



### **About the Program:**

Athletes As Leaders is a program for high school athletes on girls' sports teams. The program aims to empower youth to take an active role in challenging gender stereotypes, promoting healthy relationships and ending sexual violence. It is based on research and best practices in the field of sexual assault prevention. Athletes are encouraged to be leaders in changing peer norms and school climate to a culture of safety and respect. The program is designed to be used in conjunction with other programs with intentional efforts to engage men and boys.

### **Program Sessions:**

1. Introductions & Group Agreements
2. Challenging Gender Stereotypes
3. Privilege & Oppression
4. Self- Image & Standards of Beauty
5. Rumor Spreading
6. Relationships
7. Consent
8. Messages About Manhood
9. Promoting Positivity
10. Celebrating our Successes

### **Athletes As Leaders was created by:**

Harborview Center for Sexual Assault and Traumatic Stress, Seattle, WA

**UW Medicine**

HARBORVIEW  
MEDICAL CENTER

### **Authors:**

Rebecca Milliman, Lead Author

Jahtia Benton

Lisa Brooks

### **Created in collaboration with:**

Brian O'Connor, Futures without Violence

Yesenia Gorbea, Futures without Violence

Mo Lewis, National Sexual Violence Resource Center

Kat Monusky, Washington Coalition of Sexual Assault Programs

The Athletes at Garfield High School, Seattle, WA

## **A Special Thank You To:**

Garfield High School, Seattle, WA and Principal Ted Howard

The athletes and coaches of girls' sports teams at Garfield High School, Seattle, WA

**Our original pilot groups and Advisory Board at Garfield High School:**

2015-17 Girls' Basketball Teams and Coaches Joyce Walker & Lee Adams

2015-17 Girls' Wrestling Teams and Coaches Jolynn Wynn & JL Williams

Jayneka Howard

Sara Miller

Kendall Burwell

Jacky Hoang

Laura Harrington

Elise Morris

The Coaching Boys into Men National Advisory Board Sub-Committee

**Our first national pilot sites:**

2017 Track Team, Worland High School, Worland, WY

2017 Track Team, Lovell High School, Lovell, WY

2017 Tennis Team, Charles City High School, Charles City, IA

2017 Softball Team, Red River High School, Grand Forks, ND

## **The development of the program was made possible by support from our funders:**

Office of Crime Victims Advocacy, Department of Commerce, State of Washington

*This publication was supported by the Grant or Cooperative Agreement Number UF2 CE002450-03, funded by the Centers for Disease Control and Prevention. Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the Centers for Disease Control and Prevention or the Department of Health and Human Services.*

**Raliance**

*This document was supported by a grant from Raliance, a collaborative initiative to end sexual violence in one generation, made possible through a commitment from the National Football League (NFL). Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the NFL.*

# Athletes As Leaders



## Session 1: Introductions & Group Agreements

### Make sure you have:

- ☐ Dry erase board or poster paper (with markers) to write group agreements
- ☐ Beach ball with written questions (see "Warm Up" below)
- ☐ Technology to show YouTube video

### Warm Up

#### Introduce presenters and athletes (3-10 min).

Get to know who is in the room. If you do not know the group, or the group does not know each other well, do introductions or facilitate an ice breaker activity. A great way to do this is to have each athlete introduce themselves in 3rd person, sharing their first name and two things they love to do (ex: "This is Kayla. She loves to go bowling and bake cakes for friends' birthdays.").

Another idea for an icebreaker: Pre-write questions on a beach ball (e.g.: "What is something you are looking forward to?" And "What is your favorite food?") Ask athletes to toss it across the circle to a teammate, and then the person who gets the ball should say their name and answer the question closest to their left thumb. If the group is already acquainted you can keep this part short.

#### Introduce the Program (1 min).

*We are starting a new program for girls' sports called Athletes As Leaders.*

*Our goals are to promote healthy relationships, leadership, a culture that is more supportive of women and girls, and one that is equitable to all genders. Because so many athletes will be involved, many of whom are well connected with peers on the team and outside of the team, this has the potential to spread the positive messages far and wide.*

*These groups are going to be about 20 minutes once a week, on [day] at [time] in this room.*

Each week we will follow a general agenda:

- » We will watch a video related to the topic
- » We will discuss the topic as a group
- » We will create a group expectation/ team commitment related to that topic.

### Introduce & Show Video (4 min).

We are going to watch a video and hear from athletes who have gone through the program to learn more about Athletes As Leaders.

---

"Athletes As Leaders Program Video" (3:04)

<https://youtu.be/YRbIRuClyhM>

---

## Work Out

### Create Group Agreements (5-10 min).

We will be talking about some sensitive topics that might be personal to some, and also how to build a strong and safe community. We want everyone to feel like they are able to participate freely, so the next thing we will do is come up with some group agreements that we can all stick to for our discussions this season.

#### Facilitator Notes

You can have volunteers come up and write on the board or write them yourself. You can also create a poster to display at every session.

During group sessions, we agree to...

#### Facilitator Notes

Try to re-frame most group agreements into positive, affirmative statements if possible. For example, instead of "Don't talk over someone," you could write "One person speaks at a time."

Some questions that can help prompt group agreements:

- ❓ *Think about a group where you felt very comfortable expressing yourself. What helped you be able to participate fully in that group?*
- ❓ *What do you need from yourself or your teammates in order to make this a safe space?*

Examples of group agreements include:

Come ready to participate	*One person speaks at a time
Show respect to those who are speaking. (Avoid using cell phones or side talk.)	**What's said in here stays here (confidentiality). What's learned in here leaves here.
*Step up or step back. (If you want to speak but you are shy, challenge yourself. If you are talking a lot, allow some space for others to talk.)	Respect differences of opinion
It's your choice if you want to share	

\*These ground rules are critical, so if they are not brought up by the group, then you can bring them up and add to the list.

\*\*It's okay to share concepts learned in the group, but not okay to share personal things about people or mention names. When confidentiality is mentioned, it is also important to note the exceptions to that, e.g. if you are a mandated reporter and what specifically you must report. (For more information on mandatory reporting and to find out your state's requirements, see the Recommended Policies on the program website).

#### Facilitator Notes

To get the group's commitment to follow the agreements you can have participants sign the poster or just raise their hand to indicate they agree.

