

GARD SERIES

**Coaching Boys
INTO MEN**
CoachesCorner.org

**FUTURES
WITHOUT VIOLENCE**

©2013 Futures Without Violence. All rights reserved. Coaching Boys into MenSM and CBIMSM are service marks and the exclusive property of Futures Without Violence, formerly Family Violence Prevention Fund. The contents of this publication may only be adapted with the express written consent of Futures Without Violence.

For more information, please contact Futures Without Violence at (415) 678-5500 or by email at coachescorner@futureswithoutviolence.org

**Coaching Boys
INTO MEN**
CoachesCorner.org



RESPECT, INTEGRITY, AND NON-VIOLENCE

Winning games is important to every coach. However, it shouldn't be the only goal. A big part of the job is helping to develop solid, responsible athletes who become upstanding citizens. Coaching Boys into Men (CBIM) equips coaches with tools to help their young athletes build respectful, non-violent relationships.

CBIM PLAYBOOK

Familiarize yourself with the CBIM Playbook. It's the foundation of the program and an essential tool that includes:

- Facts and information about building healthy relationships and a stronger team;
- Teachable moment scenarios;
- Tips and tactics on how to talk to your athletes.

CBIM CARD SERIES

Use the Card Series to lead weekly discussions with your athletes throughout the season. The set includes:

- **Prep Cards** to help you get ready for the season.
- **Training Cards** each with a key topic for you to discuss with your athletes each week (at least 15 – 20 minutes per week).



- **Halftime and Overtime Cards** to use throughout the season to highlight your team's commitment.
- **Teachable Moment Card** to help you respond to harmful behavior or language.

PREPARE FOR TEACHABLE MOMENTS

As a coach you have both an offensive game plan and a defensive one. It's important to be proactive by going on the offensive and conducting weekly trainings with your athletes. It's equally important to build an effective defensive plan to respond to disrespectful or abusive situations that may arise among your players or in the news. When you see or hear a serious problem, use the **Teachable Moment Card** to address it immediately and take the opportunity to reinforce and model positive language and behavior.

REFERENCES & RESOURCES

Some Training Cards cite additional resources that can be found in the CBIM Playbook or Coaches Kit. Refer to these References & Resources for more information to help you lead the program effectively.

COACHESCORNER.ORG

Visit www.CoachesCorner.org for tips from your fellow coaches, success stories from the field, and general program updates.

RECRUIT ALLIES

Inform others of the commitment your team is making. This will enhance your program's success. We encourage you to work with a variety of people to increase school wide awareness and support for Coaching Boys into Men:

- School administrators
- Athletic Director
- Violence prevention advocate
- Fellow coaches
- Parents
- School newspaper, local sports reporter, or other local media

Before the season begins, invite these allies to support you in the implementation of Coaching Boys into Men, and continue to involve them week after week.

Share copies of the **Coaching Boys into Men Overview**, using it as a way to introduce anyone to the program.

Visit www.CoachesCorner.org for community engagement ideas from fellow coaches!



RESOURCES

- Learn your school district's policies and legal responsibilities. In cases involving issues of harassment, abuse, or physical and sexual violence, there may be reporting requirements you are mandated to follow.
- When you feel something is more serious than you can handle, there are experts and resources available to you and your athletes. Refer to the **Need Help** list in your Coaches Kit.
- The National Domestic Violence Hotline is available 24 hours a day, 7 days a week for anonymous help. They can be reached at 1-800-799-SAFE (7233) or at www.ndvh.org.
- Ask your school counselor for contact information of local resources such as:
 - Statewide or local domestic violence or sexual assault agencies
 - School and community teen programs
 - Lesbian, gay, bisexual, transgender and queer (LGBTQ) youth organizations

References & Resources: See Coaches Kit for CBIM Overview and Need Help list.

LEAD BRIEF WEEKLY CBIM TRAININGS

USING THE CARD SERIES

Although each training is intended to be brief, it's the repetition of the message and consistency of the lessons that will yield the greatest impact. Follow the guidelines below – evidence has shown this results in the greatest success for your athletes.

