Girls on the Run® Coach Training

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Our History

Girls on the Run® was established in 1996 in Charlotte, North Carolina. The Girls on the Run® curricula, the heart of the program, provides pre-adolescent girls with the necessary tools to embrace their individual strengths and successfully navigate life experiences. The earliest version of the 24 lesson curriculum was piloted in 1996 with the help of thirteen brave girls. Twenty-six girls came the next season, then seventy-five. In 2000, Girls on the Run International, a 501c3 organization was born.

With the help of over 67,000 volunteers, the Girls on the Run program is now serving over 138,000 girls in 200+ cities across North America each year. In fiscal year 2013, Girls on the Run hosted 248 end-of-season 5k events across the United States and Canada. Girls on the Run has been featured in many media outlets including People, Runner’s World, Redbook, Women’s Day, O Magazine, Fitness Magazine, Self Magazine, Glamour, Shape, Marie Claire, Parenting, Running Times, CNN, MSNBC, ABC News, NBC News, NPR and ESPN.

Corporate sponsors for Girls on the Run International include Athleta, Secret deodorant, LEGO Friends, Cigna and Garmin.

The true success of the program, however, is not told in the numbers, but rather in the words of the girls who participate. “Girls on the Run made me realize that I am the boss of my brain.” “I know that whatever I set my mind to do, I can do.” “At Girls on the Run I learned how to be comfortable in my own skin!”

That is success.
Mission, Vision and Core Values

Our Mission:
We inspire girls to be joyful, healthy and confident using a fun, experience-based curriculum which creatively integrates running.

Our Vision:
We envision a world where every girl knows and activates her limitless potential and is free to boldly pursue her dreams.

Girls on the Run® honors its core values:

- Recognize our power and responsibility to be intentional in our decision making
- Embrace our differences and find strength in our connectedness
- Express joy, optimism and gratitude through our words, thoughts and actions
- Nurture our physical, emotional and spiritual health
- Lead with an open heart and assume positive intent
- Stand up for ourselves and others

Key words that align with our core values:

- Empowerment
- Responsibility
- Intentionality
- Diversity
- Connectedness
- Joy
- Optimism
- Gratitude
- Nurturing
- Healthy
- Open-hearted
- Compassion
Curriculum Overview

What is the Girls on the Run® Program & What is its Theoretical Basis?

Girls on the Run is a physical activity-based positive youth development program (PA-PYD) that is designed to develop and enhance girls’ social, psychological, and physical competencies to successfully navigate life experiences. Over the course of the program, girls will:

- Develop and improve competence, feel confidence in who they are, develop strength of character, respond to others and oneself with care and compassion, create positive connections with peers and adults, and make a meaningful contribution to community and society.

Such life skills will prevent unhealthy and risky behaviors, such as physical inactivity and negative body image, and promote positive health outcomes (e.g., physical, mental, social, and spiritual health).

The Girls on the Run Process and Impact
The curriculum incorporates training for a 5k with lessons that inspire third through eighth grade girls to develop essential life skills. The topics covered during the 12-week program are based on research which documents problems expressed by students that fall into three classifications: lack of identity, lack of connectedness and feelings of powerlessness over one’s own life. The twelve-week curriculum is divided into three parts that foster healthy growth in these three areas.

The first four weeks provide the participants with opportunities to:
- Gain an understanding of themselves
- Identify their own individual strengths and abilities while setting personal goals
- Explore the importance of being physically and emotionally healthy
- Examine their own core values and what makes them unique

The second four weeks provide the participants with opportunities to:
- Explore getting along within a group
- Learn active listening and assertiveness skills
- Recognize the importance of managing conflict with others
- Examine the components of good decision-making skills

The last four weeks provide the participants with opportunities to:
- Explore their responsibility to the community;
- Analyze the cultural and social messages girls receive in the media and other institutions
- Define community and their collective and individual roles in it
- Create and implement a community project
- Be empowered to change their environment in a positive manner.

There are currently no comparable PA-PYD programs to Girls on the Run. The program has been evaluated by Rita DeBate, Ph.D., MPH, CHES since 2001. Results from several evaluation studies suggest that girls who participate in the program show significant improvements in body size satisfaction, eating attitudes, participation in physical activity, commitment to physical activity and self-esteem.

Girls on the Run® is much more than the program itself. It is a philosophy. It is a way of being. It not only impacts the girls who participate in the program, but supports efforts to provide an environment for all girls and women that nurtures, develops, and celebrates their strengths.

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1 Fantini M. *Regaining Excellence in Education*, Columbus, OH: Merrill; 1986.
How is the Girls on the Run® Curriculum Structured?

Each lesson is divided into activities with specific functions to enhance the learning process. A lesson begins with a "Getting on Board" activity, which brings the girls' focus to the topic of the day. The girls then do a "Warm-Up" activity, which again focuses on the day's topic, but does so while warming up their muscles, joints and cardiovascular system.

A "Processing" question and answer time follows the warm-up activity (Girls on the Run versions 1 and 2, and Girls on Track only). The girls stretch while specific questions are asked to bring out the relevance of the "Warm-Up" activity to the topic. The goal of processing is to help the girls make connections and see how the lessons apply to their lives. Processing is the most important piece of each lesson. Processing relates the activities to the "real world" and requires good listening skills.

A "Workout" activity follows where the girls do a variety of running workouts that incorporate a game or team goal to keep the physical activity fun and engaging.

The lesson concludes with the girls answering some final "Processing" questions related to the "Workout" Activity while they complete cool-down stretching.

Each session will “Wrap Up” with the coach expressing positive comments about individual and group behaviors. Each session also finishes with energy awards that recognize positive individual and group behaviors (awards are invented and decided upon by the girls).

Lesson plans are well-defined with required materials listed at the beginning.

Who is the Girls on the Run® Program For?

The program is designed for 8 to 13 year-old girls because children of this age are still receptive to what adults have to say yet they are beginning to feel the pull of peer pressure. These formative years are the perfect time to address important issues and develop skills. An emphasis is placed on independent thinking, the importance of making healthy choices, healthy group dynamics and problem solving. The curriculum stresses peer support and doing one’s best and rejects defeating others or exerting power over others.
Lesson Structure

Each lesson is divided into:

Getting on Board
- Transition from school to Girls on the Run®, topic introduction
- Usually just discussion; sometimes a short game

Processing
- Question and answer session about topic
- Girls in a circle during processing

Warm-Up
- Gets the girls cardiovascular systems warmed up
- A short game focused on the day’s topic that integrates sprints or relays

Processing (Girls on the Run versions 1 and 2, and Girls on Track only)
- An opportunity to stretch after the warm-up
- Question and answer session about topic
- Girls in a circle during processing and stretching to ensure focused attention

Workout
- Running workouts, games, and activities
- A track to run laps is the ideal setting, though not mandatory

Processing
- Discussion time
- Teams can sometimes stretch and process at the same time

Wrap-Up
- Closing, positive words
- Final stretching
- Energy awards
- Team cheer
Curriculum Copyright

The Girls on the Run® Curricula and all components thereof are the exclusive property of Girls on the Run International. Any use or modification of these curricula, or any component thereof, without the express written consent of Girls on the Run International, outside of the scope of the official Girls on the Run program, or for any purpose not specifically designated by Girls on the Run International, is strictly prohibited. Any such violation shall be deemed a breach of copyright, trade dress, and/or any other applicable intellectual property rights held by Girls on the Run International, and Girls on the Run International reserves any and all rights to pursue all available damages at law and in equity against any such violating party under any applicable cause of action.
Logo Usage Guidelines

The Girls on the Run® logo and its parts (including “Adelaide” and typeface) are property of Girls on the Run International and are registered as such by the United States Government and State of North Carolina. This logo should never be altered or reprinted without the consent of Girls on the Run International.

Representatives of Girls on the Run councils may use the logo in a limited capacity. The logo should never be distributed to anyone outside of Girls on the Run staff, and when doing so, a Logo Usage Agreement should be utilized.

If you have questions regarding logo usage, please contact your Council Director

Logo Guideline Agreement

Girls on the Run® International has strict brand identity standards that all councils must adhere to when using the Girls on the Run name and logo.