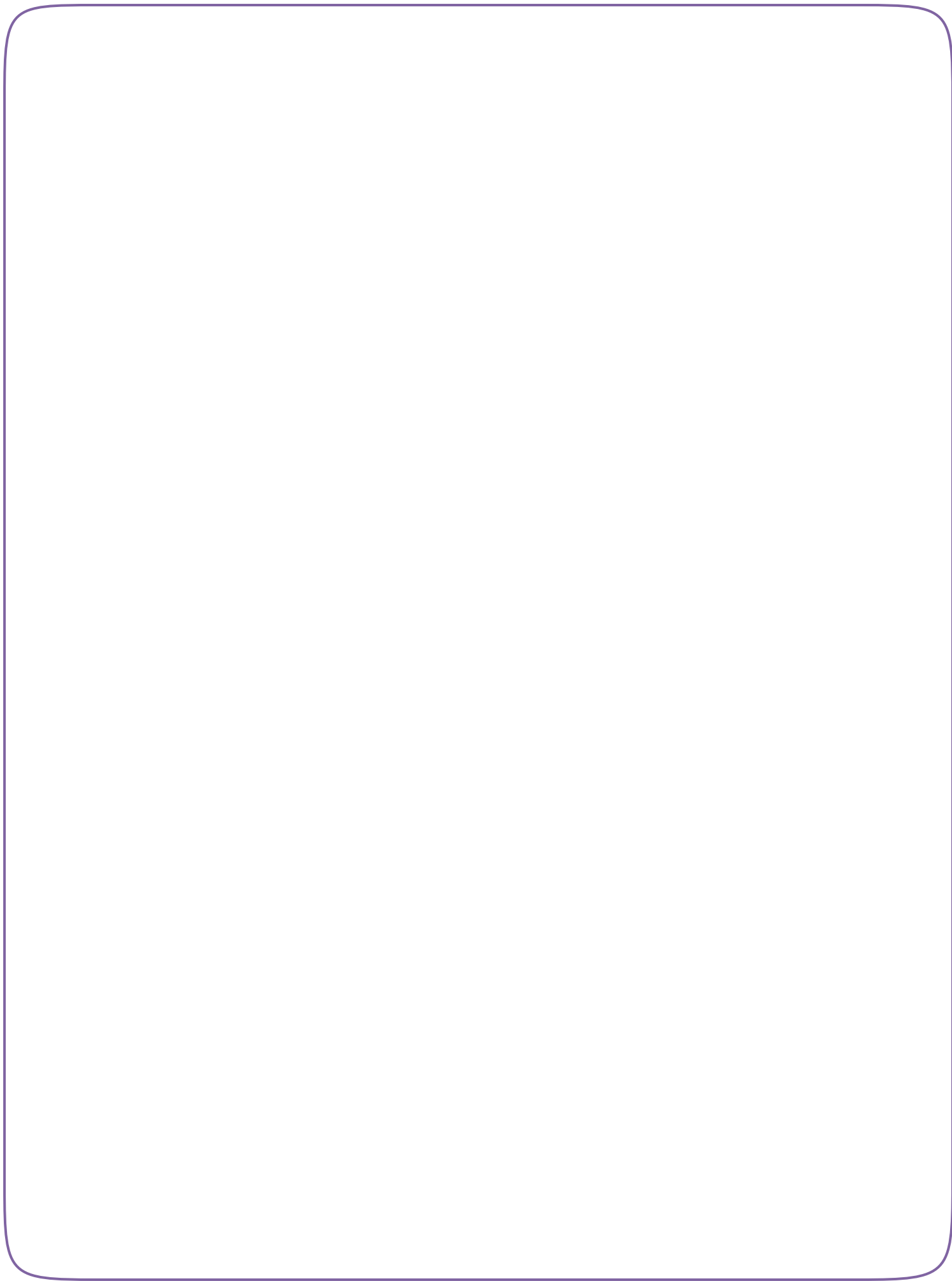
### Cool Down

*Thanks everyone for attending today. I'm really excited to have these discussions with you this season! I appreciate the thought you put into coming up with our group agreements. We will have our next session on \_\_\_\_\_.*

#### Facilitator Notes

Take pictures of the group agreements so you have a record of them and can refer back to them if needed.

**Optional:** You can make a poster with the group agreements to bring each week.



# Athletes As Leaders



## Session 2: Challenging Gender Stereotypes

### Make sure you have:

- ☐ List of group agreements to refer to during “Warm Up”
- ☐ Ball to throw during “Cool Down”
- ☐ Technology to show YouTube video

### Warm Up

*Welcome to our group, Athletes As Leaders!*

*As a reminder, here are our group agreements we created last week [refer to the group agreements created last session]. Let's take care of each other and stick to these commitments.*

### Introduce topic (1 min)

*Today we are talking about challenging gender stereotypes and traditional gender expectations. A stereotype is an assumption or widely held belief about an entire group of people. So today we are going to be talking about stereotypes about women and girls, and how to challenge them. We also want to acknowledge that not everyone identifies as a “woman” or a “man,” and that by keeping this in mind, we can challenge gender stereotypes while keeping this a safe space for all.*

### Introduce & Show Video (4 min)

*Now are going to watch a video with interviews of young people. This advertising campaign is called “Like a Girl” produced by Always. In addition to selling their products, the campaign promotes a positive message and challenges traditional gender expectations for girls and women. When you watch this video, think about what it means to different people to do something “like a girl”.*

---

**“Always #LikeaGirl” (3:29)**  
<https://youtu.be/XjQBJWYDTs>

---

## Work Out

### Discussion Questions: (5 min)

- ① *Traditionally, when someone says “you run like a girl” or “you play like a girl,” is it usually meant as a compliment or an insult? Why do you think that is?*
- ① *What differences did you notice between the younger people and older people’s responses? Why do you think that is?*
- ① *People are not born with these ideas that girls and boys are all that different. But then often in childhood and early adolescence, kids get the message that girls are not as good at certain things. Where are these messages often learned? [possible answers: through toys, clothing, TV, movies, ads, families, peers].*

### Talking Points: (2 min)

- » *It is clear that people your age have challenged some of the traditional gender expectations far more than any generation before them. Women athletes play a big leadership role in this area, because they often represent what it means to be strong, powerful, tenacious, and courageous.*
- » *Some common phrases in sports that we may not often think of are based on gender stereotypes. For example, doing push-ups on your knees is often called a ‘girl push-up’, which implies that girls are weaker. Coaches and athletes of all genders widely use these terms, and it’s important to consider how those kinds of subtle phrases can actually be based in gender stereotypes.*
- » **So here is a challenge for you...***think about the ways that our society stereotypes people based on gender, and try to challenge those messages. For example, think about any younger people you have in your life and how you can teach them that girls can be strong, powerful, and they can succeed in something amazing.*
- » **As student leaders and athletes...***you can challenge the idea that boys have to be a certain way or girls have to be a certain way. There is no right way to be a girl or a boy; and all genders deserve equality and fairness.*



## Cool Down

### Team Talk: (8 min)

*Now it is time for you to lead the Team Talk! The purpose of the Team Talk is to come up with some ideas for action based on today's topic. We will get in a circle and I'll ask you a few questions. You can pass the ball to your teammate who is willing to share their idea. Only the person who has the ball should be talking.*

*We want to hear your opinions and ideas on how to challenge or shine positivity to the topic at hand. The circle will allow you to see each other, hear each other, and speak to each other. We all want to hear your ideas to promote healthy relationships and a more supportive and equitable community. In this circle we are going to think of things that you can all do as student leaders & athletes. Don't worry, if you get stuck we will be here to support, add on, or help clarify. Hopefully these will be things everyone in the group can agree to do, when you are interacting with people on your team, at school, on social media, or in the community. We are hoping they will become the new team norms that will last beyond the season and in your everyday lives.*