- Throughout the season, go through the twelve Training Cards, in order, with your team; take at least 15 – 20 minutes, once a week, per card. To ensure your athletes will be receptive, set aside a consistent weekly time that fits your team's schedule.
- Review the **Objectives** for each lesson to get prepared for the focus of that day's training.
- Gather your athletes and start the training with the **Warm Up**. You can read the sample language as a speech directly from the card or tailor it as you like. The **Warm Up** helps get your athletes focused on the training topic.
- Next, **Ask the Players** the suggested questions keeping in mind the **Discussion Points & Wrap Up** included to facilitate the conversation. Create a respectful, safe environment where your athletes can share their ideas freely and ask honest questions. Give them time to answer and, most importantly, make sure they know you're listening and care about what they have to say.
- Close each training with the **Discussion Points & Wrap Up**. This closure will help reinforce the session's objectives and key points.



ADAPTING CBIM TO YOU AND YOUR TEAM

The guidelines listed above provide the framework for delivering the program, but the specific method is up to you. You know your athletes best.

Here are a few suggestions:

- Use your voice and your style; your athletes are used to hearing that and responding. Choose examples that are relevant to your team – from their sport, the community, or current events.
- Be creative. If field or court time is unavailable, hold your CBIM trainings in a classroom or use the time spent traveling together on the road.
- Enlist your assistant coaches and ask them to deliver a lesson or two. Your athletes may benefit from hearing these important messages from multiple adults whom they look up to and admire.
- Encourage your team captains or the upperclassmen on your team to reinforce the importance of the CBIM trainings by modeling respectful behavior to their teammates.
- Refer to the **Halftime** and **Overtime** cards throughout the season to bring your team's CBIM commitment to the community at large.

Check out www.CoachesCorner.org for tips from coaches who have implemented the program.

PRE-SEASON SPEECH

This training will help athletes:

1. Understand your expectations and ground rules for the upcoming season, such as arriving on time, respectful behavior, etc.
2. Anticipate upcoming CBIM program trainings focusing on building healthy relationships and respect for women and girls.

Warm Up

“ Since this is the start of the season, I want to talk about your responsibilities on this team and my expectations of you. This season we’ll not only be focusing on your development as athletes, but also on your development as young men. This includes how you carry yourself and how you treat others, particularly women and girls like your girlfriend or your sister. Each week, I want to talk to you guys about some of these things. Starting today, we will focus on how we can better show respect to ourselves, your teammates, and others. ”



Ask the Players

1. What does respect mean to you?
2. How can you show respect to your teammates?
3. How can you show respect to your friends and family?
4. How do you show respect even to people you don’t know, like at a restaurant or at the mall?

Discussion Points & Wrap Up

- I care about how you act on and off the field.
- Respectful behavior means treating others how they want to be treated.
- Showing true respect involves everything you do – how you speak, how you act, how you think, and the way you present yourself to others.
- As athletes, people will watch you, and many will look up to you – the language you use, how you act, and how you treat other people is very important.
- I want you to keep up with your schoolwork, be polite to your teachers, and respect women and girls.

References & Resources: See CBIM Playbook, “Playing Field,” pgs 14-15.

PERSONAL RESPONSIBILITY

This training will help athletes:

1. Recognize the consequences of their behavior and how their language and conduct reflect on themselves, the team, and others.
2. Accept responsibility and hold themselves accountable for their actions.

Warm Up

“ Last week we went over some of the things I expect you guys to be responsible for, such as getting to practice on time, working hard, and respecting each other. I also want you guys to be accountable for your actions. You are the person responsible and accountable for everything you say and do – in sports and in your everyday life. ”



Ask the Players

1. What does it mean to be responsible for your actions on the field?
2. How do your actions off the field represent the team, your school, and your community?
3. How do you hold yourself accountable off the field?

Discussion Points & Wrap Up

- Be a team player. This means respecting your teammates, displaying good sportsmanship, and being in control of your own actions.
- You reflect our team, our school, the community, and your family and friends.
- Accountability means holding yourself responsible – and that is something that you, and only you, can do.
- One thing we're going to focus on this season is that there are real consequences for yourself and others when you don't treat people with respect.

INSULTING LANGUAGE

This training will help athletes:

1. Recognize that language can be harmful in unexpected ways.
2. Refuse to use language that degrades women and girls.
3. Adapt their language to show respect for others.

Warm Up

“ Today I want to talk with you about the impact of demeaning language. Sometimes we don't realize how harmful the words we use can be. Or sometimes we purposely use words that are disrespectful without understanding their true impact. ”



Ask the Players

1. What are respectful ways we can use language to help a fellow teammate who may not be playing so well?
2. What do you think about saying to a guy “You're playing like a girl”? Why might this also be insulting to girls?
3. How do you feel when someone uses demeaning language when talking about people you care about?
4. How would you feel if someone talked negatively about something you have no control over, like how you look?

