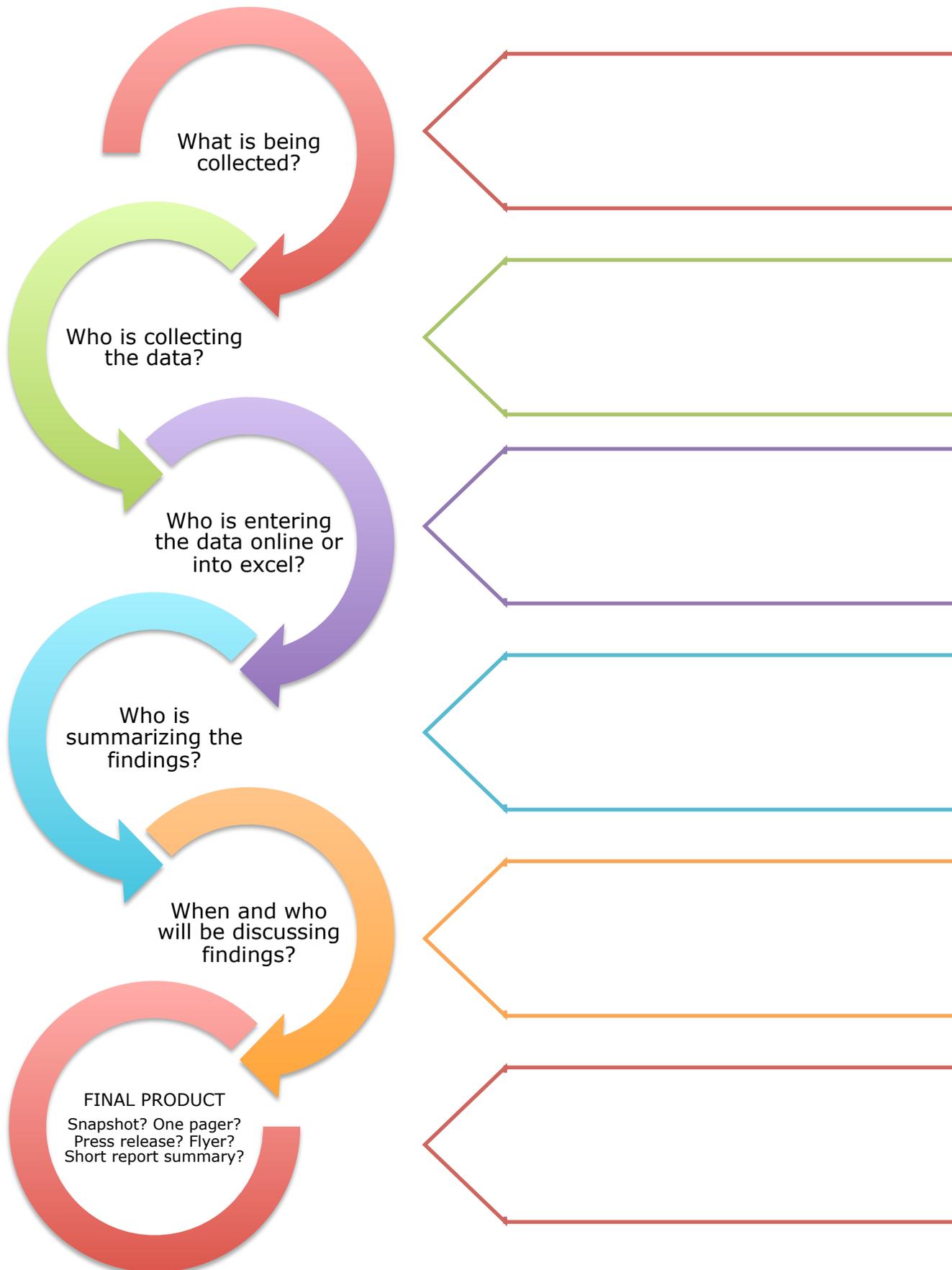


Data Collection Worksheet



COACHES KIT QUESTIONNAIRE

Name:

School or Organization:

Position:

Street Address:

City, State, Zip:

Telephone number:

1. How did you hear about Coaching Boys into Men (CBIM) ?

2. Why were you interested in implementing the materials?

3. How have you used the Coaches Kit (CBIM card series, playbook, etc.)?
 - a. I've only downloaded/received the materials
 - b. I've shared the program with my colleagues and/or community
 - c. I plan to implement CBIM
 - d. I have implemented CBIM

4. If you have implemented CBIM:
 - a. How old are the youth you work with?
 - b. What is the setting (*after-school sports team, PE class, youth program*)
 - c. How many youth have participated?
 - d. How many coaches or assistants participated?