*This week we are going to brainstorm ways that we can challenge gender stereotypes:*

- ❓ As we discussed, historically, "like a girl" has been used as an insult to mean "slow or weak". More recently, "like a girl" has been reclaimed to mean something that is positive and empowering. We are going to do that now, so I want you to fill in the blank with a word or short phrase... and I would love to hear lots of your voices on this one! Girls can be \_\_\_\_\_.*
- ❓ How can you challenge the social messages and limited roles for girls? Like if someone told a young girl she can't play the superhero, the football player, the doctor, or the president?*
- ❓ What would you say to a girl who is trying to change the way she looks or acts because she wants to fit in with a certain group of girls?*

*Thank you for all of your participation and sharing. This team has so many great ideas to make the community more empowering for women and girls and more inclusive for everyone. It's time to break for the day (or get to practice).*

### Facilitator Notes

You may choose to build on the Team Talk, especially if you have a little extra time, and the proper resources and permissions. Ideas include: making a poster & posting it in locker room, videotaping the athletes saying statements from the Team Talk, or taking pictures of them holding up signs with positive statements or action items from the Team Talk. These could be posted on the team's group messages or social media page (if you have consent from everyone and approval from the school).

**Close the circle with a team cheer.**

**Facilitator Notes**

You can say “Athletes As Leaders!” or a powerful word or phrase that relates to the Team Talk. You could also do any other team cheer that the team normally uses to end huddles. If this is the beginning of the season, it can be a great time to have team captains or veterans teach new team cheers.

# Athletes As Leaders

## Session 3: Privilege & Oppression

### Make sure you have:

- ☐ Pens or pencils, scrap pieces of paper and waste basket for privilege activity during "Warm Up"
- ☐ Prize for privilege activity
- ☐ Technology to show YouTube video during "Work Out"
- ☐ Ball to throw during "Cool Down"

### Warm Up

Introduce topic. (30 sec)

*Welcome! Last week we talked about gender stereotypes. Gender stereotypes are related to oppression. Today we are going to talk more in depth about the ways that people can be privileged or oppressed, and gender is one of them.*

Play privilege activity: (8 min)

### Facilitator Notes

Designate at least 2 people to be assistants during this activity. Tell them ahead of time (out of earshot) that their role is to distract, delay, and interfere with the athletes in the back rows. For example, ask to see their paper after they write their name, and say they are disqualified because their name is not written neatly enough. Or they can try to block the shot when the person is throwing their wad, or disqualify them for throwing with their left hand, or standing up to throw, etc. The assistants can also offer advantages to the athletes in the front rows, such as giving them an extra piece of paper to try again if they miss, or picking up their paper and letting them try again.

1. Have athletes sit in rows, either on the floor or in chairs.
2. Place a recycle bin or waste basket a few feet in front of the front row.
3. Give each participant a piece of paper, and a pen or pencil. If you run out, give less markers to back row and tell them they will have to share.
4. Explain the instructions for the activity:  
*We have a valuable prize for each person who can throw their paper ball into the basket. [Show prize]. When I say go, you are going to write your name neatly on your*

*piece of paper, then wad it into a ball and try to throw it in the basket. No matter what happens, just try your best. I know everyone in here can do this!*

5. As the athletes are writing their names and starting to wad up their papers, let the back rows throw first, then the middle rows, then those in the front. This will allow the athletes to follow along with what is happening. The assistants should be blatantly encouraging the front row to be successful, and the back row to fail (as explained above in "Facilitator Notes").
6. Announce the "winners," which are the ones who made it into the basket.
7. Debrief the activity. *How did it feel for those who were in the front? How did it feel for those who were in the back?*

#### **Offer definition & write on board: (1 min)**

*OPPRESSION = SYSTEMS THAT GIVE ONE GROUP MORE POWER AND ACCESS+ ONE GROUP LESS POWER AND ACCESS*

*The systems that give one group more power often gives them ability to make decisions, policies, laws; and gives them certain privileges, advantages, and access to resources. In a room, people are more likely to listen to them.*

*The systems that give the other group less power often results in them having fewer resources, more challenges and obstacles, more discrimination, and less of a voice in making decisions, policies, and laws. Looking at it this way, we can see that oppressed groups are valued less in society and this can lead to higher rates of violence against them.*

*In our society, people experience different levels of privilege and oppression depending on their gender, their race, their family's level of wealth, their sexual orientation, their physical and cognitive abilities, their age, and many other factors.*

#### **Introduce & Show Video: (4 min)**

*We are going to watch a video now about privilege and oppression. It's a cartoon written by Chescaleigh and animated by Kat Blaque about a snail and a caterpillar. While you're watching this video, think about how it relates to what we just discussed about privilege and oppression.*

---

**"Sometimes You're a Caterpillar" (3:19)**

<https://youtu.be/hRiWgx4sHGg>

---

## Work Out

### Discussion Questions: (3 min)

- ❓ *Why is it sometimes difficult for people to see their own privilege, like the caterpillar?* [Possible answers: their way of life is "normal" to them; most people look like them; they are in the majority; they don't know it any other way; they have their own struggles, so it's hard to see when they have been privileged too].
- ❓ *Why is it sometimes difficult to see the oppression that other groups experience (like the caterpillar understanding the snail's challenges)?* [Possible answers: they don't take the time to listen or observe; they are not that close with other people who are oppressed; it's not personally affecting them; they blame challenges on the individual, rather than the system].

### Talking Points: (2 min)

- » *In the video, the snail did nothing wrong to not be able to go under the fence. The problem is the design of the fence. In our game, it was the rules of the game that were the problem, not the people sitting in the back. When a person is part of a group with less power, it is because institutions and systems give privileges to some groups over others, not because there is anything 'wrong' with the person.*
- » *Sometimes a person's oppressed identities are obvious or visible. Sometimes they are not. For instance, you can't necessarily tell if someone has a disability or what someone's sexual orientation is just by looking at them. You don't know what kind of things another person is experiencing, so it's important to not assume you know what they are going through.*
- » *Especially when you have privilege, it is important to be aware of it. You can make space for other voices to be heard, and advocate for fairness. Take leadership and guidance from those who are most affected by a certain issue. For example, if you want to help make the school more accessible and inclusive to people with disabilities, you should start by listening to people with disabilities. Educate yourself about oppression. Especially when you have privilege, it's important to challenge things that are unfair or hurting others, even if it hasn't personally affected you.*
- » ***So here is a challenge for you...*** *Think about the ways that you may be privileged or oppressed. You have decisions in how you treat other people. It's important to consider what another person might be experiencing before you make an assumption about another person. Listen to people who are sometimes left out of the conversation, so you can more deeply understand an issue or problem.*
- » ***As student athletes and leaders...*** *it is important speak out against discrimination, unfair systems, violence, and oppression, and to work toward justice and fairness for all people.*

