

# Coaching Boys INTO MEN

## Adaptation Guidelines for CBIM

Every community, school, coach and team is unique. Therefore, it is likely that you will need to make at least some changes to CBIM to best suit your community's needs. Although there are some things that can't change about CBIM, this document will help you understand how best to adapt CBIM for your community.

These guidelines are meant to provide direction for adapting CBIM within an athletic context and with male athletes. If you are considering adapting CBIM for other contexts please reach out to [coachescorner@futureswithoutviolence.org](mailto:coachescorner@futureswithoutviolence.org).

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The following changes are inconsistent with CBIM's guiding principles and are considered "out of bounds" for adaptation.

- 1. IMPLEMENTING CBIM WITH GIRL ATHLETES** – CBIM believes in providing all young people with quality education about healthy relationships. However, because CBIM is written specifically for male athletes, it is not well suited for the female athletic context. We recommend seeking other programs, such as Mentors in Violence Prevention (MVP), to complement your efforts with CBIM and provide gender-specific education to girl athletes.
- 2. IMPLEMENTING CBIM OUTSIDE OF A SPORTS CONTEXT** – CBIM leverages the power of sports to transform harmful norms by promoting positive bystander behavior among young athletes. Given that athletes are often leaders in their school, we believe that sports have unique potential to influence an entire school culture. The values of teamwork and fair play that are central to youth athletics reinforce key CBIM messages. Implementing CBIM outside of a sports context alters one of the core components of the program.

*Check out the In & Out of Bounds document included in the Coaches Kit for examples of coach delivery adaptations that are in and out of bounds for CBIM. These guidelines are meant to provide direction for adapting CBIM within an athletic context and with male athletes. If you are considering adapting CBIM for other contexts please reach out to [coachescorner@futureswithoutviolence.org](mailto:coachescorner@futureswithoutviolence.org); we are happy to discuss other options.*

## Fair Play



Some CBIM coaches and advocates have found the need to include additional topics in the CBIM Card Series to meet their community's unique needs. Whether you're working with college athletes or middle school students, adding new topics in the form of additional cards in the CBIM Card Series is an acceptable adaptation. Before you start writing your new cards, here are a few guidelines to keep your adaptation in line with the guiding principles of CBIM.

- 1. USE SPORTS AS A FRAMEWORK** – Remember that CBIM is a program designed specifically for athletics. Use the existing Card Series as a guide for incorporating language that will resonate with coaches and athletes.
- 2. EMPHASIZE THE POSITIVE** – Leadership development and positive bystander behavior are at the core of CBIM. When writing new Cards, make sure to highlight the positive actions that athletes can take to stand up for respect and be role models to their peers.
- 3. CONSIDER THE LOGISTICS** – CBIM Training Cards are designed to be facilitated by coaches and should last no more than 15 – 30 minutes. Although it's tempting to pack each card with as many scenarios and discussion questions as possible, try to be realistic about what coaches can cover in the limited time. Following the structure of the existing Card Series will help you to judge how much content to include in your new cards.
- 4. STAY ON MESSAGE** – The following themes and messages are reinforced throughout the CBIM Card Series. Any new content you create should highlight these common themes.

### RESPECTFUL VERSUS ABUSIVE BEHAVIORS

- Everyone deserves to be treated with respect. There is never an excuse for disrespectful or abusive behavior.
- Disrespectful or abusive behavior can occur in person or in digital spaces. It can take many forms including demeaning language or unwelcome attention, and emotional, verbal, physical, and sexual abuse.
- Healthy relationships are characterized by open communication and mutual respect and trust. Establishing boundaries in dating relationships can help to avoid abusive or violent situations.

### PERSONAL RESPONSIBILITY AND LEADERSHIP

- You are personally responsible for everything you say and do in sports and in life. Disrespectful or abusive behavior toward others can have serious consequences.
- As athletes, you can use your visibility and leadership to promote respect and equality for women and girls.

### GENDER ATTITUDES AND NORMS

- Women must be treated as equals and with respect. Language and actions that degrade or abuse women are unacceptable.
- Violence against women never equals strength or manliness.

### BYSTANDER INTERVENTION

- Don't join in if you witness teammates or friends being disrespectful or abusive. Call it out by talking directly to the people involved or by telling a trusted adult.



## Building a Training Card

Below are the elements that are included in each Training Card. Be sure to review the Adaptation Guidelines for CBIM before writing your new card.

Once you've finished drafting your card, make sure you're communicating a consistent message that is in line with the CBIM guiding principles. Ask yourself:

- Does the content of the Training Card accomplish the learning objectives stated at the beginning of the card?
- Does the Training Card present a focused and consistent message?
- Is the Training Card written in a conversational tone that coaches will find approachable?

If you answered "yes" to all three questions, chances are good that you've created a solid Training Card that is in line with the existing CBIM Card Series and the program's guiding principles.

As the creators and national technical assistance providers for CBIM, Futures Without Violence depends on advocates like yourself to let us know about the latest developments and lessons learned from the field to our attention. Please send us any additions to the Card Series that you create so we might share it with others in the field. Visit [www.CoachesCorner.org](http://www.CoachesCorner.org) for more resources and to connect with CBIM Advocates from across the country.



### TRAINING CARD

**This Training Will Help Athletes:** Use this section to introduce coaches to the learning objectives of each Training Card. Summarize the learning objectives of your new Training Card in 2 – 3 bullet points.

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**Warm Up:** This brief paragraph is meant to help coaches introduce the Training Card topic to their athletes. It's written so that coaches can either read directly from the card or put the Warm Up speech in their own words. The Warm Up speech should be succinct and use a conversational tone.

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**Ask the Players:** Use these questions to spark conversation among athletes. Make sure to include open-ended questions that are relevant to the learning objectives and topic of your Training Card.

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**Discussion Points & Wrap Up:** Use this section to list the key messages that athletes should receive through their discussion of the Training Card. The Discussion Points & Wrap Up should also include answers to the "Ask the Players" questions in the previous section.

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