

# COACH'S SEASON DEBRIEF CHECKLIST



## DON'T JUST FINISH THE SEASON, LEARN FROM IT.

This check-in is designed for coaches who work with girls. Use it at the end of your season—or mid-season as a reset. Go through each of the five environments your athletes played in. Check what's in place. Be honest about what's not. Then use the reflection prompts to identify where to focus your July planning.


*Rate each item: ✓ In Place | ~ In Progress | ✗ Not Yet*

## 1. The Social Environment

### *Relationships & Communication*

**Girls' communication styles tend to be more personal and relational. They prioritize connection and feeling heard.**

- I moved beyond technical instruction to know my athletes as whole people- their lives, goals, and struggles off the field
- I actively provided the 3Cs: Care (genuine concern for well-being), Competence (quality instruction that built skill), and Choice (giving athletes a voice in decisions)
- I consistently used inclusive, gender-neutral language (“team,” “everyone,” “athletes”) instead of “guys” or “ladies”
- I learned and used every athlete’s preferred name throughout the season
- I communicated with parents about our program’s values and gave them constructive ways to support their daughter’s development


 ***Reflection: Think of an athlete who struggled this season. Which of the 3Cs—Care, Competence, or Choice—did she lack most? How could I have provided it?***

## 2. The Emotional Environment

### *Motivation & Safety*

A “protective bubble” of trust allows girls to take risks and be brave rather than perfect.

- I supported my athletes' development by valuing their effort, reframing challenges as lessons, and building the resilience needed to recover from mistakes.
- I celebrated and encouraged girls when they were aggressive, assertive, loud, and strong, without gendering those qualities
- I rewarded bravery (trying something new, taking a risk) as much as I rewarded winning or scoring
- When an athlete said “I can’t,” I responded with “You can’t yet” to keep the focus on growth
- I created regular opportunities for the team to “circle up” and share stories, challenges, or advice, building trust through peer support

 ***Reflection: In what ways did I encourage athletes to analyze their own successes, helping them recognize that their progress was a result of their own hard work and choices?***

### 3. The Physical Environment

#### *Body Confidence & Facilities*

**Only 10% of coaches feel comfortable supporting girls with body-related challenges, yet these are among the leading reasons girls leave sport.**

- I enforced a Body Talk Free Zone, zero tolerance for negative comments about anyone's weight, shape, or appearance, including my own
- I focused feedback on what an athlete's body can do (speed, strength, skill) rather than how it looks
- I normalized that "periods are part of the game" by providing a visible sideline Menstrual Care Kit and offering modifications on low-energy days
- I offered flexible uniform options and moved away from light-colored shorts that cause leakage anxiety
- I advocated for clean, well-lit facilities with private changing spaces and accessible trash cans in restroom stalls


***Reflection: How did I model a healthy relationship with my own body and food this season to set a positive standard for my athletes?***

## 4. The Mental Environment

### *Well-Being & Awareness*

**98% of athletes believe it's important for coaches to understand how biological cycles impact their mental and physical performance.**

- I framed new skills as exciting challenges rather than threats to performance
- I took steps to examine my own unconscious gender biases, such as assumptions that girls are less competitive or more “emotional” than boys
- I performed regular “temperature checks” on athletes’ daily lives to see if they needed extra emotional support or encouragement
- I know where to refer athletes who may need professional support for mental health concerns or disordered eating behaviors
- I encouraged intuitive movement, listening to internal cues and adjusting intensity when tired, ill, or struggling mentally


 ***Reflection: How did I demonstrate to my athletes that I value their long-term well-being as much as their immediate performance on the field?***

## 5. The Professional Environment

### *Your Own Growth as a Coach*

**Coaches who participate in training report significantly higher confidence, satisfaction, and perceived impact on their athletes.**

- I completed gender-responsive training (Coaching HER® modules, Body Confident Sport, or similar) to strengthen my approach for girls
- I built a regular reflection habit, processing what went well and what didn't after practices and games
- I actively sought feedback from administrators, peers, or mentors and used it to adjust my methods
- I provided a private channel (feedback box, digital survey) for athletes to share input about team culture without fear of consequences
- I modeled self-confidence and body respect, setting a standard for the team to follow

 ***Reflection: Every athlete I coach makes me a better professional. What did my athletes teach me about myself this season?***



# MY THREE COMMITMENTS FOR NEXT SEASON

## The “How Did You Do That?” Moment

Think about your best coaching moment this season—the one where you felt most effective, most connected, most like the coach you want to be. Now ask yourself: How did you do that? What choices, habits, or preparation made it possible? And how can you create the conditions for more moments like that next season?

My best moment: \_\_\_\_\_

How I made it happen: \_\_\_\_\_

How I’ll create more of this: \_\_\_\_\_

**Based on this debrief, what are the three most important changes you’ll carry into July planning?**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_