Fall 2020

Coach Guide Addendum

Note for Coaches

As we prepare for a season like no other before it, we want to first say – THANK YOU! Thank you, coach, for jumping on board to participate in this season of Girls on the Run. At the heart of Girls on the Run are amazing volunteers, and you are joining a whole network of coaches across the country dedicated to inspiring girls to be joyful, healthy and confident in a time where girls are faced with a lot of uncertainty.

This Fall 2020 Coach Guide Addendum is designed to help you, our superstar coach, navigate this fall season in a way that is both safe and fun for all girls. It will be used in tandem with the in-person curriculum. It will not be needed for the virtual lessons. The core Coach Guide that you received during National Coach Training will still be helpful as you look toward the season ahead. In addition, this Addendum is designed to help you:

* Know which lessons you will be completing this season for Girls on the Run or Heart & Sole (when meeting in-person)
* Understand how to utilize the new journal to replace the activity sheets for Girls on the Run or replace the activity sheets + original journal for Heart & Sole (when meeting in-person)
* Make lesson modifications to reduce the spread of germs when completing in person programming for Girls on the Run/Heart & Sole

Please review the Coach Guide and Coach Guide Addendum before your first practice and keep both on hand throughout the season. You will use the Coach Guide Addendum for every lesson.

We cannot thank you enough for your commitment to impacting the lives of the girls in your community and are so excited for the season ahead.

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Girls on the Run

# **This section will be used for the Girls on the Run program. It includes the following:**

* **16-lesson season outline (for in-person programming)**
* **Lesson modifications to reduce the spread of germs**
* **Lesson modifications made to account for the new Girls on the Run journal replacing the activity sheets (for in-person programming)**

## **16-LESSON SEASON OUTLINE**

The following lesson outline for Girls on the Run v.1 details which 16 lessons are utilized for the Fall 2020 program.

**16 Lessons:**

* Lesson 1: Becoming a Girls on the Run Team
* Lesson 2: Choosing to be a Girl on the Run
* Lesson 3: Star Power
* Lesson 4: Self-Talk Matters
* Lesson 5: Finding Balance
* Lesson 6: Exploring Emotions
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* Lesson 19: Using Our Star Power (Implementing the Community Impact Project)
* Lesson 20: Our GOTR Toolbox
* Additional: Lesson 21: Final Celebration

*(Lessons 9,10, 13, and 18 were removed for this 16-lesson curriculum.)*

## **MODIFICATIONS FOR PHYSICAL DISTANCING AND TO ACCOUNT FOR NEW GIRLS ON THE RUN JOURNAL**

### **MODIFICATIONS USED THROUGHOUT THE GIRLS ON THE RUN CURRICULUM**

**Drop-of and pick-up**

Implement contactless drop-off and pick-up procedures. Be sure to have one place designated as drop-off and pick-up, clearly marked. Then, ask parents/guardians not to get out of their cars when picking up girls.

**Physical distancing**

Physical distancing of 6 feet should be maintained as much as possible. Some games may have to be modified as per physical distancing guidelines. Any specific games that must be modified are included in the Lesson by Lesson modifications outlined below.

**Location**

Conduct activities outside where social distancing can be maintained as much as possible.

**Belongings**

Keep each girl’s belongings separated from others’ belongings.

**When girls are in a circle or standing in a line**

Provide physical guides, such as tape or chalk markings on the ground to ensure that girls and coaches remain at least 6 feet apart.

**Working with partners or small groups**

Make sure girls are 6 feet apart and remove any physical contact. To explain this to girls, you might say that it is the length of two big dogs or the front of a car. Another way to visualize this is to take a ball and toss it in front of you. Typically, where it lands is about 6 feet of distance.

**High-Fives**

Do not give high-fives during practice. Cheer on girls with words or fun dance moves!

**Tag**

To be played with a pool noodle or by stepping in someone’s shadow and yelling “you’re it!”

**Passing out and collecting materials (e.g., journals, paper, etc.)**

Only coaches should hand out journals/papers/materials to girls. Coaches should properly sanitize their hands before handing them out.

**Markers, writing utensils or other shared materials**

Ensure adequate supplies and discourage sharing of items. Provide each girl with her own sanitized marker to use throughout practice. Label the markers using tape or some other identifier.

