

On the Move

Increasing the Participation of Girls and Young Women in Recreational Sport and Physical Activity

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FOREWORD

USING THIS HANDBOOK

The **On the Move (OTM)** Handbook has been designed as a practical guide for use by service providers for the creation of an **OTM** program. It is based on experiences of communities from across Canada who have implemented programs designed to encourage inactive girls and young women (ages 9-18) to participate in recreational sport and physical activity. The **OTM** concept and model have been presented, however, structured timelines and rigid program design have been purposefully avoided to allow for each community to respond to its unique situation. **OTM** therefore relies on collaboration between service providers and the girls and young women of the community to determine details such as activity choices, timing, cost, and other program variations.

As an enthusiastic and committed leader, this Handbook provides you with the opportunity to learn from others' experiences to achieve gender equity in physical activity and sport and help the girls and young women in your community develop a foundation for active living.

In this Handbook you will find:

- An overview of initiative's history, the **OTM** concept, and program objectives.
- Answers to common questions about sport and physical activity programming for girls and young women.
- **Suggestions, Recommendations, Research Notes, and Notes From . . .** which have been gathered from **OTM** experiences across the country and relevant research.
- Appendices which include government policy initiatives, newspaper clippings, and guidelines for gender equitable practices.
- Evaluation tools which will assist in the critically important task of monitoring program results and adapting and improving the **OTM** concept to fit the needs of girls and young women in your community.
- Lists of contacts, organizations, and resources, which will provide you with valuable information, and network you with those who have been involved in a variety of projects targeting girls and young women.
- An **OTM** Fax Update form for you to share your program successes and challenges with the network.

HOW CAN YOU GET INVOLVED?

ABOUT CANADIAN WOMEN & SPORT



FEMMES ET SPORT AU CANADA
CANADIAN WOMEN & SPORT

Six Steps are all you need to start an **OTM** program and make a difference in the lives of girls and young women.

1. Familiarize yourself with the Handbook.
2. Understand the issues.
3. Talk to girls and women in your community and build supportive organizational and community partnerships.
4. Implement your **OTM** program.
5. Join the **OTM** Network – simply fill out the **OTM** Fax Update form at the back of the Handbook, submit stories online, or forward your name, address and program story to Canadian Women & Sport.
6. Contact Canadian Women & Sport if you have any questions or concerns.

Canadian Women & Sport is a national non-profit organization that works in partnership with Sport Canada and Canada's sport and active living communities to achieve gender equity. Canadian Women & Sport strives to increase opportunities for girls and women to get out of the bleachers, off the sidelines and onto the fields and rinks, into the pools, locker rooms and boardrooms of Canada. Since 1981, Canadian Women & Sport has positioned itself as an agent of change, using cooperation, collaboration and consultation to achieve this goal.

Canadian Women & Sport provides expert advice, positive solutions, and support to the sport and active living community through leadership, research, and communication with several sectors of Canadian society. For more information, or to join the Canadian Women & Sport Network, please contact:

Canadian Women & Sport

970 Queen Street East, PO Box 98162
Toronto, Ontario, M4M 1J0
Email: info@womenandsport.ca
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1 INTRODUCTION

On the Move began as a concept that initiated a project, that turned into a movement, that uses a community development process, and when put all together can be described as an approach.

(Adapted by Bryna Kopelow from Charlotte Denny, 1995)

On the Move (OTM) is a national initiative designed to increase opportunities for inactive girls and young women (ages 9-18) to participate in fun-filled, supportive, female-only, recreational sport and physical activity. It does this in two ways:

1. **OTM** is an innovative programming concept designed to help service providers increase girls' and young women's participation in sport and physical activity. Based on the experiences of **OTM** programs across Canada, this user-friendly **OTM** Handbook discusses the issues and barriers that girls and young women face in their participation, and provides information about program design and implementation, leadership, promotion, and building community support.
2. **OTM** is also a national network of service providers involved in female-only programming, and individuals and organizations concerned with the health and well-being of girls and young women. The network is a resource for information about the importance of increasing girls' and young women's participation, sharing research, events and program successes and challenges.

Building on Success . . .

Prior to the initial production of this Handbook in 1994, **OTM** initiatives had been successfully implemented in Ottawa, ON and Port Coquitlam, BC. The overwhelming success of these programs convinced Sport Canada to fund Canadian Women & Sport in their support of this very positive and progressive initiative. ProMOTION Plus – the BC Organization for Girls and Women in Physical Activity and Sport, embraced the opportunity to pilot **OTM** in ten communities throughout British Columbia. Since that time, **OTM** has spread throughout the country – successful programs have been run in almost every province and territory. Although the initiative has evolved in many ways, the purpose has remained the same – to increase the participation of girls and young women in recreational sport and physical activity.

THE OTM CONCEPT

“We cannot continue to program with the ‘if you build it they will come’ attitude. We have to address barriers, encourage them to take that first step, and make sure they like what they see when they get there.”

(Program Leader, SK)

WHY A FEMALE-ONLY PROGRAM?

While programmatically **OTM** may appear to be just another program, conceptually it is much more. It is based on the premise that there is a sector of the population missing out on recreational opportunities due to various overt and covert societal barriers. **OTM** provides an alternative program model that can reach out to those populations the current system is not serving. The **OTM** concept is guided by four principles:

1. OTM is conceptual, not prescriptive.

Structured time-lines and rigid program design have been purposefully avoided to allow each community to respond to the unique needs and interests of girls and young women. This has allowed **OTM** programs to reach a wide demographic of participants, including pre-teens, teenagers, recent immigrants, Aboriginal peoples, and those living in poverty.

2. OTM is participant-driven.

OTM depends on collaboration between service providers and participants. Girls and young women have a wide variety of skills, needs and interests. Involving them in all stages of the project will directly contribute to the program’s success and provide them with positive experiences upon which to develop a foundation for active living.

3. OTM is programming for who is not there.

While the existing physical activity and sport system serves many girls and women and provides them with positive recreation experiences, the majority of girls and women are inactive. Therefore, **OTM** programs are designed to attract inactive girls and young women and provide them with positive experiences.

4. OTM is not based on supply and demand.

Since many girls and young women have had little experience or have had negative experiences with sport and physical activity, they are not likely to demand more of the same programs, nor are they in a position to demand programs which do meet their needs. The end result is a lack of recreation programs for this group. Service providers need to find other success indicators to support special efforts like **OTM**.

The underlying premise of **OTM** is to work towards attaining gender equity in physical activity and sport. Gender equity means providing girls and young women in your community with access to a full range of opportunities to achieve the social, psychological and physical benefits that come from participating in recreational sport and physical activity. It does not necessarily mean making the same programs and facilities available to both males and females. Gender equity requires that girls and young women be provided with a full range of activity and program choices that meet *their* needs. Therefore, some activities may be the same as those offered to boys and men, some may be altered, and some may be altogether different. (Refer to *Appendix B – OTM Language*)

Equity does not necessarily mean that all persons must be treated exactly the same. Where discrimination exists, people may need to be treated differently in order to be treated fairly
(CAAWS, 1993)

Female-only programs provide many benefits for girls and young women (Fenton, et al., 1999; Humbert, 1995; Kippen, 1999). These include the provision of same-sex role models and the creation of a supportive environment where participants feel comfortable trying new things. More importantly, in discussions with girls and young women, most prefer to participate in female-only programs. Many females feel uncomfortable participating in front of males, often preventing them from becoming involved. Girls and young women deserve an opportunity to participate in sport and recreation in their own way. Providing them with choices will ensure their needs and interests are being met.

OTM Belief Statements

- Sport has traditionally been the domain of males. Consequently, females face numerous overt and covert barriers that limit their access to and participation in physical activity and sport (e.g., their skills are devalued; they are channeled into traditionally “feminine” activities). Yet, everyone should have the opportunity to participate and take advantage of the many benefits that physical activity provides.
- Girls and women have different experiences in sport and physical activity than boys and men. Amongst females there is also a wide range of experiences. While some girls and women excel at sport and physical activity, others are excluded from opportunities to improve their skills and increase their comfort level, and/or are turned off participation by competitive programs. Providing these girls and women with female-only environments emphasizing fun and social aspects will provide them with a positive sport and physical activity experience.
- A group physical activity experience can create a supportive and cooperative environment for participants in which they learn it is okay to make mistakes, that the group is there to support them, and that they can depend on others. Programs that create a sense of belonging and inclusivity provide girls and women with these benefits.
- Some girls and women associate participation in physical activities with weight control, rather than fun, health or well-being. Sport and physical activity programs should provide girls and women with enjoyable experiences in a variety of sport and physical activities, allowing them to take advantage of the many health benefits participation offers.
- Traditional programs for girls and women typically involve high costs and extensive time commitments, making them appropriate for only a small percentage of the population. Therefore, it is important to provide opportunities that consider the lives of females (e.g., income levels, family commitments, safety concerns) and introduce them to the wide variety of activities available (e.g., team and individual sports, traditional and non-traditional pursuits).

OTM OBJECTIVES

Ultimately, the goal of the **OTM** initiative is to increase the participation of girls and young women in all aspects of Canadian sport and physical activity. An **OTM** program should provide participants with the skills and self-confidence to become involved in other sport and recreation programs. Therefore, each **OTM** program should have the following objectives:

- To increase girls' and young women's awareness of the benefits of regular physical activity;
- To provide an opportunity for girls and young women to have an enjoyable and positive recreation experience, while increasing their comfort level in physical activity environments;
- To increase the types of recreational sport and physical activity programs offered specifically for girls and young women;
- To increase the physical activity skill level, self-esteem, self-confidence, and self-efficacy of girls and young women; and
- To provide a supportive forum for girls and young women to voice their opinions and ideas and encourage their participation in program planning and decision-making.

You have the opportunity to help girls and young women in your community open the doors to a lifetime of physical activity and health. This is your chance to make a difference.

2 DEALING WITH THE ISSUES

STATS AND FACTS

It's a Question of Health

Supporting gender equity requires financial, facility and human resources. However, there are many reasons why it is important for your organization to commit to a unique initiative like **OTM**.

