

**SWIM  
SCHOOL**

Coaching Boys  
**INTO MEN**

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Prep 1

## 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 gender equity and build responsible, respectful, and 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 in the water. The same

is true for being successful at CBIM. Partnering with your community advocate(s) helps ensure that you have a source of support when difficult questions or situations arise. Likewise, bringing in others in your school and community – like the principal, other coaches, and parents – helps build awareness and support for what you’re doing. 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 swimmers or in the news. When you see or hear a serious problem, use the **Teachable Moment Cards** to 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 [www.CoachesCorner.org](http://www.CoachesCorner.org). Refer to these References & Resources for more information to help you lead the program effectively.

## COACHESCORNER.ORG

Visit [www.CoachesCorner.org](http://www.CoachesCorner.org) for tips from fellow coaches, success stories, program updates, and this kit digitally available for download.



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Prep 2

## THE CBIM GAME PLAN

You know having a game plan is essential to success in the water. 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 [www.CoachesCorner.org](http://www.CoachesCorner.org) or [www.usaswimming.org/safesportteamtalk](http://www.usaswimming.org/safesportteamtalk)
- **Partner** with your community CBIM Advocate and **recruit allies** at your school.
- 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 a speech directly from the card or tailor it as you like.
- **Ask the athletes** 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 season two and beyond!**

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## RESPECT, INTEGRITY, AND NON-VIOLENCE

Any good coach knows that the best athletes don't just have great athletic ability, but they also know the sport 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 race, gender, ethnicity, sexual orientation, age, disability or other personal traits/characteristics
- Using gender to insult (e.g., "You throw like a girl")
- Bragging/joking about sexual exploits as conquests
- Lewd or foul behavior (e.g., catcalls, whistling, sexual innuendo)
- Derogatory language toward women (e.g., insults related to sexual activity or appearance)

### ABUSE

It is essential that your swimmers 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:** berating, name calling, yelling

**Isolation:** keeping someone from friends and family

**Financial:** forcing someone to always pay, demanding access to their partner's income

**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 athletes who are perpetrators or victims. Pursuant to Federal law, it is every member's responsibility to immediately (i.e., within 24 hours) report any incident of child abuse, including physical or sexual abuse, to law enforcement and the U.S. Center for SafeSport. Various state laws may also require reporting to law enforcement or to designated child protection agencies.

## 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.



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Training 1

## 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, your teammates, and others. ”

## Ask Your Swimmers

1. What does respect mean to you and why is it important?
2. How do you show respect to your coaches and officials?
3. How do you show respect to your friends and family?
4. How can you show respect even to people you don't know, like at a restaurant or at the mall?
5. How can you show respect to someone even if you don't like them?

## Discussion Points & Wrap Up

- I care about how you act in and out of the pool.
- Respectful behavior means treating others how they want to be treated. I know you're not going to get along with everyone, but that's never an excuse to physically or verbally harass someone.
- True respect involves everything you do – how you speak, how you listen, how you act, how you think, and the way you present yourself to others.
- As athletes, people will watch you, and many will look up to you – the language you use, who you support and listen to, how you act, and how you treat people is very important. Use your visibility and leadership to promote respect.
- If someone is being disrespected, say something or walk away to show that you don't think it's ok.
- If someone is targeting you, tell me or another adult you trust.
- I want you to keep up with your schoolwork, be polite to your teachers, and show respect to all your classmates.



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Training 2

## PERSONAL RESPONSIBILITY

This training will help athletes:

- 1. Recognize the consequences of their behavior and how their language and conduct reflect on themselves, the team, and others.**
- 2. Accept responsibility and hold themselves accountable for their actions.**
- 3. Recognize they have a responsibility to listen and believe the experiences of women and girls.**

### Warm Up

**“**Last week we went over some of the things I expect you guys to be responsible for, such as getting to practice on time, working hard, and respecting each other. I also want you guys to be accountable for your actions. You are the person responsible and accountable for everything you say and do – in sports and in your everyday life. **”**

## Ask Your Swimmers

- 1.** What does it mean to be responsible for your actions at the pool?
- 2.** How do your actions away from the pool represent the team, your family, and your community?
- 3.** How do you hold yourself accountable away from the pool?
- 4.** How might we help each other be more accountable?
- 5.** What does it mean to listen and believe what women and girls say?