Girls on the Run volunteers may NOT reproduce the Girls on the Run name or logo on any apparel or merchandising (t-shirts, stickers, headbands, homemade items, etc.).

Please read the following information and sign and return by the required deadline.

I, _____________________________, agree to the following logo usage guidelines:

1. I understand that all printed materials given to me are under copyright and may not be reproduced in any way unless written permission is received.
2. I will not alter, change or adorn the logo in any way and agree to adhere to the guidelines set forth in the Branding Guidelines.
3. I understand that the Girls on the Run logo and curriculum are property of Girls on the Run International, and are in no way available for personal use.

________________________________________________________     _________________________
Signature                                              Date
**Solicitation Policy**

Girls on the Run® volunteers and employees are not permitted to use any Girls on the Run distribution lists in order to solicit items, interest or donations for any use outside of the Girls on the Run program. The information gathered by Girls on the Run, including but not limited to, parent email lists, SoleMates participant lists and 5k registration information, donors, volunteers and similar is proprietary information and should be managed as such.

Council employees, volunteers and participants in Girls on the Run® may not solicit other members or distribute literature for any purpose outside of the Girls on the Run Program, on the organization’s premises or during business hours. This includes, but is not limited to the promotion or sale of merchandise or services or sponsorships for clubs, churches, schools, charity organizations or other organizations. This also includes the solicitation of other Girls on the Run Councils.

While we recognize that many of our council staff and volunteers contribute time and energy to worthwhile causes and are eager to seek support from coworkers, we want to be sensitive to the discomfort that results when employees, volunteers and participants’ families are solicited for fundraising opportunities outside of the scope of the Girls on the Run organization.

The solicitation of any of the aforementioned persons, for any reason, by use of information obtained through Girls on the Run is not permitted.
Sample Late Guardian/Absentee Policy

(Note: This policy is the recommendation of Girls on the Run® International, but the terms of this policy are up to the discretion of the individual council)

Guardians are expected to pick up their child from Girls on the Run® lessons within 10 minutes of the close of the session and ongoing tardiness will not be tolerated. If the guardian is tardy in picking up the participant, the guardians should be verbally reminded of the policy. If the guardian is tardy for a second time, a verbal reminder and written e-mail acknowledgement of the policy should be made. Upon the third instance, the guardian should be notified that his/her daughter will no longer be able to attend Girls on the Run.

Due to the importance of group dynamics and the experiential learning process of the Girls on the Run curriculum, girls who are absent for more than four (4) practices during one season will no longer be eligible to participate in Girls on the Run. It is critically important to the efficacy of the girls’ program experience that they participate in both sessions each week and parents should be informed prior to registration that girls are not allowed to attend only one session a week.

Parental/guardian concerns with either of these policies should be directed towards the Girls on the Run Council Director for further information.

The coach should notify the Council Director before making a final decision about participant attendance and documentation should be retained for both cases.
Transportation Policy

Girls on the Run® volunteers are NOT to transport any participant, outside of immediate family, in a vehicle when operating in the capacity of a volunteer (coach, council director, etc.).

In the instance that transportation of a participant is unavoidable, Girls on the Run International requires that a signed letter from the custodial or legal guardians of the participant(s) is submitted to the Girls on the Run Council Director at least twenty-four (24) hours in advance. The letter should include an acknowledgement that the volunteer is no longer acting on behalf of Girls on the Run, and all liability of the council is waived.

Walking Policy

Participants must be picked up by a legal guardian at the conclusion of all Girls on the Run activities, unless the participant has been identified as a “walker” through the school or site on a normal school day. If a participant has not been identified as a walker, they must be picked up by a legal guardian at the conclusion of all activities.

Sample Letter:

To Whom It May Concern:

I, _____________________, allow ______________________ to transport my daughter, ___________________ on ________ home to and/or from Girls on the Run®. I acknowledge that after the close of the Girls on the Run® session ______________________ is no longer acting as a representative of Girls on the Run and is solely a community member. I release Girls on the Run and Girls on the Run International from all liability during this transport. I understand this is a single release specific to the date indicated.

_________________________  ________________________ __  _________________________
Guardian’s Printed Name           Guardian’s Signature                        Date
Running Buddy Policy

Girls on the Run® International mandates that in any public race (not a part of the official Girls on the Run 5k Series) all program participants must be accompanied by a Running Buddy over the age of 18. If the Running Buddy is paired with the girl by a representative of Girls on the Run (Council Director, Staff, Coach) a background check must be conducted on the Running Buddy. Running Buddies must also comply with all other volunteer requirements set forth by the council.

Public races are not within the Girls on the Run 5k guidelines and therefore the risk of incident for each participant is significantly higher than that of a Girls on the Run sanctioned event. Legal guardians and parents of participants may be running buddies or may assign running buddies for their participant. Parental assigned running buddies are not required to conduct a background check for either public or Girls on the Run 5k events and they may be 16 years of age or older.

If the program participants are running in an official Girls on the Run 5k Series event, it is recommended that each girl be accompanied by a running buddy over the age of 18. If the Running Buddy is paired with the girl by a representative of Girls on the Run (Council Director, Staff, Coach) a background check must be conducted on the Running Buddy. Running Buddies must also comply with all other volunteer requirements set forth by the council.

Being able to tell parents that all Running Buddies interacting with GOTR participants have a valid background check shows that your council is committed to keeping the girls safe. If the cost of background checks is an issue you can request that your Running Buddies pay for their background check. Oftentimes if an individual is volunteering for your council they will be more than happy to donate the cost of registering for the 5k and having their background check completed!
Substitute Coaches

In the instance that a coach is unable to attend a Girls on the Run® session, leaving less than two adults present, the Council must be notified immediately. Coaches should never supply their own substitutes without prior discussion with Council staff. All substitute coaches must have had a valid background check through the Girls on the Run council within the past 24 months and attended a Coaches Training meeting within an operating council. If a substitute is acting as Head Coach, the substitute must be CPR/First Aid certified. At least one coach over 21 years of age must be present at all times.

Each council must establish its own substitute coach guidelines. Identifying several coaches as permanent substitute coaches that may float to sites across the territory is very effective and provides the Council with a low stress method of dealing with conflicting or changing schedules throughout the season.
Political Affiliations Policy

All 501(c)3 organizations are absolutely prohibited from directly or indirectly participating in, or intervening in, any political campaign on behalf of (or in opposition to) any candidate for elective public office. Violations of this prohibition may result in denial or revocation of tax-exempt status and the imposition of certain excise taxes.

Political campaign intervention includes any and all activities that favor or oppose one or more candidates for public office. The prohibition extends beyond candidate endorsements. Among the prohibited activities: contributions to political campaign funds; public position statements made by or on behalf of an organization in favor of or in opposition to a candidate for public office; distributing statements (including by posting on its website) prepared by others that favor or oppose any candidate for public office; and favoring one candidate over others with respect to allowing such candidate to use the organization’s assets or facilities. While 501(c)3 organizations may engage in some activities to promote voter registration, encourage voter participation and provide voter education, they will violate the prohibition on political campaign intervention if they engage in an activity that favors or opposes any candidate for public office.

The political campaign intervention prohibition is not intended to restrict free expression on political matters by leaders of organizations speaking for themselves, as individuals. Nor are leaders prohibited from speaking about important issues of public policy. However, leaders cannot make partisan comments in official organization publications or at official functions of the organization.

501(c)3 organizations may take positions on public policy issues, including issues that divide candidates in an election for public office. However, they must avoid any issue advocacy that functions as political campaign intervention. Even if a statement does not expressly tell an audience to vote for or against a specific candidate, an organization delivering the statement is at risk if violating the political campaign prohibition if there is any message favoring or opposing a candidate.

All council staff including volunteer positions representing “paid” positions are prohibited from directly or indirectly participating in any political campaigns on behalf or in opposition of any candidate for elective office including, but not limited to emails from Girls on the Run addresses, Facebook pages, Twitter accounts and other forms of social media.
Endorsements Policy

Girls on the Run’s reputation and stature make it an attractive partner for many organizations and entities, however, some uses of the Girls on the Run name may not always promote the purposes of Girls on the Run.