Participation in sport and physical activity reduces the risk of developing chronic diseases such as type 2 diabetes, cardiovascular disease and osteoporosis, and is essential in maintaining a good body image and discouraging disordered eating and smoking.

- Only 8% of girls met the recommendations in Canada's Physical Activity Guides, compared to 14% of boys. Yet, nearly all parents report their kids are very physically active. (2007-2009 CANPLAY)
- Canadian children aged 10 to 16 are spending 6 hours per day in front of a screen. (Active Healthy Kids Canada, 2008)
- Females from lower socioeconomic backgrounds and females of colour engage less in physical activity, and have less access to sport and physical activity programs. (Women's Sport Foundation, 2009)
- Among girls aged 15 to 19, the proportion classified as overweight or obese rose from 14% to 25% between 1981 and 2009. (2007-2009 Canadian Health Measures Survey)
- People who are inactive face a greater risk of type 2 diabetes, premature death, heart disease, obesity, high blood pressure, osteoporosis, stroke, depression and colon cancer. Medical experts assert that no pill, either currently or prospectively in use, holds as much promise for sustained health as a lifetime program of regular physical activity. (Health Canada, 2003)
- The benefits of physical activity include heightened self-esteem and self-efficacy; increased physical and mental health and well-being; decreased tobacco, alcohol and other drug use; lower incidence of eating disorders; reduced risk for developing type 2 diabetes, coronary heart disease and osteoporosis. (Peakein, Cote & Fraser-Thomas, 2005; Reid, et al., 2000)

*It's a Question
of Self-Esteem*

*"Self esteem isn't
everything; it's
just there's nothing
without it . . ."*

Gloria Steinem

- In comparison to females who did not participate in physical activity programs, females who participated in physical activity programs reported higher levels of self-esteem and improved physical health. They also reported significantly lower levels of depression, stress, disturbed sleep, and loneliness. (Frisby & Fenton, 1998)
- A physically active lifestyle during youth and early adulthood can help prevent the emergence of chronic disease later in life by establishing behaviour patterns that continue into adulthood and keep the individual in better physical shape. (Staurowsky, et al., 2009)
- Regular physical activity helps to improve self-concept, enhance self-esteem, increase physical competence, and overcome boredom and provide positive leisure time pursuits. (CFLRI, 2005)
- Thirty seven percent of girls in grade nine and 40% in grade ten perceived themselves as too fat. Even among students of normal-weight (based on BMI), 19% believe they were too fat, and 12% of students reported attempting to lose weight. (Boyce, et al., 2008)

In recent years, health care professionals have become increasingly concerned with low levels of self-esteem amongst young women. Low self-esteem has been correlated with many negative consequences including high susceptibility to peer pressure, low life satisfaction, and depression. Participation in sport and physical activity is one way to increase self-esteem, providing girls and young women with positive environments and opportunities to experience success.

- Girls are more likely than boys to be dissatisfied with their appearance and to wish they were someone else. In 2002, 58% of grade eight girls and 55% of grade ten girls said, "I would change how I look if I could." Only 34% of boys in both grades felt this way. (Calhoun Research and Development, 2005)
- Girls' involvement in physical activity is positively linked to a high self-body image. (Hadley, Ginther-Wang & Schank, 2002)
- Girls with low self-esteem are more likely to drop out of sports or physical activity, take up smoking at a young age, and are more susceptible to peer pressure surrounding drugs and alcohol. (CAAWS, 1995)
- Low self-esteem correlates with low life satisfaction, loneliness, anxiety, resentment, irritability, and depression. (Henderson & King, 1998)
- Females, beginning at an early age, under-value and underestimate their capacity (and potential) for competency in physical activity. As a result, girls' physical activity skill levels constantly fall further behind their male peers'. Therefore, girls may select only activities that are traditionally female, or worse, be turned off physical activity altogether. (Dahlgren, 1988)

Participation in sport and physical activity is associated with a heightened quality of life. While the many benefits of physical activity are well-known, girls' and women's participation continues to be devalued and limited by overt and covert social and systemic barriers.

- Females are interested in physical recreation pursuits, and are more likely than males to want to increase their rate of participation. (Smale & Shaw, 1993)
- Many studies have shown that girls and young women understand the importance of physical activity to their health and want to increase their participation (cf. Kippen 1999; Smale & Shaw, 1993). That their participation remains low suggests that social and systemic barriers (e.g. lack of opportunity, choice, time) are affecting their involvement.
- Girls self report of barriers to physical activity include a lack of encouragement, positive role models, self-confidence, and the money necessary to participate. (Youth Net Halifax, 2001)
- Childhood is the ideal time for developing the habit of regular physical activity, which provides important health benefits when pursued through adulthood. Childhood is also a prime time for learning the skills required to participate in a wide variety of physical activities, a sure way to maintain interest and motivation in physical activity into adulthood. (CFLRI, 2005)
- Children and youth who are internally motivated to participate in physical activity are more likely to continue this habit over a lifetime. These children and youth will continue to reap the benefits of physical activity. (Ryan & Deci, 2000)
- Only 10% of female students in BC enroll in physical education when it becomes elective. Considering the abundance of evidence concerning the positive contributions of physical activity to health, this is a particularly disturbing trend. (Gibbons, et al., 1999)
- Denying girls [and women] the feelings of mastery and pride and the opportunities for growth that sport can offer is a blow not only against their cardiovascular fitness (for example), but against their long-term potential. To squander any measure of our daughters' athletic abilities might be to squander their academic, social, and emotional capacities in ways we are only just beginning to understand. (Zimmerman & Reaville, 1998)

Girls' and women's involvement in sport and physical activity as athletes, coaches and administrators is unrepresentative of their population. Worse, their accomplishments are often not acknowledged within larger society. Providing gender equitable programs will provide girls and women with the opportunity to succeed and feel confident in a sport environment, enabling them to pursue all areas of involvement.

- Youth of all ages are frustrated and some feel limited by gender stereotypes in physical activity. (Youth Net Halifax, 2001)
- Male sport administrators who have not personally experienced gender discrimination usually denied it existed, thus defending themselves against challenges to their existing privileges. (Hoerber, 2007)
- Many fitness, recreation and sport organizations across Canada do not allocate their resources, programs, and decision-making fairly to both females and males without bias. As a result, the demographic profile of the people who use the organization's facilities does not match the demographic profile of the community. (Pathway to Gender Equity, 1999)
- The media does not provide equal coverage of female and male participation in physical activity, or of their accomplishments in sport. A survey of Canada's largest daily newspapers indicated that based on column inches, 92% of space was devoted exclusively to male athletes, while female athletes received only 3%. (CAAWS, 1994)
- Only 4 of 16 members of the Canadian Olympic Committee's (COC) Executive Committee are women. (COC, 2008)
- In 1994 there were only 48 women (13%) among the 377 athletes and builders celebrated in Canada's Sports Hall of Fame. In 2008, there are only 63 women (15%) among the 489 honoured members. (Kidd, 1994; Canadian Sports Hall of Fame Website, 2008)

It's the Law

Policy supporting equity for girls and women in physical activity and sport is happening at all levels of Canadian society.

International:

The Brighton Declaration on Women and Sport, 1994

National:

Canadian Charter of Rights and Freedoms, Section 15, 1981

Canadian Sport Policy, 2002

Actively Engaged: A Policy on Sport for Women and Girls, 2009

Provincial:

BC Provincial Government, 1992

NS Sport and Recreation Policy, 1994

ON Policy of Full and Fair Access, 1994

Municipal:

Federation of Canadian Municipalities, June 1989

The City of London Gender Equity Policy, 1996

City of Coquitlam Gender Equity Program, 1999

City of Hamilton Gender Equity Policy, 1999

(Refer to *Appendix A – It's the Law* for examples of these policies)

WHAT TO SAY WHEN THEY SAY

They say:

The girls and young women in our community don't seem very interested in sports. We've organized programs in the past and nobody showed up.

Having trouble convincing your supervisor, staff, colleagues, or community that **OTM** is important? Below are some carefully chosen responses that you can use.

You say:

By the time they're six, girls have lower fitness levels and less skill competence than boys of the same age (Dahlgren, 1988). This lack of skill compounds itself with each passing year.

No wonder some girls and young women are reluctant to play soccer or hockey – they lack skills and confidence. Worse, they often under-value the importance of physical activity to their own health and well-being, while over-emphasizing concern about weight control and physical appearance. It is important to provide programs that will facilitate the development of girls' and young women's self-confidence and reinforce that participation in sport and physical activity can be fun. The long-term benefits are worth it.

NOTE FROM SK: The goal of **OTM** to build skills among the girls in a broad variety of activities matched with the girls' own concern about having the necessary skills to take part in more sports. Clearly, the girls' own perception that they lack skills is a barrier. (Saskatchewan Heart Health Program, 1995)

RESEARCH NOTE: Many studies have shown that girls and young women understand the importance of physical activity to their health, and want to increase their participation (cf. Smale & Shaw, 1993; Kippen, 1999). That girls' and young women's participation remains low suggests that external barriers (e.g., lack of opportunity, choice, time) are affecting their involvement.

Many recreation and sport departments program according to demand, cost recovery, and success determined by the number of program participants.

These basic business principles of supply and demand are acceptable if you can be sure you are programming equitably. **OTM** is based on the premise that there is a sector of the population missing out on recreational opportunities due to various covert and overt societal barriers. Since many girls and young women have had little experience or have had negative experiences with sport and physical activity they are not likely to demand more of the same programs, nor are they in a position to demand programs which do meet their needs. The end result is a lack of programs for this population.

Some marketing may exclude females.

It is important to think about how a program is described. A program which boasts participants will "acquire the skills of Michael Jordan", for

example, may unintentionally encourage the participation of males more than females, even though it was meant to be a co-ed program. Girls and young women, who often lack leisure time and money, do not want to waste these resources on programs that may not be fun or meet their needs. Therefore, it is necessary to work at “selling” the program to the participants. Use female-friendly language, images, role models, etc. to promote your sport and physical activity programs. Advertise in a few different sections of your organization’s promotional material – many girls and young women will not be looking in the sport or recreation section, or make separate brochures for girls’ and women’s programs. (Refer to *Appendix B – OTM Language* for guidelines on equitable language and inclusive practices, and *3 – Success Stories* for program descriptions)

Participation in organized sports and leagues requires regular attendance at practices and games.

