Girls on the Run® Coach Training

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Girls on the Run® was established in 1996 by Molly Barker 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 as they enter middle and high school. 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 30,000 volunteers, the Girls on the Run program is serving over 80,000 girls in over 170 cities across North America each year. In 2010, Girls on the Run hosted 120 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, Running Journal Order Form Forbes, Running Times, CNN, MSNBC, ABC News, NBC News, NPR and ESPN.

Corporate sponsors for Girls on the Run International include New Balance, Secret deodorant, Goody hair products, Garmin, Horizon Fitness and Carolina Pad.

The true success of the program is told in the words of its past and present participants. “I used to be shy, but now I’m not anymore.” “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.
Curriculum Overview

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

Girls on the Run® is a structured program that incorporates training for a 5k event as a means to teach essential life skills to 3rd – 5th graders. Each individual lesson plan is based on the "Whole Person Concept" which stresses the importance of equally developing the emotional, mental, social, spiritual and physical parts of the individual to create a well-balanced, healthy person. The lesson plans are designed to encourage independent thinking, problem solving and community building.

The topics covered during the 12 week program are based on the work of Mario Fantini and Gerald Weinstein who found problems expressed by students fall into three classifications:

- lack of identity
- lack of connectedness
- feelings of powerlessness (a lack of control over one's own life, not exerting power over other people.)

The curriculum is divided into three 4-week sessions that foster healthy growth in each of these three areas.

The first four-week session provides 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, mentally, and emotionally healthy
- Examine their own core values and what makes them unique

The second four-week session provides the participants with opportunities to:
- Explore getting along within a group
- Learn active listening and confrontation/assertiveness skills
- Recognize the importance of "positivism" in standing up for one’s self
- Examine the components of good decision-making skills

The last four-week session provides 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
- Examine their own stereotyping and discriminatory behavior
- 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 no comparable programs to Girls on the Run®. It is a unique curriculum in the developmentally based youth sports programming arena. It incorporates physical activity to teach specific and well-defined social and individual skills. Research validates that the development of these skills prevents the future display of at-risk behaviors including early onset of sexual activity, disordered eating, depression, anxiety, substance or alcohol abuse and confrontations with the juvenile justice system.
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.

1 Fantini, Regaining Excellence in Education, 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. 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 girls in 3rd – 8th grade. It is a time when children are still receptive to what adults have to say yet are beginning to feel the pull of peer pressure. It is the perfect time to address important issues and develop the skills that can be used to face the challenges that these issues can often present. It is a time when friendships are still very important, yet romantic relationships are beginning to gain attention and interest.

The curriculum emphasizes achieving one's best, standing up for one’s self, contributing to the good of the whole, and learning life skills. It rejects beating others, group competitiveness, submission or exerting power over others.
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
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

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

Processing
- 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 and Mary W. Barker. 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 Mary W. Barker 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 Mary W. Barker and 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 New Balance 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 New Balance 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.
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.
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.
Privacy Policy

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
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 voluntering
- 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. Girls on the Run may provide adult contact information to National Sponsors for the purpose of informing constituents of new products or co-
branded Girls on the Run products. Content approval from Girls on the Run® is required and Girls on the Run will notify applicable councils regarding the dissemination of the information.

Girls on the Run, as well as our National Sponsors, retain 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.
Accident/Incident Report

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

<table>
<thead>
<tr>
<th>Council Name:</th>
<th></th>
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<tbody>
<tr>
<td>Program Site/Location:</td>
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</table>

<table>
<thead>
<tr>
<th># Staff:</th>
<th># Participants:</th>
<th># Volunteers:</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>(circle) staff / participant</td>
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<table>
<thead>
<tr>
<th>Incident Date:</th>
<th>Time:</th>
<th></th>
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<tbody>
<tr>
<td></td>
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<td>am / pm</td>
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Physical Address of Incident:

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 □ upper respiratory illness (runny nose, congestion, “cold”)
□ mild or localized □ upper respiratory illness (other:________________________)
□ severe, generalized or anaphylaxis □ asthma
□ hypothermia (specify core temperature ___F) □ abdominal or other gastrointestinal problem without diarrhea
□ heat illness (specify core temperature ___F) □ diarrhea
□ heat exhaustion □ apparent food-related illness
□ heat cramps □ nonspecific fever illness
□ heat stroke □ skin infection

Girls on the Run
☐ 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      ☐ Poor technique
☐ 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.
Disruptive Behavior

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 “MMMMMMM” 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 “wooo”!

“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”.
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 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
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
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