## Discussion Points & Wrap Up

- Be a team player. This means respecting your teammates, displaying good sportsmanship, and being in control of your own actions.
- You reflect our team, the community, and your family and friends
- Accountability means holding yourself responsible – and that is something that you, and only you, can do.
- One thing we're going to focus on this season is that there are real consequences for yourself and others when you don't treat people with respect.
- As males, we must also acknowledge females' experience - even when we might not agree or think it's right. We have a responsibility to talk through their concerns with respect.



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Training 3

## 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, including women and girls.**
- 3. Adapt their language to show respect for others.**

### Warm Up

“ Today I want to talk with you about the impact of demeaning language. We all know when we use disrespectful language to insult or hurt someone. And that’s not ok. Sometimes we use demeaning language without realizing the true meaning and impact. This talk may seem normal in sports or at school, but I want you to understand that name-calling, bullying, harassment or hazing of any kind is unacceptable.

I’m holding you guys to a higher standard. On our team, we treat everyone with respect. ”

## Ask your Swimmers

1. What are respectful ways we can use language to help a fellow teammate who may not be swimming so well?
2. What do you think about saying to a guy, “You’re playing like a girl”? Why might this also be insulting to girls? What about saying “that’s so gay”?
3. How do you feel when someone uses demeaning language when talking about people you care about?
4. What can you do if you witness someone using demeaning language to insult someone else?

## Discussion Points & Wrap Up

- Insults, name-calling and slurs don’t just hurt individuals, they hurt the whole team. No one swims their best when they feel disrespected, unsafe or offended.
- Instead of taunting or mocking, help your teammates out by providing positive suggestions for how they can improve.
- Calling someone a “girl” or “gay” to insult or tease them is not okay. Saying to a group of guys, “speed it up ladies,” or “you play like a girl” may seem harmless, but it’s not. These remarks are derogatory towards women and girls and they’re unacceptable on this team. The same goes for saying “that’s so gay.”
- It’s also unacceptable to make negative comments about someone’s race, sexual orientation, religion, appearance, disability or any other part of who they are. No matter what, everyone deserves to feel respected and supported on this team and at school.
- Think twice about saying something you wouldn’t like said about you or someone you care about.

**References & Resources:** See **Prep Card #3** “Respect, Integrity, and Non-Violence”



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Timeout 1

## MAKE CBIM WORK FOR YOU AND 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 a local 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 to encourage discussion and encouraging team leaders to reinforce the importance of the CBIM trainings by modeling respectful behavior with their teammates.
- **Team up for tough topics** by inviting the CBIM Advocate, school counselor, or another professional to deliver these trainings with you or support your delivery.



- **Be creative.** If pool time is unavailable, hold your CBIM trainings, on the pool deck, in a classroom or use the time spent traveling together while on the road.
- **Enlist your assistant 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, reach out to USA Swimming SafeSport Staff, or other professionals in this space.

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

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Training 4

## DISRESPECTFUL BEHAVIOR TOWARDS WOMEN & GIRLS

This training will help athletes:

- 1. Recognize how certain behavior towards women and girls can be hurtful, scary, or even abusive.**
- 2. Refuse to engage in lewd or foul behavior such as catcalling, sexual innuendo, or harassment.**

### Warm Up

“ You know from prior talks that it’s important to me for all of us to treat everyone with respect, including women and girls. Sometimes guys just think they’re being funny or cool and don’t realize that their behavior is actually disrespectful or even threatening. The men I respect treat women and girls as their equals. ”

## Ask Your Swimmers

1. What are some examples of disrespectful behaviors you've seen directed towards women and girls?
2. Have you heard guys describing girls as stupid or easy?
3. Why do you think guys call out to girls about how they look or what they're wearing?
4. How do you think this type of attention might make someone feel? Why could this be hurtful?
5. What can you do when you hear your friends or teammates making disrespectful comments to girls?

## 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.
- Describing girls as stupid or easy reinforces negative stereotypes. How do you feel when someone insults you or someone you care about? It's unacceptable.
- Whether we want people to think we're smart, funny, or athletic, we all want to be liked and respected – both guys and girls. No one wants to be insulted or harassed.
- Guys might think they're flirting or being funny or cool when commenting on a girl's clothing or appearance – they're not. They might even think she is asking for these unwanted comments, but that's wrong too. No one asks to be harassed because of who they are or how they look.
- If you're interested in getting to know someone, talk to him/her in a mature and respectful way.