Recreational activities for boys and men have traditionally taken place in a space and time set aside from daily life. They are therefore able to participate on a regular basis in structured team sport. Girls and women have a different life experience. They often have significant family responsibilities, for example caring for siblings or helping with domestic duties. Lack of time and family support are significant obstacles to increasing girls’ and young women’s participation in physical activity and sport.

Because of these different life experiences, it is important to organize a sport and physical activity program which is flexible to fit the lives of girls and young women. It may look quite different from a traditional team sport schedule.

Female participants and their families worry about safety.

For female participants and their families, safety is a concern. Some facility and programming issues to take into consideration include: time of day, location, facility lighting, proximity to public transportation, and availability of proper equipment.

They say:

We can’t afford it!

You say:

It may be in the best interests of organizations to be pro-active with respect to programs for girls and women.

Recreational organizations will increasingly be required to demonstrate they are providing equal services for girls and women in order to receive municipal, provincial, and federal funding. In addition, it is important to expand the pool of participants, leaders, coaches, and administrators to better represent a cross-section of your community. There is a cost to inequity too. Discrimination is against the law, and defending legal actions will cost your organization time, money, and its good reputation.

NOTE FROM BC: After a mediated Human Rights agreement, the City of Coquitlam launched a Gender Equity Program in May, 1999. The Chief Commissioner of the BC Human Rights Commission wrote in a letter that she is “. . . hopeful that the establishment and implementation of this program will not only effect both attitudinal and systemic changes but will also serve as a model for other municipal governments to follow in the future.” (Cited in BCRPA/CPRA, 1999; Refer to *Appendix A – It’s the Law*)

Organizations that program equitably also have significant revenue generating potential because they:

- attract more customers;
- have reduced costs and expanded service delivery through community linkages and partnerships;
- use resources more efficiently and effectively by understanding the needs of the community; and
- can use the talents and skills of a diverse sector of the community for better decision-making.

(Multicultural Resource Kit, 1999)

RESEARCH NOTE: Over time, increased participation by women and other underrepresented groups will mean a stronger financial base for the organization as a whole. (Pathway to Gender Equity, 1999)

They say:

Policies that promote and fund special programs for girls and women could be unfair to the boys and men already participating. It’s reverse discrimination.

You say:

“Discrimination doesn’t have a forward or reverse. Discrimination is the unequal allocation of resources. And it hurts those who get less.” (Marion Lay, CAAWS Founding Mother)

Making changes of any kind requires the belief that the change is important.

Realigning current resources (financial, facility, human) is one way to demonstrate support for special programming for girls and women. It is important to make a start. Some efforts may meet resistance from men and women who have traditional ideas about girls and young women participating in physical activity and sport, or males who will defend their long-held rights to access to prime time in our communities’ facilities. But girls and women, who make up more than half of our population, have a right to as much of the program budget, and as much time and attention on the fields, in the recreation facilities, and from coaches and recreational staff as do boys and men.

RESEARCH NOTE: Special programs like **OTM** need to be supported in the short-term to create the possibility of equity in the long-term. (Pathway to Gender Equity, 1999)

In the future, a young woman will hopefully have a very different attitude to her body and to participation in physical activity than young women today.

She will associate participation in sport and physical activity with fun and friends, she will be self-confident in terms of her skills, and she will understand the connections between well-being, body image and physical activity. In order to make this vision a reality we need cooperation on the part of boys and men who, up to now, have had many of the advantages.

3 SUCCESS STORIES

Reading what other people had done was helpful.

(Program Leader, BC)

HISTORICAL FOUNDATIONS

Ottawa

OTM is based on lessons from female-only recreation programs and initiatives from across the country. There are now so many program examples across Canada, it would be impossible to share them all. The following have been chosen for their role in starting the **OTM** initiative, or their unique qualities or programming ideas.

One of the greatest successes of the **OTM** initiative is that it has been based on the notion of motivating others to take action at the community level. One quick read of the Handbook and service providers can start their own **OTM** program.

Suggestion: If you are involved in a girls-only physical activity program in your community, please let us know so we can connect you to our growing network and share stories. Fill in the **OTM** Fax Update form at the back of the Handbook, submit your program online at www.caaws.ca/onthemove, or contact Canadian Women & Sport. (Refer to *Appendix G – Organizations, Resources & References*)

The City of Ottawa Department of Recreation and Culture's Women n' Sport Program celebrated a 19% increase in female participation in team sport activities from 1983/84 to 1986/87 as a result of their **OTM** initiative. The initiative continues to grow and expand today, celebrating their 25th Anniversary in 2010.

Girls n' Women and Sport

An award-winning initiative attracting over 4000 girls and women in programs and sport leagues each season. Sport programs at a variety of levels are available.

Program Elements:

- ages 7-17
- price depends on program

Success Factors:

- training sessions for staff through City
- low cost, little equipment, team environment

Challenges:

- promotion – difficult to “get the word out”

Contact: Girls n’ Women and Sport
City of Ottawa, ON

Port Coquitlam

Port Coquitlam was the first community in BC to implement an **OTM** program based on the success of Ottawa. Their involvement in the program facilitated the involvement of Canadian Women & Sport and ProMOTION Plus in pilot projects run throughout the province.

Girls On the Move

This program promoted a fun atmosphere and provided girls and young women an opportunity to participate without the pressure of competition. Early **OTM** programs focused on team sports, based on the link between participation in team sports and increased self-esteem, confidence, feelings of camaraderie, and reduced self-criticism. Now programs are offering a variety of sport and social activities.

Program Elements:

- ages 13-17
- 2 hours, once a week
- 8 sessions each quarter

Success Factors:

- non-competitive environment

Challenges:

- lack of interest after first “graduates”
- marketing program to females

Contact: Port Coquitlam Parks & Recreation

Girls On the Move

“Learn new skills or improve existing ones in all kinds of sports and active games. Participate with enthusiasm in the self-learning activities with so many awesome friends. Each week has something new and adventurous to offer. Wear your comfy clothes and bring your sense of fun. See ya there!”

Program Elements:

- grades 5, 6, and 7
- \$32 for eight sessions
- physical activities in the gym (1hr) and self-learning discussions including communication, team building, family, relationships, and personal issues (1/2hr)

The participants realized being physically active in a social setting could really be fun
(Program leader, BC)

PROVINCIAL HIGHLIGHTS

British Columbia

“Even when the girls don’t [outwardly] acknowledge your hard work don’t let it get you down. They are lost without programs like this; for many it’s the only support they have.”
(Program Leader, BC)

Success Factors:

- used senior high school students, who had participated in A.L.I.V.E. (Active Leaders In Various Expertise) as leaders
- leaders were “hip” in participant’s eyes

Contact: Sunshine Coast Parks & Recreation, Sechelt

Floor Hockey For Females

This successful program offered girls’ floor hockey programs and social nights for more than 3 years. Rachel Corkum, the original program leader, won a ProMOTION Plus Leadership Award in 1998 for her involvement.

Program Elements:

- two nights a week – one night is hockey or softball and the other is a group outing, crafts, baking, or watching movies
- ages 7-14

Success Factors:

- has grown from 10 participants to 30
- parents come and cook hot dogs
- organized a floor hockey tournament with another **OTM** program in Vancouver

Challenges:

- low-income community
- issues of abuse, delinquency, malnutrition, lack of parental support

Contact: Thunderbird Community Centre, Vancouver

On the Move

Kelowna Recreation Services, the YM/YWCA, and local schools ran successful **OTM** programs that offered a variety of programs and opportunities including swing dancing, mountain biking, step aerobics, self-defence, skateboarding. The group also organized pizza and pool parties which were open to all females in the community.

Program Elements:

- ages 11-15
- Wednesdays, 3:30-5:30pm
- Twoonie drop-in
- 20-35 participants

Success Factors:

- direct marketing of the program through the schools via announcements, posters and lunch-time displays
- leaders attended a training session through ProMOTION Plus
- volunteers have participated in the **OTM** program
- phone reminders to participants

Contact: Kelowna Recreation Services

On the Move

The Meskanahk Ka-Nipa-Wit School provided an opportunity for non-active First Nations girls to explore, experience, and participate in non-competitive recreational activities, and to develop their skills in a positive and socially rewarding environment.

Program Elements:

- ages 12-15
- no cost
- 6-16 participants

Success Factors:

- food and socializing
- volunteer time from leaders

Challenges:

- sustainability
- the community does not have recreational facilities, therefore costs for visits to facilities in Edmonton (1 1/2 hours away) were expensive

Contact: Meskanahk Ka-Nipa-Wit School, Hobbema

N.R.G. (Notoriously Rowdy Girls) in Motion

N.R.G. is a club for young women who are committed, dedicated and are interested in wellness and self-improvement. The club focuses on physical activity, goal setting and personal health as a foundation for building skills that will help enhance each member's quality of living.

Program Elements:

- ages 11-14
- 1 hour, twice a week after school
- 30 minutes of exercise per session
- guest speakers and trips to other facilities once per month

Success Factors:

- participants sign a membership agreement that states their commitment
- participants keep a log book of power points with the aim of accumulating 90 minutes of exercise per week
- coordinators have lots of energy and great ideas to increase excitement of participants

“Girls who attended the Symposium told their classmates all the cool things they had missed.”

(Program Leader, AB)

Challenges:

- program operates at a school, and does not have access to a gym; programming relies on adapted games, outdoor activities and visits to other facilities for physical activities

Contact: Chestermere Middle School, Calgary

Go Girl! Symposium

First held on May 1, 1999, this event brings together individuals, agencies, educators, sports associations, sponsors and teens to plan and deliver a one day event for girls and young women to try new activities, attend discussion groups and find out about programs in their community. The success of the symposium resulted in similar events throughout Alberta and across Canada.

