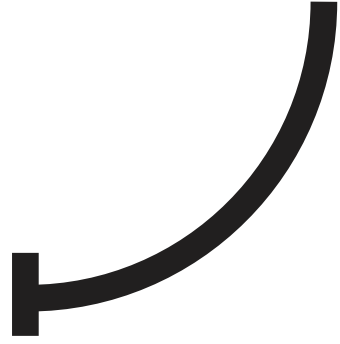


COACH GUIDE

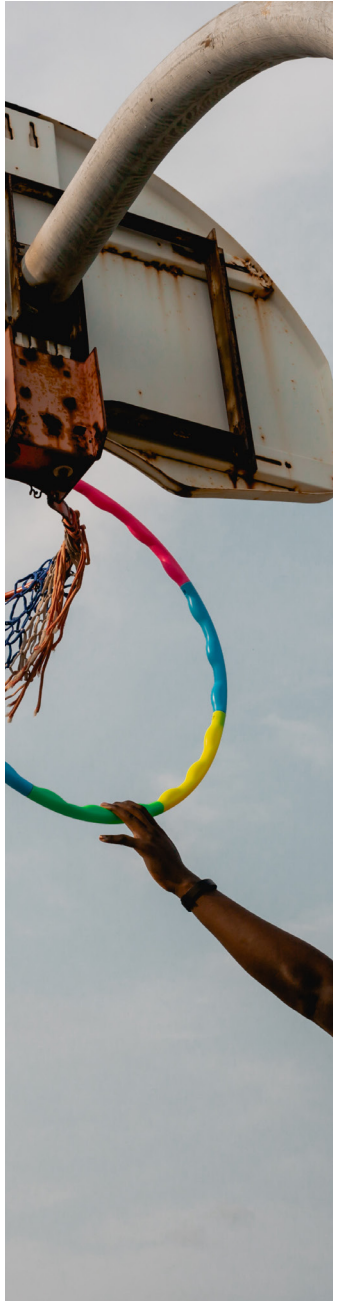


FIRST HALF

TABLE OF CONTENTS

COACH DEVELOPMENT

OFF THE COURT



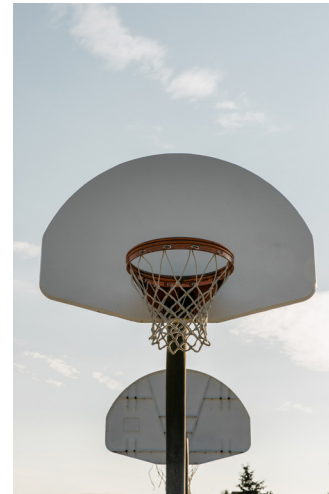
ON THE COURT



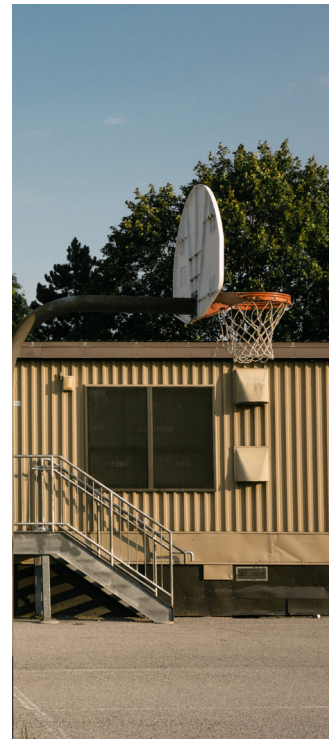
ACCESS TO BASKETBALL



WHO WE ARE



INTRODUCTION



This Coach Guide Belongs To: _____



INTRO- DUCTION

The Coach Guide is a compilation of the learnings from a two-year journey that Lay-Up has been on with Nike and The Center for Healing and Justice through Sport (CHJS).

We started with two questions:

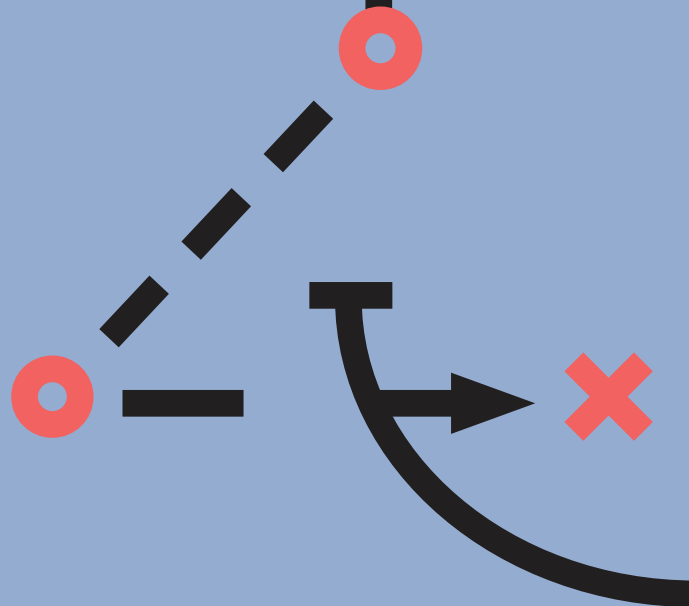
“How do we prepare coaches to deliver basketball to kids of all skill levels in a way that supports their personal development?”

“How do we make this guide into a practical tool that coaches can use and grow with?”

While the focus of the guide is about what we aim to accomplish at Lay-Up, all of the work that both Nike and CHJS have done to champion and develop a globally leading approach to sport for development has been infused into these pages.

We hope you keep this Coach Guide and the ideas in these pages with you as you impact and inspire kids on and off the court in the ways that only a coach can!

WHO WE ARE



Lay-Up is a sport-based, youth development charity that empowers young people aged 6-29 through the sport and culture of basketball.

We deliver **year-round programming** in Toronto's Priority and Neighborhood Improvement Areas through a combination of on-court, Culture of Basketball, coach development and youth employment programs.

REX
DALE

REGEZ
PARK





MOUNT
DAVIS

MAL
VERN

JAN
AND
FINCH

THOR
NCLIFFE
PARK

SCAR
BORO
UG
H

-  We believe in the power of **sport for development**.
-  We prioritize access for Black, racialized and female youth.
-  We strive to provide **equitable access** to opportunities in and around the game.
-  We take an evidence-based approach to equip participants and coaches for **success through basketball**.

ACCESS TO BASKETBALL

Research proves that sport is essential for development and wellbeing. However, many youth face layers of barriers to participating in organized sport. At Lay-Up, we design our programs to remove as many barriers as possible.



Program participation is 100% cost free.



All personal and shared equipment needed is provided.



Programs are in local communities so that they are walkable.



Communication with the Lay-Up community builds relationships and informs program priorities.



