Coaching Boys INTO MEN®

CoachesCorner.org

Including Peer Leaders:
Leveraging Students' Power in CBIM

Why Include Peer Leaders?

Peer leaders are **community role models** and relatable **CBIM facilitators**. They help promote CBIM key goals. They promote...

1. **Respectful, communicative, healthy relationships** as a legitimate option for all students by modeling healthy relationship practices in all of their relationships.
2. **Communal responsibility, positive bystander intervention, and allyship** by identifying and calling out peers for unhealthy and abusive behaviors on and off the field, encouraging others to do the same.
3. **Personal responsibility and growth** by apologizing for mistakes, working to correct harm, and checking in with others to create a safe and healthy community for all members.
4. **Gender equitable attitudes and norms** by modeling emotional awareness, practicing active listening, and initiating conversations with their peers.

Who are Peer Leaders?

Ideally, peer leaders are older students who have completed at least one season of CBIM. They are committed to the CBIM message, and have the time to attend an extra CBIM planning meeting each week.

Defining the Role of Peer Leaders in CBIM

Peer leaders have two key responsibilities:

Facilitating Training Card Discussions

1. **Support adult facilitators in leading discussions**. For example, reading the "warm up," posing questions to other students, or sharing their own stories or thoughts.
2. **Tailor the CBIM questions** and discussions to the specific needs of the team.
3. **Provide feedback to coaches** about how CBIM sessions are going and come up with ways to improve future sessions, if necessary.

Positive Community Role Modeling

1. **Share personal stories** and experiences.
2. **Practice bystander intervention** and encourage peers to stop inappropriate behavior.
3. **Talk with other students about CBIM topics** outside of CBIM sessions. Ask other students about their experience with the program and have conversations about their relationships to the subjects presented in CBIM.
4. **Admit to mistakes** and apologize for them. Hold themselves and others accountable to growing from past mistakes.
5. **Practice active listening**, especially when women and non-binary people are sharing their experiences.

Community includes:

- At school
- At parties and with friends
- On social media and in multi-player video games
- At home with family members
- And many more!

It goes beyond your team!

CBIM with Peer Leaders Model and Steps:

Before your season begins...

1. Identify and Choose Peer Leaders.

a. We recommend two peer leaders for each CBIM group, or for every ten to 15 student-athletes.

b. Consider which athletes would be the best models of positive leadership, healthy communication, and taking a stand against dating abuse.

2. Hold a Pre-Season Meeting with Your Peer Leaders

a. Meet for 1 hour with coaches, outside adult facilitators, and peer leaders.

c. Review the roles of peer leaders and read through the peer leader one-page guide. Answer any questions that come up.

d. Discuss your community's history with the subjects covered by CBIM.

e. Set goals for the season.These goals should build on CBIM's overall goals, but be specific to you and your team's hopes for the season

f. Review the first lesson and delegate responsibilities (reading the "warm up" section, asking each discussion question, sharing a personal story, etc) to each adult and peer facilitator. Make sure peer leaders are comfortable with the material and are ready to facilitate and contribute to discussion questions

Consider:

What instances of violence or discrimination have happened on your team? What education on gender-based violence does your school provide? Understanding where your community is starting from helps your CBIM season address specific community needs.

During your CBIM season...

1. Hold your first CBIM meeting with the whole team.

a. Introduce your peer leaders, and conduct your session in accordance with your planning meeting.

2. Continue Holding Prep Meetings.

a. For 1 hour before each session, hold a meeting with all adult and peer facilitators.

b. Recap your last session. Discuss highlights and any negative aspects, and plan to support positive outcomes and steer clear of any pitfalls.

c. Ask peer leaders about their experience outside of CBIM sessions. How have other students engaged with CBIM material in conversation and in practice?

a. Go over the upcoming lesson and delegate specific responsibilities to each adult and peer facilitator, as in the pre-season meeting.

b. Optionally, tailor the discussion questions to the specific needs of your team. How can you frame each lesson so that they are as relevant as possible to your team?

For example,

the question *"How does aggression help you in the game? What are the rules that maintain fairness and help players avoid injury?"* can become *"How does aggression help you when playing soccer? Does soccer ever glorify aggressive behavior even when it doesn't lead to better performance? How so?"*

3. Continue to hold CBIM sessions

a. Incorporate feedback and planning from weekly meetings.

After your season ends...

1. Hold a Final Meeting to Plan for Next Year

a. After the last session, hold one final meeting with all facilitators.

b. Recap your season and acknowledge the progress you've made as a community.

c. Start planning for next season's CBIM training. What worked well that you'd like to replicate? How can your sessions improve next season? Who might be a good new peer facilitator?

Key Considerations:

Before you begin, please look over these key considerations to ensure that your team's experience with peer leaders is positive and impactful.

1) We recommend that teams complete at least one full season of CBIM before incorporating peer leaders.

2) Incorporating peer leaders requires planning time. **Please be sure you can commit to this additional time before beginning.**

3) Find a balance between coaches and peer leaders during training card facilitation. Neither type of facilitator should dominate speaking time to encourage the whole team's participation.

4) Peer leaders can bring meaningful personal and local examples to team discussions, but this should not replace the core content of CBIM. Make sure that examples align with CBIM core messages.

Consider:

Peer leaders can also be incorporated in a first season of implementation with sufficient planning and partnership with an advocate

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