



Coaching Boys into Men

Coaches' Clinic Leadership Training Session Outline (With Virtual Notes)

Coaches' Clinic Materials Needed:

- Screen/ability to display PowerPoint
- Whiteboard/Flip Chart Paper
- Season Planning Worksheet (one per coach)
- Coaches' Kits (one per coach)
- [Optional] Appreciation for Coaches (i.e. dinner, swag)

Virtual Considerations:

- Screen Sharing: Prepare and practice screen sharing of PowerPoint ahead of time, as this is how the clinic's content will be presented.
- Breakout Rooms, Video, and Audio: Prepare and practice using all virtual engagement tools including breakout rooms and videos, specifically ensuring that audio works for attendees (in Zoom, this means "Sharing Video and Audio" at the same time).
- Interactivity: Considering using as many interactive methods as possible based on your comfort level (For instance, using Breakout Rooms, [Jamboard](#), or [Poll Everywhere](#)).
- Timing: Account for all activities to take longer virtually than in-person. Prepare which activities you could shorten or remove.
- Documents & Kits: Ensure coaches have all needed digital documents. Consider asking coaches to review some information before or after your session. If distributing hard copy Coaches' Kits is not possible before your Clinic, make sure to display cards and get coaches a copy of the Kit before they implement.

Please note:

- This document is an outline of the Coaches' Clinic training. Full activity descriptions and discussion points are included in the "Notes" section of every Coaches' Clinic PowerPoint slide.

See below to find the Coaches Clinic Agenda and Expanded Outline

Coaches Clinic Agenda (2 Hours w/ 5-minute buffer)

Section One: Introduction to CBIM, Healthy Relationships, and the Role of Coaches (55 Minutes)

1. Introductions and Opening Question (*Slide 3*, 10 min)
2. CBIM Seattle Video + CBIM Introduction (*Slides 3-9*, 5 min)
3. Coach Commitments (*Slides 10-17*, 5 min)
4. Introduction & Impacts of Relationship Abuse (*Slides 18-22*, 5 min)
5. “Charlie Coleman” Video (*Slide 23*, 3 min)
6. “Man Box” Activity (*Slides 24-25*, 12 min)
7. Defining Healthy vs. Abusive Relationship Behaviors (*Slides 26-27*, 15 min)

Section Two: Program Materials, Curriculum, and Delivery (50 Minutes)

1. Introduction to Training Card Series and Structure (*Slides 29-34*, 5 min)
2. Digital Disrespect Training Card Role Play (*Slide 35*, 10 min)
3. Review Training Topics (*Slides 36-49*, 2 min)
4. Video and Tips on Curriculum Delivery (*Slides 50-51*, 6 min)
5. Training Card Practice for Coaches (*Slides 52-54*, 18 min)
6. Introduction of Teachable Moments (*Slides 55-58*, 8 min)

Section Three: Season Planning and Technical Assistance (10 Minutes)

1. Next Steps: CBIM Game Plan (*Slides 60-62*, 5 min)
2. Season Planning Worksheet (*Slide 63*, 3 min)
3. Last Notes and Thank You (*Slides 64-65*, 2 min)

Section One: Introduction to CBIM, Healthy Relationships, and the Role of Coaches

By the end of **Section One**, coaches will be able to:

- Explain the importance of the coaches' role in addressing disrespectful behaviors and modeling respect, healthy communication, and positive leadership skills.
- Outline prevalence and impacts of teen dating violence, sexual assault, and domestic violence as well as examples of healthy and abusive relationship behaviors.
- Give examples of the ways that gender norms and messages around manhood promote relationship abuse.

**Time Allotted:
55 Minutes**

Section One Agenda:

1. Introductions and Opening Question (Slide 3, 10 min)

a. Instructions:

- i. In a circle, ask coaches to introduce themselves, sharing their name and their favorite thing about coaching.
- ii. After introductions emphasize that coaches do this work for more reasons than the love of sports. Introduce CBIM as a tool to enhance their character and leadership development skills.

b. Purpose:

- i. Group gets to know each other and coaches' motivation and passion for working with young athletes. Setting the stage for CBIM to be introduced as a method to enhance relationships and positive role modeling.

c. Virtual Considerations:

- i. Make sure coaches can all see each other on screen. Instead of a "circle" order, have coaches introduce themselves, then pass to the next coach.