**References & Resources:** See **Teachable Moment #1**  
“Time Out”



## DIGITAL DISRESPECT

This training will help athletes:

- 1. Recognize that the actions they take online and on their cell phone have real consequences.**
- 2. Refuse to participate in abusive or controlling digital behavior including sending repeated and unwanted text messages, violating someone's privacy, or pressuring someone for a naked, private, or embarrassing picture.**
- 3. Create safe and respectful digital spaces for themselves and others.**

### Warm Up

**“**We've talked about how the words you use and the actions you take can be disrespectful or harmful to others. This goes for what you do online and on your cell phones, too. Sometimes we minimize the seriousness of things when we're not face to face with someone. Sometimes we don't realize that our text messages can be controlling, overwhelming, or mean. What happens online is real and sometimes very public for all the world to see. Friendships and dating relationships are shaped by what we do and what we say – no matter where it takes place. It's important that we use technology safely and respectfully. **”**

## Ask Your Swimmers

1. What are some benefits of things like social networking, chatting, and texting? What are some not so great things?
2. How would you feel if someone posted private photos or harassing comments about you online?
3. How might someone you're seeing feel if you constantly sent him/her texts asking where he/she is, who he/she's with, what he/she's wearing, and what he/she's doing?
4. How would you feel if someone repeatedly pressured you to do something you didn't want to do, like sending a nude or private picture?

## Discussion Points & Wrap Up

- Digital communication helps us keep in touch with others, but it can also make boundaries unclear. Talk with your partner about what you think is okay and not okay behavior.
- Everyone needs a safe space sometimes. Be respectful of what other people are okay with over text message, and be clear about what's okay with you. Sometimes it's not just the number of texts being sent or received but the content of the messages that really matter.
- It is NEVER okay to pressure someone for a nude or private picture. It's also wrong to share these pictures with other people. Sending nude pictures has serious consequences and some teens have even faced criminal charges. If you receive a nude picture, delete it immediately and tell an adult you trust. It is against USA Swimming rules to take pictures in a locker room or changing area, from behind the blocks or when a swimmer is exiting the pool.
- Pressure, control, or threats are NEVER okay whether online or not.
- What you say and do online is a reflection of you, and of this team.

**References & Resources:** See **Teachable Moment #5**  
"Pictures"



## 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 Your Swimmers

1. What does consent mean to you?
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.

**References & Resources:** See **Teachable Moment #2**  
“Locker Room Talk”



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Halftime

## FOSTER PARTNERSHIPS IN YOUR SCHOOL AND COMMUNITY

CBIM is more than just educating young athletes about respect, integrity, and non-violence. It also seeks to strengthen a culture 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 AND 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:

- Local 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, and particularly for women and girls.
- The community should know that your athletes not only perform well in the pool, but are upstanding young men out of the pool 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 [www.CoachesCorner.org](http://www.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
  - LGBTQ youth organizations



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Training 1

## BRAGGING ABOUT SEXUAL REPUTATION

This training will help athletes:

- 1. Recognize that bragging or lying about their sexual reputation is disrespectful and wrong.**
- 2. Recognize that spreading stories about someone else's sexual activity can be disrespectful and harmful.**
- 3. Refuse to spread private information or to speak disrespectfully about another person's sexual reputation.**

### Warm Up

“ I know there’s a lot of pressure to be popular and hook up. Some people think this means bragging about what you and your friends may do sexually. The men I respect don’t joke, lie, or brag about what they do intimately with anybody. ”

## Ask Your Swimmers

1. What do you think about when someone is bragging about their hook up?
2. Why might someone involved in those stories not appreciate what's being said about them?
3. Why is it disrespectful to listen to or laugh when a friend is talking about what he does sexually?

## Discussion Points & Wrap Up

- You guys might be feeling pressure to be popular and hook up, but bragging or lying about sex or intimate experiences isn't the way to do it. It's not only disrespectful to the other person; broadcasting your personal life like that disrespects yourself, too.
- Whether it's true or not, it can be harmful to talk or spread rumors about someone's sexual reputation. They may become depressed, isolated, or even put in danger by those comments. My opinion is that such information shouldn't be shared. When you hear stories about someone's sexual experiences, don't laugh or encourage it. It's best to ask the person to stop or leave the situation.
- The men I look up to treat the people they care about with respect and dignity.
- It's important not to brag about the intimate details of your relationships and friendships. If you have questions about sex and sexuality, discuss them with someone you trust and let them know you want to keep it private.