In accordance with the Girls on the Run® Mission and Core Values, Girls on the Run Councils are discouraged from endorsing or partnering with any pageant contestants or winners who want to use Girls on the Run as their platform. This policy is in place to avoid any misrepresentation of Girls on the Run to the general public.

Girls on the Run International takes a legitimate interest in the use of its name and logos, therefore all Girls on the Run councils have a responsibility to ensure that any implied association with Girls on the Run is accurate.
Spokesperson Policy

It is the goal of Girls on the Run® International to ensure that when information about our organization is communicated to the public that it is accurate, comprehensive and complete. Our mission, core values and vision are complex and therefore, it is essential to establish a process for communication with both local and national media.

National Media
To ensure that national media opportunities are effectively maximized, Girls on the Run International serves as the representative for all councils on any proposed national media including press releases, exchange of statements and announcements. Individuals responding to national media are seen as representing and speaking for all Girls on the Run councils.

When national media (such as The Today Show, CNN, Runners World or other national outlets) contacts a local council, Girls on the Run International must be notified to manage national communication efforts. In turn, Girls on the Run International agrees to notify councils when national media intend to publish or air a story of national significance about our organization, so that a local perspective, if applicable, may be leveraged.

In the case of national media that involves issues of a controversial or sensitive nature, Girls on the Run International staff must be notified as soon as possible about the contact. Such notification is critical, especially if follow-up inquiries are made with other councils, to ensure a coordinated, consistent response.

Since positive media solicitation is an integral element of our communication efforts, Girls on the Run International encourages councils to notify us with any ideas for articles or interviews that would positively portray our organization on the national level.

Local Media
To ensure accuracy, Girls on the Run councils must identify one person within the council organization to serve as the main contact for local media requests. All volunteers and staff must be informed to direct any media interest to the designated media contact. The media contact can then identify the appropriate spokesperson (coach, board person, etc.) for the specific request.

In the case of local media that involve issues of a controversial or sensitive nature, Girls on the Run staff must be notified as soon as possible. Girls on the Run International must also be notified about negative local occurrences that may possibly rise to the level of a local or national news story.

No one outside of the organization can serve as a public spokesperson for a Girls on the Run Council or the Girls on the Run organization without the written consent of Girls on the Run International. That includes, but is not limited to sponsors, running affiliates, training partners, school district employees, pageant or athletic event contestants and government officials.

When Girls on the Run participants appear in still or video shots about the organization, last names should not be used.

Review the Crisis Communication Guide for more information regarding local spokesperson qualifications.
Sexual Abuse and Molestation Policy

Purpose
The purpose of this policy is to reduce the liability risk and related negative publicity, expense and trauma to the Girls on the Run® organization and most importantly, to protect the girls we serve.

In conjunction with comprehensive screening and background checks on employees and volunteers, this policy reduces the likelihood of a sexual abuse incident within Girls on the Run.

Girls on the Run has a zero-tolerance policy towards sexual abuse and strictly prohibits and does not abide any form of sexual abuse of the girls we serve within the organization, or individuals involved with Girls on the Run at any organization related activities.

Definitions
Child Abuse is defined as verbal abuse (such as ridicule), physical abuse (any hurting, touching or excessive exercise used as a form of punishment), emotional abuse (threats to perform unreasonable tasks) and sexual abuse. Sexual abuse refers to a wide variety of interactions including rape, physical assault, sexual battery, unwanted physical sexual contact, unwelcomed sexual advances or comments, coercive sexual contact or harassment, and/or sexualized attention or contact with a minor.

Policy
With some forms of abuse, there may be physical indicators or symptoms, however, please note that no indicators and symptoms are absolute. As representatives for Girls on the Run, we report suspected incidents of sexual abuse, however, we in no way handle or pursue these reports. If you suspect sexual abuse at the home of the child, you must report the suspected incident directly to the appropriate person at the program site, and to the council Executive Director, who will contact your local/state Child Protection Services Agency or Child Abuse Agency. Girls on the Run councils should follow current federal and state regulations and guidelines for the reporting of abuse.

The council must immediately notify Girls on the Run International of the incident and file a Crisis Management report within five business days.

Under no circumstances should the incidents be discussed with parties other than authorized individuals privy to such information.
Youth Protection Policy

Girls on the Run International understands the importance of protecting youth in our programs and therefore wishes to provide a safe and secure environment. The following policy has been adopted in order to provide practices that will protect youth from incidents of misconduct or inappropriate behavior and also protect the employees and volunteers from false accusations.

It is understood that caring, quality staff and volunteers will develop positive relationships with youth while involved in Girls on the Run programs. The following practices will be followed to ensure the protection of both youth and staff.

• Staff and volunteers will not initiate contact with or accept supervisory responsibility for youth outside of Girls on the Run programs and activities (i.e.: babysitting).
• Staff and volunteers will not communicate with youth outside of Girls on the Run programs via written, electronic or other means without express approval.
• Staff and volunteers will appear and behave in a manner consistent with the mission, vision and core values of Girls on the Run at all times while acting as a representative of Girls on the Run, including electronic, written and verbal communications.

If an incident of abuse or neglect is alleged to have occurred at or during Girls on the Run programs or activities, the following procedure shall be followed:

• The parents/guardians of the child will be notified.
• The appropriate authorities will be notified; consistent with local, state and/or federal regulations.
• The alleged perpetrator of the abuse or misconduct will immediately be removed from Girls on the Run pending an investigation.
• An Accident/Incident report will be submitted to the respective Girls on the Run council, followed by a Crisis Communication Report submitted to Girls on the Run International.
• The insurance company will be notified.
• The Girls on the Run council will cooperate with any investigation of the incident by state or local authorities.
Inclusion Policy

Girls on the Run® strives to make our program accessible to all girls in 3rd-8th grade. We must be responsive to the needs of our community and our curriculum is designed to reflect and accommodate the varying needs of our participants.

**Special needs** encompasses children who require support and assistance with daily living, whether formally diagnosed or not, and whether a diagnosis is short term or long term in nature. It includes emotional, familial, physical, behavioral, developmental, cognitive, communicative or emotional disabilities. If a participant has a disability and requires assistance or additional care, the Girls on the Run council is responsible for providing assistance, provided that making special accommodations does not create an undue burden for the council. Councils are encouraged to secure qualified volunteers for teams with disabled participants and ensure the coach’s comfort level with the specific circumstances. Families are also encouraged to provide their own personal care assistant if possible. Parents/caregivers are encouraged to serve as volunteers on the team in which their daughter participates, to guarantee adequate oversight and assistance for the participant.

In order to ensure the safety of our participants, all girls enrolled in the program must complete a Health History Form and are required to list all conditions and medications on it.

Girls on the Run supports all girls to reach their full potential and recognizes that inclusion benefits all children. If at any time a girl’s needs or behavior detracts from the experience of the team, she may be asked not to participate, however this option is used as an absolute last resort.
Transgendered Participants Policy

Girls on the Run is an inclusive program where the dignity of every participant is respected and all youth are safe.

If a child identifies as a girl, and the parents identify the child as a girl, then the child is welcome to participate in Girls on the Run.

All coaches will support transgendered youth with fair and equal treatment, without bias and in a professional and confidential manner. Coaches shall not discriminate against, or harass, physically or verbally, any participant because they are transgendered. Coaches must also use reasonable efforts to protect transgendered participants from being discriminated against, harassed, physically or verbally, by other participants.

Transgendered status of Girls on the Run participants shall be considered confidential and may not be disclosed without the consent of the participant’s guardians, or by court order. Transgendered youth will be called by the first name and pronoun they request even if their name has not been legally changed. In forms and other documentations, they will be referred to by the first name and pronoun they request, with the name recognized legally indicated as “Also Known As”.

Girls on the Run
Confidentiality Policy

It is the policy of Girls on the Run that employees, volunteers, board members and contractors may not disclose, divulge or make accessible confidential information belonging to, or obtained through, their affiliation with Girls on the Run to any person, including relatives, friends, and business professionals or associates, other than persons who have a legitimate need for such information and with whom Girls on the Run has authorized disclosure. Employees, volunteers, and Board Members are bound by ethical and legal codes to protect the confidentiality and privacy of our participants, donors and volunteers and to protect and maintain the confidentiality of all information learned.