Discussion Points & Wrap Up

- Instead of taunting or mocking, help your teammates out by providing positive suggestions for how they can improve.
- Insults like “you play like a girl” may seem harmless, but they're not. Using gender to insult someone reinforces negative stereotypes about women. I think that is unacceptable.
- It's also demeaning to make negative comments about someone's race, appearance, disability, or sexual orientation.
- If it's something you wouldn't like said about you, don't say it about someone else.

References & Resources: See CBIM Playbook, “Learn the Basics,” pgs 18-19.

DISRESPECTFUL BEHAVIOR TOWARDS WOMEN & GIRLS

This training will help athletes:

1. Recognize how certain behavior towards women and girls can be hurtful, scary, or even abusive.
2. Refuse to engage in lewd or foul behavior such as catcalling, sexual innuendo, or harassment.

Warm Up

“ You know from prior talks that it’s important to me for all of us to treat women and girls with respect. Sometimes guys just think they’re being funny or cool and don’t realize that their behavior is actually disrespectful or even threatening.”



Ask the Players

1. What are some examples of disrespectful behaviors towards women and girls?
2. Have you heard guys describing girls as stupid or easy?
3. Why do you think guys call out to girls about how they look or what they’re wearing?
4. How do you think this type of attention might make someone feel? Why could this be hurtful?
5. What can you do when you hear your friends making disrespectful comments to girls?

Discussion Points & Wrap Up

- Disrespectful behavior can be hurtful and frightening. Even if someone laughs it off, chances are they didn’t find it funny at all.
- Describing girls as stupid or easy reinforces negative stereotypes. How do you feel when someone insults you? It’s unacceptable.
- Whether it’s that we want people to think we’re smart, funny, or athletic, we all want to be liked and respected – both guys and girls. No one wants to be insulted or harassed.
- Guys might think they’re flirting or being funny or cool when commenting on a girl’s clothing or appearance – they’re not. They might even think she is asking for these unwanted comments, but that’s wrong too. No one asks to be harassed or singled out because of how they look.
- If you’re interested in getting to know someone, talk to him/her in a mature and respectful way.

References & Resources: See CBIM Playbook, “Time Out” Teachable Moment, pgs 28-29.

DIGITAL DISRESPECT

This training will help athletes:

1. Recognize that the actions they take online and on their cell phone have real consequences.
2. Refuse to participate in abusive or controlling digital behavior including sending repeated and unwanted text messages, violating someone's privacy, or pressuring someone for a naked, private, or embarrassing picture.
3. Create safe and respectful digital spaces for themselves and others.

Warm Up

“ We've talked about how the words you use and the actions you take can be disrespectful or harmful to others. This goes for what you do online and on your cell phones, too. Sometimes we minimize the seriousness of things when we're not face to face with someone. Sometimes we don't realize that our text messages can be controlling, overwhelming, or mean. What happens online is real and sometimes very public for all the world to see. Friendships and dating relationships are shaped by what we do and what we say – no matter where it takes place. It's important that we use technology safely and respectfully. ”



Ask the Players

1. What are some benefits of things like social networking, chatting, and texting? What are some not so great things?
2. How would you feel if someone posted private or embarrassing comments about you online?
3. How might someone you're seeing feel if you constantly sent him/her texts asking where he/she is, who he/she's with, what he/she's wearing, and what he/she's doing?
4. How would you feel if someone repeatedly pressured you to do something you didn't want to do, like sending a nude or private picture?

Discussion Points & Wrap Up

- Digital communication helps us keep in touch with others, but it can also make boundaries unclear. Talk with your partner about what you think is okay and not okay behavior.
- Everyone needs space sometimes. Be respectful of what other people are okay with over text message, and be clear about what's okay with you. Sometimes it's not just the number of texts being sent or received but the content of the messages that really matter.
- It is NEVER okay to pressure someone for a nude or private picture. It's also wrong to share these pictures with other people. Sending nude pictures has serious consequences and some teens have even faced criminal charges. If you receive a nude picture, delete it immediately and tell an adult you trust.
- Pressure, control, or threats are NEVER okay whether online or not.
- What you say and do online is a reflection of you, and of this team.