## Cool Down

### Team Talk: (4 min)

*Now it is time for you to lead the Team Talk! Let's get in a circle and get ready to pass the ball. We are going to think of things that you can all do as student leaders & athletes. Hopefully these will be things everyone in the group can agree to do, when you are interacting with people on your team, at school, on social media, or in the community. We are hoping they will become the new team norms that will help you take action as leaders in the community.*

*This week we are going to brainstorm ways that we can challenge oppression:*

- ❓ *Please fill in the blank. Would like to hear a lot of voices on this one. At [\_\_\_\_\_ High School], our community should be \_\_\_\_\_. [Possible answers: "inclusive," "respectful," "fair," "open-minded," "non-judgmental"].*
- ❓ *What can you do if you see an issue at school where a group of people is being treated unfairly or people are being targeted? [Possible issues: low income students not having proper equipment to participate in sports; tracking systems that lead to a lack of students of color in advanced classes; graffiti at school with hate speech. Possible actions: talk to your school counselor, teachers, and/or principal; get together a group of students to write a letter, sign a petition, or make signs; ask the students experiencing the issue how you can help.]*
- ❓ *What does it look like for you to be a supporter (or an ally) for people who are experiencing challenges or obstacles?*

*Thank you for all of your participation and sharing. I know this is a huge topic and I appreciate you bringing your open minds together to discuss a complicated issue. It's time to break for the day (or get to practice).*

**Close the circle with a team cheer.**

# Athletes As Leaders



## Session 4: Self-Image & Standards of Beauty

### Make sure you have:

- ☐ Group agreements to refer to during “Warm Up” (only if needed)
- ☐ Technology to show YouTube video during “Work Out”
- ☐ Ball to throw during “Cool Down”

### Warm Up

Point out the group agreements. Review only if needed.

Introduce topic: (1 min)

*Welcome! Last session we talked about privilege and oppression. Today we are going to talk about self-image and societal standards of beauty. People are receiving messages from a very young age about beauty standards from products, peers, the media, and their communities. Many of these beauty standards are unrealistic and impossible to achieve. They can make people feel like they are not good enough. Sometimes people feel pressured to change their appearance to fit this image. There is so much judgment, especially toward girls and women, about the way they look, that it can also take away the focus on all the other amazing things that they are doing in their lives.*

Introduce & show video: (4 min)

*We are going to watch a video produced by Karen Lum called “Slip of the Tongue” which she wrote when she was 16 years old. It is a spoken word poem and it goes very fast, so just try to get the main idea of what the author is saying.*

---

“Slip of the Tongue by Karen Lum” (3:40)  
<https://youtu.be/-8ad6c-aGt0>

---



## Work Out

### Discussion Questions: (5 min)

- ❓ *After the guy is very focused on the way she looks, she responds with more depth. When she explains her “makeup” and her “foundation,” what are some of the things she talks about? [Possible answers: her roots, her ancestors, her confidence, her voice].*
- ❓ *What are some of society’s messages about what it means for a girl or woman to be beautiful? What do you think about those messages?*

### Talking Points: (2 min)

- » *The girl in the video re-defines her “make up” and “foundation” as being her inner confidence, her strong ancestry, and her confident voice. In a way, she is challenging the guy’s shallow definition of beauty and redefining it to mean something much more personal and meaningful.*
- » *People are diverse and complex! It’s not a bad thing if a girl wants to dress very feminine or get done up, but people need to see her for so much more than that- she deserves to be seen for who she is as a person.*
- » *If a girl does not wear makeup, or wears a style that is more traditionally masculine, or if they do not have the “perfect” body/ hair/ skin/ clothes, it is not okay to pressure them to change or to say negative comments. There are so many different ways to be a girl and to express one’s self.*
- » *It is also important to treat yourself with the same respect that you treat others. Thinking positively about yourself can be a radical act!*
- » **So here is a challenge for you:** *When you see a new person at school, catch yourself before judging their body, hair, skin, and clothes, and instead, get to know them. When you compliment your friend, see if it can be first about their personality, something they are good at, or something great that they did. And this includes you! When you look at yourself in a mirror or picture, see if your first thought can be something positive or empowering.*
- » **As student leaders and athletes,** *it is important for you to challenge harmful societal messages, redefine beauty, and look at people more deeply for who they really are.*

## Cool Down

### Team Talk: (8 min)

*Now it is time for you to lead the Team Talk! Let’s get in a circle and get ready to pass the ball. We are going to think of things that you can all do as student leaders & athletes. Hopefully these will be things everyone in the group can agree to do, when you are interacting with people on your team, at school, on social media, or in the*



*community. We are hoping they will become the new team norms that will help you take action as leaders in the community.*

*This week we are going to brainstorm ways that we can challenge traditional messages about beauty and promote a positive self-image:*

- ❓ How can we redefine what it means to be beautiful?*
- ❓ What are some great things to notice or comment on about someone, other than their appearance?*
- ❓ How can we use social media to promote the fact that girls and women are diverse and complex? For example, when sharing or commenting on a picture or video?*  
[Possible answers: comment on someone's strengths or character rather than their appearance; share pictures and videos of girls doing awesome things like competing, creating, leading].

*Thank you for all of your participation and great ideas today. You all have awesome ideas on how to redefine beauty and look beyond physical appearance, and instead look more deeply ourselves and each other. It's time to break for the day (or get to practice).*

**Close the circle with a team cheer.**



# Athletes As Leaders

## Session 5: Rumor Spreading

### Make sure you have:

- ☐ Group agreements to refer to during “Warm Up” (only if needed)
- ☐ Technology to show YouTube video during “Work Out”
- ☐ Ball to throw during “Cool Down”

### Warm Up

**Review group agreements (only if needed).**

**Introduce topic: (1 min)**

*Welcome! Last session we talked about challenging society's standards of beauty. Today we are going to talk about rumor spreading. As you know, spreading rumors about someone is often something negative and can lead to miscommunication and hurt feelings. Today we are going to talk specifically about spreading sexual rumors and its effects. In discussing this topic, hurtful and offensive language might come up today in our discussion. Please remember to be respectful and maintain our group agreements.*

**Introduce & show video: (3 min)**

*We are going to watch a video produced by students at Two Rivers High School in North Bend, WA, called “Rumor Wildfire.” This video shows how harmful rumors can be and how they can get out of hand.*

**“Rumor Wildfire” (2:12)**

[https://youtu.be/W8\\_9cuQIZqQ](https://youtu.be/W8_9cuQIZqQ)

### Work Out

**Discussion Questions: (5 min)**

 *Is this something that you see happening at your school or on social media?*

❓ *How do you see how these types of rumors about girls being different that the ones about guys? [Possible answers: sexual rumors about girls can sometimes damage their reputation more than for boys; when boys are having sex, it is not talked about as much, or it is seen as a positive thing].*