**Lap counters:**

Do not write on hands or pass out physical lap counters. Instead, use stickers, have the girls record their own laps on a designated index card, or have their girls use the tally mark space on **Journal Page: My Goals** to track their laps.

**Team Cheer:**

Have girls celebrate one another from a distance, without touching. Have all girls place their hands towards the middle of the circle, chant and then release their hands into the air.

**Journal:**

Coaches should hold onto girls’ journals and pass them out during practice when needed. All activity sheets are replaced by the journal, with specific journal pages outlined in the Lesson by Lesson outline below.

In addition to the various lesson specific replacement of activity sheets, the journal is used each lesson in place of the following activity sheets:

* Identity Card activity sheet is now replaced with **Journal Page: Identity Card**.
	+ This page looks exactly the same and there are no changes to how it is used during practice. Instead of handing out the Identity Card you will hand out the journals and have girls turn to **Journal Page: Identity Card**.
* My Goals activity sheet (previously on the back of the Identity Card) is replaced with **Journal Page: My Goals**.
	+ This page has been adjusted to accommodate the virtual practice as well as the in-person practice. There are no changes to how it will be utilized during in-person practice, you can let girls know that they will not need to pay attention to/follow any of the description/details not outlined in your in-person curriculum.

### **LESSON BY LESSON MODIFICATIONS**

Coaches reviewing the lesson modifications below will note the following types of modifications:

* Physical Distancing Adaptation – refers to an addition/adaptation to a specific activity as a result of physical distancing recommendations
* Material Adaptation – refers to the replacement of a specific activity sheet with a journal page and/or a different way of utilizing materials outlined for the activity
* Activity Swap – refers to the replacement of an activity with a completely new activity (with full instructions provided)
* Journal Addition – refers to a supplementary journal page for girls to complete following practice and/or an additional way to utilize journal pages (for example – girls writing their ideas in the journal space provided vs. on a poster board)

**Lesson 1**

**Introduction**

Physical Distancing Adaptation: add this information to the Introduction section of the first lesson.

During the Introduction, coaches will explain what girls can expect from each session. In this conversation, coaches should explain social distancing measures in a fun way. Then when establish group expectations, incorporate these measures. Some fun ways to share include:

* Share how Girls on the Run is a space meant to help each girl grow, and we all as teammates want to do our part to make sure everyone feels safe and happy.
* Caring for one another looks like taking extra precautions to limit the spread of germs, so we’ll be sitting further apart from one another and making sure to be aware of everyone’s physical bubbles.
* Instead of hugs or high fives, use your words to cheer one another on.
* Use your own items, like markers, water bottles or other materials. Even though we love sharing, now is not the time to do so.
* In any activity, let’s use our arms to make sure we are that far apart from one another (i.e. work-out, other activities).
* Ask girls to brainstorm a Space Checker – a way to remember to keep the space. Some ideas include:
	+ Activate Star Power – do a Star Jump
	+ Wonder Woman or Warrior Woman pose – hands at sides
* Create a GOTR song for hand cleaning
* This may feel weird, but remember, we’re all in it together, as a team! And we’re going to have SO much fun together!!

**Getting on Board: Name Game**

Activity Swap (for physical distancing)**:** Replace the Name Game activity with the activity noted here:

**Name Movement Chain**

**> Set up:**

* Materials: One label/nametag for each girl

**> How it’s done:**

1. Say, “We are going to play a game to help us learn everyone’s name and try to connect!”
2. Tell girls you’re going to give them 30 seconds to think of an adjective that starts with the same letter as their first name; for example, “Smart Susan.” This will be their “GOTR name” for the season. Have them give a thumbs up when they have an adjective in mind.
	* COACH NOTE: As girls are thinking, observe who is struggling to come up with an adjective, check in with those girls, and if, necessary, help them decide on an adjective.
3. Pass out a label/nametag to each girl.
4. Have each girl write her adjective and name on her label/nametag and stick it on her shirt where the other girls can see it.
5. In order to familiarize the girls with each other’s “GOTR name,” choose one girl to start and go around, having each girl say her adjective and name.
6. Tell girls we are going to share our GOTR Names and make a movement chain, explain the activity:
	* One girl will start – she will say her GOTR Name and strike a pose to go along with it. For example –A girl might say, “My name is Kind Katie,” then do a twirl, and “tag” a girl to go next by saying a teammate’s GOTR name.
	* The tagged girl will repeat her GOTR Name and strike her own move, then “tag” another girl.
	* This process will repeat until all girls have had a chance.
7. For a fun twist – Coaches can try to repeat each girl’s GOTR name and move at the end!