UNDERSTANDING CONSENT

This training will help athletes:

- 1. Discuss and respect personal boundaries around intimate and sexual activities to create healthy, safe relationships and situations.**
- 2. Refuse to use pressure, threats, or force in any physical or sexual encounter.**
- 3. Actively oppose and prevent incidents of rape, sexual coercion and assault.**

Warm Up

“ Communication can be challenging in any relationship, but never is it more critical than in a physically intimate or sexual situation. Whether with someone you like and know or with someone you just met, it's extremely important that you openly discuss and respect personal boundaries. Create space for you and that person to talk about what you're comfortable with. If either of you feels unsure, uncomfortable, or is unable to really make the decision to get involved, that must be respected. Intimate and sexual situations should always be safe, sober, and non-violent.”



Ask the Players

- 1.** What does consent mean?
- 2.** How do you determine consent? What if you're not sure what your date or partner feels comfortable with?
- 3.** What are ways pressure and threats can be used to make someone do something they don't want to do?
- 4.** What can you do if you notice someone in a dangerous or non-consensual situation?

Discussion Points & Wrap Up

- Consent means that after thoughtful consideration, both you and your partner agree to and feel comfortable and safe with a specific situation. Consent for one thing, like a hug, doesn't mean consent for another, like a kiss.
- Ask and listen to what the other person wants. If anyone feels unsure or uncomfortable, show respect and STOP the situation.
- It is NEVER okay to use pressure or threats to coerce someone into a sexual situation.
- Drugs and alcohol can impair judgment and create dangerous situations. Someone who has been drinking is NOT able to give consent. STOP immediately so you both stay safe.
- If someone says “NO” in any sexual situation, it means NO. To ignore it is wrong and against the law.
- Intimate and sexual situations should always be consensual, safe, and respectful. Talking about desires and concerns will help you both feel comfortable.



ENLIST YOUR LOCAL SPORTS REPORTER

- Tell your school newspaper or local sports reporter about the CBIM program and your team's focus on strengthening respect for each other, and particularly for women and girls.
- The community should know that your athletes not only perform well on the field, but are upstanding young men off the field, too.
- Your athletes will be proud to see that the community is recognizing their commitment.
- This is a great way to involve the broader community and provide other opportunities

for your athletes to model respectful behavior.

References & Resources: See Coaches Kit for the Sample Sports Reporter Letter and visit www.CoachesCorner.org for community engagement ideas from other coaches.



BRAGGING ABOUT SEXUAL REPUTATION

This training will help athletes:

1. Recognize that bragging or lying about their sexual reputation is disrespectful and wrong.
2. Recognize that spreading stories about someone else's sexual activity can be disrespectful and harmful.
3. Refuse to spread private information or to speak disrespectfully about another person's sexual reputation.

Warm Up

“ I know that there's a lot of pressure to be popular and hook up. Some people think this means bragging about what you and your friends may do sexually. The men I respect treat women and girls as their equals. They don't joke, lie, or brag about what they do intimately with anybody. ”



Ask the Players

1. What do you think about when someone is bragging about their hook up?
2. Why might someone involved in your stories not appreciate your storytelling?
3. Why is it disrespectful to listen to or laugh when a friend is talking about what he does sexually?

Discussion Points & Wrap Up

- You guys might be feeling pressure to be popular and hook up, but bragging or lying about sex or intimate experiences isn't the way to do it. It's not only disrespectful to the other person; broadcasting your personal life like that disrespects yourself, too.
- Whether it's true or not, it can be harmful to talk or spread rumors about someone's sexual reputation. They may become depressed, isolated, or even put in danger by those comments. My opinion is that such information shouldn't be shared. When you hear stories about someone's sexual experiences, don't laugh or encourage it. It's best to ask the person to stop or leave the situation.
- The men I look up to treat the women in their lives with respect.
- It's important not to brag about the intimate details of your relationships and friendships. If you have questions about sex and sexuality, discuss them with me or someone you trust and let them know you want them to keep it private.

References & Resources: See CBIM Playbook, "Locker Room Chatter" Teachable Moment, pgs 26-27.

WHEN AGGRESSION CROSSES THE LINE

This training will help athletes:

1. Recognize different degrees of aggression on and off the field.
2. Identify when they are becoming aggressive.
3. Adjust their behavior when they feel themselves becoming too aggressive.

Warm Up

“ In our game, winning not only requires physical strength, but at times it also requires aggressiveness.

Sometimes, we even want to intimidate our opponent to get that extra edge; but even this must be done within bounds. Things can go too far if you're not in control of your emotions. This is also true outside the competition in your everyday lives. ”



Ask the Players

1. How does aggression help you in the game? What are the rules that maintain fairness and help players avoid injury?
2. How do you feel when you become more aggressive during a game?
3. What problems can being too aggressive cause outside the game?
4. What are some suggestions for controlling aggression?