2. CBIM Seattle Video + CBIM Introduction (Slides 3-9, 5 min)

a. Instructions:

- i. Explain that you will play a video to introduce CBIM, then play video.
- ii. After the video, give an overview of CBIM, including the programs' goals related to healthy relationships, how CBIM fits within the sports season, why coaches are critical to role modeling healthy relationship skills, and the evidence that supports CBIM's effect on athletes' behaviors. Discuss how coaches can leverage their platform to underscore why coaches must make the following commitments.

b. Purpose:

- i. Coaches become familiar with the structure of CBIM, why CBIM works, and how important their roles are in the lives of young athletes.

c. Virtual Considerations:

- i. n/a

3. Coach Commitments (Slides 10-17, 5 min)

a. Instructions:

- i. Explain that there are commitments that build on coaches' pre-existing work that are necessary to set positive examples for athletes to address the harms of relationship abuse to be discussed in the next section of the training.
- ii. Instruct the group to read the coach commitments aloud, together.
- iii. Ask coaches which commitments, if any, surprised them.

b. Purpose:

- i. Coaches understand what is expected of them and feel more bought into the program as they reflect on their important role in the lives of youth.

c. Virtual Considerations:

- i. To prevent audio feedback, consider "popcorn" reading of commitments with volunteers.

4. Introduction & Impacts of Relationship Abuse (Slides 18-22, 5 min)

a. Instructions:

- i. Describe the prevalence and impacts of teen dating violence, sexual assault, and domestic violence. Highlight how our culture subjects LGBTQ youth to higher rates of abuse, the negative outcomes related to relationship abuse, and recent news to communicate the importance of coaches implementing CBIM. Ask coaches for other recent examples.

b. Purpose:

- i. Coaches gain understanding of how serious and prevalent dating violence is to underscore the importance of their role in implementing CBIM. Set up the role that gender roles play in promoting relationship abuse.

c. Virtual Considerations:

- i. n/a

5. "Charlie Coleman" Video (Slide 23, 3 min)

a. Instructions:

- i. Explain that in order to understand how coaches can prevent violence against women and girls, it's important to understand the messages that boys get about what it means to be a man.
- ii. Preface and watch video of Charlie Coleman, brother of Daisy Coleman, a survivor of sexual assault recently passed away to suicide.
- iii. After the video, re-emphasize how the culture amongst male athletes enabled the sexual assault of Daisy in order to introduce "Man Box" activity.

b. Purpose:

- i. Introduce the role of gender norms and masculinity in promoting relationship abuse through the testimony of Charlie Coleman. Sets up "Man Box" activity that goes deeper

into these gender norms.

c. Virtual Considerations:

i. n/a

6. “Man Box” Activity (Slides 24-25, 12 min)

a. Instructions:

- i. *Brainstorm/Listing:* Draw two boxes labeled “Man” and “Woman.” Ask coaches to write in the relevant box (or brainstorm) what it means to “Act like a man/woman” stereotypically, not necessarily based on what they believe. Outside the box, ask coaches to write attributes of those who are unmanly/unwomanly.
- ii. *Discussion:* After writing answers, as a group, brainstorm “What happens to men/women who act outside these boxes” (i.e. what are they called; how are they treated). Then, ask follow-up questions such as, “Do you stay in your box all the time?”, “If a woman stays in the box, is she safe?”, and “How do these boxes contribute to sexual and domestic violence?”.
- iii. *Emphasize:* These are expectations set by society and are unrealistic; Expectations placed on men contribute to unhealthy aggression and dominance; and Coaches can stop sexual harassment and assault by making it known that there are many ways to be a man. [A longer list of questions and talking points are in the Coaches Clinic PowerPoint]

b. Purpose:

- i. Increase knowledge of how gender expectations of manhood contribute to sexual harm and relationship abuse. Reiterate the important role that coaches play in promoting healthier messages around manhood as a transition to the next activity that stresses why it’s important for coaches to have a better understanding of what healthy vs. abusive relationship behaviors are.

c. Virtual Considerations:

- i. In place of typical flip charts or whiteboards, trainers can use [virtual whiteboards](#) on platforms like Zoom or other tools such as *Jamboards* or *Poll Everywhere*.

