

## Coaches — Are You Ready?

### > Learning Goals:

- To meet each other and learn about Girls on the Run.
- To establish basic expectations to foster a positive, inclusive environment.
- To begin to build connection within our Girls on the Run team.
- To identify and celebrate our similarities and differences.

### > Target Life Skills:

- Competence
- Confidence
- Connection
- Character
- Caring

### > Think About It:

- What expectations will help build a positive, inclusive environment?
- To whom do you feel connected, and how can you help others feel connected?
- What unique gifts and talents do you bring to your Girls on the Run team?

### > Materials:

- Markers/pens
- Label/name tag for each girl
- Ball of yarn
- Poster board
- **Running Conditioning activity sheet**
- **Words of Encouragement activity sheet** (cut out)
- Copies of the **Identity Card** (1 for each girl)
- Large manila envelope to store Identity Cards in between lessons
- Roster and attendance page to keep throughout the season
- Parental paperwork package (if applicable)

## Girls — Are You Ready?

### > Informal Conversation:

Use this time to observe and investigate what is going (family, school, friendships, etc.) by asking questions and engaging in conversations. This informal time is a great opportunity to connect with the girls one-on-one. (See Coach Note.)

### Coach Note

#### Positive, Inclusive Environment

P

A smile and friendly greeting will also help you build relationships with your girls and model how they can build relationships with each other.

**Introduction (5 min.)****> Set up:**

- Materials: None
- Have the girls sit in a circle.

**> How it's done:**

1. Say, "Let's talk a little bit about Girls on the Run."
2. Introduce yourself and your assistant coach(es).
3. Ask girls what they already know about Girls on the Run.
4. Give a brief overview of Girls on the Run, making sure to highlight the key points listed below. (See Coach Note.)

**> Key Points:**

- Go over logistics:
  - When and where the team will meet
  - How the team will begin each session (e.g., sitting in a circle)
  - What to wear (e.g., comfortable clothes, running shoes, etc.)
  - What to bring (e.g., water bottle, snack, etc.)
- Talk about what they can expect from each session:
  - Each practice we will participate in fun games and activities that are focused around different topics.
  - At the end of each practice, Energy Awards will be given out. An Energy Award is a fun cheer, movement, or dance that is done to honor positive actions or behavior.
  - Towards the end of the season, we will discover how we can help others in our community by completing a Community Impact Project.
  - The team will walk, skip, hop, or run a 5k (3.1 miles) together at the end of the season.
- Remind them that Girls on the Run is not just about running:
  - "At Girls on the Run it is fine to walk, skip, gallop, hop, or run — as long as we are moving in a forward direction and trying our best — just like in real life!"

## Establishing Basic Group Expectations (10 min.)

### > Set up:

- Materials: Blank sheet of paper, poster board, markers

### > How it's done:

Say, "Each practice, there will be a theme that connects all of the activities for the day. Today's theme is: **connection**. Why is connecting with each other important? *(It helps us learn about each other, respect each other, become a stronger team, etc.)* We will talk again about this theme throughout today's practice. Let's start by thinking about expectations. What are some expectations we should have for our group that would help us feel connected throughout the season?"

1. Briefly brainstorm with the girls some team expectations and write them on a blank sheet of paper. Help girls frame the expectations in the positive ("encourage each other" vs. "don't put each other down"). (See Coach Note.)
2. Narrow the list to 3 or 4 expectations from the discussion by asking girls which, if any, of the expectations could go together. For example, "Use nice words" could be captured with the expectation to "Treat other how you want to be treated."
3. Write the list of 3–4 expectations on the poster board. (See Coach Note.)
4. Tell girls that you will help remind them of what they agreed upon by keeping the poster handy during the entire season. (See Coach Note.)

### Coach Note

P

Many girls will have made a similar "contract" in their classrooms. As you create your team's expectations, you can draw on the girls' previous experiences of making classroom expectations.

### Coach Note

P

It is important to narrow the original list of expectations down to 3–4 so that the girls are confident about their ability to reach each of these expectations.

### Coach Note

P

Bring the Team Expectations poster to each lesson. It serves as a reminder of what the group agreed upon and helps with behavior management if issues arise.

## Getting On Board: Name Game (15–20 min.)

### > Set up:

- Materials: One label/nametag for each girl, ball of yarn
- Girls will start the activity seated in a circle. You can have them stand or stay seated for the yarn toss.

### > How it's done:

Say, "We are going to play a game to help us learn everyone's name and see how we are all connected."

