



GARD SERIES

Coaching Boys
INTO MEN

CoachesCorner.org

FUTURES
WITHOUT VIOLENCE



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GETTING STARTED WITH CBIM

Winning games is important to every coach but it's not the only goal. This 12-week Coaching Boys Into Men (CBIM) program equips you with the tools you need to help your athletes promote positive mental health and build respectful, non-violent relationships.

CBIM CARD SERIES

Use the Card Series to lead weekly discussions with your athletes throughout the season. This set includes:

- **Three Prep Cards** to help you get ready for the season.
- **Twelve Training Cards** each with a key topic for you to discuss with your athletes each week (at least 15 mins. per week).
- **Two Timeout Cards** with additional tips that will strengthen and support your discussions with your athletes throughout the season.
- **One Halftime** and **One Overtime Card** to use throughout the season to highlight your team's commitment.
- **Five Teachable Moment Cards** with examples to help you respond to harmful behavior or language.
- **One Resource Card** that will direct you to sources of support for you, athletes, and students.



BUILD PARTNERSHIPS IN YOUR SCHOOL & COMMUNITY

As a coach, you already know how important teamwork is to winning on the field. The same is true for being successful at CBIM. Partnering with your CBIM advocate on engaging others in the community helps ensure you have support when difficult questions/situations arise. Further information is available on the **Halftime Card**.

MAKE CBIM WORK FOR YOU AND YOUR TEAM

Tailor the curriculum to yourself and your team by using your style of delivery, telling stories, and including athletes in discussion. More information is available on **Timeout Card 1**.

PREPARE FOR TEACHABLE MOMENTS

You have both an offensive and defensive game plan. It's important to be proactive by going on the offensive and conducting weekly trainings with your athletes. It's equally important to build an effective defensive plan to respond to disrespectful or abusive situations that may arise among your players or in the news. When you see or hear a serious problem use the **Teachable Moment Card**. Address it immediately and take the opportunity to reinforce and model positive language and behavior.

REFERENCES & RESOURCES

Some Training Cards cite additional resources that can be found on other cards or in the downloadable **Coaches Kit** found on **CoachesCorner.org**. Refer to these References & Resources for more information to help you lead the program effectively.

COACHESCORNER.ORG

Visit **CoachesCorner.org** for tips from fellow coaches, success stories, program updates, and this kit digitally available for download.

THE CBIM GAME PLAN

You know having a game plan is essential to success on the field. The same is true for CBIM. Although each training is brief, it's the **repetition and consistency of your message with each of the weekly trainings** that will yield the greatest impact. Evidence shows that the guidelines below result in the best success for your athletes.

PRE-SEASON

- Start by having an **initial discussion** with your community advocate.
- Get **trained** on CBIM.
- Review** this Card Series and the content in the downloadable **Coaches Kit** on **CoachesCorner.org**.
- Partner** with your community CBIM Advocate and **recruit allies** at your school, league or organization.
- Complete the **Pre-Season Survey** (both you and your athletes).

DURING THE SEASON

- Choose a consistent day and time for the weekly Trainings. At most, you will need **12 weeks** to complete the Trainings. Each should be done in order, for at least **15 minutes per week**.
- Before the training, **review the Objectives** (“This training will help athletes ...”) of each lesson to understand the focus of that day’s Training.



- Gather your athletes and start the Training with the **Warm Up**. You can read the sample language as an introduction.
- Ask the Players** the suggested questions keeping in mind the **Discussion Points & Wrap Up** included to facilitate the conversation. **Foster a respectful, safe environment** where your athletes can **share their ideas freely, confidentially, and can ask questions honestly**. Give them time to answer and, most importantly, make sure they know you're listening and care about what they have to say.
- Close each training with the **Discussion Points & Wrap Up**. This will reinforce the Training's objectives and key points.
- Use the **Timeout Cards** for tips on making CBIM a success.
- Use the **Halftime and Overtime Cards** to broaden your impact and cultivate leadership amongst your athletes.

POST-SEASON

- Complete the **Post-Season** or **End-of-Season Survey** (both you and your athletes).
- Continue to familiarize yourself with teen dating violence, sexual assault, bullying and harassment to **prepare yourself for the next season and beyond**.

RESPECT, INTEGRITY, & NON-VIOLENCE

Any good coach knows that the best athletes don't just have great athletic ability, but they also know the game inside and out. The same is true for you when delivering CBIM. Knowing the basics of harassment, abuse, and sexual violence will better prepare you to lead the weekly trainings as well as identify and address negative behaviors as a teachable moment.

DAMAGING BEHAVIOR AND LANGUAGE

Coaches know the power of language to lead, instruct, and inspire. Unfortunately, language can also be used negatively. Put-downs and derogatory jokes cross the line and can make someone feel inferior, intimidated or even violated. Damaging behavior and language can include:

- Singling out a person's personal traits/ characteristics .
- Bragging/Joking about sexual exploits as conquests.
- Derogatory language (e.g., catcalls, whistling, sexual innuendo, insults related to sexual activity or appearance).
- Controlling or coercive actions regarding finances, academics, or jobs.

ABUSE

It is essential that your players understand that abuse can come in many forms. The following are definitions of abuse and examples of how abusive behavior might appear so you can recognize the signs and take action (many of these are similar to types of bullying – for more information on bullying see [Timeout Card 2](#)):



Physical: hitting, punching, kicking, etc.

Sexual: pressuring, coercing or forcing someone to perform sexual acts

Verbal: insulting, name calling, yelling

Isolation: keeping someone from friends and family

Economic: maintaining control over or interfering with someone's finances, job, or school

Cyber: abuse that occurs online, text, or over social media; demanding passwords

Social: rumors, gossip, etc.

