Welcome,
This Web Conference
Will Begin Soon

COACHING BOYS INTO MEN:
A 3-Part Series on Program Design, Community Engagement, and Adaptation

Session 2: Train the Trainer: Community Outreach and Training Coaches
PreventConnect
1215 K Street
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Sacramento CA 95814

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How to use this technology

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Did you attend session 1 of this series?
PreventConnect

- Domestic violence/intimate partner violence
- Sexual violence
- Violence across the lifespan
- Prevent before violence starts
- Connect to other forms of violence & oppression
- Connect to other prevention practitioners
<table>
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<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>February 3</td>
<td>From Foundations to the Future: A prevention approach to sexual and domestic violence</td>
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<td>March 9</td>
<td>Harmful Gender Norms: How can we build alliances with queer (LGBTQ) movements to help prevent sexual and domestic violence?</td>
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<td>March 23</td>
<td>Harmful Gender Norms: Moving beyond binary and heteronormative approaches to preventing sexual and domestic violence</td>
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<td>May 4</td>
<td>Shared Roots: Sexual and domestic violence prevention strategies in support of social justice</td>
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<td>June 8</td>
<td>Equity, Trauma and Preventing Sexual and Domestic Violence</td>
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<td>July 13</td>
<td>What about Power and Patriarchy? Examining social cohesion strategies to prevent sexual and domestic violence</td>
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<td>August 3</td>
<td>Engaging Youth in Shaping Strategies and Solutions to Prevent Sexual and Domestic Violence</td>
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<td>August 17</td>
<td>Using Shared Risk and Protective Factors: Research into practice and policy to prevent sexual and domestic violence</td>
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<tr>
<td>September 7</td>
<td>Authentically Engaging Communities to Prevent Sexual and Domestic Violence</td>
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2016 PreventConnect Campus Web Conferences

Wednesday, February 10
Comprehensive Prevention on Campus

Tuesday, March 22
Selecting the Right Online Module for Interpersonal Violence Prevention

Tuesday, May 17
Partners in Prevention: Connecting Sexual Violence Prevention and LGBTQ-Inclusive Campus Culture

Tuesday, June 7
Affirmative Consent Policies: Cultural Barriers and the Need for Affirmative Sexuality

Wednesday, July 20
Prevention and Community Colleges
Coaching Boys Into Men:
A 3-Part Series on Program Design,
Community Engagement, and Adaptation

COACHING BOYS INTO MEN
Train-the-Trainer: Community Outreach and Training Coaches

June 1, 2016
11am-12:30pm PT; 2pm-3:30pm ET

PreventConnect is a national project of the California Coalition Against Sexual Assault sponsored by U.S. Centers for Disease Control and Prevention. The views and information provided in this web conferences do not necessarily represent the official views of the U.S. government, CDC or CALCASA.
Presenter

Yesenia Gorbea, MSW
Program Specialist, Public Education Campaigns and Programs
Futures Without Violence
Where you able to review the Coaches Kit?
Card Series Example

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 people you may be dating or hooking up with. 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 for ourselves, our teammates, and others."
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.
• Identify the guiding principles of CBIM and discuss how sports as a platform has become an effective tool for violence prevention and social change.

• Describe the Coaching Boys Into Men curricula, tools, and program content available to support a school or community implementation.

• Describe the results of the CDC funded randomized control trial and other studies that have informed the creation of effective adaptation models across different ages, gender, and cultural settings.

• Identify the skills, tools, and content necessary to conduct community outreach with proven models for successful and sustainable implementations.

• Gain skills necessary to train and support the work of coaches delivering the program.
Session 1 Review

• CBIM History

• What is CBIM?
  – A comprehensive, evidence-based, violence prevention curriculum, designed for athletic coaches to delivery to male athletes in a high school setting, 9th – 12th grade.

• What makes CBIM effective?

• What other resources and tools does CBIM offer?
Session 2 Objectives

• Learn about the role of the advocate and the organizing process involved before implementing CBIM.

• Learn promising practices for community outreach in new communities (gaining buy-in & models for sustainable implementation).

• Review the Coaches’ Training Materials and learn more about holding a Coaches’ Clinic.

• Address frequently asked questions and concerns when bringing CBIM to new communities and in Coaches’ Clinics.
Implementation Steps

1. Introduce CBIM
2. Make a CBIM Plan
3. Gain Buy-In
4. Conduct Coach Training
5. Administer Pre-Season Survey
6. Follow-Up with Support
7. Administer Post-Season Survey
8. Reflect on Season
New Tool!

