

# Her Time To Play



## ADMINISTRATOR CURRICULUM

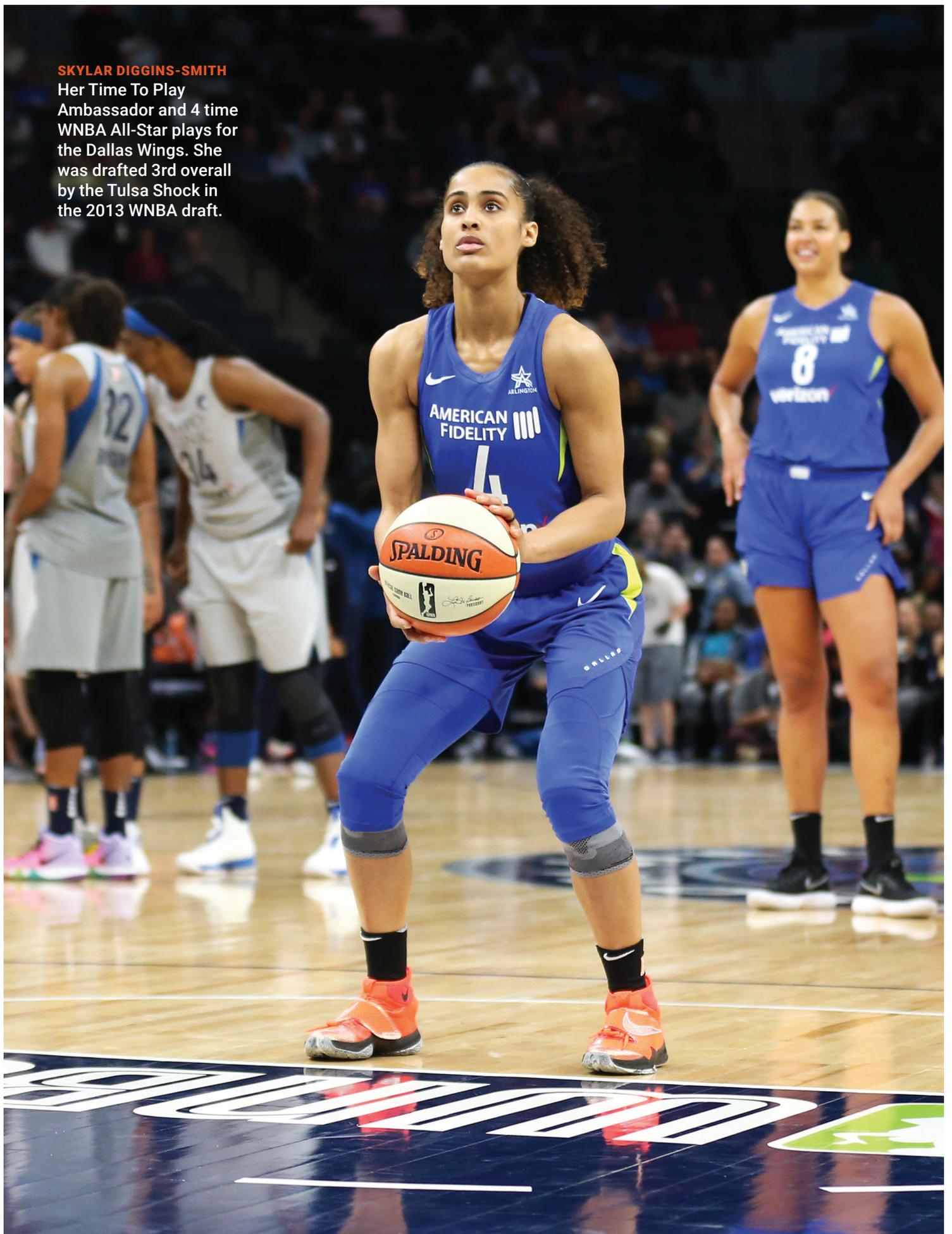
INTRODUCTORY LEVEL

In Partnership With

**WOMEN'S  
SPORTS  
FOUNDATION**

**SKYLAR DIGGINS-SMITH**

Her Time To Play  
Ambassador and 4 time  
WNBA All-Star plays for  
the Dallas Wings. She  
was drafted 3rd overall  
by the Tulsa Shock in  
the 2013 WNBA draft.



## ★ OVERVIEW

**Her Time To Play** is a new initiative created by the WNBA and NBA to inspire the next generation of girls, ages 7-14, to play basketball in a positive and healthy way. Through sports, girls learn important life skills such as teamwork, leadership, and self-confidence. However, twice as many girls compared to boys drop out of sports by the age of 14 (Women's Sports Foundation), which can be attributed to societal barriers that are primarily faced by girls.

The program's free curriculum, created in partnership with the Women's Sports Foundation, pairs oncourt training with off-court life skills lessons to build girls' confidence, prepare them for the challenges of adolescence and teach values like teamwork. Each chapter of the curriculum highlights personal life experiences and stories shared by WNBA players with all 12 WNBA teams represented throughout the curriculum.

It is also important for young girls to have female mentors in sports, their local communities and everyday lives, but only 28% of youth sports coaches are women (The Aspen Institute). Her Time To Play aims to increase opportunities for women in coaching and athletic leadership across the youth sports landscape. Learn more at [www.JrNBA.com/HerTimeToPlay](http://www.JrNBA.com/HerTimeToPlay)

## ★ ABOUT THE JR. NBA

The **Jr. NBA** presented by Under Armour is the league's youth basketball participation program that provides a fun environment for kids to learn the fundamentals and values of the game. The Jr. NBA is focused on helping grow and improve the youth basketball experience for players, coaches and parents, and offers a free curriculum covering all levels of the game that includes 48 practice plans and more than 250 instructional videos featuring NBA and WNBA players.

The Jr. NBA partnership network is comprised of youth basketball programs of all NBA, WNBA and NBA G League teams as well as elementary and middle schools, military bases and longstanding community partners. For more information and to register for the Jr. NBA, visit [www.JrNBA.com](http://www.JrNBA.com) or download the Jr. NBA app.

## ★ ABOUT THE WNBA

The **WNBA** – which features 12 teams and is the most successful women's professional team sports league in the world – is a unique global sports property combining competition, sportsmanship, and entertainment value with its status as an icon for social change, achievement, and diversity. The league, which counts Verizon as its leaguelike marquee partner, tips off its 23rd season on May 2019.

Through WNBA Cares, the WNBA is deeply committed to creating programs that improve the quality of life for all people, with a special emphasis on programs that promote a healthy lifestyle and positive body image, increase breast and women's health awareness, support youth and family development, and focus on education. For more information about the WNBA, visit [www.WNBA.com](http://www.WNBA.com).

## ★ ABOUT WOMEN'S SPORTS FOUNDATION

The **Women's Sports Foundation** is a powerful voice, catalyst and convener dedicated to ensuring all girls have equal access to sports and physical activity and the tremendous life-long benefits they provide. Founded by Billie Jean King in 1974, we seek to strengthen and expand opportunities for all girls and women to participate in all sports at all levels through research, advocacy, community impact and a wide variety of collaborative partnerships. The Women's Sports Foundation has relationships with more than 1,000 of the world's elite female athletes and has positively shaped the lives of more than 3 million youth, high school and collegiate student-athletes. To learn more about the Women's Sports Foundation, please visit [www.WomensSportsFoundation.org](http://www.WomensSportsFoundation.org).

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\* Denotes "TRICKY TOPIC". For these topics you may wish to seek out additional information and resources, such as expert guest speakers. Be sure you understand your program's policies and protocols around discussing these sensitive issues with participants.

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★ INTRODUCTION

Everyone is concerned about the challenges facing girls these days—from the pressure to smoke and drink to dealing with bullies and intolerance to being stressed out about how they look and if they fit in. We want girls to stay healthy, be active, eat right, and feel good about themselves. Sometimes girls don't have anyone to talk to about tough issues, and even when they do, the message may not be clear and does not always get through.

Most girls will turn to their friends or the media for information while others will just keep to themselves. There are some tough issues discussed in this curriculum, but research shows that girls want a caring adult to talk to when faced with challenges. You have a great opportunity to cultivate an open environment based on sharing and listening.

## ★ BASIC GUIDELINES

The materials in this guide are directed at girls ages 7-14 years old. Please visit [JrNBA.com/HerTimeToPlay](http://JrNBA.com/HerTimeToPlay) for more information on the overall program.

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Be prepared to guide the girls through this curriculum. This curriculum is designed to be delivered by adult program staff, leaders, coaches, professionals, etc., and is meant to be integrated into a sport or physical activity program.

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You may find yourself in the challenging position of providing a safe place where girls may say things they want kept confidential. One common code for confidentiality is to tell the girls at the beginning that anything they disclose that poses a threat to the safety of themselves or others will not be kept secret. In some cases, this is required by law.

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It's important to understand that this material serves a wide range of communities and populations throughout the country. What may be a pressing topic in one community, or for one girl, may not seem appropriate to a parent, depending on a family's particular values or beliefs. We've carefully presented this material based on what research has shown to be the issues most relevant to this age group, but we recommend making parents and guardians aware of the content before you begin. Parents may review sessions by visiting [JrNBA.com/HerTimeToPlay](http://JrNBA.com/HerTimeToPlay). It's OK for a parent to have her/his daughter opt out of a specific session.

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**Focus on cooperation, not competition.** Although the competitive aspect of sports can be valuable, these sessions are designed to make all girls feel included and comfortable enough to participate. When there is a heavy focus on competition, girls who have less experience with physical activity may feel discouraged. In general, we recommend encouraging girls to work cooperatively and help each other during the activities throughout the sessions. As an Administrator, you should make your own determination about whether or not your group would benefit from a bit of healthy competition.

## ★ FACILITATION TIPS

**Be supportive by giving positive feedback.** Look for qualities and behaviors to praise and avoid being judgmental. Most girls get enough of that already.

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**Create a safe environment for the girls to share their feelings and ideas.**

Try to structure the conversations so that even the quiet girls have a chance to share their thoughts. Make a casual announcement before the discussions that all ideas and comments should be respected and that there is nothing too weird or silly to say. You may also want to occasionally break into small groups to have discussions about the stories because some girls may not be comfortable speaking up in a large-group setting. Make eye contact, smile, have an open body posture, and thank each girl for sharing her ideas.

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**If you don't know the answers, it's OK to say so.** Plan to research the answer yourself or do it as a group activity.

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**Maintain an upbeat attitude and be patient.** Some girls take longer than others to feel comfortable.

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**Be creative.** Keep in mind that there is no one way to deliver the program. You should implement it in a way that makes sense for your program. However, we hope you'll make time for all of the activities so that you and your girls can feel the full effect of the learning experiences included. By doing the activities, the girls are practicing new skills with you and reinforcing the messages from the sessions.

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**Be a healthy role model.** If you are making healthy changes, share your experiences. Eat well, exercise, rest, don't smoke, don't swear, and don't be quick to anger!

★ MESSAGES TO GIRLS

**“You are not alone.”** These are common worries and problems.

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**“You have the right to feel good and be healthy.”** Help them understand that there are choices they can make and things they can do to feel better.

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**“Being physically active brings positive results.”** Physical activity can lead to all kinds of benefits from better overall health to higher self-esteem to increased leadership skills.

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**“Everything counts!”** You don’t have to work out for an hour at a time to meet your goal of getting 60 minutes of physical activity each day. You can do it in shorter increments. Every physical activity you do counts, from sweeping the floor to walking to the store to dancing around in your room.

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**“There are lots of people who can help.”** Encourage girls to find a trusted adult to talk to.

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For more tips on creating a positive experience for girls, check out **Appendix B: Tools for Facilitators**. You can also find the following resources at [www.womenssportsfoundation.org/programs/gogirlgo/national-curriculum/resources-for-girls/](http://www.womenssportsfoundation.org/programs/gogirlgo/national-curriculum/resources-for-girls/):

- Communication Skills
  - Signals for Help
  - Helping Girls With Stress
  - Six Ways to Promote Girls’ Positive Self-Esteem
- 

For more information, see **Appendix A: Frequently Asked Questions**.

## ★ GOALS OF THE CURRICULUM

### The goals of the curriculum are for girls to:

- Become more physically active, getting 60 minutes of exercise a day ... and staying active for life!
- Develop and maintain self-respect, self-confidence, and a positive self-image.
- Understand the connection between mind and body.
- Internalize the message that there is no one “ideal” body type.
- Begin to understand the consequences of and explore alternatives to health-risk behaviors.
- Gain developmentally appropriate knowledge of nutrition and the health benefits of physical activity.
- Increase their motivation to participate in basketball and other kinds of physical activity.
- Be able to respond positively to peer pressure.
- Accept and respect others.
- Build positive relationships with adult facilitators and the peers in the group.
- Build leadership skills and serve as role models for other girls to get physically active.
- Learn how to set goals and work towards achieving them.

## ★ CURRICULUM OVERVIEW

The curriculum consists of 12 chapters, each of which features a story by a WNBA player and accompanying physical activities, discussion questions, administrator tips, and healthy snack ideas.

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The list of topics has been divided in two to align with the maturity level of the target audience of girls grouped together between ages 7-10 and 11-14. There are some chapters where the topics are similar for both age groups as well as “Tricky Topic” chapters that are more suited for the 11-14 age group.

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The athletes’ stories and educational information also appear in the girls’ workbook. The discussion questions and activities appear only in this guide. Facilitator tips are included to help guide you in leading the session and focus on the main messages to communicate to the girls. These materials are only guidelines. We encourage you to create your own discussion questions or activities if you think of ideas that are more appropriate to your specific group.

## ★ ABOUT THE CURRICULUM

The **Her Time To Play** curriculum comes to life in a series of 12 chapters for age groups 7-10 and 11-14. It pairs oncourt training with off-court life skills lessons to build girls’ confidence, prepare them for the challenges of adolescence and teach values like teamwork.

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The oncourt components have been designed so that players and coaches learn and teach the game in a natural progression. Each lesson will identify specific skills that players should learn and gain comfort in before advancing to new skills and drills in the next lesson.

Every chapter will start with an active warmup that builds on the lesson of the day. Please use your coaching IQ to determine where to be flexible. Based on the player's abilities, you can modify the oncourt section and add drills that challenge your participants. Also use your judgement to determine if it's appropriate to spend more or less time on a specific drill (without falling behind in the overall curriculum). See below to get started!

## ★ JR. NBA PHILOSOPHY

The Jr. NBA philosophy manifests itself in our curriculum through the **ABCD's of the Jr. NBA**. The ABCD's of the Jr. NBA are the foundation of the curriculum and define what the Jr. NBA stands for. Each element of the ABCD's is equally important and works with the other components to develop well-rounded basketball players and people. Please see below for the ABCD's of the Jr. NBA.

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### **A Always Fun**

We love the game of basketball because at its core, it's FUN! Basketball should be fun at every level, and as Jr. NBA players make progress in their development, their understanding of fun also evolves. Whether it's encouraging a first-time player as she learns to dribble, or helping a young girl set goals, the game should always be oriented around fun. Look for "fun games" throughout the lessons.

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### **B Building Skills**

Building basketball skills is an essential part of learning the game. The Jr. NBA recognizes that skill development is a process that is especially important to youth players. From lesson to lesson the players will work on specific basketball skills that they will learn and improve on through this oncourt curriculum. You'll see "building skills" in every lesson.

**C Cultivating Values**

The game of basketball provides everyone involved the opportunity to learn countless life lessons. The lessons learned in the Jr. NBA curriculum will stay with the players for a lifetime. Therefore, the Jr. NBA makes it a priority to cultivate these core values throughout all programming. A key tenet of the Jr. NBA philosophy is to incorporate a “character lesson” into every practice. Values are also taught in unscripted situations, and we encourage the coaches to embrace those opportunities as well. The Jr. NBA character lessons will undoubtedly go beyond the court and help youth players in other areas of their lives.

**D Developing Wellness**

One of the best parts of the game of basketball is that it promotes wellness across many dimensions of life. The Jr. NBA wants to address, educate, and encourage young players to be healthy in each of these areas. The Jr. NBA believes that developing as a complete person is more important than developing just as a basketball player. Whether it is understanding more about nutrition or learning the importance of an active lifestyle, themes of wellness will be applied throughout the curriculum.

**★ DISTRIBUTING THE MATERIALS**

Check the contents of your package(s) against the contents list to make sure you have received all your materials. Your package includes:

- An Administrator Guide/Curriculum
- Copies of the workbook for each girl participant registered through the Jr. NBA. You may wish to keep these on site as you will need to use them during each session. Girls can take them home to keep at the end of the program.

- 4 WNBA posters to be posted in the gym that will be utilized for the program

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- Headbands and wristbands for each girl participant registered through the Jr. NBA

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- 6 basketballs (3 size 5s and 3 size 6s)

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Review this Administrator Guide thoroughly; become familiar with the topics and text. Review all the materials in the box so you know the content. Do not distribute any materials to the girls without reviewing them first.

## ★ RECOMMENDED FORMAT

### **Prior to the first day:**

- Meet with your fellow adult leaders to review the materials and the session plans.

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- Make any adjustments necessary to best fit your program.

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- Remember that each session should include at least 45 minutes of basketball/physical activity. Ideally, each overall session should be between 75-90 minutes. The oncourt curriculum introduces girls to the game at a healthy progression to provide a fun learning experience.

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- Determine whether you have the right number of materials.

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- Review the Administrator Guide and the resources available to support your program. Also visit [JrNBA.com/HerTimeToPlay](http://JrNBA.com/HerTimeToPlay) for additional resources.

**The first day:**

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- Review with the girls how the program will be implemented.
- 
- Give each girl a Her Time To Play workbook. Remember that you will need these materials during each session, so you may wish to keep them on site. If so, explain to the girls that for now these books will be kept at your program, but at the end of the program, girls can take them home to keep!

**Prior to each session:**

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- You can choose Peer Leaders for the upcoming session and meet with them. Delegate some of the work to the Peer Leaders and meet with them to make sure they understand their responsibilities.
- 
- Read the session plan carefully and review the “Facilitator Tips.”
- 
- Make sure you have all the materials and equipment you need for the session.
- 
- Consider inviting an expert to a session. For example, you may want to have a nutritionist on hand for the nutrition session.
- 
- Prepare a healthy snack to have on hand for the girls during each session. Each chapter contains a suggestion for a healthy snack. For a complete list of healthy snack ideas, see Appendix C: Healthy Snack List.

**Every Session:**

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- Begin each session with a brief check-in to welcome girls and get them ready to participate.
- 
- Read the story included in each chapter aloud to the girls.

- Encourage a discussion of their reactions to the story. (Suggested discussion questions are included with each story in this guide.)
- 
- Keep an eye out for “teachable moments” throughout the session. Make sure to reinforce the main messages of each session to the girls.
- 
- Conduct the physical activities following the life skills session. Remember: the target should be to engage the girls for at least 45 minutes of physical activity and preferably 60 minutes!

### The last day:

- Take time to celebrate the girls’ accomplishments! You may wish to plan a culminating event or celebration outside of your regularly scheduled sessions. See “Tips on Planning a Culminating Event/Celebration” on page 19 for more information.
- 
- You may also wish to provide each girl with a certificate of completion. You can download it from [JrNBA.com/HerTimeToPlay](http://JrNBA.com/HerTimeToPlay).
- 
- For more information, see **Appendix A: Frequently Asked Questions**.

## ★ HELPING GIRLS USE THE HER TIME TO PLAY WORKBOOK

**An important part of the program** is the workbook that the girls receive. This book contains the stories that are included in each chapter of the curriculum, educational materials for the girls, as well as pages for the girls to use like a diary or a chronicle of their reactions, thoughts, and feelings.

Each girl should get her own book and her name should be written somewhere on the cover so she knows which book belongs to her. You will use these books during each session. Girls can follow along in their workbook as you read the story each week, and they will use space in the book to do activities like writing down their thoughts and answers to each topic. For this reason, you may wish to keep the books on site rather than letting girls take them home. Make sure you can provide a locker or other secure place to store items for the girls. Girls will get to keep their copy of the workbook and take it home with them when the program ends.

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There are also pages in the book that are not specifically connected to the curriculum that girls can use to free-express. While journal writing isn't formally included as an activity in the sessions, you may wish to give girls some unstructured time to write in the journal section of their books. Here are some guidelines you may want to share with the girls about keeping a journal:

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- This is your record—nobody will see it, unless you want to share something. There are no right or wrong answers. Nobody is going to grade it.
- You can put down your inner thoughts, feelings, and pictures.
- It's a way of keeping track; it's a way of learning about yourself.
- It may be easiest to have a special time each day that you set aside for journal writing.
- Write it all down—honestly and openly.
- Write the good and the bad.
- This can be a place to record any anger, frustration, and negativity you may feel.
- It can be used as a way of letting go of self-doubt.

- This can be a place to record all the joy and happiness you feel after an accomplishment.
- It can be used to reinforce how good you feel about yourself.

### ★ END OF PROGRAM CELEBRATION/EVENT

**After completing the 12-week Her Time To Play program,** girls should be given an opportunity to celebrate their accomplishments. Organizing a culminating event or closing celebration in recognition of girls' achievements is a great way for them to reflect on what they've learned throughout the course of the program and to share newfound knowledge with peers, families, and community members.

Examples of culminating events can include open houses, skill demonstrations, tournaments, presentations where girls share information they learned during the sessions, potluck dinners, or other special events. Community service days where girls complete a project together related to the topics they explored during the sessions are another great way to close out the program.

A culminating event or closing celebration is also a great way to get parents involved in your program. Inviting parents to a special event or service project day gives you an opportunity to share what the girls have been learning about, and to provide parents with additional information or resources to ensure their support of Her Time To Play even after the program ends.

Another great way to celebrate girls' accomplishments in the program is to use a physical activity, such as a 5 on 5 basketball game, as your culminating event. This gives girls something concrete to work toward as they move through the 12-week curriculum. In this case, you should be sure to tell girls at the beginning of the program exactly what the culminating event will be and make time each week to prepare for the event as a group.

## ★ EVENT PLANNING TIPS

**You will need to set aside time** outside of your regularly scheduled sessions to plan your event. Start planning well in advance, set a clear timeline and to-do list, and designate who will be involved in set-up and clean-up.

Empower girls to play a leadership role in planning and carrying out the event. Make sure each girl knows what tasks she is responsible for. Examples of tasks might include:

- Making a list of family, friends, and community members to invite
- Creating and sending out invitations
- Marketing the event
- Planning and ordering refreshments and other supplies
- Planning how the room will be set up
- Making a printed program to give out to guests

If you don't have money in your budget for refreshments, consider making it a potluck where everyone brings healthy snacks and treats to share.

Have one or two students greet guests as they arrive. Ask guests to sign in so you have a record of and contact information for those who attended the event.

Remember that culminating events can be a great way to recruit new girls into the next cycle of Her Time To Play programming. Make sure to have sample materials (workbook, flyers, brochures, etc.) for girls and their parents to look at to get them interested in participating. Then, sign them up on the spot!

## ★ USING THE NBA/WNBA/ WSF TRADEMARK

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Chapter One ★ Ages 7-10

# BUILDING CONFIDENCE

## ★ SESSION OBJECTIVES

**By the end of this session, girls will be able to:**

- 
- Understand the importance of warming up before exercising and cooling down afterwards
- 
- Understand how much physical activity they should get every day (60 minutes) and that it can be accomplished in parts as long as the activity is at least 10 consecutive minutes
- 
- Define confidence, articulate why it matters, and identify ways of building confidence

## ★ HEALTHY SNACK SUGGESTION

- 
- The athlete whose story is featured in this session is **Brittney Sykes**. Her favorite healthy snack is granola bars.
- 
- **See Appendix C:** Healthy Snack List for other ideas.

## ★ ADMINISTRATOR TIPS

- 
- There may be girls in your group who are new to basketball and this session may be challenging for them. Encourage girls to try their best and not to compare themselves with others in the group. Keep the focus on fun and cooperation rather than competition. Keeping the focus on the fun they are having will motivate them to keep going!

- Convey the message that the ideal amount of physical activity girls should get each day is 60 minutes but that they can accomplish that in shorter increments. Every physical activity they do can count towards the total—even doing chores or walking for a few minutes at a time!

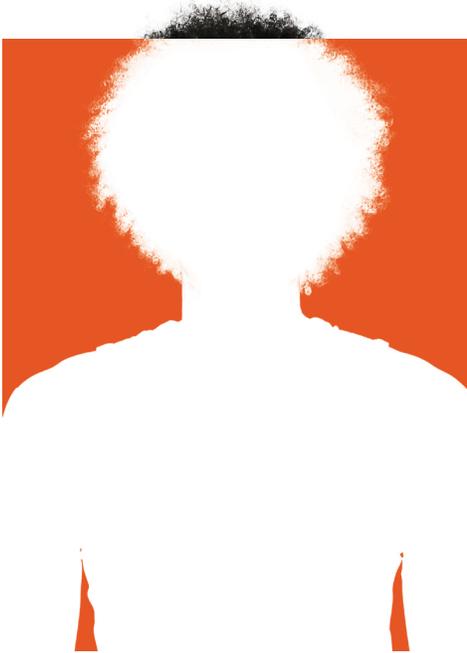
### ★ INTRODUCTION (10-15 MIN)

- 
- Welcome girls to the session. Do a quick check-in and ask the girls how they are feeling.
- 
- Explain to the girls that as a part of the Her Time to Play program, they will have a chance to try out lots of fun oncourt activities to help their bodies grow stronger and to help them learn about themselves and each other. Ask if anyone knows what “confidence” means. Take a few responses. Explain that confidence means feeling good about who you are. Tell them that one way to build confidence is by trying new things. Ask the girls if they’ve ever tried something new and felt good about themselves because of it.
- 
- Explain that for people to be as healthy as possible, they should set a goal of getting at least 60 minutes of exercise a day. They can do that all at once or in increments as little as ten minutes at a time. Every physical activity they do counts! It can be as simple as helping sweep the floor or walking to and from school.
- 
- Ask if anyone in the group has ever done any sports or other physical activities (like dance, yoga, cheerleading, etc.). Tell the group that one important step is to warm up before you do any physical activity. Doing a warm-up gets your body ready to move around and can help make sure you don’t get hurt when you’re playing sports or doing any kind of physical activity.

★ **STORY – READ AND DISCUSS (20 MIN)**

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- Explain that each time the group meets they will read a story together about a WNBA athlete who talks about how playing sports and being physically active has made a difference in her life. The athletes are players representing each of the 12 WNBA teams. The stories are in the Her Time To Play workbook and each girl will get a copy to take home with her at the end of the program.
- 
- Read **“Winning The Confidence Game” by Brittney Sykes**. You can read the story aloud to the girls and encourage them to follow along in their workbook, or you can ask for volunteers to help you read the story aloud, assigning a short section or paragraph to each volunteer.



# Brittney Sykes



**TEAM** Atlanta Dream

**POSITION** Guard

**CLAIM TO FAME** Two-time WNBA Rookie of the Month;  
2017 All-Rookie Team Honors

I have a lot of self-confidence, but that doesn't mean I always feel confident. I know that sounds confusing, so let me explain. I've always known that I have the skills and talent to reach all of my goals, but sometimes obstacles make it harder to believe in myself.

For example, only 144 women get to play in the WNBA. It's a big deal to be able to say that I'm one of the best female basketball players in the world. But when I was first starting out, I felt like a little fish in a big pond. There were so many other amazing players and I felt small, like the new kid in school. Then I decided to change how I was looking at the situation. There was a reason I was in the league, and one day I would be just as good as the other players- maybe better. It was all about adjusting my attitude.

Many of my struggles have come down to me not pushing myself enough. For example, I might start to lose confidence in my shooting if I miss a few baskets in a game. So when this happens, I work extra hard in the next practice because I know that practice builds confidence. Of course, I'm human. Sometimes I don't feel like practicing! I'd rather do something else, something more fun or less hard. But I know that putting in the work will lead me to be a better player and person.

Practice is also a time to explore your other talents. After I got injured—twice!—in college, I had to practice a lot more than usual, which was really frustrating. I knew I would play again but also that things would be different. Instead of focusing on making baskets, I discovered other strengths. Like playing defense—it’s fun stopping players on the other team from scoring! I also worked on being a better teammate. Now I always make sure

to pass the ball and cheer on my teammates when they make a shot. I celebrate their wins even more than I celebrate my own. It’s exciting to help them make a good play—and, of course, it boosts everyone’s confidence.

“

**In the end though, other people can’t give you self-confidence. That’s why it’s called SELF-confidence. It has to come from within you.**

”



My 8th grade coach—Coach Fee—was one of the first to tell me that I had the talent to play basketball for a really good college team. She quickly became like a second mom to me, and has been my mentor ever since. A mentor is any older person in your life who you look up to and learn from. And the more mentors you have the better. They help you believe in yourself.

In the end though, other people can’t give you self-confidence. That’s why it’s called SELF-confidence. It has to come from within you. And I know for sure it’s something that is already in every single person. Instead of comparing yourself to others, you have to believe that you are awesome—just as you are. And if you want to get better at being you, well, I can promise that you have the ability to do that, too.

★ **DISCUSSION QUESTIONS:**

- 
- Have you ever felt confident about yourself? When?
- 
- What are some things Brittney has done to build her self-confidence? What can you do?
- 
- Brittney's coach became her mentor and encouraged her to believe in herself. Has someone in your life been a mentor to you?
- 
- How can participating in sports or physical activities make you feel more confident?

★ **4TH QUARTER CONVERSATION:**

---

**What makes you great?**

- 
- Write down some of your best qualities.
- 
- Do you ever feel down on yourself?
- 
- What can you do for a confidence-boost when you need one?

## Lesson One Oncourt Objectives

Introduce the fundamental skills of ball-handling, dribbling, passing and catching, and shooting.



TOPIC	KEY POINTS
Preparing to Play	<ul style="list-style-type: none"> <li>Learn about the court while preparing to play</li> </ul>
WARM UP ACTIVITY	DESCRIPTION
Run To That Line	<ul style="list-style-type: none"> <li>Walk around the court with the players and point out specific spaces on the court they should be able to identify (half court, 3-point line, sideline, and more).</li> </ul>
DURATION	
3 minutes	<ul style="list-style-type: none"> <li>Have the players repeat the names of each space you identify.</li> <li>Choose from the movements below and tell the players they will have to travel to the space you announce by doing that movement.</li> <li>Announce both the space and the movement they should use to get to that space.</li> <li><b>Movements to choose from:</b> Forward March, Backward, March, Lateral March, Forward Skip, Backward Skip, Lateral Skip, High Knees, Backward Run, Quick Feet, Side Push.</li> </ul>

TOPIC	KEY POINTS
Teach	<ul style="list-style-type: none"> <li>Emphasize getting comfortable with the ball and learning to move and control it with the hands and fingertips.</li> </ul>
WARM UP ACTIVITY	DESCRIPTION
Fundamentals of Ball Handling	<ul style="list-style-type: none"> <li>Ball Handling - The act of moving and controlling the ball. Ball-handling includes ball control, dribbling, and dribble moves. The better the ball-handler, the easier it becomes for the player to move with the ball and create opportunities for their team.</li> </ul>
DURATION	
2 minutes	

TOPIC	KEY POINTS
<b>Teach</b>	<ul style="list-style-type: none"> <li>Teach the players to keep their eyes up and stay in an athletic stance while dribbling.</li> </ul>
WARM UP ACTIVITY	DESCRIPTION
<b>Fundamentals of Dribbling</b>	<ul style="list-style-type: none"> <li>Dribbling - Bouncing the ball to the floor with one hand. A player who is dribbling cannot use two hands at the same time and cannot put any part of their hand under the ball. Both result in a violation.</li> </ul>
DURATION	
<b>2 minutes</b>	<ul style="list-style-type: none"> <li>Dribble the ball by using the fingertips of one hand to bounce the ball off the floor repeatedly. Dribbling is utilized to move around the court and move past defenders.</li> <li>It is important to teach the players to use their fingertips, develop both hands equally, and work on dribbling in their free time as well.</li> </ul>

TOPIC	KEY POINTS
<b>Building Skills</b>	<ul style="list-style-type: none"> <li>Get comfortable with the ball, warm-up the fingers and hands, develop the ability to control the ball. Be sure to have the players keep their chest and eyes up. Encourage the players to go as fast as possible and not worry about losing the ball.</li> </ul>
ACTIVITY	DESCRIPTION
<b>Single Leg Rolls</b>	<ul style="list-style-type: none"> <li>All players need a basketball (or share) and should stand on the sideline.</li> </ul>
DURATION	
<b>2 minutes</b>	<ul style="list-style-type: none"> <li>Players should be in a stance with their legs wide and their chest up.</li> <li>The players will then put the ball on the floor and roll it around one leg for 15 seconds and then change directions for 15 seconds.</li> <li>The players will then do the same activity on the other leg which completes 1 set.</li> <li>Players should maintain contact between their hand and the ball during the entire roll.</li> </ul>

TOPIC	KEY POINTS
<b>Building Skills</b>	<ul style="list-style-type: none"> <li>The players will start by dribbling the basketball with the right hand at knee level in a good stance with their eyes up while keeping their left arm up to protect the ball.</li> </ul>
WARM UP ACTIVITY	DESCRIPTION
<b>Low Dribble/ Middle Dribble</b>	<ul style="list-style-type: none"> <li>All players need a basketball (or share) and should stand on the sideline.</li> <li>The players will start by dribbling the basketball with the right hand low in a good stance with their eyes up and keeping their left arm up to protect the ball.</li> </ul>
DURATION	
<b>4 minutes</b>	<ul style="list-style-type: none"> <li>The players will do this for the allotted time and then switch to their left hand and complete the same process.</li> <li>All players need a basketball (or share) and should stand on the sideline.</li> <li>The players will start by dribbling the basketball with the right hand at knee level in a good stance with their eyes up while using their left arm up to protect the ball.</li> <li>The players will do this for the allotted time and then switch to their left hand and complete the same process.</li> </ul>

TOPIC	KEY POINTS
<b>Building Skills</b>	<ul style="list-style-type: none"> <li>Keep the players in a good stance with their chest and eyes up. Remind them to use their fingertips and try to perfect their dribbling mechanics while walking.</li> </ul>
ACTIVITY	DESCRIPTION
<b>Walking Dribble</b>	<ul style="list-style-type: none"> <li>All players need a basketball (or share) and should stand on the sideline.</li> </ul>
DURATION	
<b>2 minutes</b>	<ul style="list-style-type: none"> <li>Have the players now start in a low good stance and walk and dribble forward to the other sideline.</li> <li>Once the players reach the other sideline, they will then walk backwards using the same dribble all the way back.</li> </ul>

TOPIC	KEY POINTS
<b>Building Skills</b>	<ul style="list-style-type: none"> <li>Ensure that the players make eye contact before passing and show their hands as a target before catching. With a bounce pass, the pass will need to bounce more than half way to the teammate. Encourage the players to make good quick sharp passes, communicate loudly by calling names, and work on their ball-handling.</li> </ul>
WARM UP ACTIVITY	DESCRIPTION
<b>Catch with Coach Drill</b>	<ul style="list-style-type: none"> <li>All players need a basketball and should line up on the sideline.</li> <li>All players will dribble their ball in one place.</li> </ul>
DURATION	
<b>3 minutes</b>	<ul style="list-style-type: none"> <li>The coach will approach each player and ask for a pass by showing their hands and looking at the player.</li> <li>The player must see the coach and make a good chest pass.</li> <li>The coach will pass the ball back to the player.</li> <li>The player will then continue to dribble the ball as the coach moves on to the next player.</li> <li>The coach will continue through all the players.</li> <li>After completing with the chest pass, the players will execute a bounce pass.</li> </ul>

TOPIC	KEY POINTS
<b>Building Skills</b>	<ul style="list-style-type: none"> <li>Work on quick passes, showing a target and calling each other's names.</li> </ul>
ACTIVITY	DESCRIPTION
<b>Pass and Follow Drill</b>	<ul style="list-style-type: none"> <li>Have two lines facing each other (or more based on numbers).</li> <li>Using one ball, have the player with the ball pass to the line across from them and then run to the back of that line.</li> </ul>
DURATION	
<b>3 minutes</b>	<ul style="list-style-type: none"> <li>The new player with the ball will repeat the same action of passing to the other line and running to the back of that line.</li> <li>Dictate to the players to pass and run to the right side of the line so they do not run into the next pass.</li> </ul>

TOPIC	KEY POINTS
<b>Teach</b>	<ul style="list-style-type: none"> <li>● Highlight the importance of using their legs, keeping their elbow under the ball, and extending their arm to follow through.</li> </ul>
WARM UP ACTIVITY	DESCRIPTION
<b>Fundamentals of Shooting</b>	<ul style="list-style-type: none"> <li>● Shooting - Players should start in a good stance with their shooting hand elbow under the ball and the other hand holding the ball steady on the side. The players will use their whole body to push the ball up toward the basket.</li> </ul>
DURATION	
<b>4 minutes</b>	<ul style="list-style-type: none"> <li>● To shoot with good form, it is important to bend the knees for both balance and strength. The players should have their feet a little wider than shoulder-width apart, and often, shooters will have the foot on the side of their shooting hand slightly ahead of their other foot. The player's feet, knees, hips, shoulders, and head should all be facing the basket. The shooting hand elbow should be under the ball while the other hand should support the ball on the side.</li> <li>● The ball should be in the fingertips of the shooting hand with a small gap between the palm and the ball. Then in one motion the player should extend their legs while extending their shooting hand. The hand and elbow should come to full extension up high with the ball primarily coming off the fingertips of the index and middle fingers. The player should flip their wrist forward creating backspin on the ball which allows it to land softly on the rim. The opposite hand should come off the ball just before the player releases the ball from the shooting hand. The player should land in the same place they jumped from on both feet nice and balanced and hold their follow-through until they see if the shot goes in.</li> </ul>

TOPIC	KEY POINTS
<b>Building Skills</b>	<ul style="list-style-type: none"> <li>Make sure the players are focused on everything being perfect and don't allow them to move their hand after they follow through. Good rotation will help the ball bounce back up to the player's hand.</li> </ul>
WARM UP ACTIVITY	DESCRIPTION
<b>Perfect Shot No Basket</b>	<ul style="list-style-type: none"> <li>All players need a basketball (or share) and should stand on the sideline.</li> </ul>
DURATION	
<b>4 minutes</b>	<ul style="list-style-type: none"> <li>Remind them of the perfect shooting form; knees bent, elbow under the ball, and shoot up and follow through.</li> <li>Now, on the coach's command, have the players do this by shooting the ball up in the air.</li> <li>To make a perfect shot to themselves, the players must hold up their follow through from where they finished their shot and not move their hand.</li> <li>The ball must go up in the air, then bounce on the floor just in front of the player, and bounce up and hit their shooting hand follow-through (without them moving it)!</li> </ul>

TOPIC	KEY POINTS
<b>Building Skills</b>	<ul style="list-style-type: none"> <li>Work on a good jump stop, being balanced and making shots moving at game speed.</li> </ul>
ACTIVITY	DESCRIPTION
<b>Jump Stop Shooting Drill</b>	<ul style="list-style-type: none"> <li>Have the players divide into as many as 4 groups at different shooting spots (wings &amp; slots), and make sure the first player in each line has a ball.</li> </ul>
DURATION	
<b>4 minutes</b>	<ul style="list-style-type: none"> <li>The players will dribble to the cone set-up a few feet from the basket, jump stop, and shoot. They will then get their rebound and pass it to the next player in line.</li> <li>The first team to 6 made baskets wins.</li> </ul>

TOPIC	KEY POINTS
<b>Fun Game</b>	<ul style="list-style-type: none"> <li>Have the players count the made baskets out loud for all teams to hear. Encourage the players to cheer for their teammates and utilize the shooting form they have worked on.</li> </ul>
WARM UP ACTIVITY	DESCRIPTION
<b>Shooting Line Game</b>	<ul style="list-style-type: none"> <li>Divide the players into two or more groups and have each group at a designated shooting spot on the court.</li> <li>The groups will function as a team and keep their score together.</li> <li>The players will shoot, get their rebound, give it to the next player, and return to the back of the same line.</li> <li>Continue this drill until one team makes the designated number of shots. Then switch spots and repeat.</li> </ul>
DURATION	
<b>4 minutes</b>	

### ★ WRAP UP (5 MIN)

**Ask the girls to answer the following question:** What activity do you like to do that makes you feel confident? Go around the room and give each girl a chance to briefly answer the question. If you are short on time, take a few volunteers rather than taking answers from each girl in the group.