Emotional: humiliation, intimidation, and the cumulative effects of other abuse

Note: Depending on the state, coaches may be considered mandated reporters and are required to report abusive behaviors by students who are perpetrators or victims. Consult with your school administration or organization to find out the mandated reporter laws and policies in your state.

STAYING ON THE SIDELINES

Staying on the sidelines is when one player observes one of his teammates engaging in negative behavior, language, or even committing a violent act but doesn't try to stop it.

Though most young adults say they would take action if they witnessed physical or sexual abuse, they are less comfortable when the abuse is less overt or involves someone they know. Their instincts may tell them it's wrong, but they may not have the confidence or knowledge needed to respond. As a coach, you can empower your athletes to recognize, reject, and safely confront hurtful behavior when they see it by modeling healthy behavior themselves and learning from teachable moments. Also let them know that they can come and talk to you anytime. Refer to the **Teachable Moment Cards** at the end of this Card Series for more information.

RESPECT & PERSONAL RESPONSIBILITY

This training will help athletes:

1. Anticipate upcoming CBIM weekly trainings focusing on building healthy relationships and respect.
2. Define respect and identify when behaviors and language are disrespectful.
3. Accept responsibility for their actions.

Warm Up

“ Since this is the start of the season, I want to talk about the responsibilities each of you have as part of 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 people outside of the sport. This includes how we treat each other, our friends and peers, and ourselves. Each week, we’ll talk about different topics. Today’s focus is on what respect and accountability mean in sports and everyday life.”



Ask the Players

- 1.** What does respect mean? Is it important to you? Why or why not?
- 2.** What does it look and sound like to show respect to your teammates?
- 3.** How can you show respect for yourself and how might that help boost your mental health?
- 4.** What does it mean to be accountable to our community “off the field?”
- 5.** What does respect look like and sound like in our dating relationships?

Discussion Points & Wrap Up

- Respect means being empathetic, actively listening to others, and understanding the impact of our actions. Accountability means taking ownership and learning from our mistakes.
- I care about how you act on and off the field. As athletes, people watch you, and many look up to you. The language you use, who you choose to support, how you act, and how you treat people are all very important.
- Even if you don't like someone or are angry with them, that's never an excuse to physically or verbally harass someone.
- This team is for everyone. That means promoting negative stereotypes or harassment of any kind is against our team ideals and will not be tolerated.
- Holding each other accountable also means speaking up to me when you see or hear something that's not OK, like disrespectful language or abusive behavior such as bullying, catcalling, or shaming.

MENTAL HEALTH MATTERS

This training will help athletes:

1. Identify healthy coping strategies.
2. Understand the connection between physical and mental health.
3. Know where to find and when to ask for mental health resources for themselves or their peers.

Warm Up

“An important part of showing respect for others in relationships is respecting ourselves, too. We are often encouraged to *always* be strong or uncaring (i.e., “boys don’t cry”), but our health and wellbeing suffers when we do that. We train ourselves physically, but we need to train our whole health—that includes mental wellbeing, too! To succeed as a team, we’re going to focus on building up our physical *and* mental health.”



Ask the Players

1. Why is it important to take care of our mental and emotional health?
2. When you're feeling down or anxious, what might stop you from telling a friend or someone you trust?
3. When you're feeling stressed, alone, or sad, what can you do to stay healthy?
4. What are signs that a friend might be experiencing a mental health challenge?

Discussion Points & Wrap Up

- We need to take care of our emotional and mental health to be successful when competing.
- Mindfulness, counseling, talking with friends, and exercising can help us control how we respond to difficult situations.
- There is nothing to feel ashamed of if you feel sad or alone. These are feelings that everyone has, even if we're taught not to show it.
- It's OK to ask for advice or help no matter what you're going through.
- Look out for your friends and teammates, especially if they're injured or if something is going on in their personal lives. Be aware of changes in mood, being more withdrawn or anxious, drops in their school or team functioning, and increased drug or alcohol use.
- You can always talk to me about support for yourself or someone else. I can connect you with other confidential people, professionals, online resources, and/or discussion groups.
- Being a leader in the community means speaking up if you hear anyone minimizing or bullying others about their mental health.

INSULTING LANGUAGE

This training will help athletes:

1. Recognize that language can be harmful in unexpected ways.
2. Refuse to use language that degrades others especially around personal characteristics.
3. Be an ally to peers facing disrespect.

Warm Up

“ Today, I want to talk with you about the impact of insulting language. Using language to demean or hurt someone is wrong and not OK. Sometimes we use degrading language without realizing its true meaning and impact. This talk may seem common in sports or at school, but I want you to understand that name-calling and even teasing jokingly can be forms of bullying and harassment. Today I want to talk with you more about the impact this language can have. ”



Ask the Players

1. What are respectful ways we can use language to help a fellow teammate who may not be playing so well?
2. Have you ever heard someone say, “You’re weak” or “soft”? Why might this be insulting?
3. How does it feel when someone insults you?
4. Why have you or others used this kind of language in the past?
5. What can you do if you witness someone using this kind of joking or demeaning language?

Discussion Points & Wrap Up

- Hurting others (even when we’re angry) is not a helpful way to resolve an issue.
- Insults, name-calling, and slurs promote negative perceptions and stereotypes of people. This hurts everyone on the team. No one plays their best when they feel disrespected, unsafe or offended.
- Consider *why* we’ve all used insulting language even when we know it doesn’t feel good when someone insults us. Lashing out at someone could be coming from a place of anger and/or insecurity.
- Instead of mocking your teammates, help them out by providing positive feedback, support, and helpful ways they can improve.
- Calling someone “soft” or “weak” as a joke may seem harmless, but it’s not. These remarks can be harmful and lower team morale.
- I won’t stand for insulting or stereotypical comments about someone’s personal characteristics.
- *Think* BEFORE saying something you wouldn’t like said about you - someone you care about.