**References & Resources:** See **Teachable Moment #2**  
"Locker Room Talk"



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Training 8

## WHEN AGGRESSION CROSSES THE LINE

This training will help athletes:

- 1. Recognize different degrees of aggression in and out of the pool.**
- 2. Identify when they are becoming aggressive.**
- 3. Adjust their behavior when they feel themselves becoming too aggressive.**

### 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 within bounds. Things can go too far if you’re not in control of your emotions both in the sport and in life.

I’m here to help you. **”**

## Ask Your Swimmers

- 1.** How does aggression help you in the pool? What are the rules that maintain fairness and help swimmers avoid injury?
- 2.** How do you feel when you become more aggressive in the pool?
- 3.** What problems can being too aggressive cause outside the pool?
- 4.** What are some suggestions for controlling 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. The same is true in swimming.
- We all have moments when we become frustrated or angry but this should never lead you to be violent or abusive.
- Like in sports, 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 like going to jail.
- You are in control and responsible for all of your actions and emotions in and out of the pool.
- Learn to recognize when you're becoming overly aggressive and think about what you need to do to cool down. It could be taking a deep breath, talking it over with friends, or doing something you enjoy to take your mind off the situation.
- Always remember that violence doesn't equal strength.



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Training 9

## THERE'S NO EXCUSE FOR RELATIONSHIP ABUSE

This training will help athletes:

- 1. Reject the use of pressure or intimidation in their relationships and friendships.**
- 2. Refer back to tools on how to monitor aggression and determine when it crosses the line.**
- 3. Refuse to become abusive or violent in their relationships.**

### Warm Up

**“** We've talked this season about aggression, physical strength, and respect. I also want to talk about relationships and how problems will inevitably come up – and how that's ok, it's natural. But we must deal with them in a positive and healthy way.

Sometimes people use pressure to force someone into doing something they don't want to do.

They may even use violence to control their girlfriend or boyfriend, but it's never okay. Never. There are better ways to handle any issue that may arise. **”**

## Ask Your Swimmers

1. How can you tell someone that you don't like the way they're treating you or someone else?
2. What could you do if you saw a friend yelling at or intimidating someone they're seeing?
3. What are non-violent ways to deal with relationship problems or differences?

## Discussion Points & Wrap Up

- In any relationship, there will be issues and disagreements, but that is NEVER an excuse for violence.
- It's never right to be physically, verbally, or sexually abusive towards another person, period.
- Any time you witness abuse, learn about it occurring, or if you experience it yourself, you should report it to me or another trusted adult such as a teacher or parent immediately.
- When someone says "NO" in any sexual situation, it means NO. To ignore it is WRONG and it's AGAINST THE LAW.
- Respecting the physical and emotional boundaries and desires of others will help you build strong and healthy relationships throughout your life.

**References & Resources:** See **Prep Card #3** "Respect, Integrity, and Non-Violence" for definitions and examples of physical and sexual violence. Also, see **Teachable Moment #2** "Backhand"



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Timeout 2

## 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, identity).

### Here are some useful tips for addressing bullying:

**1. Set the Tone:** Tell your swimmers that degrading language, name-calling and bullying are not ok and that you expect them to treat each other, and their opponents with respect. Encourage your swimmers 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 athletes with disabilities and those who are, or perceived to be, lesbian, gay, bisexual and/or transgender (LGBT). Understanding the experiences of

these communities, and reading tips on how to be a good ally will help you address any incidents by turning them into teachable moments. Consult the Resource Card to learn more about being an ally to marginalized 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 swimmers, as they look up to you and will follow your lead. You can help reduce that risk of bullying by creating safe and inclusive spaces, where diversity is valued and everyone is welcome. Speak out if you hear anyone called a “retard,” “spaz,” “homo,” “fag,” or other derogatory terms; be sure to create a space where all students and athletes can feel safe.

#### **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 in with the athletes 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 USA Swimming Safe Sport or refer to the resources provided on the **Resources Card**.