COMMUNITY READINESS ASSESSMENT

1. Have I identified the schools or organizations in my community where CBM will be implemented?
   - NO
   - YES

2. Do I have partnerships with schools that could benefit from CBM?
   - NO
   - YES

3. Do you have support from my organization to dedicate time to training staff in CBM coaches in my community?
   - NO
   - YES

4. Have I participated in a Train the Trainer session provided by Future Without Violence, or have I reviewed the Train the Trainer materials on my own?
   - NO
   - YES

5. Have I met with school administrators and/or the Athletic Director to discuss CBM and identify sites to contact CBM training on coaches?
   - NO
   - YES

6. Does my plan for when I will conduct CBM training include pre- and post-season evaluation surveys?
   - NO
   - YES

7. Do I believe in the power of sports as a platform to transform harmful norms and create opportunities for young people to stand up for respect?
   - NO
   - YES

The most successful CBM programs require ongoing support, training, and implementation.

Overall Readiness

Step

1. What's next?

Thank you for your time! This is important to plan when changing how your CBM program. Identify which stakeholders are aware of the program and responsible for communicating the importance of the program and to create a plan for how they will collaborate on implementation.

Congratulations! You've completed the planning and are ready to begin your CBM program.

PreventConnect

CoachesCorner.org
Step One: Introduce CBIM

- Familiarize yourself with CBIM Guiding Principles and other program materials.
- Discuss CBIM with your colleagues to ensure you have support to organize coaches in your community.
How does CBIM fit into your overall prevention plans?
Step Two: Make a CBIM Plan

- Identify implementation schools and key stakeholders for support
- Complete the Community Readiness Assessment

I have identified the schools or organizations in my community where CBIM will be implemented.
What setting are you think of implementing CBIM?

A. High School  
B. Community Setting  
C. Middle School  
D. Other  

Answer on the left
Step Three: Gain Buy-In

- Meet with key stakeholders, such as the Principal, Athletic Director or influential coaches to gain their support for CBIM.
Step Three: Gain Buy-In

- Plan Ahead
- Engage Leaders that Inspire
  - How much of an advocate is the Athletic Director (AD) going to be on behalf of you and the program?
  - AD plays a pivotal role in the success of the program
- Start Small
  - Pilot then Expand
  - Work the HIERARCHY to get BUY-IN
- Whole School Approach
What are some barriers that you anticipate or have experienced when trying to gain community buy-in?
Athletic Director Buy-In

• Assess for types of Athletic Directors (AD)
  – EXAMPLES of Star AD vs. Challenging AD
  – TEMPLATE scripts for handling various ADs

• KEY strategies for working with ADs
  – You must recognize that you will be taking the lead in connecting with the coaches.
  – Be diligent in your follow up and email communication.
  – Important to respect whatever information they are willing to provide.
  – Must have the attitude that “You’re going to respect their time because the program is voluntary”.

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Coaching Boys INTO MEN
CoachesCorner.org
Recruiting Coaches

- Recognize the need for a MARKETING/SALES pitch
  - How am I going to CONNECT with these coaches?
  - How do I handle coaches who are uncomfortable or disinterested?
- How to present yourself and the program for the first time to AD/coach
- KEY talking points at the initial meeting and following up with coaches
- Logistics and communication
CBIM Coach Characteristics

- Is committed to building strong relationships with their athletes based on trust and mutual respect.
- Is dedicated to developing positive character and leadership among their athletes.
- Creates a safe environment where athletes can talk openly without fear of judgment.
- Stands up for respect; is a role model for their athletes and fellow coaches.
- Knows where to find support with difficult topics.
- Is willing to learn how to lead interactive discussions with their athletes using CBIM Card Series as a guide.
Step Four: Conduct Coach Training

- Review Train the Trainer materials
- Identify a convenient time before the start of the athletic season to conduct coach training

- I have participated in a Train the Trainer session provided by Futures Without Violence, or I have reviewed the Train the Trainer materials on my own.
  - Yes
  - No
  - Next Steps: As you prepare to facilitate a CBIM training for coaches, it’s important that you familiarize yourself with the best practices for CBIM implementation and for working with coaches. The most successful CBIM programs have the support of key stakeholders. Whether it’s the Athletic Director, School Principal, or Head Football Coach, it’s important to identify the school leaders who will help you plan your CBIM program.