### ★ ADMINISTRATOR PARTING WORDS

**Confidence means feeling good about yourself. You can build your confidence by:**

- Trying a new sport or activity for fun
- Setting a goal and working to achieve it (like running a mile without stopping!)

Chapter Two ★ Ages 7-10

# DEALING WITH DIFFICULT FEELINGS

\*Tricky Topic

## ★ SESSION OBJECTIVES

**By the end of this session, girls will be able to:**

- 
- Understand how feeling angry and upset affects them physically
- 
- Identify healthy ways of coping with difficult feelings, especially how being physically active reduces stress

## ★ HEALTHY SNACK SUGGESTION

- 
- The athlete whose story is featured in this session is **Linnae Harper**. Her favorite healthy snack is fruit.
- 
- **See Appendix C:** Healthy Snack List for other ideas.

## ★ ADMINISTRATOR TIPS

- 
- Girls who are not used to participating in physical activity may stop when they are out of breath during the oncourt session. Encourage them to continue even though they may be momentarily tired.
- 
- Feeling good and being in a good mood have a lot to do with sleeping well. Talk to the girls about the importance of getting a good night's rest.

### ★ INTRODUCTION (10-15 MIN)

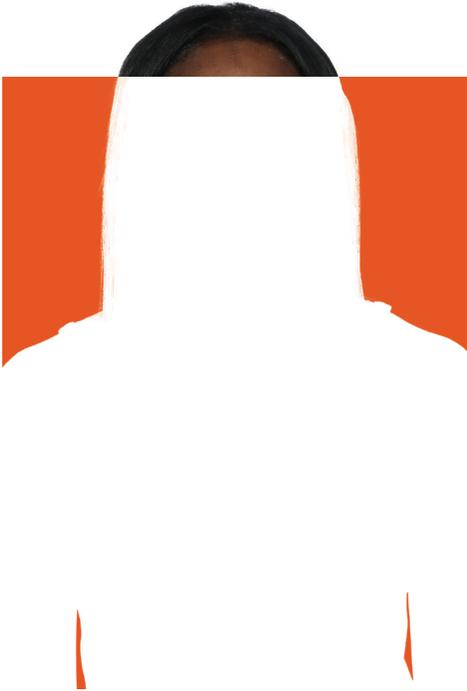
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- Welcome girls to the session. Do a quick check-in and ask the girls how they are feeling. Explain that today's session is going to get us thinking about the different ways we deal with feeling upset. Ask the girls: When you're upset, how do you feel? (Elicit feeling words like sad, angry, or stressed.) Ask what kinds of things people can do to make themselves feel better when they are upset.

### ★ STORY – READ AND DISCUSS (20 MIN)

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- Read **“It’s Always Time To Talk About It” by Linnae Harper**. You can read the story aloud to the girls and encourage them to follow along in their workbook, or you can ask for volunteers to help you read the story aloud, assigning a short section or paragraph to each volunteer.



# Linnae Harper



**TEAM** Chicago Sky

**POSITION** Guard

**CLAIM TO FAME** Three-time gold medal winner in the Youth World Championships, U16-U19

The first time I cried after losing—we were playing in a tournament—I shut down, sending away the people who could've made me feel better. I didn't like feeling those uncomfortable feelings.

That wasn't the best thing to do, but I mostly played with boys growing up, and too often I heard: "Girls can't play with boys," and "Basketball isn't a female sport" or—the worst— "You are not strong enough." It made me angry because I knew that none of that was true. Those doubts pushed me to play harder, but also made me shut down and not talk to others when I felt bad. I was working so hard to prove myself on the court.

You see, the basketball court has always been my outlet, my happy place—the place I could let go of all the feelings that were tough to deal with. Whenever I felt upset about something in my life, I stayed in the gym. I felt free there, like I could be myself. I could leave whatever was bothering me outside, and just play. The more I practiced, the more confident I became.

Basketball gives me a reason to be happy and helps me let go of negativity. It teaches me so much about patience, hard work and commitment. Even today, as an adult, when I have difficult feelings to figure out, I go to the gym by myself and listen to music.

But when I need extra help—when I need to talk to someone, like everyone does sometimes—I turn to my mother, my grandmother or my seventh-grade coach. He was the first coach to give me a chance and believe in my abilities and my future. I can talk to him about anything.

It's important to have someone to talk to—a friend, family member or teacher. They can help you deal with those difficult feelings.

And never give up, even when it gets hard. Because it will get hard. When I was younger, there were times when I wanted to quit basketball. But I'm so glad I stuck with it. Those challenging moments when you keep going against all odds are the ones that define you the most.



“

**Those challenging moments when you keep going against all odds are the ones that define you the most.**

”

## ★ DISCUSSION QUESTIONS

- 
- Do you ever have emotions that feel uncomfortable to you? What did Linnae do when her feelings were hurt and she doubted herself?
- 
- What are some healthy ways to deal with feelings like sadness, frustration, and anger? (Elicit that physical activity is one thing that can help us feel better when we're down or upset. Moving your body is a great way to feel better not just physically, but emotionally.)
- 
- What are unhealthy ways of dealing with these feelings? Why?
- 
- What helps you the most when you're feeling hurt, sad, or angry?
- 
- What is the difference between feeling bad and feeling "depressed"?

## ★ 4TH QUARTER CONVERSATION (5-10 MIN)

- 
- What does it mean to deal with being angry or upset in a "healthy" way? What are some examples of how to do this?
- 
- What does it mean to deal with being angry or upset in an "unhealthy" way? What could happen if you deal with your feelings in an "unhealthy" way? Discuss some examples.
- 
- What do you do (that wasn't already mentioned) that makes you feel better when you are upset or angry?

## Lesson Two Oncourt Objectives

Teach the players how to shoot lay-ups and reinforce basic ball-handling skills. This lesson will also help the players develop comfort with their passing and catching skills.

TOPIC	KEY POINTS
Preparing to Play	<ul style="list-style-type: none"> <li>Use this activity to teach the players to express their feelings in a healthy way.</li> </ul>
WARM UP ACTIVITY	DESCRIPTION
Green Light/ Red Light	<ul style="list-style-type: none"> <li>Ask for one girl to volunteer to be "it." (Explain that everyone will get a chance to be "it" so that no one feels left out).</li> </ul>
DURATION	<ul style="list-style-type: none"> <li>Ask the girl who is "it" to stand on one side of the room, and ask the remaining girls to line up on the other side of the room facing her. Make sure the space in between is clear and free of obstacles like chairs, book bags, etc.</li> <li>Explain that the girl who is "it" is going to say one thing that makes her angry or upset. For example she might say something like "It makes me angry when my parents tell me I can't have a friend over." The girl who is "it" will then turn her back so she can't see the other girls and say "Green light, red light 1, 2, 3." After she says "... 3," she should turn back around to face the group. While her back is turned, the other girls run towards her, but they have to freeze before she turns back around. If the girl who is "it" turns around and sees someone moving, that person will have to say one thing someone could do to deal with being angry or upset in that situation. For example, a girl who is "caught" moving might say something like "You could ask your parents if you can have a friend over on a different day."</li> <li>If anyone is able to run all the way to "it" before she turns around, they become "it" for the next turn.</li> <li>Start the game. Make sure to switch roles and designate a new person to be "it" every 2 or 3 turns so that everyone who wants to has a chance to be "it."</li> </ul>
10 minutes	

TOPIC	KEY POINTS
<b>Building Skills</b>	<ul style="list-style-type: none"> <li>• Make sure the players bend their knees and keep their eyes and chest up while performing the drill quickly.</li> </ul>
WARM UP ACTIVITY	DESCRIPTION
<b>Stationary Figure 8 Rolls</b>	<ul style="list-style-type: none"> <li>• All players need a basketball (or share) and should stand on the baseline.</li> </ul>
DURATION	<ul style="list-style-type: none"> <li>• Players should be in a stance with their legs wide and their chest up.</li> <li>• The players will then put the ball on the floor and roll it through their legs in a figure 8 motion.</li> <li>• Once the players do that for 15 seconds, they should change directions and continue.</li> </ul>
<b>2 minutes</b>	

TOPIC	KEY POINTS
<b>Building Skills</b>	<ul style="list-style-type: none"> <li>• Keep the players in a good stance with their chest and eyes up. Remind them to use their fingertips and execute low, middle, and high quick dribbles to improve coordination and ball control.</li> </ul>
WARM UP ACTIVITY	DESCRIPTION
<b>High Dribble Drill</b>	<ul style="list-style-type: none"> <li>• All players need a basketball (or share) and should stand on the sideline.</li> </ul>
DURATION	<ul style="list-style-type: none"> <li>• The players will start by dribbling the basketball with the right hand low in a good stance with their eyes up and using their left arm to protect the ball.</li> <li>• The players will do this for 20 seconds and then switch to their left hand and complete the same process.</li> <li>• Next the player will move back to their right hand and dribble at the middle level for 20 seconds and then switch hands.</li> <li>• Last, the players will dribble the ball high, around shoulder-level, for 20 seconds on each hand.</li> <li>• Throughout this drill, the coach will hold up a variety of numbers of fingers. The players must see the fingers and call out the number to help keep their eyes up.</li> </ul>
<b>2 minutes</b>	

TOPIC	KEY POINTS
<b>Building Skills</b>	<ul style="list-style-type: none"> <li>Keep the players in a good stance with their chest and eyes up. Remind them to use their fingertips and push the ball back and forth from side to side with quick dribbles to improve coordination and ball control.</li> </ul>
ACTIVITY	DESCRIPTION
<b>Stationary Crossover</b>	<ul style="list-style-type: none"> <li>All players need a basketball (or share) and should stand on the sideline.</li> <li>Players should bend their knees and begin dribbling back and forth swinging the ball from right to left low and quick below the knees.</li> </ul>
DURATION	
<b>3 minutes</b>	<ul style="list-style-type: none"> <li>After 20 seconds, the player will dribble at knee level and continue for another 20 seconds.</li> <li>Last, the player will dribble the ball higher swinging it from side to side for 20 more seconds.</li> </ul>

TOPIC	KEY POINTS
<b>Fun Game</b>	<ul style="list-style-type: none"> <li>Work together and communicate as a team to gain the best results.</li> </ul>
WARM UP ACTIVITY	DESCRIPTION
<b>Over Under Relay</b>	<ul style="list-style-type: none"> <li>The players will be divided into even groups and line up on the baseline.</li> </ul>
DURATION	
<b>5 minutes</b>	<ul style="list-style-type: none"> <li>The player in front of each line will have a basketball.</li> <li>The player in the front of each line will dribble three times with their right hand.</li> <li>After the three dribbles, the player will hand the ball either over their head or under their legs to the player behind them.</li> <li>The next player will dribble three times with their right hand and then will hand the ball to the next person by doing the opposite (over the head or under the legs) of how they received the ball.</li> <li>The team will repeat this process until the ball reaches the last player.</li> <li>Once the last player has the ball, they will run to the front of the line and start the process again now dribbling with their left hand.</li> <li>When the ball reaches the last player this time, the game is over.</li> </ul>

TOPIC	KEY POINTS
<b>Building Skills</b>	<ul style="list-style-type: none"> <li>Ensure that the players make eye contact before passing and the receiver shows their hands as a target. With a bounce pass, the pass will need to bounce more than half way to the teammate. At this level, make sure the players step toward the target and snap their thumbs down.</li> </ul>
ACTIVITY	DESCRIPTION
<b>Stationary Partner Passing</b>	<ul style="list-style-type: none"> <li>Have players partner up, get a basketball, and line up about 10 feet apart.</li> </ul>
DURATION	<ul style="list-style-type: none"> <li>The two partners will make bounce passes to each other for 2 minutes and then do the same thing with chest passes.</li> </ul>
<b>3 minutes</b>	

TOPIC	KEY POINTS
<b>Teach</b>	<ul style="list-style-type: none"> <li>Teach the players to use the backboard to soften their shot.</li> </ul>
WARM UP ACTIVITY	DESCRIPTION
<b>Fundamentals of the Lay-Up</b>	<ul style="list-style-type: none"> <li>A lay-up is a shot taken close to the basket, generally off the backboard. There are a variety of ways to shoot lay-ups and they should be worked on every day by players of all ages and skill levels. Traditional lay-ups occur with a player jumping off their left leg and shooting with their right hand on the right side of the basket, and jumping off their right leg and shooting with their left hand on the left side of the basket.</li> </ul>
DURATION	
<b>3 minutes</b>	

TOPIC	KEY POINTS
<b>Building Skills</b>	<ul style="list-style-type: none"> <li>Emphasize the correct hand and foot until the movement becomes natural for the players.</li> </ul>
ACTIVITY	DESCRIPTION
<b>Lay-Up High-Five Drill</b>	<ul style="list-style-type: none"> <li>All players should be in one line with no ball as the coach demonstrates how to take one step with their right foot, a second step and jump off their left foot and extend their right hand to simulate a right-handed lay-up.</li> </ul>
DURATION	<ul style="list-style-type: none"> <li>The coach will stand with his/her hand in the air as each player comes by and does this 1-2 step while saying “1, 2” and gives the coach a high five with their right hand.</li> <li>The line should move quick and if there is another coach, utilize 2 or more lines.</li> <li>Players should repeat this going left with the opposite footwork (jumping off the right) and opposite hand (left) giving the high five.</li> </ul>
<b>3 minutes</b>	

TOPIC	KEY POINTS
<b>Develop Skills</b>	<ul style="list-style-type: none"> <li>Emphasize using the correct hand and foot until the movement becomes natural for the players.</li> </ul>
ACTIVITY	DESCRIPTION
<b>1-2 Step Lay-Ups</b>	<ul style="list-style-type: none"> <li>All players should have a partner and 1 ball per group.</li> <li>There can be at least 3 partner groups per basket (side, middle, side).</li> </ul>
DURATION	
<b>4 minutes</b>	<ul style="list-style-type: none"> <li>One player will line up 3 to 6 feet away from the basket and the other partner will stand just behind the basket.</li> <li>When coach says "1, 2" the player will take the 1-2 steps and perform a lay-up shooting for the square on the backboard.</li> <li>The players will not dribble the ball.</li> <li>The partner will rebound and give it back to the shooter to repeat.</li> <li>That player will work for a specific amount of time before switching with the partner.</li> </ul>

TOPIC	KEY POINTS
<b>Fun Game</b>	<ul style="list-style-type: none"> <li>Rebound quickly and make good passes to teammates.</li> </ul>
ACTIVITY	DESCRIPTION
<b>Make for a Cone Game</b>	<ul style="list-style-type: none"> <li>Players are separated into two even teams and go to two designated spots at a basket (the wings, elbows, corners, etc).</li> </ul>
DURATION	
<b>4 minutes</b>	<ul style="list-style-type: none"> <li>There should be a line of cones equal to the number of players on each team that lines up next to the team.</li> <li>The first player from each line will shoot the basketball, get their rebound, and pass to the next person on their team.</li> <li>If the player makes the shot, they will take a cone from the other team and put it in their line of cones and move to the back of the line.</li> <li>If the player misses the shot, they will get the rebound, pass to the next person on their team, and continue to the back of the line without getting a cone from the other team.</li> <li>After the allotted time, the team with the most cones wins.</li> </ul>

★ WRAP UP (5 MIN)

---

**Ask the girls to answer the following question:** How can doing a physical activity and moving your body help you when you feel angry or upset? Go around the room and give each girl a chance to briefly answer the question. If you are short on time, take a few volunteers rather than taking answers from each girl in the group.

★ ADMINISTRATOR PARTING WORDS

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- Stuff that Feels Good: Running, jumping, cartwheels, and somersaults, funny friends, sleeping when you're tired, scoring baskets, improving in your sport, making music for the world—with drums, spoons, your voice, you name it, taking a big, deep breath, and talking to people you trust.
- Ask the girls... how can doing a physical activity and moving your body help you when you feel angry or upset?

Chapter Three ★ Ages 7-10

# NUTRITION

## ★ SESSION OBJECTIVES

**By the end of this session, girls will be able to:**

- Identify the major food groups and understand what a “balanced diet” looks like
- Understand the connection between healthy eating and physical wellness

## ★ ADDITIONAL MATERIALS/EQUIPMENT NEEDED

- Sticky name tags (prepared in advance for “Healthy Meal Roundup” activity)
- Signs that say “Love It,” “OK,” “Don’t Like,” and “Don’t Know” (prepared in advance for the “Food Tag” activity)
- Tape

## ★ HEALTHY SNACK SUGGESTION

- The athlete whose story is featured in this session is **Brionna Jones**. Her favorite healthy snack is hummus, especially the roasted red pepper flavor.
- **See Appendix C:** Healthy Snack List for other ideas.

## ★ ADMINISTRATOR TIPS

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- Before starting the activity, take a moment to review the foods that you will be discussing; not all the girls may be familiar with them. Keep in mind that at this age children mostly still rely on their parent(s) to choose their foods, so their options for healthy snacks may be out of their control. Try to help the girls focus on the things they CAN control or modify.
  - You will need to prepare the name tags for the “Healthy Meal Roundup” activity in advance of the session. You can include names of foods or food groups. Consider using the following examples and any others you think of:
    - Milk, Lettuce, Beans, Chicken, Bread, Apples, Candy, Pasta, Broccoli, Oranges, Butter, Rice
- 

## ★ INTRODUCTION (5 MIN)

---

- Welcome girls to the session. Do a quick check in and ask the girls how they are feeling. Explain that today’s session is all about healthy foods.

## ★ STORY – READ AND DISCUSS (15 MIN)

---

- Read **“The 80/20 Rule for Healthy Eating” by Brionna Jones**. You can read the story aloud to the girls and encourage them to follow along in their workbook, or you can ask for volunteers to help you read the story aloud, assigning a short section or paragraph to each volunteer.



# Brionna Jones



**TEAM** Connecticut Sun

**POSITION** Center

**CLAIM TO FAME** ESPNW, Naismith and USBWA  
National Player of the Week

Growing up, my favorite foods were macaroni and cheese and basically everything on the Thanksgiving table. It wasn't until my senior year of high school that I started paying attention to what I was eating, and decided to eat healthier.

When I started college, I learned a lot more about the importance of good nutrition from talking with our team trainer and nutritionist about my goals for basketball. They told me that if I really wanted to achieve my dreams, I had to be more aware of what I was putting into my body for fuel, especially before and during games.

Something the nutritionist taught me was "the 80/20 rule": 80 percent of what you eat should be healthy foods and 20 percent should be "cheat foods" that may not be as nutritious. Eating healthy 100% of the time is very hard for anyone. I know that there are days when I still want macaroni and cheese. That's why I don't follow a specific diet. Instead, I remember the 80/20 rule when choosing my meals.

It's important to fuel your body with healthy foods because that's what gives you energy to play. After focusing on my diet and lifting weights, I began to see changes in my body. I was so much more powerful on the court and I had a lot more stamina, so I could play longer without getting tired.

But even if you aren't a professional athlete, it's important to eat well for your health in general. It's definitely going to help you be successful in whatever you want to do. You'll have more energy, more stamina and more strength. Every step is progress and just small changes can have big effects on your body.

“

It's important to fuel your body with healthy foods because that's what gives you energy to play.

”



## ★ DISCUSSION QUESTIONS

- 
- What is Brionna's 80/20 rule? How can that help guide you to eat better most of the time?
- 
- What does Brionna mean when she says that nutritious food "fuels her body"?
- 
- Why is it sometimes difficult to eat healthfully? What can girls do to eat healthier?
- 
- If people know "junk" food isn't good for them, why do so many people eat it anyway?
- 
- What are the positive things that can come from eating healthy?

## ★ 4TH QUARTER CONVERSATION (5-10 MIN)

---

The food puzzle: Think of different foods as pieces of a puzzle. Veggies, bread, fruit, protein, and milk are all important in making up a healthy big picture. Although our bodies need more of some food groups than others, what counts is balance. It's no good to overdo it on chips, but it's no good to overdo it on carrots either.

---

- Write down what you ate today:
    - Are you balanced or lopsided?
- 
- Why is it a good idea to eat healthy foods?
- 
- What are some healthy foods you love?

- 
- What makes them “good for you”?
- 
- What’s one new healthy food you’ve never had that you plan to try?
- 
- Define and give examples of the following different food categories:
    - Fruits (oranges, apples)
    - Vegetables (broccoli, carrots)
    - Grains (bread, pasta)
    - Dairy (milk, yogurt)
    - Proteins (meats, beans)
    - Fats (oils, nuts/seeds, butter)
- 
- Ask if anyone knows which food group helps build strong bones? (Dairy)
- 
- Ask which food groups provide energy? (Fruit, vegetables, and grains)
- 
- Which ones help build muscle? (Protein)

## Lesson Three Oncourt Objectives

Challenge the players to combine their ball-handling and shooting skills using drills that require both. Lesson 3 will also provide an introduction to defense and a defensive stance. develop comfort with their passing and catching skills.



TOPIC	KEY POINTS
Preparing to Play	<ul style="list-style-type: none"> <li>Teach the concept of healthy eating and learning the different food groups.</li> </ul>
WARM UP ACTIVITY	DESCRIPTION
Healthy Meal Roundup OR Food Tag	<ul style="list-style-type: none"> <li>Give each girl a sticky name tag with the name of a food (or food group) written on it. Ask them to stick the name tag on the front of their shirt so everyone can see it. Once everyone has their name tag, have each girl read the name of her food and guess which food group it belongs to. Make sure everyone knows what their food is and which food group it is a part of.</li> </ul> <p>Explain that when you say “Go!” the girls will run around the room until you say “Stop!” Then, you will give an instruction and the girls will have to get into groups as quickly as they can based on that instruction. Explain that if someone’s food or food group isn’t called, they have to stay “frozen” until the others find their group. If someone is having trouble finding their group, girls should help each other out.</p> <p>When the group is ready, begin the game. Use the following instructions or any others you think of:</p> <ul style="list-style-type: none"> <li>Fruits get together with a vegetable.</li> <li>Find a food the same color as you.</li> <li>Get together with everyone else in your food group.</li> <li>Grains get together with a fruit.</li> <li>Find someone in a different food group than you.</li> <li>Proteins get together with a grain.</li> <li>Fats get together with sweets.</li> </ul>
DURATION	
10 minutes	

TOPIC	KEY POINTS
<b>Building Skills</b>	<ul style="list-style-type: none"> <li>Keep the players in a good stance with their chest and eyes up. Remind them to use their fingertips and push the ball back and forth from side to side with quick dribbles to improve coordination and ball control.</li> </ul>
ACTIVITY	DESCRIPTION
<b>Stationary Crossover</b>	<ul style="list-style-type: none"> <li>All players need a basketball (or share) and should stand on the sideline.</li> </ul>
DURATION	
<b>3 minutes</b>	<ul style="list-style-type: none"> <li>Players should bend their knees and begin dribbling back and forth swinging the ball from right to left low and quick below the knees.</li> <li>After 20 seconds, the player will dribble at knee level and continue for another 20 seconds.</li> <li>Last, the player will dribble the ball higher swinging it from side to side for 20 more seconds.</li> </ul>

TOPIC	KEY POINTS
<b>Building Skills</b>	<ul style="list-style-type: none"> <li>This drill will work on low controlled dribbles with both hands as well as the crossover.</li> </ul>
ACTIVITY	DESCRIPTION
<b>3-3-3 Dribble Drill</b>	<ul style="list-style-type: none"> <li>All players need a basketball (or share) and should stand on the sideline.</li> </ul>
DURATION	
<b>3 minutes</b>	<ul style="list-style-type: none"> <li>The players will start in a good stance with their knees bent and eyes up and take 3 dribbles with their right hand.</li> <li>Next the players will complete 3 crossover dribbles.</li> <li>Then the players will execute 3 dribbles with their left hand.</li> <li>The players will go back to 3 crossover dribbles and then 3 right-handed dribbles and continue the process for the allotted amount of time.</li> </ul>

TOPIC	KEY POINTS
<b>Fun Game</b>	<ul style="list-style-type: none"> <li>• Players should keep their head and eyes up while dribbling. Once a player is frozen, have them dribble with their non-dominant hand.</li> </ul>
ACTIVITY	DESCRIPTION
<b>Dribble Freeze Tag</b>	<ul style="list-style-type: none"> <li>• One player or the coach will be designated as “it.”</li> <li>• When the person designated as “it” dribbles and tags another player, they are “frozen” and must stand and dribble in one place without moving.</li> </ul>
DURATION	
<b>5 minutes</b>	<ul style="list-style-type: none"> <li>• A player can only be unfrozen if an unfrozen player dribbles to them and touches them.</li> <li>• Designate boundaries based on numbers (i.e. stay inside of half court.)</li> <li>• Continue the game until all players are frozen.</li> <li>• If needed, add multiple players who are “it”.</li> </ul>

TOPIC	KEY POINTS
<b>Building Skills</b>	<ul style="list-style-type: none"> <li>• Emphasize good low slides, showing a target, hitting the target, and working together.</li> </ul>
ACTIVITY	DESCRIPTION
<b>Slide and Pass Drill</b>	<ul style="list-style-type: none"> <li>• Have players partner up with one ball and stand on the baseline about 6 feet apart.</li> </ul>
DURATION	
<b>3 minutes</b>	<ul style="list-style-type: none"> <li>• The players will establish a good stance and slide to half court while making a chest or bounce pass to each other.</li> <li>• Once all the groups have gone, they will repeat the same thing coming back.</li> <li>• Be sure to make both the chest and bounce pass.</li> </ul>

TOPIC	KEY POINTS
<b>Fun Game</b>	<ul style="list-style-type: none"> <li>• Work on good, quick passes and filling the open spot.</li> </ul>
ACTIVITY	DESCRIPTION
<b>Keep Away Game</b>	<ul style="list-style-type: none"> <li>• The defensive player will stand in the middle of the cones.</li> </ul>
DURATION	
<b>5 minutes</b>	<ul style="list-style-type: none"> <li>• The player with the ball can only pass left or right and cannot pass the ball across to the opposite side.</li> <li>• The players who do not have the ball must either receive the pass or “fill in” the open spot.</li> <li>• The defensive will try their best to steal the ball within 15-30 seconds before rotating positions.</li> <li>• The player that was playing defense will rotate to the rest station.</li> <li>• The defensive player will stand in the middle of the cones.</li> <li>• The player with the ball can only pass left or right and cannot pass the ball across to the opposite side.</li> <li>• The players who do not have the ball must either receive the pass or “fill in” the open spot.</li> <li>• The defensive will try their best to steal the ball within 30 seconds before rotating positions.</li> <li>• The player that was playing defense will rotate to the rest station.</li> </ul>

TOPIC	KEY POINTS
<b>Teach</b>	<ul style="list-style-type: none"> <li>• Teach the players to stay in a balanced, athletic stance with their knees bent and chest and eyes up.</li> </ul>
ACTIVITY	DESCRIPTION
<b>Fundamentals of Defense</b>	<ul style="list-style-type: none"> <li>• Defense is the act of preventing the team with the ball from scoring. The goal of the defense is getting the ball back for their team to try to score. While on defense, the players will move their hands and feet to stay between the team with the ball and the basket. Sometimes defensive teams create steals, turnovers, or even missed shots before getting the ball back.</li> </ul>
DURATION	
<b>2 minutes</b>	

TOPIC	KEY POINTS
<b>Teach</b>	<ul style="list-style-type: none"> <li>Stay balanced and able to move quickly. Keep the eyes and chest up.</li> </ul>
ACTIVITY	DESCRIPTION
<b>Fundamentals of A Defensive Stance</b>	<ul style="list-style-type: none"> <li>The defensive stance is the position used by defenders in which they have their knees bent, feet a little more than shoulder-width apart with their toes and knees facing forward, their eyes up, and their hands outstretched and active. From this athletic position, they can easily move in any direction to prevent the offensive player from scoring.</li> </ul>
DURATION	
<b>3 minutes</b>	

TOPIC	KEY POINTS
<b>Building Skills</b>	<ul style="list-style-type: none"> <li>Don't let players move ahead of the coach's command. Emphasize the correct hand and foot until the movement becomes natural for the players.</li> </ul>
WARM UP ACTIVITY	DESCRIPTION
<b>Lay-Up Skip Drill</b>	<ul style="list-style-type: none"> <li>All players should line up on the baseline and follow the coaches command of "1, 2, jump."</li> </ul>
DURATION	
<b>3 minutes</b>	<ul style="list-style-type: none"> <li>The coach should designate which foot to step with first.</li> <li>As the players jump off the designated foot, they should simultaneously extend the opposite hand up (jump off the left foot, extend the right hand).</li> <li>All players should move together on coach's command.</li> <li>After going down the court one way, come back the opposite way and repeat.</li> </ul>

TOPIC	KEY POINTS
<b>Building Skills</b>	<ul style="list-style-type: none"> <li>• Work on a low, quick crossover by pushing off the outside foot and exploding towards the basket.</li> </ul>
ACTIVITY	DESCRIPTION
<b>Crossover to Lay-up Drill</b>	<ul style="list-style-type: none"> <li>• Players will start with the ball in their left hand outside of the three-point line on the right side of the court.</li> <li>• They will dribble with their left hand while running to the cone and then make a crossover dribble and continue in for the lay-up.</li> </ul>
DURATION	
<b>4 minutes</b>	<ul style="list-style-type: none"> <li>• After shooting, the player will get their rebound and dribble in a straight line back to half court with low crossovers.</li> <li>• Count how many made baskets the team gets in those 2 minutes on each side.</li> </ul>

TOPIC	KEY POINTS
<b>Building Skills</b>	<ul style="list-style-type: none"> <li>• Use this fun competitive game to work on lay-ups and shooting. Encourage teams on the left side of the basket to use their left hand for lay-ups but count the makes regardless.</li> </ul>
WARM UP ACTIVITY	DESCRIPTION
<b>Lay-Up Skip Drill</b>	<ul style="list-style-type: none"> <li>• Divide the players into even teams and have them start at half court.</li> <li>• There should be 2 balls in the front of each line.</li> <li>• The players will dribble towards the basket and take a lay-up, get their rebound, and dribble/pass it back to their line.</li> <li>• The next player can go as soon as they are ready.</li> <li>• The team must make a designated number of lay-ups.</li> <li>• Once the team makes the designated number of lay-ups, they will continue with the same process but now with jump shots.</li> <li>• The first team to make all their jump shots wins the game.</li> </ul>
DURATION	
<b>3 minutes</b>	

★ WRAP UP (5 MIN)

---

**Ask the girls ... what is one thing you can do to eat more healthfully?**

---

- Do you think you balance food and activity well? How could you improve your routine to live a healthier life? Go around the room and give each girl a chance to briefly answer the question. If you are short on time, take a few volunteers rather than taking answers from each girl in the group.

Chapter Four ★ Ages 7-10

# SMOKING & SUBSTANCE ABUSE

\*Tricky Topic

## ★ SESSION OBJECTIVES

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**By the end of this session, girls will be able to:**

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- Articulate various responses to peer pressure to smoke or abuse substances

## ★ ADDITIONAL MATERIALS/EQUIPMENT NEEDED

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- Signs that say “True” and “False” (prepared in advance for “True or False Relay” activity)
- Tape

## ★ HEALTHY SNACK SUGGESTION

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- The athlete whose story is featured in this session is **Allisha Gray**. Her favorite healthy snack is green grapes.
- **See Appendix C:** Healthy Snack List for other ideas.

## ★ ADMINISTRATOR TIPS

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- Many adolescents are exposed to smoking or drinking alcohol at a young age, particularly by family members. They are also flooded with images in magazines and billboards that portray smokers and drinkers as young, fit, and healthy. By the time they are teenagers, they may also have the urge to start doing these things to fit in with the crowd. The sooner youth are educated about the dangers of substance abuse, the less likely they are to participate in it.

- 
- There are many websites that are dedicated to educating the public about smoking. One of the most visible and successful campaigns is “The Truth” campaign, which used youth-friendly ads on television, educating them about the dangers of smoking. Many articles related to this website can be found online through a simple Internet search.

