

# Are You a CBIM Coach?

The leaders of CBIM are characterized by their ability to build athletes' leadership and character. Below are some of the characteristics that make a CBIM coach successful, both on and off the playing field.



Is committed to building strong relationships with their athletes based on trust and mutual respect.



Is dedicated to developing positive character and leadership among their athletes.



Stands up for respect. Is a role model for their athletes and fellow coaches.



Creates a safe environment where athletes can talk openly without fear of judgment.



Knows where to find support with difficult topics.



Is willing to learn how to lead interactive discussions with their athletes using CBIM Card Series as a guide.

# Dear Coach:

Many people judge our athletic accomplishments by counting wins and losses, but to us, our legacies are much more personal. Our legacies are defined by the number of lives we are able to impact.

Winning games is important to every coach. However, it shouldn't be our only goal. A big part of the job is helping to develop solid, responsible athletes who are able to become upstanding citizens. When we, as coaches, can teach a group of individuals to care as much about each other as they do about themselves, we have truly created a winning team.

Athletics has always been at the forefront of social change. Playing sports has helped our country break down barriers of segregation and racism; it brings the world together during times of war and provides inspiration and optimism when the public needs it most. Today, you are being called upon to address a major problem: violence against women. Nearly one third of the women in this country will experience physical or sexual abuse in their lifetimes. One in five teenage girls admits to having experienced dating violence. Domestic and sexual violence is a pervasive problem affecting your athletes, as well as people in all of society.

Demeaning, disrespectful and violent attitudes toward women are underlying causes of other major societal ills such as school violence, community violence and crime.

This is not to say that athletes are more prone to violence than nonathletes, but as powerful leaders in schools and society, athletes can help affect change by understanding and representing core values of respect.

Every coach is in a position that allows him to directly influence the attitudes of his athletes and to help eliminate disrespectful perceptions of women and girls that are at the heart of this tragic problem. The purpose of this Playbook is to provide you with coaching tips, advice and useful anecdotes from great coaches and players to help you confront this issue head on.

By coaching boys into men, you will help lay a solid foundation for your players' lives that will be remembered far longer than any win in any column.

Sincerely,

*Joe Torre*

Manager,  
Los Angeles  
Dodgers

*M.L. Carr*

Former Coach  
and NBA World  
Champion,  
Boston Celtics

*Pete Carroll*

Head Coach,  
University of  
Southern California

“The most important quality I look for in a player is accountability. You’ve got to be accountable for who you are.”

— Lenny Wilkens  
*NBA Hall of Fame Player and Coach*

## PLEDGE

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Remember, there is no single right way to teach boys to honor and respect women and to inform them that violence is neither a solution nor a sign of strength. The point of the Coaching Boys into Men<sup>SM</sup> Playbook is that you deliver the messages in your way, in your voice. Nothing else will resonate more with your athletes.

To affirm your team’s commitment to ending violence against women, consider signing with them the following declaration:



# Coach and Player Pledge

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I believe in treating women and girls with honor and respect. I know that violence is neither a solution nor a sign of strength. I believe that real men lead with conviction and speak out against violence against women and girls. I believe that I can be a role model to others by taking this pledge.

Post your team’s pledge in the gym, place it in the school newspaper or simply sign the pledge cards in the back of this book.



# Learn the Basics

## DAMAGING BEHAVIOR AND LANGUAGE

Coaches are masters of communication. A coach in California describes himself as an orator while another in Maryland sees himself as a storyteller. Coaches use language to lead, instruct and inspire. Indeed, a few well-chosen words before a game or at halftime can strike the emotional chord that makes the difference between victory and defeat.