Program Elements:

- \$15 registration fee
- social and physical sessions

Success Factors:

- more than 400 participants from grades 6-12 in 2009
- participants were enthusiastic about their experiences, and told their friends who didn't participate they'd missed out
- great partnerships were made in terms of product and services offered, and many other organizations have become involved
- efforts are made to link participants with available community programs and courses

Challenges:

- attracting inactive girls and women
- promotion to the schools to encourage attendance

Contact: Calgary Parks & Recreation
City of Edmonton, Sports Fitness & Recreation

Yukon

Female-Only Adventure Programs

Although Whitehorse does not have any long-term **OTM** programs, they do offer a variety of female-only outdoor adventure and health and well-being programs (kayaking, rock climbing, camping, hiking, canoeing; self-esteem, skin deep, bad hair day, chocolate making).

Program Elements:

- 11-14 year olds
- 12-14 regularly attend
- price depends on programs (all subsidized 50% by City)

Success Factors:

- certified female instructors provide good role models for participants

Challenges:

- no access to a recreation centre limits activities – construction of a multiplex for Fall of 2000 will certainly increase opportunities

Contact: City of Whitehorse Parks & Recreation

On the Move

Free drop-in sessions provided opportunities for girls and young women in Swift Current to participate in non-traditional activities such as synchronized swimming, baton twirling, archery, birdhouse construction for a local nature reserve, tennis, street smarts, field hockey and nutrition.

Program Elements:

- ages 10-14
- two nights per week during the summer months for two hours
- no cost

Success Factors:

- community networking minimized costs and provided new experiences for the participants
- high registration numbers due to drop-in format and input into program planning (130 registrants)

Challenges:

- transportation
- planning without knowing what attendance would be

Contact: City of Swift Current Parks & Recreation

Girls' Night Out

Several **OTM** projects are currently offered in Saskatoon neighbourhoods including some focused on Aboriginal young women. The evenings are made up of an hour of physical activity and an hour of an educational or social activity.

Program Elements:

- average 15-20 participants
- cost depends on program

Success Factors:

- participants who attended regularly are more confident and are participating in other programs offered in the community
- girls are asking for **OTM** and girls-only programs
- community involvement

“We hoped that if we could get girls and young women out and get them socializing, and expose them to a wide variety of activities, they might be more prone to participate in the future.”
(Program Leader, SK)

Manitoba

Challenges:

- reducing barriers in some communities
- creating self-sufficient programs

Contact: City of Saskatoon Leisure Services

On the Move

This program was designed to meet the recreation needs of females at-risk in a targeted area involving 20 schools. Activities were a mix of sports, culture (arts) and recreation.

Program Elements:

- ages 10-14
- 4 nights a week at 2 elementary schools, from 7-9pm
- field trip once a week (high attendance always)

Success Factors:

- calendar of events sent home every month
- involved parents during the program and for carpooling
- principals of the targeted schools were very supportive

Challenges:

- leaders needed to be experienced with at-risk females
- intense marketing included hours of preplanning, making phone calls, and targeting the girls personally
- cost of transportation

Contact: Youth Services, City of Regina

On the Move at the Adolescent Parent Centre

The Adolescent Parent Centre is a school that provides educational services for teenage moms. The program allowed students to complete grade 12 with a Physical Education credit.

Program Elements:

- 25 participants, primarily from low-income, Aboriginal backgrounds
- 13 weeks, 2 times per week, for 1 hour
- provides participants with an introduction to and participation in physical activity

Success Factors:

- food is a great pleaser
- participants are happiest with high energy and loud music – they just want to move

Challenges:

- social stigma around pregnancy prevents the group from venturing too far from the centre

Contact: Manitoba Women’s Directorate

On the Move

This **OTM** program was a joint project between the YM/YWCA of Winnipeg and the YM/YWCA Women's Wellness Project. The program offered a variety of sport skill development opportunities and discussions.

Program Elements:

- summer months, Wednesday afternoons, noon to 2pm
- low income, aboriginal participants
- ages 12-15
- pizza, T-shirts, juice, and chocolates were provided by sponsoring organizations

Success Factors:

- young, motivated, flexible leaders
- one-on-one promotion – the leader went to the schools and personally promoted the program
- participants had input into planning and activities
- recruited volunteers to help run the program, allowing it to be offered again
- used volunteers from the University basketball team

Challenges:

- lack of funding
- lack of support from facility staff for gym time
- finding good leadership

Contact: YM/YWCA of Winnipeg

Ontario

Sport Leadership Project

This program was offered to develop leadership and coaching skills. The program consisted of six classroom sessions and a practical component comprised of leading an **OTM** program for a six-week period.

Program Elements:

- ages 14 and over

Success Factors:

- mentoring aspect
- enthusiastic and knowledgeable instructor
- a second step for many **OTM** graduates

Contact: City of London Recreation & Community Programs

Women in Action

The City of Toronto Department of Parks and Recreation set a goal to produce a 50% improvement in the availability of leisure, recreational and sport activities, leadership opportunities, and use of facilities for women and girls, by the year 1996. Having achieved this in 1994, they are well on their way to achieving its main project goal of **full equity** .

Program Elements:

- over 2500 girls and women take part in these programs annually
- during fall and winter – ball hockey league, hockey skills and drills, basketball, soccer, volleyball, Girls in Action Club, and Junior Leadership
- during spring and summer – Girls Sports Camps, a girls' and young women's division in softball, and soccer and basketball leagues.

Success Factors:

- positive reinforcement of small successes
- working from a community development approach
- trained women as coaches and umpires for leagues

Contact: City of Toronto, Parks & Recreation

Girl Power

This program ran at two sites in Thunder Bay characterized as “high risk” neighbourhoods. Girl Power provided participants with a mix of physical and social activities, and also linked them with other opportunities within the city, such as leadership programs.

Program Elements:

- numbers and age range of participants varies – 10-30 participants, ages from 10-17
- once a week
- no cost
- participant driven

Success Factors:

- 2 leaders at each site, all with strong connections to the community's youth through involvement in other programs
- recreation Department won an award from the CP/RA for innovative youth programming

Challenges:

- funding cuts within the Recreation Department
- leader turnover

Contact: City of Thunder Bay Community Recreation

On the Move

Since 1996, this **OTM** program has provided non-active young women with equal access to recreational programming. The participants are able to take part in a variety of recreational sport and physical activity for fun, without the pressures of competition.

Program Elements:

- ages 10-15
- 10 weeks, Mondays, 6-7:30pm
- no cost
- encourages volunteers, especially young adults, to be involved from the onset

Successes:

- the location of the program rotates between the city's east and west side, providing access to more young women
- "fun" talent night was shared with parents and everyone brought food to share and enjoy

Challenges:

- keeping the program costs low
- promotion of non-competitive environment

Contact: Miramichi Community Recreation

Females' Activity Day

This one-day activity extravaganza was organized in response to a physical activity survey of female students in grades 5-8 about their physical activity participation. The event provided participants with an opportunity to try new activities and connect with other community recreation programs.

Program Elements:

- 85 participants
- each participant took part in three activities of her choice
- activities included canoeing, badminton, rugby, orienteering, curling, jazz and displays about health and wellness

Success Factors:

- female leaders were found for almost all the activities
- community partnerships (public health, schools, provincial sport and recreation)
- the smiles and excitement of the girls

Challenges:

- finding graphics to promote the program
- lack of communication between community organizations

Contact: Bridgewater Parks & Recreation

Girls On the Move

A physical activity program that emphasized a balance of structured and free time and provided a positive experience and allowed the participants to choose sport and non-competitive activities that they were interested in.

Program Elements:

- 10-12 participants
- \$25 for 8 sessions (one night per week)
- discussions on self-esteem provided by the local women's centre

Success Factors:

- initiative was based on a comprehensive wellness survey
- personal contact was the best promotion

Challenges:

- participation was low, but the program continued
- involvement in planning and leadership by the participants was low
- needed a stronger link with the schools

Contact: Pictou Recreation and Tourism

On the Move

A physical activity program for “moms and tots” through Recreation and Family Services.

Program Elements:

- targeted mothers of preschool children
- life skills, art, and sports
- 20+ participants (“participation overload!”)

Success Factors:

- child care and transportation were provided at no cost
- personal contact with partners and participants

Challenges:

- finding a suitable time
- transportation from rural areas
- future programs will incorporate activities mother and child can do together and activities which they can continue on their own
- lack of funding and appropriate facilities

Contact: Family Matters, Annapolis Royal

Jump To It

To provide girls with an opportunity to participate in fun-filled, supportive, and team recreational activities, and encourage life-long participation in recreation and sport.

Program Elements:

- ages 8-10
- \$10 for 10 weeks

Success Factors:

- participant planning input
- a variety of recreational physical activities – move at their own pace
- this lower age group is more popular now than their “Females First” program which targets ages 11-13

Challenges:

- getting participants out for the first time
- selecting an activity that is suitable to all

Contact: Charlottetown Parks & Recreation

Brave Active Girls of Canada

Based on learnings from pilot programs and design input from young women, an adventure-based, non-traditional, and non-structured activities program was developed.

Program Elements:

- ages 13-18
- July-December
- 2 components: primary activities and group meetings
- group meetings involved a planning session for their next activity, a discussion about attitudes, leadership, or self-image, and a physical activity such as soccer, or basketball

Success Factors:

- an evaluation process including a pre and post survey about attitudes towards physical activity and one tool to determine if the goals of the program were met
- transportation provided from a central meeting place to all activities/meetings
- participants had increased levels of responsibility during the program for the details of planning the activities
- girls showed positive changes in their attitudes toward both their own lifestyles and those of others

Challenges:

- communication between the program participants and steering committee
- skill levels differed for each different activity – a few activities were “too advanced”
- attendance varied
- planning was ongoing, making scheduling and communication difficult

Contact: St. John’s Boys & Girls Club

Suggestion: Visit the **OTM** website (www.caaws.ca/onthemove) to submit your own success story.

Suggestion: *Leisure Access: Enhancing Recreation Opportunities for Those Living in Poverty* is a similar initiative to **OTM** focused on increasing access for low-income women. (Refer to *Appendix G – Organizations, Resources & References*)

4 THE WINNING TEAM

CHOOSING A LEADER

Positive female leaders were key to success because “they cheered us on . . . and encouraged us to try our best.”
(Program Participant, AB)

“I jumped at the chance to take on the program. I’ve always been active and really enjoyed sports, so I never understood girls who didn’t. This program gave me a new perspective.”
(Program Leader, BC)

The **OTM** Leader is one of the most important keys to success. Take the time to ensure this person is aware of the issues that girls and young women face, and is committed to helping them have positive sport and physical activity experiences.