### ★ INTRODUCTION (5 MIN)

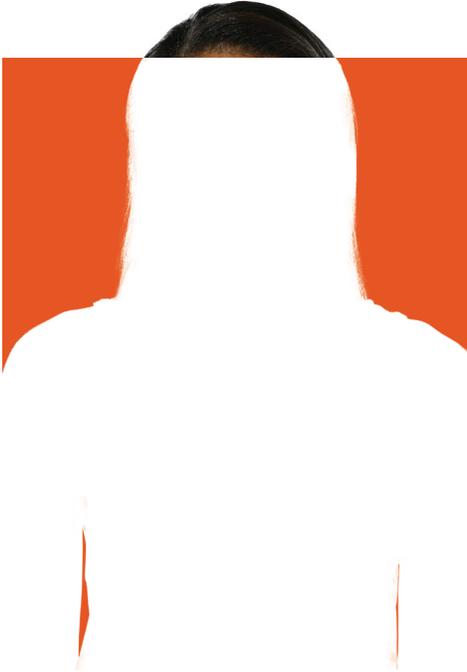
---

- Welcome girls to the session. Do a quick check-in and ask the girls how they are feeling. Explain that in today’s session we are going to explore why smoking, drinking alcohol, and using drugs is bad for our bodies and how we can say no to people that try to get us to smoke or use drugs or alcohol.

### ★ STORY – READ AND DISCUSS (15 MIN)

---

- Read **“The Key To Staying In Control” by Allisha Gray**. You can read the story aloud to the girls and encourage them to follow along on page 66 of the workbook, or you can ask for volunteers to help you read the story aloud, assigning a short section or paragraph to each volunteer.



# Allisha Gray



---

**TEAM** Dallas Wings

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**POSITION** Guard

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**CLAIM TO FAME** 2017 WNBA Rookie of the Year

One time, in college, some friends picked me up to go to a party. As soon as we walked in, another student asked if we wanted a drink—meaning something with alcohol in it. I said a polite “no.” And as the night went on I was really glad I did. I watched other students down drink after drink after drink, to the point where they looked really out of control. It did not look fun. In fact, the way they were acting—how they moved, what they said—made me very uncomfortable and I decided to go home. There was pressure for me to join in the drinking, but I knew I didn’t want anything in my body that would make me feel so scarily out of control. I’m so happy I resisted, because I was able to walk back to my room safely with one of my friends.

To be honest, a major reason why I stay away from alcohol, drugs, cigarettes and vape is so I can be at the top of my game. I think of my body like it’s a car. If you put bad gas into a car, it breaks down. I know that if I put alcohol, drugs or any kind of smoke into my body, it will break down, too. There would be no way I could compete against the top players in my league.



If you want to be your best at anything in life, you have to keep your body in shape and your mind sharp by eating healthy foods and taking care of yourself. As a professional basketball player, I compete against some of the best female athletes in the world. They are tough and strong, in both body and mind. To compete against them, I have to train my body and mind with healthy actions.

If I drank a lot of alcohol, used drugs, smoked or vaped, I wouldn't be the athlete I am today. I wouldn't be motivated, or able, to train hard enough to keep my body in the best shape possible.

It's not complicated. If you want to live a long and healthy life, it's best to stay away from harmful things. There are so many more fun things you can do instead!

“

**If you want to be your best at anything in life, you have to keep your body in shape and your mind sharp by eating healthy foods and taking care of yourself.**

”

★ **DISCUSSION QUESTIONS**

- 
- How does Allisha compare her body to a car? How would using drugs, alcohol, cigarettes or vape affect how she performed on the court?
- 
- Why do you think some people continue to drink, smoke, or use drugs even though it's hurting them?
- 
- What can people do to get help if they realize they have a problem with smoking, alcohol, or drugs?

★ **4TH QUARTER CONVERSATION (5-10 MIN)**

- 
- How can you tell someone near you to stop smoking?
- 
- Would you be able to?
- 
- How does it feel to stand up for yourself?
- 
- In what other situations can you use this ability?

## Lesson Four Oncourt Objectives

Help develop balance and body control. The players should be able to properly execute a jump stop, understand pivoting, and be able to slide laterally on defense.

TOPIC	KEY POINTS
Preparing to Play	<ul style="list-style-type: none"> <li>Utilize this game to continue the discussion on drug and alcohol use.</li> </ul>
WARM UP ACTIVITY	DESCRIPTION
True or False Relay	<ul style="list-style-type: none"> <li>Post a sign that says "True" and a sign that says "False" on a wall on one side of the room. Break girls into teams of equal size (ideally no more than four people per team). Have the teams line up at the far side of the room facing the signs.</li> </ul> <p>Tell the girls they are going to do a relay. That means each person on the team takes a turn and then goes to the back of the line. Explain that you are going to read a sentence and the girls have to decide if it is true or false by running to the appropriate sign, touching it, and then running back to their team. If the girl whose turn it is gets stuck and doesn't know an answer, she can turn to her team for help.</p> <p>When the girls are ready, start the game. Make sure everyone on the team has a chance to go at least twice.</p> <ul style="list-style-type: none"> <li><b>Statements:</b> 1. Light cigarettes are healthier than regular cigarettes. (F) 2. A pregnant woman can hurt her unborn baby if she takes drugs. (T) 3. Smoking can cause hair loss. (T) 4. Smoking only hurts the person who is smoking. (F) 5. Drinking alcohol makes you feel more alert. (F) 6. Drugs, alcohol, and tobacco are all bad for your heart. (T) 7. Drinking alcohol can also cause cancer. (T) 8. Once you start smoking, it is easy to quit (F) 9. Once you have smoked for a long time, it's too late to quit. (F) 10. E-cigarettes are not addictive. (F)</li> </ul>
DURATION	
15 minutes	

★ **After the activity, ask the group:**

- Why do you think some girls smoke/drink/abuse drugs?
- Have you ever felt pressure to do those things? What did you do to overcome that pressure?
- Why should you avoid those things? What does smoking do to your lungs and body?
- What makes it hard to say no to peer pressure?

TOPIC	KEY POINTS
<b>Building Skills</b>	<ul style="list-style-type: none"> <li>● Get comfortable with the ball, warm-up the fingers and hands, and develop the ability to control the ball. Help the players gain confidence moving the ball as if it is an extension of their body. Push the players to wrap the ball fast in order to challenge their control.</li> </ul>
ACTIVITY	DESCRIPTION
<b>Waist Wrap Drill</b>	<ul style="list-style-type: none"> <li>● All players need a basketball (or share) and should stand on the sideline.</li> </ul>
DURATION	
<b>3 minutes</b>	<ul style="list-style-type: none"> <li>● The players should start with the ball in front of their waist and wrap it quickly in circles around their waist.</li> <li>● Once they have completed the allotted wraps, they should do the same movement going in the opposite direction.</li> </ul>

TOPIC	KEY POINTS
<b>Building Skills</b>	<ul style="list-style-type: none"> <li>This is a good opportunity for the players to work on dribbling with movement in a controlled drill. There is no rush and the players should focus on controlling the ball with their eyes up.</li> </ul>
ACTIVITY	DESCRIPTION
<b>Walk To Jog Dribble Drill</b>	<ul style="list-style-type: none"> <li>All players need a basketball (or share) and should stand on the baseline.</li> </ul>
DURATION	<ul style="list-style-type: none"> <li>The players will walk slowly in a low stance while dribbling the ball to half court.</li> <li>Once the players reach half court, they will transition into a jogging dribble to the other baseline.</li> <li>The players will change hands and do the same thing coming back.</li> </ul>
<b>3 minutes</b>	

TOPIC	KEY POINTS
<b>Fun Game</b>	<ul style="list-style-type: none"> <li>Make sure the players have a lot of energy and enjoy this. Encourage the players to be good teammates throughout this game.</li> </ul>
ACTIVITY	DESCRIPTION
<b>Dribble Relay Game</b>	<ul style="list-style-type: none"> <li>Divide the players into even groups and have them line up on the baseline with the first person in line with a ball.</li> </ul>
DURATION	<ul style="list-style-type: none"> <li>Designate how you want the players to dribble to half court by choosing either right or left hand.</li> <li>On the coach's command, the first player will dribble to half court in the designated way and dribble back, jump stop, give the next player a high five, and then give them the ball.</li> <li>Once everybody has gone 3 times, the team has finished.</li> <li>Next do the same thing with the other hand.</li> </ul>
<b>5 minutes</b>	

TOPIC	KEY POINTS
<b>Teach</b>	<ul style="list-style-type: none"> <li>Balance is the most important part of the jump stop.</li> </ul>
ACTIVITY	DESCRIPTION
<b>Fundamentals of the Jump Stop</b>	<ul style="list-style-type: none"> <li><b>Jump Stop Fundamental Skill</b> - The act of landing on both feet at the same time when either receiving a pass or after a player's last dribble. Landing on both feet at the same time helps the player gain balance and allows the player to use either foot as a pivot foot.</li> </ul>
DURATION	
<b>2 minutes</b>	<ul style="list-style-type: none"> <li>The players should keep their eyes and chest up and stay balanced by having their knees bent.</li> </ul>

TOPIC	KEY POINTS
<b>Building Skills</b>	<ul style="list-style-type: none"> <li>To ensure balance, have the players land in the jump stop position and count to 3 before blowing the whistle to allow them to jog to the next spot.</li> </ul>
ACTIVITY	DESCRIPTION
<b>Jump Stop Drill</b>	<ul style="list-style-type: none"> <li>Players should form balanced lines on the baseline and the first player in each line will start in an athletic stance.</li> </ul>
DURATION	
<b>3 minutes</b>	<ul style="list-style-type: none"> <li>The first player in each line will jog to the foul line and make a deliberate jump stop at the foul line.</li> <li>On the whistle, the players will repeat at half court, the opposite foul line, and the opposite baseline.</li> <li>Once each player moves towards the next jump stop location, the next player begins the same process.</li> <li>The players will wait at the opposite baseline until all the players finish and then do the same process going back.</li> </ul>

TOPIC	KEY POINTS
<b>Teach</b>	<ul style="list-style-type: none"> <li>Teach the players to stay balanced and not to move the pivot foot.</li> </ul>
ACTIVITY	DESCRIPTION
<b>Fundamentals of Pivoting</b>	<ul style="list-style-type: none"> <li>Teach the players that a pivot requires the player to have one pivot foot that stays on the ground at all times. The other foot can move in any direction and as far as wanted but the pivot foot can never change in the same sequence or it is considered a travel.</li> </ul>
DURATION	
<b>3 minutes</b>	

TOPIC	KEY POINTS
<b>Building Skills</b>	<ul style="list-style-type: none"> <li>Help the players understand the importance of a good jump stop, good on-balance pivots, good passes, and showing a target.</li> </ul>
ACTIVITY	DESCRIPTION
<b>Jump Stop, Pivot &amp; Pass Drill</b>	<ul style="list-style-type: none"> <li>Have the players divide into groups, hold a ball, and stand in a good stance on the baseline.</li> </ul>
DURATION	
<b>3 minutes</b>	<ul style="list-style-type: none"> <li>The players will dribble to the free throw line extended and jump stop, and then do forward/reverse pivots until they are facing their line again.</li> <li>Have the players then pass back to the next player in line and continue the process.</li> </ul>

TOPIC	KEY POINTS
<b>Building Skills</b>	<ul style="list-style-type: none"> <li>• Make sure the players stay in a good stance with their chest and eyes up. Have them work on changing directions quickly and pushing off their back foot.</li> </ul>
ACTIVITY	DESCRIPTION
<b>Side/Lateral Push Drill</b>	<ul style="list-style-type: none"> <li>• Have the players line up on the lane line and face the coach.</li> <li>• When the coach says “go”, the players should push off their back foot to slide to the other side of the lane where they will plant and push back.</li> </ul>
DURATION	<ul style="list-style-type: none"> <li>• The players will continue this process for the allotted amount of time.</li> </ul>
<b>3 minutes</b>	

TOPIC	KEY POINTS
<b>Fun Game</b>	<ul style="list-style-type: none"> <li>● If the players do a great job listening, be creative with what you ask them to do in an effort to trick the players.</li> </ul>
ACTIVITY	DESCRIPTION
<b>Coach Says Drill</b>	<ul style="list-style-type: none"> <li>● Coach Says—it's like Simon Says.</li> </ul>
DURATION	<ul style="list-style-type: none"> <li>● The objective is to do everything the coach instructs, but the coach must first say "Coach Says" before every request.</li> <li>● If the player does the action that a coach says without the coach first saying, "Coach Says", the player is out.</li> <li>● When the coach states "Coach says defense!", the players will slap the ground and yell "Defense!" as they assume the defensive stance.</li> <li>● When the coach states "Coach says slide" and points in a direction, all players will quickly hop and twist their body to face that direction and immediately hop back to facing the coach.</li> <li>● When the coach states "Coach says foot fire/quick feet!", the players will quickly tap their feet against the floor as fast as they can while yelling.</li> <li>● When the coach states "Coach says shot!", the players will jump as high as they can to grab an imaginary ball with their arms and yell "Rebound!"</li> <li>● Coaches can add other elements, but remember this is a listening game and the player is out if the player does something that the coach didn't preface with "Coach Says".</li> <li>● The game finishes when there is just one player remaining.</li> </ul>
<b>5 minutes</b>	

★ WRAP UP (5 MIN)

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**Ask the girls to answer the following question:** What is one thing you could say to someone who tries to convince you to smoke, drink alcohol, or use drugs? Go around the room and give each girl a chance to briefly answer the question. If you are short on time, take a few volunteers rather than taking answers from each girl in the group.

Chapter Five ★ Ages 7-10

# BODY IMAGE

## ★ SESSION OBJECTIVES

---

**By the end of this session, girls will be able to:**

---

- Articulate that there is not one “ideal” body type
  - Express ways in which they feel positive about their bodies
  - Understand the connection between physical activity and positive feelings about one’s body
- 

## ★ ADDITIONAL MATERIALS/EQUIPMENT NEEDED

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- String
- 

## ★ HEALTHY SNACK SUGGESTION

---

- The athlete whose story is featured in this session is **Victoria Vivians**. Her favorite healthy snack is fruit, especially watermelon and bananas.
  - **See Appendix C:** Healthy Snack List for other ideas.
- 

## ★ ADMINISTRATOR TIPS

---

- In the jumping activities in this section, encourage the girls to see if they can improve their own jumping performance, instead of competing with each other. Remember that girls have varying degrees of ability and encourage them all to be supportive and patient with each other.

- 
- Participating in sports or other physical activities can help girls focus less on how they look and more on what their body can do. Being physically active can be an important contributing factor when it comes to building a healthy body image.

### ★ INTRODUCTION (5 MIN)

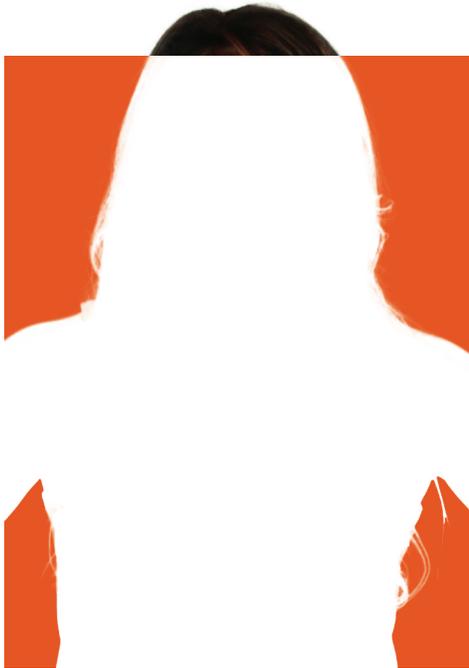
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- Welcome girls to the session. Do a quick check-in and ask the girls how they are feeling. Explain that today's session will focus on helping us see that although we might all be different shapes and sizes, we are all awesome in our own way, and our bodies are all strong in their own way.

### ★ STORY – READ AND DISCUSS (15 MIN)

---

- Read **“I’m Not Just Any Body” by Victoria Vivians**. You can read the story aloud to the girls and encourage them to follow along in their workbook, or you can ask for volunteers to help you read the story aloud, assigning a short section or paragraph to each volunteer.



## Victoria Vivians



**TEAM** Indiana Fever

**POSITION** Guard

**CLAIM TO FAME** Most 3-pointers by a rookie duo (127 in 2018, with Kelsey Mitchell).

When I was younger, I sometimes compared my body shape and my body size to other girls. I noticed that some parts seemed thicker and some skinnier, and I wondered if that was okay. But when I grew up, I learned to stop comparing myself to others and just love myself for who I am. As I like to say, I am uniquely and wonderfully made! We all are! For me, being physical and strong helps me play better, and the little extra weight I have helps me dominate smaller opponents and finish easier when I'm going to the basket!

That doesn't mean I don't give my body the good fuel it needs to be healthy. I learned a lesson about this when I left home to go to college at Mississippi State. Between classes, basketball practice, and making new friends, there were so many changes going on in my life that it was hard to eat well. So I ate a lot of unhealthy food and gained a lot of weight and it made me feel chunky and slow on the court. And I wasn't the only one. There's an expression people use about what happens when they get to college: the "Freshman 15." That's the 15—or in my case 20—pounds some girls gain in their first year away from home. Some guys, too.

Today, lots of people call me a “pretty baller” and ask me how I make myself look good. Here’s my answer: when I am strong, healthy and confident, my inner beauty shines through. That confidence makes everything in my life better—school, relationships, and basketball. That’s why I posted a quote on Instagram that I like which talks about how real beauty comes from within, when you are happiest with yourself both physically and emotionally.

“

When I am strong,  
healthy and confident,  
my inner beauty  
shines through.

”



★ **DISCUSSION QUESTIONS**

- 
- What do you think Victoria means when she says, “I am uniquely and wonderfully made”? What qualities make you unique and wonderful?
- 
- Victoria learned that her size and strength helped her game. What parts of your body help you do something you enjoy?
- 
- Can you think of a time when you felt proud of what your body could do?
- 
- Do you think playing sports or doing other physical activities can make you feel good about your body? Why?

★ **4TH QUARTER CONVERSATION (5-10 MIN)**

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**What do you think?**

- 
- How do you feel about your body in your sports (or school) uniform?
- 
- Do you think that feeling is more about the uniform or how you view yourself?
- 
- Use one word to describe how you think you look when you’re playing sports.

## Lesson Five Oncourt Objectives

Introduce team concepts of both offense and defense. Offensively, players will learn to pass and cut, and fill open spots on the floor. Defensively, the players will be introduced to help defense. The team concepts will be complimented by continued skill development.

TOPIC	KEY POINTS
Preparing to Play	<ul style="list-style-type: none"> <li>Use this game of tag to serve as a warm-up activity.</li> </ul>
WARM UP ACTIVITY	DESCRIPTION
Freeze Tag	<ul style="list-style-type: none"> <li>One player or the coach will be designated as “it”.</li> <li>When the person designated as “it” tags another player, they are “frozen” and must stand in place without moving.</li> </ul>
DURATION	
4 minutes	<ul style="list-style-type: none"> <li>A player can only be unfrozen if an unfrozen player comes and taps them.</li> <li>Designate boundaries based on numbers (i.e. stay inside of half court).</li> <li>Continue playing the game until all players are frozen.</li> <li>If needed, add multiple players who are “it”</li> </ul>

TOPIC	KEY POINTS
<b>Building Skills</b>	<ul style="list-style-type: none"> <li>Let the players have fun and be creative.</li> </ul>
ACTIVITY	DESCRIPTION
<b>5-5-5 Creative Dribble Drill</b>	<ul style="list-style-type: none"> <li>All players need a basketball (or share) and should stand on the baseline.</li> <li>The players will get 5 seconds to dribble the ball with their right hand.</li> <li>The players will then get 5 seconds to dribble the ball with their left hand.</li> <li>The last 5 seconds the players will get to dribble creatively in any way that they want.</li> <li>Repeat this process.</li> <li>Should be a fun drill that allows each player to be creative with the ball.</li> </ul>
DURATION	
<b>4 minutes</b>	

TOPIC	KEY POINTS
<b>Building Skills</b>	<ul style="list-style-type: none"> <li>Make sure the players continue to move around and do not guard the cones. Try to use at least as many cones as the total number of players if not more.</li> </ul>
ACTIVITY	DESCRIPTION
<b>Up or Down Game</b>	<ul style="list-style-type: none"> <li>Divide the players into 2 teams - Team "Up" and Team "Down".</li> <li>Spread cones around the gym facing up, and the same number of cones around the gym facing down.</li> <li>All players will have a ball and the players on the "Up" team will dribble around the gym and try to put all the cones facing down to be facing up.</li> <li>The players on the "Down" team will dribble around the gym trying to put all the cones facing up to be facing down.</li> <li>Players must continually move around and cannot guard the cones.</li> <li>Players can only use their hands to adjust a cone.</li> <li>Players will adjust as many cones as possible in four minutes.</li> <li>After the four minutes, count how many cones are up and how many are down to determine the winning team.</li> </ul>
DURATION	
<b>5 minutes</b>	

TOPIC	KEY POINTS
<b>Building Skills</b>	<ul style="list-style-type: none"> <li>Have all the players work on their ball-handling while moving around the court. Each player should quickly react to the whistle with a good, balanced jump stop.</li> </ul>
ACTIVITY	DESCRIPTION
<b>On the Whistle Jump Stop</b>	<ul style="list-style-type: none"> <li>Have the players dribble around the court working on their ball-handling.</li> <li>When the coach blows the whistle, all the players will jump stop and sit in a good stance.</li> </ul>
DURATION	
<b>3 minutes</b>	<ul style="list-style-type: none"> <li>Repeat this process working on ball-handling and a good jump stop.</li> </ul>

TOPIC	KEY POINTS
<b>Building Skills</b>	<ul style="list-style-type: none"> <li>Work on ball-handling, good jump stops, good pivots, and good passes. Make sure the players call out their teammates names as they pass and receive from one another.</li> </ul>
ACTIVITY	DESCRIPTION
<b>4 Corner Passing Drill</b>	<ul style="list-style-type: none"> <li>Have the players get into 4 balanced lines at both sidelines and half court and both sidelines and baseline.</li> <li>The first person in each line has a ball.</li> <li>The players with the ball will all dribble to the middle of the floor where they will jump stop together, keep a right pivot foot and pivot their left foot around, and pass to the next line to their right and follow their pass to the back of that line.</li> <li>The new players with the ball will continue doing the same.</li> </ul>
DURATION	
<b>3 minutes</b>	

TOPIC	KEY POINTS
<b>Building Skills</b>	<ul style="list-style-type: none"> <li>• Work on balance and good footwork. Be sure to go in both directions.</li> </ul>
ACTIVITY	DESCRIPTION
<b>Spin Step-In Drill</b>	<ul style="list-style-type: none"> <li>• Have each player get a ball and start in 1 line on the baseline (be sure to utilize multiple baskets).</li> </ul>
DURATION	
<b>3 minutes</b>	<ul style="list-style-type: none"> <li>• Place 3 cones around the paint, 1 just above the block, 1 in the middle of the lane, and 1 just above the opposite block.</li> <li>• Have the players spin the ball out in front of the first cone, move forward, and step into the ball with their inside foot.</li> <li>• Once square and balanced, repeat the process moving to the cone in the middle of the paint. At this cone, once square and balanced, have the players jump straight up and straight down.</li> <li>• Then spin the ball and advance to the 3rd cone, where the player will plant their inside foot, jump, and shoot the ball.</li> <li>• The player will get their rebound and go to the back of the line.</li> <li>• The next players are allowed to start once the player in front of them is at the middle cone.</li> </ul>

TOPIC	KEY POINTS
<b>Fun Game</b>	<ul style="list-style-type: none"> <li>Rebound quickly and make good passes to teammates.</li> </ul>
ACTIVITY	DESCRIPTION
<b>Make for a Cone Game</b>	<ul style="list-style-type: none"> <li>Players are separated into two even teams and go to two designated spots at a basket (the wings, elbows, corners, etc).</li> </ul>
DURATION	
<b>6 minutes</b>	<ul style="list-style-type: none"> <li>There should be a line of cones equal to the number of players on each team that lines up next to the team.</li> <li>The first player from each line will shoot the basketball, get their rebound, and pass to the next person on their team.</li> <li>If the player makes the shot, they will take a cone from the other team and put it in their line of cones and move to the back of the line.</li> <li>If the player misses the shot, they will get the rebound, pass to the next person on their team, and continue to the back of the line without getting a cone from the other team.</li> <li>After the allotted time, the team with the most cones wins.</li> </ul>

TOPIC	KEY POINTS
<b>Building Skills</b>	<ul style="list-style-type: none"> <li>Emphasize a good pass and a quick cut looking for the ball.</li> </ul>
ACTIVITY	DESCRIPTION
<b>Pass &amp; Cut Drill</b>	<ul style="list-style-type: none"> <li>Have the players line up at the top of the key with a few balls at the front of the line, and have another line on the wing.</li> </ul>
DURATION	
<b>3 minutes</b>	<ul style="list-style-type: none"> <li>Have the players pass the ball to the line on the wing and then cut by running to the basket.</li> <li>The player on the wing will catch the ball and pass it back to the cutting player who will complete a lay-up, rebound, and then switch lines.</li> </ul>

TOPIC	KEY POINTS
<b>Building Skills</b>	<ul style="list-style-type: none"> <li>• Make sure the players show their hands to catch the ball and stand in the triple threat position before making strong passes. Also emphasize that the cutter cuts hard to the basket looking for the ball with a hand up.</li> </ul>
ACTIVITY	DESCRIPTION
<b>3-Person Pass, Cut &amp; Replace Drill</b>	<ul style="list-style-type: none"> <li>• Start with a line on each wing and 1 player at the top of the key with the ball.</li> <li>• The player at the top will pass to either wing and cut to the basket looking for the ball.</li> </ul>
DURATION	
<b>4 minutes</b>	<ul style="list-style-type: none"> <li>• The player on the wing without the ball will “replace” the cutter and fill the spot at the top of the key.</li> <li>• The cutter is now out of the drill and will go to the back of the line on the wing that replaced them.</li> <li>• The wing with the ball will pass to the top of the key where the new player is now.</li> <li>• That player will reverse the ball to the other wing and cut to the basket and the series repeats.</li> <li>• Cutters only cut from the top.</li> </ul>

TOPIC	KEY POINTS
<b>Teach</b>	<ul style="list-style-type: none"> <li>• Ensure that players can always see the person they are guarding and the ball.</li> </ul>
ACTIVITY	DESCRIPTION
<b>Fundamentals of Help Defense</b>	<ul style="list-style-type: none"> <li>• Help defense means helping a teammate who is guarding the ball. The ball is the most important part of the game so even if you are not guarding the person with the ball, you must be ready to help them if needed.</li> </ul>
DURATION	
<b>2 minutes</b>	

TOPIC	KEY POINTS
<b>Building Skills</b>	<ul style="list-style-type: none"> <li>• Make sure the players are seeing both their player and the ball when they are in the help position. Make sure both players are talking and the drill stays high energy.</li> </ul>
ACTIVITY	DESCRIPTION
<b>2-Person Closeout Drill</b>	<ul style="list-style-type: none"> <li>• Have a coach with the ball on the wing, another coach or player on the other wing, and then 2 lines on the baseline.</li> </ul>
DURATION	<ul style="list-style-type: none"> <li>• Have a player guarding the ball on the wing and saying “ball, ball, ball!”</li> <li>• When the ball is passed to the other wing, the player will jump to the help position and say “help, help, help!”</li> <li>• At the same time, a player from the other line will close out to guard the ball saying “ball, ball, ball!”</li> <li>• When the ball is passed back, that player will now jump into the help position saying “help, help, help!” while a new player from the other line closes out to the ball, and the original defensive player steps off the court.</li> <li>• Continue repeating this process.</li> </ul>
<b>3 minutes</b>	

★ WRAP UP (5 MIN)

---

**Ask the girls to answer the following question:** How can you make your body stronger each and every day? Go around the room and give each girl a chance to briefly answer the question. If you are short on time, take a few volunteers rather than taking answers from each girl in the group.

Chapter Six ★ Ages 7-10

# CARING FOR YOUR BODY

## ★ SESSION OBJECTIVES

---

**By the end of this session, girls will be able to:**

---

- Understand that exercising can make them sweat
  - Identify the things they need to do to take proper care of their bodies in general and after exercising
- 

## ★ ADDITIONAL MATERIALS/EQUIPMENT NEEDED

---

- A tennis or rubber ball
- 

## ★ HEALTHY SNACK SUGGESTION

---

- The athlete story featured in this session is **Carolyn Swords**. Her favorite snacks are a homemade smoothie, apple or banana with nut butter, pretzels and hummus, or fruit or cheese.
  - **See Appendix C:** Healthy Snack List for other ideas.
- 

## ★ ADMINISTRATOR TIPS

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- During this session keep in mind that girls are likely to have a range of hygiene habits, and it will be important that girls don't tease or put down others who may have a different routine than they do or who are just learning what they need to do to care for their bodies.

### ★ INTRODUCTION (5 MIN)

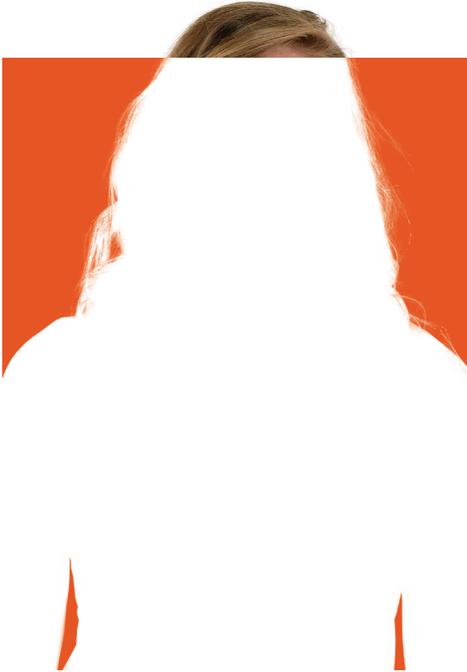
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- Welcome girls to the session. Do a quick check-in and ask the girls how they are feeling. Explain that today's session is about caring for their body.

### ★ STORY – READ AND DISCUSS (15 MIN)

---

- Read **“Take Time To Take Care” by Carolyn Swords**. You can read the story aloud to the girls and encourage them to follow along in their workbook, or you can ask for volunteers to help you read the story aloud, assigning a short section or paragraph to each volunteer.



# Carolyn Swords



**TEAM** Las Vegas Aces

**POSITION** Center

**CLAIM TO FAME** The only WNBA player to start every game in the 2016 season!

My best tool, and the best weapon I have on the court, is my body. But that's only true if it feels good and ready to play. The same is true for you and your body. That's why taking care of yourself is so important if you want to be the best player you can be.

A lot of people call this self-care, and for me it means doing things that help my body and mind stay healthy and recover so I can accomplish my goals. If you want to play sports, stay injury free and accomplish your goals, you need to listen to your body and take good care of it.

And here's the thing: If you pay attention, your body will tell you what it needs. If your muscles hurt and feel sore that probably means they need stretching or icing. If you're really tired and want to just lie on the couch, your body is telling you to go to bed earlier or eat healthier. Sometimes your body might need a day or two off the court, which can be really hard when you love playing. But slowing down can save you from a big injury. And please don't forget about your mind! It needs attention too. Spending time with friends or doing other fun activities is a great way to relax and refresh.

Here are five ways I take care of my body and my mind:

- I eat a healthy breakfast every morning.
- Before practice, I make sure to get to the gym early so I have extra time to warm up, work with my trainer on any aches and pains, and stretch. Instead of racing home after practice, I check in with my trainer again, stretch and ice.
- I go to bed early every night, and sleep for 9 to 11 hours. Why? Because our bodies and minds repair themselves while we are sleeping.
- Every day I make sure to brush my teeth, shower, and do other hygiene-type things that make me feel clean, confident and ready to meet new people and focus on my work.
- Life is stressful, so most days I make sure to take breaks and do other things I love. My favorites: reading, riding my bike and taking pictures.

This sounds like a lot, but self-care and hard work go hand in hand. And it's worth it! When your body and mind are rested, it's easier to stay awake in school, practice hard, be a good sister and friend, and accomplish everything you want to do.



“  
Taking care of  
yourself is so  
important if you  
want to be the best  
player you can be.  
”

### ★ DISCUSSION QUESTIONS

- 
- What are some of the ways that Carolyn takes care of her body?  
What are some things you do to keep your body healthy?
- 
- What does Carolyn mean when she says, “your body will tell you what it needs”? Can you think of a time when you listened to what your body was telling you?
- 
- What advice would you give to a girl who is younger than you are about taking care of her body?

### ★ 4TH QUARTER CONVERSATION (5-10 MIN)

- 
- Caring for your body is fun!
    - Try a new hairdo!
    - Swap your shower once in a while with a big bubble bath.
- 
- Make a list of things you like to do to make yourself feel good, write them in your workbook and tape it in a mirror you use every day.
- 
- What are some of the things you do to take care of your body?
- 
- Describe your daily routine for keeping yourself clean, fresh and feeling good.

## Lesson Six Oncourt Objectives

Build on player ball handling development by dribbling on the move. The players will also learn about screening and how to use a screen offensively, and continue to learn team defensive concepts.