- I have a plan for when I will conduct coach training, when I expect coaches will begin implementation, and when I will administer pre and post-season evaluation surveys.
  - Yes
  - No
  - Next Steps: As you prepare to facilitate a CBIM training for coaches, it’s important that you familiarize yourself with the best practices for CBIM implementation and for working with coaches. The most successful CBIM programs have the support of key stakeholders. Whether it’s the Athletic Director, School Principal, or Head Football Coach, it’s important to identify the school leaders who will help you plan your CBIM program.
Training Coaches: Key Strategies

• Relationship Development
  – “How am I going to establish rapport?”
  – “What do we have in common that’s going to make this relationship work?”

• Adaptable & Flexible

• Communication & Logistics
  – Establish the training TIMEFRAME
  – IDEAL is 60-minute training session
  – What to do if TIME is LIMITED
CBIM Coach Delivery Training Video
Coaches Clinic: Tools
CBIM Learning Objectives

• Why coaches: Identify how coaches’ behavior defines their influence as role models in the development of their athletes’ character.

• Relationships matter: Define abusive and healthy relationship behavior.

• Relationships matter: Use their own words to provide information on the prevalence and impact of teen dating violence, sexual assault, and domestic violence.

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

• Practice: Use CBIM Kit materials to facilitate athletes’ discussion and reflection on their attitudes and behaviors in relationships.
NEW CBIM Presentation Outline for trainers

Coaching Boys into Men
Coaches Leadership Training Session Outline

1. Introductions & Why Coaches

<table>
<thead>
<tr>
<th>Objectives:</th>
<th>Time allotted: 17 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Identify how coaches’ behavior defines their influence as role models in the development of their athletes’ character.</td>
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</table>

<table>
<thead>
<tr>
<th>Learning Points:</th>
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<tbody>
<tr>
<td>- Strong teams require leadership on and off the field.</td>
</tr>
<tr>
<td>- 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.</td>
</tr>
<tr>
<td>- CBIM further increases cohesion through the introduction of common team goals with regards to healthy relationships, character development, and positive bystander intervention.</td>
</tr>
<tr>
<td>- 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.</td>
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<table>
<thead>
<tr>
<th>Activities:</th>
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<tbody>
<tr>
<td>1. Introductions – What’s your favorite thing about coaching? (5 minutes)</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>2. Video – CBIM Sacramento (2 minutes)</td>
</tr>
<tr>
<td>a. Introduce CBIM through testimonials from coaches and athletes who have participated in the program.</td>
</tr>
<tr>
<td>3. ADU – “The main goal of high school sports is to win games.” (10 minutes)</td>
</tr>
<tr>
<td>a. Through this Agree, Disagree, and Unsure activity, coaches identify their influence as role models in the lives of young athletes.</td>
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# CBIM Season Planning Worksheet for Coaches

### Coach Information

<table>
<thead>
<tr>
<th>School:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Name:</td>
<td>Sport &amp; Team Level:</td>
</tr>
<tr>
<td>Primary Contact:</td>
<td>Alternate Contact:</td>
</tr>
</tbody>
</table>

- E-mail Address:  
- Preferred method of contacting you:  
- Best day/time to reach you:  

### Practice Information

<table>
<thead>
<tr>
<th>Start date of Season:</th>
<th>End date of Season:</th>
</tr>
</thead>
</table>
| **Monday**  
Practice Times: | **Tuesday**  
Practice Times: |
| **Wednesday**  
Practice Times: | **Thursday**  
Practice Times: |
| **Friday**  
Practice Times: | **Saturday**  
Practice Times: |

Are you available before practice  
If Yes, which days?  
Are you available after practice  
If Yes, which days?  

### CBIM Season Planning

- Date you will begin implementing CBIM:  
- Based on your team’s practice schedule, which day and time do you anticipate implementing weekly CBIM lessons?  
- Day of the week:  
  Time (i.e., before practice):  
  Time (i.e., after practice):  

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Coaching Boys INTO MEN  
CoachesCorner.org
Coaches Clinic FAQ

How do I schedule a training session?
- Work with the Athletic Director (AD) or other school administrator to identify a time that works with coaches’ schedules (typically evenings or weekend days). It’s best to schedule the training session shortly before the start of the athletic season so the information is fresh in coaches’ minds.
- We recommend a 90-minute training session, although the length of the training can be adapted to fit your needs.
- If possible, have the AD or another coach send a brief description of CBIM to coaches along with an invitation to participate in the training. Coaches are more likely to respond to an invitation from a colleague than from an outside organization.