5. If you have not implemented the program why not?

6. What would have helped make implementation possible for your season?

7. What advice would you offer another coach hoping to start up CBIM?

8. If you have implement CBIM, which parts of the Coaches Kit have you used?

- a. Prep Cards
- b. Training Cards
- c. Overtime Cards
- d. Teachable Moments
- e. References and Resources
- f. Playbook
- g. Other

9. What parts did you find most helpful?

- a. Prep Cards
- b. Training Cards
- c. Overtime Cards
- d. Teachable Moments
- e. References and Resources
- f. Playbook
- g. Other

10. Which Training Cards did you use with your athletes?

1 2 3 4 5 6 7 8 9 10

11. How many minutes did each conversation last with CBIM tools you used with your athletes?

- a. 5 minutes
- b. 10 minutes
- c. 15 minutes
- d. 30 minutes
- e. Other (please specify)

12. How often have you used the Coaches Kit?

- a. Daily
- b. Weekly

- c. Every other week
- d. Monthly
- e. Other (please specify)

13. What do you think are the strengths of the Coaches Kit?

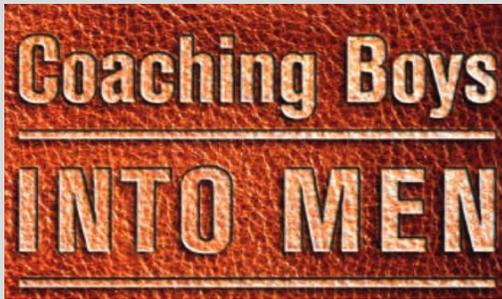
14. What would you like to see improved?

15. Did you adapt the Coaches Kit to your particular coaching situation or needs? If so, please share how you adapted the program and how it helped.

16. Did you share the program with anyone else? Can you recommend anyone else we should contact for feedback and program updates? If so, please supply their contact information. Thanks.

INSTANT REPLAY: COACHING BOYS INTO MEN IN JUNEAU

Local Sports Team Shows Increase in Positive Gender Equality Attitudes



The impact of the Coaching Boys into Men (CBIM) program is evaluated each year, both to recognize areas of success and to make improvements. The 2013-2014 CBIM season in Juneau

showed that through education and training, young men and boys are able to carry out meaningful conversations about respect and gender equality, can learn about healthy and unhealthy relationship behaviors and ways to recognize abuse, as well as what they can do in an unsafe situation. CBIM athletes reported that the CBIM program helped increase conversations both around respecting women and girls, but also on standing up and speaking up when unsafe situations happen.

In Their Own Words

"It's disrespectful to look down on someone else. When that happens, I would step in and say 'that this person is the same as you and deserves respect.'"

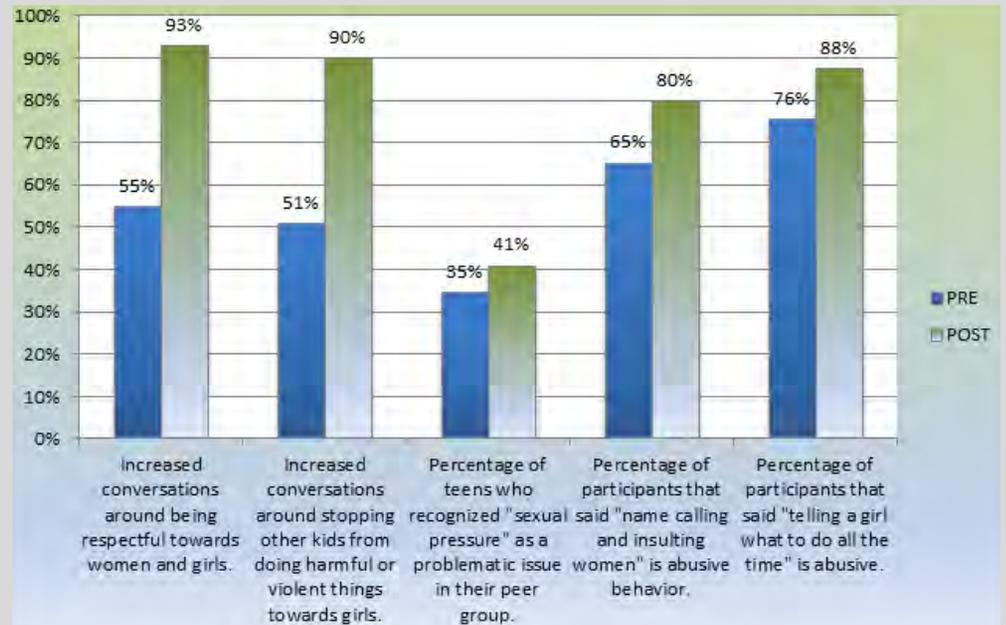
"I've walked in on two people disrespecting each other. When you address it, you have to take into account how you are making the other people feel. Even if they are disrespecting you, it's important to be the bigger person if we ever want it to stop."