The term “Confidential Information” shall mean and include (i) any information not in the public domain relating to either Girls on the Run or volunteer; (ii) information marked or designated by the parties as confidential; (iii) information, whether or not in written form and whether or not designated as confidential, which is known to a party as being treated as confidential by the other party; (iv) information provided to a party by third parties, specifically information provided by participants, and participants’ guardians; (v) financial documents, process and procedure information, trade secrets concerning the business and affairs of Girls on the Run, data, techniques, correspondence, market studies, marketing and business plans, computer software and programs, technology systems and any other information, written or oral, or in whatever media contained, however documented or disseminated.

Minors are entitled to confidentiality also, and only the guardian of the minor can waive the confidentiality. Access to documentation shall be limited to an “as needed to know basis”.

Confidential records are legally protected and must be treated as such. This means that confidential records maintained by Girls on the Run must be kept in a locked file at all times except when being reviewed or updated. Confidential records should be maintained in office only.

Employees, volunteers, board members and contractors must exercise good judgment and care at all times to avoid unauthorized or improper disclosures of confidential information.

At the end of a board member’s term in office or upon the discontinuation of an employee’s, volunteer’s or contractor’s relationship with Girls on the Run, he or she shall return, at the request of Girls on the Run, all documents, papers, and other materials, regardless of medium, which may contain or be derived from confidential information in his or her possession.
Purpose
The Girls on the Run® Privacy Policy covers the collection, use and disclosure of personal information that may be collected upon registration for programming or special events, volunteering, purchase or donation. **Personal Information** is defined as the first name, first initial and last name, or any middle name and last name in combination with one or more of the following:

1. A Social Security Number
2. A Driver’s License or Identification Number
3. Financial Account Number
4. Credit Card or Debit Card Number (accompanied with the applicable passwords or security codes)

(Please note that Girls on the Run® does not collect any personal information on the participants. We only collect personal information on the volunteers, strictly for the purposes of conducting a background check.)

Privacy is a priority and Girls on the Run goes to great lengths to protect it.

Collection of Information
Girls on the Run collects information on participants in order to provide quality programming to its participants and to track aggregate data for purposes of data collection. Information commonly requested is as follows (but is not limited to):

- Participant’s Full Name, Date of Birth, Grade
- Participant’s Guardian’s Name, Address, Contact Email and Phone
- Medical Issues that directly affect participation
- Participant Guardian Income Level (for scholarship participants)

Girls on the Run collects the following information for special events or online purchases:

- Full Name, Address, Contact Email and Phone
- Credit/Debit Card Information

Girls on the Run collects the following information for donations:

- Donor Full Name, Address, Contact Email and Phone
- Credit/Debit Card Information (if applicable)

Girls on the Run collects the following information for volunteers:

- Full Name, Address, Contact Email and Phone, Date of Birth
- Employment Information
- Medical issues that directly affect volunteering
- Opportunity Type and Volunteer Event Information
- Referral History
- Resume
- Social Security Number (for Background Check purposes only)
Disclosure
Girls on the Run does not sell or rent your contact information to unrelated third party entities. Content approval from councils is required and Girls on the Run will notify applicable councils regarding the dissemination of the information.

Girls on the Run retains the right to contact any participant or volunteer at any level to inform them of special engagements, programming or events.

At times Girls on the Run may be required by law or litigation to disclose Council Director, staff, participant or donor’s personal information. Girls on the Run® International may also disclose information about the aforementioned parties if we determine that for national security, law enforcement, or other issues of public importance, disclosure is necessary.

Protection
Girls on the Run takes precautions to safeguard your personal information against loss, theft and misuse as well as unauthorized access, disclosure, alteration and destruction. Appropriate physical, electronic and managerial procedures are in place to safeguard and secure any information collected.

Privacy Questions:
For more information about the Girls on the Run Privacy Policy, please contact info@girlsontherun.org.
Crisis Management

Crisis Management is an essential part of ensuring continuity within the Girls on the Run® program. Planning ahead for a major crisis or accident is part of our normal business planning. Every member of the Girls on the Run community shares a responsibility to be familiar with the Crisis Management Plan and be prepared in the event of an accident or crisis. This section of the Risk Management Guide covers all aspects of crisis management, crisis communication as well as necessary policies and forms.
Crisis Management Plan

Introduction
The Crisis Management Plan is a basic guide to providing a response system, by Girls on the Run® International, to a major crisis or emergency occurring during a Girls on the Run local event. All Girls on the Run employees and volunteers are expected to know and understand the policies and procedures outlined in this plan.

Purpose
At Girls on the Run, planning ahead for a major crisis or accident is part of our normal business planning. All members of the Girls on the Run community share a responsibility for preparedness. An emergency can strike anytime, anywhere and a major crisis will affect everyone.

Crisis Types
For the purposes of this plan, there are three types of crisis. They are defined below. The Council Director will assess the elements of the crisis and determine what level of crisis faces the Girls on the Run council based on the following criteria:

Type 1: This is a minor injury or event that can be resolved within the Council and its immediate resources. It has a limited duration and little or no impact on Girls on the Run operations.

Examples:
* Minor injuries from Girls on the Run related events that do not require professional treatment.
* Transportation issues

Type 2: This is a major incident that involves considerable coordination between the Girls on the Run community and external assistance.

Examples:
* Injuries resulting from Girls on the Run related events that require professional treatment
* Missing Child

Type 3: This is a catastrophic emergency event involving the entire Girls on the Run community and local areas. Immediate resolution of the event is beyond the emergency response capabilities of Girls on the Run Council and local resources.

Examples:
* Natural Disasters

Type 2 and Type 3 require a report to Girls on the Run International. The crisis response form is Attachment A of this document.

Responding to a Type 1 & Type 2 Emergency:
1. Acquire information about what happened.
   * Find out and record exactly what happened; which individuals were involved; present condition and immediate needs. Ascertain who was in charge when the incident occurred and assess which resources you now have available, which outside resources may be called in, and how such assistance will be delivered. If you are faced with a life threatening situation, you may need to take immediate action before you contact emergency services.

2. Make appropriate calls
   * Equipped with facts, make a call to the appropriate party.
     a. Emergency contact information for each participant, volunteer, and Council Director must be accessible during each Girls on the Run related event including program lessons and the end of season 5k.
     b. Telephone numbers for emergency services should be provided for each site.
c. Coaches are required to carry cell phones to each Girls on the Run session in case of an emergency.

**Calling Parents**
If the situation is NOT life-threatening nor does it require immediate professional attention, call the parents or listed emergency contact FIRST. Be specific with the parent and remain calm. Describe what happened, who was involved, and the present condition of the individual. Take some time to think about what you want to communicate. Put yourself in the parent’s place. How would you want someone to deliver this kind of news? What would you want to know? How might you react?

**Calling Emergency Services**
* Emergency Medical Services: If the situation warrants emergency services, place the call and describe the situation accurately and quickly. If there is an injury, find out what actions should be taken before the emergency medical personnel arrive.
  - At least one adult for each Girls on the Run site must be CPR and First Aid certified and remains on the premises at all times.
* Fire Department: You may need to contact the fire department in the case of a fire or potential gas leaks, hazardous chemical spills, etc.
* Police Department: If a crime has occurred, notify the police immediately.
* Other Authorities or Agencies:
  * Poison Control Center – If you suspect that a child has ingested a harmful substance, call the Poison Control Center.
  * National Center for Missing & Exploited Children – If a child is missing, contact the Police Department FIRST.

3. **Stabilize the situation**
* Account for all individuals involved and gather the participants in a centralized location. Look for an area that is reasonably quiet. Remove everyone from further harm and control the activity at the scene.
* Assess the condition of the girls and volunteers. Attend to the needs of the non-injured and assign one coach to care for the non-injured.
* In the case of a crime, preserve the integrity of the scene to the best of your ability by restricted movement within the affected area as circumstances allow.

4. **Contacting other Parents/Guardians**
* Contact the parents and guardians of those who were not directly involved in the incident and tell them what has occurred. You can do this by telephone, email or a letter, depending on the urgency of the situation.
* Begin your message by acknowledging that an incident has occurred. Assure parents that their child was not involved in the incident. Provide basic facts about the incident but do not provide specifics.
* Close by thanking the parents for their patience and understanding and encourage them to contact you if they have any questions or concerns.