Lay-Up coaches get paid training, professional development opportunities, and year-round employment.



Lay-Up provides nutritious snacks and lunches, which increases meaningful and equitable participation in programs.



We provide exposure to diverse career pathways through the Culture of Basketball programming.



Inclusivity and representation are prioritized for participants and coaches.

ON THE COURT

On the court, Lay-Up combines a **high-quality basketball experience with the best practices in youth work.**



- Trained Coaches
- Basketball Equipment
- Jerseys
- Gym Space
- Competition
- Skill Development
- Game Play



- Positive Youth Development
- Coaching Girls
- Future of Work Skills
- Long Term Development in Sport and Physical Activity

Our ultimate goal as coaches is creating a safe space where youth are:

- Part of a team
- Building meaningful relationships
- Trying new things
- Challenged to grow
- Reaching their goals



OFF THE COURT



Lay-Up brings the entire Culture of Basketball into our off-court programming.

Basketball is organically connected to fashion, art, music, film, photography, social justice, technology and entrepreneurship.



Youth come to Lay-Up for basketball, but they come with passion and potential that goes beyond the sport.



Off the court, all personal development activities are centered around the Culture of Basketball.



EVERY KID
NEEDS
A COACH



LAY-UP COACH DEVELOPMENT

Coaches have the potential to positively impact the lives of the youth they work with.

Some coaches come to Lay-Up with a strong basketball background, others come experienced in youth work.

Equipping Lay-Up coaches to bring the best of both is key to effective sports-based youth development.

Through paid training, year-round employment, professional development and networking opportunities, the growth and development of coaches is a priority at Lay-Up.



**“There’s a
coach in
all of us.”**

Nike Coaching for Belonging Playbook

www.nike.com/made-to-play/coach



SECOND HALF

TABLE OF CONTENTS

OUR FOUNDATION

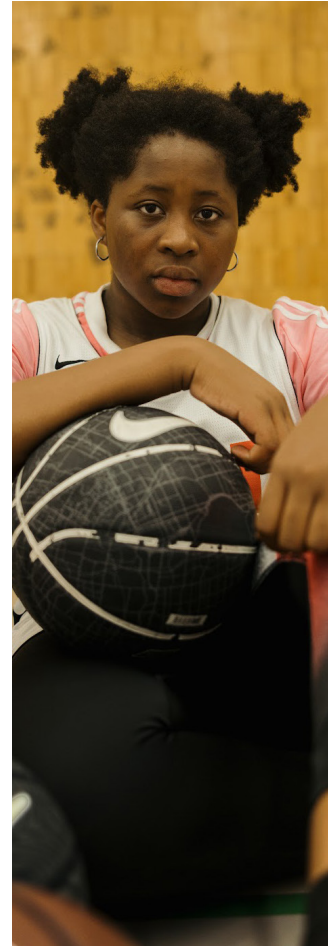


COACH THE BIG THREE



- THE BIG THREE
-  BELONG
 -  CHALLENGE
 -  CONTRIBUTE

EVIDENCE-BASE



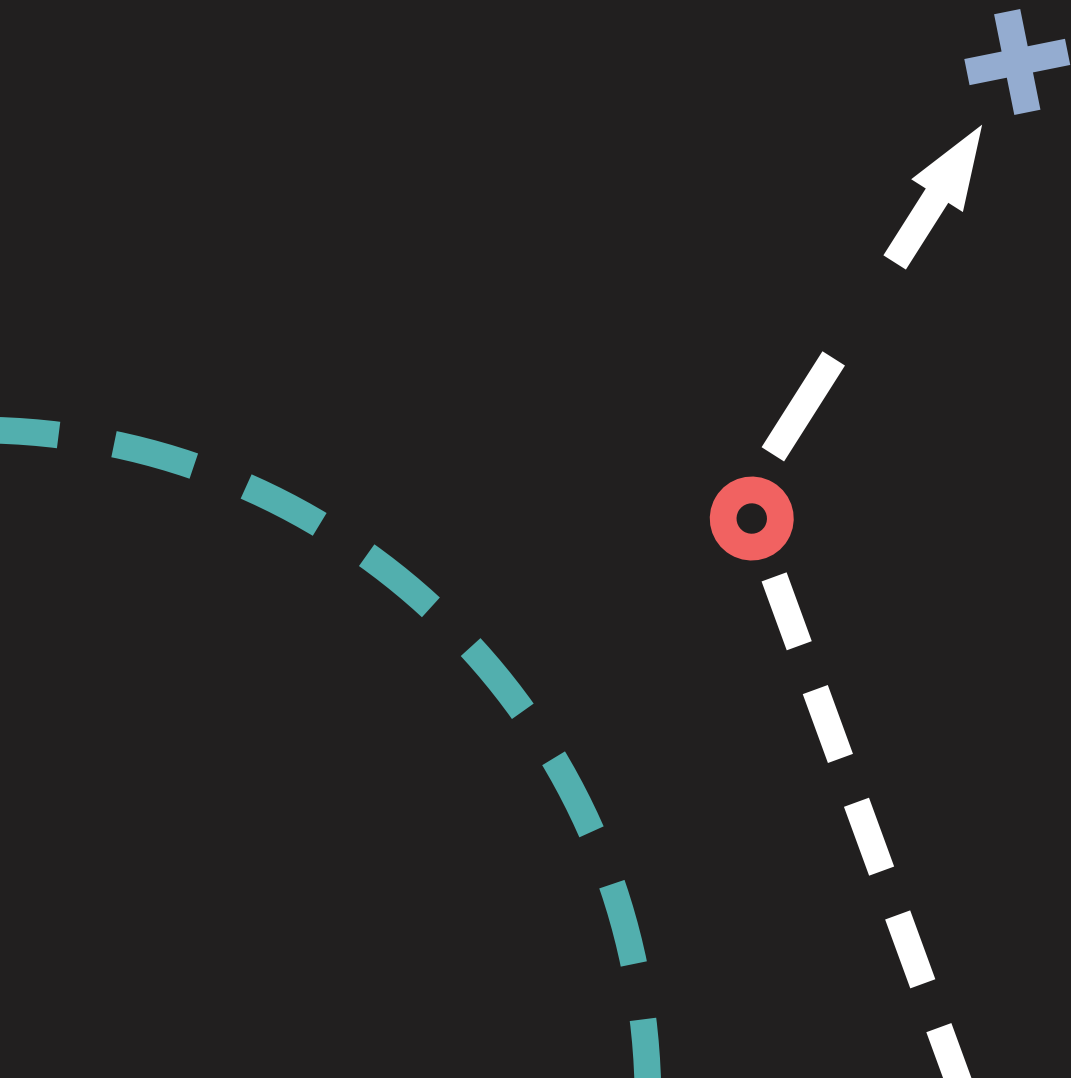
ACKNOWLEDGEMENTS



APPENDIX

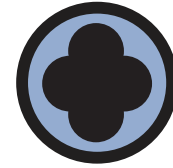


OUR FOUNDATION



The Big Three

Lay-Up's priorities for coaches in each session:



Build belonging



Create manageable challenges



Provide opportunities to contribute

However, The Big Three only work if there's an established sense of safety and connection.