"You have to put forth the effort to intervene if you witness disrespect. Just pointing it out can help people realize the wrong that they're doing."

39% increase in conversations around stopping other kids from doing harmful or violent things towards girls

38% increase in conversations around being respectful towards women and girls

15% increase in participants identifying "name calling and insulting women" as "abusive behavior"



[49 pre- & 39 post-season boys surveyed; percentages indicate pre-season and post-season changes]



CoachesCorner.org

JUNEAU CBIM SURVEY PRE-SEASON SURVEY

Write the DATE here: _____

Do NOT write your name on this paper.

Your answers are anonymous. That means no one will know your name or connect your name to your answers.

This survey is voluntary.

If you want to stop taking the survey, you can at any time. Raise your hand and tell the person who gave you the survey. You can also skip some questions if they make you uncomfortable.

Do not talk or make sounds when taking the survey.

Please answer as many questions as you can.

Your answers will help make sure that the activities happening in your school are helpful for students like you and your friends.

If you have a question, raise your hand.

→ Please turn the page to start. Thanks! →

1. Season Year

- 2014-2015
- 2015-2016
- 2016-2017

2. 3. What school do you attend?

- TMHS
- JDHS

3. Team

- Varsity
- JV

4. What grade are you in?

- 9th grade
- 10th grade
- 11th grade
- 12th grade

5. How do you identify your race/ethnicity?

- American Indian/Alaska Native
- Asian
- Black or African American
- Hispanic or Latino
- Native Hawaiian or Other Pacific Islander
- White or Caucasian
- Multi-racial (More than one race)
- I don't know (Unknown)
- Other (please specify) _____

6. In the past three months, did any of your athletic coaches talk to your team about the following?

	Yes, my coach talked to us about this.	No, my coach didn't talk to us about this.	I wasn't on a sport team in the past 3 months.
Being respectful towards women and girls.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stopping kids from doing harmful or violent things towards a girl or girls.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Healthy ways to be a man.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respect for all individuals, groups or subcultures in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



7. Instructions: This is a list of things some people say or do to people they date. Please rate each of the following actions towards a girlfriend or boyfriend as not abusive, a little abusive, very abusive or extremely abusive.

Check ONE for each question	Not abusive	A little abusive	Somewhat abusive	Very abusive	Extremely abusive
a) Name calling or insulting them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Telling them they're ugly or stupid.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Making fun of them in front of other people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Telling them what to do all the time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Telling them which friends they can and can't see or talk to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Pressuring them not to break up with them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Not listening to what they have to say.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please rate each of the following actions towards a girlfriend or boyfriend as not abusive, a little abusive, very abusive or extremely abusive. Check ONE for each question	Not abusive	A little abusive	Somewhat abusive	Very abusive	Extremely abusive
h) Trying to convince them to have sex.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) Preventing them from leaving a room.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j) Keeping tabs on them or spying on them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k) Being physically or sexually intimate with a girl without asking her if she wants to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l) Constantly contacting them via cell phone, email, IM, Facebook, or text to find out who they are with, where they are, and what they are doing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m) Threatening to hit them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n) Forcing them to have sex.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



8. **Instructions: The following questions ask about behaviors you might see among your friends and peers. Please rate each question by very likely, somewhat likely, uncertain, unlikely or very unlikely. Check ONE for each question.**

How likely are you to do something TO TRY AND STOP WHAT'S HAPPENING if a male peer or friend of yours is:	Very Likely	Somewhat likely	Unlikely	Very Unlikely
a) Making rude or disrespectful comments about a girl's body, dressing or make-up, such as cat calling or jeering?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Spreading rumors about a girl's sexual reputation, like say she's "easy"?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Fighting with a girl where he's starting to cuss at or threaten her?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Doing unwelcome or uninvited things towards a girl (or group of girls) such as howling, whistling or making sexual gestures?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Shoving, grabbing, or otherwise physically hurting a girl?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Showing other people sexual messages or naked/sexual pictures of a girl on a cell phone or the internet?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Telling sexual jokes that disrespect women and girls?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) Taking sexual advantage of a girl who is drunk or high from drugs (like touching, kissing, having sex with her)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) Pressuring a girl to be physically or sexually intimate without asking her whether she wants to?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. **Instructions: Please read each statement below and answer how much YOU and MOST TEENS IN JUNEAU would agree with the statement.**