5. **Post incident follow up**
* Follow up with any injured parties within a reasonable time frame. Ask them to evaluate your response. File appropriate forms with Girls on the Run International based on the level of crisis that has occurred.

**Responding to a Type 3 Crisis:**
1. Acquire information about what happened.
   * Find out and record exactly what happened; which individuals were involved; present condition and immediate needs. Ascertain who was in charge when the incident occurred and assess which resources you now have available, which outside resources may be called in, and how such assistance will be delivered. If
you are faced with a life threatening situation, you may need to take immediate action before you contact emergency services.

2. Make appropriate calls
   * Equipped with facts, make a call to the appropriate party.
   d. Emergency contact information and completed Health & History form for each participant, volunteer, and Council Director must be accessible during each Girls on the Run related event including program lessons and the end of season 5k.
   e. Telephone numbers for emergency services should be provided for each site.
   f. Coaches are required to carry cell phones to each Girls on the Run session in case of an emergency.

Calling Parents
If the situation is NOT life-threatening nor does it require immediate professional attention, call the parents or listed emergency contact FIRST. Be specific with the parent and remain calm. Describe what happened, who was involved, and the present condition of the individual. Take some time to think about what you want to communicate. Put yourself in the parent’s place. How would you want someone to deliver this kind of news? What would you want to know? How might you react?

Calling Emergency Services
* Emergency Medical Services: If the situation warrants emergency services, place the call and describe the situation accurately and quickly. If there are injuries, find out what actions should be taken before the emergency medical personnel arrive.
   ▪ At least one adult for each Girls on the Run site must be CPR and First Aid certified and remains on the premises at all times.
* Fire Department: You may need to contact the fire department in the case of a fire or potential gas leaks, hazardous chemical spills, etc.
* Police Department: If a crime has occurred, notify the police immediately.
* Other Authorities or Agencies:

2. Stabilize the situation
   a. Account for all individuals involved and gather the participants in a centralized location. Look for an area that is reasonably quiet. Remove everyone from further harm and control the activity at the scene.
   b. Assess the condition of the girls and volunteers. Attend to the needs of the non-injured and assign one coach to care for the non-injured.

3. Contacting other Parents/Guardians
   a. Contact the parents and guardians of those who were not directly involved in the incident and tell them what has occurred. You can do this by telephone, email or a letter, depending on the urgency of the situation.
      i. Begin your message by acknowledging that an incident has occurred. Assure parents that their child was not involved in the incident. Provide basic facts about the incident but do not provide specifics.
      ii. Close by thanking the parents for their patience and understanding and encourage them to contact you if they have any questions or concerns.

4. Post incident follow up
   * Follow up with any injured parties within a reasonable time frame. Ask them to evaluate your response. File appropriate forms with Girls on the Run International.
The Accident/Incident Report should be utilized by the Girls on the Run® representative on the scene. The report should be filled out immediately following the incident when the injured party is safely out of harm’s way.

Once the report has been compiled, it should be given to the Council Director and a copy should be sent to Girls on the Run International.

The Accident/Incident Report is obtainable on the Council Director’s resource page and copies should be provided to each coach upon the start of the season.
**Accident/Incident Report**

**WEATHER at time of incident:**
- Temp (F): _____________
- Precipitation (circle all that apply): Rain  Snow  Hail  Sleet  None
- Surface condition (circle all that apply): wet  dry  snow  ice  rock  uneven  flat  sloped

**TYPE OF INCIDENT: (Check each applicable category)**
- Injury
- Illness
- Motivation/Behavior
- Other _____

Did the victim leave the program?  □ NO  □ YES

Evacuation method (circle): walked unassisted  carried  vehicle  ambulance  helicopter

Did the victim visit a medical facility?  □ NO  □ YES  If Yes, length of stay _________ day(s)

Did the victim return to the program?  □ NO  □ YES  If Yes, on what date ______________________

Did the victim visit a medical facility later?  □ NO  □ YES  If Yes, on what date_____________________

Unknown_____________________

Was there damage to (circle): equipment  property  vehicle?

When was the Council Director Contacted? __________________________________________________

**TYPE OF INJURY: (Check all that apply)**
- Bruise, contusion, or similar soft-tissue trauma
- Muscle strain
- Ligament sprain
- Frostbite
- Fracture
- Tendinitis
- Dislocation
- Eye injury
- Laceration
- Head injury with loss of consciousness
- Dental or tooth-related
- Skin abrasions
- Head injury without loss of consciousness
- Blister(s)
- Sunburn
- Other_____________________

Describe extent of injury:

**ANATOMICAL LOCATION OF INJURY:**
- Head
- Shoulder
- Wrist
- Upper Back
- Thigh
- Face
- Upper Arm
- Hand/Finger
- Lower Back
- Knee
- Eye
- Elbow
- Chest
- Pelvis
- Lower Leg
- Neck
- Forearm
- Abdomen
- Hip
- Foot/Toe/Ankle

Describe further if necessary (left/right, specific location):

**TYPE OF ILLNESS: (Check all that apply)**
- allergic reaction
- mild or localized
- severe, generalized or anaphylaxis
- hypothermia (specify core temperature ___F)
- heat illness (specify core temperature ___F)
- upper respiratory illness (runny nose, congestion, “cold”)
- upper respiratory illness (other:_______________________)
- asthma
- abdominal or other gastrointestinal problem without diarrhea
- diarrhea
- apparent food-related illness
- nonspecific fever illness
- skin infection

**Council Name:**
**Program Site/Location:**
**# Staff:**  
**# Participants:**  
**# Volunteers:**  
**Incident Date:**  
**Time:**  
**Physical Address of Incident:**
☐ chest pain or cardiac condition  ☐ eye infection

☐ other

POSSIBLE CONTRIBUTING CAUSES: (Circle all that apply, prioritize major applicable categories 1, 2, 3, etc.)

☐ Cold Exposure  ☐ Preexisting medical condition  ☐ Weather
☐ Carelessness by participant  ☐ Misbehavior  ☐ Poor technique
☐ Dark/poor visibility  ☐ Overuse injury  ☐ Psychological
☐ Dehydration  ☐ Exceeded ability  ☐ Exhaustion
☐ Plant poisoning  ☐ Fall/Slip  ☐ Falling tree/branch
☐ Failure to follow instructions  ☐ Lightning
☐ Hazardous animal/insect (specify) ______________________________
☐ Other (explain) ______________________________________________

OTHER QUESTIONS:

Has the injured party signed a release and is it available?

Has the injured party participated in this activity at this location before?

Did the injured party contribute to the accident in any way?

Did the injured part accept or refuse first aid?

Did another participant contribute to the injury?

(Describe)

Were there warnings or instructions that were not heeded?

Were there other people injured in this accident?

(Describe)

If details of incident are not covered in the above questions, please provide specific details regarding the incident:

WITNESS(ES):

Name:
Address:
City: State: Zip:
Phone: Email:

Name:
Address:
City: State: Zip:
Phone: Email:

REPORT COMPLETED BY:

Name:
Address:
Email:
Phone:

*A copy of this report must be filed and submitted to the Girls on the Run Council within 48 hours of the incident.
Emergency Procedure

In the event of a serious accident or emergency while coaching a Girls on the Run® session, the following protocol must be followed:

1. Senior staff nearest the victim assesses the condition of the victim immediately.
   a. Designate someone to call 911: know the location and address!
   b. If unconscious, check for breathing and pulse.
   c. If not breathing, provide rescue breathing and CPR.
   d. If a back injury cannot be ruled out, do not move the victim and provide inline support for the head and neck.

2. Do not allow the girls to crowd coaches or the victim. Insist that they stand at least 15 feet away. Have the other coach supervise the rest of the group until the situation has been resolved. Keep the girls calm and occupied. If it is a minor accident, encourage the girls to continue moving (running, walking or playing games) while one coach deals with the situation.

3. Once emergency help has arrived and taken over care of the victim, contact the following people immediately:
   a. The victim’s guardians/caregivers (see the medical consent form)
   b. The executive director of the Girls on the Run council.