Participants come to Lay-Up with different experiences that impact how they show up. One key factor is the amount of stress a young person is bringing to the court.

Our Foundation

Stress changes the way the brain works because it sets off the fight or flight response, which leads to an unbalanced state.

When unbalanced, we can't be reasonable or relate to others. Instead, we're reactive and are more likely to lash out or disengage.

STRESS

It can be the normal stress from the day, more chronic overwhelming stress, or acute trauma.

FIGHT

- Emotional outburst
- Talking back
- Aggressive behaviour

FLIGHT

- Isolation or disengagement
- Excessive excuses
- Ignoring instructions

The good news is that basketball is full of unique ways to achieve and maintain a state of balance.

Moments of connection

Trust is the antidote to stress. We feel safe with people we trust. And when we feel safe, we can let our guard down. That's why every high five, team cheer and positive encouraging interaction counts.

Rhythmic activity

Activities that have a pattern, that are repetitive, or that have a rhythm, soothe our brain and reduce our reactions to stress.

A lot of what we do already helps kids stay balanced, but here are some ways we can be more intentional.



Start the session

with positive interactions and repetitive movement.



Create opportunities for participants to **make decisions** and foster ownership over their experience.



Encourage mistakes.

Don't only excuse, but praise mistakes because they are part of learning.



Have a space where participants can have a moment to themselves.



Try a round of Match My Bounce: dribble with rhythm, and ask participants to match it.

REPETITIVE MOVEMENT

- Partner passing
- Partner ball-handling
- Dribbling on beat to music

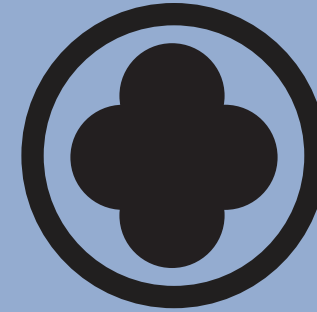


Ask them which game they want to play for Warm Up, or ask who wants to lead the cheer.

PRO-TIP:

This can look like shaking your shoulders to "shake it off" after missing a shot, or simply giving positive encouragement like "you're so close, you've got the next one!"

THE **BIG** THREE



BELONG

Young people who feel like they belong are willing to **take more risks, show up as themselves and try new things.**

Here are strategies we can use as coaches to create a sense of **belonging** in youth:

Acknowledge everybody:

- Greet and dismiss each participant individually.
- Learn the names of your participants.
- Use **names** when providing praise and feedback.

PRO-TIP:

It makes the praise more meaningful and the feedback sink in.

PRO-TIP:

Particularly for female-identifying players, relationships with coaches and each other is a big reason why girls want to play sports.

PRO-TIP:

Instead of “let’s go, guys” try “let’s go y’all.” Replace phrases like “man-to-man” with “match up” or “find a player.”

Be intentional about language:

- Using **non-gendered language** will make a space feel more inclusive.
- Use **positive** and encouraging **words** when coaching.
- When competing, focus on **individual engagement**.

PRO-TIP:

We don’t need punishments and consequences to make things competitive.

Encourage participants to beat their personal best.

PRO-TIP:

Instead of saying “don’t miss” say “you got this.” Replace “don’t foul” with “play good defense.”

Be predictable:

- Bring great energy – participants will match it.
- Start and end each session in a huddle.
- Use the **same routines** every session – these support a strong culture.



- Clap it up to call in the Team Huddle.
- Give 3 high fives before each water break.
- Close every session off with the Lay-Up cheer.

Create opportunities for connection:

Giving participants opportunities to work closely with different teammates will help them feel better connected.

Be curious:

Learn one new thing each time you connect with participants. **Ask questions** and share stories about basketball and beyond.

PRO-TIP:

You can ask fun “would you rather” questions or challenge them to “two truths and a lie.”

Light hearted personal questions like what’s their favourite fast food, or a show they’re watching also go a long way.



CHALLENGE

A common assumption many coaches make is that all young people are ready to handle stressful, competitive, and challenging moments in sport.

Here are some practical ways to prepare them through manageable challenges:

Load it.

once a skill is learned and can be executed, take it up a notch with a physical, cognitive, or social-emotional loads.

Break it down.

By teaching small actions that add up to a complete move, you take participants through the process of breaking down a challenge into manageable parts.

Use games.

When introducing fundamentals, using games allows participants to learn the skill in a fun and engaging way. When we get to teaching that skill, they're already familiar with it.

LOAD TYPE	EXAMPLES
Physical loads create a challenge by making a physical modification.	Use your weak hand, or try it on the move.
Cognitive loads create a challenge by adding a thinking component.	In a ball handling drill, call out how many fingers a coach is holding up.
A social-emotional load creates a challenge through different types of competition.	Personal: Me vs Me - beat my personal best Individual: Me vs You: play 1 on 1 Team: Us vs Y'all - first team to complete the drill





CONTRIBUTE

When our input and participation is valued, we are more likely to engage with and enjoy the activities in our environment.

As coaches, one of the most important things we can do is help young people understand their unique ability to contribute.

These are ways coaches can ensure everyone has the opportunity to contribute:

Be curious.

Start conversations, ask questions and take time to learn about participants. This helps us identify the unique contribution each individual has beyond performance.

Reinforce reflection.

Instead of giving answers, ask questions that help participants focus on important areas of growth. They will be much more likely to retain learnings that they created themselves.

Rally around routine.

Routine creates opportunities for participants to be a part of something. In these moments, coaches play a key role in encouraging everyone's contribution to the team.

Celebrate controllables.

Focus on celebrating things that a participant can control: being brave, sportsmanship, working hard - those are contributions we want to highlight. That way, participants know that **contribution is within their control.**



COACH THE BIG THREE




If every Lay-Up experience reflects The Big Three, we create the best environment for learning basketball and life skills.

Prioritizing 🌐 **belonging**, 🏋️ **challenge** and 🏀 **contribution** narrows coaches' focus to certain **high impact coaching behaviors** that support young people.



COACH REFLECTION TOOL

Use this rubric as a self-reflection tool to evaluate how The Big Three show up in the sessions you coach at Lay-Up.

