Yesenia Gorbea Zuffanelli
Futures Without Violence
Story Trailer Video
What is Coaching With Courage?

Coaching with Courage (CWC) is a modular training program for coaches and athletes. CWC is built around key areas of sports-based youth development that contribute to healthy relationships, including:

• Enhancing Social Emotional Learning
• Trauma Responsive Coaching
• Promoting Gender and Racial Equity

CWC is designed to build on the many skills inherent to practicing a sport. Skills that are proven to build healthier, nonviolent relationships.

• Teamwork & Sportsmanship
• Self Awareness & Self Regulation
• Respect on the field
Coaching With Courage Framework

Consists of four quarters each with specific actions and skills that can help make big shifts in athletes’ social-emotional skills and growth over time.

- Names + Routines
- Check-ins + Voice/Choice
- Listen + Respect
- Mistakes + Goals

As we move from one quarter to the next, coaches are motivated to employ two specific actions they can practice to build stronger relationships with their athletes. Each quarter features:

- An educational video.
- A discussion relating to the theme of the quarter
- An activity coaches can then use with their athletes to promote a positive team culture
The Four Quarters

**First Quarter**

1. **Names + Routines**
   - Respecting Individuality
     - Greet and address youth by the name they want to be called
   - Building Trust
     - Start and end training sessions on time

**Second Quarter**

2. **Check-ins + Voice/Choice**
   - Showing Empathy
     - Check-in with athletes at the start of the training session to see how they are feeling
   - Encouraging Ownership
     - Provide youth with voice and choice

**Third Quarter**

3. **Listen + Respect**
   - Active Listening
     - Listen, without interruption or judgment, to young people when they are expressing anger or frustration
   - Healthy Interactions
     - Maintain a calm and respectful tone when managing conflict with athletes, referees, opponents, or parents

**Fourth Quarter**

4. **Mistakes + Goals**
   - Learning from Mistakes
     - Understand that mistakes are a part of learning
   - Supporting Growth
     - Help young athletes self-coach by reflecting on challenges, giving tips instead of criticism, and celebrating accomplishments
Building Trust & Respecting Individuality

1 NAMES + ROUTINES

Respecting Individuality
Greet and address youth by the name they want to be called

Building Trust
Start and end training sessions on time
Building Trust & Respecting Individuality
What is Trust?

What is your definition of trust?

When do you know you trust someone? What does it look like?

When are you able to be your “authentic self” in your relationships? What are you able to do?
What is Trust?

What is the importance of trust on your team?

What does trust look like on your team?
Activity: The Story of My Name

What does your name mean? Do you like it?

What is unique about your family?

What are you most proud of about yourself?
Debrief

What did you learn about your partner?

What surprised you?

What inspired you?

How could this activity impact the culture on your team?

Building Trust & Respecting Individuality
The Four Quarters

**First Quarter**

1. **Names + Routines**
   - Respecting Individuality
     - Greet and address youth by the name they want to be called
   - Building Trust
     - Start and end training sessions on time

**Second Quarter**

2. **Check-Ins + Voice/Choice**
   - Showing Empathy
     - Check-in with athletes at the start of the training session to see how they are feeling
   - Encouraging Ownership
     - Provide youth with voice and choice

**Third Quarter**

3. **Listen + Respect**
   - Active Listening
     - Listen, without interruption or judgment, to young people when they are expressing anger or frustration
   - Healthy Interactions
     - Maintain a calm and respectful tone when managing conflict with athletes, referees, opponents, or parents

**Fourth Quarter**

4. **Mistakes + Goals**
   - Learning from Mistakes
     - Understand that mistakes are a part of learning
   - Supporting Growth
     - Help young athletes self-coach by reflecting on challenges, giving tips instead of criticism, and celebrating accomplishments
Debrief

What multiple identities are in the space?

Who or what is missing/excluded?

Whose time is impacted by my decisions?
Coaches’ Perceptions of the Workshop

- Sport is an appropriate space to teach healthy relationships.
- Helping my athletes develop healthy social skills is an important part of my job.
- All coaches should learn this information.
- The workshop content was relevant to me as a coach.
- The information was clearly explained.
- The workshop content was new information for me.