**> Processing:**

* Why do you think we took time to make and share our GOTR names?
* What do you think our movement chain represents? *(Hint: What might it have to do with connection?)*

**Workout: Words of Encouragement**

Material Adaptation:Instead of giving girls a new card (from the **Words of Encouragement activity sheet)** as they start a new lap, coaches can 1) just read/tell girls a different encouragement phrase from the activity sheet copied at the end of the lesson for each lap or 2) have girls use their **Journal Page: Becoming a Girls on the Run Team,** to connect the dots after each lap and reveal a new message of encouragement to share out with teammates as they keep running.

**Lesson 2**

**Getting on Board: Choosing to Be a Girl on the Run**

Material Adaptation:Use **Journal Page: Choosing to be a Girl on the Run** instead of **Choosing to be a Girl on the Run activity sheet.**

**Workout: Activity Stations**

* Material Adaptation: For the workout, set up 4 cones to mark 4 challenge stations. Have girls run with their journals and stop at each station to open up their journal and complete a challenge. Each group will complete the same challenge/activity as instructed in the in-person curriculum directions, but each girl will write and cross off the challenge in her individual journal.
* Material Adaptation: **Journal Page: Choosing to be a Girl on the Run (Challenge Check-off)** replaces **Workout Activity List.**

**Lesson 3**

**Warm-up: Star Tag**

Physical Distancing Adaptation: Have the tagger step in someone’s shadow or tag the person with a pool noodle and yell “you’re frozen,” rather than placing their hand on the person they are tagging. In order to unfreeze someone, girls will follow the same process (shadow stepping or pool noodle tagging) and yell “Star Power” to unfreeze a girl rather than placing their hand on the girl she is unfreezing.

**Workout: Activating Your Star Power**

Material Adaptation: Instead of using a poster board for this workout, have girls add to the How to Activate Your Star Power lists provided on the **Journal Page: Star Power (Workout: Activate Your Star Power)**.

**Lesson 4**

**Workout: Positive Affirmations**

Material Adaptation: Girls will complete the positive affirmations in their journals **(Journal Page: Self Talk Matters)** instead of the **Positive Self-talk activity sheet.**

**Lesson 5**

**Warm Up: Balancing Our Star**

* Material Adaptation: Create the **Parts of Our Star Signs** by drawing them on blank paper using the activity sheets at the end of the lesson as a reference.
* Material Adaptation: The **Balancing Our Star activity sheet** will be replaced with the **Journal Page: Finding Balance (Balancing our Star)** during this warm-up activity as well.

**Lesson 6**

**Getting on Board: Elevator**

Activity Swap (for physical distancing): replace this activity with the activity noted below.

**Yarn Tangle**

**> Set up**

* Materials**:** several lengths of yarn tangled into knots (coaches will need to cut and tangle the yarn into loosely tangled knots in advance)

**> How it’s done:**

* Split the team into groups of 3-4 and give each team a piece of knotted yarn.
* One girl on each team closes her eyes and, with the guidance of her teammates, must untangle the knots as quickly as she can.
* Complete the processing questions as outlined in the in-person curriculum.

**> Processing:**

* Utilize questions within the lesson curriculum.

**Workout: Comfortable and Uncomfortable Emotions**

Material Adaptation: Instead of giving girls a new index card (with one of the emotions girls brainstormed on it) as they start a new lap, tell them what the index card says or share one of the additional emotions listed at the end of the workout instructions.

**Lesson 7**

**Getting On Board: Emotion Ladder**

Material Adaptation: Show girls the **Stop, Breathe, Think, Respond, Review activity sheet** at the end of the lesson within the curriculum book (since there is no activity sheet available) as you explain Part Two.