	 BELONG	 CHALLENGE	 CONTRIBUTE
PRE-SESSION	Welcome each participant personally, and be intentional about your language.	Let players choose how to get active - unstructured play challenges participants' creativity.	Invite kids to help you set up the space, or let them choose a song.
TEAM HUDDLE	Form a circle so everyone is on the same level. Do an Energy Check to open the session.	Discuss the Word of the Week and how it applies. Challenge participants to reflect and be more intentional in their daily interactions.	Ask participants to choose what warm up game to play, or lead the Lay-Up cheer.
WARM-UP	Change group sizing and participant pairing to foster different connections.	Use social-emotional loads to increase difficulty and create space for collaboration.	Create space for participants to lead in the warm up.
GAME TIME	Encourage high fives and positive feedback during competition and drill transitions.	Ask "How did you do that?" to challenge participants to reflect on their movement.	Celebrate controllables: · Being brave · Encouraging teammates · Competing with energy
POST-GAME HUDDLE	Close with the Lay-Up Cheer and encourage everyone to bring it in.	Ask a reflection question about what was practiced in session.	Invite participants to give shoutouts.
CLOSING	Dismiss each participant personally.	Challenge participants to give 3 high fives before they leave.	Ask participants to put their ball away.

POST-SESSION QUESTIONS

DAILY REFLECTION:

After each session, identify one behavior you actively used today and one behavior you want to apply next session.

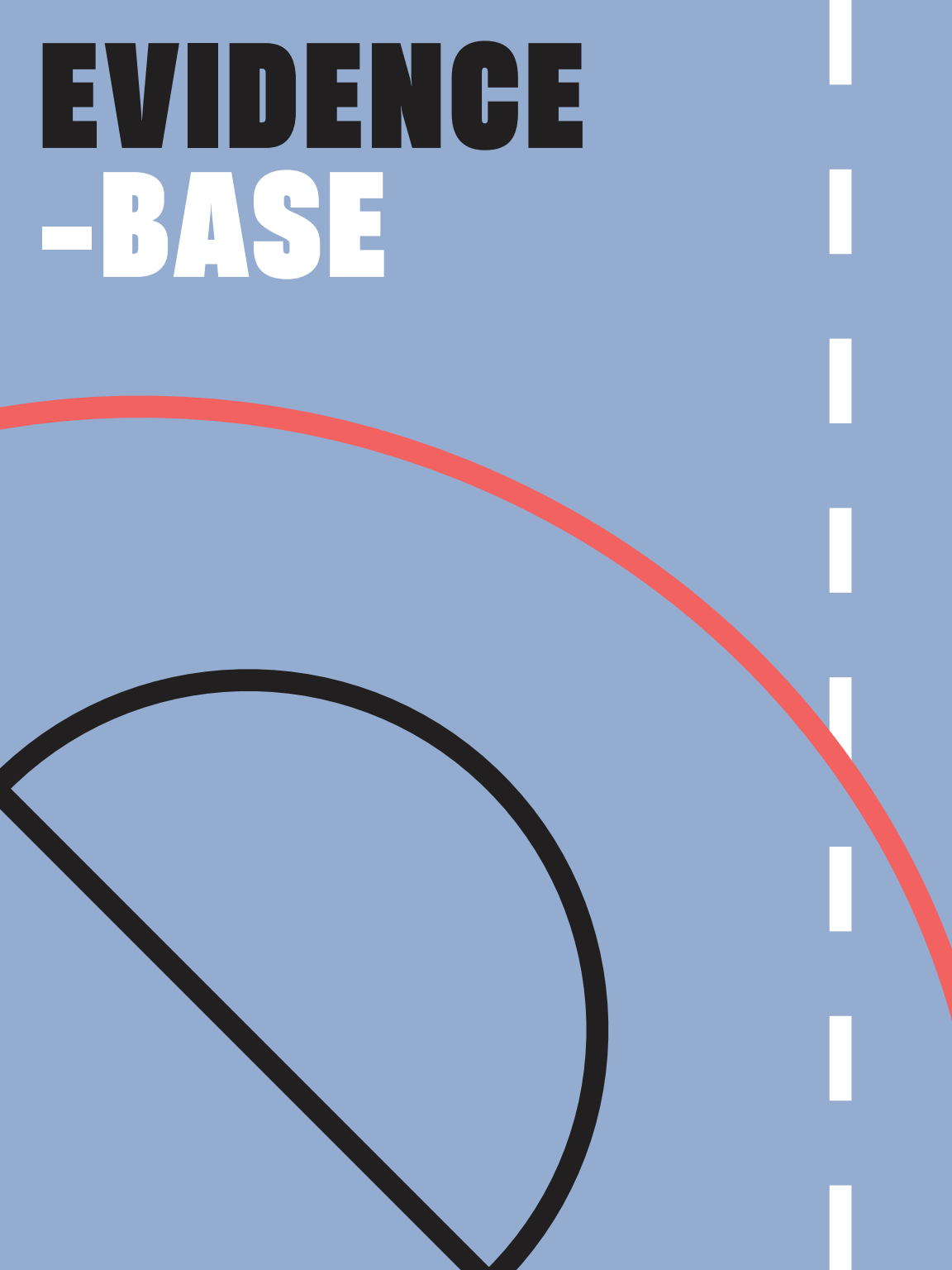
GROWTH REFLECTION:

Are there behaviors you are using more frequently?
How is your approach to coaching evolving?

TEAM REFLECTION:

How are we doing as a team on these behaviors?
How can the strengths within your team be complimentary?
How can we support each other's growth?

EVIDENCE -BASE



The Big Three are based on research that tells us what young people need in order to thrive.

This section outlines how our evidence-base connects to our core coaching areas.

COACHING GIRLS



BELONG

When asked what they want from their sport experience, girls most often say **positive relationships with coaches and teammates**.

Feeling they belong is one of the **highest predictors** of whether a girl will continue playing a sport.

As coaches, we can be purposeful with our interactions to promote a sense of belonging.



CHALLENGE

Belonging facilitates **learning new skills, playing and competing**.

Here's how this works:

Relationships help girls feel safe.



Feeling safe empowers girls to play and compete.



Playing leads to improvement.



Improvement builds self-belief about reaching goals.



Self-belief leads to continued play and taking on more challenges!



CONTRIBUTE

Girls often face layers of challenges when it comes to getting and staying involved in sport.

It can seem like their participation is not valued, and their time is better spent elsewhere.

Ensuring that girls feel empowered to show up and contribute is important; it **helps them understand that sport is a place for them**.



Belonging provides young people with a sense of safety which is essential to learning.

Prioritizing space for **meaningful relationship-building with peers and coaches** fosters belonging and sets a strong foundation for learning.

Positive relationships are fundamental to youth's overall positive development and wellbeing.



Young people consistently report that having **fun is a major priority** when playing sports.

Trying new things and seeing yourself improve are among the top indicators of what kids report to be "fun."

