON COMMUNICATION SKILLS

Getting on the same page about goals and expectations

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

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

Respecting differences

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

and learn from one another. You can do this through shared respect and finding things you have in common.

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

Embracing and providing feedback

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

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

Facilitator Tip:

Some participants may not know what the word “feedback” means. Feedback is an important word in leadership. That is why we recommend taking a moment to talk about the meaning of feedback if appropriate for your group. Feedback is information shared by those around us to help us grow and improve as leaders.

Empower Your Co-Leaders

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

Asking a co-leader to do a task that you view as “mindless” or too easy, based on your beliefs about their abilities, is never okay. In co-leadership, both leaders should be doing work that challenges them to learn new things and allows them to shine.



Inclusion Tip:

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COOL-DOWN

Estimated Time: 5 – 10 minutes

Before we conclude the Co-Leadership section, participants will now take time to cool down and reflect on everything they have learned so far.

Remind participants that reflection is needed to be a strong leader. We cannot improve and grow if we do not take time to consider what we have learned and how we can apply it to our Inclusive Youth Leadership journey.

.....

Set-Up:

The recommended set-up of the cool-down is a large group discussion in a circle so that all participants are able to acknowledge one another and actively engage in the conversation.

- If your time is limited, this conversation can be had in small groups. If this is the case, read aloud one question at a time for the small groups to discuss.
-

Discussion:

The questions below can be used to facilitate the cool-down reflection and discussion. If the conversation leads to questions not on this list, that is okay too!

- How do our “lenses” impact our leadership styles?
- In this section, we worked in pairs or groups of two with our peers. What other kinds of partnerships are there?
 - » Examples: group to group, mentor to mentee, organization to organization, coach to player, and teacher to student
- How does our lens impact the way we work with other people who may differ from us in age, race, ability, and background?
- What person-to-person communication skills are you good at?
- What person-to-person communication skills do you want to get better at?



Key Takeaways

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





UNIT 1, SECTION 4

Leading As A Team

Estimated Time: 1 – 1.5 hours



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Learning Objectives

Upon their completion of Section 4: Leading as a Team, participants will have improved their ability to:

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

So far in the training, participants have had the opportunity to explore what leadership means and learn more about themselves as leaders and co-leaders. In this section, participants will learn about how to lead as a team. The strong skills they have built in previous sections have well prepared them to lead as a team.





WARM-UP: ROCK, PAPER, SCISSORS – TWO WAYS

Estimated Time: 10 minutes

In this warm-up activity, participants will participate in two separate rounds of rock, paper, scissors. There will be a slight difference between the first and second round. Once participants have finished the activity, you will discuss as a group the way in which that difference changed each round of the game.

Materials:

- An adaptation option for this activity is to have a paper with an illustration of rock, paper, and scissors on it. Participants can use this paper to point to their choice during the game.

Set-up:

- Ensure that there is enough space for all participants to easily move about the room.
- There should be a designated area with seating and space for students who lose in the first round and must “sit-out.”

Activity:

- 1 Inform students that they will be playing two separate rounds of rock, paper, scissors with a partner for this activity. Ask them to pay close attention to the rules for each round.
- 2 Take a moment to briefly explain the game of rock, paper, scissors to all participants.
- 3 Tell participants that, for round one, the rule is that once you lose a match, you have done your best and must take a seat until round one is over.

4 Instruct participants to find a partner for their first rock, paper, scissors match.

5 Say aloud to the group “rock, paper, scissors” for each match.

6 After each match, remind students who lost to take a seat and wait for the next round.

7 Continue the matches until there is one final winner. Ask everyone to celebrate that winner from their seats.

8 Next, your group will begin round two. Tell students that this time, the rule is that if they lose, they must become their opponent’s biggest fan! This means following them from match to match and cheering them on. Participants should continue to follow the winner until there is a final winner.

Discussion:

- Which round was more fun? Why?
- What did it feel like to be the “fan”?
- What did it feel like to be the winner when you had “fans”?
- How was this activity similar to bringing new people into the Unified Movement?

L7

LESSONS IN LEADERSHIP 7

Estimated Time: 10 minutes

In this Lesson in Leadership, participants will learn the differences between exclusion, separation, integration, and inclusion. Understanding these differences will help participants to build inclusive teams.