See Prep Card #3 “Respect, Integrity, and Non-Violence” for more definitions of disrespectful behavior.

MAKE CBIM WORK FOR YOU & YOUR TEAM

While CBIM has a clear structure that is important to follow, how you deliver the trainings is up to you. You know your athletes best. Here are a few suggestions for making CBIM work best for you and your team moving forward:

- **Use your own voice**, style, and words; your athletes are used to hearing you and responding to you.
- **Tell stories** to emphasize key messages. Stories can be from your own life, pop culture, or a recent incident at your school. Athletes tend to remember the trainings better when stories are used to illustrate key messages. **Just be sure not to let your story detract from the key points.**
- **Cultivate athlete participation** by asking open-ended questions. This will help encourage a richer discussion than “yes” and “no” responses.
- **Team up for tough topics** by inviting the CBIM Advocate, school counselor, an experienced coach or another professional to deliver these Trainings with you or support your delivery.



- **Be creative.** If field or court time is unavailable, hold your CBIM trainings in a classroom or use the time spent traveling together while on the road.
- **Enlist other coaches** and ask them to deliver a lesson or two. Your athletes may benefit from hearing these important messages from multiple adults whom they look up to and admire.
- Refer to the **Halftime and Overtime Cards** throughout the season to bring your team's CBIM commitment to the community at large.
- **REMEMBER:** If you encounter questions you have difficulty answering, are unsure about, or are uncomfortable with, talk to your CBIM community lead or other professional.

See the **Resources Card** at the end of the Card Series for more information.

DISRESPECTFUL BEHAVIOR

This training will help athletes:

1. Recognize when behavior can be hurtful, scary, controlling, or abusive.
2. Choose *not* to participate in catcalling, slut shaming, controlling or objectifying language and behavior.
3. Understand ways of helping to stop sexual harassment when they see it.

Warm Up

“You know from prior talks that it’s important to me for all of us to treat everyone with respect - and I mean everyone.

Sometimes people just think they’re being funny or cool and don’t realize that their actions are incredibly disrespectful, controlling, or even threatening, abusive, and dangerous. The men I respect treat everyone as their equals and you should, too.

”



Ask the Players

1. What are some examples of disrespectful behaviors you've seen directed towards others?
2. Have you heard your peers describing people as “sluts” or “thots” or “easy?” Why might people make these comments?
3. How might this type of attention make someone feel? Why could this be hurtful?
4. What can you do when you hear your friends or teammates making disrespectful comments?

Discussion Points & Wrap Up

- Sometimes we say things that we don't realize can be hurtful or threatening. Even if someone laughs it off, chances are they didn't find it funny at all.
- In proper context, commenting on someone's looks can be OK, but it risks reducing them to only that—with no recognition of their personality traits, intelligence, or talent. This is what is means to “objectify” someone.
- Some might think they're flirting or being funny or cool when commenting on someone's body or sexual behavior— but, they're not. No one deserves to be the subject of a joke like that or worse, harassed or sexually assaulted because of how others see them.
- Other kinds of disrespectful behavior include controlling behavior, like interfering with someone's money, job, or school.
- Don't just go along with the crowd. Think for yourself and ask why such insults are sometimes disregarded or viewed as OK.
- When you hear this language, either speak up (only) if it's safe for you or speak to me or another trusted adult.

See Teachable Moment #1 “Time Out”
to enhance this Training Card.

DIGITAL DISRESPECT

This training will help athletes:

- 1. Recognize healthy and harmful impacts of social media and the role technology plays on their health and that of their relationships.**
- 2. Choose against participating in abusive or controlling digital behavior including sending unwanted text messages or pressuring someone for nudes.**
- 3. Create safe and respectful digital spaces for themselves and others.**

Warm Up

“ So far, we’ve talked about what respectful language and behavior looks like. This goes for what you do online, on social media, and over text, too. Sometimes we don’t realize the seriousness of our words and actions when we’re not face-to-face with someone, but what happens online in video games for example or on your phone has real impacts on our mental health and others’ too. It’s important for us to have healthy, safe, and balanced relationships with the technologies we use.”



Ask the Players

1. What are ways that social media and digital relationships impact your mental health? Positively and negatively?
2. Have you ever seen bullying or harassment online when playing video games? Did you say anything? Why or why not?
3. How would you feel if someone constantly sent you messages asking where you are, who you're with, and what you're wearing even after you asked them to stop?
4. Why might it be harmful to ask for a nude photo from someone? How common is this?

Discussion Points & Wrap Up

- It's important to communicate with your friends and partners about how often you want to text and what kinds of behavior on social media feel healthy and unhealthy.
- Be aware and observe how you feel while on social media, online platforms, and video games.
- Stand for respect when playing video games and online. Be aware of, don't participate in, or even call out when you see bullying or hear degrading language towards **anyone**.
- It is **NEVER** okay to pressure someone for naked pictures or anything **they don't want to do**.
- Possessing and sharing nude pictures can have serious criminal consequences. If you receive a nude picture, delete it immediately.
- Retaliation, like threatening someone that you'd spread private photos you have of them, sharing a secret of theirs they told you in confidence or snooping on someone's phone are all examples of dangerous and potentially harmful behavior.
- What you say and do online can be permanent and is a reflection of you and also of this team.