TOPIC	KEY POINTS
Preparing to Play	<ul style="list-style-type: none"> <li>Ensure that everybody gets a turn and shares something new!</li> </ul>
WARM UP ACTIVITY	DESCRIPTION
Group Catch	<ul style="list-style-type: none"> <li>Have the girls stand in a circle facing inward with a little space between each other.</li> </ul>
DURATION	
10 minutes	<ul style="list-style-type: none"> <li>Explain that you're going to toss the ball to someone in the circle. After she catches the ball, she has to say one thing girls need to do each day to take care of themselves. Then, she throws the ball to another girl. When the next girl catches the ball, she says something different that girls need to do each day to take care of themselves.</li> <li>This repeats with a new girl each time until everyone has a chance to say something. Encourage girls to not repeat something that has already been said.</li> </ul>

TOPIC	KEY POINTS
<b>Building Skills</b>	<ul style="list-style-type: none"> <li>Get comfortable with the ball, warm-up the fingers and hands, and develop comfort being physical by smacking the ball in this fun ball-handling warm-up.</li> </ul>
ACTIVITY	DESCRIPTION
<b>Smacks Drill</b>	<ul style="list-style-type: none"> <li>All players need a basketball (or share) and should stand in a designated area.</li> </ul>
DURATION	
<b>1 minutes</b>	<ul style="list-style-type: none"> <li>Players will hold the ball with 2 hands in front of them and alternate smacking the ball with each hand.</li> </ul>

TOPIC	KEY POINTS
<b>Building Skills</b>	<ul style="list-style-type: none"> <li>This drill allows the players to work on changing directions and making a moving crossover. Make sure the players stay low on the crossover and push off their outside foot to change directions.</li> </ul>
ACTIVITY	DESCRIPTION
<b>The Zig Zag Drill</b>	<ul style="list-style-type: none"> <li>Have the players start in two lines in opposite corners where the baseline and sideline meet.</li> </ul>
DURATION	
<b>4 minutes</b>	<ul style="list-style-type: none"> <li>Place cones every 5-10 feet apart at opposite angles from each other.</li> <li>The players will start by dribbling from the starting point to the first cone.</li> <li>At the first cone, the players will make a move the coach has designated (crossover, between the legs, etc.) and continue to the next cone.</li> <li>The players will again make the move the coach has designated and continue to the next cones and continue the process.</li> <li>When the players finish, they should dribble along the baseline and begin the same process coming back in the opposite direction.</li> </ul>

TOPIC	KEY POINTS
<b>Building Skills</b>	<ul style="list-style-type: none"> <li>• Make this a fun game for the players to work on their ball-handling. Ensure that the players are dribbling and taking controlled dribbles as they move.</li> </ul>
ACTIVITY	DESCRIPTION
<b>The Red Light Game</b>	<ul style="list-style-type: none"> <li>• All players will start on the baseline with a basketball and the coach will stand at the opposite baseline with his back to the players.</li> </ul>
DURATION	
<b>4 minutes</b>	<ul style="list-style-type: none"> <li>• When the coach says, "Green light," the players will dribble and jog/run toward the other baseline while dribbling.</li> <li>• When the coach says, "Yellow light," the players will walk while dribbling.</li> <li>• When the coach says, "Orange light," the players must walk backwards while dribbling.</li> <li>• When the coach says, "Red light," the players must quickly come to a jump stop and stay in the triple threat stance.</li> <li>• At the same time, the coach will turn around and try to catch the still moving.</li> <li>• When the coach says, "Red light," and turns around, if the coach sees a player still dribbling or moving, the player must return to the baseline and start over.</li> </ul>

TOPIC	KEY POINTS
<b>Teach</b>	<ul style="list-style-type: none"> <li>• Teach the players to stay balanced and to use the jab step with a purpose.</li> </ul>
ACTIVITY	DESCRIPTION
<b>Fundamentals of the Jab Step</b>	<ul style="list-style-type: none"> <li>• A <b>jab step</b> is an offensive move used by the player with the ball to gain an advantage over the defense. The offensive player will move their foot so that it appears they will go in a particular direction. This fake, forces the defensive player to move and respond to the jab step. Once the offensive player recognizes how the defense responds, they can make a move. The traditional jab step occurs before a player dribbles the ball.</li> </ul>
DURATION	<ol style="list-style-type: none"> <li>1. The player has or will establish a pivot foot that will remain on the floor without moving throughout the jab step.</li> <li>2. The player will be in a good athletic stance and push off the pivot foot while lifting the other foot and moving it forward to simulate making a move in that direction. It is important that the pivot foot does not move.</li> <li>3. The player will aggressively place the lifted foot on the floor at a forward angle from where it started.</li> <li>4. At the same time, the player will swing his or her arms and the ball in the same direction as the jab step in order to make the defender believe the jab.</li> <li>5. The offensive player should read how the defensive player responds to the jab step to continue their effort to score.</li> </ol>
<b>3 minutes</b>	

TOPIC	KEY POINTS
<b>Building Skills</b>	<ul style="list-style-type: none"> <li>• Make sure the players jab quickly and aggressively.</li> </ul>
ACTIVITY	DESCRIPTION
<b>The Jab Step Breakdown Drill</b>	<ul style="list-style-type: none"> <li>• All players should have a ball (or share) and line up on the baseline.</li> <li>• Have the players start in a good triple threat position.</li> </ul>
DURATION	<ul style="list-style-type: none"> <li>• On the coach's command, have the players all jab the same way.</li> <li>• Complete the drill from the other foot.</li> <li>• Correct any mistakes.</li> </ul>
<b>3 minutes</b>	

TOPIC	KEY POINTS
<b>Fun Game</b>	<ul style="list-style-type: none"> <li>• This teaches the players that every shot is important and the consequence of missing a shot is potentially getting knocked out of the game. Players will shoot under pressure and compete to win.</li> </ul>
ACTIVITY	DESCRIPTION
<b>Knockout</b>	<ul style="list-style-type: none"> <li>• Put the players in one line starting at the free throw line with the first 2 players having a ball.</li> </ul>
DURATION	<ul style="list-style-type: none"> <li>• The first player will shoot, if they make it, they will pass the ball to the next person and go to the back of the line.</li> <li>• If they miss, they will rebound and shoot from anywhere until they make a shot and then give the ball to the next person and go to the back of the line.</li> <li>• If the player shooting behind another player makes their shot before you, you're out.</li> </ul>
<b>5 minutes</b>	

TOPIC	KEY POINTS
<b>Teach</b>	<ul style="list-style-type: none"> <li>Emphasize active hands and making the offensive player uncomfortable.</li> </ul>
ACTIVITY	DESCRIPTION
<b>Fundamentals of Tracing the Ball</b>	<ul style="list-style-type: none"> <li>Teach the players that it is important to “trace the ball” when they are playing defense. When the offensive player has the ball and is not dribbling, the players can “trace the ball” by moving their hands wherever the ball goes. This makes it harder for the offensive player to make a good pass to their teammate.</li> </ul>
DURATION	
<b>2 minutes</b>	

TOPIC	KEY POINTS
<b>Building Skills</b>	<ul style="list-style-type: none"> <li>Good close outs, slide quick and trace the ball with active hands. This drill should be high energy.</li> </ul>
ACTIVITY	DESCRIPTION
<b>Group Close Out Slide &amp; Trace</b>	<ul style="list-style-type: none"> <li>Have four players line up across the free throw line extended and four lines on the baseline lined up across from them and the first player in the line with the ball.</li> </ul>
DURATION	
<b>4 minutes</b>	<ul style="list-style-type: none"> <li>The first player in each line will pass the ball out to the player on the court and give a good close out.</li> <li>Everybody with the ball will wait on the close out and then give 2 hard dribbles to the right so the defensive player has to move their feet.</li> <li>After the two dribbles, the player will pick up the ball and the defensive player will trace the ball.</li> <li>The player with the ball will pass the ball to the next player in line and go to the back of the line.</li> <li>The previous defensive player will become the offensive player.</li> <li>Continue this drill for 1 minute in each direction.</li> </ul>

TOPIC	KEY POINTS
<b>Teach</b>	<ul style="list-style-type: none"> <li>Focus on proper technique.</li> </ul>
ACTIVITY	DESCRIPTION
<b>Fundamentals of the Screen</b>	<ul style="list-style-type: none"> <li>Setting a screen is something that an offensive player does to try to help their teammate get open. Screens can be set for players with the ball or players without the ball. To set a screen correctly, a player must go to the point in which they want to set the screen and stop moving. The screener will then bend their knees and have a nice wide base with their feet wide, and put their arms either crossed in front of their chest or between their legs. After their teammate comes off the screen, the screener can move again to get open for the ball.</li> </ul>
DURATION	
<b>2 minutes</b>	

TOPIC	KEY POINTS
<b>Teach</b>	<ul style="list-style-type: none"> <li>Focus on teaching proper screening techniques.</li> </ul>
ACTIVITY	DESCRIPTION
<b>Fundamentals of Setting Up a Screen</b>	<ul style="list-style-type: none"> <li>Setting up a screen is what every offensive player must do before using a screen. The set-up of the screen is what allows the screen to be useful, which often means points scored. Players can set up screens with the ball and without the ball, but here we are addressing screens that happen when the player does not have the ball. To set the screen up, the offensive player must make the defender believe they are going in another direction. The offensive player can do this by running, walking, or stepping in another direction. Then the player will plant their foot and direction, and change speeds to run off the screen shoulder to shoulder.</li> </ul>
DURATION	
<b>3 minutes</b>	

TOPIC	KEY POINTS
<b>Building Skills</b>	<ul style="list-style-type: none"> <li>Ensure the players wait for the screen before coming to the ball.</li> </ul>
ACTIVITY	DESCRIPTION
<b>Using A Screen Shooting Drill</b>	<ul style="list-style-type: none"> <li>A passing line is on the wing. An offensive player, pretend defensive player, and a screener are on the other side.</li> </ul>
DURATION	
<b>3 minutes</b>	<ul style="list-style-type: none"> <li>The offensive player comes off the screen to catch and shoot and go to the back of the line.</li> <li>The defensive player now becomes the shooter and the screener now becomes the defensive player.</li> <li>The player who made the original pass now runs across and becomes the screener.</li> <li>Work on this drill as a team to make a lot of shots quickly.</li> </ul>

TOPIC	KEY POINTS
<b>Fun Game</b>	<ul style="list-style-type: none"> <li>Make sure players work on good close outs and playing good defense.</li> </ul>
ACTIVITY	DESCRIPTION
<b>2-On-2 Close Out</b>	<ul style="list-style-type: none"> <li>Have a player on the wing and on the top of the key, and form two lines on the baseline lined up across from the players on the court.</li> </ul>
DURATION	
<b>4 minutes</b>	<ul style="list-style-type: none"> <li>When the coach passes the ball to one of the players on the perimeter, the first two players on the baseline will close out to the ball or help defense, and then begin playing 2 on 2.</li> <li>Each team gets one shot.</li> <li>The offensive team will go off and the defensive team will become offense as the next team on the baseline will execute the next close out.</li> </ul>

### ★ WRAP UP (5 MIN)

**Ask the girls...**how does your body work/feel better when you take proper care of it? Go around the room and give each girl a chance to briefly answer the question. If you are short on time, take a few volunteers rather than taking answers from each girl in the group.

Chapter Seven ★ Ages 7-10

# TEAMWORK/ COOPERATION

## ★ SESSION OBJECTIVES

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**By the end of this session, girls will be able to:**

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- Articulate the importance of cooperation and teamwork, including when playing sports/doing physical activities
  - Identify the various roles people play when part of a team
  - Work cooperatively to accomplish a physical challenge
- 

## ★ HEALTHY SNACK SUGGESTION

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- The athlete whose story is featured in this session is **Nneka Ogwumike**. Her favorite healthy snack is fruit, especially mangoes, grapefruits, and cherries.
  - **See Appendix C:** Healthy Snack List for other ideas.
-

## ★ ADMINISTRATOR TIPS

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- Cooperation and teamwork are concepts that girls this age are already quite familiar with, but they're not necessarily used to being reflective or talking about how they can cooperate more effectively or be better team players. It can be helpful to give them language for discussing these ideas by commenting descriptively when you see someone demonstrating good cooperation and teamwork skills. For example, "Rosie and Lily, I like the way you are talking to each other about the best way to accomplish your goal. Talking to each other can help you to understand each other and be a better team."
- Some of the activities in this section can easily devolve into simple competition, but the point of them is to help your girls to learn about teamwork and cooperation, so be mindful to avoid making the girls feel like they need to compete.

## ★ INTRODUCTION (5 MIN)

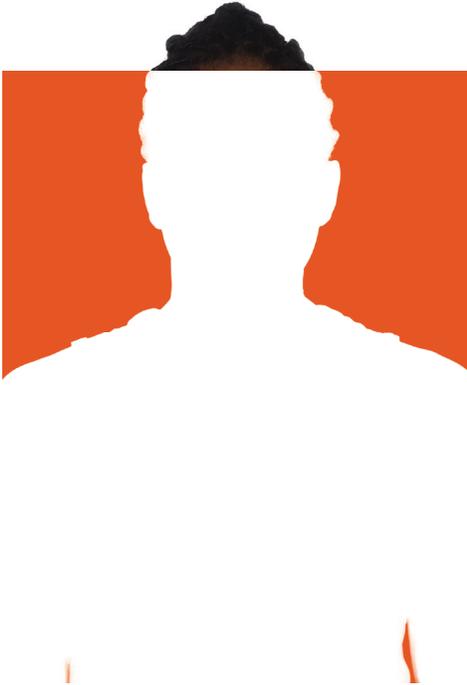
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- Welcome girls to the session. Do a quick check-in and ask the girls how they are feeling. Explain that today's session is going to help us look at how we can work better together when we are part of a team, or any kind of group.

## ★ STORY – READ AND DISCUSS (15 MIN)

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- Read "**Why Team Sports are The Best**" by **Nneka Ogwumike**. You can read the story aloud to the girls and encourage them to follow along in their workbook, or you can ask for volunteers to help you read the story aloud, assigning a short section or paragraph to each volunteer.



# Nneka Ogwumike



**TEAM** Los Angeles Sparks

**POSITION** Forward

**CLAIM TO FAME** 2016 WNBA MVP;  
Four-time WNBA All-Star

Before I joined my first basketball club, I wasn't a big fan of the sport and I didn't watch many games. But that changed when I started playing with my team. I loved being part of a larger group effort and I have so many memories from the seven years I played with the club. I was lucky to have amazing coaches and teammates who made it feel like a family. They cared about me and helped me find out what I was best at as an athlete. They saw that my biggest weakness was a lack of self-confidence; I didn't realize just how amazing I could be. They helped me see that potential and become who I am today. You can see why I am still friends with a lot of my old teammates.

For a while, my only role on the team was to figure out my place on the court. As I grew, I realized I could become one of the "go-to" players if I worked and practiced hard. And then it happened! In college, I became a captain, which meant I was using my talents as a leader and as a player. I had a lot of responsibility on my shoulders, so I went inside myself and found the strength to be the kind of leader, nurturer and hard worker that would hold both myself and my teammates to the highest standard. I saw that being a great captain served my teammates way more than any basket I made.

“  
**Everyone has different strengths and weaknesses. The magic happens when they all come together.**  
 ”



Here’s what I’ve learned about the beauty of team sports:

- Everyone has different strengths and weaknesses. The magic happens when they all come together.
- Basketball is a great team sport because it requires different positions—each of my teammates was good at something unique. When we worked together, we were unstoppable!
- Trust comes from seeing that your teammates have your back—and showing them you have theirs. It’s an amazing experience to play with a team you trust, win or lose.
- In sports, and life, there’s a lot of talk about the word “cooperation.” I prefer to talk about “collaboration” because it’s an active form of cooperation. Working through our different ways of playing and thinking and understanding the world to create an amazing team is NEXT LEVEL. No team achieves greatness without cooperation and collaboration.

So how do you become a great teammate? Well, I’ve found there isn’t just one path to follow but there are a few helpful guidelines. Being yourself—and staying true to your values—will give you a big head start. And doing your best in every situation on and off the court, even in the small moments that don’t seem important, will keep you in league with the very best team players.

## ★ DISCUSSION QUESTIONS

- 
- Have you ever been part of a team? What did you like about it?
- 
- What did it mean to Nneka to be the captain of her team?  
What are some things you can do to be a good leader?
- 
- What does it mean to “cooperate”? Why does Nneka say that it is important to value the unique strengths of our teammates?
- 
- What are some of the challenges of being part of a team?

## ★ 4TH QUARTER CONVERSATION (5-10 MIN)

- 
- Be a good team player! Here’s how:
    - Be patient and encouraging if a teammate makes a mistake. Remember how you would want others to treat you if YOU messed up!
    - Be supportive of your teammates, even if you’re competing against them. Remember, it’s good when your teammates do well. You’re all on the same side!
    - Be a role model for your teammates. Do the right thing, always try your best and play fair, and they’ll follow your lead!”
- 
- What team(s) do you think you might want to join someday?  
(Dance team, cheerleading, basketball, track, etc.)
- 
- How do you treat others when you’re on a team or working in a group?
- 
- Are you a “good sport”? Are you kind and fair?

## Lesson Seven Oncourt Objectives

Introduce competitive play through 3 on 3. Now that the players understand team concepts, and have experienced other competitive drills, the goal of 3 on 3 will be for the players to apply their skills, understand the value of their skills, and receive experiential learning of team concepts.



TOPIC	KEY POINTS
Preparing to Play	<ul style="list-style-type: none"> <li>Highlight the importance of trust among teammates and friends.</li> </ul>
WARM UP ACTIVITY	DESCRIPTION
Back to Back	<ul style="list-style-type: none"> <li>Have the girls get into pairs, where each pair is of approximately the same height. If there is an odd number of girls, there can be one group of three. Tell the girls to stand back-to-back and link their arms together at the elbow. Instruct them to sit down without letting go of each other's' arms. (This is a lot harder than it sounds!) Once they are sitting down, with their legs stretched out in front of them, tell them to stand back up again without letting go of each other's' arms.</li> </ul>
DURATION	
10 minutes	

TOPIC	KEY POINTS
<b>Building Skills</b>	<ul style="list-style-type: none"> <li>Get comfortable with the ball, warm-up the fingers and hands, and develop the ability to control the ball. Be sure to have the players keep their chest and eyes up. Help the players feel confident moving the ball as if it is an extension of their body. Push the players to wrap the ball fast in order to challenge their control.</li> </ul>
ACTIVITY	DESCRIPTION
<b>Single Leg Wraps</b>	<ul style="list-style-type: none"> <li>All players need a basketball (or share) and should stand on the sideline.</li> </ul>
DURATION	
<b>2 minutes</b>	<ul style="list-style-type: none"> <li>Players should be in a stance with their legs wide and their chest up.</li> <li>The players will then wrap the ball around one leg for 10 seconds and then change directions for 10 seconds.</li> <li>The players will then do the same activity on the other leg which completes one set.</li> </ul>

TOPIC	KEY POINTS
<b>Building Skills</b>	<ul style="list-style-type: none"> <li>This drill helps build dribble control and forces the players to move their hand quickly to gather control of the ball and then push it in the opposite direction. As the players get comfortable push them to make this dribble side to side very quickly.</li> </ul>
ACTIVITY	DESCRIPTION
<b>Side to Side Dribble Drill</b>	<ul style="list-style-type: none"> <li>All players need a basketball (or share) and should stand on the sideline.</li> </ul>
DURATION	
<b>3 minutes</b>	<ul style="list-style-type: none"> <li>The players will start with the basketball in their right hand in a good stance with their eyes up and using their left arm to protect the ball.</li> <li>Each dribble should bounce out in front of their right foot and will bounce from right to left using only their right hand, forcing the player to get their hand to the side of the ball to bounce it to the other side.</li> </ul>

TOPIC	KEY POINTS
<b>Building Skills</b>	<ul style="list-style-type: none"> <li>Keep dribbling with head and eyes up to see the other players.</li> </ul>
ACTIVITY	DESCRIPTION
<b>Capture the Cones Game</b>	<ul style="list-style-type: none"> <li>Divide the players into four teams and assign them a corner.</li> <li>Each teams' goal is to collect cones from other teams' corners and place them in their own corner.</li> </ul>
DURATION	
<b>5 minutes</b>	<ul style="list-style-type: none"> <li>Players are not allowed to protect their own team's corner.</li> <li>Coaches can tag players which means the player must return the cone they have from where they took it.</li> <li>The game will end after an allotted period of time and the team with the most cones wins.</li> <li>Make sure players dribble at all times and encourage them to go for the cones diagonal from them.</li> </ul>

TOPIC	KEY POINTS
<b>Building Skills</b>	<ul style="list-style-type: none"> <li>This drill works on passing, receiving, dribbling, and jump stops. Continually emphasize that the pass moves faster than the ball.</li> </ul>
ACTIVITY	DESCRIPTION
<b>The Pass Is Faster Drill</b>	<ul style="list-style-type: none"> <li>Have players divided into groups of 3 and designate each player as 1, 2, or 3.</li> </ul>
DURATION	
<b>3 minutes</b>	<ul style="list-style-type: none"> <li>Player 1 should start on the baseline with a ball. Player 2 should stand across from player 1 at the free throw line without a ball.</li> <li>Player 3 should start on the baseline next to player 1 with a ball.</li> <li>When the coach says "go", player 1 will pass the ball to player 2. At the same time, player 3 will dribble and jump stop right next to player 2.</li> <li>Repeat this action with the pass going back from player 2 to player 1, while player 3 dribbles the same distance and jump stops next to player 1. Repeat and change positions.</li> </ul>

TOPIC	KEY POINTS
<b>Fun Game</b>	<ul style="list-style-type: none"> <li>Stress using good form and taking their time as every shot counts in this drill.</li> </ul>
ACTIVITY	DESCRIPTION
<b>Around The World</b>	<ul style="list-style-type: none"> <li>Place five cones around the court as five shooting spots and divide the players evenly at the cones.</li> </ul>
DURATION	
<b>5 minutes</b>	<ul style="list-style-type: none"> <li>The first player in each line will have a basketball.</li> <li>Each player will shoot the ball, get their rebound, and return to the back of that same line.</li> <li>The players will cycle through so that each player gets 3 shots from that specific spot.</li> <li>After these 3 attempts by every player, all groups will rotate to the next spot and repeat until each team has shot at all five spots.</li> <li>The team will count their total makes as they go around and the team with the most makes, wins.</li> </ul>

TOPIC	KEY POINTS
<b>Teach</b>	<ul style="list-style-type: none"> <li>Focus attention on being deceptive and changing speeds will make the v-cut more affective.</li> </ul>
ACTIVITY	DESCRIPTION
<b>Fundamentals of the V-Cut</b>	<ul style="list-style-type: none"> <li>The v-cut is a cut that offensive players use to get open for the ball. The v-cut typically happens on the wing when the offensive player is closely guarded. To make a good v-cut, the offensive player will walk or jog towards the basket, then plant their bottom foot to explode back out to the perimeter for the ball. As the player comes out for the ball, they usually move in a straight-line closer to the passer so that their entire cut looks like the letter “v.”</li> </ul>
DURATION	
<b>2 minutes</b>	

TOPIC	KEY POINTS
<b>Building Skills</b>	<ul style="list-style-type: none"> <li>• Make sure the players are executing good post entry passes, posting up, and making good up and under moves.</li> </ul>
ACTIVITY	DESCRIPTION
<b>V-Cut Layup Drill</b>	<ul style="list-style-type: none"> <li>• Have the players line up in two lines, one on each wing.</li> <li>• The first player in each line will start by making a v-cut.</li> </ul>
DURATION	
<b>3 minutes</b>	<ul style="list-style-type: none"> <li>• Once the player is back to the wing they will jump stop and land on two feet facing the basket while catching the ball.</li> <li>• The player will then drive for a layup dictated by coach.</li> <li>• As a team, make as many shots as possible in the allotted time.</li> <li>• Be sure to change sides and try to beat the previous score.</li> <li>• Set a team goal and try to make that many shots</li> </ul>

TOPIC	KEY POINTS
<b>Building Skills</b>	<ul style="list-style-type: none"> <li>• Highlight that communication is the key to any good defense.</li> </ul>
ACTIVITY	DESCRIPTION
<b>Shell Drill 3-On-3</b>	<ul style="list-style-type: none"> <li>• Work on defensive principles by dividing into groups of three and working on defensive communication and positioning.</li> </ul>
DURATION	
<b>5 minutes</b>	<ul style="list-style-type: none"> <li>• Three players will be on offense, three on defense, and three more ready to come in with a rotation of three in on offense, offense moves to defense, and defense comes off.</li> <li>• The offensive players will pass the ball according to the coach's command and the defense will adjust to the correct spot.</li> <li>• Coaches can allow the offensive players to cut or screen (if the players are ready for that).</li> <li>• After a brief time of proper execution, the teams should rotate and repeat.</li> </ul>

TOPIC	KEY POINTS
<b>Fun Game</b>	<ul style="list-style-type: none"> <li>Encourage the players to hustle to the ball and make good team plays to score. Also encourage the defensive team to move their feet, play active defense, and contest all shots.</li> </ul>
ACTIVITY	DESCRIPTION
<b>3-On-3 Numbers Game</b>	<ul style="list-style-type: none"> <li>Assign all players to a number in groups of three and have everybody stand on the baseline. The three players with the same number are teammates and will be playing together.</li> </ul>
DURATION	
<b>3 minutes</b>	<ul style="list-style-type: none"> <li>Throw the ball on the court and call out 2 numbers.</li> <li>The three players with those numbers will go for the ball and whoever gets the ball will be on offense and the other three on defense for 1 possession and 1 shot of 3 on 3.</li> <li>Evenly mix up the numbers you call, and the game is over when any team gets to 5 points playing by 1's.</li> <li>There is a 3-dribble maximum each time a player gets the ball.</li> <li>No screens can be set, but cutting is allowed and encouraged.</li> </ul>

### ★ WRAP UP (5 MIN)

**Ask the girls to answer to following question:** What is something you can do to be a good team player? Go around the room and give each girl a chance to briefly answer the question. If you are short on time, take a few volunteers rather than taking answers from each girl in the group.

Chapter Eight ★ Ages 7-10

# PLAYING FAIR

## ★ SESSION OBJECTIVES

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**By the end of this session, girls will be able to:**

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- Define what it means to be a “good sport”
  - Articulate the importance of playing fair
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## ★ HEALTHY SNACK SUGGESTION

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- The athlete whose story is featured in this session is **Danielle Robinson**. Her favorite healthy snack is fruit-especially grapes, cherries and nectarines.
  - **See Appendix C:** Healthy Snack List for other ideas.
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## ★ ADMINISTRATOR TIPS

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- Be sure to set up the stations for the “Team Race” activity in advance of the session. While girls are completing the race, make sure to observe them and keep an eye out for girls demonstrating good sportswomanship (e.g., encouraging each other, supporting their teammates or girls on other teams, demonstrating patience when someone is struggling, etc.)

### ★ INTRODUCTION (5 MIN)

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- Welcome girls to the session. Do a quick check-in and ask the girls how they are feeling. Explain that today's session will help get them thinking about what it means to be a "good sport." Ask the group what it means to be a "good sport." Ask them: Is winning the most important part of playing games or sports? Why or why not?

### ★ STORY – READ AND DISCUSS (15 MIN)

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- Read "**Being Good at Sports Means Being a Good Sport**" by **Danielle Robinson**. You can read the story aloud to the girls and encourage them to follow along in their workbook, or you can ask for volunteers to help you read the story aloud, assigning a short section or paragraph to each volunteer.



# Danielle Robinson



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**TEAM** Minnesota Lynx

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**POSITION** Guard

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**CLAIM TO FAME** Three-time WNBA All-Star and league leader in assists per game in 2013

You can be good at sports and you can be a “good sport”—the best athletes are both. Being a good sport means always playing fair, and always showing respect to everyone. That means your teammates, the referees, the fans and, yes, even players on the other team. More than anything, good sports want to be part of practices and games that are fun and safe.

I’m a professional basketball player, so I’m pretty competitive. When I play against another team, I often find myself not liking the other players. And that’s totally okay, because we don’t have to like each other to have a great game. But we absolutely must respect each other or we won’t be able to play or enjoy the experience. It’s easier to find that respect when you remember that everyone is working hard and wants to do well—that’s why we are all on the court playing our hearts out. It’s also easier if you remember that we all share a love and passion for basketball.

Fair play also comes down to attitude. In sports, having a great attitude is just as important as skill. If you come into practice or a game with a bad attitude, you hurt your team’s chances to win. Not everything will go your way all the time. You aren’t

going to make every play, get every call or get all the minutes on the court that you want. But having a good attitude means you will have a great time. If you are doing everything you can, and believe everything will work itself out, then it will.

That's important to remember when things don't feel great with your own team, which can sometimes happen. The awesome part of being on a team is that you can rely on others. Your teammates will pitch in if you are not playing your best. But being a part of a team can also feel hard, because teams are made up of different people

“

**Fair play also comes down to attitude. In sports, having a great attitude is just as important as skill.**

”



who come from different places and have had different experiences. I am the kind of person who likes everything to be perfect—or at least what I think is perfect—so that means I sometimes try to take on all the responsibilities of the team instead of sharing them. I've learned that doesn't work though, because that's not what teamwork is all about. I've also learned that sometimes I won't connect with everyone on the team. Once, I had a really tough time getting along with a teammate. Then I remembered that it's our job to figure out how to work together and be the best teammates we can be.

I grew up watching amazing basketball players—they were legends to me—and those women are a big reason why I came to love the sport. They created a professional women's basketball league where fair play and respect are very important. I think that's a big reason why our sport is so popular. When I stop playing, I hope I will have made it an even better game. And I hope the next players coming down the court will do the same, so that the game we love only gets better.

### ★ DISCUSSION QUESTIONS

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- What does it mean to be a “good sport”?

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- Why does Danielle say that a great attitude is just as important as skill?

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- How can you show respect for your opponents? For your teammates? What about the refs and fans?

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- Have you ever had a hard time being a part of a team? How did you work it out?

### ★ 4TH QUARTER CONVERSATION (5-10 MIN)

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- Remember, have a good attitude, then you can be a be a ‘good sport’ whether you win or lose! If you try your best and have a good attitude, then you can be proud of yourself no matter what!

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- Are you a good sport on and off the sports field?

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- How can you be a good sport in your everyday life (with your friends, in school, with your family, etc.)?

## Lesson Eight Oncourt Objectives

Continue building skills which include the introduction of rebounding. The players will also continue to progress in their competitive play by adding a player to their competition to play 4 on 4.

TOPIC	KEY POINTS
Preparing to Play	<ul style="list-style-type: none"> <li>Remind the players that this is a team building activity and great teamwork will lead to better results.</li> </ul>
WARM UP ACTIVITY	DESCRIPTION
Team Race	<ul style="list-style-type: none"> <li>Break girls up into three or four teams of equal size. Tell them that they will be participating in a race and will have to work together as a group on different tasks to complete it.</li> </ul>
DURATION	
20 minutes	<ul style="list-style-type: none"> <li>Explain and demonstrate the various tasks of the race:</li> <li><b>Task 1:</b> Girls run from one end of the room to another and back carrying a ball. Everyone must have at least one hand on the ball the entire time.</li> <li><b>Task 2:</b> Girls run from one end of the room to another and back while passing (throwing) the ball back and forth to each other. Each girl must have a chance to throw and catch the ball.</li> <li><b>Task 3:</b> Girls run from one end of the room to another and back while passing (kicking) the ball back and forth to each other using only their feet, no hands. Each girl must have a chance to pass and receive the ball.</li> <li><b>Task 4:</b> Girls run from one end of the room to another and back carrying a ball using anything but their hands. They can use their forearms, backs, or legs, but their hands cannot touch the ball and the ball cannot touch the ground or they have to start the task over again.</li> <li>Before you begin, ask the girls what they think it means to be a "good sport." Elicit that being a good sport means playing fair, not breaking the rules, and having a positive attitude whether you are winning or losing. When you're ready, line everyone up at one end of the room, count down, and say "Go!"</li> </ul>

CONTINUED ►

TOPIC	KEY POINTS
<b>Preparing to Play</b>	<ul style="list-style-type: none"> <li>When all teams have completed the race, ask how well they think they worked together. Did they act like “good sports”? What could they do differently to be a “good sport”?</li> </ul>
<b>WARM UP ACTIVITY</b>	
<b>Team Race</b> <b>CONTINUED</b>	<ul style="list-style-type: none"> <li>Repeat the race, this time explain that the “winners” won’t be the ones that finish first, but rather the ones who are the most cooperative. At the end of the activity, point out specific things that each girl did to show she was a “good sport.”</li> <li>Encourage the girls to congratulate each other on completing the race, whether they finished first, second, or last. Ask the group why they think it is important to do this. Ask them: What could someone do that would make them a “bad sport”?</li> </ul>

TOPIC	KEY POINTS
<b>Building Skills</b>	<ul style="list-style-type: none"> <li>The players should stay low and control the dribble. The players should also be pushing off their outside foot to change directions.</li> </ul>
<b>ACTIVITY</b>	<b>DESCRIPTION</b>
<b>Cone Dribbling Drill</b>	<ul style="list-style-type: none"> <li>Divide the group into even groups.</li> <li>Place five cones from sideline to sideline in a straight line for each group.</li> </ul>
<b>DURATION</b>	
<b>5 minutes</b>	<ul style="list-style-type: none"> <li>The first player in each line will have a ball.</li> <li>The player will dribble through the cones in a zig-zag motion all the way past the last cone.</li> <li>After the player in front of them has gone through 2-3 cones, the next player in line can begin.</li> <li>Make sure on the way back to work on the move starting with the other hand.</li> </ul>

TOPIC	KEY POINTS
<b>Fun Game</b>	<ul style="list-style-type: none"> <li>Focus on full-speed lay-ups.</li> </ul>
ACTIVITY	DESCRIPTION
<b>The Lay-Up Bowling Game</b>	<ul style="list-style-type: none"> <li>Divide the players into two teams and have them line up on opposite baselines.</li> </ul>
DURATION	
<b>5 minutes</b>	<ul style="list-style-type: none"> <li>The coach will set up 3 cones about 2 or 3 feet apart on the opposite baseline from each teams' line.</li> <li>Each team will have 2 balls. One with the player in the front of the line and one off to the side.</li> <li>The first player will dribble to the opposite end of the court and shoot a lay-up.</li> <li>The player will dribble the ball all the way back to the next player in line.</li> <li>If the player misses the lay-up, they will go to the back of the line, but if the player makes the lay-up, they will go pick up the extra ball to the side and bowl/roll it towards the cones at the opposite end.</li> <li>If the player hits a cone, it counts as knocking it over and the coach will remove it.</li> <li>The team to hit all 3 of their cones first will win.</li> </ul>

TOPIC	KEY POINTS
<b>Building Skills</b>	<ul style="list-style-type: none"> <li>Discuss the benefits of rebounding and what value a great rebounder can bring to her team.</li> </ul>
ACTIVITY	DESCRIPTION
<b>Fundamentals of Rebounding</b>	<ul style="list-style-type: none"> <li>A rebound occurs when a shot is missed, so the player that retrieves the ball is credited with a rebound. Rebounding requires players to be physical, have quick reactions, good timing, and pursue the ball.</li> </ul>
DURATION	
<b>2 minutes</b>	

TOPIC	KEY POINTS
<b>Building Skills</b>	<ul style="list-style-type: none"> <li>• Work on seeing the ball come off the backboard, timing it and going to get the rebound, and chinning the ball nice and strong.</li> </ul>
ACTIVITY	DESCRIPTION
<b>Toss &amp; Get it</b>	<ul style="list-style-type: none"> <li>• Have the players in a line in the paint.</li> <li>• Throw the ball up off the backboard and have the first player in line grab the rebound, chin it, and toss it back to you before they go back to the end of the line.</li> <li>• Repeat this process and switch sides after two minutes.</li> </ul>
DURATION	
<b>3 minutes</b>	

TOPIC	KEY POINTS
<b>Teach</b>	<ul style="list-style-type: none"> <li>• Discuss how positioning can help make you a great defensive player</li> </ul>
ACTIVITY	DESCRIPTION
<b>Fundamentals of Jumping to the Ball</b>	<ul style="list-style-type: none"> <li>• Jumping to the ball is a term that refers to what a defensive player does when the player they are guarding has the ball, and then passes it. In order to be a great team defender and help their teammates, the defensive player should “jump to the ball” by taking a big push in the direction the ball was passed. This ensures that the player is in good position to help and discourage the offensive player from driving while also seeing the player they are guarding.</li> </ul>
DURATION	
<b>2 minutes</b>	

TOPIC	KEY POINTS
<b>Building Skills</b>	<ul style="list-style-type: none"> <li>• Make sure the players are seeing both the ball and the player they are guarding.</li> </ul>
ACTIVITY	DESCRIPTION
<b>The Jump to the Ball Drill</b>	<ul style="list-style-type: none"> <li>• Have the players start in one line on the baseline.</li> <li>• There will be one player on each wing and the coach at the top with the ball.</li> </ul>
DURATION	
<b>4 minutes</b>	<ul style="list-style-type: none"> <li>• The first player in line on the baseline will sprint to close out on coach.</li> <li>• Coach will pass the ball to either wing.</li> <li>• On the pass, the defensive player will “jump to the ball” in a good defensive stance.</li> <li>• The player who receives the pass will drive the baseline for a lay-up.</li> <li>• The defensive player who jumped to the ball will now fill the space on the wing.</li> <li>• The wing player will go to the back of the line on the baseline after their lay-up and a new player from under the basket will pass the ball to coach and close out to repeat the process.</li> </ul>

TOPIC	KEY POINTS
<b>Building Skills</b>	<ul style="list-style-type: none"> <li>• Make sure the players make good passes and use ball fakes if needed.</li> </ul>
ACTIVITY	DESCRIPTION
<b>Post Pass &amp; Screen</b>	<ul style="list-style-type: none"> <li>• Start with a line of players near the top of the key with a ball.</li> <li>• Put one player on the wing and another player on the block.</li> </ul>
DURATION	
<b>4 minutes</b>	<ul style="list-style-type: none"> <li>• The first player in line will pass the ball to the wing, the wing will then make a post entry pass.</li> <li>• After the post entry pass, the wing player will screen for the player at the top of the key who will come off towards the wing.</li> <li>• After a quick screen, the player setting the screen will slip to the basket.</li> <li>• The post player will pass to the player coming off the screen who will catch and shoot.</li> <li>• The post player will get the rebound and move to the back of the line, the player who set the screen will become the post player, and the player who shot the ball will become the wing player.</li> <li>• The next player in line will pass the ball to the wing and the sequence will repeat until the allotted number of shots have been made.</li> <li>• If you have enough players, do the same thing on the other side of the basket and have the teams compete.</li> <li>• Also, if preferred, have the post player make the pass to the screener cutting to the basket.</li> </ul>

TOPIC	KEY POINTS
<b>Fun Game</b>	<ul style="list-style-type: none"> <li>• This game should be quick and high energy. It allows the players to move up and down the court without getting out of control as the defense will always be set. Make sure the defense is matching up as the team comes towards them.</li> </ul>
ACTIVITY	DESCRIPTION
<b>4-On-4 Continuous</b>	<ul style="list-style-type: none"> <li>• Divide the players into three teams of 4 (if you have an odd number, add substitutes to teams).</li> </ul>
DURATION	<ul style="list-style-type: none"> <li>• There will be one team at half court to start the game on offense, and there will be other teams on both ends that will start on defense.</li> <li>• The team on offense will try to score on a basket. If they score, they will quickly get the ball and go to the other basket on offense.</li> <li>• Whenever the defensive team stops the offensive team, they become the offense and go to the other basket.</li> <li>• Continue this action until a team has won.</li> </ul>
<b>8 minutes</b>	

★ **WRAP UP (5 MIN)**

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**Ask the girls to answer the following question:** Why is it better to be a “good sport” than a “bad sport”? Go around the room and give each girl a chance to briefly answer the question. If you are short on time, take a few volunteers rather than taking answers from each girl in the group.