![Graph showing coaches' perceptions of the workshop with percentage bars for Strongly Agree, Agree, Neutral/Unsure, Disagree, and Strongly Disagree.]
Coaches’ Before & After Perceptions of Importance – Boise, ID

- Greet
- On Time
- Routine
- Check In
- "Voice & Choice"
- "Yes, And"
- Calm Tone
- Listen
- Safe Conflict
- Think Differently
- Mistakes
- Tips
- Best Effort

Not Important At All

Critically Important
Athletes’ Perception of Coach & Team

What I learn in sports impacts other areas of my life.
- Strongly Agree
- Agree
- Neutral/Unsure
- Disagree
- Strongly Disagree

I trust my coach.
- Strongly Agree
- Agree
- Neutral/Unsure
- Disagree
- Strongly Disagree

My coach respects who I am as a person.
- Strongly Agree
- Agree
- Neutral/Unsure
- Disagree
- Strongly Disagree

I can communicate with my coach easily.
- Strongly Agree
- Agree
- Neutral/Unsure
- Disagree
- Strongly Disagree

The relationship I have with my coach is important to me.
- Strongly Agree
- Agree
- Neutral/Unsure
- Disagree
- Strongly Disagree

My coach understands me.
- Strongly Agree
- Agree
- Neutral/Unsure
- Disagree
- Strongly Disagree

I consider my coach to be a role model.
- Strongly Agree
- Agree
- Neutral/Unsure
- Disagree
- Strongly Disagree

On my team, we all get along well and support each other.
- Strongly Agree
- Agree
- Neutral/Unsure
- Disagree
- Strongly Disagree
Athletes’ Perception of Coaching Points

- Greet: 4.2, 4.4, 4.7
- On Time: 4.0, 4.2, 4.3
- Routine: 4.1, 4.4
- Check In: 3.8, 4.4
- "Voice & Choice": 4.3, 4.5
- "Yes, And": 4.2, 4.3
- Calm Tone: 4.3, 4.5
- Listen: 4.3, 4.5
- Safe Conflict: 4.4, 4.6, 4.7, 4.9
- Think Differently: 4.4, 4.4, 4.5
- Mistakes: 4.6, 4.7, 4.8
- Tips: 4.4, 4.7
- Best Effort: 4.3, 4.7

Scale: Never / Not Important to Always / Very Important
Athletes’ Before & After Perceptions of Importance – Boise, ID (n=52)
Athletes Learned…

• Steps to build a healthy relationship
• Establish Connections
• Having and showing respect for others
• Having and showing empathy
• Having a healthy relationship to their coach
• Importance of relationships in sport
• Importance of healthy relationships generally
If implemented athletes would want...

- Coach establishes a relationship to each player
- Team bonding activities
- Give athletes voice and choice
- Starting and end practice on time
Potential impact of workshop

- Enhanced team chemistry, cohesion, and morale
- Improved team performance
- Improved practice environment
- Better coach-athlete relationships
- Improved self-confidence
- Improved communication skills
# Summary of Coaching Points Data

<table>
<thead>
<tr>
<th>Coaching Points</th>
<th>Most Impactful Lesson</th>
<th>Highest Importance Ratings</th>
<th>Highest Future Use Ratings</th>
<th>Biggest Past-Future Use Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greet and address athletes by the name they want to be called</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Start and end training sessions on time</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Establish positive, predictable routines for each training session</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Check in with athletes at the start of the training session to see how they are feeling</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Provide athletes with “voice and choice”</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Use a &quot;yes, and&quot; model of athlete feedback</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Maintain a calm and respectful tone when managing conflict with athletes, referees, opponents, or parents</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Listen, without interruption or judgment, to athletes when they are expressing anger or frustration</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Allow athletes to practice managing conflict with teammates in safe, positive ways through competitive activities</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Encourage athletes to think of different strategies to find success</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Understand that mistakes are part of learning</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Help athletes self-coach by giving tips instead of criticism</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Believe that athletes are putting forth the best effort they can in the moment</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
Thank you!