RESEARCH NOTE: Leadership is perhaps the most important element in determining the impact of a program, since it shapes what participants derive from the program. (Witt & Crompton, 1996)

Suggested Qualifications:

- Commitment to gender equity.
- An understanding of the challenges that girls and women face in physical activity and sport.
- Demonstrated abilities in organizing and implementing successful programs for youth.
- Strong communication skills.
- Competent and comfortable working with the public.
- An enthusiastic and committed motivator.
- Experience in teaching basic sport skills for a variety of sports; or a willingness and commitment to try new things and take risks.
- A role model.
- A good listener.
- Female.

NOTE FROM ON: A youth program in the Ottawa-Carleton Region uses a “3C” strategy to guide recruitment: Competence, Character, Commitment.

Responsibilities:

Implementing an **OTM** project involves designing, developing, coordinating, and scheduling specialized activities and services for a targeted population – girls and young women. The program leader may have to do all or some of the following:

- Promote the program amongst inactive girls and young women to attract “those who are not there”.
- Research, analyze, and assess the needs and interests of participants.

VOLUNTEER RECRUITMENT

*Recruit Girls
and Women*

*The most successful
aspect of the Miramichi
OTM program was the
involvement of ten
female volunteers who
participated with the
teens each evening.*

(Program Leader, NB)

- Plan, develop, implement, monitor, evaluate, and direct the **OTM** program.
- Recruit girls and women to become volunteers, coaches and/or officials.
- Build and maintain effective working relationships with a variety of persons and organizations in the design, development, direction, and evaluation of the program.
- Act as a liaison with schools, interest groups, and community organizations.
- Perform related administrative duties: prepare budgets, compile statistics, prepare reports, send correspondence.

Getting volunteers involved with the program increases the probability that **OTM** will be successful while at the same time offering opportunities for women in the community to participate in sport and physical activity in a leadership role.

NOTE FROM ON: Female coaches, officials and administrators are role models for participants that provide support for the fact that sport and physical activity are acceptable and enjoyable leisure activities and that women can be competent in all levels and aspects of participation.

Who do you want to sign up?

Females who:

- are athletes, coaches, officials and league organizers;
- are enthusiastic about the program;
- enjoy working and participating with girls and young women;
- are reliable, responsible, and respectful of themselves and others;
- want to learn – it is more important to emphasize enthusiasm rather than skill; and/or
- represent a cross-section of society (i.e. age, ethnicity, body composition, skill level, social class).

How do you get them to sign up?

Plan volunteer roles before you advertise.

- List the number and types of positions you need.
- Write brief job descriptions. Nothing is more important for volunteers than to know clearly what is expected of them.
- Prepare volunteer recruitment flyers. Advertise in strategic locations (service clubs, recreational facilities, shopping malls) and/or send them to media contacts. Ask the local radio stations to broadcast public service announcements. (Refer to *Appendix C – Newspaper Clippings* and *Appendix D – Promotional Materials*)
- Interview potential volunteers and make sure they sincerely want to help females have positive experiences with physical activity and sport. Ask them to indicate their area of interest.

- Screen the volunteers and follow your organization's routine hiring procedures. Get personal references.
- Hold orientation sessions for the volunteers. Educate them about the issues surrounding female participation in sport and physical activity and teach them the **OTM** Objectives. This will increase their commitment to the program. (Refer to *1 – Introduction*)
- Provide resources to help them teach basic sport skills. If some women are keen to pursue sport specific skill development encourage them to get involved with the National Coaching Certification Program (NCCP) and/or the Officials Development Program of a particular sport. (Refer to *Appendix E – Skill Building Games* and *Appendix G – Organizations, Resources & References*)

Suggestion: Recruit volunteers the same way you would promote the program to participants. (Refer to *Appendix D – Promotional Materials* for a sample volunteer advertisement)

Where do males fit in?

The **OTM** initiative aims to encourage girls and young women with little recreation experience to become active in all levels of physical activity and sport. Many females feel uncomfortable in a physical activity setting or are unable to participate for cultural reasons if boys and men are present, thus the emphasis on female participation. **Before inviting males as volunteers in your program, be sure to ask the girls and young women for their feedback.**

RESEARCH NOTE: The comments and behaviours of males profoundly affect females' attitudes towards themselves and physical activity in general. (Fenton, et al., 1999; Humbert, 1995)

This is not to undermine, however, the important role that men, especially fathers and guardians, play in influencing girls and women's participation in physical activity and sport. Boys and men can be supportive behind the scenes, but it is recommended to have females in the primary leadership roles.

RESEARCH NOTE: A mother's participation in sport increased the participation rates of her daughters by 22%. A father's participation in sport increased the participation rates of their daughters by 11%. (CAAWS, 1997)

NOTE FROM ON: Promotional campaigns are continuously underway to encourage more women to get involved as coaches. In the meantime, men who have a sincere interest in supporting the participation of girls and young women, including fathers and brothers of program participants, and students enrolled in sports, physical education or recreation programs, are welcome in the program.

COMMUNITY INVOLVEMENT

“ . . . nor was I aware what a powerful role physical activity and this process could play in the lives of low income women.

The infrastructure already exists in our community to make a difference, but we have never made the links.

We must seriously re-examine the way in which we provide services to these women.”

(Service provider cited in Frisby & Fenton, 1998)

Recruit key people in your community to provide you with the support you need. Taking the time to build a foundation for partnership and support will increase the likelihood of future success.

RESEARCH NOTE: There is general agreement among the recreation, education and social service sectors that meeting the needs of children and youth cannot be done independently, and there needs to be a holistic approach involving the whole community. (Rabinovitz & Nutter, 1999)

Steps for Building Support

1. Promote the OTM concept and program.

To be successful you will need the support of the decision-makers in your community, ie. your recreation director, municipal or band council, mayor, local M.P. or M.L.A. Use every opportunity to promote the program and to provide information. Ask people who are already supporters to talk to others.

2. Create a local OTM network.

Identify women who are strong role models or recognized community leaders who will support your endeavour and ask for their help. Talk to other individuals and organizations already involved with female-only programming and ask them to join the network. Use this network to share ideas and information, and build support for your program.

3. Identify supportive organizations.

Contact organizations with similar values, objectives and goals. These contacts can provide you with experience and expertise, as well as human, financial and information resources vital to the success of your program.

Aboriginal Organizations	Parks & Recreation Departments
After School Child Care	Places of Worship
Boys & Girls Clubs	Police Departments
Chambers of Commerce	Rotary Clubs
Corporate Sponsors	Schools and School Boards
Family Services	Settlement Agencies
Friendship Centres	Service Clubs (eg Rotary, 4-H)
Girl Guides	Social Workers
Government	Universities and Colleges
Health Units	Women's Groups
Local Service Clubs	YM/YWCAs
Local and Provincial Sport Groups	

4. Communicate.

Make sure community partners have an understanding of the issues surrounding girls' and women's participation in sport and physical activity and are aware of the **OTM** Objectives. Request to make a presentation to an organization's leadership at a future meeting. Create an email list to keep stakeholders up to date.

Suggestion: Contact Canadian Women & Sport for workshop facilitators, conferencespeakers, or presentation outlines and overheads. (Refer to *Appendix G – Organizations, Resources & References*)

5. Cooperate with the schools.

Ask schools to help you identify inactive girls and young women and assist with promotion (e.g. attend an assembly or class to share the program information). Discuss the feasibility of using some of the school facilities or equipment if necessary. Put teachers on the email list and get them involved with the program.

NOTE FROM BC: Many pilot communities experienced some difficulty gaining support from their local schools. In some smaller communities this support is necessary in order to gain access to a facility. During facility access discussions, one **OTM** program discovered that their school board had a priority booking policy for their gymnasium. In this case, the priority was to be given to non-profit organizations and programs for youth and yet a private, profit-oriented company was currently using the facility. Find out how facilities are being used in your area and encourage use for youth activity programs.

6. Form a committee.

Bring together key stakeholders to serve on a committee. Invite one or two program participants to represent the girls and young women. Build strong relationships with this group and keep lines of communication open. Use this committee to:

- assist in the planning and implementation process;
- provide community input and feedback;
- make presentations to other organizations;
- plan and promote special events;
- help access funds;
- increase awareness of the project;
- provide credibility;
- increase facility access; and/or
- ensure the sustainability of the **OTM** initiative in your community.

NOTE FROM ON: Ottawa established a Subcommittee on Participation in Sport with representatives of local school boards, universities and colleges, the recreation department, and other interested groups and associations. The Committee members met monthly from September to June to discuss school and community physical education, recreation, and sport programs and services for girls in the region.

7. Talk about the program.

To everyone, everywhere! Encourage those in positions of influence to support the program, and build commitment in the community.

BUILDING CONSENSUS

It is not the girls' attitudes which are a problem in sex stereotyping of sport activities but the societal inequities that limit girls' access to developing skills in a broad range of activities.

(Saskatchewan Heart Health Program, 1995)

"It opened my eyes that there are a lot of girls who aren't active . . . that what I read about really is going on in our community."

(Program Leader, BC)

Successfully implementing a program like **OTM**, and ultimately creating a gender equitable sport and physical activity system, requires change at both the individual and organizational levels to ensure the needs of girls and young women are being met. It is important to increase the sensitivity and awareness of everyone who will be involved in the program about why a program like **OTM** is necessary, and how they can make a difference to the lives of girls and young women in the community.

Who should be involved?

- Community members
- Facility managers
- Maintenance personnel
- Parents
- Program participant representatives
- Programmers
- Schools
- Senior administrators
- Support staff
- Volunteers

Suggestion: Awareness about the importance of programs like **OTM** will vary within an organization or community. While it is important to convince those with low awareness to attend workshops, it is just as important to secure the attendance of those who have had previous training. Bringing a variety of viewpoints and experiences to the table will benefit everyone present.