❓ *If these types of sexual rumors become commonplace at a school, what might happen over time? [Possible answers: people might think it's okay to spread rumors; the targets of the rumor might feel embarrassed or depressed; if someone reports a sexual assault they might not be taken seriously or might blame themselves; boys who are sexually assaulted may be afraid to report it because people think that men are always supposed to want sex].*

### Talking Points: (2 min)

- » *There is a societal expectation about girls that they are supposed to be both virgins and also be sexual. Like “be sexy but don’t have sex.” If a woman is perceived as too sexual, then that is considered a very bad thing.*
- » *Have you ever noticed a double standard? Girls are more often (than boys) the targets of negative sexual rumors. Think about all the negative sexual names that are targeted at girls and women. Are there as many for guys?*
- » *It is not okay to call anyone a slut, thot, ho, skank, whore ... the names go on and on. This is a form of sexual harassment, even if people say they are “just joking”. It also contributes to a society where degrading women is considered to be okay.*
- » **So here is a challenge for you:** *Think about ways that you personally can help stop sexual rumor spreading. Whether the rumor is about someone you know, or don’t know; whether it is something that may be true or untrue; it doesn’t matter. Think about how these hurtful rumors and harassment unfairly target women and other oppressed groups.*
- » **As student leaders and athletes,** *you can help create an environment where there is less drama, and where sexual rumor spreading is unacceptable.*

#### Facilitator Notes

It is important to use these words for the sake of the discussion. You can use slang terms that you hear young people using.

## Cool Down

### Team Talk: (8 min)

*Now it is time for you to lead the Team Talk! Let’s get in a circle and get ready to pass the ball. We are going to think of things that you can all do as student leaders & athletes. Hopefully these will be things everyone in the group can agree to do, when you are interacting with people on your team, at school, on social media, or in the community. We are hoping they will become the new team norms that will help you take action as leaders in the community.*

*This week we are going to brainstorm ways that we can help stop hurtful rumors.*

- ❓ *What are some things you can do when you hear someone spreading a rumor about someone's personal life?*
- ❓ *What could you do to help a friend who tells you they are the target of sexual rumors?*
- ❓ *What if sexual rumors or name-calling were being spread on social media instead of in-person. What could a person do to help in this situation?*

*Thank you for all of your participation and sharing your ideas on how to stop rumor spreading and the unfair double standards. It's time to break for the day (or get to practice).*

**Close the circle with a team cheer.**



# Athletes As Leaders



## Session 6: Relationships

### Make sure you have:

- ☐ Group agreements to refer to during “Warm Up” (only if needed)
- ☐ Technology to show YouTube video during “Work Out”
- ☐ Ball to throw during “Cool Down”

### Prepare ahead of time:

Before this session, look up local resources in the school (such as names of the school counselors) and in the community (such as local domestic violence and/or sexual assault programs). Display them on dry erase board or poster, or have brochures, cards, etc. Consider displaying resources in locker rooms.

## Warm Up

### Introduce topic: (1 min)

*Welcome! Last session we talked about rumor spreading and how to stop it. Today's topic is relationships. When we are talking about relationships, we are talking about all types of relationships with a partner, like people who are dating, hanging out, hooking up, and even just friends. This applies to all sexual orientations, including lesbian, gay, bisexual, straight, etc. Today's discussion will help us to recognize the signs of healthy and unhealthy relationships.*

### Give a sensitivity reminder: (1 min)

*Today's topic is sensitive. We are going to be watching a video and discussing some of the warning signs of an abusive relationship and that can be a difficult topic. We want to remind you all that there may be people in the room who have personal experience with this, so please reach out after the group if you need help, and be there for someone else who may need help.*

### Introduce & show video: (4 min)

*We are going to watch a video by The Center for Nonprofit Leadership called “The Signs.” As you watch, think about what are the signs of a healthy or unhealthy relationship.*

“The Signs Teen Dating Violence PSA” (3:49)

<https://youtu.be/He1pu4VwKdM>

## Work Out

### Discussion Questions: (4 min)

- ❓ *As the relationship progressed, we saw signs of an unhealthy relationship and of abuse. What were some of Nic's behaviors that were unhealthy or abusive? [Possible answers: being overly jealous, checking her phone, putting her down, e.g. calling her "pathetic," isolating her from other friends, pressuring her to send a photo, sharing her photo around].*
- ❓ *In a healthy relationship, what behaviors would you see him doing?*

### Talking Points: (3 min)

- » *Relationships are supposed to be fun and feel good. Even when there is a disagreement, a person should always treat their partner with respect. Both people should be comfortable and feel safe. Everyone deserves that.*
- » *In all relationships, you are responsible for your actions and behaviors towards others. You have the right to feel safe and to be treated with respect.*
- » *Often abuse happens slowly over time. Remember, at first Nic seemed really sweet. Once abuse starts, it is often a cycle. Things can be up and down, like in the video when Nic apologized and gave her the teddy bear, and then Amanda was hopeful things would get better.*
- » *Abuse is never okay and there is only one person responsible– the abuser. They can, and should, get help from a professional. There are also resources for people who have been abused or assaulted, such as school counselors, and local domestic violence and sexual assault programs.*
- » ***So here is a challenge for you:*** *If you ever hear about an abusive relationship or a sexual assault, it is really important not to blame the victims or question their behavior. If you feel safe to do so, you can try to support a friend (if they are being abused or being abusive) and help them get help.*
- » ***As student leaders and athletes,*** *it is important to treat others with respect, to promote healthy relationships, and to seek support if you are ever concerned about anyone who is in an unsafe situation.*

## Cool Down

### Team Talk: (7 min)

*Now it is time for you to lead the Team Talk! Let's get in a circle and get ready to pass the ball. We are going to think of things that you can all do as student leaders & athletes. Hopefully these will be things everyone in the group can agree to do, when you are interacting with people on your team, at school, on social media, or in the*



community. We are hoping they will become the new team norms that will help you take action as leaders in the community.

*This week we are going to discuss how you can promote healthy relationships and support someone in an unhealthy relationship:*

- ❓ *For this first question, I would love to hear lots of answers! Fill in the blank, with one word or short phrase. In relationships, everyone deserves \_\_\_\_\_. [Possible answers: to feel safe; respect; to not feel pressured; support; honesty].*
- ❓ *What could you do to help a friend who is being treated badly or who is being abused in a relationship?*
- ❓ *What could you do to help a friend who is treating someone else badly or abusing their partner?*
- ❓ *What people or places could you go to for help in these situations?*

#### **Facilitator Notes**

Point out local resources with contact info, if not mentioned

**Mention at least one hotline or local community resource, if not already mentioned, and display or hand out resources: (1 min)**

If you (or a friend) do not feel safe with a partner, or have experienced abuse or assault, here are some resources you can talk to:

- » Any trusted adult
- » School counselor
- » Local hotline for teens [list phone number or website]
- » Local sexual assault center [list phone number or website]
- » Local domestic violence center [list phone number or website]

*Thank you for all of your participation and sharing. There is already a good understanding in the group about healthy & unhealthy relationships, and I really appreciate your sensitivity to the topic. It's time to break for the day (or get to practice).*

**Close the circle with a team cheer.**



# Athletes As Leaders

## Session 7: Consent

### Make sure you have:

- ☐ Group agreements to refer to during "Warm Up" (only if needed)
- ☐ Technology to show YouTube video during "Work Out"
- ☐ Ball to throw during "Cool Down"

### Prepare ahead of time:

Research your state's laws related to sexual assault & consent, or save a website that you can use as a reference.