	Me:	Most teens in Juneau:
a. When a guy is jealous and possessive, he is really showing how much he likes his girlfriend.	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree
b. If a girl is dating a guy, she should not spend time alone with other guys.	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree
c. I am comfortable allowing someone I am dating to make decisions about things they know more about.	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree
d. A guy will lose respect if he talks about his problems.	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree



Please read each statement below and answer how much YOU and MOST TEENS IN JUNEAU would agree with the statement.	Me:	Most teens in Juneau:
e. Guys and girls should have equal authority to make decisions that impact their relationship.	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree
f. A girl wearing revealing clothing should expect guys to make sexual comments.	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree
g. It is okay for a girl to make the first move when interested in someone.	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree
h. It is equally important for guys and girls to do well in school.	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree
i. Guys and girls are equally good leaders.	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree
j. Guys and girls should have the same freedoms.	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree

GOTR Parent Evaluation

SAFV

7/25/2014

Overview:

After the 2014 GOTR season, a phone survey was conducted with parents of program participants. Parent/guardian names were drawn randomly to achieve the goal of eight complete surveys. In addition to contact with those 8 parents, phone calls were attempted with other parents with the result of 2 not interested, 6 no response/no working phone, and 11 messages. The survey aimed to assess the efficacy of the parent outreach efforts this season; learn more from participating families about their views of the program; gauge how parents see the program impacting their daughters; and find out what we can do to improve the program in future years.

Key Points:

From the phone survey, it appears our parent outreach efforts were mostly successful. Most parents remember receiving the parent guide and newsletters, and overall found them helpful to very helpful. Half of the respondents talked with their daughter about GOTR after each practice, and all of the parents found the conversation starters helpful.

All parents agreed GOTR was a valuable experience for their daughter. When asked whether they had seen changes related to “self-confidence and self-esteem, ability to relate with peers, and ability to communicate with friends and family” over the season, all parents answered in the affirmative or neutrally.

Parents were all enthusiastic about the 5K, especially the support from running buddies, the positivity of the event, and the fact that all girls were winners and were supported.

Suggestions:

Parents were asked for ideas to facilitate increased parent involvement in the program

- Open house before registration for families unfamiliar with the program.
- Participant sign-up table at Seamart
- Part of the newsletter for girls, eg “Hey girls—don’t forget to tell your family this!”
- Special event mid-season with the parents, eg coming to practice, fundraiser, activity gathering
- Parent 5K training info, for those who want to run with daughter

Quotes

- Every time when she came home that’s all she would talk about, so happy and positive!
- GOTR better stick around! Kids need programs like this to learn about life and bring the community together and make friends
- I like that GOTR fosters friendships and it does help with self-confidence and gives them reminders about what appropriate peer interactions should be like. I love that GOTR deals with both physical and emotional well-being
- I like the physical and emotional well-being together and putting dedication and practice in on a regular basis but not being competitive
- My daughter has asthma and GOTR really helped with her being able to get out and moving. Also, just to be okay with other girls her age and girls older than her to get her going and tell her it’s okay to keep going and it’s okay to struggle.

- Hugely valuable experience. I liked the fact that it wasn't just focused on exercise—that's obviously a good thing, but I like that they learn a bunch of other things. It's about winning for themselves more, not just winning a race.
- As a mom and a woman knowing she's in a program that talks about important issues related to being a girl and being able to mold and shape her world view about herself and her place in the world—I don't even know how to put it into words. The fact that there is another group of women talking about that choice and empowering her to choose that is wonderful. If the only thing she got out of GOTR is that she has more positive choice than she thought she did, that's great!
- I really liked that sense of community and how that helps bring pride to each of the girls. Good to realize that bumps in the road can lead to good things, especially if you have people to help you.
- Although the 5k was difficult for Isabel, I am SO glad she participated in GOTR. I see glimpses of this stronger more confident girl here and there. Good progress and very promising. It has also give us a platform for important discussions about self empowerment without me sounding to preachy. She knows these issues are important because they were at the core of GOTR.

GIRLS ON THE RUN SITKA 2014!



Keet Gooshi Heen Elementary and Sitkans Against Family Violence teamed up for the sixth season of Girls on the Run in Sitka this year! Girls on the Run (GOTR) is an empowerment-based program designed to bring girls together with strength and resiliency. Thirty-six girls participated in the program in 2014. They trained for a 5K Fun Run while learning skills to create a healthy school culture, such as positivity; intentional decision making; standing up for themselves & others; embracing differences; & expressing gratitude by giving back to the community!

