

Coaching Boys Into Men: A 3-Part Series on Program Design, Community Engagement, and Adaptation

Coaching Boys Into Men Train-the-Trainer:
Meeting Community Needs Through Adaptations
(*Session 3: Wednesday, June 15, 2016*)

AK: Hi everyone! We will be getting started at the top of the hour.

AK: Please let us know where you are joining us from, city/state and what the weather is like.

AK: All materials for this Peer Learning Forum can be found at <http://www.preventconnect.org/2016/04/coaching-boys-into-men-a-3-part-series-on-program-design-community-engagement-and-adaptation/>

AK: For audio over the phone, please call 1-888-447-7153, passcode 879 736#

AK: If you are having audio issues and are listening through the computer, you can also call in to see if that is any better. 1-888-447-7153 passcode 879 736#

JB: Audiences are diverse!

SF: Different populations have different needs

HY: Because everyone needs prevention training!

LC: to be culturally relevant and community specific

AW: You need to be able to keep your content relevant and your audience engaged

AK: Why are adaptations so important?

BP: Because every community/team is different

SM: Creates an authenticity that education requires--learners learn your intent much faster than your content!

CG: every community is different

AH: Expands program utility with different audiences.

NH: to make the messages and approach relevant to your community.

CE: Each community is different

AT: to make sure the fidelity of the program is preserved when you use it with various groups

RJ: so you can speak the same language and resonate with your priority population

KW: need to customize based on your campus culture

AS: engagement is so very important

CB: Makes it more relatable to your community

MT: relatable to create connection and personalize importance

EV: Everyone's community and audience is different and adaptations are important for relevance to your target audience

AH: There's no "one size fits all" approach or program.

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TR: TR: - Domestic Violence Advocate--Banning, CA Morongo Band of Mission Indians Tribal Social Services

AK: You can find the recordings for sessions 1 and 2 here:

<http://www.preventconnect.org/2016/04/coaching-boys-into-men-a-3-part-series-on-program-design-community-engagement-and-adaptation/>

AK: What adaptations will you be looking to do?

SF: age - middle school

HY: to College Greek life and athletes

AT: juvenile detention

BP: Mainly Hispanic students

LBW: college

KL: Female and native students

RH: High Schools

LD: Faith-based schools and communities

DS: girls, community sports teams, colleges, middle school

CG: college

NH: Cultural nuances.

AH: grades 6 through 16

KM: Rural communities

SM: Youth centers, fraternities, and college-HS mentoring

RH: treatment facilities

AW: We are starting with pilot in rural community high school but another possible adaptation would be Marching Band

AS: girl sports

PC: Rural school. Juvenile Courts. Community level

KR: Correctional Institution

SG: cultural shifts and youth

EV: High school

LG: with rural, isolated communities,

NH: Co-ed environment?

SG: aboriginal

SG: non-sports environment

MA: Catholic boys high school

LC: Do you have recommendations for how large of a group these lessons should be conducted with, for example having all freshmen, JV, and varsity football athletes meet together vs. separately? I imagine it would be most effective by team.

DS: audio is now cutting in and out.

MA: I've downloaded the Coaches Kit and other resources from CoachesCorner.org (the store), but some of the graphics/resources you're referring to don't seem to be in there. Does Coaches Corner have the most updated items?

AK: @Michael, we will clarify that for you!

ML: Cannot hear speaker

MA: Thanks Ash!

SM: Unless you plan on using phone to ask questions, I would suggest switching to computer audio if you can, that way you can turn it up much louder

DS: Glad it will be clarified because I have been looking since 1st session and can't find resources mentioned.

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MS: You also have to keep in mind that interactive discussions can be more challenging to have with a very big group.

SG: Thanks for the clarification WRT the need for the team aspect of the program.

JB: Audio was good over the computer till just a few minutes ago, now Yesenia sounds like she is down in a well. I'll switch to audio but wanted you to know.

AK: Thanks for letting us know Julie

AW: discussion is important to the process

JG: Foul

NH: Discussions enhances self-discovery.

HY: consistency is really important for messages to stick

JM: More effective with peer-to-peer discussion, versus being lectured to.

SM: It's important to be consistent with your strategies!

DS: lecture not interactive

AT: Need the chance for discussion in case there are any questions

HY: lack of consistency sends the message that its not important

LW: engaging and interactive for athletes

SM: Have to be learning centered not teacher centered

JM: Personal story brings it home to kids and he's sticking with the point of hte lesson.

DS: fits with how of delivery - personal stories and real life examples are good

SM: Foul: While it is contextualizing and affective, it's not appropriate to be personal in your stories because it makes it difficult to engage with a personally with discussion.

RH: Providing a personal experience as an example

JG: Fair, he is tying in a personal connection with message being taught.

LG: Personal examples are so powerful; they build that relationship and vulnerability

MM: The personal story allows the coach to be real and relatable to the boys.

AW: builds trust to share personal stories as long as relevant and appropriate

LC: personal examples help to make this a relatable and real conversation and not just hypothetical. As long as it's a discussion and not all about the coach's experience, this can build connection and trust.

DS: the key is not to spend too much time on the personal - it's an anchor to help with the message

SM: I hear that. In my training with SV, we try to keep ourselves out of the narrative, but I can hear the difference. It seems like a fine line, too.

DS: Is anyone else having trouble hearing now? I can't switch to phone line... :(

NH: Have you any experience with using "veteran" athletes co-presenting?

DS: our schools have success doing just that.

AK: @Denise audio is still streaming. You can get the closed captioning stream up in the right hand corner.

DS: the schools are in Pittsburgh

DS: Got it Ashleigh, thanks!

RH: Can you send out all 3 people to participants after the webinar?

AK: @Rebecca, the link in the follow up email will take you to where you can get all materials for the 3 sessions

AK: They are available here: <http://www.preventconnect.org/2016/04/coaching-boys-into-men-a-3-part-series-on-program-design-community-engagement-and-adaptation/>

RH: Thank you!

RH: Do you recommend advocates to purchase the coaches kit as a master copy for promoting to athletic directors/coaches?

CE: Will the Latino adaptation be available at the same time as the other things. My population is 85 percent Hispanic in Odessa.

SF: Please share the girls' adaption

RH: Can you please send the girls adaption link.

CG: Which card series should we print out, copyright 2013 or 2015?

AH: At the college level, you can also incorporate CBIM into a "coaching certification class" which may involved several college athletes interested in becoming certified in their state to coach at the secondary school level.

AH: Great job, Yesenia! Talk soon.

AW: Thank you; so excited to implement this program this fall.

PS: Thank you from London UK

MA: Awesome Yesenia! Thanks

MS: Amazing! Thank you!

KR: Thank you!!! Great information