4. A Girls on the Run employee or the parent of the victim should accompany the victim to the hospital, if necessary.

5. Immediately record the details of the incident on the Accident Report Form provided in the coach’s box.
Inclement Weather Plan

Each site must have a pre-determined indoor location. Let the girls know at the first session where they should go if it is raining and inform the guardians with the location of the alternative site.

Girls on the Run® will be held rain or shine; outside whenever possible or inside at the approved indoor location.

Exceptions to this policy include:

- School Closing due to inclement weather
- Power Outages
- Dangerous road conditions

Coaches must take every effort to contact guardians or caregivers of participants at least four hours prior to the Girls on the Run® starting time if the session is to be cancelled. Please try all phone numbers/e-mail addresses provided.

If you are not able to perform the activities as planned in the space provided, try to adapt the lesson in such a way that the activities are appropriate for indoors. For example, instead of running have the girls do walking lunges single file around the room, or perform calisthenics in place. After you have exhausted those resources, call upon the girls to share with you some of their favorite indoor games. If you need to fill in the time you could also try some of the following activities:

- Singing and teaching favorite songs
- Playing the game Change-up. Put the girls in pairs. They will both look at one another for a minute or so, and then one of the girls will shut her eyes. While her partner’s eyes are shut, the other girl will change 3-5 things about her appearance (i.e. putting her watch on the other wrist). When she is finished her partner will open her eyes and try to guess what is different. Allow time for both girls to play each role.
- Writing down a Love List. A love list is where each girl will write down a list of 20 activities that she enjoys. Next to each activity they will note four things.
  - If they do it alone (A) or with people (P)
  - If it requires money ($) or not
  - If it is done indoors (I) or outdoors (O)
  - When they do it
    Writing down this list will help the girls understand a little bit more about themselves and the kinds of things that they enjoy doing. After everyone has finished, have the girls go around the circle and say which five are their favorites.
Emergency Contact List

<table>
<thead>
<tr>
<th>Council Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Site:</td>
</tr>
<tr>
<td>Address of Site:</td>
</tr>
<tr>
<td>Council Director Name:</td>
</tr>
<tr>
<td>Phone:</td>
</tr>
<tr>
<td>Email:</td>
</tr>
<tr>
<td>Head Coach Name:</td>
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<tr>
<td>Phone:</td>
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<tr>
<td>Email:</td>
</tr>
<tr>
<td>Assistant Coach Name:</td>
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<tr>
<td>Phone:</td>
</tr>
<tr>
<td>Email:</td>
</tr>
<tr>
<td>Other Volunteer Staff:</td>
</tr>
<tr>
<td>Phone:</td>
</tr>
<tr>
<td>Email:</td>
</tr>
<tr>
<td>Emergency Contact at Site Location:</td>
</tr>
<tr>
<td>Phone:</td>
</tr>
<tr>
<td>Email:</td>
</tr>
<tr>
<td>911:</td>
</tr>
</tbody>
</table>

Local information pertaining to site location:

<table>
<thead>
<tr>
<th>Closest Trauma Center:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Closest Hospital:</td>
</tr>
<tr>
<td>Child Services:</td>
</tr>
<tr>
<td>Animal Control:</td>
</tr>
<tr>
<td>Poison Control:</td>
</tr>
</tbody>
</table>

Attached to this Emergency Contact List should be an information sheet for each individual participant, including parent/guardian contact information, any medical conditions, allergies and other pertinent information.
Lost Child Policy

In the unlikely event of a child being lost or abducted from a Girls on the Run® site, the following procedure has been implemented as a precaution and should be followed:

**Policy Statement**

In efforts to reduce the risk of a child being lost or abducted, it is mandatory that a minimum of two coaches be present at sites at all times, with continuous supervision of all children. In the event of a missing or abducted child, the following procedure should be followed in an effort to ensure that the safety of everyone else on site is not compromised.

**Procedure**

1. As soon as a coach notices a child missing from the group, that coach should notify the remainder of the coaches, without causing a panic, then carefully search all the areas used by the group since the child was last seen to eliminate any confusion or misunderstanding.
2. The office or senior staff member at the site location must be contacted to organize a search of the remaining areas of the building/site and surrounding areas.
3. If the child is not found, police authorities must be alerted. Police authorities should be given a description of the child as well as a photo if available. Possible facts police would want to know:
   a. Address of the site
   b. Next of kin to the missing child
   c. A detailed description of the missing child including age, sex, physical description as well as description of clothes, shoes, etc.
   d. Circumstances of disappearance/abduction, such as what may have triggered the disappearance, how long they have been missing, where they were last seen, etc.
   e. What efforts are currently being done to locate the child.
4. If the child is not found during these efforts, the child’s parents should be contacted. They should be briefed on what is being done, and contacted every few minutes to update them as to the status of the search.
5. As soon as a child is found, contact the parent/guardian and alert everyone else that was involved during the search efforts. An Accident/Incident Report must also be submitted to the respective council and a Crisis Management Report must also be submitted to Girls on the Run International.
6. As a follow-up, the situation should be assessed and changes should be implemented if necessary to ensure the avoidance of a similar situation occurring in the future.

*If a particular site already has a Lost Child Policy or Lost Child Procedure, that policy or procedure overrides this Lost Child Policy.*
Threatening Behavior / Bullying Policy

A girl who meets or can meet requirements for being a Girls on the Run® Participant, shall not be denied acceptance based on race, religion, national origin, citizenship, height, weight, or disability.

Definition
For purposes of this policy, threatening behavior is defined as a single behavior, or a series of behaviors which constitute actual, or result in a potential assault, battery, harassment, intimidation, threat or similar action, verbal or physical to any participants or coaches, or personal property of the site, participants, coaches and others. Threatening behavior may include, but is not limited to: physical injury, emotional maltreatment, abuse of prescription or illegal drugs, use of alcohol, carrying firearms or other dangerous items, using any item in a dangerous way, or any other activity determined by a coach or administrator to be threatening of another’s health or well-being. These actions result in an interference with an individual’s health or safety which creates a reasonable apprehension or fear that such harm or injury could possibly occur.

Bullying is defined as intimidating a person into doing something they otherwise would not do. It is comprised of a single act or a repeated act over time, which involves a real or perceived imbalance of power with the more powerful individual or group abusing those who are less powerful. The power imbalance may be social power and/or physical power. Bullying includes behaviors and actions that are verbal, physical and/or anti-social, such as exclusion, gossip and non-verbal body language.

Bullying goes beyond the single episode of teasing or fighting. Bullying is a pattern of behavior in which the bully attempts to intimidate his or her victim. Bullying can take place face to face or online.

According to the National Crime Prevention Council, bullies have the following characteristics in common:
- Concern with their personal pleasure
- Wanting power over others
- Willingness to use and abuse other people to get what they want
- Feeling pain inside, perhaps because of perceived personal shortcomings
- Difficulty or the inability to see things from someone else’s perspective

Any child engaged in behavior that threatens the health or welfare of other participants, administrators or coaches will be released from participating in the program as a participant.

Girls on the Run Response
Any participant, coach or volunteer who experiences, observes or has knowledge of threatening or violent behavior in the program has a responsibility to report the situation as soon as possible to appropriate parties including guardians, school or site administrators and applicable law enforcement.

Girls on the Run® strictly prohibits the use of violence or threats of violence within the Girls on the Run Program and take these actions very seriously. Girls on the Run, their coaches and administrators reserve the right to remove from participation, any child for any reason that does not carry out the mission and goals of the organization.
Dealing with a disruptive girl can be challenging. How you deal with these participants is of utmost importance and is an invaluable lesson for all the girls in your program.

Establish behavior expectations the very first day after introductions. This sets the tone and establishes you as the authority leading the group.

Put-downs will not be permitted. Share that criticism of others is not a Girls on the Run value and always acknowledge when a girl says something in an unhealthy or negative manner regarding another person. As they girls get used to this, they will start to self-monitor themselves for put-downs.

Set limits and remain consistent with the rules. The girls will have a better time because the program will run smoothly.

Attention seekers just want attention – even if it is negative. Keep your responses positive. The girls will respect you when your reaction is fair, calm, and positive.