As coaches, being intentional about **creating positive experiences** is a great way to help participants engage in manageable challenges and have fun.



In many sport environments, it can feel like the only way we matter is through performance.

Fostering a **positive environment** empowers participants to be creative in the ways they contribute.

As coaches, we need to create space for **unique contributions**, and we should be **intentional about acknowledging** them all.

FUN FACT

The pathway to a positive sport experience is often different for boys and girls.

For girls, it is:

1. Connecting
2. Competing
3. Performing and having fun

For boys, it is:

1. Competing
2. Performing and having fun
3. Connecting through the game

POSITIVE YOUTH DEVELOPMENT

FUN FACT

One of the biggest factors for positive youth development is youth having a caring adult in each sphere of their life (home, school, community, sport). You can be one of those caring adults!

FUTURE OF WORK



The world of work is changing.

However, research accurately predicts the **most valuable skills** for future employees to have.

Developing any skill (especially complex thinking skills) depends on if we are balanced. That allows us to **access our brain's learning centres**.

Prioritizing belonging helps kids learn beyond the game.



The ability to learn and perform under pressure is essential in every job.

Sport provides real -time opportunities to **practice learning** while **managing stress** in a **changing environment**.

Using the **teach-play method** creates a context where participants:

TEACH: Learn a new concept

PLAY: Try it

TEACH: Receive coaching cues on their performance

PLAY: Make adjustments and progress

Breaking down the skill alternates **small amounts of stress** with **small amounts of learning**, and this **builds resilience** for their future.



Having something valuable to contribute is not only important in sports, it's important on every team.

Basketball is an amazing way to build skills that will translate to every team we play on - especially in the workplace.

As coaches, we must teach participants skills that will empower them to uniquely contribute to their future workplace.

Take a look at this short list of Future of Work Skills from the World Economic Forum.



As coaches, it's important to understand that sport and **physical activity looks different for everyone**.

Create an environment where participants can **show up as themselves and feel they belong**. This is essential for them to be confident to try new things regardless of their skill and ability level.



We want our participants to enjoy physical activity and **be active for life**. One key way to do that is by helping them build new skills.

Pushing ourselves outside of our comfort zone with challenges that are "just right" - not too easy, not too hard - is how we grow.

We can **load drills to be age and skill appropriate** to ensure participants have the right level of challenge to meet them where they're at.



If what we have to offer is not appreciated or acknowledged, we are likely to disengage.

Building **physical literacy equips young people with the motivation, confidence, and physical competence** to participate in the ways they are able.

As coaches, we must be intentional about **developing a wide range of fundamental movement skills** and acknowledging each contribution.

LONG TERM DEVELOPMENT IN SPORT AND PHYSICAL ACTIVITY

FUN FACT

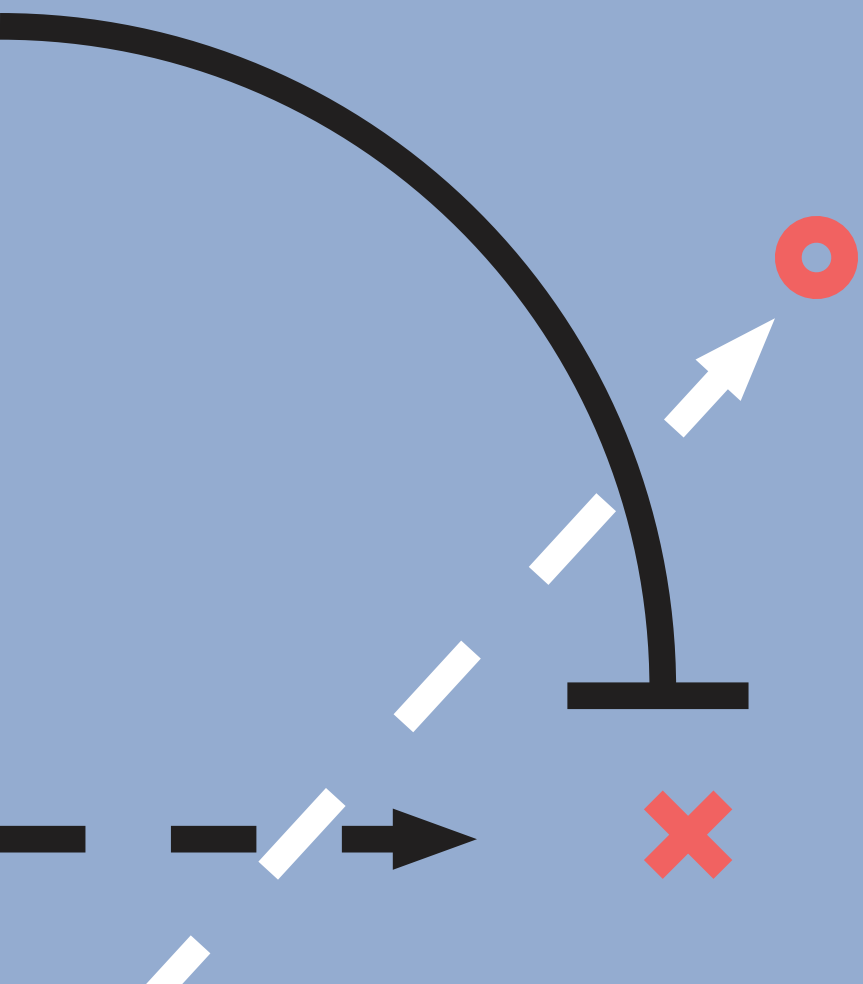
65% of children entering primary school today will ultimately end up working in completely new job types that don't yet exist.

- The Future of Jobs and Skills Report, 2016 - World Economic Forum

FUN FACT

Playing multiple sports as a child prevents burning out, overuse injuries and develops transferable skills that can help you in the sport you enjoy the most.

GEAR DISTRIBUTION





JERSEYS

LAY-UP IS COMMITTED TO:



AS A PART OF LAY-UP TEAM:





The following pages are excerpts from Nike's Made to Play Product Playbooks.

Full guides can be found at nike.com/made-to-play/coach

SPORTS BRAS



“Through Made to Play, Nike’s global commitment to getting kids moving, Nike supports community partners to remove barriers and expand girls’ access to the many benefits of physical activity.”

“Puberty is a time when girls are most likely to drop out of sport. We can play a role in preventing this, by providing girls with the right apparel and equipment they need to play. This includes sports bras. After all, a girl should never have to stop playing because she doesn’t have the product she needs to play with confidence.”

HOW TO TALK ABOUT FIT

For many coaches, talking about sports bras might be new and even a bit awkward. Here are a few examples of what you can say during the session.

Keep in mind, a fit session with a group of girls is likely to become busy at times. That’s when negative body talk can creep in. Having multiple adult female helpers ensures that the environment remains positive and supportive, while redirecting unhelpful behaviors.