Language can be as powerful when it is used in a negative way. Put-downs and derogatory jokes may seem innocent, but when they cross the line they can make someone feel inferior, intimidated or even violated. Damaging Behavior and Language can include:

- ▶ Singling out a person's gender, race, ethnicity or other personal traits/characteristics (such as sexual orientation, age or disability) when it has no direct bearing on the topic at hand
- ▶ 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., calling women or girls names that relate to their sexual activity or appearance)

## ABUSE

There is no single factor that determines when certain language or behavior crosses the line to become abusive. But it is essential that your players understand that abuse can come in many forms. Following are definitions of abuse and examples of how abusive behavior might appear so you can recognize the signs and take action:

### PSYCHOLOGICAL OR EMOTIONAL ABUSE

- ▶ Humiliation, (e.g., berating, name calling)
- ▶ Controlling a person's actions (e.g., always speaking for them, making all decisions for them)
- ▶ Deliberately doing something to make someone feel diminished or embarrassed (e.g., "pantsing" someone in public)
- ▶ Isolation (e.g., convincing a group to completely shut out another person)
- ▶ Intimidation (e.g., verbal threats, punching walls, and so forth)
- ▶ Unwelcome or uninvited comments (e.g., catcalls, sexual innuendo, comments about the body, and so forth)

## PHYSICAL AND SEXUAL VIOLENCE

Examples include: **scratching, shaking, choking, pinching, throwing, shoving, pushing, biting, grabbing, slapping, punching, burning, rape, use of a weapon, use of restraints or one's body size or strength against another person, use of physical force to compel a person to engage in a sexual act against his or her will.**

**Note:** *Many schools have strict policies defining abuse, physical and sexual violence and harassment. In some school districts, state laws apply to coaches and teachers who witness abusive or violent behavior. Laws vary by state. Check with your school administrator or state to find out what reporting requirements apply to you. Remember that in every state, if you witness any student who uses a weapon against another, you must report it.*

40% of girls say they know someone who has experienced dating violence

## STAYING ON THE SIDELINES

*Staying on the Sidelines* is when one player observes one of his teammates using hurtful behavior or language or even committing a violent act yet fails to intervene.

Though most young adults say they would take action if they saw obvious physical or sexual abuse, they are less comfortable intervening when the abuse is less overt or involves their teammates. Their instinct tells them it is wrong, but they do not have the tools or resources they need to intervene. Encourage your athletes and empower them to recognize and reject hurtful behavior and confront it even if it comes from a teammate. Let them know that anyone can talk to you about anything at any time without consequence.

*Staying on the Sidelines* while harmful incidents occur condones the behavior.



# Teachable Moments

As a coach, you're used to planning for potential game scenarios. The goal is to be able to react quickly, minimizing the opposition's gain and turning the situation to your team's advantage.

Even with the best offense, coaches need a good defense to react to situations that may threaten the success of the team. The same thing holds true in life. Certain situations or behaviors that occur with your players will be out of your control to prevent, but they also provide you with the opportunity to talk to the rest of the team, offer support, and try to right any wrongs.

**Coaching Boys into Men<sup>SM</sup> works the same way; when serious problems occur, they need to be isolated and addressed, but the situation also provides an opportunity to deliver a message to the entire team about positive attitudes, values and conduct.**

**MAKE A DEFENSIVE PLAY** to immediately address inappropriate behaviors and attitudes.

**DESIGN YOUR OFFENSE** to take advantage of opportunities to prevent the spread of negative perceptions toward women and girls.

The Teachable Moments on the next few pages, illustrate some key themes in the Coaching Boys into Men<sup>SM</sup> program.

# “Locker Room Chatter”

## Teachable Moment

After an easy win against a rival school, your team is getting showered and changed to catch the school bus. A few of your athletes including Jeremy, the team captain, are lingering around the locker room. You walk by as Jeremy starts talking about his date with Monique. 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... three 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.

### COACH CHALK TALK!

Talking about a girl’s sexual reputation

≠ Innocent fun

Disrespectful attitudes about women aren’t just wrong, **THEY’RE DANGEROUS!**

When a woman or girl says, “No” in any sexual situation, that means **NO! EVERYTIME. THAT’S WHAT’S RIGHT, AND THAT’S THE LAW!**

## Make a Defensive Play

Address the situation immediately.

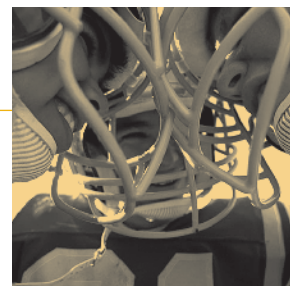
**COACH:** Jeremy, I heard what you were saying and you need to know how wrong that is. First of all, if a woman says, “No” to any kind of advances on your part, you back off. It’s not just the respectful thing to do — it’s the law.