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Training 10

## COMMUNICATING BOUNDARIES

This training will help athletes:

- 1. Recognize the importance of talking with their partner about what's okay, or not okay, in their relationships.**
- 2. Initiate conversations about setting boundaries in relationships.**

### Warm Up

**“**We've talked a lot about respect and relationships this season.

I'm proud of the conversations we've had, and today I want to talk about what characterizes a good and successful relationship. Whether you're just friends, hooking up, or in a relationship with someone, there are certain things that everyone deserves. Respect, trust, and support are just three things central to a healthy and positive relationship. I want you guys to show these and to expect them in return. **”**

## Ask Your Swimmers

1. In a good relationship, what are things you think both people deserve?
2. Do you think it's important for people in relationships to talk about what each other deserves? Why or why not?
3. Have you ever been in a relationship where you and your partner disagreed about something (like how much or how little time you spend together)? How did you handle it?
4. What are respectful ways to approach disagreements?

## Discussion Points & Wrap Up

- Good relationships are built on many things – like mutual respect. Respecting someone means asking what they are comfortable with and listening to what they say.
- It's important that both people trust and support each other. Everyone deserves to have their own interests outside of their relationship.
- I know that conversations about your relationship can be awkward and sometimes upsetting. But having these conversations early may avoid even more awkwardness and discomfort later.
- All relationships have issues and disagreements, and that's okay. Talking to the other person directly and respectfully about what's bothering you can help you come to a mutual understanding.
- Talking to friends about your relationship can be helpful. It's important to ask them to keep it private unless someone is being abused.



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Training 11

## MODELING RESPECT AND PROMOTING EQUALITY

This training will help athletes:

1. Treat others how they want to be treated.
2. Model respectful behavior towards everyone, including women and girls, in language and actions (e.g., refuse to laugh at or support disrespectful jokes).
3. Notice and support teammates' or friends' respectful behavior.

### Warm Up

**“** I'm proud of this team. You've done a great job representing us in and out of the pool. You've been willing to consider hard questions about what's okay or not okay in your relationships. You may not realize it, but you're all role models on this team. You've really stepped up and I want you guys to support each other and remind each other to be respectful towards others. As we've discussed, this includes treating women and girls as equals. You are growing up to be men I admire. **”**

## Ask Your Swimmers

1. What are ways you can show respect in your relationships and friendships?
2. How can you and your teammates support each other in being responsible in and out of the pool?
3. What can you do if you hear a friend or teammate being disrespectful towards a girl or making demeaning comments about someone because of how they act, speak, or dress?
4. As someone other swimmers look up to on this team, what are ways you can share these principles of respect with others?
5. How can we partner with women and girls to promote gender equity?

## Discussion Points & Wrap Up

- Showing respect means valuing and supporting everyone's individuality. This includes how someone dresses and expresses themselves.
- By showing respect towards women and girls in your language and actions, you're not only doing the right thing, you're setting an example for others.
- Partner with women and girls to promote gender equity by making space for them to lead and supporting their efforts, and by trusting their experiences as part of their truth.
- If you witness one of your teammates using inappropriate language or being disrespectful to his partner, don't join in on it. CALL IT OUT - either talk to him directly or you can talk to me.
- If you witness a situation that makes you feel unsafe or uncomfortable, you don't have to get involved directly. Ask a trusted adult for help.
- Think of ways you can share the principles of respect – teamwork, responsibility, integrity, non-violence – with your community. You are all part of something positive on this team. Your commitment to respect is also a responsibility – defend it and share it.



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Training 12

## THE PLEDGE

This training will help athletes:

- 1. Actively affirm their and the team's collective commitment against relationship abuse.**
- 2. Serve as public examples of respect towards others, particularly women and girls.**
- 3. Partner with women and girls to promote gender equity in their community.**

## Warm Up

“ This season you've all been great athletes and team players. I've also been impressed with your leadership in showing respect for others. You guys are becoming great athletes in the pool and are turning out to be great men in life. I admire each of you for treating women and girls with respect. In recognition of the commitment you've all made, I want us to read and sign this Pledge together. ”

## Coach and Swimmer Pledge

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 publicly denounce violence against women and girls, and I understand that by treating everyone with respect, I am a role model to others. A world of respect starts today and starts with me.

## Discussion Points & Wrap Up

- We will sign and post this pledge in the pool so your commitment will be known and recognized.
- This is the beginning, not the end. You know that 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.

**References & Resources:** Visit [www.CoachesCorner.org](http://www.CoachesCorner.org) for the “Coach and Player Pledge” available in the downloadable **Coaches Kit**.