Know ahead of time the local resources in the school (such as names of the school counselors) and in the community (such as local domestic violence and/or sexual assault programs). Display them on dry erase board or poster, or have brochures, cards, etc. Consider displaying resources in locker rooms.

## Warm Up

### Introduce topic: (30 sec)

*Welcome! Last session we talked about healthy vs. unhealthy relationships and what everyone deserves in a relationship. Today we are going to talk about consent. Consent generally means "permission" or "agreement". We usually hear consent used to refer to sexual activity with a partner. It's really important for people to make sure their partner is consenting if they want to do any type of sexual activity. But consent also has a wider definition, and is important in lots of situations, not just sexual situations.*

### Give a sensitivity reminder: (30 sec)

*Today we will be talking about sensitive topics including sexual assault. Please take care of yourself in any way that you need. We are not going to ask anyone to share anything personal. You can reach out after the group if you need help, and please be there for someone else who may need help.*

### Introduce & show video: (4 min)

We are going to watch video about consent Teen Resource Center and Charles B. Wang Community Health Center in New York City. As you are watching, pay attention to the behaviors that you see that show good and bad examples of consent. Think about how these apply to lots of situations, including sexual activity.

---

**"Consent PSA" (2:45)**  
<https://youtu.be/1UD515cZClw>

---

**Discussion Questions: (5 min)**

- ② *In the video we saw some good and bad examples of consent. What do you think are some of the best ways to ask for consent in real life?*
- ② *In our society, we do not do a very good job of teaching people about consent. We also don't teach how to be respectful when someone says no or is not interested. What do you think are the best ways to teach people about consent and how to handle rejection?*

**Talking Points: (4 min)**

- » *This video was created to bring awareness about the difference between coercion and consent when it comes to sex. A person should always talk with their partner and ask them for consent to do anything sexual. And for other things too, like posting a picture online or sharing any personal information about someone else.*
- » *Even if two people are in a relationship, both people should be checking to make sure their partner is comfortable. People should always respect the answer and not pressure the other person to change their mind. A no is a no, and a yes is a yes. And of course, people should be able to change their mind at any point with no pressure.*
- » *Consent is good practice, but in some cases, it is also the law. For example, in Washington State, having sex with someone who expresses non-consent (like saying "no," verbally or non-verbally), is rape. The law also says a person cannot have sexual contact with someone who is mentally incapacitated due to drugs, alcohol, disability, illness, being asleep, or being unconscious. Similarly, sexual contact is prohibited when there is a significant difference in power, like when there is a big age difference or a person is abusing a position of power.*
- » *Studies show that women, LGBTQ folks, people with disabilities, and certain racial groups experience sexual assault at higher rates, which is related to oppression as we discussed in an earlier session. It's important to know that still anyone can be assaulted, including men and boys.*

**Facilitator Notes**

Give a few examples of your state laws

- » *In the case of a sexual assault, the responsibility is on the person who pursued sexual contact with a person who did not (or could not) consent. The person who did not “take no for an answer” is at fault. In other words, sexual assault is never the victim’s fault.*
- » ***So here is a challenge for you...** Think about how you can practice consent in your relationships—including with your friends and family and teammates. You could ask before giving a hug or posting a picture of them. Know that everyone deserves to be comfortable with what they share, and to not be pressured into doing something that they don’t want to do.*
- » ***As student leaders and athletes,** it is important for you to help create a culture where consent is expected and normal. It is also important to believe and support survivors of sexual assault. You can help spread these messages throughout your school and community.*

## Cool Down

### Team Talk: (6 min)

*Now it is time for you to lead the Team Talk! Let’s get in a circle and get ready to pass the ball. We are going to think of things that you can all do as student leaders & athletes. Hopefully these will be things everyone in the group can agree to do, when you are interacting with people on your team, at school, on social media, or in the community. We are hoping they will become the new team norms that will help you take action as leaders in the community.*

*This week we are going to describe what consent is and when it’s important to ask for consent. There are lots of right answers here, and I would love to hear from lots of people today!*

- ❓ *Consent is \_\_\_\_\_. Fill in the blank! This could be an adjective or a short definition. [Possible answers: permission, respectful, agreement, important, necessary].*
- ❓ *When is it important to ask for consent? [Possible answers: before borrowing someone’s stuff, taking or posting a picture of someone, being intimate, sharing private information, before going over to someone’s house, before having sex or doing any type of sexual activity].*
- ❓ *How can someone show respect to a partner who sets a boundary or says no? [Possible answers: stop and listen to them, say okay, don’t pressure them to change their mind, don’t make them feel guilty, ask their partner what they do feel comfortable with]*

*As a reminder, here are some of the resources we talked about last time:*

If you (or a friend) do not feel safe with a partner, or have experienced abuse or assault, here are some resources you can talk to:

1. Any trusted adult
2. School counselor
3. Local hotline for teens [list phone number or website]
4. Local sexual assault center [list phone number or website]
5. Local domestic violence center [list phone number or website]

[If time permits, you can ask the group if they know of any more resources to add to the list]

*Thank you for all of your ideas and sensitivity to this topic. Let's help promote a culture where consent is expected and respected. As student leaders, it's important to reach out and support anyone who needs it. It's time to break for the day (or get to practice).*

**Close the circle with a team cheer.**

# Athletes As Leaders



## Session 8: Messages about Manhood

### Make sure you have:

- ☐ Group agreements to refer to during "Warm Up" (only if needed)
- ☐ Technology to show YouTube video during "Work Out"
- ☐ Ball to throw during "Cool Down"

### Warm Up

#### Introduce topic: (1 min)

*Welcome! Today we are going to talk about messages about manhood. In one of our previous sessions we talked about gender stereotypes and societal messages about girls and women. Today we will talk about some of the social messages that we all hear, about what it means to "be a man." We are also going to talk about how we can help change harmful messages about manhood, and how to hold people accountable when they are making choices that hurt themselves or others.*

#### Introduce & show video: (4 min)

*We are going to watch a video from The Representation Project called "The Mask You Live In." It is a trailer for a full-length movie. As you watch the clip, think about the types of messages that people get even from a very young age, about what it means to "be a man."*

"The Mask You Live In-Trailer" (3:09)