A girl’s desire to be part of the group is usually stronger than her desire not to be. Share that “sitting out” is a potential consequence of disruptive behavior and that one can re-join the group at anytime upon apologizing to everyone for the behavior. Occasionally a girl will choose not to participate. She may physically remove herself from the group by “pouting” in a spot separate from the others. Girls often learn that their desire to be a part of the group is stronger than their desire to not be. Express positively at the beginning of each lesson that the group is going to have a lot of fun and that you expect everyone’s positive energy.

Give a disruptive girl an important role to uphold within the group. Giving an attention-seeker a job (handing out treats, taking attendance, leading stretches) can provide her with the attention she needs. She will learn that positive attention and leadership make Girls on the Run a better experience.

Dealing with conflict will allow you to model the appropriate way to address it. How you deal with challenges and conflict should show the girls the healthiest way to address conflict.

Publicly praise and privately reprimand.

Mean what you say, so be careful of what you say!

If unruly behavior continues and is disrupting the group’s ability to form a team, outside intervention may be needed. Talk to the child’s teachers and, guardians/caretakers to learn if there may be a behavior modification system they use that you could reinforce.

Praising Positive Behavior:
If you have a participant who is having a difficult day or week, focus on what they are doing right. It doesn’t mean that you will ignore the negative behaviors, but acknowledge the participant’s positive behaviors.

Behavior Explanation:
Try explaining the consequences of the negative behavior in a firm yet non-confrontational way. For example: Instead of saying “stop playing rough”; say “Playing like that could lead to someone falling and getting hurt.”

Two Choices:
Give a challenging participant two choices to consider. The first choice is “I know that sometimes you don’t feel like
participating or just need a break and that is okay. If you decide to make that choice I need you to sit here (in a shady, safe location where you can see her) by yourself and hangout.” The second choice is the same as above but includes “...or you can participate with us because what we are going to do today is a lot of fun.” We are going to focus on (describe the topic) and (insert energetic descriptions of the day’s activities). We would love to have you join us.”

The key to this is to convey the fun in the second choice. Stress the importance of sticking to whatever choice they make. Ultimately it is their choice and thus their responsibility.

**Distractions**

Here are a few ways to keep participants engaged.

- Talk to them! Find out what is going on that day. It could be their birthday or they could be experiencing something sad in their family. The participants bring their outside lives to Girls on the Run so it is imperative that we are aware of their needs. Check-in with each girl prior to the beginning of each lesson to let them know that you care and to open the lines of communication. If someone needs extra support, give it to them – this can be the most powerful lesson they will ever learn from you!
- Give them a job or responsibility (time-keeper, game piece distributor or collector)
- Give them positive attention. Many participants that are acting out are simply seeking to be noticed.
- Ask for their help. This can include you asking them to get something for you, lead the group somewhere or even help a teammate when you are “busy” doing something else.
- Allow them to help you lead an activity. Have them help you with a game introduction. This allows them the opportunity to work on their leadership skills while remaining engaged.
Responding to Sensitive Issues

Because we provide a safe place to openly discuss sensitive issues, there may be times when girls make comments or ask questions that we are uncomfortable handling. The final solution may be to yield to their guardians or a professional, but we must find an initial way to appropriately respond since the girl has made the comment to us. For various reasons, some girls will not ask a parent (which may be why they have come to you) and the way we respond can communicate quite a bit to the girl about herself and her situation.

It is important that we not disregard or avoid the difficult or sensitive comments and questions that the girls bring up in the context of Girls on the Run®. Often when girls blurt out an inappropriate or startling comment, it is their way of asking for help or to fulfill a need to be heard. When we ignore their comments as a way to avoid our discomfort, we teach the girls that their concerns are not important and should not be discussed. This response can reinforce a bad situation and/or give the girl the feeling that she is a bad person. It is challenging to address sensitive issues because we are not counselors trained to deal with specific topics. It is important to be as prepared as possible, however, to handle the girls’ comments/questions in a way that validates her experience. We should embrace this opportunity to help a girl work through a potentially confusing situation. More than anything, we want the girls to know they are in a space where it is okay to talk about sensitive issues, rather than to give her the “right” answer.

One way to feel more prepared and confident about handling such situations is to engage in role play and practice your own response to difficult situations that could potentially arise. Role play some of the following scenarios with another adult. Have one person play the role of the girl bringing up an uncomfortable issue while the other person responds as a coach in the context of practice. Practice putting the fundamental idea of these responses into your own words. Keep these responses handy and review them before some of the more challenging lessons such as Drugs Are Not Cool, Beware of Bullies and Making Healthy Decisions.

On days when tough issues are being discussed, you should make it clear to all of the girls that as their Girls on the Run coach, they can always talk to you about any issues, whether it is later on in practice or later on in the season. Another good idea is to spend some time during the workouts running with the girls, one at a time, to ask if they have other questions. Some girls may not feel comfortable talking in a big group, but value the opportunity for a one-on-one discussion.

Of utmost importance is to not judge the behaviors of their friends or family members. We do not want the girls to think we believe they or their family members are bad people. The goal is to allow these girls to feel heard and to have them understand that while they may not be able to control the behaviors of others, they can choose for themselves whether or not to participate in unhealthy behaviors. Take the time to listen and, if you feel it is necessary, find help through her school counselor.

Finally, please know that these situations are EXTREMELY rare. You are well equipped from your own experiences to answer most questions that the girls will have.
Tips for Effective Processing

The importance of processing cannot be emphasized enough as it is the heart of the program.

Logistics:
- Sit in a circle with space between each girl
- Explain up front about processing and the importance of that time

Coach Questions:
- Come prepared with a list of questions
- Ask open-ended questions
- Ask concise questions
- Don’t stay on the surface – Ask follow up questions
- Use your observations from the group’s activities to ask more pertinent questions
- Define terms when they may be too advanced for the younger girls

General:
- Make the atmosphere open and okay for all comments
- Use listening skills – the girls are watching you
- Ask the girls their opinions or thoughts when one of the girls poses a question
- Be honest
- Be flexible but structured
- Remember that it is better for the girls to make good comments instead of you always providing the answers or advice – they listen to each other
- Make concerted efforts to include the shy or quiet girls in the conversation
- Process with the coaches when the session is over if there was a difficult conversation
Energy Awards

Energy awards are one of participants’ favorite things about Girls on the Run®. They are simple cheers that are used to praise others and to recognize and reinforce positive behavior. A Girls on the Run coach will share sample energy awards at the first session and the girls will start creating their own as the season progresses.

Energy awards can be given for many reasons at the discretion of the coach. Anything from reinforcing a shy girl who had the courage to share her thoughts during processing to recognizing a girl who exemplified caring for another girl to honoring the entire group for achieving a lesson goal, to reinforcing a girl who was not in the mood to run but diligently completed the physical activity.

Coaches need to be cognizant of who has received energy awards during the season to ensure that everyone is recognized during the twelve weeks. Coaches should always initiate the energy awards, but it is appropriate to allow the girls to recognize each other as well. The coach must keep firm control on this because all the girls will want to do a cheer and it is important to keep the focus relevant.

Here is a list of Energy Awards to consider utilizing with the girls. Enjoy!

“The Surfer” – Mimic that you are standing on a surfboard, riding the waves while coolly stating “Hoo-raaaaaay”!

“Superstar” – Jump with your right foot forward and your arms extended overhead and joyously yell “Superstar”!

“The Lawnmower” – All participants mimic that they are starting a lawnmower and then steering it in and out of the circle.

“The Firecracker” – Clap your hands together and saying “MMMMMM” as you raise them above your head before thunderously yelling “POP” with a sudden clap at the top of your head before bringing them down to your sides as if they were falling fireworks.

“WOW” – This one is a silent award. You hold three fingers up on either side of your mouth to show a “W” and your mouth is open to show an “O” together it looks like W-O-W.

“Pencil Sharpener” – With one of your pointer fingers pointed toward the back of your head and one pointer finger out stretched in front of you move the arm behind your head clockwise while leaning forward saying “woooo”!

“Bubble” – Draw an outline of a bubble in the air and then pop it with your two pointer fingers while jumping in the air and kicking your heels behind you.