Discussion Points & Wrap Up

- Sports require aggression. The goal is often to dominate and intimidate your opponent. But in sports, aggression is controlled by rules. If you break them, you could be penalized or even ejected. The same is true off the field.
- We all have moments when we become frustrated or angry but this should never lead you to be violent or abusive.
- Like in the game, there can be serious consequences when your aggression crosses the line in real life. Abuse or violence can result in losing your relationship or even legal consequences like going to jail.
- You are in control and responsible for all of your actions and emotions on and off the field.
- Learn to recognize when you're becoming overly aggressive and think about what you need to do to cool down. It could be taking a deep breath, talking it over with your friends, or doing something you enjoy to take your mind off the situation.
- Always remember that violence doesn't equal strength.

THERE'S NO EXCUSE FOR RELATIONSHIP ABUSE

This training will help athletes:

1. Reject the use of pressure or intimidation in their relationships and friendships.
2. Refer back to tools on how to monitor aggression and determine when it crosses the line.
3. Refuse to become abusive or violent in their relationships.

Warm Up

“ We've talked this season about aggression, physical strength, and respect. I also want to talk about relationships and how problems will inevitably come up – and that's ok, it's natural. But, we must deal with them in a positive and healthy way. Sometimes people use pressure to force someone into doing something they don't want to do. They may even use violence to control their girlfriend or boyfriend, but it's never okay. Never. There are better ways to handle any issue that may arise. ”



Ask the Players

1. How can you tell someone that you don't like the way they're treating you or someone else?
2. What could you do if you saw a friend yelling at or intimidating someone they're seeing?
3. What are non-violent ways to deal with relationship problems or differences?

Discussion Points & Wrap Up

- In any relationship, there will be issues and disagreements, but that is never an excuse for violence.
- It's never right to be physically, verbally, or sexually abusive towards another person, period.
- Any time you witness abuse, learn about it occurring, or if you experience it yourself, you should report it to me or another trusted adult such as a teacher or parent immediately.
- When someone says “NO” in any sexual situation, it means NO. To ignore it is WRONG and it's AGAINST THE LAW.
- Respecting the physical and emotional boundaries and desires of others will help you build strong and healthy relationships throughout your life.

References & Resources: See the CBIM Playbook for definitions and examples of physical and sexual violence, pg 20. Also, see CBIM Playbook, “American Idol” and “Backhand” Teachable Moments, pgs 30-33.

COMMUNICATING BOUNDARIES

This training will help athletes:

1. Recognize the importance of talking with their partner about what's okay, or not okay, in their relationships.
2. Initiate conversations about setting boundaries in relationships.

Warm Up

“ We've talked a lot about respect and relationships this season. I'm proud of the conversations we've had, and today I want to talk about what characterizes a good and successful relationship. Whether you're just friends, hooking up, or in a relationship with someone, there are certain things that everyone deserves. Respect, trust, and support are just three things central to a healthy and positive relationship. I want you guys to show these and to expect them in return. ”



Ask the Players

1. In a good relationship, what are things you think both people deserve?
2. Do you think it's important for people in relationships to talk about what each other deserves? Why or why not?
3. Have you ever been in a relationship where you and your partner disagreed about something (like how much or how little time you spend together)? How did you handle it?
4. What are respectful ways to approach disagreements?

Discussion Points & Wrap Up

- Good relationships are built on many things – like mutual respect. Respecting someone means asking what they are comfortable with and listening to what they say.
- It's important that both people trust and support each other. Everyone deserves to have their own interests outside of their relationship.
- I know that conversations about your relationship can be awkward and sometimes upsetting. But having these conversations early may avoid even more awkwardness and discomfort later.
- All relationships have issues and disagreements, and that's okay. Talking to the other person directly and respectfully about what's bothering you can help you come to a mutual understanding.
- Talking to friends about your relationship can be helpful. It's important to ask them to keep it private unless someone is being abused.
- Approach disagreements respectfully. Talk to a trusted adult if you ever need help.

MODELING RESPECT AND PROMOTING EQUALITY

This training will help athletes:

1. Treat others how they want to be treated.
2. Model respectful behavior towards women and girls in language and actions (e.g., refuse to laugh at or support disrespectful jokes).
3. Notice and support teammates' or friends' respectful behavior.