7. Defining Healthy vs. Abusive Relationship Behaviors (Slides 26-27, 15 min)

a. Instructions:

- i. *Small Group Brainstorm:* Break coaches into small groups. Assign each group a type of abusive behavior (physical, emotional, verbal, sexual) and them to write/list examples of that type of abusive behavior (5 min).
- ii. *Shareback and Connection to Cards:* Return to the larger group and have each group share back a few examples from their brainstorm. *Note:* As each group shares, point to the CBIM Training Card that corresponds to the type of abuse (Card 6 for sexual, Card 4 for verbal, Card 7 for emotional, Card 8 for physical). Focus on power and control as the purpose of these behaviors by asking questions like, “Why would someone behave this way with their partner?”. Additionally, note the effect of these behaviors on the abused partner to emphasize the importance of coach modeling positive behaviors and intervening in abuse.

b. Purpose:

- i. Leverages coaches’ pre-existing knowledge to define abusive and healthy relationship

behavior to support coaches' abilities to model healthy behavior and intervene in abusive behavior. Referencing how a few Training Cards connect to these types of abuse transitions to the following slides that detail the full curriculum and how program delivery can address abusive behaviors.

c. Virtual Considerations:

- i. Breakout Rooms are one option, although they may take longer than other options include interactive methods such as *Jamboard* and Poll Everywhere to mimic a "sticky note" collaborative activity.

Section Two: Program Materials, Curriculum, and Delivery

By the end of Section Two, coaches will be able to:

- Explain why CBIM's materials are best learned by athletes through interactive discussions and teachable moments, not lectures.
- Facilitate the CBIM training cards in their own voice by blending information and discussion, establishing clear expectations for athlete behavior, and learning curriculum delivery tips.
- Describe how to identify and use teachable moments to prevent abusive behavior and promote positive habits.

**Time Allotted:
50 min**

Section Two Agenda:

1. Introduction to Training Card Series and Structure (*Slides 29-34, 5 min*)

a. Instructions:

- i. Trainer introduces the CBIM Card Series, including the Training Cards, Prep Cards, Timeout Cards, Teachable Moment Cards, Halftime Card, Resource Card and the structure of the weekly Training Cards.
- ii. Walk through the Training Card Structure, including "Objectives," "Warm Up," "Ask the Players," and "Discussion Points and Wrap Up."
- iii. Emphasize that while the 12 weekly Training Cards are the core of the program, the additional cards support the program's key messages, engage with the larger community, and add to coaches' ability to model positive behaviors.

b. Purpose:

- i. Familiarize coaches with the Coaches Kit so that they understand all of the tools at their disposal and what they will be using on a week-to-week basis. This overview that identifies weekly Training Cards as the core of the program leads into the trainer role playing an example Training Card.

c. Virtual Considerations:

- i. Ensure coaches have hard-copy Coaches Kits and playbook in order to make the digital review of materials more concrete. If this is not possible, ensure coaches have digital copies reviewed ahead of time *or* add additional slides to give images of Coaches Kit components during training.

2. Digital Disrespect Training Card Role Play (*Slide 35*, 10 min)

a. Instructions:

- i. Trainer role plays a coach implementing a Training Card (Card 5: Digital Disrespect is suggested) with coaches role playing athletes. Model the Warm Up, Ask the Players, Discussion Points & Wrap Up as you would expect coaches to implement every week. Due to time, the discussion section of the card can be abbreviated, but discussion should be encouraged and the trainer should put the card in their own language.

b. Purpose:

- i. Provide coaches example of implementation so that they become familiar with their weekly expectations before reviewing the topics of each training week.

c. Virtual Considerations:

- i. This is an opportunity to demonstrate how to implement the curriculum virtually. Encourage participation. Be as engaging as possible and put the curriculum in your own words. Call on individuals if useful.

3. Review Training Topics (*Slides 36-49*, 2 min)

a. Instructions:

- i. Group reads training topics, one at a time, in circle.

b. Purpose:

- i. Familiarize coaches with all 12 Training topics ahead of practice.

c. Virtual Considerations:

- i. Use “popcorn” style sharing instead of circle, with coaches volunteering one at a time.

4. Video and Tips on Curriculum Delivery (*Slides 50-51*, 6 min)

a. Instructions:

- i. Play video on best practices for coach delivery and read through delivery tips.
- ii. Here, prior to coach practice, emphasize for coaches that the curriculum *should not* be read verbatim. Instead, the curriculum is most effective when coaches make it their own by adding stories and exemplifying a positive role model of healthy relationships and communication. Additionally, mention that discomfort and silence are expected and that delivering the curriculum will become easier over time.

b. Purpose:

- i. Prepare coaches to practice curriculum delivery with best practices and strategies for facilitation. Give permission for coaches to be uncomfortable and to need time to get better at facilitating CBIM trainings.

c. Virtual Considerations: n/a

5. Training Card Practice for Coaches (*Slides 52-54, 18 min*)

a. Instructions:

