***Best Buddies: Remote Ambassador Training***

**Facilitation Notes**

Objective: To provide students with the tools, training, language and understanding on how to share their story.

Goal: Students will leave with the ability to communicate their story and advocate for themselves.

Materials: Remote Ambassador PPT, Internet access, pencils, paper

**Remote Training Day 1 (1 hour session -** Be sure to record each session)

**Welcome & Introductions (5 minutes) –** ask each student/ staff to share name, school or town they reside, Best Buddies involvement (if any)

**Icebreaker:**

**Getting Around ZOOM (5 minute) –** share an overview of how to use the ZOOM Platform. Be sure to explain where the chat feature is located, how to raise your hand should you have a question, how to unmute/ mute yourself, etc.

**Recap training | Purpose (5 minutes)**

* All students will learn what it means to be a self-advocate then will write a speech on sharing their story, how the BB mission has impacted their lives and how to present their speech publically.
* This session will review what it means to be an ambassador, what a mission statement is, how to develop their own mission statement in relation to their story, and the components on how to write a speech.
  + Even if ambassadors are not matched in a program, they can still learn about what we do as an organization and how we operate worldwide

**Goals and Rules (10 minutes)**

* Ask ambassadors what their goals are for the training. What do they hope to accomplish?
  + Turn this into a brief discussion
  + Write down some of the goals using the ZOOM whiteboard feature
* In order to reach these goals, what rules need to be set? Come up with some, as a group
  + Try your best
  + Ask for help
  + Don’t interrupt someone while they are speaking
  + Cellphones
  + Respectful and encouraging language
  + Have fun!

**What is Self-Advocacy?**

1. Using the white board feature on ZOOM, ask students to brainstorm responses to the following question: *Have students brainstorm what they think Self-Advocacy means?*
2. Show students 1 or more of the the following BB Ambassador video (s); students take notes about their observations of each video.  After, ask students to share their observations (note examples on ZOOM white board)

* Jack 1: <https://youtu.be/iI0lmpvElGY>
* Jack 2: <https://www.youtube.com/watch?v=Jz1I6tO1uMc>
* Hector:  <https://youtu.be/CkEihVWK0bI>

1. Review/define *Self-Advocacy*(Source: <https://www.wrightslaw.com/info/self.advocacy.htm>):

* learning how to speak up for yourself
* making your own decisions about your own life
* learning how to get information so that you can understand things that are of interest to you
* finding out who will support you in your journey
* knowing your rights and responsibilities
* problem solving, listening and learning, reaching out to others when you need help and friendship
* and learning about self-determination

1. Have students help make a list and/or share when they had to self- advocate on the ZOOM whiteboard. Prompt students to think about times they had to advocate at home? At school? At work?
2. Have students think about their own Self-Advocacy Goal for the future; students will be asked to email a goal as part of Day 1’s follow up activities.

**30 Second Elevator Pitch**

1. Explain that first impressions matter; a 15-30 second conversation can make a lasting impression.
2. Play the video - The Job Search: Elevator Pitch <https://youtu.be/wCky2qKTtfQ>
3. Ask students to share their observations of the video.
4. Think about what you would include in your Elevator Pitch. This will be completed for “homework” after the Day 1 session concludes.

**Follow Up Activities**

Ask students to email the following completed activities before the start of the next session, as able.

1. What is your Self-Advocacy Goal? Try to create 1-3 goals you have to help improve your self-advocacy skills.
2. Distribute the 30 Second Elevator Pitch Worksheet to review the parts of an elevator pitch.  Students will then work on creating their own pitch – optional worksheets include *30 Second Elevator Pitch* or variety of *This is Me!*Pitch worksheets (including a variety of levels of prompts)
3. Students will be asked to present their *This is Me!* Pitch during the next session.