<https://youtu.be/hc45-ptHMxo>

### Work Out

#### Discussion Questions: (5 min)

- ❓ *What are some other messages in our society about what it means to "be a man" that are not in the video or that you have heard people say? [Possible answers: be tough, be in control, pressure to have sex, objectify women, be the protector, be aggressive, don't get too close, can't ask for help].*

❓ *How do these societal messages about “being a man” hurt men and boys? [Possible answers: they may get bullied if they act differently, they may bottle up their emotions, they may become violent, they may develop depression and not get help, they can be lonely].*

❓ *How do these societal messages about “being a man” hurt women and girls? [Possible answers: they can be victims of men’s violence & aggression, they can be made to feel like they are weak or submissive, they are not seen as having as much potential or value].*

### Talking Points: (2 min)

- » *Gender stereotypes affect everyone and are harmful to people of all genders. They can make people feel like they need to fit into narrow roles. Society often sends messages that boys should be hyper-masculine, powerful, in control, and unemotional. Girls are stereotyped as being weak, over-emotional, and their physical appearance is most important. Let’s not add to these messages and pressures for people to act this way. We should let people just be themselves.*
- » *Some of the worst things that men and boys can be called are feminine or homophobic–like being called a “girl” or being called “gay.” Insults like “fag, pussy, soft, bitch” are not okay and give the message that they are not being masculine enough. Insulting a guy in this way is actually also insulting women and LGBTQ+ people because so many of the insults are related to being a woman or being gay.*
- » ***So here is a challenge for you:*** *Think about the role that you play in reinforcing gender stereotypes for both men and women. Think about how these stereotypes are harmful to people of all genders and limit people from being their true selves.*
- » ***As student leaders and athletes,*** *you can help create an environment where all people are supported. You can support people who reject harmful messages about manhood and reject them yourself. Everyone benefits when men and boys are connected to their emotions, when they have authentic friendships, when they respect women, and when they resolve conflict with non-violence.*

#### Facilitator Notes

It is important to use these words as examples, or use slang words that are more common in your community.

## Cool Down

### Team Talk: (8 min)

*Now it is time for you to lead the Team Talk! Let’s get in a circle and get ready to pass the ball. We are going to think of things that you can all do as student leaders & athletes. Hopefully these will be things everyone in the group can agree to do, when you are interacting with people on your team, at school, on social media, or in the*



community. We are hoping they will become the new team norms that will help you take action as leaders in the community.

*This week we will discuss ways to challenge gender stereotypes about men and boys:*

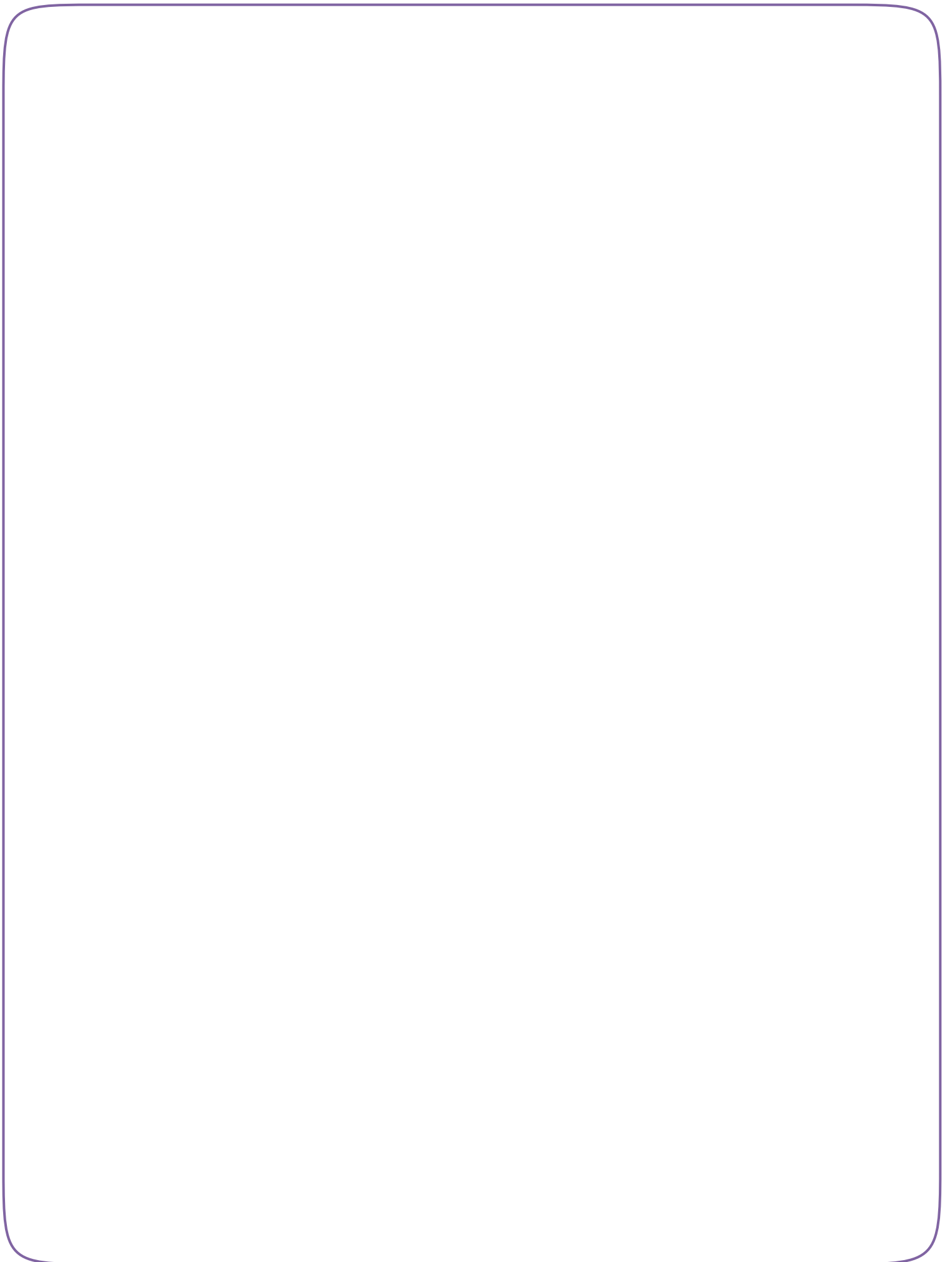
- ② *Think about a boy who is challenging gender stereotypes. Maybe he is showing his true feelings of being hurt, or doing an activity that is stereotypically “for girls,” and people are calling him homophobic names. How can someone help in this situation?*
- ② *Now think about people who are trying to “be a man” in an unhealthy way. Maybe they are talking about women like objects, telling someone to “man up,” or always interrupting people and acting like they know more. How can you approach these types of situations?*
- ② *Lastly, now think about a really serious situation, like if you know someone who is considering suicide, or who is abusing their partner. What programs or people could you go to for help?*

#### **Facilitator Notes**

Refer to the community resources you mentioned in the previous session if not mentioned.