See Teachable Moment #5 "Pictures"
to enhance this Training Card.

UNDERSTANDING CONSENT: PART I

This training will help athletes:

1. Define consent.
2. Understand the importance and benefits of consent in sexual and non-sexual relationships.

Warm Up

“Today, we’re going to discuss an essential aspect of respectful and healthy relationships: consent. Whether in friendships or sexual relationships, communication on what’s OK and not OK is really important. Often, people think the topic of consent is difficult, uncomfortable, or confusing. I’m here to talk with you to add some clarity and emphasize how respecting your wishes and that of a partner helps ensure safety and joy for you and any others involved.”



Ask the Players

1. What does consent mean? Why is it important?
2. How do you determine if there is consent in a situation? (*Note: Share the F.R.I.E.S acronym here—see below “Discussion Points”*)
3. What might make consent unclear in a sexual situation?
4. What are examples of how someone could talk someone into doing something they don't want to do sexually or otherwise? Why do you think people do that?

Discussion Points & Wrap Up

- Consent is about communicating openly how you feel and listening actively to your partner, whether that be while making plans, holding hands, or having sex.
- Think of consent and its benefits, not as an obstacle. Talking about desires and concerns will help you feel more comfortable, and more connected.
- It's OK to feel insecure or awkward, but that's never an excuse to act without consent.
- Remember what consent means using the acronym F.R.I.E.S.:
 - Freely-Given: There is no fear of judgment or retaliation. NO means NO.
 - Reversible: Because you kissed yesterday doesn't automatically mean that's OK today.
 - Informed: Making sure someone has all the relevant information to/before consent.
 - Enthusiastic: YES means YES. Ask how things feel for you and your partner.
 - Specific: Consenting to one action (kissing) doesn't mean consent to another (sex).
- Be sure there's clear permission every time.

When in doubt, check in/ask the other person.

See Teachable Moment #2 “Locker Room Talk”
to enhance this Training Card.

FOSTER PARTNERSHIPS IN YOUR SCHOOL & COMMUNITY

CBIM is more than just educating young athletes about respect, integrity, and non-violence. It also seeks to strengthen a school environment that is healthy, safe, and productive. Strong partnerships are essential to this. By partnering with experts and recruiting allies, you will have the support and expertise to ensure the success of CBIM.

PARTNER WITH YOUR ADVOCATE

Support is important for coaches like you to effectively deliver CBIM. Partnering with a local domestic and/or sexual violence advocate provides coaches with a source of knowledge and expertise when questions or difficult situations arise. In most cases, this advocate will be the same one that provided your initial training who will also work with you on getting the CBIM surveys completed and raising the awareness of the work you do.

FORM A TEAM IN YOUR SCHOOL & COMMUNITY

Inform others of the commitment your team is making. This will enhance your program's success. We encourage you to work with a variety of people to increase school wide awareness and support for CBIM:

- School administrators
- Athletic Director
- Fellow coaches
- Parents
- School newspaper, local sports reporter, or other local media

ENLIST YOUR LOCAL REPORTER TO RAISE AWARENESS

- Tell your school newspaper or local sports reporter about the CBIM program and your team's focus on strengthening respect for each other.
- The community should know that your athletes not only perform well on the field, but are upstanding young men off the field, too.
- Your athletes will be proud to see that the community is recognizing their commitment.
- This is a great way to involve the broader community and provide other opportunities for your athletes to model respectful behavior.

RESOURCES

- Visit CoachesCorner.org to download and share copies of the **Coaching Boys Into Men Overview** to introduce anyone to the program and find the **Sample Sports Reporter Letter** (both available in the online **Coaches Kit**) and to find community engagement ideas from other coaches.
- Learn your school district's policies and legal responsibilities. There may be reporting requirements you are mandated to follow.
- If something is more serious than you can handle, there are experts and resources available to you and your athletes. Refer to the **Resources Card** at the end of this Card Series.
- Ask your school counselor for contact information on local resources such as:
 - Statewide or local domestic violence or sexual assault agencies
 - School and community teen programs
 - Youth-serving organizations

UNDERSTANDING CONSENT: PART II

This training will help athletes:

- 1. Identify whether certain sexual and non-sexual situations are consensual or not.**
- 2. Actively oppose and help prevent non-consensual situations they see or hear about both before and after they occur, including sexual assault and harassment.**

Warm Up

“Whether with someone you like and know or someone you just met, it’s extremely important to communicate openly about sexual expectations and understandings. So, to build on our session last week, we’re going to focus on consent again and go more into what it can look like and sound like in both our personal relationships and social situations.”



Ask the Players

1. Outside of an intimate experience, have you ever been in a situation where you felt unsure about something? Did you go ahead with it anyway? Why or why not?
2. Is there body language you can read to tell how someone feels about a situation?
3. What are examples of dangerous or non-consensual situations? What would you do if you noticed someone in those situations?

Discussion Points & Wrap Up

- Consent relates to all situations, not just sexual ones. Be aware of when you or others feel pressure to go along with a plan or sexual activity.
- Consent can look like: Asking “How would it feel if...” or “Is this still OK?”; Hearing “Yes” or “I’m open to trying”; or Seeing someone nod affirmatively and smile.
- Consent isn’t a “one-time” thing. Make sure there are consistent verbal and physical cues that things feel good.
- Everyone deserves control over their body. It is NEVER okay to pressure, negotiate, or coerce someone into a sexual situation.
- Some example situations to consider whether F.R.I.E.S (see Consent: Part I) exists include:
 - When you are thinking of being physically or sexually intimate with someone.
 - Seeing a friend flirting with someone who is drunk or high.
 - Being asked to skip classes (to spend time together).
- Drugs and alcohol impair judgment and can stop us from making better and safer choices.
- I respect men who speak out and talk to their friends when they see non-consensual situations.