“WE CAN’T HELP YOU IN THE DRESSING ROOM, BUT THE SPORTS BRA FIT CARD HAS A DESCRIPTION OF HOW THE BRA SHOULD FIT AND FEEL. WE’RE HERE FOR ANY QUESTIONS YOU HAVE.”

“HERE ARE A FEW SIZES TO TRY; SHOUT OUT IF YOU’D LIKE TO TRY ANOTHER SIZE.”

“SPORTS BRAS ARE SUPPOSED TO BE PRETTY SNUG.”

“IS IT UNCOMFORTABLE? TOO TIGHT OR TOO LOOSE? HERE’S ANOTHER SIZE.”

“IT’S OK TO FEEL A LITTLE ANXIOUS OR UNCOMFORTABLE DURING THIS SESSION. THAT’S NORMAL. REMEMBER, I’M HERE TO SUPPORT YOU.”

“EVERYONE’S BODIES ARE ALWAYS CHANGING. A SPORTS BRA WILL HELP GIVE YOUR BODY THE SUPPORT IT NEEDS.”

“IF YOU’RE NOT SURE ABOUT THE RIGHT FIT, IT’S OK TO TAKE THE BRA HOME AND TRY IT ON THERE WITH YOUR MOM, SISTER OR SOMEONE ELSE YOU TRUST.”



HOW TO DISTRIBUTE SPORTS BRAS

BEFORE

IDENTIFY THE TEAM

- Select at least two adult female coaches, mentors or role models to lead the session
- Plan on men being part of the conversation, but not present during the actual fitting

DO YOUR HOMEWORK

- Review this [Sports Bra Playbook](#) in advance
- Review the [Sports Bra Fit Card](#)
- Distribute and collect any parent/guardian consent forms (See suggested copy on page 7)

DURING

MAKE GIRLS FEEL COMFORTABLE

- Welcome the girls and let them know how the session will go
- Remind everyone of the ground rules you established
- If it's practical, play music when the girls pick out their bra to create an energetic environment

USE TEACHABLE MOMENTS

- Talk with girls about puberty and body changes
- Let them know it's normal to feel self-conscious or self-confident. All feelings are valid!
- Remind girls that everyone is on a different timeline – and breasts actually change during puberty and throughout adulthood
- Share your own experience with a first sports bra, if you are comfortable. You are their role-model!
- Answer any questions girls might have and make space for some conversations to take place outside of the group setting

AFTER

TALK ABOUT TAKEAWAYS

- Incorporate body confidence principles into your team, beyond the bra-fitting session, including:
 - Normalizing body diversity and all types of breasts
 - Challenging body talk
 - Focusing on body functionality over appearance (e.g., Celebrate what girls can do, not what their bodies look like)
 - Encouraging open and sensitive discussions about body image concerns

GET THE SPACE READY

- Find a space to hold the information session (e.g., locker room; gym classroom; conference room)
- Reserve the space in advance if necessary

CONNECT WITH GIRLS

- Two weeks ahead of time, have a 'Heads Up' conversation to provide girls with details on what the session will involve and when it will occur. You can find a sample script for this conversation below
- Work with girls to establish ground rules for the session
- Determine everyone's preferred pronouns (if you don't already know)

FIGURE OUT THE FIT

- Use the tips provided in "Getting the Right Fit" on page 2
- Walk girls through the [Sports Bra Fit Card](#) (see key points on page 3)

MANAGE THE FITTING ROOM

- Direct girls to a private dressing room, locker room or bathroom to try on the sports bra
- The changing room should be off-limits to anyone not involved in the session. Privacy is paramount
- If you don't have access to private dressing rooms, let the girls take the sports bra home to try on, using the Sports Bra Fit Card as a guide

FOLLOW UP

- Determine if there are any girls you need to follow up with. For example, these could include girls who:
 - Did not want to participate in the session
 - Struggled to find the right fit
 - Made frequent body comments about themselves or others
 - Got distressed during the session
- Remind girls that you're available to address any questions that might come up after the session



GIVE GIRLS A HEADS UP

Not sure what to say? Here's a sample script to help you cover the key points:

- On [insert date of sports bra distribution], we're going to have a team session about how to select and fit a sports bra. A good-fitting sports bra is essential to keeping you comfortable and safe when you play.
- The session will happen in a private space, and you'll need your parent/guardian's permission to participate.
- If talking about bras feels uncomfortable at first, just remember it's a normal experience for girls and women. It's also not mandatory for you to participate in the group session.
- During the session, we'll share a Sports Bra Fit

Card to help you find the right fit.

- We'll have different sizes for you to try, and we'll have a separate space for you to try them individually in private.
- Our team is made up of girls with different body shapes, sizes and abilities. As always, we're going to be respectful of each other's bodies, experiences and opinions.
- We're also going to set some basic ground rules for the session, so that it's a fun and comfortable experience for you all. What should our rules be? (generate rules as a group)
- If you have any questions or concerns about the session, I'm always here for a chat either in the group or one-on-one.



HIJAB DISTRIBUTION



“A hijab is a head covering worn by some Muslim women. It’s traditionally a symbol of modesty and privacy and is important for religious, cultural or family reasons.”

“The right product can make a big difference in how girls experience sport – and for some girls, this includes wearing the hijab. For girls who choose to wear it, the hijab can be a source of power and strength, both on and off the playing field.”

**HIJABI GIRLS WHO MOVE,
MOVE THE WORLD.**

PLAY EQUALS POWER

**THERE IS NO RIGHT OR WRONG WAY TO PLAY.
THE ONLY THING THAT MATTERS IS THAT YOU PLAY.**

Whether you choose to wear it once, on occasion or all the time, a sport hijab lets you play hard how you choose, when you choose.

Because a girl should never have to choose between what she plays and what she believes.



HIJAB BASICS

A hijab is a head covering worn by some Muslim women. It’s traditionally a symbol of modesty and privacy and is important for religious, cultural or family reasons.

Girls choose to wear the hijab at different ages. For some, it could be the start of puberty or even before. For others, it could be marriage, a particular age or just a time she decides for herself. Some wear it whenever they choose to; others wear it only during religious activities; and others wear it whenever they are in the presence of non-relative males. Just like any other gear, loose-fitting, non-breathable materials that fall into the eyes or trap sweat can be challenging in sports like basketball or soccer. A sport hijab (or a snug hijab without pins or fasteners that can come loose) allows girls to move. And girls who move, move the world.

MEET A FEW HIJABI ATHLETES



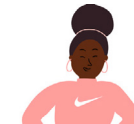
FARAH, CANADA

In Farah’s family, wearing the hijab is a personal choice made by each girl. She hasn’t worn a hijab before, but she’s inspired by her older sister and is interested in giving it a try.