*Thank you for all of your participation and sharing. You have so many great ideas for spreading healthy messages about manhood. We all play a role in supporting our friends and also holding them accountable. It's time to break for the day (or get to practice).*

**Close the circle with a team cheer.**



# Athletes As Leaders



## Session 9: Promoting Positivity

### Make sure you have:

- ☐ Group agreements to refer to during “Warm Up” (only if needed)
- ☐ Technology to show YouTube video during “Work Out”
- ☐ Ball to throw during “Cool Down”

### Warm Up

#### Introduce topic: (30 sec)

*Welcome! Last session we talked about messages about manhood. Today we are going to talk about how we can create a culture that is more supportive to women and girls.*

#### Introduce & show video: (4 min)

*We are going to watch a video from Nike called “Dream Further.” Often society tells us that women, or other groups who experience oppression, have to compete with one another to succeed. While watching the video, think about what the world would look like if we turned unhealthy competition and jealousy into support.*

“Nike | Dream Further” (3:00)

<https://youtu.be/hOVkEHADCg4>

### Work Out

#### Discussion Questions: (5 min)

- ❓ *In the video we see great examples of women who are supporting, encouraging and mentoring other women and girls. How is this the same or different from what you see in your community?*
- ❓ *Most of us have seen many examples of jealousy and girl-on-girl hate. Why does society give the message that women should see each other as competition instead of allies?*

- ❓ *As athletes, competition is often what drives success. What do you see as the difference between healthy and unhealthy competition?*

### **Talking Points: (5 min)**

- » *Many athletes already practice showing love and support to each other. Think of the things you already do on your team, like motivating a teammate at practice, team cheers, huddles, and high fives. Think about how that positivity can be spread to the rest of the school.*
- » *We talked about how girls often hate on other girls out of jealousy. But if you're jealous of someone, it could actually mean you admire them. Think about checking your own feelings of jealousy, and how to turn that into admiration. It takes practice. It's okay to feel jealous, but try to practice saying things that you admire about someone else and see if that shifts your thinking.*
- » *There is a famous quote from Marian Wright Edelman: "You can't be what you can't see." Experts say having a positive role model or mentor can help a person succeed further in life. Part of being a student athlete is being a role model at this school. Think about your own mentors and how you can help create a supportive environment for women and girls through mentorship.*
- » **So here is a challenge for you:** *Think about a young person in your life who you could play a role in mentoring. Think about one personal quality that makes you a good mentor and another quality that you admire in someone else.*
- » **As student leaders and athletes,** *it is important for you to help create a culture that is more encouraging and empowering of one another. Admire what other people have instead of being jealous. It feels better, and you will be contributing to a positive environment at \_\_\_\_\_[name of high school].*

## **Cool Down**

### **Team Talk: (6 min)**

*Now it is time for you to lead the Team Talk! Let's get in a circle and get ready to pass the ball. We are going to think of things that you can all do as student leaders & athletes. Hopefully these will be things everyone in the group can agree to do, when you are interacting with people on your team, at school, on social media, or in the community. We are hoping they will become the new team norms that will help you take action as leaders in the community.*

*This week we will address how you can better support each other and how to promote a culture that is more supportive to women and girls.*

- ❓ *What are some ways you want your team to show love and support to each other?*
- ❓ *What are some things you can do to make social media a more supportive and positive space for yourself and others (like Instagram, Snapchat, Facebook, and Twitter)?*  
[Possible answers: be authentic; compliment others on social media; share and

comment on peoples' accomplishments; follow people you admire; keep it positive and don't make mean comments].

❓ *What can you do if you do have a friend who is hating on a certain girl and being disrespectful? [Possible answers: ask your friend why they feel that way, encourage your friend to just leave her alone, say positive things about the girl].*

*Thank you for all of your great ideas to promote support and mentorship. I'm really looking forward to our last session next week. It's time to break for the day (or get to practice).*

**Close the circle with a team cheer.**



# Athletes As Leaders



## Session 10: Celebrate Our Successes

### Make sure you have:

- ☐ Copies of post-survey for every athlete
- ☐ Pens/pencils for every athlete
- ☐ If possible, provide snacks or treats

### Warm Up

Introduce topic: (1 min)

*Welcome! Today is our last day and we would like to celebrate and acknowledge our success this season!*

*Last session we talked about how to create a culture that is more supportive to women and girls. We discussed how to shift jealousy into admiration and about the importance of mentorship.*

### Work Out

Conduct recognition circle: (8-15 min, depending on group size)

*This is our final session of the program and we want to take time to recognize our teammates. [Explain how & who to pair up with, or have small groups]. I would like you to come up with at least one thing that you admire or appreciate about your teammate. It could be:*

- » *Something about their athletic skills or something that they contributed to the team*
- » *One aspect of their personality that you like*
- » *Something you admire about them*
- » *An accomplishment you want to recognize*
- » *Something they said during our groups, or maybe a time that they helped you or someone else*

### Facilitator Notes

Decide ahead of time how to structure this activity considering your team size and group dynamics. You may want to choose the pairs or small groups for this activity. This way you can help athletes branch out from their close friends.

*You get the idea! It should be something beyond their physical appearance. In Athletes As Leaders, we've talked about challenging the idea that a girl's value is in the way she looks. This is one way of practicing that, by focusing on all the amazing things about you all. I am going to give you a few minutes to chat with your partner.*

Give athletes a few minutes to prepare, socialize, and eat snacks. Then go around the circle and ask each person to share with the group one thing that they appreciate about their teammate. You can tell them that there may be many things they admire about their teammate, but to only share one thing (for the sake of time).

[When finished with recognition circle]: *Thank you so much for recognizing your teammates and showing your appreciation. It was so inspiring to hear. Now that the season is coming to an end, think about how you can bring this type of teamwork and positivity to other relationships with friends and other groups at school.*

## Cool Down

**Pass out post-survey to athletes. (1 min)**

*I would like to ask for your feedback on Athletes As Leaders this season. This survey will take about 5 minutes to complete. Please do not write your name. Your responses are very helpful for us to know how the program impacted you, and what we can do to make it better for future teams.*

**Allow time for the surveys to be completed & collect them (5 min)**

**Final words (1 min)**

*Thank you all for engaging in our discussions this season. It really shows your leadership skills and your great ideas. One of our top goals for Athletes As Leaders is to promote athletes on girls' teams to be leaders at \_\_\_\_ High School. We've talked about many ways to do that, like challenging gender stereotypes about women and men, and promoting a culture of consent and positivity. I know your team has committed to treat other people with respect, even during a competition. If you feel safe to do so, you can speak up when someone is causing harm. You can speak out when something is unfair or unequal. You can support someone who facing challenges. You can be a role model for respect, both in person and online. By doing so, you are doing your part to create a community that is safe, inclusive, and welcoming to everyone.*

**Close the circle with a team cheer.**