



**Coaching Boys into Men
Coaches Leadership Training Session Outline**

1. Introductions & Why Coaches	
Objectives: <ul style="list-style-type: none"> - Identify how coaches' behavior defines their influence as role models in the development of their athletes' character. 	Time allotted: 17 minutes
Learning Points: <ul style="list-style-type: none"> - Strong teams require leadership on and off the field. - The content and discussion-based process of CBIM weekly lessons promotes team cohesion addressing disrespectful behaviors and teaching respect, healthy communication, and positive leadership skills. - CBIM further increases cohesion through the introduction of common team goals with regards to healthy relationships, character development, and positive bystander intervention. - CBIM weekly lessons build closer relationships between coaches and athletes, and build athletes' leadership skills to promote respect on and off the field and intervene when they witness abusive behaviors. 	
Activities: <ol style="list-style-type: none"> 1. Introductions – What's your favorite thing about coaching? (5 minutes) <ol style="list-style-type: none"> a. This brief introductory activity allows trainers to get a better sense of who's in the room and helps ground coaches in their motivation and passion for working with young people. 2. Video – CBIM Sacramento (2 minutes) <ol style="list-style-type: none"> a. Introduce CBIM through testimonials from coaches and athletes who have participated in the program. 3. ADU – "The main goal of high school sports is to win games." (10 minutes) <ol style="list-style-type: none"> a. Through this Agree, Disagree, and Unsure activity, coaches identify their influence as role models in the lives of young athletes. 	
2. Relationships Matter	
Objectives: <ul style="list-style-type: none"> - Define abusive and healthy relationship behavior. - Use their own words to provide information on the prevalence and impact of teen dating violence, sexual assault, and domestic violence. 	Time allotted: 25 minutes
Learning Points: <ul style="list-style-type: none"> - Abusive behaviors can be verbal, emotional, physical, and sexual (among others). 	

- Abusive relationship behaviors are used to gain power and control.
- Healthy/respectful behaviors can be verbal, emotional, physical, and sexual (among others).
 - Healthy relationship behaviors are based on equity and build communication and mutual respect.
- Identify which CBIM Training Cards address healthy and unhealthy relationship behaviors.

Activities:

1. Small group brainstorm – Defining abusive and healthy relationship behaviors (20 minutes)
 - a. Through this activity, coaches become more comfortable talking about abusive and healthy relationship behaviors with their peers and help each other to identify and define what constitutes abuse and ways to promote healthy relationship skills.
 - b. During report back, groups identify which CBIM Training Cards pertain to the issues they’ve identified (e.g., Training 6 “Understanding Consent,” addresses sexually abusive relationship behaviors).
2. Impacts of dating violence (5 minutes)
 - a. In describing the consequences and prevalence of dating violence, coaches understand how this issue may affect the athletes on their team.

3. CBIM Overview

Objective: Outline the sequence of typical tasks and responsibilities of coaches to implement CBIM.

Time allotted: 20 minutes

Learning Points:

- Athletes benefit from consistency with regards to the day/time/place when coaches deliver weekly CBIM lessons throughout the season.
- CBIM Champions are there to support coaches throughout the season.
- Ensure evaluation is presented and shared as a positive tool to learn from and help improve the program.

Activities:

1. Video – South Portland Red Riots (*Time Permitting* - 3 minutes)
 - a. More testimonials from coaches and athletes who have participated in the program.
2. Round-robin reading – Prep Card 3 (10 minutes)
 - a. Coaches take turns reading Prep Card 3 out loud, which details the responsibilities of a CBIM coach.
 - b. After reading Prep Card 3, facilitator reviews the timeline of a typical CBIM season. Coaches have an opportunity to plan when they will begin implementation, which day/time they will lead weekly CBIM lessons, etc.
3. Mini-lecture – Introducing CBIM Kit contents (2 minutes)
 - a. Coaches are introduced to all of the resource materials included in the Coaches Kit and very briefly how to use them throughout the season.

4. Introducing the Card Series – the program’s anchor (5 minutes)
 - a. Briefly review the topics covered in the Card Series, highlighting the progression of topics in terms of possible difficulty to discuss.

4. Practice

Objective: Use CBIM Kit materials to facilitate athletes’ discussion and reflection on their attitudes and behaviors in relationships.

Time allotted: 28 minutes

Learning Points:

- Coaches can’t just lecture on this crucial information. They need to offer interactive discussion-based lessons, which are complemented by intervening in “teachable moment” scenarios.
- The CBIM training cards are structured in a way that blends information, discussion, and the establishment of clear expectations for athlete behavior.
- Coaches aren’t expected to become violence prevention advocates overnight. CBIM supports coaches in delivering the program by establishing relationships with local violence prevention agencies.

Activities:

1. Role play – Digital Disrespect Training Card (10 minutes)
 - a. In this role-play, coaches have an opportunity to see the CBIM Training Cards in action and better understand how to effectively use the materials to facilitate discussion with their athletes.
 - b. Training facilitators role-play the Digital Disrespect card, highlighting important facilitation tips for coaches as they lead each section of the card (i.e., Warm Up, Discussion Points & Wrap Up, etc.).
2. Small group role play – Choose a card (10 minutes)
 - a. Coaches have another opportunity to practice facilitating training cards. Working in small groups, each coach should practice facilitating one section of the Training Card chosen by the group (Warm Up, Ask the Players, or Discussion Points & Wrap Up).
3. Teachable moment scenario – (*Time permitting* - 8 minutes)
 - a. Brainstorm coach responses to “Locker Room Chatter” teachable moment from CBIM Playbook (pg. 26).
 - b. Reference Card Series information on teachable moments, as well as Training Card 7 that addresses bragging about sexual reputation.
 - c. Define the importance of teachable moments to the CBIM philosophy and program.
 - d. Focus in on positive bystander behavior (coach and athletes).