See Teachable Moment #2 “Locker Room Talk”

to enhance this Training Card.

BRAGGING ABOUT SEXUAL REPUTATION

This training will help athletes:

1. Understand how sexual expectations for boys and men can be unrealistic, rigid, and harmful.
2. Recognize that bragging or lying about what someone does sexually can be harmful and even dangerous.
3. Refuse to spread private information or speak disrespectfully about another person's actions or sexuality.

Warm Up

“

I know there's pressure to hook up a lot and even brag to your friends about what you or people you know may do sexually. This pressure is a lot to handle, but it's really not OK. The men I respect don't joke, lie, or brag about what they do intimately with anybody and they certainly don't judge people based solely on what they hear.

”



Ask the Players

1. What kinds of things do you hear about others' sexual experiences or choices? How do you feel when hearing these comments?
2. Why is it disrespectful to laugh (in support) when someone - or a group - is talking about what someone does sexually?
3. Where do you think we get these expectations of needing to hook up/be sexually active from?
4. What can you do to make others feel less judged or pressured around sex?

Discussion Points & Wrap Up

- It's normal to feel pressure, confusion, or insecure about sex, but when people brag or lie about their experiences, it just adds to the pressure.
- Many of the expectations around sex come from unrealistic images from places like pornography, music lyrics, or movies and TV.
- Avoid using phrases like 'I'm a pimp,' 'Bros before hoes,' 'She's a b*tch' which are not jokes, they're harmful.
- Whether it's true or not, talking about someone's sexual reputation or sexuality without their consent may make them depressed, isolated, or even put them in danger. Don't laugh or encourage it.
- I respect men who are understanding and non-judgmental around sex and sexuality.
- If you have questions about sex or sexuality, talk to me or I can refer you to a counselor who can help. Tell them that you want to keep it private and ask them if they can do so.

See Teachable Moment #2 "Locker Room Talk"
to enhance this training card.

WHEN ANGER & AGGRESSION CROSS THE LINE

This training will help athletes:

- 1. Recognize the differences of appropriate aggression on and off the field.**
- 2. Be more aware of their emotions and triggers, including their anger and when they are becoming overly aggressive or out-of-control.**
- 3. Regulate their emotions and behavior to prevent harmful or abusive decisions.**

Warm Up

“In sports, winning not only requires physical strength, but at times it also requires aggressiveness. Sometimes, we even want to intimidate our opponent to get that extra edge; but even this must be done following the rules. Things can go too far if you're not aware of your emotions like anger and pain and the impact of your actions both in the sport and in life. Let's talk about how to find this balance.”



Ask the Players

1. What problems can “being too aggressive” cause outside the game?
2. In life, what are some moments when you feel your anger or aggression escalating? What triggers these emotions?
3. Do you think one’s anger or aggression can be misinterpreted or misunderstood?
4. What are some suggestions for being aware of your emotions and regulating aggression?

Discussion Points & Wrap Up

- Sports require aggression. The goal is often to dominate and intimidate your opponent. But in sports, aggression is controlled by rules. If you break them, you could be penalized or even ejected.
- There can be serious consequences when your aggression crosses the line in real life. Abuse or violence can result in losing your relationship or even legal consequences.
- Anger can be healthy, but anger can also come from our insecurities or past hurts which never justify violence or abuse. Try to notice where our anger comes from; that can help us in managing it.
- When someone is angry, try to understand where it’s coming from and when it may cross the line.
- Retaliation, like fighting/hitting someone or interfering with their finances or social life is never an acceptable way to express anger.
- Learn to recognize when you’re in the “red zone” and becoming overly aggressive. Identify what you need to do to cool down, like taking a deep breath, listening to music, talking it over with friends, or seeing a trained counselor.

TAKING A STAND AGAINST RELATIONSHIP ABUSE

This training will help athletes:

- 1. Reject the use of pressure, intimidation, or violence in their relationships and friendships.**
- 2. Intervene when they witness harmful behavior amongst peers.**
- 3. Know where to find support and resources to stop abuse.**

Warm Up

“ We’ve talked this season about aggression, respect, and consent. We haven’t spoken as much yet about when we see or experience abuse. Sometimes people use pressure to force someone into doing something they don’t want to do. They may even use violence to control their partner, but it’s never OK. Never. There are better ways to handle any issue that may arise. Let’s talk about what we can do in these situations.”



Ask the Players

1. How can you tell someone that you don't like the way they're treating you or someone else?
2. What are signs that a relationship may be abusive, controlling, or even violent?
3. What could you do if you saw a friend yelling at, pressuring, or controlling someone they're seeing/hooking up with?
4. What is difficult about speaking up when you see bullying, street harassment, or relationship abuse?

Discussion Points & Wrap Up

- In any relationship, there will be disagreements, and sometimes even rejection. These are NEVER excuses for abusive behavior, period.
- Abuse can be physical, but it can also be verbal, financial, or sexual.
- If you witness or experience abuse yourself, report it to me or another trusted adult such as a teacher or parent immediately.
- Consider how to de-escalate potentially dangerous situations in safe ways. The "3 D's" help you be an "upstander:"
 - Directly Intervene (if it's safe): Call out the abusive behavior in a way that doesn't aggravate the situation.
 - Distract: Interrupt or redirect to get the person causing harm to stop (and get a victim to safety).
 - Delegate: Get the support of trusted adults or other peers who can help with the situation.