★ **ADMINISTRATOR PARTING WORDS**

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Remember, be a good sport whether you win or lose! If you try your best and have a good attitude then you can be proud of yourself no matter what!

Chapter Nine ★ Ages 7-10

# DIVERSITY- RESPECT/ TOLERANCE

## ★ SESSION OBJECTIVES

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**By the end of this session, girls will be able to:**

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- Identify their commonalities and individualities
  - Articulate the importance of accepting people who might be different from them
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## ★ HEALTHY SNACK SUGGESTION

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- The athlete whose story is featured in this session is **Sugar Rodgers**. Her favorite healthy snacks are vegan burgers and coconut milk ice cream sandwiches.
  - **See Appendix C:** Healthy Snack List for other ideas.
- 

## ★ ADMINISTRATOR TIPS

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- Diversity/tolerance can be a fun, but challenging, topic to discuss. It is important when talking about diversity/tolerance to be aware of our own prejudices and to put them aside for the sake of having an open dialogue. Be sure to correct assumptions, stereotypes, or misinformation you hear during the session in a nonpunitive way.
  - Try to help girls make connections about how participating in sports can build respect within a group. Working as a team and getting to know others by participating in sports or other group physical activities can help “level the playing field” and lets girls get to know one another outside of their existing groups of friends or “cliques” they may belong to in school.
-

### ★ INTRODUCTION (5 MIN)

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- Welcome girls to the session. Do a quick check-in and ask the girls how they are feeling. Explain that today's session is about treating other people with respect.

### ★ STORY – READ AND DISCUSS (15 MIN)

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- Read “**Diversity Means Everyone is Different-And That’s Okay**” by **Sugar Rodgers**. You can read the story aloud to the girls and encourage them to follow along in their workbook, or you can ask for volunteers to help you read the story aloud, assigning a short section or paragraph to each volunteer.



# Sugar Rodgers



**TEAM** New York Liberty

**POSITION** Guard

**CLAIM TO FAME** WNBA All-Star and Woman of the Year

When I was little, my mother was my biggest fan. She always knew how to make me feel special. “You don’t belong in that group,” she’d say. “You’re different and that’s okay.” Because I grew up in Suffolk, Virginia—a place most would call “the ‘hood”—it was important to hear that she believed in me. Drugs and crime were a way of life in my neighborhood but not the path I wanted to follow. I was hungry for another route.

Basketball saved me. I avoided falling into the same hopeless traps as friends and others I grew up with by working hard and developing my talent. Staying in the gym didn’t just make me a better basketball player—it also kept me busy, off the streets and focused on my goal of becoming a college athlete. And I did it—I became a Hoya at Georgetown University!

Georgetown is in Washington, D.C., just a three-hour drive north of my hometown. But when I got to the campus, I felt like I was in an alternate universe. This new world was really unfamiliar and a big shock. I felt like I didn’t belong. I thought I was “too black” to be part of the college, which had mostly white students. The clothes I wore, the way I talked, my accent—it all made me feel like I wasn’t proper

enough. Everything about me seemed different from other students. It hurt deep down inside. When I went to classes and was basically the only black girl, it was uncomfortable. At first, I kept to myself and didn't tell anyone how I felt.

Then I remembered my mother's words. She passed away from a disease called lupus when I was 15, but she's still always by my side. When I was feeling sad in college, her spirit reminded me that I was enough. She had taught me to accept my uniqueness. I started to believe that I belonged. That helped me look around and see that there were people who accepted me at Georgetown. I'd see students who were in my class cheering for me at games.

I've learned that everybody feels different in their own way. I respect those differences because I know how it hurts to feel unwelcome. Today, if a little girl tells me she doesn't fit in, I share my mom's words with her: "You are enough!"

I love that basketball brings people together, no matter the color of their skin, their beliefs or their values. I believe the world will be a better, happier place when we all learn to accept one another in all our diversity.



“

I love that basketball brings people together, no matter the color of their skin, their beliefs or their values.

”

★ **DISCUSSION QUESTIONS**

- 
- How did Sugar feel when she first got to college?
- 
- Have you ever felt that you were different, or that you didn't?
- 
- If you meet someone who is different from you, what can you do to get to know them?
- 
- How does being around people who are different from us make our lives better?
- 
- Sugar says that basketball brings people together. How can participating in sports help people embrace and appreciate diversity?

★ **4TH QUARTER CONVERSATION (5-10 MIN)**

- 
- What do you do to be true to yourself and what you believe in?
- 
- Do you think you are sensitive to other people and the way they live their lives?
- 
- Do you sometimes tell jokes based on someone's identity?
- 
- Do you stand up for someone being picked on?
- 
- Develop a plan for being more sensitive to others and their differences.

## Lesson Nine Oncourt Objectives

Feature new shooting drills and a fun dribbling game.  
Lesson 9 will also be the players first experience with 5 on 5 play.  
There will be great opportunity to learn and grown in lesson 9.

TOPIC	KEY POINTS
Preparing to Play	<ul style="list-style-type: none"> <li>Remind the players of the importance of stretching before running up and down the court.</li> </ul>
WARM UP ACTIVITY	DESCRIPTION
Quick Feet, Forward Walking Lunge, Knee Hugs	<ul style="list-style-type: none"> <li>Have the players line up on the baseline or sideline. With all activities, players should be deliberate in their movements.</li> <li><b>Quick Feet</b> - Players should take numerous tiny, quick, short choppy steps as they move in a direction instructed. The activity gets the player's bodies moving and their foot muscles firing while working their fast twitch movement.</li> <li><b>Forward Walking Lunge</b> – Have the players talk long steps and lunge forward in a controlled manner on each step.</li> <li><b>Knee Hugs</b> – With each step, have the players pull their knee up towards their chest and hold it for one step before releasing it to the ground to continue walking. Continue this for every step.</li> </ul>
DURATION	
3 minutes	

TOPIC	KEY POINTS
<b>Building Skills</b>	<ul style="list-style-type: none"> <li>• Make sure the players come to a complete stop and are balanced on one leg.</li> </ul>
ACTIVITY	DESCRIPTION
<b>Dribble Balance &amp; Push Drill</b>	<ul style="list-style-type: none"> <li>• Line the players up on the sideline in even groups and each player with a ball.</li> </ul>
DURATION	<ul style="list-style-type: none"> <li>• The first player will stand only on their right leg with the knee slightly bent and dribble the ball with their right hand until the coach says go.</li> <li>• The players will then push forward while changing the ball to dribble with their left hand to the foul line area.</li> <li>• When the players get to the foul line area, they will all stop on their left foot and dribble with their left hand again until the coach says go.</li> <li>• Now the players will push forward and dribble with their right hand and continue this pattern.</li> </ul>
<b>4 minutes</b>	

TOPIC	KEY POINTS
<b>Fun Game</b>	<ul style="list-style-type: none"> <li>• Work on ball-handling in a fun game setting.</li> </ul>
ACTIVITY	DESCRIPTION
<b>Dribble Knockout</b>	<ul style="list-style-type: none"> <li>• All players need a basketball and should stand on the sideline. Depending on the number of players, have all the players start inside of half court, or the 3-point line.</li> </ul>
DURATION	<ul style="list-style-type: none"> <li>• The players must dribble the ball without picking it up, double dribbling, or going out of bounds. All players should try to knock the other players ball away while dribbling.</li> <li>• It is the goal to be the last player left still dribbling.</li> <li>• As the number of players still in gets lower, change the out of bounds area to a smaller area, such as inside the 3-point line or the circle at half court.</li> </ul>
<b>5 minutes</b>	

TOPIC	KEY POINTS
<b>Building Skills</b>	<ul style="list-style-type: none"> <li>• Work on balance and good footwork. Be sure to go both directions.</li> </ul>
ACTIVITY	DESCRIPTION
<b>Spin Step-In Drill</b>	<ul style="list-style-type: none"> <li>• Have each player get a ball and start in one line on the baseline (be sure to utilize multiple baskets).</li> </ul>
DURATION	<ul style="list-style-type: none"> <li>• Place 3 cones around the paint, 1 just above the block, 1 in the middle of the lane, and 1 just above the opposite block.</li> <li>• Have the players spin the ball out in front of the first cone, move forward and step into the ball with their inside foot.</li> <li>• Once square and balanced, repeat the process moving to the cone in the middle of the paint. At this cone, once square and balanced, have the players jump straight up and straight down.</li> <li>• Then spin the ball and advance to the third cone where the player will plant their inside foot, jump, and shoot the ball.</li> <li>• The player will get their rebound and go to the back of the line.</li> <li>• The players are allowed to start once the player in front of them is at the middle cone.</li> </ul>
<b>3 minutes</b>	

TOPIC	KEY POINTS
<b>Building Skills</b>	<ul style="list-style-type: none"> <li>• Make sure the players go around the outside of the shooter. Also make sure the players get their rebounds quickly and give it to the line they received the pass from.</li> </ul>
ACTIVITY	DESCRIPTION
<b>Loop Shooting Drill</b>	<ul style="list-style-type: none"> <li>• The players will start in two lines facing the court where the lane line meets the sideline.</li> </ul>
DURATION	<ul style="list-style-type: none"> <li>• Each line will have two balls.</li> <li>• There will be one player who starts on the court on the block.</li> <li>• The player with the ball in front of the player on the court will pass them the ball, the player will shoot and get their rebound.</li> <li>• After rebounding, the player will give the ball to the same line they got it from, and then go to the back of that line.</li> <li>• After the player passes, they will loop around the outside of the shooter to the other side of the lane and catch the ball from that line.</li> <li>• The player will shoot, get the rebound, give the ball to the line they got it from, and go to the back of that line.</li> <li>• The player who made that pass will continue the process of looping behind, shooting, and going to the other line.</li> <li>• Have the players shoot from different distances from the basket when you dictate.</li> </ul>
<b>5 minutes</b>	

TOPIC	KEY POINTS
<b>Building Skills</b>	<ul style="list-style-type: none"> <li>• Make sure the players are calling the shot, getting a good box out and are attacking the basket for the imaginary rebound.</li> </ul>
ACTIVITY	DESCRIPTION
<b>No Ball Box Out Drill</b>	<ul style="list-style-type: none"> <li>• Have the players get in 3 lines around the paint.</li> <li>• Have the first player step into the paint as if they're a defensive player facing the next person in line.</li> </ul>
DURATION	
<b>2 minutes</b>	<ul style="list-style-type: none"> <li>• The defensive players will assume that the ball is where the coach is and play defense accordingly.</li> <li>• When coach simulates a shot or says "shot!", the players will say "shot!" and box out the player standing in front of them and then go and jump as high as they can at the basket.</li> <li>• The player will rotate to the back of the line and the player who was next in line will now become the defense.</li> <li>• The drill will repeat for the allotted time.</li> </ul>

TOPIC	KEY POINTS
<b>Building Skills</b>	<ul style="list-style-type: none"> <li>• Ensure the players wait for the screen before coming to the ball.</li> </ul>
ACTIVITY	DESCRIPTION
<b>Using A Screen Shooting Drill</b>	<ul style="list-style-type: none"> <li>• A passing line is on the wing. An offensive player, pretend defensive player, and a screener are on the other side.</li> </ul>
DURATION	
<b>3 minutes</b>	<ul style="list-style-type: none"> <li>• The offensive player comes off the screen to catch and shoot and go to the back of the line.</li> <li>• The defensive player now becomes the shooter and the screener now becomes the defensive player.</li> <li>• The player who made the original pass now runs across and becomes the screener.</li> <li>• Work on this drill as a team to make a lot of shots quickly.</li> </ul>

TOPIC	KEY POINTS
<b>Fun Game</b>	<ul style="list-style-type: none"> <li>Ensure that everyone has a role in every possession regardless of who has the ball or makes the shot. Players should pass, screen, and move without the ball.</li> </ul>
ACTIVITY	DESCRIPTION
<b>5-On-5</b>	<ul style="list-style-type: none"> <li>Divide the players into teams (have substitutes if needed).</li> </ul>
DURATION	<ul style="list-style-type: none"> <li>Play 5-on-5 until a team makes 3 shots.</li> </ul>
<b>12 minutes</b>	<ul style="list-style-type: none"> <li>Encourage the players to cut, move the ball, and work on all the basketball concepts they have learned.</li> </ul>

### ★ WRAP UP (5 MIN)

**Ask the girls to answer the following question:** What's one thing someone could do to let you know they respect you? Go around the room and give each girl a chance to briefly answer the question. If you are short on time, take a few volunteers rather than taking answers from each girl in the group.

### ★ ADMINISTRATOR PARTING WORDS

**Accept and Respect**—Here's how: Try a new sport. Make new friends: Invite someone to do something with you that you haven't spent time with before. Make a collage of all of the things that make you uniquely you. Make a collage of the things you like about your friends (or another culture). Have a "ceremony" with your friends and give each person a certificate highlighting their uniqueness.

Chapter Ten ★ Ages 7-10

# BULLYING

## ★ SESSION OBJECTIVES

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**By the end of this session, girls will be able to:**

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- Define bullying and understand its effects on those who experience it
  - Respond effectively to bullying (on behalf of themselves and others)
- 

## ★ ADDITIONAL MATERIALS/EQUIPMENT NEEDED:

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- Rope (or long jump rope)
  - Masking tape
- 

## ★ HEALTHY SNACK SUGGESTION

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- The athlete whose story is featured in this session is **Briann January**. Her favorite healthy snacks are graham crackers and applesauce.
  - **See Appendix C:** Healthy Snack List for other ideas.
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## ★ ADMINISTRATOR TIPS

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- Every school has bullies. They taunt, spread rumors, physically intimidate, and psychologically ignore and exclude. The girls who are the “targets” can feel lasting consequences. The fear and stress can lead to all kinds of physical and emotional problems.

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- One-third of middle school kids are afraid of being bullied each day at school. It's not just "kids being kids"—girls need to learn how powerful these behaviors are on others and how to defend themselves and become resilient to bullying.

### ★ INTRODUCTION (5 MIN)

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- Welcome girls to the session. Do a quick check-in and ask the girls how they are feeling. Explain that today's session will get girls thinking about what to do if they witness or experience bullying.

### ★ STORY – READ AND DISCUSS (15 MIN)

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- Read **"Saying Goodbye To Bullies" by Briann January** (see below). You can read the story aloud to the girls and encourage them to follow along in their workbook, or you can ask for volunteers to help you read the story aloud, assigning a short section or paragraph to each volunteer.



# Briann January



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**TEAM** Phoenix Mercury

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**POSITION** Guard

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**CLAIM TO FAME** 2012 WNBA Champion; selected for WNBA All-Defensive Team six times

When I started playing basketball in elementary school, I wanted to spend all of my time on the court. But there was a problem. It was mostly boys who played, and they wouldn't include me in their games. Even worse, they bullied me. They told me I wasn't good enough. They said I was too weak and that they didn't want a girl hanging around. They hurt my feelings and made me feel less confident. I kind of stopped wanting to play.

Luckily, I talked to my parents about what was happening. I'm so glad I did! They told me that if I loved basketball, I shouldn't let anyone stop me. So instead of giving up, I worked on my skills almost every day. When I saw those boys again, I stood up for myself and told them I wanted to play. And when I did, they saw that I could hold my own. I proved that I belonged. Then a funny thing happened—through basketball, I met new friends and that helped me build my confidence. I'm so glad I didn't let those bullies intimidate me into believing that I couldn't play.

Ever since then, I've never wanted other kids to feel like they're all alone against a bully or bullies. So I talk to anyone I see in a similar situation, share my experiences and listen to how they feel. I don't want to fight their bully myself, but I want to help them feel confident to stand up for themselves.

My thing is just to treat people how I want to be treated. When you meet other people, put yourselves in their position. Nobody likes to be teased or picked on or left out. If you feel like you might have hurt someone's feelings, say you're sorry and ask them to play the next game with you.

Most importantly, if you are being bullied, talk to someone who cares about you. That person might have had the same problems and can help you solve yours. Stand up for yourself, talk about your feelings with an adult you trust, and don't let others take away your happiness and confidence.



“

If you feel like you might have hurt someone's feelings, say you're sorry and ask them to play the next game with you.

”

## ★ DISCUSSION QUESTIONS

- 
- How did Briann feel when she was being bullied? How did she deal with it?
- 
- Have you ever bullied anyone? If you've stopped, why did you decide to stop?
- 
- What are some specific examples of how people might bully each other? (Elicit that a lot of bullying these days happens online.)
- 
- Briann says that she treats people the way she wants to be treated. How do you want to be treated? Do you treat others that way?
- 
- What should you do if you see someone being bullied? (Elicit that it is important to involve a trusted adult and not try to handle dangerous situations yourself. You can talk to a teacher, counselor, parent, or other adult you trust, but it is important to tell an adult who can help.)

## ★ 4TH QUARTER CONVERSATION (5-10 MIN)

- 
- What do you think?
    - Is there a difference between bullying brothers and sisters and bullying other kids?
    - What's the same?
    - What's different?
- 
- Have you ever been bullied or seen someone being bullied?
    - What happened?
    - How did it make you feel?
    - Who could you go to for help if you needed it?

## Lesson Ten Oncourt Objectives

Focus on skill development and having fun. This lesson will step away from the team concepts and competition from the previous few lessons and re-focus on skill and fun. The drills in Lesson 10 will take the lens of 5 on 5 play to reinforce and build upon the skills previously learned.



TOPIC	KEY POINTS
Preparing to Play	<ul style="list-style-type: none"> <li>Reinforce the teaching points of bullying through this interactive game.</li> </ul>
WARM UP ACTIVITY	DESCRIPTION
Tug-of-War	<ul style="list-style-type: none"> <li>Ask the girls what a bully is. Elicit that a bully is someone who teases or hurts another person on purpose. Explain that you're going to do an activity to help us think about what to do about bullying.</li> <li>Divide the girls into two groups such that one group has significantly more people than the other. Tell the larger group that they are "pretend bullies" for the purpose of this activity. Remind them that this is just pretend and that they don't need to actually say mean things or hurt anyone during the game.</li> <li>Place a line of masking tape on the floor. Have one group stand on either side of the line. Next, give each group one end of a long rope. Make sure everyone is able to hold onto the rope and that the girls are standing one behind another, with everyone gripping the rope with both hands. Tell them that the goal is to try to pull the rope hard enough to bring the other group over the line onto their side.</li> <li>Play for a few minutes until one side is pulled over the line. It should be relatively easy for the larger group to pull the smaller group over.</li> </ul>
DURATION	
10 minutes	

CONTINUED ►

TOPIC	KEY POINTS
<b>Preparing to Play</b>	<ul style="list-style-type: none"> <li>Now, take several people out of the bully group and ask them to switch sides (so that the groups are more equal in size) and imagine they are “defenders” who are standing up to the bullies. Let them try the tug-of-war again. Repeat this several times with more and more “bullies” going over to the “defenders” side each round. Do one last round where all of the girls are “defenders” and the leader is the only “bully” and let the girls pull you over to their side.</li> <li>Ask the girls in the bully group what this activity was like for them. Ask the “defenders” how they felt when they switched sides. Tell the girls that although this was just a game, it was also an example of how girls can help each other out when they are being ganged up on. The idea is to give them a sense of how much power a group of girls can have when they are standing up together for what is right.</li> </ul>
WARM UP ACTIVITY	
<b>Tug-of-War</b> CONTINUED	

TOPIC	KEY POINTS
<b>Building Skills</b>	<ul style="list-style-type: none"> <li>Keep the players in a good stance with their chest and eyes up. Remind them to use their fingertips and try to perfect their dribbling mechanics while walking.</li> </ul>
ACTIVITY	DESCRIPTION
<b>Walking Dribble</b>	<ul style="list-style-type: none"> <li>All players need a basketball (or share) and should stand on the sideline.</li> <li>Have the players now start in a low good stance and walk and dribble forward to the other sideline.</li> <li>Once the players reach the other sideline, they will then walk backwards using the same dribble all the way back.</li> </ul>
DURATION	
<b>2 minutes</b>	

TOPIC	KEY POINTS
<b>Building Skills</b>	<ul style="list-style-type: none"> <li>Let the players have fun and be creative.</li> </ul>
ACTIVITY	DESCRIPTION
<b>5-5-5 Creative Dribble Drill</b>	<ul style="list-style-type: none"> <li>All players need a basketball (or share) and should stand on the baseline.</li> </ul>
DURATION	
<b>3 minutes</b>	<ul style="list-style-type: none"> <li>The players will get 5 seconds to dribble the ball with their right hand.</li> <li>The players will then get 5 seconds to dribble the ball with their left hand.</li> <li>The last 5 seconds the players will get to dribble creatively in any way that they want.</li> <li>Repeat this process.</li> <li>This should be a fun drill that allows each player to be creative with the ball.</li> </ul>

TOPIC	KEY POINTS
<b>Building Skills</b>	<ul style="list-style-type: none"> <li>Note that there will be multiple players shooting at the same time. Remind the players that in a game there will be other players close to them as they try to score and that's ok. Work on finishing lay-up in a variety of ways.</li> </ul>
ACTIVITY	DESCRIPTION
<b>3-Line Layups</b>	<ul style="list-style-type: none"> <li>Group the players into three lines facing the basket around the 3-point line (1 line on each wing and 1 line at the top of the key).</li> </ul>
DURATION	
<b>4 minutes</b>	<ul style="list-style-type: none"> <li>The first person in each line should have a ball and dribble in for a lay-up.</li> <li>After the lay-up, the player will get their own rebound, pass it to the next person in line, and go to the back of the same line.</li> <li>The players in each line will have different finishes (right hand and left hand from the wing, and a lay-up with no backboard in the middle).</li> <li>Mix in different finishes, such as the euro step. After 90 seconds, the players will rotate lines.</li> </ul>

TOPIC	KEY POINTS
<b>Fun Game</b>	<ul style="list-style-type: none"><li>• This drill forces the players to focus, balance, and react quickly.</li></ul>
ACTIVITY	DESCRIPTION
<b>Water or Land</b>	<ul style="list-style-type: none"><li>• The players will find a line on the court and all stand next to it.</li><li>• The coach will identify one side of the line as land, and the other side of the line as water.</li></ul>
DURATION	
<b>3 minutes</b>	<ul style="list-style-type: none"><li>• The coach will indicate whether to use two feet or one foot (right or left) and will indicate if the player will jump back and forth, side to side, or four corners.</li><li>• For an allotted amount of time, the coach will say “land” or “water” and the players will jump to that spot.</li><li>• The players will rest for 15 seconds and do the same activity but the coach can change the way they jump.</li></ul>

TOPIC	KEY POINTS
<b>Building Skills</b>	<ul style="list-style-type: none"> <li>• Work on executing a good rebound, being strong with the ball, and making good outlet passes. Also work on receiving the outlet pass and dribbling the floor for a good jump stop, bounce pass, and lay-up.</li> </ul>
ACTIVITY	DESCRIPTION
<b>Rebound &amp; Outlet Pass Drill</b>	<ul style="list-style-type: none"> <li>• Have the players get in two lines, one at the free throw line and one on the elbow.</li> </ul>
DURATION	<ul style="list-style-type: none"> <li>• Each player in the line at the free throw line will have a ball.</li> <li>• The opposite line will not have a ball.</li> <li>• The first person in the line with a ball will step up inside the 3-point, toss the ball off the backboard, and go jump and grab it like a rebound.</li> <li>• On the toss, the first player in the other line will get to the sideline to properly receive the outlet pass.</li> <li>• The rebounder will pass to the outlet player.</li> <li>• The player who received the outlet pass will dribble up the floor going to the middle of the floor.</li> <li>• The player who grabbed the rebound will run wide outside the player with the ball to the other end of the court.</li> <li>• The player with the ball will make a good jump stop and make a bounce pass to the other player for a lay-up.</li> <li>• After the lay-up, the players will get in line from the other basket, change positions, and do the same thing coming back.</li> </ul>
<b>4 minutes</b>	

TOPIC	KEY POINTS
<b>Building Skills</b>	<ul style="list-style-type: none"> <li>• Encourage the players to see the different options for creating their own shot in this drill.</li> </ul>
ACTIVITY	DESCRIPTION
<b>Elbows Finish Drill</b>	<ul style="list-style-type: none"> <li>• Have the players partner up with one ball per group.</li> <li>• Have one player on offense and one player on defense starting around the elbow.</li> </ul>
DURATION	
<b>6 minutes</b>	<ul style="list-style-type: none"> <li>• The offensive player will start with the ball facing the basket and gets a maximum of 2-3 dribbles and only one shot attempt.</li> <li>• After one shot, that group will go to the back of the line and the next group will start.</li> <li>• Make or miss the shot, the offensive and defensive player will always change positions on the next possession.</li> </ul>

TOPIC	KEY POINTS
<b>Fun Game</b>	<ul style="list-style-type: none"> <li>• This is a fun team building exercise that forces players to work together. Have all the players encourage each other and have fun.</li> </ul>
ACTIVITY	DESCRIPTION
<b>Teamwork Carry Drill</b>	<ul style="list-style-type: none"> <li>• Pair the players up according to their height and have them start next to their partner in a few lines.</li> </ul>
DURATION	<ul style="list-style-type: none"> <li>• The first partner pair in each line will be responsible for getting the ball to half court and back to their line.</li> <li>• The partners will place the basketball on their hips and put their hands in the air.</li> <li>• They are not allowed to use any other body parts to carry the basketball, and must always be in the side-to-side position and not back-to-back or side-to-back.</li> <li>• If the ball drops, simply pick up the ball and go back to where the ball was dropped and continue.</li> <li>• Have each partner pair do this at least one time. If desired, play the next game by carrying the ball with their shoulders.</li> </ul>
<b>6 minutes</b>	

★ **WRAP UP (5 MIN)**

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**Ask the girls to answer the following question:** What's one thing you can do to stand up for yourself if someone tries to bully you? Go around the room and give each girl a chance to briefly answer the question. If you are short on time, take a few volunteers rather than taking answers from each girl in the group.

★ **ADMINISTRATOR PARTING WORDS**

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**There ARE things you can do to help stop bullying at your school. Here are some things other kids have done:**

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- Talk to the teachers and principal at school about starting a peer mediation group, where kids get trained to mentor and counsel each other.
- Have student leaders like the student council and others take a course about bullying.
- Make the choice NEVER to laugh, encourage, or egg-on a situation in which someone is being bullied. Talk to your friends about doing the same.

Chapter Eleven ★ Ages 7-10

# CIVIC ENGAGEMENT & COMMUNITY SERVICE

## ★ SESSION OBJECTIVES

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**By the end of this session, girls will be able to:**

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- Define “community service” and articulate why girls should get involved in giving back to their communities
  - Identify issues in their own communities they want to help improve
- 

## ★ ADDITIONAL MATERIALS/EQUIPMENT NEEDED:

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- Paper
  - Tape
  - Markers
- 

## ★ HEALTHY SNACK SUGGESTION

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- The athlete whose story is featured in this session is **Alysha Clark**. Her favorite healthy snack is Susan Borchardt’s “cookie dough” recipe: coconut oil, flaxseed oil, almond butter, and peanut butter all rolled into one.
  - **See Appendix C:** Healthy Snack List for other ideas.
-

### ★ ADMINISTRATOR TIPS

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- When discussing community service, start by having the girls focus on the positive aspects of their community. Have them identify the characteristics that make those things positive (like “My neighbors are friendly” or “I have a good playground”). Then they can think about aspects of their community that may need improvement.

### ★ INTRODUCTION (5 MIN)

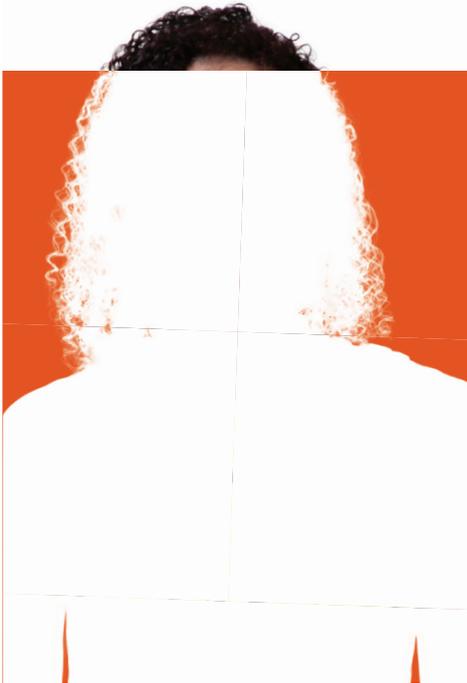
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- Welcome girls to the session. Do a quick check-in and ask the girls how they are feeling. Explain that today’s session is about community service.

### ★ STORY – READ AND DISCUSS (15 MIN)

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- Read **“To Make the World a Better Place, Start Close To Home”** by **Alysha Clark**. You can read the story aloud to the girls and encourage them to follow along in their workbook, or you can ask for volunteers to help you read the story aloud, assigning a short section or paragraph to each volunteer.



# Alysha Clark



**TEAM** Seattle Storm

**POSITION** Forward

**CLAIM TO FAME** 2018 WNBA Champion

I moved around a lot growing up and sometimes that made me feel like I didn't belong anywhere. That's something I never want anyone else to feel. I want everyone to know that they are important and loved, and that they matter. That's why I like to give back to my community. It helps me to share my love and make people feel valued.

I love to work with StormCares, a platform started by my team to help people in our hometown. All the players work together to make our community a better place.

One of my favorite things to do is spend time with the children who are sick at Seattle Children's Hospital for extended amounts of time. I've made friends with the kids, their families and the nurses—especially those on the cancer floor and dialysis unit. For the past several years, I've organized the Seattle Storm's annual summer toy drive for those kids. People donate games, crayons, books and even baby rattles. It brings a lot of joy to their lives. I've also recently started feeding people who don't have homes, and I want to do more of that.



I'm someone who cares about doing things the right way. And I always try to find the good in every moment, which is something I want kids to see. I think that we are on this Earth to share our gifts and talents with others. I've found a lot of happiness and meaning in my religious beliefs. Personally, I believe that we should love others the same way God loves us. As cheesy as it sounds, it's important to make the world a better place. That's how I try to live my life every day. If I can make one person smile or someone's day a little brighter, then I'm doing what I'm meant to do.

“

**I want everyone to know that they are important and loved, and that they matter.**

”

### ★ DISCUSSION QUESTIONS

- 
- Why does Alysha love to give back to her community? What does she do?
- 
- What do you think Alysha means when she says that “we are on this Earth to share our gifts and talents with others”?
- 
- How can you share your gifts and talents to make the world a better place?

### ★ 4TH QUARTER CONVERSATION (5-10 MIN)

- 
- Listen up! YOU have the power to affect the world around you—in big ways, small ways, bad ways and good ways. You may be one person, but you’re part of something larger than just you—a family, a school, a community, a country, this world! Like it or not, you have a role, and you have power.
- 
- How are you using that power? All those things you do—whether you choose to throw a little trash on the ground, volunteer an hour here and there, or stand up for something you believe in—shape this world.
- 
- Leaders make their world a better place. When they see something that needs to be fixed, they work to fix it. Think about a problem in the world that you want to make better, do some research on it to find out how you can help, and get out there and do it!
- 
- Write a paragraph describing the community you live in. Include what you love about it and maybe what you don’t love about it.
    - Have you ever done anything to help your community? What? How did you feel afterward?
    - What’s one thing you would like to do to help your community in the future?
    - How can you get started?

## Lesson Eleven Oncourt Objectives

Teach the shot fake and how to use it effectively.  
The players will also go back to small sided games to reinforce positive habits and increase their touches.