Second, a real man doesn’t go around bragging or telling stories about women. You’ve got a sister don’t you, Jeremy? How would you feel if you heard someone saying she was “easy”? How would you feel if her boyfriend didn’t pay any attention when she said, “No”? I’ve talked to you guys a lot about what I expect of your conduct, on the field and off. Treat people the way you’d like to be treated. Honor and respect them the way you do your teammates. And Jeremy, you’re a team leader; you might want to think about the way you’re leading.

## Design Your Offense

You can go on the offensive with this scenario by making sure that the entire team knows that certain attitudes and behaviors toward women are unhealthy and dangerous.

- ✓ At the next scheduled practice, take a few minutes to explain that their behavior off the field affects the team as a whole.
- ✓ Remind them that teammates should confront each other if they think someone is involved in a situation that’s disrespectful to women or girls.
- ✓ Give them opportunities to come talk to you.
- ✓ 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” never means “Maybe”.





# “Time Out”

## Teachable Moment

During a time out at practice, Jennifer, a freshman on the tennis team, is walking alone across the gym floor toward the east entrance. She’s known to the guys to be attractive. While you’re adjusting the VCR to show your players a video on teamwork, some of your boys in the back notice Jennifer and start howling, whistling and making inappropriate comments. You notice that she is uncomfortable and perhaps a little scared, but she holds her head up and continues through the gym.

### COACH CHALK TALK!

*No woman “ASKS” for sexual innuendo or harassment—not through looks, clothes or makeup.*

*Catcalling isn’t funny; it’s disrespectful and cowardly.*

*Would your players want their MOTHER, SISTER OR GIRLFRIEND treated that way?*

### Make a Defensive Play

**Step in as soon as the behavior starts.**

**COACH:** *All right, cut it out!*

**PLAYER 1:** *Coach, we’re just playin’. Besides, look how she’s dressed. She’s askin’ for it.*

**COACH:** *Catcalls and jeering aren’t playing. And how somebody dresses isn’t asking for anything.*

**PLAYER 2:**

*But Coach, she’s hot!*

**COACH:**

*If you like the way she looks, wait until after practice and go up and tell her – by yourself. She might even appreciate it. What you guys were doing was just trying to impress each other with how funny you are. That’s not the way we impress each other on this team. We do that by treating each other with honor and respect and by treating women the same way. Is that clear?*

**TEAM:**

*Clear, coach!*

### Design Your Offense

Taking the time to put an end to what your players may have viewed as innocent fun is a preventative step toward educating boys about respecting women and girls.

✓ *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.*

✓ *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.*



# “American Idol”

## Teachable Moment

It's in all the papers, headlining the evening news every night and people can't stop talking about it. A prominent professional player has just been charged with assault of a woman. There have been graphic pictures shown on the news of her injuries and some unpleasant accounts from witnesses have come out in the media.

**COACH CHALK TALK!** *Your players know about it, so address it. Let them know:*

*Allegations  $\neq$  Guilt or Innocence  
(courts will decide)*

*BUT Great athletic talent is NO excuse  
to disrespect women.*

*Guilt or innocence aside, use the situation  
to raise team awareness about violence to  
women.*

## Make a Defensive Play

**They're already talking about it.  
Let them know how you feel.**

**COACH:** *I'm sure you've all seen or heard the stories about the situation \_\_\_\_\_ is in. I know for a lot of you, it's hard because he's your favorite player, and he's one of mine, too. In a situation*

*like this, lots of people are going to make up their minds right away whether they think he's guilty or innocent, and that may be the case with some of you. But I want you to know that's not our role. That's for the courts to decide. But I will say this: whether he's innocent or guilty, I've talked to all of you about the importance of treating women with honor and respect and that violence is never an alternative. If it turns out that that's what \_\_\_\_\_ resorted to, no championship rings or triple doubles can make up for it. He's lost my respect as a player and as a man. And he should lose yours, too.*

## Design Your Offense

If a court finds an accused athlete guilty, it's a crucial time to reinforce the message to your team that no matter how talented and successful you are, you are still responsible for your actions.