*Always check in with the victim, and ask what actions they may want taken.

- Taking a stand against abuse also means standing for equal resources and supporting survivors of sexual abuse.
- Speaking up can be difficult because we may fear being judged or losing our friendships, but having integrity and promoting respect means doing the right thing no matter what.

See Prep Card #3 "Respect, Integrity, and Non-Violence" for definitions and examples of abuse.
See Teachable Moment #3 "Backhand" to enhance this Training Card.

TAKE A STAND AGAINST BULLYING

Research shows that bullying is a serious issue that negatively impacts everyone involved - including the target, the person doing the behavior, and the bystanders who witness it - contributing to absenteeism, poor academic achievement, increased risky behavior, and dating violence.

WHAT IS BULLYING?

Bullying can take many forms (verbal, physical, cyber, etc.) but has three main components:

1. Unwanted and aggressive behavior
2. Behavior that is repeated over time
3. Involvement of a power imbalance (e.g., social, physical).

Here are some useful tips for addressing bullying:

1. **Set the Tone:** Tell your players that degrading language, name-calling and bullying are not OK and that you expect them to treat each other, their classmates, and their opponents with respect. Encourage your players to come to you with any questions or problems they may be having. Revisit **Training Cards 3 & 4** for more tips.
2. **Educate Yourself:** Learn more about communities that are at higher risk of bullying, such as students with disabilities. Knowing how to be empathetic and supportive of everyone will help you address bullying and even turn incidents into teachable moments.



Consult the **Resources Card** to learn more about being supportive of all communities, and revisit the **Teachable Moment Cards** at the end of the card series for more tips.

- 3. Lead by Example:** Pay attention to your own language and behavior around your players as they look up to you and will follow your lead. You can help reduce bullying by creating safe and open spaces, where everyone is valued and everyone is welcome. Speak out if you hear anyone called a “retard,” “b*tch,” “dumb/stupid” or other derogatory terms.

Intervene:

- 1. Stop the behavior:** Let them know that the behavior is unacceptable and wrong.
- 2. Educate:** Speak to the entire team about your expectations for respectful behavior and how they can help prevent bullying.
- 3. Follow-up:** Check back with the students involved every so often to make sure the bullying has stopped. If necessary, refer the students to a school counselor or other resources for support.

Remember: When bullying does happen and you need to address it more directly be sure your intervention is in line with your school/district/state policies.

Resources: If you need more information or support, contact your CBIM Advocate or refer to the **Resources Card**.

CONFLICT & COMMUNICATION

This training will help athletes:

- 1. Recognize the importance of talking openly with their partner about what's OK, or not OK, in their relationships.**
- 2. Navigate difficult conversations in their relationships with care, respect, and integrity.**
- 3. Practice shared decision-making and healthy boundaries in their relationships.**

Warm Up

“ We’ve talked a lot about respect, integrity, and non-violence in your friendships and relationships, but we haven’t spoken about possible ways to handle problems that will inevitably come up in them. Whether you’re just friends, hooking up, or in a dating relationship with someone, everyone—including you—deserves respect, trust, and support, especially when there is conflict. Let’s discuss how to resolve conflicts in healthy ways.”



Ask the Players

1. What are some issues and disagreements that can come up in relationships?
2. Have you ever disagreed with someone - a friend or otherwise - about something (like how much or how little time you spend together)? How did it go?
3. What are respectful, non-violent ways to handle disagreements?

Discussion Points & Wrap Up

- Good relationships are not defined by just the absence of abuse. They're built on many things—like shared decision-making, healthy boundaries, equal effort, and good communication.
- Disagreements and conflicts are inevitable and OK; it's how we handle them that really matters. Communicating about boundaries, how to feel respected, and having different priorities are key parts of healthy relationships.
- Talking about disagreements can be awkward and upsetting, but addressing them early can help prevent more hurt down the line.
- The goal in disagreements isn't to "win." It's to be a team and for you both to feel understood and respected.
- Healthy conflict includes, listening to understand, not rebut, and taking responsibility for our side of disagreements.
- Controlling, retaliating, or twisting someone's words is NEVER OK.
- Knowing when you or your partner need space is important. Taking a "breather," reflecting with a friend, a therapist, or me can be helpful and prevent you from saying something hurtful.

MAKING A PLEDGE FOR RESPECT & Nonviolence

This training will help athletes:

1. Model respectful behavior in language and actions (e.g., refuse to laugh at or support disrespectful jokes).
2. Notice and support teammates' or friends' respectful behavior and actions against relationship abuse.
3. Serve as public examples of how to promote respect towards others.

Warm Up

“I’m proud of this team. You’ve done a great job representing us on and off the field. You’ve been willing to consider hard questions about what’s OK or not OK in your relationships. You may not realize it, but you’re all role models at this school. I want to use this last conversation to reflect on this past season and make commitments about how we can promote respect and nonviolence, support each other’s mental health, and stop abusive behavior in our community.”



Ask the Players

1. How will you commit to promote respect and care in your relationships and friendships?
2. What does it look like for us to use our positions of influence to promote these principles of respect and nonviolence in the community?

Discussion Points & Wrap Up

- By showing respect towards people in your words and actions, you're not only doing the right thing, you're setting an example for others while not contributing to damaging perceptions and stereotypes.
- If you witness a teammate doing something that is not OK, you can talk to me or another trusted adult.
- Respect also means championing care in this community. This could look like advocating for equal resources for all teams or supporting victims/survivors of violence who share their stories.
- This is the beginning, not the end. I share this commitment with you and I want you to come to me anytime for advice, to ask questions, or to discuss any situation that might come up.
- **[At the end] Ask – Will you commit to promoting respect and care in your relationships and friendships? If so, repeat after me:** “I commit to taking a stand against relationship abuse. I believe that violence is neither a solution nor a sign of strength. By taking this pledge I understand that by treating everyone with respect, speaking out against abuse, and caring for others’ mental wellbeing, I am a role model to others. A world of respect starts today and starts with me.”