Coaching Boys  
INTO MEN



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Overtime

## HOST A FAN PLEDGE DAY

- Make your team's next hosted meet a Fan Pledge Day!
- During warm-ups, 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 swimmers 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., pool, hallway).
- Your swimmers will be the stars of the team 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!

**References & Resources:** Visit [www.CoachesCorner.org](http://www.CoachesCorner.org) for the **Sample School Radio Script** available in the downloadable **Coaches Kit** and for community engagement ideas from other coaches.

Overtime



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## 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 in and out of the pool.
- Post these messages in a public place like on deck or in the hallway of your team's facility.
- Involve your community.

**References & Resources:** Visit [www.CoachesCorner.org](http://www.CoachesCorner.org) for the **Sample School Radio Script** available in the downloadable **Coaches Kit**.

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# Teachable Moment

## 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 at that time 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 observable and interruptible conversation or in a more private manner with another adult present.

### 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 swimming team, is walking alone across the pool deck. She's known to the guys to be attractive. While you're preparing to talk with your athletes about the set for the day, 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 across the pool. Some of the athletes 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 mothers, sisters, or girlfriend treated this way?

### DESIGN YOUR OFFENSE

- Explain that taunting women and girls is degrading and that girls should not be belittled because of how they look or what they choose to wear.
- Mention that most girls do not welcome that type of attention and are probably fearful of defending themselves.
- Let them know that spreading stuff over social media is disrespectful too, even if they aren't engaging in the behavior.
- 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 women and girls with honor and respect.



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# Teachable Moment

2

## "LOCKER ROOM TALK"

After a win, the boys on your team are showering and changing, and a few of your athletes are lingering around the locker room. You walk by as Jeremy, the team captain, starts talking about his date with Tia. He brags about his advances with her in the car last night: "She kept saying, 'No,' but I knew she meant 'Yes.' She's easy, you know... and you know what they say... third times a charm... once she said, 'Maybe,' I knew I was in." Some of the boys laugh and slap each other high fives in agreement.

### MAKE A DEFENSIVE PLAY

Address the situation immediately and tell Jeremy:

- Talking about a girl's sexual reputation does not equal innocent fun.
- Disrespectful attitudes about women aren't just wrong, they are dangerous.
- When a woman or girl says "no" in any sexual situation that means NO! Every time. That's what's right and respectful. It's also the law.
- As a leader he has a lot of influence. He might want to think about how he is influencing his fellow teammates.

### DESIGN YOUR OFFENSE

- At the next practice, take a few minutes to explain that their behavior in and out of the pool affects the team as a whole.
- Remind the teammates they should confront each other if they think someone is involved in a situation that is disrespectful to someone.
- Let them know they can talk to you about this or other issues.
- Define your views on what it means to be a man. Explain that while aggressiveness has a place in sports, acting this way in real life toward girls crosses the line; a real man knows that "no" means "no" and "maybe" **never** means "yes."



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# Teachable Moment

3

## "BACKHAND"

It's Saturday morning and your team has just arrived for a meet at a neighboring pool. The team took a bus, 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 with the back of his hand after last night's team get together.

### MAKE A DEFENSIVE PLAY

- Speak to Ray directly, in an observable and interruptible area or with another adult present, to find out what happened.
- Speak to Ray seriously about hitting girls. It's NEVER okay to hit a person with the intent to harm.
- Speak with Ray's parents, and if you feel that an assault occurred, it's your responsibility to report it to the proper authorities, even if it involves one of your swimmers.
- If it is found that Ray did commit an act of violence, refer to your team's policies and codes of conduct and enforce your own penalties (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 swimmers' lives will affect their individual participation, and consequently, their contribution to the team.
- Let them know that although some athletes may not want to be role models, others in on the team may still see them that way. It's critical that athletes are aware that abusive or violent behavior against women and girls makes a negative statement.
- Reiterate that you fully expect them to respect women and girls in any and all situations.



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# Teachable Moment

4

## "HARMFUL LANGUAGE"

You are walking out of the pool when you overhear some of your swimmers making comments about another swimmer. "He, or is it a she? dresses so weird. Like he can't figure out that he should be a boy." Another of your athletes agrees: "Right?! I can't believe he dresses that way and paints his nails – he's just asking to be called a tranny." Many of the other boys laugh at this and start to join in on the banter.