“Rock ‘n Roll” – Take a step forward, put your hands in the air giving rock and roll horns and say “rock ‘n roll” with a lot of sound and a bit of attitude.

“Shopping Cart” – Mimic pushing a shopping cart, picking items off of the shelves and putting them into your cart. Have the group do this toward and away from your award winner.

“Fan-tastic” – Fan yourself and then point to the award winner. While you fan yourself, say “Fan” then point and say “tastic”. Together you say “fan-tastic”.

![Girls on the Run logo](https://example.com/gotr-logo.png)
Have fun creating your own! Please make sure that all energy awards are positive, encouraging and appropriate for everyone participating.
Lessons

It is important that coaches practice leading lessons when they are at Coaches Training. This activity helps a coach to feel more comfortable, and to ask questions that arise during the practice delivery of a lesson. Girls on the Run® International mandates that lessons #1 and #9 from Girls on the Run Curriculum 1, 2, or 3 be used during this portion of Coaches Training.

Additional lessons may be added to the training agenda at the discretion of the council and instructor.
Volunteer Forms

The following paperwork must be collected on all volunteers regardless of their duties:

- Volunteer Application (once the application is received an interview will be conducted with the Council Director or Program Coordinator)
- Background Check
- Health History Form
- Non-Compete Clause

It is also important to share a copy of the Coaches Job Description and coaching policies with all volunteer coaches. These forms and job description can be found on the Council Resource CD as well as the Council Director Resources page online.

**Head Coaching Requirements:** All head coaches must be female and at least 21 years of age. All Head Coaches must also have their CPR and First Aid certification on file before the 4th session of Girls on the Run for a given season. There must be at least one Head Coach present in order for a site to operate on a given day.

**Training:** All coaches (Head and Assistant) must attend a full training session with the Director or other trained Girls on the Run staff member before coaching a Girls on the Run program.

**Assistant Coaches:** All new Coaches Assistants must be at least 18 years of age. Assistant coaches may be male or female. At least one Assistant Coach must be present with Head Coach at all times.

**Junior Coaches:** Must be at least 16 years of age. Junior Coaches also may be required to attend a training at the discretion of the Director or Program Coordinator.
Volunteer Policy

Volunteer coaches, Running Buddies, 5k event volunteers and other Girls on the Run® volunteers are not employees of Girls on the Run, therefore, volunteers shall not be entitled to wages, salaries or any benefits applicable to employees of Girls on the Run. Girls on the Run council reserves the right to terminate any volunteer relationship at any time, with or without cause and with or without notice, at its own discretion. Volunteers also reserve the right to discontinue their service at any time.

Girls on the Run volunteers must attend all required meetings and trainings and conduct themselves in a manner consistent with the core values and mission of Girls on the Run. Volunteers serving in a direct capacity with program participants must provide adequate supervision of Girls on the Run participants at all times and ensure compliance with all Girls on the Run policies and procedures, consistent with their volunteer responsibilities.

Volunteers who do not adhere to the policies and procedures of Girls on the Run or who fail to satisfactorily perform their volunteer assignment are subject to dismissal. Grounds for dismissal may include, but are not limited to:

- Violation of Girls on the Run policies and procedures, court rules or governing law
- Gross misconduct or insubordination
- Being under the influence of drugs or alcohol while performing volunteer duties
- Theft of property or misuse of program equipment or materials
- Mistreatment or inappropriate conduct towards program participants, families, Girls on the Run staff or other volunteers
- Taking action outside the assigned volunteer role or outside the powers of the Girls on the Run program without Girls on the Run council approval that endangers a participant
- Failure to attend required trainings or meetings
- Breach of confidentiality
- Failure to satisfactorily perform assigned duties
- Falsification of application materials or misrepresentation of facts during the screening process.
- Engagement in criminal conduct leading to a criminal conviction

Girls on the Run councils retain the right to take corrective action instead of dismissal of a volunteer, at their own discretion. Corrective action may include:

- Additional or increased supervision
- Retraining with possible suspension
- Referral to another volunteer position within Girls on the Run
Non-Compete Clause

I, __________________________________ [print], as a Volunteer of Girls on the Run®, agree to the following:

1. I will not deliver the Girls on the Run program or any similar program unless I am working as an employee or volunteer of Girls on the Run.

2. I may not create or help develop a program that has similar goals and structure to that of Girls on the Run within a two-year period of my attendance at the Girls on the Run Coaches Training.

3. I understand that all printed materials given to me are under copyright and may not be reproduced in any way unless written permission is received.

4. I will abide by the logo usage guidelines and obtain approval from the Girls on the Run staff if I am unsure of its use.

_____________________________________________  ____ __________________________
Applicant / Volunteer Signature     Date

_____________________________________________  ____ __________________________
Girls on the Run Representative     Date
Head Coach Job Description

Position Profile
Coaching a Girls on the Run® program is the most rewarding way to get involved with Girls on the Run. You get to experience the program first hand, feel a sense of accomplishment that you have made a difference in the lives of girls and have a ton of fun with your team of coaches and incredible girls.

Job Summary/Responsibilities:
The Head Coach is a volunteer position that works with a team of coaches to facilitate the Girls on the Run® curriculum to program participants. This position works closely with the Council Director and entails approximately 4 hours per week with additional time required on two to three weekend days for: a one day six hour training; a community race event; and for First Aid/CPR training, if necessary.

Major responsibilities include: preparing, organizing, and supervising the weekly lessons; leading the program participants through each lesson; serving as a role model and mentor; coaching program participants on proper stretching, running form and hydration; attending a 5k running race with program participants and other volunteers; attending 3 to 4 coaches meetings with the Director during the season; interacting with parents of program participants; planning and coordinating the end of season celebration and understanding and believing in the mission of the organization and acting as a spokesperson for the program.

This volunteer position may be used as a service learning project, internship, or other college credit project upon agreement of the college/university and Director.

QUALIFICATIONS:
- A strong desire to work in the field of girl development
- Experience working with youth
- Excellent communication skills
- The ability to be flexible and to improvise when needed
- To inspire and motivate others to believe in the Girls on the Run mission
- High organizational skills
- The ability to recognize conflict and have the skills to help resolve it
- The capacity to work in a partnership with a co-coach and/or assistant coaches
- Successfully pass a Background Check
- First Aid/CPR certification
- Believe and support the mission of Girls on the Run

EXPERIENCE:
The ideal candidate will have the following experiences:
- Has worked directly with girls ages 8-13 in a girl-positive environment
- Has experience as a runner/walker either recreationally or competitively
- Has volunteered in direct service organizations
- Has awareness of the common and different needs of girls
Assistant Coach Job Description

Position Profile
Serving as an assistant coach is a fun and rewarding way to get involved with Girls on the Run and learn more about our program. You get to experience the program first hand, feel a sense of accomplishment that you have made a difference in the lives of the girl, and have a ton of fun with your team of coaches and incredible girls! This is a perfect opportunity for women who cannot make the twice-weekly time commitment to be a head coach!

Job Summary:
The Assistant Coach is a volunteer position that assists the Head Coach(s) at a Girls on the Run program site. The position entails approximately 1.5-3 hours per week for 12 weeks. Assistant Coaches can choose to attend both program sessions per week OR commit to only one day a week. We ask each Assistant Coach to determine which schedule works best for them and to maintain that schedule throughout the program for consistency on behalf of the girls. While the Assistant Coach is not responsible for facilitating the Girls on the Run curriculum, they are there to support the Head Coach and program participants in many ways.

This volunteer position may be used as a service learning project/high school community service credit project, internship, or other college/high school credit project upon agreement of the school and Director.

Core Duties/Responsibilities include the following (other duties may be assigned):
- Attend program session on selected day(s) on a consistent basis
- Serve as a role model and mentor for program participants
- Assist coaches with setting up/breaking down games and lessons
- Help prepare post-workout snack
- Encourage and cheer for all participants
- Participate in games and workouts with the girls as needed by the coaches
- Attend a community running race with coaches, program participants and other volunteers
- Understand and believe in the mission of Girls on the Run
- Special projects as assigned

Qualifications:
- A strong commitment to girls' positive development
- Excellent verbal communication skills
- Experience working with youth a plus
- Flexible/ability to accommodate to a changing environment