In the text box below, you will find the Lessons in Leadership 7 reading that is featured in the Youth Engagement Resource book:

BUILDING AN INCLUSIVE TEAM

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

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

Can you think of an example of exclusion?

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

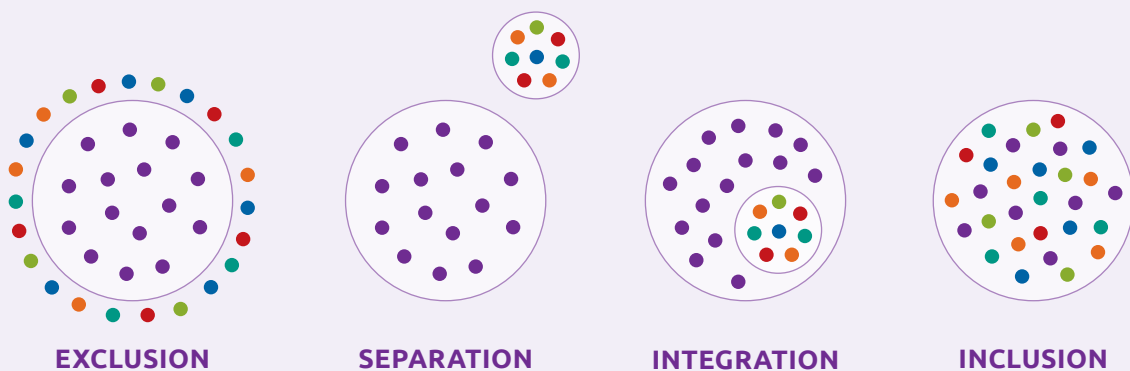
Can you think of an example of separation?

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

Can you think of an example of integration?

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

Can you think of an example of inclusion?





Inclusion Tip:

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 - » With this modification, participants can still take turns reading paragraphs.
- To make this material accessible to various learning styles and ability levels, consider providing a visual aid to accompany the reading.





LEADERSHIP DRILL OPTION ONE: BUILDING A BRIDGE

Estimated Time: 30 – 45 minutes

In this Leadership Drill, participants will be asked to work together to build a bridge over a “river.” It will require everyone to use the skills they have learned over the last few sections to work as a team toward a common goal.

Materials:

- Jumbo Craft Sticks
 - String
 - Scissors
 - Tape
 - Cardboard
 - Optional:
 - » Ping pong or tennis ball
 - » Construction paper, bedsheet, or tarp
-

Set-up:

- Create a “river” down the center of the room that extends from one wall to the other. This “river” serves to divide the participants into two teams.
 - » Ideas for creating the river include a folded bedsheet, tarp, or blue construction paper
- The river should be as wide as you would like based on the group. Generally, the river is 2 – 3 feet wide.

Activity:

- 1 Divide the participants into two teams of equal size. Have the teams stand on opposite sides of the river from one another.
- 2 Tell participants that the objective of this activity is to build one bridge that spans across the river and connects the two sides. Share with participants the following guidelines:
 - » Inform the teams on both sides that they may only use the materials which are provided to them.
 - » Each team will have to build half of a bridge which will connect to the other team’s bridge in the middle. Be sure to encourage the teams to work together!
 - » Teams must construct their bridges “off-site,” meaning away from the river.
 - » The teams have 30 minutes to work together to build a bridge that is six inches wide, six inches high, and reaches from one side of the river to another.

Discussion:

- What was the most challenging part about building your bridge? What was the easiest?
- Did your team connect with the other team during the planning?
- Who on the team enjoyed the brainstorming and planning phase? Who was eager to begin building right away?
- Did different members of the team take on different roles? If so, what were they?
- What did this activity teach us about different leadership styles and preferences?

Facilitator Tip:

- If the bridge construction seems to be moving along smoothly, consider adjusting the activity to enhance difficulty. Example adjustments include
 - » Adding a stipulation that the bridge must now be able to have a small ball roll from one side to another.
 - » Requiring that one of the teams urgently needs to be across the river sooner, so the deadline has moved up, and the teams only have 20 minutes to build their bridge.