Facilitating a Workshop

Workshops are an effective way to promote awareness and sensitivity about the issues that girls and young women confront, and increase support for the program. These sessions can also provide feedback and suggestions for the programmers from other staff members who may foresee additional challenges and barriers.

- Discuss the barriers girls and young women face in sport and physical activity. (Refer to *1 – Introduction* and *2 – Dealing with the Issues*)
- Give an overview of current **OTM** programs – their goals and successes, and then outline your own program plans. (Refer to *3 – Success Stories*)
- Invite a leader of another **OTM** program to your community to talk to workshop participants. (Refer to *Appendix H – OTM Network Contacts*)
- Ask for immediate reactions, concerns, foreseen barriers, and ideas.
- Contact Canadian Women & Sport about the **OTM** Presentation Binder, workshop facilitators, and other information that may be helpful. (Refer to *Appendix G – Organizations, Resources & References*)

GIRLS & YOUNG WOMEN – THE MOST VALUABLE PLAYERS

Take the time to prepare prior to the workshop. Review *2 – Dealing with the Issues* to help you answer difficult questions that may be asked. Plan the workshop based on the needs and organizational/community roles of the participants in order to make it relevant to them. For example, if you are speaking to front line staff, talk about attitudes and respect; if you are talking to community members, raise issues about discrimination, the health benefits of participation, and how the community can become involved.

The workshop should:

- promote group discussion and the sharing and examination of ideas, beliefs, attitudes, opinions and perceptions;
- include activities, problems, and tasks that are relevant and meaningful to the group;
- provide examples to aid understanding;
- provide feedback to the participants; and
- promote independence, initiative, resourcefulness and self-confidence amongst participants.

Suggestion: Concentrate on building consensus surrounding the goals, objectives and values of your **OTM** program. Make sure everyone is aware of the need for a female-only program and is supportive of the idea.

Suggestion: Refer to *Appendix D – Promotional Material* for staff memo ideas.

Involving program participants at all stages of the project is one of the guiding principles of the **OTM** initiative. It is important not only for ensuring programs are meeting the needs and interests of girls and young women, but also for conveying the message to participants that their opinions, skills and energy are valued. Involving participants in the project also provides them with leadership skills, responsibility, an opportunity to contribute to their community, and a positive connection with other girls and women.

Benefits of Participant Involvement

Girls' and young women's energy, enthusiasm, commitment and perspective are only a few of the reasons to design programs *with* participants, rather than *for* them. The most significant reason is program success – participant-driven programming works.

Project/Outcome Benefits:

- **Mutual learning** – by learning from each other, participants, program leaders and organizations can more effectively respond to the needs of girls and young women in the community.
- **Improved responses** – girls and young women bring direct experiences with the issues being addressed, making misconceptions and stereotypes less likely to guide decisions.

- **Leadership** – program participants can be competent and qualified leaders with backgrounds and connections to make the program a success.

Participant Benefits:

- **Choices** – involving girls and young women in the decision-making process provides them with the opportunity to exercise control over their lives and their physical activity experiences.
- **Environment** – creating a safe and supportive environment with the participants will enable them to develop new friendships while increasing their self-esteem and sport and physical activity skills.
- **Skills** – involvement in the project will provide participants with a meaningful experience and help develop new skills, e.g. in leadership, decision-making, communication.
- **Service** – involvement offers girls and young women an opportunity to help an organization and other females they care about.

Types of Involvement

While there are many benefits to a participant-driven program, designing a strategy that demands participant consensus about all decisions, or speaking to each participant individually will exhaust both the program leader and the girls and young women. Examine the program’s goal and objectives and identify different areas and ways participants can become involved. This can be either short-term, through discussion groups, questionnaires, or special presentations; or long-term, through involvement in advisory councils, event development or coordination.

A variety of strategies and approaches will ensure girls and young women will be able to participate as much or as little as they want or are able, within the abilities of the program leader and volunteers.

Tips for Effective Participation

- **Establish respect** – value the girls’ and young women’s input and suggestions, follow-through on promises, talk to them about opportunities and problems.
- **Make it relevant** – involve participants in decision-making and discussion on issues relevant to them; provide them with meaningful roles to facilitate skill development.
- **Provide resources and training** – talk to the girls and young women about their experiences and discuss academic studies. Support and advocate for their involvement in other areas of your organization.
- **Prepare for turn-over** – provide different levels of involvement to ensure girls and young women have the opportunity to participate how they want and are able to.
- **Be adaptable and flexible** – the more alternatives you can offer, the greater the likelihood that girls and young women will participate.

“Youth want to be heard . . . adults plan and organize from a different perspective. Let us prove ourselves. Give us a chance. We’ll show you that we’re capable.”

(CP/RA youth focus group participant, 1995)

- **Build on existing youth involvement** – find out other ways youth are involved in your organization or community, and build on these networks and lessons.
- **Promote progress** – set goals and celebrate success; ensure that participants and community partners are informed about the program’s achievements.

Establishing an effective partnership between your organization or **OTM** program and the girls and young women in your community is a process that takes time. Value these successes and accomplishments the same way one would with other community partners. Effective participant involvement is more than simply fitting girls and young women into organizational or current physical activity and sport structures. It is recognizing and valuing the strengths, interests and abilities of this population, and developing respectful relationships that take into consideration their unique needs. It is providing opportunities for girls and young women to become involved in decisions that will affect their lives.

Suggestion: This section is adapted from *Together with Youth*, a 1999 resource produced by Parks & Recreation Ontario for planning recreation services for “youth-at-risk”. Contact PRO for your own copy. (Refer to *Appendix G – Organizations, Resources & References*)

5 DESIGNING A PROGRAM

Focus on Objectives

WHAT GIRLS AND WOMEN WANT

TOP 10 OTM SUCCESS FACTORS

1. Fun
2. A mix of physical and social activities
3. Input into program design
4. Females only
5. A safe and supportive environment
6. Peer age groupings
7. Basic skill development
8. Role model leader
9. Food
10. Choice of clothing and music

Ultimately, the objective of the **OTM** initiative is to increase the participation of girls and young women in all aspects of Canadian sport and physical activity. Review the objectives at the beginning of the Handbook. Talk to participants to identify any other objectives that are important to the program. (Refer to *1 – Introduction*)

Based on **OTM** experiences from across the country and current research on girls' and young women's participation, the following represents the Top 10 "wants" from the girls' perspectives. Keeping these in mind when planning and programming will contribute to the success of your program.

1. Fun

- Girls and young women believe that physical activity should be a fun and positive experience.
- There should be no tryouts, or skill or fitness-oriented prerequisites.
- Focus groups conducted with girls and young women conclude that "fun" is the number one reason why they would participate in physical activity and sport. (Fenton, et al., 1999; Gibbons, et al., 1999; Humbert, 1995)

Fun Programming Tips

- **Perks and incentives for everyone** – certificates, t-shirts, posters, group photos, ribbons, buttons, stickers, team banners, headbands, gym bags, memberships.
- **Wacky awards for teams and individuals** – biggest smiles, strongest handshake, most improved, most enthusiastic, best motivator, most consistent, best problem-solver, best player to music.
- **Parties** – theme nights, music, dancing, videos, food, dress-up, baking. Invite celebrities and local female athletes.
- **Special events** – symposiums and conferences, winter carnivals, skate challenge, spa days, photo exhibition (of girls and women in sport of course!), mini-Olympics, bowling, "road trips" (i.e. **OTM** exchanges with other communities).
- **Healthy lifestyles** – market FUN program opportunities for social interaction and learning. Offer guest speakers on active living, nutrition, body image, media awareness, tobacco prevention and cessation, etc.

Suggestion: Let participants plan. They'll come up with lots of their own ideas.

RESEARCH NOTE: Fun in a physical activity setting is often defined as a balance between the level of challenge of an activity and the level of skill the participant possesses. (Mandigo & Couture, 1996)

Hence, one of the goals of **OTM** is to build the skill and confidence levels of girls and young women so they feel comfortable in a physical activity environment, making them more likely to include physical activity throughout their lives.

2. A Mix of Physical and Social Activities

- Girls and young women like to know there will be more than one activity offered.
- Try a multi-activity approach to offer experiences outside the traditional realm of sport.
- Plan socializing activities for each session such as crafts, baking, a video, or a discussion.
- Take into consideration the facilities you have access to (e.g., a gym, pool, kitchen, field, hall) and be creative.
- Many **OTM** programs offered a mix of physical activity, a social break and a snack, then more activity or a video or lifestyle discussion.

NOTE FROM ON: Scrapbooking was a major focus for one **OTM** program.

RESEARCH NOTE: Females are more likely than males to enjoy the social aspects of organized sport, but less likely to enjoy the competitive aspects. (Smale & Shaw, 1993)

3. Input into Program Design

- Girls and young women are not a homogenous group. What works for one age group in one community may not work with another age group or community – ask participants what they want to do.
- Girls and young women may need some suggestions about possible activities, since their experiences may be limited. Provide parameters of choice to not disappoint if the group is set on horse back riding or canoeing, and these are not possible options.

RESEARCH NOTE: Allowing participants to assume leadership roles in designing and implementing programs was identified by 85% of pilot projects as contributing directly to the success of the program. (Rabinovitz & Nutter, 1999)

4. Females Only

- Both the research and **OTM** experiences strongly advocate female-only programming.

“I liked playing all the different sports and games.”

(Program Participant, BC)

The biggest issues for girls at this program was that they thought that they would be doing “boring” activities like volleyball and basketball. When asked to create a wish list of activities however, they got very excited and were awestruck to hear that most were entirely feasible.

(Saskatchewan Heart Health Program, 1995)

“It’s fun to get together with a whole bunch of girls.”

(Program Participant, BC)

After a week or two, the girls kind of explode with energy and enthusiasm once they know they’re in a safe place. They can try new things in a protected environment.

Soon, they’re asking, “Can we try floor hockey? I’ve never played it, but my brother plays.”

(Program Leader, BC)

- Some females are restricted from participating in front of males for cultural reasons.
- Girls and young women need an opportunity to participate in physical activity in their own way. Often the presence of males changes how girls and young women play and therefore alters their experience.