- i. *Small Group Practice:* Break coaches into small groups of three to practice implementing lessons. Instruct coaches to rotate facilitation of the same card with the other coaches acting as athletes. Because coach practice time is 10 minutes, coaches should abbreviate the discussion session of the cards, asking only 1-2 questions and focusing on the Warm Up and Talking Points. Instruct coaches to a few pieces of feedback to each other after each coach practices.
- ii. *Debrief:* Ensure all coaches practice at least once and if time, do a second round of practice. After practice, lead a debrief focusing on getting coaches comfortable with discomfort and learning from practice. Frame the Training Cards as the core component of the program, but supported by the Teachable Moments up next.

b. Purpose:

- i. Coaches gain confidence in delivering the curriculum in their own voice ahead of the season.

c. Virtual Considerations:

- i. Breakout rooms are near-essential to ensure all coaches have the opportunity to practice a Training Card. If not possible, have as many coaches practice as possible and follow-up with coaches individually, after the clinic, to support them through practice time or otherwise.

6. Introduction of Teachable Moments (*Slides 55-57, 8 min*)

a. Instructions:

- i. *Introduction to Teachable Moments:* Trainer introduces the Teachable Moments cards, explaining that a critical component of modeling healthy relationships is intervening when witnessing harmful behavior not to chastise, but to highlight the impact of these behaviors.
- ii. *Example Discussion:* Together, coaches read through and discuss “Locker Room Talk” example and how they would respond in the moment to the athletes degrading comments about a women’s sexuality as well as proactively address the situation with the team going forwards. If time, cover the “Harmful Language Scenario.”
- iii. *Debrief Discussion:* To wrap up this section, ask coaches to think about situations they have seen where it was/would have been important for them to intervene.

b. Purpose:

- i. Prepare coaches to intervene when witnessing abusive behavior and model healthy relationship skills by proactively thinking through scenarios that may arise. Emphasizing that modeling positive behaviors *outside of Training lessons* is just as important as Training Cards themselves.

c. Virtual Considerations:

- i. Make sure coaches have Teachable Moments hard-copy cards in front of them. Alternatively, virtual copies or screen-share can be used.

Section Three: Season Planning and Technical Assistance

By the end of **Section Three**, coaches will be able to:

- Describe the reasons why athletes benefit from consistency with regards to the day/time/place when coaches deliver weekly CBIM lessons throughout the season.
- Identify their role is not to become a violence prevention advocate overnight & when and how they can connect with advocates for support with lessons.
- Explain how CBIM's evaluation materials can be a positive tool to learn and improve as well as how to apply these materials throughout the season.

Time Allotted:
10 Min

Section Three Agenda:

1. Next Steps: CBIM Game Plan (*Slides 60-62, 5 min*)

a. Instructions:

- i. Trainer explains pre-season, mid-season, and post-season CBIM program elements: Pre-Season includes the attending coaches training, identifying weekly CBIM training time, and administering pre-season athlete surveys; Mid-Season includes weekly trainings, teachable moments, and support from advocate; and Post-Season includes follow-up surveys and check-ins with advocates. Explain that who coaches will be able to receive support from throughout the season.

b. Purpose:

- i. Ensure coaches are prepared to implement and evaluate the program as well as access support throughout season. This section provides a holistic view of what coaches are responsible for and is a time to address questions they might have.

c. Virtual Considerations:

- i. n/a

2. Season Planning Worksheet (*Slide 63, 3 min*)

a. Instructions:

- i. Trainer instructs coaches to fill out Season Planning Worksheet (in Clinic Kit), identifying the time and day of week that they will facilitate the Training Cards. The Season Planning Worksheet can be found in the Clinic Kit.

b. Purpose:

- i. Coaches have clear plan for when they will implement the program in their team schedule.

c. Virtual Considerations:

- i. If getting coaches a hard-copy of the Season Planning worksheet is not possible, send a virtual copy to be filled out at this time. Be sure to follow-up with coaches about their season planning.

3. Last Notes and Thank You (*Slides 64-65*, 2 min)

a. Instructions:

- i. Trainer concludes clinic with final reminders and passes out clinic evaluation for coaches to complete. Re-emphasize that the trainer/advocate is there to answer any questions going forward. Set follow-up dates with each coach (this can be done outside of the coach training time, too). The advocate should make themselves very available for coaches.

b. Purpose:

- i. Ensure coaches complete clinic evaluations and have plans for their first training date and check-in date with advocate.

c. Virtual Considerations:

- i. Because in-person clinic evaluations are not an option, follow-up individually with coaches or send them an online survey (or a few questions) to take in feedback on the session.