After the season, consider:

- Writing your team’s commitments in the gym or school hallway so they can be known and recognized.
- Hosting a community conversation with other teams about the topics covered this season.

HOST A FAN PLEDGE DAY

- **Make your team's next home game a Fan Pledge Day!**
- **During pre-game or halftime, use the loud speaker to announce your team's commitment to respecting others, particularly women and girls. Encourage fans to sign Pledge Cards that your team can distribute before the game.**
- **Have your players collect pledges from the fans. It will be a good way to help them engage with others about their commitment.**
- **Create a CBIM board where you display all collected pledges. Be sure to feature the board in a public place (e.g., gym, hallway).**
- **Your players will be the stars of the game and of the community for their public promise to respect others.**
- **Make an even greater impact! Ask your fans to donate to a local domestic violence shelter or violence prevention organization in your community!**

Visit CoachesCorner.org for **Sample Sports Reporter Letter** in the downloadable **Coaches Kit** and for community engagement ideas from other coaches.



CREATE A TEAM CAMPAIGN

- Have your athletes create their own messages, posters, video, or web page that describe the principles of the program and their role in showing and encouraging respect on and off the field.
- Post these messages in a public place like in the auditorium, the gym, the cafeteria, or the foyer/hallways of the school.
- Involve your campus radio station or daily public announcements to broadcast your team's CBIM message of respect and care to the entire school community.

Visit CoachesCorner.org for the **Sample School Radio Script** available in the downloadable **Coaches Kit**.

HOW TO HANDLE A TEACHABLE MOMENT

Step 1: STOP

You just noticed disrespectful or damaging behavior. What happened? What did you hear? What did you see?

Step 2: CALL A TIME OUT

If it's appropriate to share with the team as a whole, then take a few minutes to bring everyone together. Recap what you witnessed and tell the athletes that this was wrong. Sometimes, you may need to address the individual(s) in a one-on-one conversation or in a more private manner.

Step 3: MAKE A DEFENSIVE PLAY

Correct the language and behavior by explaining *why* it was wrong, referencing some of the trainings throughout the season. Whenever possible, make the moment a lesson for the entire team.

Step 4: DESIGN AN OFFENSE

Make sure your athletes understand how the incident relates to the principles of respect. Ask them to suggest ways the incident could have been prevented. What positive alternatives were available?

*** It's also important to take a time out to commend positive, respectful behavior!**

"TIME OUT"

During a time out at practice, Jennifer, a freshman on the tennis team, is walking alone across the gym floor. She's known to the guys to be attractive. While you're preparing to show your players a video on teamwork, some of your boys in the back notice Jennifer and start howling, whistling and making inappropriate comments. You notice that she is uncomfortable and perhaps a little scared, but she holds her head up and continues through the gym. Some of the players even take pictures of it and send it around on social media.

MAKE A DEFENSIVE PLAY

- Step in as soon as the behavior starts, stop it, and let your players know: No woman "asks" for sexual innuendo or harassment – not through looks, clothes, or makeup.
- Catcalling isn't funny; it's disrespectful and cowardly.
- Spreading stuff like this over social media is harassment and bullying too.
- Would your players want their loved ones like their mothers, sisters, or girlfriend treated this way?

DESIGN YOUR OFFENSE

- Explain that taunting **someone** is degrading and that **no one** should not be belittled because of how they look or what they choose to wear.
- Mention that most **people** do not welcome that type of attention and are probably fearful of defending themselves.
- Let them know that starting or even sharing/spreading rumors and private or mean information over social media is disrespectful too.
- Point out that, as members of a team, they should know how important it is to respect others. Tell them that the same holds true in real life and that they must always think about how their actions affect other people.
- Finally, let them know that the men you admire are those who treat **everyone** - particularly women and girls with respect.

"LOCKER ROOM TALK"

After a tough game, your team is back in the locker room packing up to leave; about five athletes are hanging around talking. You overhear Jeremy, the team captain, telling the others about how he talked Stephanie, one of their classmates, into calling out of work one afternoon last week. The two went over to her house when no one was home. Jeremy boasts about his advances with her: "She kept saying, 'no,' but I knew she meant 'yes.' She's super easy and ya' know what they say, 'third time's a charm.' Once I heard 'maybe,' I knew I was in." A couple of the boys laugh and slap each other "high fives."

MAKE A DEFENSIVE PLAY

- Address the situation immediately and tell Jeremy:
- Talking about **one's** sexual reputation does not equal innocent fun.
- Disrespectful attitudes about **anyone** aren't just wrong, they are dangerous.
- When **someone** says "no" in any sexual situation that means **NO!** Every time. That's what's right and respectful. It's also the law!
- As **team captain**, he has a lot of influence. He must think about how he, as **leader**, influences his fellow players.

DESIGN YOUR OFFENSE

- At the next practice, take a few minutes to explain that their behavior off the field affects the team as a whole.
- Remind the teammates that the team values are focused on respect and connection and that they should act - either directly (if safe) or indirectly (e.g., talk to me/coach/trusted adult) - and not laugh or participate in harassing and/or disrespectful behavior.
- Let them know they can talk to you about this or other issues.
- Define your views on what it means to be a respectable man. Explain that while aggressiveness has a place in sports, acting this way in real life toward **anyone** crosses the line and that "no" means "no" and "maybe" **never** means "yes."