Warm Up

“ I'm proud of this team. You've done a great job representing us on and off the field. You've been willing to consider hard questions about what's okay, or not okay, in your relationships. You may not realize it, but you're all role models at this school. You've really stepped up and I want you guys to support each other and remind each other to be respectful towards others. As we've discussed, this includes treating women and girls as equals. You are growing up to be men I admire. ”



Ask the Players

1. What are ways you can show respect in your relationships and friendships?
2. How can you and your teammates support each other in being responsible on and off the field?
3. What can you do if you hear your friend being disrespectful towards a girl?
4. As someone other players and students look up to in this school, what are ways you can share these principles of respect with others?

Discussion Points & Wrap Up

- You can show respect to others in many ways, like valuing and supporting their personal boundaries, decisions, and individuality.
- By showing respect towards women and girls in your language and actions, you're not only doing the right thing, you're setting an example for others.
- If you witness one of your teammates using inappropriate language or behavior or being disrespectful to a girl, don't join in on it. CALL HIM ON IT.
- If you witness a situation and it makes you feel unsafe, don't get involved directly. Ask a trusted adult for help.
- Think of ways you can share the principles of respect – teamwork, responsibility, integrity, non-violence – with your community.
- You are all part of something positive at this school. Your commitment to respect is also a responsibility – defend it and share it.

SIGNING THE PLEDGE

This training will help athletes:

1. Actively affirm their and the team's collective commitment against relationship abuse.
2. Serve as public examples of respect towards others, particularly women and girls.

Warm Up

“ This season you've all been great athletes and team players. I've also been impressed with your leadership in showing respect for others. You guys are becoming great players in the game and are turning out to be great men in life. I respect each of you for treating women and girls with respect. In recognition of the commitment you've all made, I want us to read and sign this Pledge together. ”



Coach and Player Pledge

I commit to take a stand against relationship abuse and I believe that violence is neither a solution nor a sign of strength. I understand that by treating everyone with respect, I am a role model to others. By taking this pledge, I publicly denounce violence against women and girls. A world of respect starts today and starts with me.

Discussion Points & Wrap Up

- We will sign and post this pledge in the gym or school hallway so your commitment will be known and recognized.
- This is the beginning, not the end. You know that I share this commitment with you and I want you to come to me anytime for advice, to ask questions, or to discuss any situation that might come up.

References & Resources: See CBIM Playbook, “Coach and Player Pledge” pgs 16-17.

HOST A FAN PLEDGE DAY

- Make your team's next home game a Fan Pledge Day!
- During pre-game or halftime, use the loud speaker to announce your team's commitment to respecting others, particularly women and girls. Encourage fans to sign Pledge Cards that your team can distribute before the game.
- Have your players collect Pledges from the fans. It will be a good way to help them engage with others about their commitment.
- Create a CBIM board where you display all collected pledges. Be sure to feature the board in a public place (e.g. gym, hallway).
- Your players will be the stars of the game and of the community for their public promise to respect others.
- Make an even greater impact! Ask your fans to donate to a local domestic violence shelter or violence prevention organization

in your community!

References & Resources: See Coaches Kit for the Sample Sports Reporter Letter and visit www.CoachesCorner.org for community engagement ideas from other coaches.



CREATE A TEAM CAMPAIGN

- Have your athletes create their own messages, posters, video, or web page that describe the principles of the program and their role in showing and encouraging respect on and off the field.
- Post these messages in a public place like in the auditorium, the gym, the cafeteria, or the hallways of the school.
- Involve your campus radio station or daily public announcements to broadcast your team's CBIM message of respect for women and girls to the entire school community.

References & Resources: See Coaches Kit for Sample School Radio Script.

HOW TO HANDLE A TEACHABLE MOMENT

Step 1: STOP

You just noticed disrespectful or damaging behavior. What happened? What did you hear? What did you see?

Step 2: CALL A TIME OUT

If it's appropriate at that time to share with the team as a whole, then take a few minutes to bring everyone together. Recap what you witnessed and tell the athletes that this was wrong. Sometimes, situations occur that require you to address the individual in a one-on-one conversation or in a more private manner.

Step 3: DEFENSE

Correct the language and behavior by explaining WHY it was wrong, referencing some of the trainings throughout the season. Whenever possible, make the moment a lesson for the entire team.

Step 4: GO ON THE OFFENSE

Make sure your athletes understand how the incident relates to the principles of respect. Ask them to suggest ways the incident could have been prevented. What positive alternatives were available?

*** It's also important to take a time out to commend positive, respectful behavior!**

References & Resources: See CBIM Playbook, Teachable Moments, pgs 24-25.