TOPIC	KEY POINTS
Preparing to Play	<ul style="list-style-type: none"> <li>Everyone has the power to give back in their own way.</li> </ul>
WARM UP ACTIVITY	DESCRIPTION
Graffiti Laps	<ul style="list-style-type: none"> <li>Post four or five sheets of chart paper on one side of the room, each with a question written across the top, such as the following, or other related questions you think of:               <ul style="list-style-type: none"> <li>What's one thing you could do to make your community healthier?</li> <li>What's one thing you could do to make your neighborhood cleaner?</li> <li>What's the best thing about your community?</li> <li>What would you like to change about your community?</li> <li>What is your favorite place in your community?</li> </ul> </li> <li>Tell the girls that they are going to run around the room in a circle until you say "Stop!" When you say "Stop!" they should run to the nearest sign and write down an answer to the question as quickly as they can. Tell them they can answer with a word or two and don't need to write full sentences. If the nearest sign is one they have already written on, they should run to the closest sign that they have not written on yet. The idea is to have each girl answer each question once.</li> <li>When everyone is ready, say "Go!" and have girls start running. After a minute or so, say "Stop!" Repeat this until each girl has had a chance to write on each sign. To extend the activity, you can repeat it, having each girl answer each question a second (or even third) time.</li> </ul>
DURATION	
15 minutes	

TOPIC	KEY POINTS
<b>Building Skills</b>	<ul style="list-style-type: none"> <li>This drill works on good control dribbles using fingertips.</li> </ul>
ACTIVITY	DESCRIPTION
<b>Finger Dribble</b>	<ul style="list-style-type: none"> <li>All players need a basketball (or share) and should stand on the sideline.</li> </ul>
DURATION	
<b>3 minutes</b>	<ul style="list-style-type: none"> <li>Players should be in a stance with their legs bent.</li> <li>The players will dribble the basketball with each finger on their hand. Each dribble will be with a different finger focus.</li> <li>The first dribble will focus on using their thumb and will then progress to using their pinky finger and back for the allotted time.</li> </ul>

TOPIC	KEY POINTS
<b>Building Skills</b>	<ul style="list-style-type: none"> <li>Make sure the players keep their head and eyes up to see the leader.</li> </ul>
ACTIVITY	DESCRIPTION
<b>Follow the Leader</b>	<ul style="list-style-type: none"> <li>All players will have a ball and will spread out in a straight line behind the coach.</li> </ul>
DURATION	
<b>5 minutes</b>	<ul style="list-style-type: none"> <li>The coach will be the first leader and will walk/jog around the gym doing any action (i.e. circling the basketball around their waist, dribbling with one hand, etc).</li> <li>Players must follow the leader and do whatever the leader does.</li> <li>The leader will do the action for 10-20 repetitions before changing to another action (i.e. shuffle/lateral dribble).</li> <li>The leader remains the leader for around 1 minute.</li> <li>If the players are capable being the leaders, allow that as well.</li> </ul>

TOPIC	KEY POINTS
<b>Teach</b>	<ul style="list-style-type: none"> <li>Teach the players that a shot fake should always engage the ball, the hips and the eyes.</li> </ul>
ACTIVITY	DESCRIPTION
<b>Fundamentals of the Shot Fake</b>	<ul style="list-style-type: none"> <li>A shot fake is used to make the defense believe the offense will shoot the ball. The goal is to get the defensive player out of position by either jumping or raising up which creates an opportunity for the offensive player to go past them. Shot fakes can help a player drive, shoot, or make a play for their teammates. A good shot fake should look exactly like the beginning of the player's normal shot. It is important to sit low during the shot fake so that the player can move explosively after the fake.</li> </ul>
DURATION	
<b>2 minutes</b>	

TOPIC	KEY POINTS
<b>Building Skills</b>	<ul style="list-style-type: none"> <li>Stay low and show the ball like a normal shot. Make sure the players don't rush the shot fake.</li> </ul>
ACTIVITY	DESCRIPTION
<b>The Shot Fake Breakdown Drill</b>	<ul style="list-style-type: none"> <li>Have the players start on the baseline with a ball.</li> <li>The players will spin the ball to themselves and catch the ball, shot fake, and take one dribble forward with their right hand.</li> </ul>
DURATION	
<b>2 minutes</b>	<ul style="list-style-type: none"> <li>The players will repeat this all the way to half court.</li> <li>On the way back, have the players now dribble forward with their left hand.</li> <li>Coach the players as they go.</li> </ul>

TOPIC	KEY POINTS
<b>Building Skills</b>	<ul style="list-style-type: none"> <li>• Have the players stay low on the shot fake, take a good dribble, and step 1-2 into their shot.</li> </ul>
ACTIVITY	DESCRIPTION
<b>The Shot Fake 1-Dribble Pull-Up Drill</b>	<ul style="list-style-type: none"> <li>• Have the players divide into three groups.</li> <li>• Each group will have a line under the basket with 2 balls, and a line on the perimeter without a ball.</li> </ul>
DURATION	<ul style="list-style-type: none"> <li>• The group on the baseline will pass the ball and run towards the player with the ball.</li> <li>• The player who catches the ball will shot fake by sitting low and bringing the ball and eyes up on the rim.</li> <li>• The shooter will stay low so they explode out of the shot fake for a good 1 dribble pull-up jump shot.</li> <li>• The shooter will rebound and give the ball to another player in their line under the basket.</li> <li>• The players will switch lines and the drill will continue.</li> <li>• Once the players are making the move well, compete with the other lines.</li> </ul>
<b>2 minutes</b>	

TOPIC	KEY POINTS
<b>Fun Game</b>	<ul style="list-style-type: none"> <li>Encourage the players to hustle to the ball and make efficient offensive moves to score. Also encourage the defensive player to move their feet and play active defense.</li> </ul>
ACTIVITY	DESCRIPTION
<b>1-On-1 Numbers Game</b>	<ul style="list-style-type: none"> <li>Assign two players to each number and have everybody stand on the baseline.</li> </ul>
DURATION	<ul style="list-style-type: none"> <li>Throw the ball on the court and call out a number.</li> </ul>
<b>5 minutes</b>	<ul style="list-style-type: none"> <li>The two players with that number will go for the ball and whoever gets the ball will be on offense and the other on defense for one possession and one shot of 1-on-1.</li> <li>Evenly mix up the numbers you call and the game is over when any player gets to 5 points playing by 1's.</li> </ul>

TOPIC	KEY POINTS
<b>Fun Game</b>	<ul style="list-style-type: none"> <li>Encourage the players to hustle to the ball and make good team plays to score. Also encourage the defensive team to move their feet, play active defense, and contest all shots.</li> </ul>
ACTIVITY	DESCRIPTION
<b>2-On-2 Numbers Game</b>	<ul style="list-style-type: none"> <li>Assign two players to each number and have everybody stand on the baseline. The two players with the same number are teammates and will be playing together.</li> </ul>
DURATION	<ul style="list-style-type: none"> <li>Throw the ball on the court and call out two numbers.</li> </ul>
<b>6 minutes</b>	<ul style="list-style-type: none"> <li>The two players with those numbers will go for the ball and whoever gets the ball will be on offense and the other two on defense for one possession and one shot of 2-on-2.</li> <li>Evenly mix up the numbers you call and the game is over when any team gets to 5 points playing by 1's.</li> </ul>

TOPIC	KEY POINTS
<b>Fun Game</b>	<ul style="list-style-type: none"> <li>Encourage the players to hustle to the ball and make good team plays to score. Also encourage the defensive team to move their feet, play active defense, and contest all shots.</li> </ul>
ACTIVITY	DESCRIPTION
<b>3-On-3 Numbers Game</b>	<ul style="list-style-type: none"> <li>Assign all players to a number in groups of three and have everybody stand on the baseline. The three players with the same number are teammates and will be playing together.</li> </ul>
DURATION	
<b>6 minutes</b>	<ul style="list-style-type: none"> <li>Throw the ball on the court and call out two numbers.</li> <li>The three players with those numbers will go for the ball and whoever gets the ball will be on offense and the other three on defense for one possession and one shot of 3-on-3.</li> <li>Evenly mix up the numbers you call and the game is over when any team gets to 5 points playing by 1's.</li> <li>There is a 3-dribble maximum each time a player gets the ball.</li> <li>No screens can be set, but cutting is allowed and encouraged.</li> </ul>

### ★ WRAP UP (5 MIN)

**Ask the girls to answer the following question:** What's one thing you could do to give back to your community? Go around the room and give each girl a chance to briefly answer the question. If you are short on time, take a few volunteers rather than taking answers from each girl in the group.

### ★ ADMINISTRATOR PARTING WORDS

**How can YOU help your community? Why don't you ...**

- Get a group of girls together to clean up a local park or playground
- Do a "penny drive" at school and donate the money to a good cause.
- Volunteer with a parent or guardian at a local soup kitchen.

Chapter Twelve ★ Ages 7-10

# STRONG BODY, STRONG MIND

## ★ SESSION OBJECTIVES

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**By the end of this session, girls will be able to:**

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- Measure their physical progress since starting the program on Week 1
  - Identify strong female role models
  - Articulate how women in “real life” are alike or different from women on television and in magazines
- 

## ★ HEALTHY SNACK SUGGESTION

---

- The athlete whose story is featured in this session is **Elena Delle Donne**. Her favorite healthy snack is popcorn. She has some almost every night!
  - **See Appendix C:** Healthy Snack List for other ideas.
- 

## ★ ADMINISTRATOR TIPS

---

- Make sure to celebrate any progress girls have made from Week 1 to now. Remind them that the end of the Her Time To Play program shouldn't be the end of their involvement in sports and physical activity. Instead, they should leave feeling inspired to continue being physically active and motivated to get involved in new sports and physical activities!

### ★ INTRODUCTION (5 MIN)

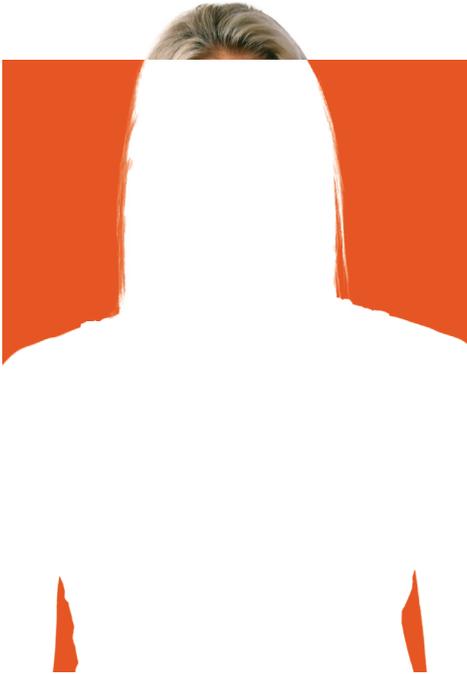
---

- Welcome girls to the session. Do a quick check-in and ask the girls how they are feeling. Explain that today's session will help them see how much stronger they've gotten over the course of the last twelve weeks.

### ★ STORY – READ AND DISCUSS (15 MIN)

---

- Read **“Silencing Your Negative Voice” by Elena Delle Donne**. You can read the story aloud to the girls and encourage them to follow along in their workbook, or you can ask for volunteers to help you read the story aloud, assigning a short section or paragraph to each volunteer.



# Elena Delle Donne



---

**TEAM** Washington Mystics

---

**POSITION** Forward

---

**CLAIM TO FAME** 2013 WNBA Rookie of the Year and 2015 WNBA MVP

To me, being strong and tough means not letting that little negative voice that we all have inside our heads be the loudest voice. Especially when it's a very loud little voice! When I was younger, I thought that the voice would go away when I accomplished career goals. But it turns out that winning a big game or a big award or even a gold medal does not make that negative voice go away forever. It comes back sometimes. That's part of life for most of us. But now I know I can drown out those negative thoughts with positive thoughts.

I also know that one thing that really helps keep the negative voice from getting started is being physically active. Exercising clears my mind and makes me happy. I use that to help me get to the gym on those days when I don't want to work out. I know that great things are ahead.

But sports can be rough, and there were times in my life when I couldn't be physically active because of an injury or because of Lyme disease, which is an awful disease I have that makes me feel tired and achy, like I have the flu. Those were hard times. Sometimes I chose to play even when I wasn't feeling my best. As I've gotten older, I learned when to



“

Sports taught me to appreciate my body for what it can do, not just how it looks.

”

push through difficult situations and also learned to ask for help. Being sick taught me to appreciate what my body can do. My body takes care of me, and I'm grateful for it. And sports taught me to appreciate my body for what it can do, not just how it looks.

Also, because of all the time I've spent pushing myself on the court, I know that I can get through the hard stuff in life. That really made a difference when I was trying to decide if I should leave college for a while and go back home. A lot of people thought that was a bad idea, but I knew it was the right decision for me. It wasn't easy, but now I am stronger for it.

### ★ DISCUSSION QUESTIONS

- 
- Do you sometimes have a “negative voice” in your head like Elena? What does it say?
- 
- What has helped her to quiet that voice and think more positively about herself?
- 
- A strong mind helped Elena get through hard times. What do you think it means to have a “strong mind”?
- 
- How does being physically active or playing sports make your body stronger? How does it make your mind stronger?

### ★ 4TH QUARTER CONVERSATION (5-10 MIN)

- 
- What are steps you can take to quiet the “negative voice”?
- 
- List the top 3 people in your life that you can go to when you begin to feel down on yourself.
- 
- What new sports or physical activities are you inspired to try next?

## Lesson Twelve Oncourt Objectives

Focus on competitive play. There will be skill based games that the players have participated in during previous sessions, as well as game play. Lesson 12 will leave the players with a positive, fun experience with the game.

TOPIC	KEY POINTS
Preparing to Play	<ul style="list-style-type: none"> <li>• Make sure players do not run and only skip.</li> </ul>
WARM UP ACTIVITY	DESCRIPTION
Skip Tag	<ul style="list-style-type: none"> <li>• Designate boundaries (such as staying inside of half court) and have all players stand inside that area.</li> </ul>
DURATION	
3 minutes	<ul style="list-style-type: none"> <li>• One player or the coach will be designated as "it".</li> <li>• All players, including the person who is "it," will skip around the court. Skipping is the only movement players are allowed to do.</li> <li>• When a player is tagged, the game is put on pause so that all players can now see that the new player is now also "it" in helping the original person who is "it" in tagging others.</li> </ul>

TOPIC	KEY POINTS
<b>Building Skills</b>	<ul style="list-style-type: none"> <li>● Make sure the players continue to move around and do not guard the cones. Try to use at least as many cones as the total number of players if not more.</li> </ul>
ACTIVITY	DESCRIPTION
<b>Up or Down Game</b>	<ul style="list-style-type: none"> <li>● Divide the players into 2 teams - Team “Up” and Team “Down.”</li> </ul>
DURATION	<ul style="list-style-type: none"> <li>● Spread cones around the gym facing up, and the same number of cones around the gym facing down.</li> <li>● All players will have a ball and the players on the “Up” team will dribble around the gym and try to put all the cones standing up.</li> <li>● The players on the “Down” team will dribble around the gym trying to put all of the cones facing down.</li> <li>● Players must continually move around and cannot guard the cones.</li> <li>● Players can only use their hands to adjust a cone.</li> <li>● Players will adjust as many cones as possible in four minutes.</li> <li>● After the four minutes, count how many cones are up and how many are down to determine the winning team.</li> </ul>
<b>5 minutes</b>	

TOPIC	KEY POINTS
<b>Teach</b>	<ul style="list-style-type: none"> <li>Rebound quickly and make good passes to teammates.</li> </ul>
ACTIVITY	DESCRIPTION
<b>Make for a Cone Game</b>	<ul style="list-style-type: none"> <li>Players are separated into two even teams and go to two designated spots at a basket (the wings, elbows, corners etc).</li> </ul>
DURATION	
<b>6 minutes</b>	<ul style="list-style-type: none"> <li>There should be a line of cones equal to the number of players on each team that lines up next to the team.</li> <li>The first player from each line will shoot the basketball get their rebound and pass to the next person on their team.</li> <li>If the player makes the shot, they will take a cone from the other team and put it in their line of cones and move to the back of the line.</li> <li>If the player misses the shot, they will get the rebound and pass to the next person on their team and continue to the back of the line without getting a cone from the other team.</li> <li>After the allotted time, the team with the most cones wins.</li> </ul>

TOPIC	KEY POINTS
<b>Fun Game</b>	<ul style="list-style-type: none"> <li>This teaches the players that every shot is important and the consequence of missing a shot is potentially getting knocked out of the game. Players will shoot under pressure and compete to win.</li> </ul>
ACTIVITY	DESCRIPTION
<b>Knockout</b>	<ul style="list-style-type: none"> <li>Put the players in one line starting at the free throw line with the first 2 players having a ball.</li> </ul>
DURATION	
<b>5 minutes</b>	<ul style="list-style-type: none"> <li>The first player will shoot, if they make it, they will pass the ball to the next person and go to the back of the line.</li> <li>If they miss, they will rebound and shoot from anywhere until they make a shot and then give the ball to the next person and go to the back of the line.</li> <li>If the player shooting behind any player makes their shot before you, you're out.</li> </ul>

TOPIC	KEY POINTS
<b>Fun Game</b>	<ul style="list-style-type: none"> <li>• If the players do a great job listening be creative with what you ask them to do in an effort to trick the players.</li> </ul>
ACTIVITY	DESCRIPTION
<b>Coach Says Drill</b>	<ul style="list-style-type: none"> <li>• Coach Says—it's like Simon says.</li> </ul>
DURATION	
<b>6 minutes</b>	<ul style="list-style-type: none"> <li>• The objective is to do everything the coach instructs, but the coach must first say "Coach Says" before every request.</li> <li>• If the player does the action that a coach says without the coach first saying "Coach Says," they player is out.</li> <li>• When the coach states "Coach says defense!" the players will slap the ground and yell "Defense!" as they assume the defensive stance.</li> <li>• When the coach states "Coach says slide" and points in a direction, all players will quickly hop and twist their body to face that direction and immediately hop back facing the coach.</li> <li>• When coach states "Coach says foot fire/quick feet!" the players will quickly tap their feet against the floor as fast as they can while yelling.</li> <li>• When the coach states "Coach says shot!" the players will jump as high as they can to grab an imaginary ball with their arms and yell "Rebound!"</li> <li>• Coaches can add other elements but remember this is a listening game and the player is out if the player does something that the coach didn't preface with "Coach Says".</li> <li>• The game finishes when there is just one player remaining.</li> </ul>

TOPIC	KEY POINTS
<b>Fun Game</b>	<ul style="list-style-type: none"> <li>Encourage the players to hustle to the ball and make good team plays to score. Also encourage the defensive team to move their feet, play active defense and contest all shots.</li> </ul>
ACTIVITY	DESCRIPTION
<b>3-On-3 Numbers Game</b>	<ul style="list-style-type: none"> <li>Assign all players to a number in groups of 3 and have everybody stand on the baseline. The 3 players with the same number are teammates and will be playing together.</li> </ul>
DURATION	
<b>8 minutes</b>	<ul style="list-style-type: none"> <li>Throw the ball on the court and call out 2 numbers.</li> <li>The 3 players with those numbers will go for the ball and whoever gets the ball will be on offense and the other 3 on defense for 1 possession and 1 shot of 3 on 3.</li> <li>Evenly mix up the numbers you call and the game is over when any team gets to 5 points playing by 1's.</li> <li>There is a 3-dribble maximum each time a player gets the ball.</li> <li>No screens can be set but cutting is allowed and encouraged.</li> </ul>

TOPIC	KEY POINTS
<b>Fun Game</b>	<ul style="list-style-type: none"> <li>Remind the players to pass, cut, screen, and play as a team.</li> </ul>
ACTIVITY	DESCRIPTION
<b>5-On-5</b>	<ul style="list-style-type: none"> <li>Divide the players into teams (have substitutes if needed).</li> <li>Play 5 on 5 until a team makes 3 shots.</li> </ul>
DURATION	
<b>12 minutes</b>	<ul style="list-style-type: none"> <li>Encourage the players to cut, move the ball and work on all the basketball concepts they have learned.</li> </ul>

★ **WRAP UP (5 MIN)**

---

**Ask the girls to answer the following question:** Do you feel stronger now than you did in Week 1? How? Go around the room and give each girl a chance to briefly answer the question. If you are short on time, take a few volunteers rather than taking answers from each girl in the group.

★ **ADMINISTRATOR PARTING WORDS**

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Make sure to celebrate how much stronger you are today than when you first started the program! Don't stop here! Find sports and activities you love and keep it up for a healthy, active life!

# AGES 11-14

## ★ OVERVIEW

The chapters focus on helping girls explore important issues in their lives, helping them to build a positive self-image, and motivating them to develop an interest in participating in sports and other kinds of physical activity. This in turn empowers them to affect change in their own lives and the lives of others in their communities. The topics are:

<b>CHAPTER 1</b>	Building Confidence	<b>181</b>
<b>CHAPTER 2</b>	Dealing with Difficult Feelings*	<b>193</b>
<b>CHAPTER 3</b>	Nutrition	<b>201</b>
<b>CHAPTER 4</b>	Smoking/Substance Abuse*	<b>209</b>
<b>CHAPTER 5</b>	Body Image	<b>217</b>
<b>CHAPTER 6</b>	Self-Care	<b>225</b>
<b>CHAPTER 7</b>	Teamwork/Cooperation	<b>235</b>
<b>CHAPTER 8</b>	Playing Fair	<b>243</b>
<b>CHAPTER 9</b>	Diversity	<b>251</b>
<b>CHAPTER 10</b>	Bullying	<b>259</b>
<b>CHAPTER 11</b>	Community Service	<b>267</b>
<b>CHAPTER 12</b>	Strong Body/Strong Mind	<b>277</b>

\* Denotes "TRICKY TOPIC". For these topics you may wish to seek out additional information and resources, such as expert guest speakers. Be sure you understand your program's policies and protocols around discussing these sensitive issues with participants.

Chapter One ★ Ages 11-14

# BODY IMAGE

## ★ SESSION OBJECTIVES

**By the end of this session, girls will be able to:**

- Understand the importance of warming up before exercising and cooling down afterwards.
- Understand how much physical activity they should get every day (60 minutes) and that it can be accomplished in parts as long as the activity is at least 10 consecutive minutes.
- Define confidence, articulate why it matters, and identify ways of building confidence.

## ★ HEALTHY SNACK SUGGESTION

- The athlete whose story is featured in this session is **Natalie Achonwa**. Her favorite healthy snack is her mom's bomb peanut butter protein bites!
- **See Appendix C:** Healthy Snack List for other ideas.

## ★ ADMINISTRATOR TIPS

- There may be girls in your group who are new to basketball and this session may be challenging for them. Encourage girls to try their best and not to compare themselves with others in the group. Keep the focus on fun and cooperation rather than competition. Keeping the focus on the fun they are having will motivate them to keep going!

- 
- Convey the message that the ideal amount of physical activity girls should get each day is 60 minutes but that they can accomplish that in shorter increments. Every physical activity they do can count towards the total—even doing chores or walking for a few minutes at a time!

### ★ INTRODUCTION (10-15 MIN)

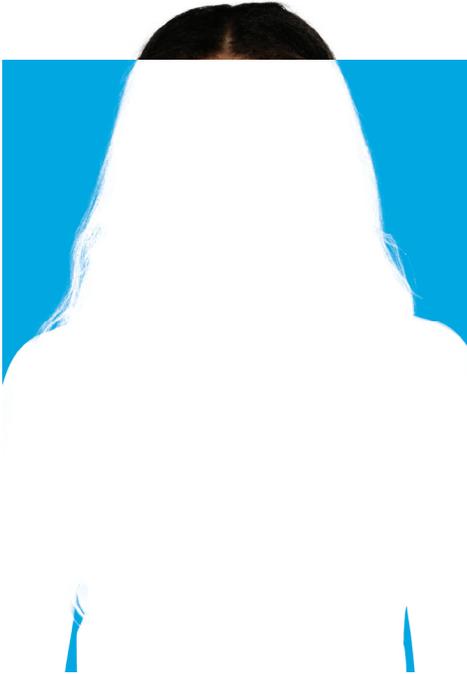
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- Welcome girls to the session. Do a quick check-in and ask the girls how they are feeling.
- 
- Explain to the girls that as a part of the Her Time to Play program, they will have a chance to try out lots of fun oncourt activities to help their bodies grow stronger and to help them learn about themselves and each other. Ask if anyone knows what “confidence” means. Take a few responses. Explain that confidence means feeling good about who you are. Tell them that one way to build confidence is by trying new things. Ask the girls if they’ve ever tried something new and felt good about themselves because of it.
- 
- Explain that for people to be as healthy as possible, they should set a goal of getting at least 60 minutes of exercise a day. They can do that all at once or in increments as little as ten minutes at a time. Every physical activity they do counts! It can be as simple as helping sweep the floor or walking to and from school.
- 
- Ask if anyone in the group has ever done any sports or other physical activities (like dance, yoga, cheerleading, etc.). Tell the group that one important step is to warm up before you do any physical activity. Doing a warm-up gets your body ready to move around and can help make sure you don’t get hurt when you’re playing sports or doing any kind of physical activity.

★ STORY – READ AND DISCUSS (20 MIN)

---

- Explain that each time the group meets they will read a story together about a WNBA athlete who talks about how playing sports and being physically active has made a difference in her life. The athletes are players representing each of the 12 WNBA teams. The stories are in the Her Time To Play workbook and each girl will get a copy to take home with her at the end of the program.
- 
- Read **“Rule Number 1 to 100” by Natalie Achonwa**. You can read the story aloud to the girls and encourage them to follow along in their workbook, or you can ask for volunteers to help you read the story aloud, assigning a short section or paragraph to each volunteer.



# Natalie Achonwa



**TEAM** Indiana Fever

**POSITION** Center

**CLAIM TO FAME** Two-time Olympian (2012, 2016) with Canada; 2015 WNBA All-Rookie Team

Going shopping can be fun, but after trying on pair after pair of jeans that are too short or too small, well ... going shopping can also be pretty discouraging. As you might imagine, I had some tough fitting room moments as a young girl. I resented my height—I'm 6'4"—and, what I called my “thunder thighs.” I had to find special stores that sold pants with tall inseams and could only get stretchy jeans. I wasn't the only one who was critical of how my body looked: people teased me a lot. It can be hard growing up when you don't fit society's standards. I even wished for a “thigh gap”; you know, the space some people have between their inner thighs when they stand up straight.

Then I learned what I call Rule Number 1 to 100: “Don't compare yourself to anyone else. God made you the way you are for a reason. You are special. You are unique.”

Really embracing Rule Number 1 to 100 put me on a path to a positive body image. I built a plan and set goals according to what made me happy and made my body feel good. There was a lot of trial and error, and none of it had to do with a scale or other people's perceptions of what I “should” look like. That gave me the courage to meet new people, try new activities and try out for new teams.

I also began appreciating what my body can do. Now I love my “thunder thighs!” They are strong, they are powerful, and they are me! And my height, well, there’s a reason for the saying, “You can’t teach height.” Being taller has its advantages, especially in basketball. Although sometimes I don’t feel so tall among the other WNBA centers.

“

**Now I feel great about my body again. And all those struggles have helped me pay it forward and inspire others.**

”



Still, my relationship with my body is evolving. Being a professional athlete is rewarding, but it is also hard, especially when there’s a perception that we are all super jacked and have six-packs. For a while, I started comparing myself again, as I tried to fit in with all the pros I had idolized. I found rookie year especially challenging. In college, the coaches told us when to work out, which skill to work on and what to do for strength and conditioning. But in the pros, it was my responsibility to figure out what training program worked for me. To top it off, I had a serious knee injury and had to sit out for over a year. It was easy to fall back into a frustrated state of mind during that time of transition from college to pro basketball. But then I realized I needed to grab my life back and remember Rule Number 1 to 100.

Now I feel great about my body again. And all those struggles have helped me pay it forward and inspire others. I want the women in the next generation to reach their dreams and ultimately do—and be—better than me.

★ DISCUSSION QUESTIONS

- 
- Natalie's Rule Number 1 to 100 is to never compare herself to anyone else. How does this rule help her feel better about her body?
- 
- Do you ever hear girls complain about their bodies? What do they say they would want to change?
- 
- What are the dangers of wishing you could change your body type?
- 
- What are the benefits of accepting your body the way it is?
- 
- Natalie came to love her strong and powerful "thunder thighs." What is one thing you appreciate about your own body?

★ **4TH QUARTER CONVERSATION (5-10 MIN)**

---

- Take a minute to think about your body. Make a list of all of the things you LIKE about your body:
  - How many of the things you wrote were about how your body looks?
  - How many were about what your body is able to do?

---

- We all have different bodies and different abilities. Stop and appreciate what your body does for you every day (e.g., walk, reach, dance, hug, breathe, etc.) Write down all the things you can think of that your body can DO:
  - How do you feel when you think about all the things your body can do?

## Oncourt Session

Refer back to Lesson 1 in the previous section for full practice plan

TOPIC	KEY POINTS
Preparing to Play	<ul style="list-style-type: none"> <li>Learn about the court while preparing to play</li> </ul>
WARM UP ACTIVITY	DESCRIPTION
Run To That Line	<ul style="list-style-type: none"> <li>Walk around the court with the players and point out specific spaces on the court they should be able to identify (half court, 3-point line, sideline, and more).</li> </ul>
DURATION	
3 minutes	<ul style="list-style-type: none"> <li>Have the players repeat the names of each space you identify.</li> <li>Choose from the movements below and tell the players they will have to travel to the space you announce by doing that movement.</li> <li>Announce both the space and the movement they should use to get to that space.</li> <li>Movements to choose from: Forward March, Backward March, Lateral March, Forward Skip, Backward Skip, Lateral Skip, High Knees, Backward Run, Quick Feet, Side Push.</li> </ul>

★ WRAP UP (5 MIN)

---

**Ask girls to answer the following question:** “How can being physically active make you feel good about your body?” Go around the room and give each girl a chance to briefly answer the question. If you are short on time, take a few volunteers rather than taking answers from each girl in the group.

★ ADMINISTRATOR PARTING WORDS

---

**Deal With It!**

---

- Take time to appreciate what your body can do—it jumps, it runs, it dances, it shimmies— it’s great!
  - Escape the screen! Turn off the computer or TV, get outside, breathe fresh air, and move your body.
  - Use sports and fitness as social time—take a hike or go inline skating with your friends.
  - Celebrate different body shapes and sizes. Notice the strengths of people’s unique bodies—including your own!
-

Chapter Two ★ Ages 11-14

# NUTRITION

## ★ SESSION OBJECTIVES

**By the end of this session, girls will be able to:**

- 
- Understand how what they eat affects them physically.
  - Identify the components of a healthy meal.

## ★ ADDITIONAL MATERIALS/EQUIPMENT NEEDED

- 
- Signs with pictures (or names) of different foods

## ★ HEALTHY SNACK SUGGESTION

- 
- The athlete whose story is featured in this session is **Brionna Jones**. Her favorite healthy snack is hummus, especially the roasted red pepper flavor.
  - **See Appendix C:** Healthy Snack List for other ideas.

## ★ ADMINISTRATOR TIPS

- 
- The signs with the names or pictures of different foods will need to be prepared in advance of the session for the Food Frenzy activity. Make sure to include a variety of foods, including healthy and “junk” food items. Some examples you may want to consider include: apple, banana, peach, plum, grape, mango, lettuce, carrot, broccoli, brussel sprouts, asparagus, brown rice, pasta, whole grain bread, chicken, turkey, lean beef, tofu, skim milk, low-fat yogurt, low-fat cheese, chocolate bar, lollipop, french fries, doughnut, etc.

- 
- The goal of this session is for girls to understand what healthy foods are and to feel empowered to make the healthiest food choices they can. Keep in mind that there may be girls in the program who do not get enough to eat. Because healthy options like fresh fruits and vegetables are often more expensive than processed or fast foods, making healthy food choices is harder for girls in this situation and it is important to remain sensitive to this issue when leading this session.

### ★ INTRODUCTION (10-15 MIN)

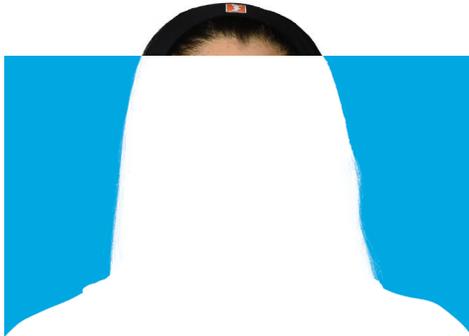
---

- Welcome girls to the session. Do a quick check-in and ask the girls how they are feeling. Explain that today's session is going to focus on nutrition. Ask the girls to give some examples of foods that fall into each category: fruits, vegetables, grains, protein, and dairy. Point out that there is no "fats and sweets" category on the food plate. Ask girls why they think that is.

### ★ STORY – READ AND DISCUSS (20 MIN)

---

- Read "**The 80/20 Rule for Healthy Eating**" by **Brionna Jones**. You can read the story aloud to the girls and encourage them to follow along in their workbook, or you can ask for volunteers to help you read the story aloud, assigning a short section or paragraph to each volunteer.



# Brionna Jones



**TEAM** Connecticut Sun

**POSITION** Center

**CLAIM TO FAME** ESPNW, Naismith and USBWA  
National Player of the Week

Growing up, my favorite foods were macaroni and cheese and basically everything on the Thanksgiving table. It wasn't until my senior year of high school that I started paying attention to what I was eating, and decided to eat healthier.

When I started college, I learned a lot more about the importance of good nutrition from talking with our team trainer and nutritionist about my goals for basketball. They told me that if I really wanted to achieve my dreams, I had to be more aware of what I was putting into my body for fuel, especially before and during games.

Something the nutritionist taught me was "the 80/20 rule": 80 percent of what you eat should be healthy foods and 20 percent should be "cheat foods" that may not be as nutritious. Eating healthy 100% of the time is very hard for anyone. I know that there are days when I still want macaroni and cheese. That's why I don't follow a specific diet. Instead, I remember the 80/20 rule when choosing my meals.

It's important to fuel your body with healthy foods because that's what gives you energy to play. After focusing on my diet and lifting weights, I began to see changes in my body. I was so much more powerful on the court and I had a lot more stamina, so I could play longer without getting tired.

But even if you aren't a professional athlete, it's important to eat well for your health in general. It's definitely going to help you be successful in whatever you want to do. You'll have more energy, more stamina and more strength. Every step is progress and just small changes can have big effects on your body.



**It's important to fuel your body with healthy foods because that's what gives you energy to play.**



## ★ DISCUSSION QUESTIONS

- 
- What is Brionna's 80/20 rule? How can that help guide you to eat better most of the time?
- 
- What does Brionna mean when she says that nutritious food "fuels her body"?
- 
- Why is it sometimes difficult to eat healthfully? What can girls do to eat healthier?
- 
- If people know "junk" food isn't good for them, why do so many people eat it anyway?
- 
- What are the positive things that can come from eating healthy?

## ★ 4TH QUARTER CONVERSATION (5-10 MIN)

- 
- Do you think you balance food and activity well?
- 
- How could you improve your routine to live a healthier life?
- 
- What are some of your favorite foods?
    - Are they mostly "healthy" or "unhealthy"?
    - How do you know?
- 
- Is there anything you want to do to eat healthier?

## Oncourt Session

Refer back to Lesson 2 in the previous section for full practice plan

TOPIC	KEY POINTS
<b>Preparing to Play</b>	<ul style="list-style-type: none"> <li>Emphasize how food impacts your oncourt performance.</li> </ul>
WARM UP ACTIVITY	DESCRIPTION
<b>Food Frenzy (Steal the Bacon)</b>	<ul style="list-style-type: none"> <li>Place the signs with the food names/pictures face down on the floor in the middle of the room. Divide the girls into two teams of equal size, and have them stand on opposite sides of the room. Give each girl on the first team a number, making sure that each girl's number is unique. Then, repeat with the second team. There should be corresponding numbers for each side; for example, each team has one person whose number is "1," "2," etc.).</li> <li>Explain that you are going to play a version of the game "Steal the Bacon." The pile in the center of the room contains pictures (or names) of various foods—some are healthy and others are less healthy. The goal of the game is to end up with at least one healthy item in each category: fruit, vegetable, grain, protein, and dairy and NO "junk" food items. When the team feels like they've got it, they should shout "Got it!" to end the game.</li> <li>Tell girls that you will call out a number and the girl on each team with that number has to run to the center of the room, choose one of the signs (without looking at it) and run back to her team.</li> <li>When she's back on her side she should show the picture to her teammates, and they should decide if they want to keep that picture or swap it. If they want to swap it, they must wait until the next number is called and the next person will bring the picture back to the center of the room and place it face down in the pile, then return to her side with a new picture.</li> </ul>
DURATION	
<b>15 minutes</b>	

CONTINUED

TOPIC	DESCRIPTION
<b>Preparing to Play</b> WARM UP ACTIVITY <b>Food Frenzy (Steal the Bacon)</b> CONTINUED	<ul style="list-style-type: none"> <li>Make sure everyone understands the rules of the game. When both teams are ready, begin by calling a number. When girls are back on their sides, call the next number. Try to keep the pace fairly quick to keep girls moving. When one team shouts "Got it!" pause the game and go over and check their pile of pictures. If it contains one healthy food in each category and no "junk food," you can declare that team the winner of the game. If not, keep playing until one team gets a good combination.</li> </ul>
15 minutes	

### ★ WRAP UP (5 MIN)

**Ask girls to answer the following question:** "How does what you eat affect the way you feel, physically and emotionally?" Go around the room and give each girl a chance to briefly answer the question. If you are short on time, take a few volunteers rather than taking answers from each girl in the group.

### ★ ADMINISTRATOR PARTING WORDS

**Fuel up ... the right way!** Thirsty? Choose water instead of juice or soda. Challenge yourself to eat less "junk" food and more fruits and veggies each day. Make sure to have a healthy snack at least an hour before a big game or tough workout!

Chapter Three ★ Ages 11-14

# STRESS MANAGEMENT

## ★ SESSION OBJECTIVES

**By the end of this session, girls will be able to:**

- 
- Define “stress” and articulate how stress impacts body and mind.
  - Identify healthy strategies for coping with stress.

## ★ HEALTHY SNACK SUGGESTION

- 
- The athlete whose story is featured in this session is **Elizabeth Williams**. Her favorite healthy snack is apples.
  - **See Appendix C:** Healthy Snack List for other ideas.

## ★ ADMINISTRATOR TIPS

- 
- Feel free to share your own healthy strategies for coping with stress with the girls. Remind girls that excessive stress can wear you down and can even damage your health. Make sure to discuss the importance of taking care of your body by getting enough rest and exercise and eating a balanced diet to help minimize the physical toll stress can take on the body.
  - This chapter on stress management leads into Chapter 4 which focuses on dealing with difficult feelings, including depression. These two topics are closely linked, so it is recommended that you facilitate the session(s) in this Chapter before moving ahead to Chapter 4.

## ★ INTRODUCTION (10-15 MIN)

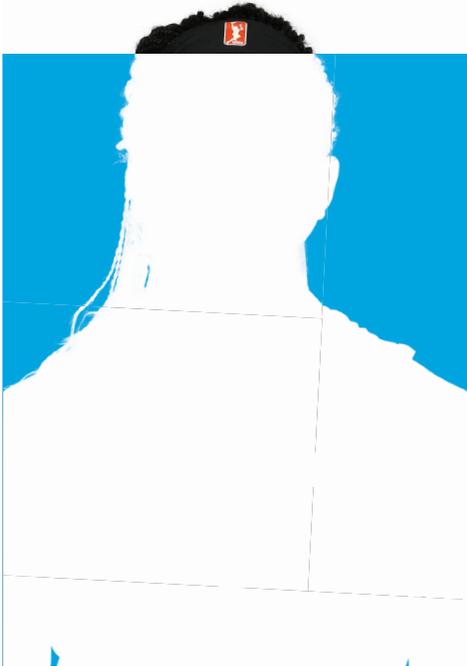
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- Welcome girls to the session. Do a quick check-in and ask the girls how they are feeling. Explain that the topic of today's activity will be about dealing with stress. Ask girls to define the word "stress." Elicit that stress is a physical reaction in our bodies. Different people react differently to stress. Some people break out in a sweat when stressed. Others may get stomach aches, feel their heart race or their muscles tense up, get back or neck aches, or have trouble sleeping at night. There are good kinds of stress and bad kinds of stress. Good stress can motivate us to work hard and achieve our goals. Bad stress happens when we feel overwhelmed or are facing pressures that are too much for us to handle. Ask the girls for some examples of things make them feel stressed.