AMARA, FRANCE

Amara comes from a traditional Muslim family for whom wearing the hijab starting at puberty is a rite of passage. She started wearing a hijab in the past year and is excited to have a sport hijab as part of her kit.



HADIA, EGYPT

Hadia’s parents stress the importance of the hijab, but the choice is Hadia’s. She is worried she’ll have to give up sport if she wears the hijab like her mother did when she was a girl.



KHADIJA, USA

Most of the women in Khadija’s family are non-hijabi Muslims. She became curious about the hijab when she saw Ibtihaj Muhammad wear one in the 2016 Olympics.

WAYS TO SUPPORT YOUR HIJABI ATHLETE

- Create a safe, inclusive and respectful environment for sport and play
- Listen to her and respect her
- Respect her choice for when she does and doesn’t want to wear a hijab
- Don’t put her on the spot to explain her beliefs
- Incorporate conversations that focus on being a supportive teammate and ally

ADDITIONAL RESOURCES

HIJAB PRODUCT PLAYBOOK

INSIGHT PACK: MUSLIM WOMEN AND GIRLS

WOMEN’S SPORTS FOUNDATION COACHING THROUGH A GENDER LENS

CANADIAN WOMEN & SPORT: SHE BELONGS

MADE TO PLAY COACHING GIRLS GUIDE

Visit <https://nike-public.box.com/MadeToPlay-Hijab> to view these resources online.

As part of the Made to Play commitment to get all kids moving, Nike is working to break down barriers, build community and help girls find their strength and potential through the power of play and sport.

Learn more at nike.com/madetoplay

DURING DISTRIBUTION

TALK ABOUT THE HIJAB

Help get girls excited about the sport hijab with an enthusiastic introduction:

- **What is a hijab?** A hijab is a head covering worn in public by some Muslim women. It usually covers the chest and head and represents modesty and privacy. Women start wearing hijabs at a variety of ages – often between 12 and 15. Some people wear them all the time and others wear them occasionally. The hijab is a symbol of independence, assertiveness, power and self-expression for Muslim women.
- **Help get girls excited about the session with an enthusiastic introduction:** We are all athletes! We all love to play sports together, develop skills, and get stronger and most of all, have fun. A sport hijab can help Muslim women play with confidence. You'll receive a sport hijab today, you'll learn how it should fit and feel, you'll put it on in private and then we'll do a few activities to get you moving.
- Girls follow rules best when they're involved in creating them, so ask girls what will help the session go well and work together to establish some ground rules. Girls might suggest things like showing respect, not teasing others, listening, and giving each other privacy. You can suggest those rules if they don't.
- Be sure to give girls plenty of opportunities to ask questions.

ICEBREAKER QUESTIONS

- **What's your favorite part about being active?**
- **What are ways we can support our teammates on and off the court/field?**
- **Has anyone here worn sports equipment designed specifically for girls/women or a sports hijab before?**

PLAN FOR HIJAB DISTRIBUTION

It's the distribution team's job to make the session feel comfortable and inclusive. Here are a few essentials:

- Trying on the sports hijab needs to be something the girls experience on their own in private.
- Girls should be directed to a private dressing room, locker room or restroom to try on the sport hijabs, but if they want to wait until they are home, that's okay too.
- The changing room should be off-limits to anyone not involved in the session. Privacy is paramount.
- If you don't have access to private dressing rooms, have the girls take the sports hijab home to try on, using the Inspiration Card as a guide.



IF YOUR PROGRAM IS A MIX OF MUSLIM AND NON-MUSLIM GIRLS

We encourage you to use the playbook to drive conversation and a positive experience for your girls. Make sure to not put Muslim girls on the spot. Use this playbook as a guide and find what works best for your group. Talk to the Muslim girls to see if they want to receive them during practice with the full team or before/after the practice in private.

It's important as a coach or program facilitator to ensure this is a positive and comfortable experience and not one that causes embarrassment. When you are ready to distribute the hijabs, give the girls a hijab, inspiration card, and the parent's letter. Regardless, use the icebreakers to bring all the girls together and focus on a theme of allyship for the practice.

DO'S AND DON'TS

DO'S

Make sure that a female coach or leader is running the session.

Set a positive and upbeat tone, and emphasize that the girls are in an inclusive and safe space.

Make sure you understand that for girls wearing a hijab is a personal choice. She may also need to wear long sleeves, long pants or leggings. As a coach or mentor, you're there to offer information, support and encouragement in whatever they decide.

Tell girls how the sport hijab should fit and feel.

Provide a private space where girls can be comfortable trying on their sport hijabs.

No dressing room? No problem. Let the girls take their sport hijabs home to try on.

Ensure parents are aware and give consent for their daughters to participate.

DON'TS

Don't create an uncomfortable environment for girls by including men or boys in the session. That includes male coaches, teammates, parents, guardians, peers or siblings.

Don't judge or offer an opinion about whether or not girls choose to wear a hijab.

Don't force the hijab on any girl who doesn't want to try one on.

Don't avoid a question you can't answer. Leverage the tools and resources provided. If you don't have an answer, let her know you'll follow up with her.

Avoid masculine language, such as calling groups of girls "guys." For more information about this check out the How to Get (And Keep) Girls Playing Guidebook.



Zahra Lari

Emirati figure skater and five-time Emirati National Champion

NOTES

APPENDIX



Made to Play

COACHING GIRLS

The **Made to Play Coaching Girls Guide** – created by Nike and The Center for Healing & Justice Through Sport, with support from the Youth Sport Trust – equips both female and male coaches with tools that can help make sport fun for girls, because girls drop out of sport at twice the rate of boys by age 14. The open-source guide shines a light on barriers that are specific to girls and offers insights on how to remove them or to help girls overcome them.

Girls are more likely to love playing and keep playing when they connect with their coaches – but more coaches, especially now, need the tools to teach, motivate, empower and inspire girls (and all kids!) to reach their full potential through sport.

These quick tips will help you grow the skills you have (and add new ones) to help kids, especially girls, discover the joy of play, movement and activity.

CREATE CONNECTION



LEARN NAMES

As simple as it sounds, it's essential to learn names! Have a strategy for learning names and don't be afraid to admit to your team that you are learning.



CIRCLE UP

Talk to your players in a circle. A circle puts everyone on the same level, encourages connection and creates safety because everyone's got each other's backs.



ASK QUESTIONS

Show you're interested, engage girls in their learning by asking questions and giving fewer instructions.

LET HER COMPETE



CREATE A COMPETITIVE CULTURE

Mix up your practices so that girls have the chance to compete against themselves, and with and against their teammates. Giving girls the chance to practice being competitive in lots of different ways will set them up for successes when the big game comes!