RESEARCH NOTE: Many research studies have discussed girls’ and young women’s feelings about co-educational participation. These include frustration at being ignored and excluded, fear of getting hurt, dislike of competition, and increased self-consciousness. (Fenton, et al., 1999; Gibbons, et al., 1999; Humbert, 1995)

NOTE FROM PEI: One of the main successes of the Females First Program is that it was female-only! The main challenge was to keep the girls’ attention “because they were so excited there were no boys around.” (Program Leader)

5. A Safe and Supportive Environment

A safe and supportive environment is crucial, especially to inactive girls and young women because they may:

- lack positive experiences with physical activity and sport;
- lack skill and self confidence;
- lack regular leisure time hours;
- have to deal with cultural, transportation or safety barriers;
- dislike competition; and/or
- be self-conscious about their bodies.

Talk about respect and inclusivity with the group. Brainstorm a list of acceptable and unacceptable behaviours.

Utilize this safe environment to provide participants with an inclusive experience where:

- it is OK to make mistakes;
- they are accepted for who they are; and
- they know there is someone there to support and encourage them.

RESEARCH NOTE: Creating a safe and supportive environment will provide girls and young women with an opportunity to challenge themselves and push their limits. Challenging, experimenting and taking risks are part of healthy self-development. We must provide opportunities for this kind of growth to take place in a recreation environment. (Youth Recreation: Make it Happen, 1997)

6. Peer Age Groupings

- Girls and young women like to be with their peers and **OTM** programs that have offered too broad an age range have experienced the challenge of trying to meet needs that are very diverse.
- Use older participants as volunteers/leaders for the younger-aged programs.

NOTE FROM BC: Sometimes examining the needs and interests of the girls and young women in your community will suggest the use of a broad age range – this can work! Based on their local community needs, the Musqueam Indian Band decided they would like to provide an opportunity to have mothers and daughters spend time together. Their solution was to bring them together within a physical activity environment adopting the **OTM** approach.

7. Basic Sport Skill Learning

- Instruction on the basics will allow participants to develop skills, leading to greater confidence while participating in many different activities.
- Girls and young women like playing games they can participate in fully and without the stress of competition. Try modified rules and equipment, and remember to focus on fun and participation rather than a score. (Refer to *Appendix E – Skill Building Games*)
- As confidence and skill level builds, some girls and young women may want to increase the competitiveness of the program. Talk to participants and find out what they think and/or promote other sport and physical activity opportunities in your community for girls and young women.

NOTE FROM MB: It was challenging to create and maintain a non-competitive atmosphere. We are raised in such a competitive society that the girls have it ingrained in their minds that they have to be “good” at the sport or they shouldn’t do it. (Program Leader)

8. Role Model Leader

- Leaders have to believe in and commit to the concept of **OTM**.
- It is important to place a high value on the quality of the leader chosen to lead the program.
- Leaders should be female, enthusiastic, positive, encouraging, accepting.
- Provide program leaders with appropriate training, and ensure they are capable of responding to the myriad of issues and concerns the girls have with a balance of educational and awareness information and positive feedback. (Refer to *4 – The Winning Team*)

9. Food

- Food is a good way to attract participants to the program (it’s true!).
- Incorporate food into the launch event, and include snacks at each session.
- Take advantage of opportunities to talk about nutrition, healthy eating, self-esteem and body image.

Suggestion: While nutrition is important to health, everyone enjoys the occasional “junk-food” fix. Carrots and celery sticks may not be as attractive to participants as pizza and chips.

Personal contact, building rapport, and being accessible to participants was a key success factor.

(Program leader, BC)

LOGISTICS

10. Choice of Clothing and Music

- Girls and young women are often self-conscious about their bodies and can suffer from a negative body image – let them choose their own clothing.
- Many girls have had poor experiences in physical education, and do not want to be reminded of “gym strip”.
- As girls’ and young women’s comfort increases, they will begin to dress more appropriately to increase their ease in participating.
- Music adds to creating an appealing environment and reduces tension levels.

RESEARCH NOTE: Low self-esteem and body image issues can make girls and young women uncomfortable with their bodies. Allowing them to wear comfortable clothing will keep them coming back. (Humbert, 1995)

Scheduling

Some important considerations:

- What are appropriate times for participation in recreation by girls and young women in your area?

Consider

- other programs, events
- TV shows
- transportation schedules
- seasonal activities

NOTE FROM SK: One program intentionally planned their **OTM** program at a time when “sporty” girls were unavailable, ensuring inactive girls had their own time.

- Determine from the schools in your community the dates for professional development days, holidays, exam weeks, and offer programs when you know the girls and young women are available.
- What are the most common times scheduled for community sport events and for meetings of other organizations attended by girls and young women in your community?
- Where should **OTM** activities be scheduled?

Recommendations:

- Anywhere physical activity can occur!
- Establish one location for the program if possible – however a planned schedule of various locations may provide a more diverse range of opportunities and increase access.
- Provide rides, transit tickets or organize a car pool.

- How long should each program last?

Recommendations:

- Short term, 6-8 weeks.
- One to two hour sessions divided into physical and social activities.

- Provide a drop-in option.
- Quit with the participants wanting more – if they are bored or not having fun they are less likely to return.

NOTE FROM NF: An **OTM** program started as a block of sessions and culminated in a summer series of camping and outdoor adventures.

Suggestion: One of your biggest challenges may be with community organizations who oppose proposed changes in their scheduling to meet the needs of a new program. Do as much pre-program discussion of reasons why an **OTM** program is important, and identify supporters within community sport. (Refer to *2 – Dealing with the Issues* and *4 – The Winning Team* for some ideas)

Budgeting

- Estimate the costs of the program.
- Ask the girls and young women if they would participate if a fee within a certain range was charged.
- Find out what other programs are charging.
- Identify the socio-economic status of your community and make sure your fee structure is not excluding a percentage of your market.
- Explore the availability of subsidies.

Potential Costs:

- staff
- administrative costs
- equipment
- facilities and admissions
- transportation
- speaker/guest honorarium
- supplies
- launch event (food and beverages)
- final party or special event(s)
- incentives

Suggestion: Refer to *3 – Success Stories* for examples of what other programs have charged participants.

NOTE FROM ON: One city subsidized their **OTM** program, providing the girls with a team shirt, organizing league and tournament play and helping with special events.

NOTE FROM BC: Incentives such as offering the first session for free, or providing free recreation centre memberships or program passes were well received.

OTM SPORTS, GAMES & PHYSICAL ACTIVITIES LIST

There's no end to **OTM** activities – check this list out!

Sports, Games and Physical Activities

badminton	kickboxing
basketball	line dancing
beach volleyball	martial arts
belly dancing	rollerblading
biking	relay games
bowling	rugby
boxercise	self-defence
broomball	partner soccer
bucketball	skating
camping	skiing
canoeing	snowboarding
circuit training	soccer
curling	step aerobics
cross-country skiing	swimming
dance	swing dancing
fitness/aerobics	tae kwon do
floor hockey	twister
gymnastics	ultimate frisbee
hiking	volleyball
hip hop dance	wall climbing
hockey	water sliding
indoor soccer/crab soccer	weight lifting
kayaking	yoga

Social and Educational Activities and Crafts

airband competition	nail care
attitudes	nutrition
beading	osteoporosis
body image	photography
careers	scrapbooking
cooking	scavenger hunt
crafts	self-esteem
drama night	soap carving
finger-painting	spa day
hair care	speakers
journaling	talent night
leadership	t-shirt painting
make-up	videos
mask making	volunteering
media	women in sport
movies	wood working

PROMOTING PARTICIPATION

An intensive promotional effort is necessary.

Attracting inactive girls and young women as participants requires action that works. Multiple promotion strategies will ensure that your program reaches out to a broad population.

1. Promote where girls and young women spend their time.

Distribute flyers and posters in strategic locations where potential participants spend time: schools, shopping malls, clothing stores, cinemas, drug stores, grocery stores, video arcades, and places of worship.

NOTE FROM SK: OTM organizers in Regina had to rely mostly on handmade posters and school visits to promote their program. Over 100 participants turned up at their four program sites for the first session. (Saskatchewan Heart Health Program, 1995)

2. Create an email list

Distribute promotional material to girls and young women who have registered in other programs offered through your organization, or that you are involved in. Extend personal invitations. Talk to community partners to include promotional materials in their mailouts.

3. Host a launch event.

Publicize aspects of the program that may increase community awareness. Provide refreshments and emphasize the fun, social nature of the program.

4. Contact the local media.

Send press releases or speak with radio, television, daily, and weekly community newspapers. This will promote the program to participants and amongst parents, organizations and other community groups. (Refer to *Appendix D – Promotional Material*)

Suggestion:

- Make a personal contact with one or two sport/lifestyle reporters at each media organization. Plan a meeting and explain the program. Plan an appearance on a local talk show. Put the contacts on the mailing list and invite them to the launch event, games, practices, or special events.
- Deliver a media release about your **OTM** Program to each of the media contacts, and one to each news director or editor. Follow up on its publication and send a thank you note.
- Write up a brief public service announcement about your program and ask the various radio, television and cable television stations to broadcast it.

5. Encourage participants.

Ensuring participants have a positive experience will make them more likely to continue their activities with the group. Provide incentives, create a display board of their activities, and host special events for friends and family. Do follow-up calls to participants. Take into consideration the girls' and young women's comments and suggestions in planning the program to facilitate their ownership of the program.

“We followed the suggestion to promote widely and provided a hook – a movie and pizza night. Not exactly active living, but it worked. We had lots of girls.”
(Program Leader, BC)

NOTE FROM AB: Follow-up during the program increased success and created a support network to keep participants involved.

NOTE FROM BC: “I made a commitment to make personal contact with the girls in my community. I mailed our flyers to all of the girls and young women on our participation lists. I visited schools and made presentations to community organizations, and I took every opportunity to talk about the program whenever and wherever I met the girls – in the malls, at sport events, or on the street.” (Program Leader)

6 DETERMINING SUCCESS

KEEPING TRACK

Statistics will often carry the impact you may need when trying to influence change about something you feel is important.