## ★ STORY – READ AND DISCUSS (20 MIN)

---

- Read "**Taking The Worry Out of Stress**" by **Elizabeth Williams**. You can read the story aloud to the girls and encourage them to follow along in their workbook, or you can ask for volunteers to help you read the story aloud, assigning a short section or paragraph to each volunteer.



# Elizabeth Williams



---

**TEAM** Atlanta Dream

---

**POSITION** Center

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**CLAIM TO FAME** WNBA 2017 All-Star Team; WNBA Most-Improved Player of 2016

Everyone goes through difficult times. One of the most stressful times in my life happened in college, when I had to balance school and basketball. Sometimes the anxiety would cause me to stay up all night studying for a test, and the lack of sleep would hurt my game. It was tough.

I realized something had to change, so I took some time to regroup and rest. That worked a bit. But I also tried to get out of my comfort zone. I've never been very good at talking to people, but I knew it would help to have conversations about how I was feeling. Talking about what I was feeling really helped, so now I see a sports psychologist, an expert who listens to my worries and helps me find ways to handle the thoughts that are negatively impacting my life. We talk about setting goals and strategies to keep outside things from affecting me and my play. Basically, I'm learning to control only what I can, and not worry so much about the other things. Talking this stuff out really helps.

I'm also really glad I kept playing while I was stressed, because I learned that sports are a great coping mechanism too. At least for a few hours, you don't worry about anything happening off the court; it feels separate from the rest of the world. It's just your time to shine. When I'm playing basketball, I only worry about helping my teammates, blocking shots and having fun.



Mostly, I try to remember that although stress is a part of life, I can't let it control me. I remember that I can't let myself be afraid to talk to other people and ask for help. Everyone deals with stress from time to time and there are many people who will understand your worries and help you push through them. I also try to remember to do something that will take my mind off whatever is stressing me out. Sports, reading, video games—it doesn't really matter what. Sometimes, you just need something to take your mind off your worries.

“

**I try to remember that although stress is a part of life, I can't let it control me**

”

### ★ DISCUSSION QUESTIONS

- 
- How do you feel emotionally when you're "stressed out?"  
What about physically?

---

  - What are a few of the ways Elizabeth chose to deal with the stress she was feeling?

---

  - Which strategies in the story have you tried to help you deal with stress? Did they help?

---

  - What would happen to your health if you were stressed out for a long period of time? Why?

### ★ 4TH QUARTER CONVERSATION (5-10 MIN)

- 
- What are some things that stress you out?

---

  - What do you do to deal with those things?

---

  - Your mission: Next time you feel stressed, try getting active for at least 30 minutes. You can run, jump rope, dance, play sports, do yoga, or whatever you like. When you finish, come back here and write down how you feel. Are you less stressed?

## Oncourt Session

Refer back to Lesson 3 in the previous section for full practice plan

TOPIC	KEY POINTS
Preparing to Play	<ul style="list-style-type: none"> <li>Use this activity to get the players warmed up and thinking positively.</li> </ul>
WARM UP ACTIVITY	DESCRIPTION
Stress Busters	<ul style="list-style-type: none"> <li>Ask girls to find a partner and line up facing their partner on opposite sides of the room. There should be plenty of space in between each pair. Explain that you are going to call out a physical task to do (like “jumping jacks”) and once everyone is ready you will give the girls a question. When you finish the question, say “GO!” and girls will have to meet their partners in the center of the room to answer the question while continuing to do the physical task. When you say “STOP!” girls will have to run back to their starting place. Repeat the process, using the tasks/questions below until time is up.</li> <li>(Tasks) Questions:</li> <li>(Hop on one foot)—What can you do if you’re stressed about having too much homework?</li> <li>(Jumping Jacks)—What can you do to deal with the stress of parents/family members fighting?</li> <li>(Jumping)—What can you do if you are stressed about getting into an argument with a friend?</li> <li>(Jog in place)—Name one physical activity you could do to help you feel better when you’re stressed.</li> </ul>
DURATION	
15 minutes	

★ WRAP UP (5 MIN)

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**Ask girls to answer the following question:** “What’s one new thing you can try to help you cope next time you feel stressed?” Go around the room and give each girl a chance to briefly answer the question. If you are short on time, take a few volunteers rather than taking answers from each girl in the group.

★ ADMINISTRATOR PARTING WORDS

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**Stressed out? Try these stress-busting strategies:** Close your eyes and take a big, deep breath. Get active and work it out! Go for a run, walk, or bike to get your body and mind moving in a positive direction. Stressed about school? Try talking to your teachers or guidance counselor to get some extra help. Try not to save studying and doing homework for the last minute. Express yourself! Talk it out with someone you trust or write down your feelings in a poem, rap, or journal.

Chapter Four ★ Ages 11-14

# DEALING WITH DIFFICULT FEELINGS

## ★ SESSION OBJECTIVES

**By the end of this session, girls will be able to:**

- Understand various sources of conflicts in families—and understand that problems at home are common.
- Recognize that there are many different types of families (e.g., single-parent, same-sex parents, parents who aren't married, grandparents as primary caregivers, adoptive/foster families, etc.).
- Identify healthy ways of dealing with difficult family issues.

## ★ ADDITIONAL MATERIALS/EQUIPMENT NEEDED

- Workbook for each girl
- Volleyball (or similar)

## ★ HEALTHY SNACK SUGGESTION

- The athlete whose story is featured in this session is **Carolyn Swords**. Her favorite snacks are a homemade smoothie, apple or banana with nut butter, pretzels and hummus, fruit or cheese.
- **See Appendix C:** Healthy Snack List for other ideas.

## ★ ADMINISTRATOR TIPS

- You will need to prepare for the “Feelings Volleyball Toss” activity in advance of the session by writing down various common family “issues” on different parts of the ball.

- 
- Throughout the session, look for opportunities to affirm that there are many types of families. Some families consist of a single parent, same-sex parents, parents who aren't married, grandparents as primary caregivers, an adoptive/foster family, etc.
- 
- Remember that talking about family can be a sensitive topic. Encourage girls to share if they want to, but allow girls who may not be ready to talk about personal issues to talk about them in a general way, rather than talking about their own personal experiences. Be aware of your program's policies regarding confidentiality, and make sure to be clear with girls that if they share something that gives you cause for concern that they may be in danger, you won't be able to keep it a secret.

### ★ INTRODUCTION (10-15 MIN)

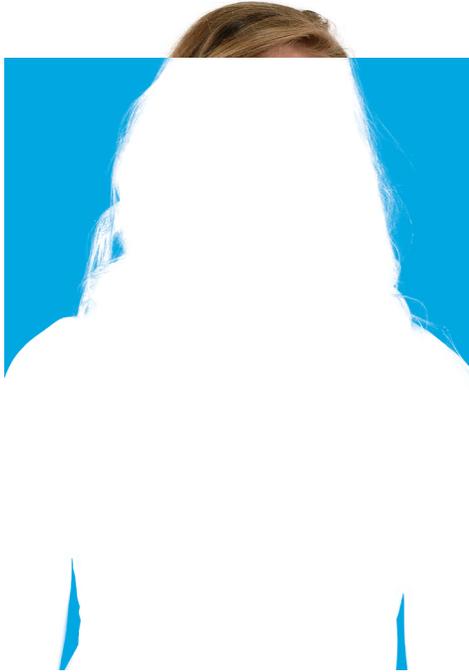
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- Welcome girls to the session. Do a quick check-in and ask the girls how they are feeling. Let them know that the topic of today's activity will be about family issues. Ask girls to define the word "family." Ask them to describe different compositions of people that may make up a family. Explain to girls that no matter who is in a family, there are times when everyone doesn't get along.

### ★ STORY – READ AND DISCUSS (20 MIN)

---

- Read "**Making The Best of It**" by **Carolyn Swords**. You can read the story aloud to the girls and encourage them to follow along on page 216 of the workbook, or you can ask for volunteers to help you read the story aloud, assigning a short section or paragraph to each volunteer.



# Carolyn Swords



**TEAM** Las Vegas Aces

**POSITION** Center

**CLAIM TO FAME** The only WNBA player to start every game in the 2016 season!

When I was nine years old, my mom passed away from cancer. I wasn't really prepared to lose a parent. No one that young ever is.

Afterwards, my aunt—my mom's older sister—and her sons stepped in and brought my two siblings and me into their family. My aunt treated us like her own children, and my cousins treated us like their siblings. Some days were harder, and we would talk about my mom's death and cry together. Most days, we were determined to wake up and keep living life: go to school, do our homework, attend sports practices. Eventually, we experienced healing and adjusted to what is often termed the "new normal." We remembered the happy memories we shared with my mom. We embraced and enjoyed our new combined family, including my dad, my aunt, and my cousins. I now call my aunt, "mom," and my cousins, "my brothers."

When I was 18, adversity struck again: my dad died of a heart attack. I was just about to start classes and basketball at Boston College, and once again I had to deal with a big shock. This time, I turned to basketball and my teammates for comfort. Practicing and working out gave me something else to focus on for an

hour or two each day, a temporary relief from the sadness. Exercise made my body feel better—even if my mind was distracted—because physical activity makes your body produce something called endorphins, which help put you in a better mood.

Death, like other hardships in life, is often beyond our control. What we can control is how we react. For sure, it's important to take time to feel what you're feeling in the moment: sad, angry, confused—whatever you're feeling is okay. But it's also important to remember that throughout our lives we can make choices about who we will be and how we will act, despite how we are feeling in that moment.



For me—first when my mom died and later when my dad died—that meant trying to be positive and moving forward in my life: get out of bed, go to school, work hard at practice, be a good sister, be a good person. I learned that every day is a new opportunity to heal.



**It's important to remember that throughout our lives we can make choices about who we will be and how we will act.**



## ★ DISCUSSION QUESTIONS

---

- Do you know anyone that has dealt with a death in their family? How did they handle it?
  - Living with her aunt and cousins gave Carolyn a unique kind of family. What are some other types of families? (Elicit: two-parent, single parent, same-sex, adoptive, grandparents as caregivers, etc.)
  - How do you think getting involved in sports or other physical activities can help girls deal with difficult issues at home?
  - When there is stress at home, how can moving your body help you deal with it?
- 

## ★ 4TH QUARTER CONVERSATION (10 MIN)

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- In the space below, write about or draw a picture of your family.
  - Who's in it?
  - What do you love about your family?
  - Who are you closest to?
  - What role do you play in your family?

## Oncourt Session

Refer back to Lesson 5 in the previous section for full practice plan ★

TOPIC	KEY POINTS
Preparing to Play	<ul style="list-style-type: none"> <li>Use this drill to discuss important issues. Make sure the game creates a fun environment which will increase the players willingness to engage.</li> </ul>
WARM UP ACTIVITY	DESCRIPTION
Volleyball Toss	<ul style="list-style-type: none"> <li>Use an existing ball or create a ball using newspaper, paper, and tape. On different parts of the volleyball write down examples of difficult family issues that people may experience. Some examples include parents' divorce, moving, new sibling, death in the family, parent loses a job, illness, etc.</li> <li>Set up the volleyball "court." You can use masking tape to mark the area that counts as "in bounds." If you don't have a net you can use chairs or tape to divide the two sides of the court. Show girls how to serve the ball and explain the rules of the game: Each side gets up to three hits to get the ball over to the other side. No one can touch the ball twice in a row and the ball must land in bounds when it reaches the other side.</li> <li>Explain that the "twist" in this game is that if a team doesn't get the ball over the "net" or hits it out of bounds, they have to read one of the family issues on the ball and share one idea for how someone could deal with that issue. When everyone is ready, begin the game.</li> </ul>
DURATION	
15 minutes	

★ WRAP UP (5 MIN)

---

**Ask girls to answer the following question:** “What advice would you give to a friend who was dealing with difficult issues at home?” Go around the room and give each girl a chance to briefly answer the question. If you are short on time, take a few volunteers rather than taking answers from each girl in the group.

★ ADMINISTRATOR PARTING WORDS

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What makes a perfect family? In real life, there is no such thing! Families are made up of humans, and humans aren't perfect. Family issues can affect your life in big ways. What do you do if your parents get divorced, or a sibling gets in trouble with the law, or a family member is addicted to alcohol or drugs? Know this: you're not alone! Every kid will struggle with something at home at some point. You may feel like it's just you, but someone somewhere is feeling the same way.

---

Find someone you can talk to about the hard stuff you are going through. Embarrassed to talk to your friends? Try talking to a teacher, coach or counselor that you trust. Or how about talking directly to your family? Let them know how you're feeling. Whatever you do, get it off your chest!

---

We can't choose our families, but we can choose what we learn from them. Teach yourself to soak up all the love and good qualities they have. When they mess up, learn from their mistakes.

Chapter Six ★ Ages 11-14

# SMOKING & SUBSTANCE ABUSE

\*Tricky Topic

## ★ SESSION OBJECTIVES

**By the end of this session, girls will be able to:**

- Understand facts and myths about smoking and substance abuse.
- Identify strategies for dealing with pressure to smoke, drink, or abuse drugs.

## ★ ADDITIONAL MATERIALS/EQUIPMENT NEEDED

- Cones
- Stopwatch
- Cards with questions written on them

## ★ HEALTHY SNACK SUGGESTION

- The athlete whose story is featured in this session is **Allisha Gray**. Her favorite healthy snack is green grapes.
- **See Appendix C:** Healthy Snack List for other ideas.

## ★ ADMINISTRATOR TIPS

- You will need to prepare the cards for the “Think on Your Feet” activity in advance of the session. Write down one question on each card, but don’t write down the answers. Those are for you to share with the girls after the activity.

- 
- The girls may have many questions about the effects of smoking and substance abuse. It may be helpful to have additional resources and materials on hand that may answer any additional questions. You may wish to consider bringing in an expert on substance abuse to co-facilitate the session and address any questions the girls may have about this subject.

#### ★ INTRODUCTION (10-15 MIN)

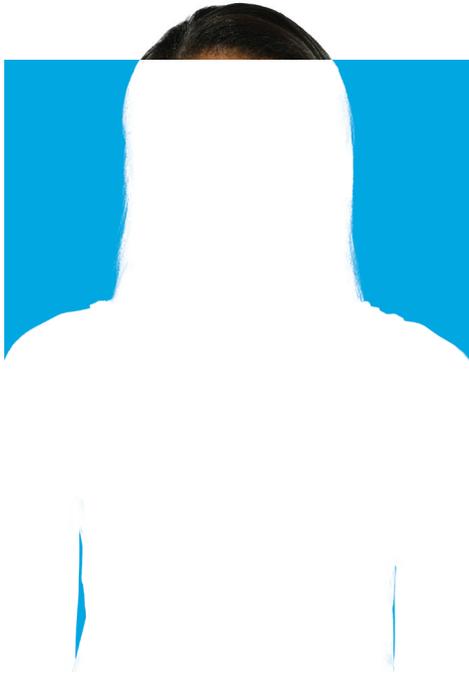
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- Welcome girls to the session. Do a quick check-in and ask the girls how they are feeling. Let them know that in today's session we'll be talking about smoking and substance abuse. Ask them for examples of "substances" that people use that can harm them.

#### ★ STORY – READ AND DISCUSS (20 MIN)

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- Read "**The Key To Staying In Control**" by Allisha Gray. You can read the story aloud to the girls and encourage them to follow along on page 224 of the workbook, or you can ask for volunteers to help you read the story aloud, assigning a short section or paragraph to each volunteer.



# Allisha Gray



**TEAM** Dallas Wings

**POSITION** Guard

**CLAIM TO FAME** 2017 WNBA Rookie of the Year

One time, in college, some friends picked me up to go to a party. As soon as we walked in, another student asked if we wanted a drink—meaning something with alcohol in it. I said a polite “no.” And as the night went on I was really glad I did. I watched other students down drink after drink after drink, to the point where they looked really out of control. It did not look fun. In fact, the way they were acting—how they moved, what they said—made me very uncomfortable and I decided to go home. There was pressure for me to join in the drinking, but I knew I didn’t want anything in my body that would make me feel so scarily out of control. I’m so happy I resisted, because I was able to walk back to my room safely with one of my friends.

To be honest, a major reason why I stay away from alcohol, drugs, cigarettes and vape is so I can be at the top of my game. I think of my body like it’s a car. If you put bad gas into a car, it breaks down. I know that if I put alcohol, drugs or any kind of smoke into my body, it will break down, too. There would be no way I could compete against the top players in my league.



If you want to be your best at anything in life, you have to keep your body in shape and your mind sharp by eating healthy foods and taking care of yourself. As a professional basketball player, I compete against some of the best female athletes in the world. They are tough and strong, in both body and mind. To compete against them, I have to train my body and mind with healthy actions.

If I drank a lot of alcohol, used drugs, smoked or vaped, I wouldn't be the athlete I am today. I wouldn't be motivated, or able, to train hard enough to keep my body in the best shape possible.

It's not complicated. If you want to live a long and healthy life, it's best to stay away from harmful things. There are so many more fun things you can do instead!

“

**If you want to be your best at anything in life, you have to keep your body in shape and your mind sharp by eating healthy foods and taking care of yourself.**

”

★ **DISCUSSION QUESTIONS**

- 
- How does Allisha compare her body to a car? How would using drugs, alcohol, cigarettes or vape affect how she performed on the court?
- 
- Why do you think some people continue to drink, smoke, or use drugs even though it's hurting them?
- 
- What can people do to get help if they realize they have a problem with smoking, alcohol, or drugs?

★ 4TH QUARTER CONVERSATION (10 MIN)

---

**Get a Handle on Drinking, Smoking and Drugs!**

---

- Don't be dumb – NEVER get into a car with a driver who's been drinking or using drugs!
- Be creative: life is full of natural highs. Hike, bike, go to concerts, try a new restaurant. Find healthy, fun ways to spend your time.
- Be strong – don't be a victim of peer pressure.
- Be honest with your friends who are drinking, smoking or using drugs. Tell them you're concerned and help them find support if they need it.
- Consider your goals – school, athletic and life. Drinking, smoking and getting high won't help you reach them!
- How can you tell someone near you to stop smoking?
- Would you be able to?
- How does it feel to stand up for yourself?
- In what other situations can you use this ability?

## Oncourt Session

Refer back to Lesson 6 in the previous section for full practice plan ★

TOPIC	KEY POINTS
Preparing to Play	<ul style="list-style-type: none"> <li>Encourage everyone to be active and open-minded.</li> </ul>
WARM UP ACTIVITY	DESCRIPTION
Think on Your Feet	<ul style="list-style-type: none"> <li>Break girls into two teams and ask them to line up, one in front of the other. Set up two sets of cones in two separate parts of the room. (If you don't have cones, you can use chairs or any other sturdy object). Attach a card with a question pre-written on it to each cone.</li> <li>Explain that this is a team race. When you say "GO!" the team will run together to the first cone and collect the card taped to it, then run back to the start line. Then the entire team will run together to the second cone and collect the card taped to it, then run back to the start line. The whole team should repeat this sequence until the team has collected all of the cards and made it back to the start line.</li> <li>When the entire team is back at the start line, tell the girls that they should jog in place as they answer all of the questions on the cards together.</li> <li>When everyone is ready, begin the race. Use a stopwatch to keep track of the time it takes each team to finish.</li> <li>When both teams have completed the entire circuit, ask them how they answered each question and share the correct answers with the whole group. After you have reviewed the questions and answers, challenge each group to repeat the race again and see if they can beat their original time.</li> </ul>
DURATION	
12 minutes	

CONTINUED ►

TOPIC	DESCRIPTION
<b>Preparing to Play</b>	<b>Questions (Answers)</b>
WARM UP ACTIVITY	<ul style="list-style-type: none"> <li>● <b>True or False:</b> You can't get addicted to smoking cigarettes until you've been smoking for years (False)</li> </ul>
<b>Think on Your Feet</b> <b>CONTINUED</b>	<ul style="list-style-type: none"> <li>● <b>True or False:</b> It is legal for teenagers to drink alcohol if their parents say it's OK. (False)</li> <li>● <b>True or False:</b> Since marijuana is a plant, it doesn't count as a "real" drug. (False)</li> </ul>
DURATION	
<b>12 minutes</b>	<ul style="list-style-type: none"> <li>● <b>True or False:</b> Drinking alcohol can cause cancer. (True)</li> <li>● <b>True or False:</b> It is legal for people age 21 and over to drink alcohol. (True)</li> <li>● <b>True or False:</b> You can't get addicted to drugs that are prescribed by a doctor. (False)</li> <li>● <b>True or False:</b> Drinking too much can cause "alcohol poisoning." (True)</li> <li>● <b>True or False:</b> You can always tell by looking at someone if they are addicted to alcohol or drugs. (False)</li> <li>● <b>True or False:</b> Alcohol is not a "real" drug. (False)</li> <li>● <b>True or False:</b> Only adults can become addicted to alcohol or drugs. (False)</li> </ul>

★ WRAP UP (5 MIN)

---

**Ask girls to answer the following question:** “What is one thing you can do to avoid being pressured into smoking, drinking, or using drugs?” Go around the room and give each girl a chance to briefly answer the question. If you are short on time, take a few volunteers rather than taking answers from each girl in the group.

Chapter Seven ★ Ages 11-14

# DATING & SEX

\*Tricky Topic

## ★ SESSION OBJECTIVES

**By the end of this session, girls will be able to:**

- 
- Understand how to decide when they are ready to date or have sex.
- 
- Identify strategies for responding to pressure to engage in these activities before they are ready.

## ★ HEALTHY SNACK SUGGESTION

- 
- The athlete whose story is featured in this session is **Essence Carson**. Her favorite healthy snack are organic fruit snacks
- 
- **See Appendix C:** Healthy Snack List for other ideas.

## ★ ADMINISTRATOR TIPS

- 
- You may want to inform parents about the content of this session in advance so they can decide whether or not their daughter can participate.
- 
- Dating and sex can be tricky topics to discuss with young people. You may wish to bring in someone with expertise in sexual health and decision-making, such as a social worker, counselor or medical professional to address any questions girls may have about this topic. Girls in your group may have varied experiences with dating and sex. Be sure to keep the conversation nonjudgmental. Encourage girls to share their ideas and questions, but let them know they don't have to share any personal information about their own experiences if they don't want to.

- 
- Try to reinforce the message that it is normal for girls to want to date or to have sexual feelings and there is no one “right” age at which this should happen. The most important thing is to help girls identify what it means and feels like to be “ready” for these activities, so that they can ultimately make those decisions for themselves with confidence, and not in response to pressure from others.

#### ★ INTRODUCTION (10-15 MIN)

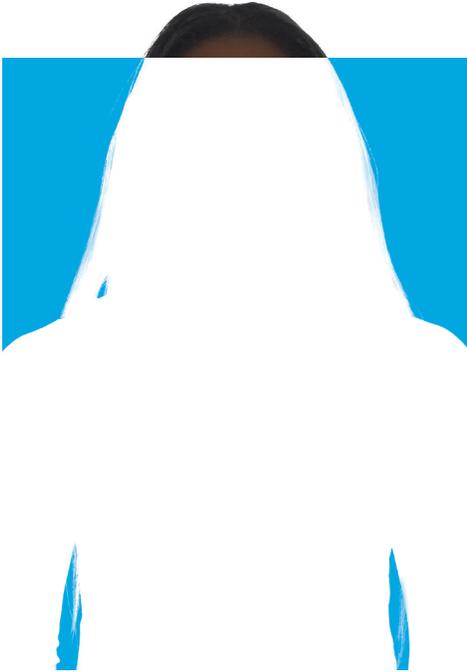
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- Welcome girls to the session. Do a quick check-in and ask the girls how they are feeling. Let them know that the topic of today’s activity will be about dating and sex. Ask the girls at what age they think it’s OK to start dating and why. Ask girls, “How does someone know when they’re ready to have sex?”

#### ★ STORY – READ AND DISCUSS (20 MIN)

---

- Read “**Common Sense About Sex**” by **Essence Carson**. You can read the story aloud to the girls and encourage them to follow along in their workbook, or you can ask for volunteers to help you read the story aloud, assigning a short section or paragraph to each volunteer.



# Essence Carson



**TEAM** Los Angeles Sparks

**POSITION** Shooting Guard/Small Forward

**CLAIM TO FAME** WNBA Champion and All-Star

You should never do anything physical that you don't want to do in a relationship if you are not mentally ready. I've been lucky enough that no one has ever made me feel bad for not wanting to be physically intimate with them. All the people I've dated have understood that my comfort was the most important factor in deciding what I wanted to do and when.

I'm also lucky that I play sports, because that helped me deal with the challenges around dating and sex. Through sports, I became more familiar with my body, more in tune. That's so important, because sex is only right when your body and your mind are ready for it. As an athlete, I have regular check-ups with a doctor. At first, these appointments made me a little uncomfortable, but when I got older I realized how important it was for me to really understand my body.

My youth basketball league did a great job educating us about our health during the playing season. They made sure we knew everything we needed to know as young women. These educational sessions made me feel more confident, and I think that led to better decision-making. Information is power!

At the end of the day, you are in charge of your body. Trust yourself that you will know when you are ready to take a step towards a new level of physical closeness—you shouldn't need to be convinced or forced. Anyone who pressures you to do something you aren't ready for isn't worried about what's best for you. My best advice: Stay away from people like that. In any relationship, you deserve better!

“ Trust yourself that you will know when you are ready to take a step towards a new level of physical closeness—you shouldn't need to be convinced or forced. ”



### ★ DISCUSSION QUESTIONS

- 
- How did playing sports prepare Essence for the challenges of dating and sex?
- 
- What does it mean to “trust yourself”?
- 
- What can girls do to deal with the pressure of having sex before they’re ready?
- 
- Can you think of some ways to show other people that you are in charge of your body?

### ★ 4TH QUARTER CONVERSATION (10 MIN)

- 
- How will you know when you’re ready to start dating? What about sex? Here are some things to think about to help you make the decisions that are right for you:
- 
- Are you feeling pressured? Dating and sex are choices you can’t make just because someone else wants you to.
- 
- Are things moving too fast? Anyone worth dating will respect your feelings and be willing to take things slowly! If someone is pressuring you to be their girlfriend or have sex with them before you’re ready, head for the door!
- 
- Are you prepared to deal with the consequences? Make sure you understand what could happen before you decide to start dating or become sexually active. Get all the information from a reliable source before you make any big decisions!

## Oncourt Session

Refer back to Lesson 7 in the previous section for full practice plan 

TOPIC	KEY POINTS
Preparing to Play	Be sure to share answers that the players may not have used.
WARM UP ACTIVITY	DESCRIPTION
Decision Tag	<ul style="list-style-type: none"> <li>• Tell the girls they're going to play a game of tag. Select one volunteer to be "it." Explain that when you say "GO!" the girls should start running around the room. When the person who is "it" tags someone, they have to stay frozen in place. In order to become "unfrozen," that girl has to say one reason a girl might decide she wants to date someone.</li> <li>• After a few minutes, pause the game and choose a new person to be "it." Tell girls that now, in order to become "unfrozen," they will need to say one reason a girl might choose not to date someone before she feels ready.</li> <li>• Repeat this process with some of the following ways of becoming "unfrozen":               <ul style="list-style-type: none"> <li>○ Share one way a girl will know when she is ready to date.</li> <li>○ Share one way a girl will know when she is ready to have sex with someone.</li> <li>○ Share one reason a girl might choose not to have sex before feeling "ready."</li> <li>○ Share one thing a girl can say to someone who is pressuring her to date or have sex before she is ready.</li> </ul> </li> </ul>
DURATION	
12 minutes	

★ WRAP UP (5 MIN)

---

**Ask girls to answer the following question:** “What would you say if someone pressured you to date or have sex before you are ready?” Go around the room and give each girl a chance to briefly answer the question. If you are short on time, take a few volunteers rather than taking answers from each girl in the group.

Chapter Eight ★ Ages 11-14

# DIVERSITY

## ★ SESSION OBJECTIVES

**By the end of this session, girls will be able to:**

- 
- Define diversity and articulate the positive aspects of being part of a diverse group.
- 
- Get to know each other and question their assumptions about others in the group.

## ★ HEALTHY SNACK SUGGESTION

- 
- The athlete whose story is featured in this session is **Sugar Rodgers**. Some of her favorite healthy snacks are vegan burgers and coconut milk ice cream sandwiches.
- 
- **See Appendix C:** Healthy Snack List for other ideas.

## ★ ADMINISTRATOR TIPS

- 
- Diversity can be a fun, but challenging, topic to discuss. It is important when talking about diversity to be aware of our own prejudices and to put them aside for the sake of having an open dialogue. Be sure to correct assumptions, stereotypes, or misinformation you hear during the session in a non-punitive way.
- 
- This session helps girls explore and celebrate their differences. Be sure to reinforce the importance of communicating respectfully at all times so that no one in the group feels “singled out” at any point during the discussion or activities.

- 
- Try to help girls make connections about how participating in sports can build respect within a group. Working as a team and getting to know others by participating in sports or other group physical activities can help “level the playing field” and lets girls get to know one another outside of their existing groups of friends or “cliques” they may belong to in school.

### ★ INTRODUCTION (10-15 MIN)

---

- Welcome girls to the session. Do a quick check-in and ask the girls how they are feeling. Let them know that the topic of today’s activity will be about diversity. Ask girls to define the word “diversity.” Discuss how they see diversity just by looking around at the other girls in the group. Discuss other ways diversity may not be easily seen.

### ★ STORY – READ AND DISCUSS (20 MIN)

---

- Read “**Diversity Means Everyone is Different-And That’s Okay**” by **Sugar Rodgers**. You can read the story aloud to the girls and encourage them to follow along in their workbook, or you can ask for volunteers to help you read the story aloud, assigning a short section or paragraph to each volunteer.



# Sugar Rodgers



**TEAM** New York Liberty

**POSITION** Guard

**CLAIM TO FAME** WNBA All-Star and Woman of the Year

When I was little, my mother was my biggest fan. She always knew how to make me feel special. “You don’t belong in that group,” she’d say. “You’re different and that’s okay.” Because I grew up in Suffolk, Virginia—a place most would call “the ‘hood”—it was important to hear that she believed in me. Drugs and crime were a way of life in my neighborhood but not the path I wanted to follow. I was hungry for another route.

Basketball saved me. I avoided falling into the same hopeless traps as friends and others I grew up with by working hard and developing my talent. Staying in the gym didn’t just make me a better basketball player—it also kept me busy, off the streets and focused on my goal of becoming a college athlete. And I did it—I became a Hoya at Georgetown University!

Georgetown is in Washington, D.C., just a three-hour drive north of my hometown. But when I got to the campus, I felt like I was in an alternate universe. This new world was really unfamiliar and a big shock. I felt like I didn’t belong. I thought I was “too black” to be part of the college, which had mostly white students. The clothes I wore, the way I talked, my accent—it all made me feel like I wasn’t proper

enough. Everything about me seemed different from other students. It hurt deep down inside. When I went to classes and was basically the only black girl, it was uncomfortable. At first, I kept to myself and didn't tell anyone how I felt.

Then I remembered my mother's words. She passed away from a disease called lupus when I was 15, but she's still always by my side. When I was feeling sad in college, her spirit reminded me that I was enough. She had taught me to accept my uniqueness. I started to believe that I belonged. That helped me look around and see that there were people who accepted me at Georgetown. I'd see students who were in my class cheering for me at games.

I've learned that everybody feels different in their own way. I respect those differences because I know how it hurts to feel unwelcome. Today, if a little girl tells me she doesn't fit in, I share my mom's words with her: "You are enough!"

I love that basketball brings people together, no matter the color of their skin, their beliefs or their values. I believe the world will be a better, happier place when we all learn to accept one another in all our diversity.



“

I love that basketball brings people together, no matter the color of their skin, their beliefs or their values.

”

## ★ DISCUSSION QUESTIONS

- 
- How did Sugar feel when she first got to college?
- 
- Have you ever felt that you were different, or that you didn't belong?
- 
- If you meet someone who is different from you, what can you do to get to know them?
- 
- How does being around people who are different from us make our lives better?
- 
- Sugar says that basketball brings people together. How can participating in sports help people embrace and appreciate diversity?

## ★ 4TH QUARTER CONVERSATION (10 MIN)

- 
- We all have things about us that make us special and unique. Write down all the things that make you the special person you are.
- 
- Diversity is all about different kinds of people getting together and getting along.
    - Are there people in your life who you LOVE who are somehow different from you?
    - Who are they and why are they so special to you?

## Oncourt Session

Refer back to Lesson 8 in the previous section for full practice plan ★

TOPIC	KEY POINTS
Preparing to Play	<ul style="list-style-type: none"> <li>Encourage the players to embrace what makes them unique.</li> </ul>
WARM UP ACTIVITY	DESCRIPTION
Group Formations	<ul style="list-style-type: none"> <li>Ask girls to start jogging around the room. Explain that you are going to call out a direction for them to get into groups. They should run to form groups based on your direction. Once they are in their groups they will jog in place as they answer a question you ask. When everyone is ready, give the first direction. Once the girls are in groups, give them the question to discuss. Once they've had a few minutes to talk, repeat this process with a new direction/question.</li> </ul> <p><b>Direction (Question)</b></p> <ul style="list-style-type: none"> <li>Group yourselves by the season you were born in. <b>Question:</b> What is your favorite book of all time?</li> <li>Group yourselves by different lengths of hair <b>Question:</b> Where does your family come from?</li> <li>Group yourselves by favorite color <b>Question:</b> Who are your best friends?</li> <li>Group yourselves by favorite type of music. <b>Question:</b> What do you want to do when you grow up?</li> <li>Group yourselves by birth order: oldest, youngest, middle, or only child <b>Question:</b> Why do you think it's important to be able to get along with people who are "different" from you?</li> </ul>
DURATION	
12 minutes	

★ WRAP UP (5 MIN)

---

**Ask girls to answer the following question:** “What is one good way to get to know someone that may be different from you?” Go around the room and give each girl a chance to briefly answer the question. If you are short on time, take a few volunteers rather than taking answers from each girl in the group.

Chapter Nine ★ Ages 11-14

# BULLYING

## ★ SESSION OBJECTIVES

**By the end of this session, girls will be able to:**

- Define bullying and understand its effects on those who experience it.
- Articulate the importance of not bullying others.
- Identify strategies for standing up to bullies.

## ★ HEALTHY SNACK SUGGESTION

- The role model whose story is featured in this session is **Brittney Griner**. Her favorite healthy snack is water.
- **See Appendix C:** Healthy Snack List for other ideas.

## ★ ADMINISTRATOR TIPS

- Every school has bullies. They taunt, spread rumors, physically intimidate, and psychologically ignore and exclude. The girls who are the “targets” can feel lasting consequences. The fear and stress can lead to all kinds of physical and emotional problems. Bullying is not just “kids being kids”—girls need to learn how powerful these behaviors are on others and how to defend themselves and become resilient to bullying.
- Bullying can be a tricky subject to discuss with young people. If you have never received anti-bullying training, it would be a good idea to review some resources on bullying before leading this session.

- 
- This chapter on bullying leads into Chapter 10, which focuses on the topic of Harassment. These two topics are closely linked, but it is important to understand the distinction. Both involve behavior that threatens, hurts, or intimidates. The main distinction between bullying and harassment is that the latter involves targeting a victim specifically because of their race, gender, sexual orientation, religion, or level of physical ability. This session on bullying aims to help girls learn how to avoid bullying others and how to respond if they or someone they know is being bullied.