1. Tell girls you're going to give them 30 seconds to think of an adjective that starts with the same letter as their first name; for example, "Smart Susan." This will be their "GOTR name" for the season. Have them give a thumbs up when they have an adjective in mind. (See Coach Note.)
2. Pass out a label/nametag to each girl.
3. Have each girl write her adjective and name on her label/nametag and stick it on her shirt where the other girls can see it.
4. In order to familiarize the girls with each other's "GOTR name," choose one girl to start and go around the circle, having each girl say her adjective and name.
5. After you go around the circle once, explain the activity:
  - One girl will start with the ball of yarn.
  - Holding on tightly to the end, the girl with the yarn will say the "GOTR name" of a girl across the circle and roll or toss the ball of yarn to her.
  - The girl who receives the yarn will then say the "GOTR name" of another girl in the circle (who has not yet been named) and roll or toss the ball of yarn to her while holding on tightly to the string.
  - This process repeats until all girls have been named and the ball of yarn returns to the girl who started the activity.
6. Have girls carefully set the yarn down, making sure to maintain the web they created.

### Coach Note

P

As girls are thinking, observe who is struggling to come up with an adjective, check in with those girls, and, if necessary, help them decide on an adjective.

### > Processing:

1. What do you notice about the yarn? (*It made a web.*)
2. What do you think this web represents? (*Our connection to each other, how we are all connected, etc.*)

**Stretch and Strengthening Exercises (5 min.)**

**> How it's done:**

Say, "Each practice we will do some exercises that will help increase our power and endurance."

1. Use the **Running Conditioning activity sheet** to lead girls through four Cold Warm-up Exercises. The full descriptions are in the Introduction of the curriculum.
2. Use the **Running Conditioning activity sheet** to lead girls through Running Conditioning Exercises: Circuit 1. The full descriptions are in the Introduction of the curriculum.

**Cold Warm-up Exercises (Choose 4)**

**15 Seconds Each**

- High Knee Marches
- Wide Knee Marches
- Knees Up Running
- Heels Up Running
- Toy Soldiers
- Forward Walking Lunges

**Running Conditioning: Circuit 1**

- Squats (15 reps)
- In & Outs (10 reps)
- Running Arms (30 sec)

**Warm-up: Just Like Me (10–15 min.)**

**> Set up:**

- Materials: Place marker for each girl (marker, piece of paper, post-it, etc.)
- Girls will stand in a large circle and move to different place markers throughout the activity.

**> How it's done:**

Say, "Now that we know each other's names, we are going to learn about our similarities and differences. As we play this next game, pay attention to when your teammates move, see if you can learn something new about them, and discover any connections you may have with each other."

1. Hand out a place marker (piece of paper, post-it, marker, etc.) to each girl.
2. Have girls stand in a circle with their shoulders touching, holding their place markers, then take five big steps back to expand the circle. Have them set down their place markers.
3. Place an extra place marker around the circle before starting. This way, if only one girl thinks a statement is true for her, she has a place in the circle to move to.
4. Explain the activity:
  - A coach will stand in the middle and call out a statement.
    - a. If a girl thinks that statement is true for her, she will leave her place marker, run to an empty place marker, and yell, "Just like me!"
    - b. If a girl does not think that the statement applies to her, she will stay where she is.
  - Encourage girls to run to a spot across the circle from them, not next to them.
5. Do a practice round using the example statement, "Likes math."
6. Play several rounds of this game as time allows by using the list provided, or creating your own statements that are relevant to your girls. (See Coach Note.)

*Coach Note*

**Variation**

If your girls are already comfortable with each other, you could allow them to create their own statements and take turns standing in the middle and calling them out. To do this, have one fewer place marker than the number of participants. The girl who does not have a place will be in the middle and call out the next statement.

**> Just Like Me Statements**

- Likes vanilla ice cream
- Has a sister
- Likes to draw
- Has participated in Girls on the Run before
- Has brown eyes
- Has a brother
- Likes to read
- Speaks more than one language
- Plays an instrument
- Has finished a race before
- Was born in the summer
- Likes to help in the community
- Likes to exercise

**> Processing:**

1. What did you learn about our team during this activity? *(There are similarities and differences among us.)*
2. What connections did you find with your teammates?

**Workout: Words of Encouragement (20–25 min.)**

(5 min. directions/10 min. running/5 min. processing & stretching)

**> Set up:**

- Materials: **Words of Encouragement activity sheet**
- Cut out the **Words of Encouragement cards**
- Coaches should take turns handing out the cards and running with the girls throughout the workout. (See Coach Note.)

**> How it's done:**

Say, "An important part of Girls on the Run is connecting with each other and helping each other feel confident in our abilities. Today we're going to practice encouraging each other while we walk, skip, hop, or run around our space for the next 10 minutes." (See Coach Note.)