"BACKHAND"

It's Saturday morning and your team has just arrived for a meet at a neighboring school. On the bus ride, you were busy going through the event schedules. You thought you noticed that the normally rowdy back-of-the-bus gang seemed unusually low key. At the meet, you noticed more hushed conversations. You pull one of your athletes aside and ask what's going on. He replies that one of his teammates, Ray, slapped his girlfriend after last night's pep rally.

MAKE A DEFENSIVE PLAY

- Speak to Ray directly, but privately, to discuss what you hear and hear from him what happened.
- Speak to Ray seriously about violence towards anyone - particularly girls/women. It's NEVER OK to hit a person outside of self defense.
- Find out what your school policy states regarding violence. If an assault has occurred, it's your responsibility to act according to the policy - even if it involves one of your players.
- If it is found that Ray did commit an act of violence, enforce your own penalties and compassionate accountability in addition to the school's disciplinary actions (e.g., suspension or expulsion from participation). Explain the importance of getting help and accepting responsibility for his actions.

DESIGN YOUR OFFENSE

- At the next gathering, tell your team that you recognize that whatever is happening in your players' lives will affect their individual play, and consequently, their contribution to the team.
- Let them know that although some athletes may not want to be role models, others in the school may still see them that way. It's critical athletes know that abusive or violent behavior is not OK.
- Reiterate that you fully expect them to respect everyone - including women and girls - in any and all situations.

"PICTURES"

After a tough loss at an away game against one of your big rivals, you are trying to corral your athletes onto the bus when you notice a group of them laughing and joking, not something that normally happens after a loss like this. When you go see what all the fuss is about, you see that Marcus is showing off a photo of a girl you recognize as a freshman at your school. She isn't naked in the photo, but pretty close. Marcus jokes that he just sent the photo to a few of his friends, saying, "I know they want to see this. Every guy wants to see this!"

MAKE A DEFENSIVE PLAY

- Speak to Marcus and the rest of the group immediately.
- Tell them that not only is spreading photos of someone wrong, but this particular photo is also a gross violation of that person's privacy, and may even be illegal.
- Ask them how they would feel if someone sent around embarrassing or private pictures of them. How would they feel? What would they want others to do if that photo was sent to them?

DESIGN YOUR OFFENSE

- Since you have a team bus ride back home/to your town, use it as an opportunity to talk about this issue further and have a discussion about what should be done in this situation.
- Make sure to tell them that if someone sends them an embarrassing or what should be private photo of someone else, that they should NEVER forward it.
- Also, let them know that they have a responsibility to tell whoever is sending that photo that it is wrong and disrespectful to spread pictures like that around.
- Give them permission to come talk to you or another adult in the school about similar situations, noting that this type of behavior is extremely dangerous and needs to be addressed by adults.
- Be sure to acknowledge that young people have taken their own lives because of similar situations and that "jokes" can have real world consequences.

If you, a youth, or anyone else is in immediate danger, call 911.

CRISIS INTERVENTION

National Dating Abuse Helpline (Love is Respect)

1-866-331-9474

1-866-331-8453 TTY

Text "LOVEIS" to 22522

www.LovelsRespect.org

Love is Respect, operating the National Dating Abuse Helpline, offers real time chat, one-on-one support, information, and advocacy for youth who are experiencing dating abuse. Support is available 24/7/365 over text or phone, which offers translations services.

National Suicide Prevention Lifeline

Dial 988

www.SuicidePreventionLifeline.org

The National Suicide Prevention Lifeline provides free, confidential services to anyone in suicidal crisis or emotional distress. Support is also available through their website via online chat.

Rape, Abuse & Incest National Network (RAINN)

1-800-656-HOPE (4673)

www.RAINN.org

RAINN offers assistance to those who have experienced sexual assault 24/7/365 through both a telephone hotline and via online chat on their website. Callers are automatically routed to a local RAINN affiliate where advocates are available to answer questions, provide support, and refer to local resources.

The Trevor Project

1-866-488-7386

Text "START" to 678-678

www.TheTrevorProject.org

Crisis and suicide prevention services for LGBTQ+ youth are available 24/7/365, nationwide, 100% free & confidential.

BULLYING RESOURCES

StopBullying.gov

Learn how to identify bullying and stand up to it safely.

Federation for Children with Special Needs

FCSN.org

Information, support, and assistance to parents of children with disabilities, their professional partners, and their communities.

MENTAL HEALTH RESOURCES

National Council for Mental Wellbeing

www.TheNationalCouncil.org

Drives policy and social change on behalf of over 3,100 mental health and substance use treatment organizations and the more than 10 million children, adults, and families they serve.

Team: Changing Minds

(TeamChangingMinds.org)

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Become a Team: Changing Minds Responder! A Responder is a trusted person in a young person's life who knows how better to identify, understand, and respond to mental health challenges. Responders don't replace the critical role that mental health practitioners play, rather they serve as partners and champions to help youth access the mental health support they need. Become a Responder at TeamChangingMinds.org and click "Become a Responder."

KNOW your local, regional, and state resources providing professional mental health services, including therapy when more support is needed.

Ask your school counselor, nurse, or local violence prevention staff about programs and services offered in your community. The national resources listed above can also help connect you with your local/community resources.

For More Information on How to Help

Futures Without Violence

1-415-678-5500

www.FuturesWithoutViolence.org

Futures Without Violence works to foster healthy relationships for all around the world and administers the *Coaching Boys Into Men* Program.