#### ★ INTRODUCTION (10-15 MIN)

---

- Welcome girls to the session. Do a quick check-in and ask the girls how they are feeling. Let them know that today's activity will be about bullying. Ask girls to define what bullying is. Ask the girls to give examples of bullying that they have seen or heard about.

#### ★ STORY – READ AND DISCUSS (20 MIN)

---

- Read “**Just Say No to Bullying**” by **Brittney Griner**. You can read the story aloud to the girls and encourage them to follow along in their workbook, or you can ask for volunteers to help you read the story aloud, assigning a short section or paragraph to each volunteer.



# Brittney Griner



---

**TEAM** Phoenix Mercury

---

**POSITION** Center

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**CLAIM TO FAME** 2016 Olympic Gold Medal Winner  
and 2014 WNBA Champion

One day in sixth grade, I was sitting off to the side in school and heard a group of kids talking about me. They were arguing about whether I was a girl or a boy, basically right in front of me. One of the girls came over and touched my chest and told the kids, “No, look, she doesn’t have a chest so she is a boy.” It made me feel weird. I felt like I wasn’t part of a group—a castaway kind of—all because I looked different.

At first, I didn’t handle the situation too well. I started acting out in school and got in trouble a lot. I was trying to stand up for myself but maybe not in the best way. I started picking on the bullies—people who picked on other people—because I had just had enough. That wasn’t a good idea, though, because two wrongs really don’t make a right.

Looking back on it, I wish I had told my parents or found a teacher who I felt safe around to talk to. Instead, I wrote little short stories about my situation. The characters were different than me but they helped me to work through my feelings in a healthy way.

Sports also gave me a good place to work out my anger and aggression. I was able to take all of my feelings and use them to push me to work harder and harder every day in practice. They motivated me to be a better player in games.

As I got older, and became more comfortable with who I am, I wanted to speak up for victims and speak out against bullying. Bullying is something that's not talked about enough. It needs to stop everywhere, but especially in gay and lesbian communities, where it's almost never mentioned and happens a lot. People don't want to talk about it because it can be uncomfortable, but I want to use my platform as a professional athlete to make people pay attention.

So, if you think there's even a chance you're bullying someone—making them feel bad for just being who they are—I want you to think about your family members. You wouldn't want your mother, father, sibling or best friend to be bullied. You wouldn't want them to feel bad, so you should never make others feel bad about themselves.

And if you're being bullied in any way, I want you to talk to a teacher, parent, guidance counselor or any adult you can trust—even the cafeteria worker or the custodian at school! Just find someone to talk to who can help you out. Things can and will get better. I know, because they did for me.



**If you're being bullied in any way, I want you to talk to a teacher, parent, guidance counselor or any adult you can trust.**



## ★ DISCUSSION QUESTIONS

- 
- When she was being bullied, how did Brittney handle the situation at first? What are some of the better ways she learned to deal with her feelings?
- 
- What could you say to stop a friend who was bullying someone?
- 
- What else can girls like you do to stop bullying in your schools and communities?
- 
- What does Brittney recommend you do if you are being bullied? What if you may be bullying someone else?

## ★ 4TH QUARTER CONVERSATION (10 MIN)

- 
- There ARE things you can do to help stop bullying at your school. Here are some things other kids have done:
    - Talk to the teachers and principal at your school about starting a peer mediation group, where kids get trained to mentor and counsel each other.
    - Have student leaders like the Student Council and others take a bullying course.
    - Make the choice NEVER to laugh at, encourage, or egg-on a situation where someone is being bullied. Talk to your friends about doing the same.
    - Why do you think people bully other people?
    - Have you ever been bullied? How did you deal with it?
    - Who could you talk to about it?
    - What could you say to stand up for yourself?
    - Have you ever witnessed someone else being bullied? How did you respond?

## Oncourt Session

Refer back to Lesson 9 in the previous section for full practice plan ★

TOPIC	KEY POINTS
Preparing to Play	<ul style="list-style-type: none"> <li>Encourage the players to be candid and share their thoughts.</li> </ul>
WARM UP ACTIVITY	DESCRIPTION
Follow the Leader	<ul style="list-style-type: none"> <li>Ask girls to stand in a circle. Explain to the girls that you are going to play a game of "Follow the Leader." You will select one person to be the "detective." The detective will close her eyes while you select someone else in the group to be the "leader." This person will start a motion (such as jumping jacks, side stretches, or hopping) that the rest of the group will follow. You may wish to set some guidelines about the motions to make sure they really get the group moving. See below for some examples.</li> <li>Once the group is following the leader, the detective must stand in the center of the circle and try to figure out who the leader is. The leader should try her best to be subtle so the detective has a hard time guessing who's "it."</li> <li>When everyone is ready, begin the game. Give the detective three guesses. If she is unable to guess correctly, she must answer a question about bullying. If she does guess correctly, then the leader has to answer a question. See below for some sample questions, and feel free to add your own.</li> <li>Once the round is complete, continue the game by selecting a new detective. Ask the detective to close her eyes, then select a new leader. Repeat the game until time is up.</li> </ul> <p><b>Sample Motions:</b></p> <ul style="list-style-type: none"> <li>Jumping jacks, Sit-ups, Push-ups, Arm circles, Side stretches</li> </ul>
DURATION	
10 minutes	

CONTINUED ▶

TOPIC	KEY POINTS
Preparing to Play	<p><b>Sample Questions:</b></p> <ul style="list-style-type: none"> <li>• What's one way to stop a bully?</li> <li>• Who is one person you could tell if you witnessed someone being bullied?</li> <li>• What is one thing you could say to someone who is bullying you?</li> <li>• What strategies did you hear people share about dealing with bullies?</li> <li>• Why do kids bully each other? Why should they stop?</li> </ul>
WARM UP ACTIVITY	
Follow the Leader CONTINUED	
DURATION	
10 minutes	

### ★ WRAP UP (5 MIN)

**Ask girls to answer the following question:** "What is one thing you could do to stand up for yourself if you were being bullied?" Go around the room and give each girl a chance to briefly answer the question. If you are short on time, take a few volunteers rather than taking answers from each girl in the group.

Chapter Ten ★ Ages 11-14

# HARASSMENT

\*Tricky Topic

## ★ SESSION OBJECTIVES

**By the end of this session, girls will be able to:**

- Define harassment—understand the difference between bullying and harassment.
- Identify ways of responding to harassment.

## ★ MATERIALS/EQUIPMENT NEEDED:

- Signs that say “harassment” and “harmless”
- Masking tape

## ★ HEALTHY SNACK SUGGESTION

- The athlete whose story is featured in this session is **Rebekkah Brunson**. Her favorite healthy snacks are popcorn and nuts.
- **See Appendix C:** Healthy Snack List for other ideas.

## ★ ADMINISTRATOR TIPS

- There are various forms of harassment including verbal, physical, and sexual harassment. Another common form of harassment is girls being discouraged to participate in sports—by boys in school or even by adult coaches. Let girls know that they have the right to do any sport or activity they choose, no matter what anyone else says.

- 
- This chapter on harassment builds off of Chapter 9, which focuses on the topic of bullying. These two topics are closely linked, but it is important to understand the distinction. Both involve behavior that threatens, hurts, or intimidates. The main distinction between bullying and harassment is that the latter involves targeting a victim specifically because of their race, gender, sexual orientation, religion, or level of physical ability. This session on harassment aims to help girls understand how to respond to harassment whether it happens to them or someone they know.

### ★ INTRODUCTION (10 MIN)

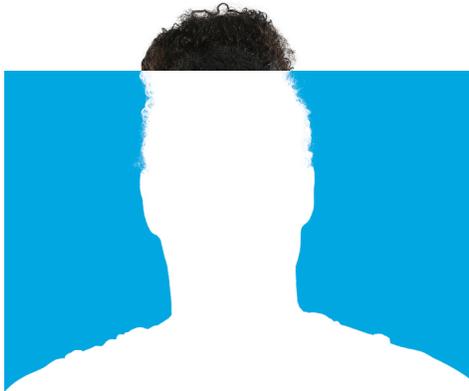
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- Welcome girls to the session. Do a quick check-in and ask the girls how they are feeling. Let them know that the topic of today's activity will be about harassment. Ask girls to define the word "harassment." Ask if girls know the difference between bullying and harassment. Ask if anyone can think of examples from TV, books, or movies that show the difference between bullying and harassment.

### ★ STORY – READ AND DISCUSS (15 MIN)

---

- Read **"You Can't Dunk On Me" by Rebekkah Brunson**. You can read the story aloud to the girls and encourage them to follow along in their workbook, or you can ask for volunteers to help you read the story aloud, assigning a short section or paragraph to each volunteer.



# Rebekkah Brunson



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**TEAM** Minnesota Lynx

---

**POSITION** Forward

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**CLAIM TO FAME** 5-time WNBA Champion

I think that I am one of many women who experience almost daily harassment from men of all ages, shapes, sizes and physical skill. When a woman is just walking down the street, she is sometimes the target of comments that come out of nowhere: “Hey, good looking”, or “Let me talk to you!” But for me, harassment comes my way through lame statements like, “I bet I can dunk on you.”

For whatever reason, some men feel the need to assess their masculinity by challenging a woman who seems to be athletic. They want to assert that they are dominant and try to intimidate me, even though it’s clear that I am a force. Subconsciously, these men are assuming that just because they are male, they must be better than me. Without even thinking about it, they are demeaning everything I have worked hard to earn. They are trying to strip away little pieces of me with every challenge.

Although these intrusive comments can make walking down the street challenging and take away from my peace of mind on my journey, they cannot change the strong woman

I am or all that I have accomplished. I stand up for myself by assuring these men that I would never be beat, dunked on or “taken” by any of them—I am confident in who I am and what I do! Though these experiences are frustrating, they don’t change the way I interact with or treat people. I cannot control other people’s behavior, but I can control my responses. So, I usually respectfully decline their challenges and keep moving forward.

“

**I stand up for myself by assuring these men that I would never be beat, dunked on or “taken” by any of them!**

”



### ★ DISCUSSION QUESTIONS

- 
- Rebekkah was the target of harassment because of her gender. Others may be harassed because of their race, religion, sexual orientation, or level of physical ability. Have you ever experienced (or witnessed) harassment?
- 
- What are some ways of dealing with harassment?
- 
- What other things would you tell a friend to do if she were being harassed in school or in her neighborhood?

### ★ 4TH QUARTER CONVERSATION (10 MIN)

- 
- What is harassment? Write your definition here:
- 
- Have you ever been harassed? What happened? How did it make you feel?
- 
- What do you think girls can do to stop harassment in their schools or communities?

## Oncourt Session

Refer back to Lesson 10 in the previous section for full practice plan ★

TOPIC	KEY POINTS
Preparing to Play	<ul style="list-style-type: none"> <li>Encourage dialogue and help the players think through and talk through each scenario.</li> </ul>
WARM UP ACTIVITY	DESCRIPTION
Harassment or Harmless?	<ul style="list-style-type: none"> <li>Post a sign that says “harassment” on one end of the room and a sign that says “harmless” on the other side of the room. Explain that girls will begin by jogging in place in the center of the room. You’re going to read them a statement. After you read it, you’ll say “GO!” and girls will have to run to the sign that says “harassment” if they think your statement was an example of harassment, or the sign that says “harmless” if they feel it is not harassment.</li> </ul> <p><b>Statements:</b></p> <ul style="list-style-type: none"> <li>A boy bumps into you in the hallway at school and doesn’t say “excuse me.”</li> <li>Someone keeps calling your cell phone and hanging up when you answer.</li> <li>An older man stares at you in a way that makes you uncomfortable as you walk down the street.</li> <li>Your teacher says she’s disappointed in the grade you got on your last test.</li> <li>Your parents bug you to study when you get home from school every day.</li> <li>Another girl at school calls you names every time she sees you.</li> <li>Boys in your school make fun of you because you play sports.</li> </ul>
DURATION	
12 minutes	

CONTINUED ▶

TOPIC	DESCRIPTION
<b>Preparing to Play</b> <b>WARM UP ACTIVITY</b> <b>Harassment or Harmless?</b> <b>CONTINUED</b>	<ul style="list-style-type: none"> <li>Once you've gone through some of the statements on the list, when girls run to the "harassment" sign, ask them to share one thing they could do to respond to this kind of harassment. (Examples might include things like "telling a trusted adult what's happening" or firmly shouting "NO!", depending on which statement you are discussing.) Remind girls to continue jogging in place throughout the game so that they keep moving the whole time.</li> </ul>

### ★ WRAP UP (5 MIN)

**Ask girls to answer the following question:** "What is one thing you can do to stand up for yourself if you're being harassed?" Go around the room and give each girl a chance to briefly answer the question. If you are short on time, take a few volunteers rather than taking answers from each girl in the group.

### ★ ADMINISTRATOR PARTING WORDS

If a person repeatedly says or does something to hurt or intimidate you based on your gender, race, sexual orientation, religion, or level of physical ability – it's harassment, and it's not OK! Sometimes harassment is just annoying. Other times it can make a person feel like they are being tortured. How do you know if it's really harassment? If a person says or does something that makes you uncomfortable, embarrasses you, or makes you scared and they won't stop—it's harassment.

Harassment can be physical (someone puts their hands on you in a way you don't like) or verbal (someone says stuff to you that scares or hurts you).

One of the worst kinds of harassment is "sexual harassment"—that's when someone says or does something unwanted that involves your private parts.

So what can you do about it? A lot. Many types of harassment are against the law! You have the power to make it stop, but you have to be brave and speak up. Tell the person to stop harassing you. Tell someone else what is going on—a teacher, coach, parent, or counselor. The bottom line is that harassment is never OK!

Chapter Eleven ★ Ages 11-14

# DIGITAL MEDIA SMARTS

## ★ SESSION OBJECTIVES

**By the end of this session, girls will be able to:**

- 
- Articulate the importance of not “overusing” or “misusing” technology.
- 
- Identify ways to safeguard their private information while online.
- 
- Distinguish between appropriate and inappropriate uses of technology (such as “cyberbullying”).

## ★ MATERIALS/EQUIPMENT NEEDED:

- 
- Basketballs (or similar)

## ★ HEALTHY SNACK SUGGESTION

- 
- The athlete whose story is featured in this session is **Erica McCall**. Her favorite healthy snack is banana with peanut butter.
- 
- **See Appendix C:** Healthy Snack List for other ideas.

## ★ ADMINISTRATOR TIPS

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- Be a good role model for proper digital media usage. Be sure your online presence (via email, social networking sites, discussion boards, etc.) sets a good example for the girls in your group. Remember, nothing you post online is 100% private!
- This chapter touches on the topic of cyberbullying. You may wish to facilitate and review the resources in Chapter 9 (Bullying) before leading this session.

## ★ INTRODUCTION (10 MIN)

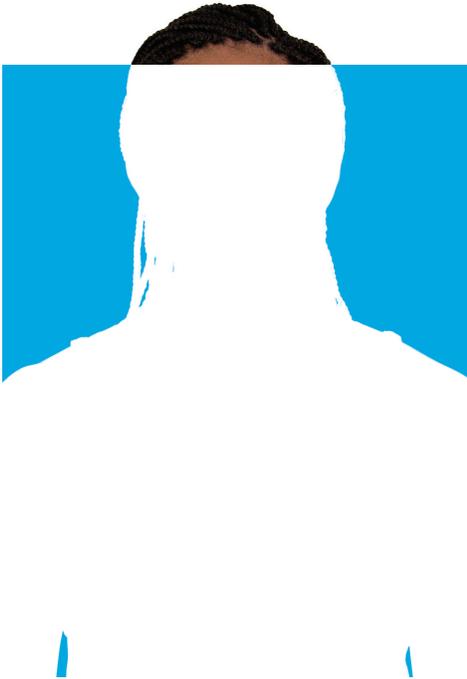
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- Welcome girls to the session. Do a quick check-in and ask the girls how they are feeling. Let them know that the topic of today's activity will be about how to use digital media in an appropriate way. Explain that "digital media" includes things like social media, email or texting. Take a few minutes to discuss how girls are using digital media, how often, and why.

## ★ STORY – READ AND DISCUSS (15 MIN)

---

- Read "**My Social Media Dos and Don'ts**" by **Erica McCall**. You can read the story aloud to the girls and encourage them to follow along in their workbook, or you can ask for volunteers to help you read the story aloud, assigning a short section or paragraph to each volunteer.



# Erica McCall



---

**TEAM** Indiana Fever

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**POSITION** Forward

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**CLAIM TO FAME** Two-time All-Pac-12 performer

When I played basketball in college, someone who called himself my “fan” started messaging me via Twitter after every game, grading or rating how I played. At first, I tried to be nice and replied, “Thanks for the advice.” But before long I realized his comments were stressing me out, so I decided to block him. Once I didn’t get his annoying messages anymore, social media became fun again.

One of the biggest differences between real life and online life is the way people treat each other. People sometimes act completely different online, saying things they wouldn’t if you met them face-to-face. You know—being harsher and saying inappropriate things. And, like in real life, people are not always truthful about who they really are. They might be a very different person than who appears on screen.

How you present yourself on social media is very important. It’s easy to think that only friends are liking and commenting on your pictures, but you never know who else is watching—or might look back at something you posted long after you forgot about it. I think very carefully before I post anything because

it only takes one bad post to change the way someone thinks of you. Also, I would never want to encourage someone to imitate a negative behavior.

On the other hand, social media helps me be an effective role model for girls around the country. The photos I post on Instagram show my life both on the court and off. The personal ones—with my family, friends and other athletes or out and about in the world—show people that I’m not just a famous athlete but also a down-to-earth, normal person like everyone else.

I just started my own podcast called “Bird’s the Word!” (My nickname is Bird because my last name, McCall, sounds like a bird’s call.) It lets me talk to fans about basketball,

celebrities, music and just life in general. That’s social media doing what it’s meant to do! And if you want to get the most out of Insta, Snapchat, Facebook and all the other platforms, it might be helpful to keep this advice in mind:

“

**I’m not just a famous athlete but also a down-to-earth normal person like everyone else.**

”



- Watch your language. There’s no need to curse to sound cool.
- Be careful about what you share or retweet—those can get you in as much trouble as an original post.
- Remember that college recruiters, coaches and future employers are on social media, too. Don’t risk what you’ve worked so hard to obtain with a dumb post.
- And really important: some things are personal and shouldn’t be publicized. Being on social media shouldn’t mean you stop having a private life.

But that awesome moment of you hitting a great shot? Definitely post that one!

## ★ DISCUSSION QUESTIONS

- 
- How does Erica use social media in a positive way?
- 
- What reasons does Erica give for why you should be careful about what you do online?
- 
- Why do you think people behave differently online than they might in person?
- 
- What are some examples of appropriate ways to text, email, and post? What are some examples that would be considered inappropriate?
- 
- What could be the negative consequences for you of “cyberbullying” someone? What could be the negative consequences for the person being “cyberbullied”?

## ★ 4TH QUARTER CONVERSATION (10 MIN)

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**Don't put “private” pictures of yourself on any app or website, and don't email or text them either!** Once you put a photo out there into “cyberspace,” you have no control over who might see it. Think about what would happen if a family member or your teacher saw it.

---

**Never communicate with strangers on the Internet!** Do not talk about or say anything that you wouldn't want others to find out about. Nothing ever truly disappears from the Internet, so even if you delete a chat or post, records of it that other people can see still exist!

---

**Be respectful.** Before posting a comment or sending a text, picture, or email about someone else, ask yourself if it would be OK if someone said those things about you. Don't be a “cyberbully!”

---

**Technology is great ... unless you're hooked on it!** Staying glued to the screen of your cell phone, computer, or TV can take up free time you could be using to hang with friends, enjoy the outdoors, play sports or games, and generally have FUN in REAL life.

---

**Take the tech challenge.** For one week, keep track of the amount of time you spend using each of these devices in the chart below:

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- TV / E-mail / Internet / Cell phone -Sunday / Monday / Tuesday / Wednesday / Thursday / Friday / Saturday TOTAL

---

- NOW, add up all of the numbers in the "Total" Column and write that number down here:

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- Is that a lot or just a little?

---

- Why do you think so?

---

- How does that compare to how much time you usually spend each week being physically active?

## Oncourt Session

Refer back to Lesson 11 in the previous section for full practice plan ★

TOPIC	KEY POINTS
Preparing to Play	<ul style="list-style-type: none"> <li>Reinforce key learnings from the earlier discussion.</li> </ul>
WARM UP ACTIVITY	DESCRIPTION
Digital Drills	<ul style="list-style-type: none"> <li>Divide girls into pairs. Explain that one person will be the “Quarterback” and the other person will be the “Receiver.” Each round, their roles will switch. Give them a moment to decide who will begin as Quarterback and give that person the ball. The Receiver should stand across the room facing the Quarterback.</li> <li>Explain that you are going to ask a question. Once you finish the question, the Quarterback and Receiver will run to meet each other in the center of the room. The Quarterback will pass the ball to the Receiver and they will both run back to their starting lines. Once the receiver has the ball and is back at her starting line, she can raise her hand to answer the question. Be sure to take answers from everyone before revealing whether or not they are correct. If they answer the question correctly, their pair gets a point. Be sure to switch roles each round.</li> <li>Tell girls to jog in place to get the game started. Explain that any time they are not running to meet their partner, they should continue jogging in place so they stay moving the whole time. When everyone is ready, begin the game.</li> </ul> <p><b>Questions (Answers):</b></p> <ul style="list-style-type: none"> <li>When you delete a text, is it gone forever? (No)</li> <li>What is the term used to describe sending sexual pictures or messages to someone’s cell phone? (Sexting)</li> </ul>
DURATION	
15 minutes	

CONTINUED ▶

TOPIC	DESCRIPTION
<b>Preparing to Play</b>	<ul style="list-style-type: none"> <li>• True or False: Sexting is totally legal. (False. Depending on your age and the state you live in, sexting can be considered a crime, so steer clear!)</li> </ul>
WARM UP ACTIVITY	
<b>Digital Drills</b> CONTINUED	<ul style="list-style-type: none"> <li>• It is OK to say things in an email or text that you wouldn't say to someone in person. (No. A good rule of thumb is not to "say" anything online that you wouldn't say to someone's face. Sending mean texts, emails, comments, or posts to someone is a form of bullying called "cyberbullying" and it is never OK!)</li> </ul>
DURATION	
<b>15 minutes</b>	<ul style="list-style-type: none"> <li>• Should you accept a friend request from someone you don't know? (No!)</li> <li>• True or False: When you post something on Twitter, only other people on Twitter can see what you wrote. (False)</li> <li>• Can using the Internet, cell phone, or other digital media "too much" be bad for your health? (Absolutely! If you're glued to a screen 24/7, you're not getting out there and being active or spending time with people in the "real world"!)</li> <li>• True or False: Children under 14 are not allowed to use Facebook. (True)</li> <li>• Is it possible to limit your information on sites like Facebook so that only trusted people can see it? (Yes, they can go to "Account Settings" or "Privacy Settings" and choose options that only allow friends and people they know to see their information.)</li> </ul> <p><b>Note:</b> Be sure to reinforce the message that kids are not allowed to use Facebook until age 14, but that it is important for them to understand how privacy settings work if they decide to use the site when they're old enough.</p> <p><b>After the activity, discuss the following questions with the group:</b></p> <ul style="list-style-type: none"> <li>• Why is it important to protect yourself on the Internet?</li> <li>• What is one thing you can do to be sure your information is private and safe?</li> </ul>

★ WRAP UP (5 MIN)

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**Ask girls to answer the following question:** “What is one thing you can do to stay safe while using the Internet?” Go around the room and give each girl a chance to briefly answer the question. If you are short on time, take a few volunteers rather than taking answers from each girl in the group.

Chapter Twelve ★ Ages 11-14

# PAY IT FORWARD

## ★ SESSION OBJECTIVES

**By the end of this session, girls will be able to:**

- 
- Measure their physical progress since starting the program on Week 1.
- 
- Define “community service” and articulate the importance of getting involved in giving back to their communities.

## ★ HEALTHY SNACK SUGGESTION

- 
- The athlete whose story is featured in this session is **Elena Delle Donne**. Her favorite healthy snack is popcorn. She has some almost every night!
- 
- **See Appendix C:** Healthy Snack List for other ideas.

## ★ ADMINISTRATOR TIPS

- 
- When discussing community service, start by having the girls focus on the positive aspects of their community. Have them identify the characteristics that make those things positive (like “My neighbors are friendly.” or “I live near a nice park.”) Then encourage them to think about aspects of their community that they think need improvement.

## ★ INTRODUCTION (10 MIN)

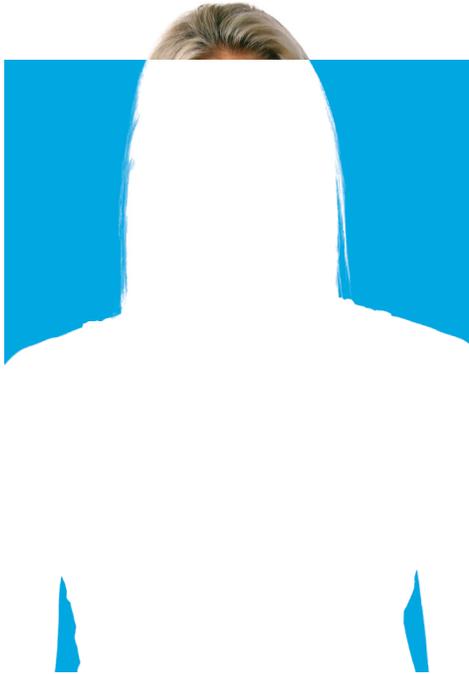
---

- Welcome girls to the session. Do a quick check-in and ask the girls how they are feeling. Explain that today's session will help them see how better they've gotten over the course of the last 12 weeks.

## ★ STORY – READ AND DISCUSS (15 MIN)

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- Read **“The Joys of Giving Back” by Elena Delle Donne**. You can read the story aloud to the girls and encourage them to follow along in their workbook, or you can ask for volunteers to help you read the story aloud, assigning a short section or paragraph to each volunteer.



# Elena Delle Donne



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**TEAM** Washington Mystics

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**POSITION** Forward

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**CLAIM TO FAME** 2013 WNBA Rookie of the Year and 2015 WNBA MVP

In sports, I have learned it's best to lead by example. That's true off the court, too—I try hard to be the very best I can be and to help everyone around me. One of my favorite things about being a professional athlete is having the platform and opportunity to support my community and connect with so many different people.

There are lots of ways to make a difference. For me, it's about giving back to organizations that are close to my heart. My sister, Lizzie, was born deaf and blind, with cerebral palsy and autism. She inspires me in everything I do— I keep her picture as the background on my phone so I can always see her. Our relationship makes me especially proud to be a global ambassador for the Special Olympics, an organization that strives to create a better world by fostering the acceptance and inclusion of all people. It harnesses the power of sports to empower people with intellectual disabilities to discover new strengths, abilities, skills and successes. I also host events to raise money for the Mary Campbell Center, where my sister swims and does other activities most weekdays.

As someone who battles Lyme Disease, I know firsthand how hard it is to cope with the illness. There isn't much information about the disease itself, let alone about how to manage it, so I donate to organizations that are researching effective treatments.

And I can't forget basketball! I love hosting basketball clinics for kids in the Special Olympics and beyond in my home state of Delaware. I want to share and promote the sport I love with others.

Of course, doing the right thing can sometimes be challenging. I used to be really shy about speaking up publicly, but over time I've gotten more comfortable calling out

things that are wrong or unfair.

I strongly believe that every person should have the same rights and be treated fairly. I'm proud to use my voice to speak out for those ideals—and to support others who are working for them to become a reality.



“

**I strongly believe that every person should have the same rights and be treated fairly**

”

## ★ DISCUSSION QUESTIONS

- 
- Elena supports organizations that are meaningful in her life and “close to her heart.” What issues are most important to you?
- 
- Have you ever done anything to help others in your community? Explain.
- 
- Do you think kids have less, more, or the same amount of power to make a difference as adults do? Why?

## ★ 4TH QUARTER CONVERSATION (10 MIN)

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**Listen up!** YOU have the power to affect the world around you—in big ways, small ways, bad ways and good ways. You may be one person, but you’re part of something larger than just you—a family, a school, a community, a country, this world! Like it or not, you have a role, and you have power.

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**How are you using that power?** All those things you do—whether you choose to throw a little trash on the ground, volunteer an hour here and there, or stand up for something you believe in—shape this world.

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**Leaders make their world a better place.** When they see something that needs to be fixed, they work to fix it. Think about a problem in the world that you want to make better, do some research on it to find out how you can help, and get out there and do it!

## Oncourt Session

Refer back to Lesson 12 in the previous section for full practice plan ★

TOPIC	KEY POINTS
Preparing to Play	<ul style="list-style-type: none"> <li>• Make sure players do not run and only skip.</li> </ul>
WARM UP ACTIVITY	DESCRIPTION
Skip Tag	<ul style="list-style-type: none"> <li>• Designate boundaries (such as staying inside of half court) and have all players stand inside that area.</li> </ul>
DURATION	
3 minutes	<ul style="list-style-type: none"> <li>• One player or the coach will be designated as “it”.</li> <li>• All players, including the person who is “it,” will skip around the court. Skipping is the only movement players can do.</li> <li>• When a player is tagged, the game is put on pause so that all players can now see that the new player is now also “it” in helping the original person who is “it” in tagging others.</li> </ul>

★ WRAP UP (5 MIN)

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**Ask girls to answer the following question:** “What is one issue in your community that you would like to make an impact on?” Go around the room and give each girl a chance to briefly answer the question. If you are short on time, take a few volunteers rather than taking answers from each girl in the group.

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If you are not planning a final culminating event (see page 19), you still have the option to hand out certificates to the girls.

## ★ APPENDIX A: FREQUENTLY ASKED QUESTIONS

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### 1 What about parents?

Try to have an initial meeting with just parents to introduce the Her Time To Play program. Encourage them to review the program content on [JrNBA.com/HerTimeToPlay](http://JrNBA.com/HerTimeToPlay). Always get permission for participation. Have a wrap-up session at the end with parents and girls and/or be sure to plan a culminating celebration that parents are invited to so they can learn more about Her Time To Play. See “Tips on Planning a Culminating Event/Celebration” on page 19 for more information.

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### 2 What if parents want to sit in?

Explain how important it is for the girls to have a safe, girl-only environment for talking about these important issues. Make sure to ask about any concerns the parents have, but it’s your decision.

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### 3 What if a parent doesn’t want her/his daughter to discuss one of the topics?

Explain that this material is based on what research has shown to be the issues most relevant to this age group, but we recommend allowing a parent to have her/his daughter opt out of a particular session rather than risk the parent pulling the daughter from the entire program.

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### 4 What if I need more time to cover a topic?

Sometimes there is a great deal of interest in a topic. This is terrific. It is perfectly OK to continue the next time and use two sessions to complete one topic.

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### 5 Is it OK to go out of order?

Yes. We have suggested an order to the sessions. But there isn’t just one way of doing it. Sometimes the girls will want to vote on the next topic or a particular topic seems to flow naturally after a session.

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**6 Is the workbook meant to be shared?**

This should always be a girl's personal choice because the book contains a journal section for girls to vent and write down ideas and feelings. We suggest setting aside a time at the beginning of each session to see if there are any questions or thoughts from the previous session, or if anyone would like to share anything she has written in her journal. Journal entries should not be shared without a girl's permission.

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**7 There is a male coach working with us. Do you think that it's OK for him to participate in all the sessions?**

Part of Her Time to Play is establishing a trusting group atmosphere for everyone. It is important that the girls know that everyone's thoughts and feelings are valuable. If the girls seem OK—go for it. It would be great to have another point of view. Girls need good strong role models—both male and female. It could be a wonderful life lesson for everyone.

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**8 What if I suspect that there is a real problem going on from what a girl is expressing? How will I know for sure that it is serious?**

We suggest you keep a list of names of local professionals who you could call on for advice (school guidance counselors, school nurses, social workers, community mental health therapists, etc.). They would even make great guest speakers. Trust your instincts. If you think there might be something going on, speak privately and honestly with the girl. Tell her, "I might be totally mistaken, but I think..." Encourage her to talk to someone. Offer to go with her. Do not confront a girl in front of others. Check to make sure you are following your organization's policies with regard to confidentiality.

## ★ APPENDIX B: TOOLS FOR FACILITATORS

### Tips on Working with 7- to 10-Year-Olds

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- Fun is of paramount importance, especially for girls on the younger end of this age range. Girls on the older end of this age range may be better able to concentrate and focus for longer periods of time. However, they need to be interested and inspired by enthusiastic and energetic coaches who are positive and encouraging.

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- Concentration and focus are improving, but copying is still the best way for them to learn, so demonstration is still the key.

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- Their decision-making skills are developing along with their independence and confidence. They need to be rewarded for effort and not just ability. They seek and accept adult opinions. Girls on the older end of this age group are better able to verbalize their thoughts and feelings.

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- Children of this age group are learning to cooperate and share with others. They prefer to be with their own gender and show responsibility through simple tasks and requests.

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- Children of this age like being on and playing as a team. They are becoming more independent and are able to understand concepts of winning and losing, even if they need help in knowing how to cope with them.

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- As children mature physically, many gross motor skills are being developed. For example, throwing has more body turn and weight transfer. They are beginning to develop more refined motor skills. Some girls in this age group may be early maturers.

- Children of this age group are likely to participate in many activities. This is important because skills can be transferred between different sports and activities.

### Tips on Working with 11- to 14-Year-Olds

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- Young people in this age group are beginning—and moving through—puberty but at different times and at different rates. This age group is experiencing hormonal changes and that can make behavior a little unpredictable. Ups and downs are the norm.
- Young people in this age group need activities that will help them with coordination, speed, endurance, and power.
- They are making more of their own decisions, often choosing to participate in activities that allow them to spend time with their friends. Look for opportunities to give young people choice and input into planning and decision-making.
- They are developing self-discipline and have the ability to focus more and work hard for longer periods of time than they did when they were younger.
  - Girls in this age group need to be encouraged to stay involved in sports and physical activity, as this is the age at which many girls drop out. This can happen for a variety of reasons, including dwindling self-esteem and peer pressure.

## ★ COMMUNICATION SKILLS

A very important part of being a good mentor is to listen well. Listening can reduce emotional tension. Nothing makes a person feel more cared about than to be listened to. By the time they are adolescents, many girls feel that nobody listens to them.

### Here are some guidelines to better listening skills:

- Be interested and attentive. Maintain eye contact to show (through nodding, body language, or a short neutral response like “uh-huh,” “I see,” or “yeah”) that you really are paying attention.
- Encourage talking. Some girls need an invitation to start talking. Girls are more likely to share their ideas and feelings when others think them important.
- Avoid dead-end questions. Questions that require a “yes” or “no” or “right” answer lead a conversation to a dead end. Questions that ask the girls to describe, explain, or share ideas extend the conversation.
- Listen patiently. People think faster than they speak. With limited vocabulary and experience in talking, girls often take longer than adults to find the right word. Listen as though you have plenty of time.
- Listen to nonverbal messages. Many messages girls send are communicated nonverbally by their tone of voice, their facial expressions, their energy level, their posture, or changes in their behavior patterns. You can often tell more from the way a girl says something than from what is said.
- Share your thoughts. Share what you are thinking. Reflect feelings. One of the most important skills good listeners have is the ability to put themselves in the shoes of others or empathize with the speaker by attempting to understand her thoughts and feelings.

★ APPENDIX C: HEALTHY SNACK LIST

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**Fruit Treats:** Sliced Mangoes, Fresh Blueberries, Bananas, Sliced Apples with Peanut Butter, Fruit Salad, and Fruit Smoothies

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**Other Sweet Ideas:** Vanilla Yogurt with Fruit, Organic (low-fat) Granola, Protein Bars, Whole Grain Cereal with Skim Milk, Nuts (like Almonds), Dried Fruit (like Cranberries, Raisins, etc.), and Fruit-based (low-fat) Muffins

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**Less Sweet, More Salty:** Whole Grain Crackers, Low-fat Pretzels, Popcorn, Raw Veggies with low-fat ranch dip, Whole wheat Pita Bread with Hummus, Half Turkey or Tuna Sandwich on Whole Wheat Bread, Mini-pizza on Whole Wheat English Muffins with tomato sauce, Low-fat Cheese and Veggies



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