### MAKE A DEFENSIVE PLAY

- Speak to your athletes immediately so that everyone present can hear you.
- Tell them that joking about how someone expresses themselves is wrong, that it's disrespectful, and implies there is a "right" way to express yourself. No one is better than another because of looks or expression. It's how you act that matters.
- Let them know that making assumptions about people who are at increased risk for discrimination, especially about their gender identity, is harmful by singling them out for gossip.
- Be clear that insulting language and bullying will not be tolerated as they contribute to an environment that encourages physical violence.

### DESIGN YOUR OFFENSE

- At the next team meeting tell your athletes that joking about others for expressing themselves in a way that is different is disrespectful and makes it difficult for them to be who they are for fear of ridicule.
- Inform them that lesbian, gay, bisexual and especially transgender youth are at increased risk for abuse and violence by adults and other youth.
- Model accepting and affirming behavior for all youth in your care by educating yourself on being an ally to LGBTQ youth.
- Reiterate that you expect them to respect everyone, whether or not they agree with, or understand, their self-expression.
- Offer yourself as a resource in case anyone has questions or would like to talk more.

**References & Resources:** See the **Resources Card** for helpful resources.



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# Teachable Moment

5

## "PICTURES"

After a tough loss at a meet with one of your big rivals, you are trying to corral your athletes for a team meeting 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 on your team. 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 girl'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 are there in person, 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 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 on the team 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.



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# Resources

**If you, your swimmer, or someone else is in immediate danger, please call 911**

## CRISIS INTERVENTION

**USA Swimming Safe Sport**

**1-719-866-4578**

**[www.usaswimming.org/protect](http://www.usaswimming.org/protect)**

Safe Sport is USA Swimming's comprehensive abuse prevention program, committed to fostering an abuse-free environment for all its members.

**U.S. Center for SafeSport**

**1-720-531-0340**

**[www.uscenterforsafesport.org](http://www.uscenterforsafesport.org)**

The U.S. Center for SafeSport is an independent non-profit organization focused on ending all forms of abuse in sport. They endeavor to make athlete well-being the centerpiece of the nation's sports culture through abuse prevention, education, and accountability. All reports regarding sexual misconduct in the Olympic Movement are required to be reported to the U.S. Center for SafeSport.

**National Domestic Violence Hotline**

**1-800-799-SAFE (7233)**

**1-800-787-3224 TTY**

**[www.thehotline.org](http://www.thehotline.org)**

The National Domestic Violence Hotline operates 24/7/365 and provides crisis intervention, safety planning, information and referrals in over 200 languages. Support is also available via online chat between 7am and 2am Central Time.

**Rape, Abuse & Incest National Network (RAINN)**

**1-800-656-HOPE (4673)**

**[www.rainn.org](http://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.

**National Suicide Prevention Lifeline**

**1-800-273-TALK (8255)**

**[www.suicidepreventionlifeline.org](http://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.

# Resources



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## LGBTQ RESOURCES

### The Trevor Project

**1-866-488-7386**

**[www.thetrevorproject.org](http://www.thetrevorproject.org)**

The Trevor Project provides crisis and suicide prevention services to LGBTQ youth through a 24/7/365 helpline, online chat available 7 days a week from 3pm to 9pm ET, and text on Thursdays and Fridays from 4pm to 8pm ET.

### Athlete Ally

**[www.athleteally.com](http://www.athleteally.com)**

Resources for coaches and others to create and foster inclusive sports communities.

### The GLSEN Sports Project

**[www.glsen.org](http://www.glsen.org)**

Resources for coaches and PE teachers to help make safe and inclusive sports spaces for all student athletes, regardless of sexual orientation, gender identity and gender expression.

## BULLYING RESOURCES

### **StopBullying.gov**

Information from various government agencies on what bullying is, what cyberbullying is, who is at risk, and how you can prevent and respond to bullying.

### Federation for Children with Special Needs

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

\* It is also important to know your local, regional, and state resources. Ask your school counselor or nurse about programs or services offered in your community and explore your regional and state resources. The national resources listed above can also help connect you with local resources.

## For More Information on How to Help

### Futures Without Violence

**1-415-678-5500**

**[www.futureswithoutviolence.org](http://www.futureswithoutviolence.org)**

Futures Without Violence works to prevent and end violence against women, children, and families around the world and administers the Coaching Boys Into Men Program.