Every year we measure the effectiveness of our GOTR program through a survey given at the beginning and end of the season tracking. Here's a selection of results from this year!



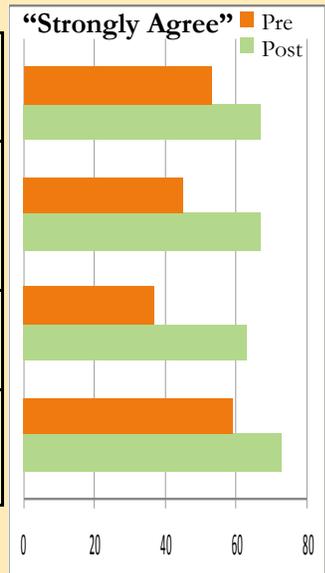
GOTR founder, Molly Barker, visited the Sitka 5K this year and helped participants connect to their "Super Super Girl Power!"

I take a positive attitude towards myself.

I know how to deal with uncomfortable feelings in a healthy way.

I can do things as well as most people.

I think I can make my community a better place.



Pre-GOTR n=32 Post-GOTR n=28

Words from the Girls

"It's easier to have fun when you are grateful!"

"Positive body image means you like yourself just the way you are."

"When you support each other, you can do stuff you couldn't do by yourself!"



Words from Parents & Coaches

"I really liked the sense of community and how that helps bring pride to each of the girls."

"[Coaching] really opened my eyes to the insightful-ness and emotional facets that young girls today are dealing with."



STRATEGIES FOR HEALTHY YOUTH RELATIONSHIPS

BLATCHLEY MIDDLE SCHOOL 2014 SITKA, AK

The Fourth R is a comprehensive, evidence-based, school program on healthy relationships and decision-making skills for adolescents. Topics include personal relationships, peer and dating violence, substance abuse, and high-risk behaviors. Developed in Canada by the Centre for Addiction and Mental Health, Centre for Prevention Science, it has been adapted for us in Alaska with support by the State of Alaska Department of Education and Early Development.

In 2014, 16 of 21 lessons were implemented to 8th grade students during PE classes at Blatchley Middle School. PE teachers taught Unit 1 (Personal Safety and Injury Prevention) and Unit 2 (Substance Use and Abuse) and the Youth Development Specialist at Sitkans Against Family Violence, taught Unit 3 (Healthy Growth and Development). All received 4th R training from the State of Alaska.

To learn more about 4th R in Alaska, visit: andvsa.org/the-fourth-r/

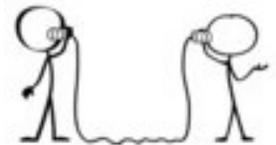
After the 4th R classes, students reported:

- 94% of students were able to use a delay, negotiation, or refusal tactic for dealing with a peer pressure situation involving alcohol.
- 87% of students were able to identify 1 or more reasons to choose abstinence including: personal values, not being ready, to avoid teen pregnancy, and to prevent STDs.
- 48% of students listed “peer pressure” or “to be cool” as the main reason students engage in sexual activity.
- 45% of students identified communication, trust, or respect as something helpful they learned about healthy relationships. Others cited included consent and valuing your partner’s opinions.
- 91% of students agreed or strongly agreed that “students need to be taught sexual education and healthy relationships skills in school.”

91%

Excerpts from 2014 Blatchley Middle School 4th R student survey:

- “Communicating with your friends when they are making bad decisions is the best choice instead of letting them mess up.”



- “Communication is a very important part of any relationship/friendship.”
- “Talking and respect are important things.”
- “Make sure you’re ready, mentally and physically, for any interaction.”
- “We learned to think about the consequences of our decisions.”
- “Consent is clear and verbal.”

4th R encourages families to be a key part in educating teenagers about healthy relationships and decision-making. Students were asked: *What do you think parents should know about what teenagers are experiencing related to healthy relationships and healthy sexuality?*



- “Parents should know that teens are being taught that sex is okay thanks to movies, magazines, and the internet.”
- “Anybody can be a victim of domestic violence. Strictly banning sex and alcohol doesn’t necessarily prevent it—it may even support it.”
- “They are curious, they don’t know what will hurt them.”
- “Some students are pressured into unhealthy relationships. Some students are bullied for their sexuality.”
- “Teenagers are a lot more sexually active than you think; they don’t always use protection and that is a big deal; they are experiencing a lot of new things and they might need more input on what they’re doing.”