LEADERSHIP DRILL OPTION TWO: CAT, DOG, HORSE

Estimated Time: 30 – 45 minutes

In this Leadership Drill, participants will learn to leverage the responsibilities and skills each member of the team brings through their assigned rules.

Materials:

- Paper
- Pens or pencils
- Choose a photo that will be familiar to you group. Print it out or have it on your computer screen. Keep it a secret from the group.

Set-up:

- Participants are seated at tables in small groups
- Each person has their own piece of paper

Activity:

- 1 Instruct participants to decide whether they want to be a cat, a dog, or a horse. Everyone can be whatever animal they want, but there must be at least one cat, one dog, and one horse at each table.
- 2 Ask for the cats in the room to make a cat sound. Ask for the dogs to make a dog sound. Ask for the horses to make a horse sound.
- 3 Now, let the group know that they have two tasks to complete as a team in 20 minutes. They cannot complete the task until you have explained all the rules and said "GO!"
 - » Draw the image shown to you
 - » Use anything in the room to create a visual representation of the image shown to you
- 4 There are two rules:
 - » Everyone in the group must participate in at least one of the tasks in some way

» Everyone must follow the rules for their animal provided below:

- Cats can look, cannot write, cannot talk, cannot build. Cats are the only ones that can come up and look at the picture.
- Dogs cannot look, cannot write, can talk, can build.
- Horses cannot look, can write, cannot talk, cannot build.

5 Once all rules are explained, the groups have 60 seconds to come up with a plan for how they will do the activities.

6 When the 60 seconds are up, everyone must stop talking. Get the attention of the group and let them know they can now "GO!"

Discussion:

- What was the biggest challenge your group faced?
- What did it feel like to not be able to see the picture?
- What did it feel like to not be able to talk?
- What did it feel like to not be able to write or build?
- What did you do to make sure you included every person?
- How did your ability to talk/write/build/look help the team?

L8

LESSONS IN LEADERSHIP 8

Estimated Time: 15 minutes

The final Lesson in Leadership for this section will help participants to explore the five stages of team development by Bruce Tuckman, a researcher and psychologist. In their time as Inclusive Youth Leaders, participants will encounter each of these phases with any team they are on.

In the text box below, you will find the Lessons in Leadership 8 reading that is featured in the Youth Engagement Resource book:

THE FIVE STAGES OF TEAM DEVELOPMENT

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

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

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

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

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

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

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



Inclusion Tip:

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 - » With this modification, participants can still take turns reading paragraphs.
- To make this material accessible to various learning styles and ability levels, consider providing a visual aid to accompany the reading.





COOL-DOWN

Estimated Time: 15 minutes

You have almost made it through Unit 1 of Special Olympics' Inclusive Youth Leadership training. Before your group finishes this part of the training, take some time to talk as a group about what you have learned. In this cool-down, you will talk about items specific to the Leading as a Team section in addition to reflecting more broadly on the first unit of this training.

Remind participants that reflection is needed to be a strong leader. We cannot improve and grow if we do not take time to consider what we have learned and how we can apply it to our Inclusive Youth Leadership journey.

Set-Up:

The recommended set-up of the cool-down is a large group discussion in a circle so that all participants are able to acknowledge one another and actively engage in the conversation.

- If your time is limited, this conversation can be had in small groups. If this is the case, read aloud one question at a time for the small groups to discuss.

Section 4: Leading as a Team

- What did this section teach us about inclusion?
- What does it mean to lead as a team?
- How are co-leadership and team leadership different? How are they the same?
- Can everyone on a team be a leader?
- Use a photo from the picture deck to describe how it feels to be on a team.
- Is your school exclusive, separated, integrated, or inclusive? What makes it that way?
- What is an example of something that might happen in one of the 5 stages of group development?
 - » Forming, Storming, Norming, Performing, Adjourning

Reflecting on Unit 1 (Sections 1 – 4)

- What was the most valuable thing you learned in Sections 1 – 4?
- What is one thing this section made you think about that you hadn't considered before?
- What was your favorite section and why?
 - » Reminder:
 - Exploring Leadership
 - Me as a Leader
 - Co-leadership
 - Leading as a Team
- Did this section inspire you to do something different or try something new? If so, what was it?
- What is one thing you learned about yourself in Unit 1?
- Were there any parts of Unit 1 that left you wanting to learn more about a certain topic? If so, what were they?
- Use the photo deck for the following prompts:
 - » Select a photo that reflects how you felt at the beginning of Unit 1.
 - » Select a photo that reflects how you felt at the middle of Unit 1.
 - » Select a photo that reflects how you feel now that you have completed Unit 1.
 - » What do your photo selections tell you?



