



**EDUCATE. EMPOWER. INSPIRE.**

Lead the way with Coaching HER®. Empower coaches and educators to lead with awareness, intention, and inclusivity.



## STUDY GUIDE

### Body Confident Coaching 3: Promoting Body Confidence

#### Learning Objectives:

- Understand what a positive body image environment looks like within sport.
- Identify how your own actions can support body confidence among your athletes.
- Develop strategies to promote body confidence among your athletes and wider sports environment.

#### Reflect:

When you think of a *body-positive* or *body-confident* sport environment, what comes to mind?

Have you ever been part of a team that made you (or others) feel confident and valued regardless of appearance? What made it feel that way?

What does *inclusivity* around body image look like in your sport's context (e.g., practice, uniforms, communication)?

How might your words, tone, or feedback influence how athletes feel about their bodies?

How comfortable are you discussing topics like body image or confidence with your team?

How do you think building a more body-confident culture could improve athlete performance, retention, and overall well-being?

What would success look like if your team truly embraced body confidence as part of its culture?

### Review:

What does it mean to have a positive body image?  
How does addressing appearance concerns help girls/athletes reach their full potential?  
What role does society and sports environments play in how we view and connect with our bodies?  
What things can coaches/educators do to create safe places for all body types?  
When athletes appreciate what their bodies can do for them, they are more likely to:\_\_\_\_\_.  
How can you teach body functionality?  
Differentiate between body confidence and body functionality?  
What is body talk?

### Discover:

What does a “body-positive” team environment *look, sound, and feel* like?  
What cues—visual or verbal—signal to athletes that *all body types are valued* on your team?  
Interview two athletes about what helps them feel comfortable in their bodies while competing.  
How could body image pressures differ for athletes of different genders, skill levels, or cultural backgrounds?  
What impact do you think team comparisons (such as rankings, stats, or fitness scores) have on body confidence?  
How might an athlete’s position, playing time, or role on the team influence how they feel about their body?

### Take Action:

Invite team leaders or captains to help co-create a “Respectful Language Agreement” for the locker room or group chat.  
Develop a short activity or team-building exercise that helps athletes focus on what their bodies *can do* rather than how they look.  
Write a short reflection on one coaching situation where you noticed an athlete’s confidence dip — what might you do differently next time?