- ✓ *Ask your athletes if this professional player is truly such a great player if he's bringing his team down with him.*
- ✓ *Communicate your feelings about violence against women and why it's always wrong.*
- ✓ *Point out professional players who have taken a public stand against violence.*
- ✓ *Explain that sometimes men and boys feel that using their power and strength against others is proof of their manhood. Tell them that real men would never do that.*



# Overtime

By the time the season ends, you will have helped shape players who are committed to respecting women and girls and who know that violence against women is never a solution or a sign of strength. If you and your team are interested in taking it to the next level, you could look for ways to share this important message with the fans, school and community.

Below are some ideas for activities that we suggest for your team, school and community. Be sure to involve your school administrators, athletic department and sports medical staff. They may be able to help advance your efforts.

## **Host a Pledge Drive**

Encourage your coaching peers and the entire student body to sign The Pledge. It's a great opportunity for your players to express their commitment and build awareness as they work at getting the pledges signed.

## **Mentor Other Youth**

A high school basketball team in Boston, Massachusetts, regularly invites the local middle-school team to observe their practices and games during the season. Your players could become mentors of their own middle-school kids, modeling positive behavior by spreading the message of coaching boys into men.

## **Stay on Course**

Next year's varsity team heard you this season, but what about the rookies? Make sure they hear you

next year. Remember to reaffirm the messages of Coaching Boys into Men<sup>SM</sup> by taking a new pledge and keeping your eyes and ears open for Teachable Moments. Ask the returning players to help champion the message to the incoming players.

**Visit the Coaches Corner**  
[www.coaches-corner.org](http://www.coaches-corner.org)

**Let us know what you  
and your team are doing to  
end violence!**

## **Build a Violence Prevention Curriculum for the School**

Take these themes further by introducing training sessions for youth. There are many organizations that can provide guidance and materials specific to young adults on the subject of violence prevention. (See Resources for references.)

## **Create a School Campaign**

Develop a full-blown school campaign against violence. Develop messages, posters, brochures that describe the tenets of the program and your team's role.

## **Amend your School Policy**

Put together a panel of athletes and educators to review any official school policies on physical or sexual violence, psychological or emotional abuse and sexual harassment issues. Suggest improvements or amendments to the policies or offer to help extend the breadth of a particular policy through a written proposal to the school board.

# CBIM Delivery: Foul or Fair Play?

Each coach and coaching style is unique and the same is true for how CBIM Training Cards are delivered. CBIM should be tailored to fit your unique coaching style. There are a few things, however, that shouldn't be changed.

These real world examples from coaches who have delivered CBIM can help you understand what's fair and foul play when it comes to CBIM. The situations below are only a few of the most common adaptations in the field. We realize, however, that each situation is unique and there may be a good rationale for making a change to CBIM that is generally not encouraged. If these cases, please reference the Adaptation Guidelines document, or email us at [coachescorner@futureswithoutviolence.org](mailto:coachescorner@futureswithoutviolence.org).

## The play:

A coach delivering CBIM for the first time feels unsure about how to discuss the topic of consent in sexual situations with his athletes. He contacts a staff person from his local violence prevention agency for guidance. After talking, they decide to deliver the "Understanding Consent" card together.

## The call: Fair Play

Working with others who have experience educating young people about healthy relationships is a smart way to get extra training.



## The play:

A coach decides to skip from the 2nd Training Card to the 7th card, "Bragging about Sexual Reputation," because he hears an athlete boasting about his sexual reputation in the locker room. He later goes back to deliver Training Cards 3 through 6.

## The call: Foul

While opportunities to correct disrespectful behavior shouldn't be missed, it is important to deliver CBIM Training Cards in order. Each card builds on the last, gradually preparing athletes to have more serious conversations.



Refer to the Teachable Moment Card in the Card Series for more resources on how to handle situations like these directly.

## The play:

A coach feels like he is too busy to do CBIM during game season, so he decides to deliver the entire Card Series during preseason.

## The call: Foul

CBIM is designed to be delivered over the course of the sports season (6 weeks or more) with no more than 2 Training Cards per week. This helps to reinforce CBIM messages and create a culture of respect on your team.



## The play:

A coach tells a personal story about being bullied in middle school to emphasize the CBIM message that insulting language can be harmful.

## The call: Fair Play

The story used by the coach reinforces a key CBIM message and makes delivery more engaging. The stories or examples you use in CBIM delivery should always reinforce rather than distract from key Training Card messages.