Key Takeaways

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





UNIT 2

Game Day

Facilitator Resource



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Introduction to Game Day

Welcome to Game Day! In Unit 1 of this training, participants focused on building their Inclusive Youth Leadership skills. They did this through activities, lessons, and discussions. In Unit 2: Game Day, participants will have the opportunity to apply what they have learned to completing a project.

While we recommend using this unit in partnership with Unit 1, depending on your group, Game Day can be used on its own or with 1 – 2 other sections as well. In deciding how to use the Game Day Unit of this training, think about time constraints and any prior knowledge of Inclusive Youth Leadership your group may have.

For groups that have been heavily involved in Inclusive Youth Leadership or have a limited amount of time, you may want to use Game Day as a stand-alone resource. You can also use with 1 – 2 other select sections based on the needs of your group. For example, if your group has a deep understanding of Inclusive Youth Leadership and is looking to put that understanding into action, they can complete Game Day on its own. If your group has experience in some areas, but not others, you may choose to only do the sections your group wants to learn more about, then move on to Game Day.

Your Role in Game Day

Up to this point, whether your group completed every section of Unit 1 or not, it is likely that you have been a “coach” for your participants, taking on an important role in their Inclusive Youth Leadership learning and growth. The role you play in Game Day will also be that of a coach, but it may look a little different compared to practice.

In any sport, a coach is heavily involved in practice, sometimes even participating in drills and workouts themselves. However, when Game Day comes, the role of the coach changes. Rather than being out on the field with the players, the coach is continuing to support and guide the players from the sideline. This is similar to the role you play as the coach in the Game Day Unit.

In Game Day, you will continue to support and guide participants as they use their Inclusive Youth Leadership skills to identify, plan, and execute an initiative. You will notice there is a Game Day workbook provided for students which will guide them through this portion of the training. This is an important opportunity for the participants to apply what they have learned and continue to develop as leaders. Your role in Game Day should focus on empowering and supporting students to lead themselves, rather than directing them.



Facilitating Game Day

In Facilitating Game Day, it is important to get participants thinking, help them apply what they have learned, and let them answer questions for themselves. To effectively facilitate this portion of the training, consider asking a lot of questions to encourage exploration and reflection by participants. Here are some questions you can ask of participants throughout Game Day:

- Does this role match your strengths and talents?
- Is everyone in the team involved in the initiative in a meaningful way?
- Are we demonstrating all of our Inclusive Youth Leadership values right now?
 - » *Inclusion, Respect, Meaningful Involvement, and Equity*
- What stage of development is our group in right now? What does that mean?
 - » *Forming, Storming, Norming, Performing*
- Is our team inclusive, integrated, separated, or exclusive?
 - » *If our team is not inclusive what can we do to get there?*



Inclusion Tip:

Have everyone write their response to this question on a piece of paper and submit it anonymously. If even one answer is not “inclusive” ask your group what they can do to get there. Offer to write responses for participants who would like that form of support.

- Has our group clearly defined the expectations and roles of all members? Do we need to re-define?
- Are we using our L.E.A.D. skill sets for success? Is there an opportunity for us to better use these skills?
 - » *Listen, Empower, Adapt, Diversify*
- Is our initiative accessible to all? If not, what can we do to make it possible for everyone to fully engage?



Inclusion Tip:

You may need to remind participants that accessibility is not only a physical concept. Accessibility can also refer to reading level, financial requirements, language barriers, and more.

- Have we aligned our goals and found a common objective for our group's initiative?



Game Day Outline

Please note: the Game Day workbook in full is provided to students in the Youth Engagement Resources Book.

Pre-Game

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

Game Time

Execute your plan!

Cool-Down

Showing appreciation and celebration

Post-Game

- 1 Review the Game Tapes
- 2 Celebrate your Success
- 3 Focus on YOU
- 4 Up Next



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