SHOUT OUT COMPETITORS

Specifically focus shout-outs on girls who competed the best that day- either with herself, among her teammates or for the team.



EXAMINE EXAMPLES

Provide evidence of successful female competitors- in the examples you give and the names of teams! She can't be what she can't see!

BE BRAVE, NOT PERFECT



PRIORITIZE BRAVERY

Make being brave the most important thing a player on your team can be by calling it out and having girls celebrate it in each other- you could even go from having a Most Valuable Player to a Bravest Player award.



LET MISTAKES GO

Encourage girls to move on from mistakes by engaging in a physical gesture or phrase that she can use to remind herself that mistakes are ok and to get ready for the next play.



SET THE TONE

Share your mistakes so that they feel safe to make their own!

PROGRESS, NOT OUTCOMES



PRAISE THE RIGHT THINGS, THEE RIGHT WAY

Specifically acknowledges things that players have control over, so they start to believe that they have the power to get better and learn new things



HOW DID YOU DO THAT?

Asking a girl "how did you do that?" when she has learned something new helps her recognize her accomplishment, identify the process she went through to achieve it, and use what she's learned the next time she faces a challenge.



SET PERSONAL RECORDS

Push girls to track their personal records (and not compare themselves to their teammates)! Celebrate girls when they set a new best!

DO A GIRL CHECK



LISTEN FOR LANGUAGE

Check to make sure you're minimizing the times you use gendered terms, like "guys" with the team. Make it competition and ask the girls to call you out!



ROLE MODEL ROLL CALL

What's going on with the adults in your program? How can you make sure that girls have the chance to be coached by women and see female leaders in action?



CREATE GIRL SPACES

Is there ever a time in the schedule when girls get to be in a space by themselves, away from boys? Some girls need that protected space to feel more confident and comfortable

For the full Made to Play Coaching Girls Guide, visit nike.com/madetoplay/coach

WHAT IS HEALING-CENTERED SPORT?

TYPICAL SPORT

HEALING-CENTERED SPORT

- | | |
|---|---|
| <ul style="list-style-type: none"> ✗ When an athlete shows up to the field, court, or pool, the coach is standing off to the side with other adults (arms folded). | <ul style="list-style-type: none"> ✓ When an athlete shows up, the coach enthusiastically greets them and invites them into the space. |
| <ul style="list-style-type: none"> ✗ When an athlete is late to practice, they are required to "do laps" or something else that indicates their fault in arriving late. They don't check in about why they are late, but may provide an ultimatum about being late again. | <ul style="list-style-type: none"> ✓ When an athlete is late to practice, the coach says "I'm glad you made it, get warmed up and I'll catch you up," then circles back later to make sure everything is ok and troubleshoot ways to help athlete come on time (if possible). |
| <ul style="list-style-type: none"> ✗ An athlete shoots and misses (or strikes out, doesn't win, etc.) and the coach criticizes with words or their body language (looks away, acts disappointed or angry). | <ul style="list-style-type: none"> ✓ An athlete shoots and misses (or strikes out, doesn't win, etc.) and the coach encourages the effort and helps them move forward. |
| <ul style="list-style-type: none"> ✗ When a coach gives the whole team instruction (or discusses strategy) they stand while forcing athletes to sit / kneel and hover over them. | <ul style="list-style-type: none"> ✓ When a coach gives the whole team instruction (or discusses strategy) they stand in a circle with the team. |
| <ul style="list-style-type: none"> ✗ When an athlete comes off the field, court, out of the pool, the coach says "you should do this next time" or "why didn't you do this?" | <ul style="list-style-type: none"> ✓ When an athlete comes off the field, court, out of the pool, the coach says "what did you notice out there?" |
| <ul style="list-style-type: none"> ✗ Coaches micromanage games—give instruction while athletes are playing (even when players can't hear them). | <ul style="list-style-type: none"> ✓ Coaches encourage the play and use time on the bench or time out to give instruction to an athlete not engaged. |
| <ul style="list-style-type: none"> ✗ When an athlete exhibits challenging behavior, a coach sends them to a time out, or kicks them out of practice (isolate and contain). | <ul style="list-style-type: none"> ✓ When an athlete exhibits challenging behavior, a coach takes them for a walk, or plays catch with them (connect and move). |
| <ul style="list-style-type: none"> ✗ Coach is easily dysregulated—yells from the sideline, gets agitated, fights with the referee. | <ul style="list-style-type: none"> ✓ Coach stays cool to help athletes stay regulated with a consistent, calm demeanor. |
| <ul style="list-style-type: none"> ✗ Every activity is the same for every athlete. | <ul style="list-style-type: none"> ✓ Activities are adapted to meet athletes where they are. |
| <ul style="list-style-type: none"> ✗ Fitness is used as punishment—athletes are sometimes made to be responsible for their teammates through extra fitness. | <ul style="list-style-type: none"> ✓ Fitness is never used as punishment. Practices are highly active; "pressure" is put on athletes through game-like scenarios. |
| <ul style="list-style-type: none"> ✗ Athletes are expected to do what the coach says with no questioning. | <ul style="list-style-type: none"> ✓ Athletes are invited to do what the coach says and given opportunities to ask questions and express opinions. |
| <ul style="list-style-type: none"> ✗ Coaches do not seek feedback from their athletes. | <ul style="list-style-type: none"> ✓ Coaches actively seek feedback from their athletes. |
| <ul style="list-style-type: none"> ✗ Coaches do not admit when they are wrong or take responsibility for mistakes. | <ul style="list-style-type: none"> ✓ Coaches admit when they are wrong (and apologize, when necessary) and take responsibility for mistakes. |
| <ul style="list-style-type: none"> ✗ Coaches provide positive feedback when an athlete accomplishes something (scores a point, wins a race, etc.). | <ul style="list-style-type: none"> ✓ Coaches provide positive feedback when an athlete progresses in some way (beats personal record, tries something for the first time). |
| <ul style="list-style-type: none"> ✗ Coaches encourage athletes to "push through" whenever they are too far out of their comfort zone. | <ul style="list-style-type: none"> ✓ Coaches allow athletes to opt in and out of play when they go too far out of their comfort zone. |

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As part of the Made to Play commitment to get all kids moving, Nike is working to break down barriers, build community and help kids find their strength and potential through the power of play and sport. Learn more at nike.com/madetoplay

CHJS is a team-based consulting group that believes in the power of sport to positively change the world. Their goal is to fundamentally change the way society views sport, on the individual level and as a culture.

By integrating healing-centered sports more deeply into the sports world at-large, they help heal trauma, effect lasting change in the world, and create a foundation for broader social justice. They are committed to staying rooted in the innovation that exists in community-based sports-based youth development (SBYD) and to elevate grassroots efforts to make sports equitable and healing-centered.



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