## The play:

A coach who is accustomed to lecturing his team on sports strategy decides to skip the discussion portion of a Training Card and lecture the whole time instead.

## The call: Foul

CBIM is meant to be interactive to keep athletes engaged. There's a better chance that athletes will learn and remember CBIM messages if they have the opportunity to share and reflect on their own experiences.



# Coaching Boys into Men<sup>®</sup> Overview

Coaching Boys into Men<sup>®</sup> (CBIM) is a violence prevention program for athletic coaches designed to inspire them to teach their young male athletes about the importance of respect for themselves, others, and particularly women and girls.

## Why is it important?

Many people judge athletic accomplishments by counting wins and losses, but some coaches will tell you that their legacy is much more personal. Everyday millions of lives are devastated by violence in the home. Some are particularly vulnerable with 1 in 3 women reporting physical or sexual abuse by a husband or boyfriend at some point in their lives.

Teenagers, like adults, sometimes experience violence and abuse in their young relationships as well. In fact, 1 in 3 teenagers report knowing a friend or peer who has been physically hurt by their partner.

Coaching Boys into Men<sup>®</sup> (CBIM) is a program that helps build healthy relationships and prevent violence – stopping it before it even starts.

## Why coaches?

Winning games is important to every coach; however, it's not the only goal. Athletic coaches can play an influential role in the lives of young men, often serving as life-long mentors to the boys they coach. Because of this unique relationship, coaches are poised to positively influence how young men think and behave on and off the field. Whether it's in talks with the team, practice sessions, game days, or simply casual conversation, coaches have numerous opportunities to teach early and often that violence has no place in relationships.

## Why athletes?

By and large, athletes are often popular and influential leaders among their peers. The qualities of a successful athlete such as discipline, cooperation, and integrity, are also the building blocks to becoming a respectful individual and a role model for others.

## About the program

Since the launch of CBIM in 2001, thousands of coaches around the world have signed up in support.

Over the course of a season, CBIM coaches lead their players through brief weekly activities that address themes such as personal responsibility, respectful behavior, and relationship abuse. Teams are encouraged to involve fans, parents, faculty, other students, and school administrators in support of CBIM's respect message. To learn more, please visit [www.CoachesCorner.org](http://www.CoachesCorner.org) or email [coachescorner@futureswithoutviolence.org](mailto:coachescorner@futureswithoutviolence.org).

Coaching Boys into Men<sup>®</sup> is a program of Futures Without Violence, a non-profit organization that works to end violence against women, children, and families around the world.

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

# Coaching Boys INTO MEN

## AN EVIDENCE-BASED DATING VIOLENCE PREVENTION PROGRAM

Coaching Boys into Men (CBIM) is a comprehensive violence prevention curriculum and program that inspires athletic coaches to teach their young athletes that violence never equals strength and violence against women and girls is wrong. The program comes with strategies, scenarios, and resources needed to talk to boys, specifically, about healthy and respectful relationships, dating violence, sexual assault, and harassment.

Ending in 2012, CBIM underwent a rigorous three-year evaluation in Sacramento, California funded by the Centers for Disease Control (CDC) and conducted by Dr. Elizabeth Miller, now of the University of Pittsburgh.

## Methodology:

Sixteen high schools and over 2,000 athletes participated in the randomized-controlled trial. Athletic coaches from eight of the sixteen schools received training and implemented the program. The remaining eight schools were “control” schools, meaning that they did not participate in CBIM until after the evaluation was complete.

Coaches participating in CBIM completed a 60-minute training session to prepare them for the program. Coaches and athletes were surveyed before the season began (i.e., baseline “pre-test”), 3 months after the program ended (i.e., “post-test”), and 12 months later (i.e., “follow up”).

Desired outcomes of the study:

- Increase in knowledge of what constitutes abusive or disrespectful behavior;
- Increase in attitudes that promote greater gender equity;
- Greater intentions to intervene when witnessing disrespectful or abusive behavior;
- Actual positive interventions when witnessing abuse among peers (i.e., saying or doing something to stop the behavior) and less negative bystander behaviors (i.e., laughing, going along with it, or not saying anything);
- Decrease in dating abuse perpetration.

