

LESSON 1: THE POWER OF RELATIONSHIPS

- The power of relationships is **LOVE**
- Athletes build relationships during **Informal Time**, meaning the time between organized activities
- **Look** and **listen** to notice baseline behaviors, triggers, and escalation trajectories
- When working with girls, coaches should take **time** to develop **trust**
- As a coach, it is your job to **facilitate meaningful connections** on the field and in the moments between

LESSON 2: SAFE SUPPORTIVE CULTURE

- **Ensure** kids' safety is always being considered
- **Strict Behavior Code (SBC)**
 - **Non-negotiables:** No physical violence, No put downs, No unsupervised activity
- **Create peer support networks** and **help girls make friends** using intentional **grouping strategies**
- **Provide roles** that assure girls of their importance to team success
 - **Opportunities for Real Contribution:** Give girls the chance to contribute in a meaningful way
- **Introduce traditions** that bring a sense of connection
 - **Team Time:** Opportunity to reflect with your team and receive feedback. Think: **CPR (Consistent, Player Focused, Round)**

LESSON 3: THE IMPACT OF STRESS ON THE BRAIN AND BODY

- **Stressors** might come from peers, relationships, school pressures, family challenges, and even pressure to perform within sports
- **Brain 101**
 - **Prefrontal Cortex:** This part of your brain is like a thermostat; it controls and moderates things in your brain to make sure things are okay. It controls rational and critical thought
 - **Amygdala:** This part of your brain is like a smoke detector; it reacts to things around it. It protects us from threats
- **Behaviors** are clues that show us one of our girls might be experiencing a stress response based on past experiences

• Growth Mindset vs Fixed Mindset

- The growth mindset is all about knowing that we can always do new things, with confidence, effort, and persistence; the fixed mindset is the belief that what there isn't any way to improve or grow over time

LESSON 4: EVERYTHING IS A SKILL

- **1 to 5 Check-in:** Ask your players, "On a scale of one to five, five being great and one being bad, how are you feeling?"
- **Demo-Show-Demo**
 - **Demonstrate (Demo)** the correct way to perform a skill. **Show** the player what they are doing. Finally, **Demonstrate** the correct way to perform the skill again to reinforce the difference and ultimate goal for the player
- Asking "**How did you do that?**" allows girls to think about the process they took to be successful. It focuses on the steps that were involved in reaching this point
- **Growth Questions:** Open ended questions that force our players to stop and think
- **Calming Questions:** These are questions that take the focus of the player away from potentially triggering or stressful circumstances in the hopes of helping them start the process of calming down, feeling safe, and being able to think critically again
- **TLC Praise (Tell it, Label it, Celebrate it)**
- **Individual Success Plan (ISP):** Make a plan with your athlete to help her work on a skill

LESSON 5: FIT FOR LIFE

- Participation in sports can improve girls' health **today** and in **the future**
- Be **sensitive** and **thoughtful** about physical and emotional changes related to adolescent development
- **Encourage** your athletes to trust their bodies and communicate with you about pain and discomfort that they are experiencing
- Always **refer** your athletes to medical professionals rather than advise yourself