What materials will I need to bring to the training session?
- Your computer with CBIM training presentation and any videos saved on it.
- A projector and portable screen if necessary.
- Copies of the CBIM Pre-Season Survey for Coaches and Season Planning Worksheet for coaches to fill out.
- CBIM Coaches Kits to distribute to coaches during the training.
- Refreshments for training participants.

What other logistical details should I consider?
- Work with your school contact to ensure the room where the training will be held has a screen for projection and enough seating for coaches and training facilitators.
- If possible, set the room with small groups of chairs around tables. Groups of 4 – 8 are ideal for the training activities.
- If you plan to show video during your presentation, download all video files directly onto your computer prior to the training date. Playing video directly from your computer is preferred to online streaming.

Coaching Boys into Men
Coaches Corner.org
Coaches Clinic: Training Review
Step Five: Administer Pre-Season Survey

- Identify convenient time to have coaches and athletes complete pre-season survey
Step Six: Follow-Up with Support

Building a Coach-Advocate Partnership:

• Coach Priorities
  ➢ KNOW their game schedule
• TRACK coaches delivery of the program
• Offer to help with tough topics
• Recognition
• Be persistent
  ➢ Handling UNRESPONSIVE coaches
• Show Team Spirit!
Step Six: Follow-Up with Support

Key Strategies:

• Communication
  – Knowing practice and game schedule
  – Specific methods – phone calls, emails, texts, visits
  – Follow ups and time management

• Relationship Development
  – Following local sports news and updates
  – Following up on game status, wins and loses
  – Providing support and encouragement

• Adaptability/Flexibility
  – During playoffs or tournaments or away games
Step Six: Follow-Up with Support

Intervention Incidents:

- Making sure trainer is available, visible and proactive

- Be aware of things happening in the community. This can lead to good opportunities to provide coaches with local information to build into their lessons

- Connection to DV agency for resources and access to support is CRITICAL
Step Seven: Administer Post-Season Survey

- Identify convenient time to have coaches and athletes complete post-season survey
Step Eight: Reflect on the Season

- Reflect on the pre & post-season survey results; use these results to inform your plans for expanding or sustaining CBIM in your community.
New Tools
# CBIM Toolkits

<table>
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<tr>
<th>Advocate Kit</th>
<th>Coaches Kit</th>
<th>Promo Kit</th>
<th>Clinic Kit</th>
<th>Evaluation Kit</th>
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<tbody>
<tr>
<td>(Free Online – Coming Soon! July 2016)</td>
<td>($42 Hardcopy – Free Online – Available Now)</td>
<td>(Free Online – Coming Soon! July 2016)</td>
<td>(Free Online – Coming Soon! July 2016)</td>
<td>(Free Online – Available Now)</td>
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- CBIM Guiding Principals
- CBIM Organizing Journey
- Community Readiness Assessment
- Organizing Tips
- Making the Case - FAQs
- Adaptation Guidelines
- Season Progress Report
- Licensing Agreement
- Playbook
- Card Series
- Resources
- Take a Stand Against Bullying
- CBIM Works!
- Are you a CBIM Coach?
- Fair or Foul Play
- CBIM Overview
- CBIM Works!
- Top 5 on Engaging Men
- CBIM in The News (Articles & Quotes)
- Videos
- Posters
- Brochures
- Making the Case - FAQs
- Clinic Presentation
- Clinic Lesson Plan
- Season Planning Worksheet
- Clinic FAQs
- Make the Case - FAQs
- CBIM Works!
- RCT Study Journal Articles
- Program Evaluation Tools
- Program Evaluation Webinar
Next Session
(You are already registered)

Session 3 (June 15, 2016)

• Explore in-depth the essential elements of CBIM.
• Review adaptation guideline materials and gain the skills necessary to meet community challenges through effective adaptations.
• Discuss lessons learned from the most common adaptations.

FOR NEXT SESSION:
What particular population or setting are you thinking of implementing CBIM adaptations?
Contact Coaching Boys to Men at:

coachescorner@futureswithoutviolence.org

Yesenia Gorbea
ygorbea@futureswithoutviolence.org