## Results:

At 3 month follow-up athletes who participated in CBIM were significantly more likely to report intentions to intervene (e.g., telling an adult, talking to the people involved, etc.), and when witnessing abusive or disrespectful behaviors among their peers, they were actually more likely to intervene than those not in the program.<sup>1</sup>

One year later, compared to athletes who did not receive the program, athletes who participated in CBIM were more likely to report less abuse perpetration and less negative bystander behavior (e.g., not saying anything, or laughing) when witnessing abusive or disrespectful behavior among their peers.<sup>2</sup>

## Conclusion

CBIM has been proven to positively affect male athletes’ bystander behaviors and to reduce abuse perpetration among athletes who receive the program, supporting the effectiveness of a school athletics-based approach as one strategy to prevent dating violence among teens.

For survey and analysis tools, visit [www.CBIMEvaluation.org](http://www.CBIMEvaluation.org)

<sup>1</sup> Results published in the *Journal of Adolescent Health*, April 2012. “Coaching Boys into Men’: A Cluster-Randomized Controlled Trial of a Dating Violence Prevention Program.”

<sup>2</sup> Results published in the *American Journal of Preventive Medicine*, July 2013, “1-Year Follow Up of a Coach-delivered Dating Violence Prevention Program – A Cluster Randomized Controlled Trial.”

# Season Planning



## Coach Information

School: \_\_\_\_\_

Name: \_\_\_\_\_ Sport & Team Level: \_\_\_\_\_

Primary Alternate \_\_\_\_\_

Contact: ( ) Contact: ( )

E-mail Address: \_\_\_\_\_

Preferred method of contacting you: \_\_\_\_\_

Best day/time to reach you: \_\_\_\_\_

## Practice Information

Start date of Season: \_\_\_\_\_ End date of Season: \_\_\_\_\_

**Monday** Practice Times: \_\_\_\_\_ **Tuesday** Practice Times: \_\_\_\_\_

**Wednesday** Practice Times: \_\_\_\_\_ **Thursday** Practice Times: \_\_\_\_\_

**Friday** Practice Times: \_\_\_\_\_ **Saturday** Practice Times: \_\_\_\_\_

Are you available **before** practice \_\_\_\_\_ **If Yes, which days?** \_\_\_\_\_

Are you available **after** practice \_\_\_\_\_ **If Yes, which days?** \_\_\_\_\_

## CBIM Season Planning

Date you will begin implementing CBIM: \_\_\_\_\_

Based on your team's practice schedule, which day and time do you anticipate implementing weekly CBIM lessons?

Day of the week: \_\_\_\_\_ Time (i.e., before practice): \_\_\_\_\_



## Coaches Intake Form

### Coach Information

School Location: \_\_\_\_\_

Name: \_\_\_\_\_  
(First, Last)

Primary Contact: (    ) \_\_\_\_\_

E-mail Address: \_\_\_\_\_

Preferred Contact: \_\_\_\_\_

Best day/time to reach you: \_\_\_\_\_

Sport & Team Level Coach: \_\_\_\_\_  
Example: Freshmen Football, JV Basketball, Varsity Wrestling

Alternate Contact: (    ) \_\_\_\_\_

### Team and Practice Information

Start date of Season: \_\_\_\_\_ End date of Season: \_\_\_\_\_

**Monday** Practice Times: \_\_\_\_\_  
Example: Freshmen Football, 3pm – 5pm

**Tuesday** Practice Times: \_\_\_\_\_  
Example: JV Basketball, 5pm – 7pm

**Wednesday** Practice Times: \_\_\_\_\_

**Thursday** Practice Times: \_\_\_\_\_

**Friday** Practice Times: \_\_\_\_\_

**Saturday** Practice Times: \_\_\_\_\_

Are you available **before** practice      **If Yes, which days?** \_\_\_\_\_

Are you available **after** practice      **If Yes, which days?** \_\_\_\_\_

### Coaching Staff Information

Name: \_\_\_\_\_ Title: \_\_\_\_\_  
(First, Last) Example: Assistant JV Wrestling Coach, Head Track Coach

Primary Contact: (    ) \_\_\_\_\_ Email: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Primary Contact: (    ) \_\_\_\_\_ Email: \_\_\_\_\_