**Workout: Stop and Take a BrThRR Practice**

* Physical Distancing Adaptation: Have the tagger shadow step or tag with a pool noodle and yell ‘Got you!” rather than placing their hand on the girl they are tagging.
* Material Adaptation: Instead of giving girls each a new index card (with the situations girls brainstormed on it), coaches can simply tell them what the index card says or read them a scenario from the **Stop and Take a BrTHRR scenario cards activity sheet** copy at end of the lesson (within the curriculum book) since cutting out cards is not available.

**Lesson 8**

**Getting On Board: What is Empathy?**

Material Adaptation: Coaches should direct girls to open their journal and turn to **Journal Page: Empathy (Empathy steps)** for a visual as you walk through this activity (journal page replaces **Empathy Steps activity sheet**).

**Workout: Having Empathy for Others**

* Material Adaptation: Instead of giving girls each a **Empathy Scenario card** as they start a new lap, simply tell them what the card says by referring to the copy of the **Empathy Scenario Cards activity sheets** at the end of the lesson within the curriculum book. If possible, coaches should try to give girls scenarios that are NOT included in **Journal Page: Empathy (Workout: Having Empathy for Others).**
* Material Adaptation: Coaches need to make a poster with the 3 empathy steps for girls to reference as they run their laps and respond to scenarios:
1. See his/her/their star. Do they have Star Power or cloud cover?
2. Put yourself in their shoes. What emotion might they be feeling? When have you felt this way?
3. What actions or words can you use to respond in a way that shows you care?
* Journal Addition: After the workout, tell girls that the additional scenarios (on **Journal Page: Empathy (Workout: Having Empathy for Others)** can be used for more practice and thinking.

**Lessons 9 and 10 are skipped during the 16-lesson season**

**Lesson 11**

**Getting on Board: A-Frames**

Activity Swap (for physical distancing): replace this activity with the activity noted below:

**Group Up**

**> Set up:**

* Materials: None

**> How it’s done:**

* Tell the girls they will move around in a designated space (walk, run, push, roll, etc.).
* When the coach shouts out a number, the girls must make a group of that number and complete the challenge listed (remind them to stay 6 feet apart when they make their groups).
* After completing the challenge, girls should continue to move around until the next number is called.

Challenges:

Group of 2: Ask and answer a question- pick anything!

Group of 3: Do your best Supergirl impression.

Group of 4: Shout out “Girls on the Run is so much fun!”

**> Processing:**

* Utilize questions in the lesson curriculum.

**Workout: Boost, Break or Test?**

* Physical Distancing Adaptation: Station coaches at the poster boards. Instead of having girls write their thoughts themselves after each lap, have them share them with a coach who will record them on the designated poster.
* Journal Addition: After the workout during processing have girls add some of their ideas (from the poster board) to the lists on **Journal Page: Choosing Friends (Workout: Boost, Break, or Test?).** Coaches can also direct girls to the **Bonus Page—Just for Fun: Myself as a Friend,** which girls can complete during free time or at the end of the season when they take their journal home.

**Lesson 12**

**Getting on Board: Blind Drawing**

Material Adaptation: Complete the activity as outlined in the curriculum instructions. Pull the Partner A group together. Instead of giving the Partner A group the **Drawing Activity Sheet**, have this group (that is instructing/guiding the other girls) turn to **Journal Page: My Doodle Space.** In the bottom left corner girls will see the image (House and Sun) they should guide other girls to draw – this is exact image pulled over from the Drawing Activity sheet. Girls in Part B group should just be using a blank sheet of paper (as outlined) to draw what is communicated by their partners.

**Workout: Communicating our Feelings**

* Material Adaptation: Coaches will need to use four pieces of paper to create the “I Feel” prompt cards, using the **“I Feel” Prompts activity sheet** copy at the end of the lesson within the curriculum.
* Material Adaptation: Instead of giving girls an index card (with the scenarios used in the Lesson 11 – boost, break, or test friendship) as they start a new lap, simply tell them what the card says. Coaches can also tell girls/read to girls one of the Communicating Scenario Cards by referencing the **Communicating Scenario Cards activity sheet** copy at the end of the lesson.
* Journal Addition: When girls complete a lap, they can write their full I Feel statement in their journals on **Journal Page: Communicating With Others (Workout: Communicating Our Feelings).**

**Lesson 13 is skipped during the 16-lesson season**

**Lesson 14**

**Getting on Board: Tangram Puzzle**

Activity Swap: Replace the Tangram puzzle with the activity below:

**Count to 10**

**> Set up:**

* Materials: None

**> How it’s done:**

1. Say, “In our first activity, we will all work together to count to 10 as a team.”
2. Explain the activity:
	* Only one person can say one number at a time.
	* If more than one girl says a number at the same time, you have to start over at one.
	* Each girl can only say up to two numbers each round (not in a row). So you could say 1 and 7, but not 1 and 2.
3. Ask if there are any questions.
4. Begin the activity with a practice round where you try to make it to 5 as a team.
5. Once you are able to get to 5 as a team, increase the challenge to 10.
	* Add challenge: Time one round and try to beat it the next time.
6. Between each round, have the girls do a movement such as squat jumps or shooting stars.
7. If after about 8 minutes, the team has not made it to 10, stop the activity and celebrate girls’ hard work.

**> Processing:**

1. How did it feel to try to count to 10 together as a team?
2. How did you help your team? (encourage each other/cheer each other, listen, read each other’s body language).

**Warm-up: Perpetual Tag**

Physical Distancing Adaptation: Have the girls shadow step tag with a pool noodle and yell “you’re frozen!” rather than placing their hand on the person they are tagging.

**Workout: Communities**

* Physical Distancing Adaptation: Station one coach at the poster board labeled’ “Our Communities.” Instead of having the girls write their thoughts themselves after each lap, have them share them with the coach who will record their answers.
* Journal Addition: During processing, have girls record the communities they brainstormed in their journals on **Journal page: How We Help** in the community chart at the bottom of the journal page. (Girls will write in a community name for each of the “star spoke” spaces for one of the communities they belong to.)

**Lesson 15**

**Warm-up & Workout: Practice K Your Way**

Material Adaptation: Girls Practice K Your Way completion certificates are included in their journals on **Journal Page: Practice K Your Way (Workout: Practice K).** After the practice K, have girls reflect and add in the cheers that encouraged them along the way (as described on the journal page)– and then one by one have girls hold up their certificate and give a round of applause celebrating their hard work! Tell girls at the end of the season, they can go back and color this in as a reminder of accomplishing their goal!

**Lesson 16**

**Note:** For lessons 16 and 17, coaches will need to adapt lessons according to the individual team’s flow. The virtual and in-person lessons are not as in-sync for these two lessons, which means coaches may need to adapt the workout if already completed in the virtual space (for example – in the virtual practice we complete the Strengths Finder Workout in Lesson 16, even though this is within the in-person curriculum lesson 17).

**Workout: How We Can Help**

* Physical Distancing Adaptation: Station one coach at the poster board labeled’ “Our Communities.” Instead of having the girls write their thoughts themselves after each lap, have them share them with the coach who will record their answers.
* Journal Addition: Have girls record their ideas (written on the poster during the workout) in their journal in the appropriate box during processing. Girls will record their ideas on **Journal page: How We Help** in the community chart (Journal Page from Lesson 14).

**Community Impact Project**

Journal Addition: At the end of this activity, girls can record the Community Impact project the team decided on at the top of their **Journal Page: Compromise (Brainstorming & Deciding The Community Impact project).**

**Lesson 17**

**See Note above – regarding lesson 16 and 17.**

**Workout: Strength Finder**

Material Adaptation: In place of the activity sheet (**My Strengths activity sheet**), girls will use **Journal Page: Compromise (Brainstorming & deciding the Community Impact Project),** the Workout: Strength Finder section.

**Lesson 18 is skipped during the 16-lesson season**

**Lesson 19**

Journal Addition: Bring to girls’ attention these additional journal pages for girls to complete at the end of the season when they take home their journals: **Bonus Page – Just For Fun: Gratitude** and **Journal Page: Using Our Star Power.**

**Lesson 20**

**Workout: Using Our GOTR Toolbox**

* Physical Distancing Adaptation: Station one coach at each team’s poster board. Instead of having the girls write their thoughts themselves, have them share them with the coach who will record their answers.
* Journal Addition: Have girls record their individual ideas in their journal during processing on **Journal Page: Our GOTR Toolbox (Workout: Reflection).**

**Lesson 21**

During K Your Way Celebration, give girls their journals to take home and continue to add to!