1. Explain the workout:
  - Each girl will begin with one of the Words of Encouragement cards.
  - Whenever they pass another girl, or another girl passes them, they will say the statement that is on their card and the girl's name, if possible. (e.g., "You can do it, \_\_\_\_\_.")
  - At the end of each lap, they will give their card to a coach and get a new one.
2. Mix up the cards and hand one to each girl.
3. Have girls begin their workout. (See Coach Note.)

**> Processing & Stretching:**

As you lead the girls through some cool-down stretches (see Introduction), ask them the following questions:

1. How did it feel to hear those statements while you were doing the workout? (*Great, they inspired me to keep going, made me feel more confident, etc.*)

*Coach Note*

**Building Relationships**

**B**

Running with girls will give you the chance to get to know girls, introduce girls to each other, and help foster new friendships.

*Coach Note*

**Mastery Climate**

**M**

There is no lap goal until Lesson 3. The girls will spend this time today moving around the space and cheering each other on.

*Coach Note*

**P**

You may want to run the first lap as a group so that the girls know where to run.



## Identity Card and Wrap-up (10–15 min.)

### > Set up:

- Materials: **Identity Card** for each girl, markers
- Girls seated in a circle.

### > How it's done:

Say, "At the end of each practice, you will reflect on what we have learned by writing a word, sentence, or picture on your Identity Card. This card is like a toolbox where you will keep all of the tools you learn in Girls on the Run. After this week, this card will also be a place where you will keep track of your lap goals and progress. That way you can see your growth week after week."

1. Pass out an **Identity Card** and marker to each girl.
2. Have her write her name at the bottom of the card. (See Coach Note.)
3. Say, "On your Identity Card, **write or draw one way you can help members of our team feel connected.**"
4. Give girls about 2 minutes to write.
5. Allow 3–4 girls to share what they wrote.

### Coach Note

B

Girls can write their "GOTR name" (e.g. Smart Susan) on their Identity Card if they would like.

### > Wrap-up

Say, "One of our goals at Girls on the Run is to take what we are learning in practice and use it in our lives."

1. Explain that at the end of each practice they will have a GOTR goal to complete before we meet again.
2. GOTR GOAL: Between now and the next time we meet, try to connect with someone outside of GOTR.

### > Energy Award

1. Explain Energy Awards.
2. Give the whole group an Energy Award for today.
3. End with a team cheer such as, "Girls on the Run is so much fun!"

### > First Session Only

Distribute/collect any remaining parental consent forms, health history forms, welcome letters to parents, etc. Stress the importance of returning any distributed materials next session. Remember to engage with the girls until they leave practice. If possible, greet caregivers as they pick up the girls and introduce yourself. Say something positive about the day's practice.

## Running Conditioning

### Circuit 1

#### Cold Warm-up Exercises (Choose 4)

##### 15 Second Each

- High Knee Marches
- Wide Knee Marches
- Knees Up Running
- Heels Up Running
- Toy Soldiers
- Forward Walking Lunges

#### Running Conditioning

- Squats (15 reps)
- In & Outs (15 reps)
- Running Arms (30 sec)

### Circuit 2

#### Cold Warm-up Exercises (Choose 4)

##### 15 Second Each

- High Knee Marches
- Wide Knee Marches
- Knees Up Running
- Heels Up Running
- Toy Soldiers
- Forward Walking Lunges

#### Running Conditioning

- Squat Jumps (10 reps)
- Bicycles Forward (15 reps)
- Tabletops (15 sec/leg)

Words of Encouragement

**You can  
do it!**

**You can  
do it!**

**You can  
do it!**

**You can  
do it!**

**You can  
do it!**

**You can  
do it!**

**You can  
do it!**

**You can  
do it!**

Words of Encouragement

**You are  
awesome!**

**You are  
awesome!**

**You are  
awesome!**

**You are  
awesome!**

**You are  
awesome!**

**You are  
awesome!**

**You are  
awesome!**

**You are  
awesome!**

Words of Encouragement

**Keep it  
up!**

**Keep it  
up!**

**Keep it  
up!**

**Keep it  
up!**

**Keep it  
up!**

**Keep it  
up!**

**Keep it  
up!**

**Keep it  
up!**

Words of Encouragement

**Way to  
go!**

**Way to  
go!**

**Way to  
go!**

**Way to  
go!**

**Way to  
go!**

**Way to  
go!**

**Way to  
go!**

**Way to  
go!**

Words of Encouragement

**Great  
job!**

**Great  
job!**

**Great  
job!**

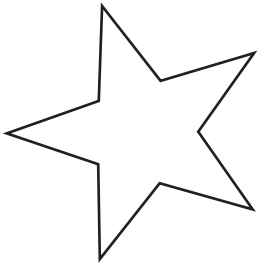
**Great  
job!**

**Great  
job!**

**Great  
job!**

**Great  
job!**

**Great  
job!**



# Identity Card



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

**Girls** on  
the **run**