Keeping track of your program will provide you with information for meeting your budget, evaluating, scheduling future programs, identifying support in your community, and choosing activities. The use of statistics can also help you identify programming discrepancies as well as evaluate whether you are achieving service equity.

In the field of recreation and sport very few organizations maintain statistics about participation by females and males in their programs, or about the use of their facilities. In recreational programs, it is possible that organizations will be able to demonstrate relatively equal participation rates by females and males. However, this does not necessarily indicate equitable programming.

For example, participation rates are high for females in aerobics and in individual sports such as figure skating and gymnastics, but low in organized team sports and drop-in programs. The larger picture needs to be assessed in order to get an accurate reading of participation patterns. What is important is providing girls and young women with opportunities in a variety of different activities of their choosing.

NOTE FROM BC: The Coquitlam Gender Equity Program requires the compilation of gender equity statistics on gender-specific utilization of Coquitlam's programs, services and facilities. (Refer to *Appendix A – It's the Law*)

RESEARCH NOTE: After a simple tally, a BC municipality was surprised to discover that its facility use, in terms of field and arena bookings, demonstrated a significant difference between males and females. The males dominated bookings in all circumstances. (1994)

What to do:

- Keep track of the girls and young women who attend events and programs, keeping in mind total numbers as well as the participants' names and contact numbers.
- Create a master list of all possible community supporters and community organization contacts.
- Keep a record of all potential volunteers.

EVALUATION

- Collect statistics about other programs and facility use and use this information to help your organization understand who you are and who you are not serving.

Suggestion: Take into consideration the time and resources you have available when determining how to evaluate and keep track of your program.

Evaluation plays a vital role in a program planning system. It will help you identify what has happened, whether your goals have been met, and what changes should be made to improve the program. Evaluation also provides evidence of success, which can be used to bolster support for the program. Refer to the **OTM** Objectives and Goals to guide your evaluation at all stages. (Refer to *1 – Introduction*)

Purposes for Evaluation

The most common purpose for evaluation is to **analyze programs and services to identify needed areas of change** or improvement. You may have other purposes in mind, such as:

- Determining the program's impact on participants' attitudes and lifestyles.
- Identifying community impact, response and support for the program.
- Measuring successes and accomplishments in order to organize a 'First Anniversary' celebration or promotional event.
- Ensuring accountability to the participants, community, or financial source.
- Assessing the effectiveness of resources and identifying new ones (financial, facility, human).
- Encouraging greater involvement from the community.
- Increasing support to ensure sustainability.
- Reflecting on future challenges.

When to Evaluate

Evaluation should be an ongoing process – occurring before, during and after program delivery. Concentrated periods of assessment are also beneficial during particular stages of your initial year of operation, such as around a special event, after staff training, during budget revisions, and at the end of a session. Therefore, it is necessary to plan your evaluation process before the program is implemented.

NOTE FROM SK: Developing a system for regularly collecting information about who is participating and what kinds of activities are provided is essential for planning purposes. It is also good to have when reporting to partners and other key community agencies. (Saskatchewan Heart Health Program, 1995)

Action Steps

1. Identify the goals and objectives of the program to determine what the purposes for evaluation are. (Refer to the **OTM** Objectives, *1 – Introduction*)
2. Determine what information you need, or what should be evaluated.
3. Plan and implement your evaluation methods, e.g. pre-program, ongoing, post-program, informal, formal.
4. Analyze the information you receive to determine to what extent the goals were met and why.
5. Share the information and findings with all those involved and get feedback on possible changes.
6. Implement the recommended changes to the program.
7. Use the evaluation as evidence of success to secure the future of the project.

What Should be Evaluated?

The scope of your evaluation will depend on your time and resources. Identify the areas you wish to evaluate and prioritize. Consider the following:

Programs and Services

- Was the scheduling appropriate for the age group of participants targeted in terms of days of the week, length of program, start time, finish time?
- Is the program attracting inactive girls and young women?
- Were participants included in the planning and decision-making process?
- Was the program enjoyable and fun?
- Was the program safe?
- Were the program activities well received?
- Will the participants re-register for the next session?

Personnel

- Were there female models available in a variety of roles?
- How effective was their training?
- Did a positive relationship develop among your staff, the volunteers, and the participants?

Facilities and Equipment

- Were the facilities safe?
- Were the facilities accessible and well located?
- Was the equipment adequate?
- Was the facility maintenance program acceptable?

Budget

- Were your resources adequate to deliver the program as planned?

Promotion

- Did your promotional efforts attract sufficient participants for a viable program?

Program Outcomes

- What benefits were experienced by the participants, community partners, volunteers and staff?
- Are opportunities for girls and young women to participate in sport and physical activity more readily available at the recreational level?
- Did the participants learn skills that will make them more comfortable in physical activity environments?
- Are staff and volunteers more aware of the barriers to participation in physical activity faced by girls and women?
- Have successful partnerships been formed within the community?

Informal Evaluation Approaches

Informal methods of evaluation may include visits to and observations of the program and related activities. Visit your program and observe the facility, the equipment, and the activities going on around you. Pay attention to interactions between participants and program leaders. Question the participants, volunteers, and staff about the program. Consider casual comments from staff, participants, volunteers, and parents; conflicts or issues that arise; facial expressions and body gestures. What are these messages telling you?

Collect this type of information by:

- Keeping a journal about the program and the daily issues as they arise.
- Keeping a record of all participants, volunteers and staff who get involved.
- Keeping attendance records (but do not let this be the only evidence of success!).
- Having the program instructors fill out “checklists” at each session to help you monitor the program. (Refer to *Appendix F – Evaluation Tools* for “checklist” ideas)
- Collecting verbal feedback from participants during and after the program.
- Calling participants who did not return to the program to find out why and encourage them to try again.
- Maintaining a database of community supporters and contacts.
- Inviting one or two participants to represent the program at Committee Meetings and other events.

Formal Evaluation Approaches

Formal approaches to evaluation involve collection methods that are planned and prepared in advance, keeping in mind the program’s goals and objectives. Formal methods may include:

The girls enjoy receiving and filling out questionnaires and surveys. It gives them a sense of importance and belonging.

(Program Leader, ON)

- Conducting surveys, interviews, or focus groups before, during, and after the project. (Refer to *Appendix F – Evaluation Tools* for sample survey and interview questions)
- Conducting evaluation and debriefing meetings of program personnel, facility staff, and maintenance staff.

NOTE FROM SK: Keep in mind some participants may face difficulty reading and comprehending written questions (e.g., depending on their grade level). Program leaders in Saskatchewan administered their evaluation by reading the questions aloud and providing the participants time to write their answers, working individually or with a friend. (Saskatchewan Heart Health Program, 1995)

7 KEEPING IT GOING

10 OTM CHALLENGES

10 OTM Challenges

1. Marketing and promotions
2. Low enrolment
3. Varied interests
4. Costs
5. Support
6. Time commitment
7. Flexibility
8. Participant needs
9. Administrative support
10. Sustainability

Like any new initiative, **OTM** programmers have faced many challenges when starting their programs. Being proactive with these 10 Challenges will increase program success.

1. Marketing and Promotions

- Many program coordinators have indicated that there is a hesitation from girls and young women to get involved in anything new.
- Inactive girls and young women will not be seeking out physical activity programs – you need to convince them you have something they are going to enjoy.

Suggestion: Refer to *Appendix B – OTM Language* for inclusive language tips and resources for active female images.

2. Low Enrolment

- Continue with low enrolment – make a difference to one participant at a time.
- A new, progressive program such as **OTM** may need some building time. Remember you are breaking new ground. Be prepared to run the program with small numbers to get “the ball rolling”.
- If participants have a positive experience they are likely to promote the program to their friends.

NOTE FROM BC: Even though there were only 3 participants in their first **OTM** program, Prince George boosted their personal promotion, lowered the age limit, and based on conversations with girls and their mothers, changed the wording in their brochure. Their next program formally registered over 25 participants and attracted 37 at their “Free Pizza Launch Event”.

3. Varied Interests

- Girls and young women are not a homogenous group, making it difficult to predict their wants and dislikes – ask them for input.
- Persistence, patience, and creative thinking will bring success.

(Refer to 5 – *Designing a Program*)

Most projects commented on the amount of time needed for preparation and planning, building partnerships, and engaging youth in the process. "It's a case of turning the programming model on its side – first focus on process and the program activities will follow."

(Rabinovitz & Nutter, 1999)

4. Costs

- Many **OTM** programs are offered for free or at a minimal cost to the participants, making it sometimes difficult to cover staffing and programming costs.
- Girls and young women (or the parents of) may not value physical activity enough to pay for it until they have had some good experiences.
- Girls' and young women's incomes are generally lower than their male counterparts.
- Once programs gain a reputation, fees have been successfully charged or increased.
- Some programs include a fundraising component/activity in order to fund a special activity, e.g. camping as a culminating event.

5. Support

- A lack of facilities and administrative support make program sustainability difficult.
- Programmers often have depended on one ally at the decision-making level to ensure girls' and young women's needs were being considered during resource and facility allocation meetings.
- Some programmers have had to cancel their attempts to start programs due to a lack of organizational support.

6. Time Commitment

- Time up front for planning is imperative to a successful marketing campaign to attract inactive girls and young women who may not be convinced you are going to offer them a program that will meet their needs.
- Many programs initially had to postpone their projects by a few months in order to reach the girls and young women and convince them to participate.

7. Flexibility

- Being flexible with staffing, scheduling and activities, while taking some getting used to, will allow the program to respond to the needs and interests of the participants.
- Girls and young women often cannot commit to participating on a long-term basis.
- Planned activities may not be well received by the participants, even though they have been successful in other communities.

8. Participant Needs

- Girls and young women have unique needs that create barriers to their participation.
- Depending on the target group (ie. young participants, single moms), transportation support and childcare issues may need to be addressed.

KEYS TO SUCCESS

- Other issues that **OTM** programmers have had to address include: sexuality and relationships, drugs and alcohol, abuse, poverty.

9. Administrative Support

- Ensuring all staff members and volunteers are aware of the issues that girls and young women face in their participation and why **OTM** is important will increase their support and assistance to the program. (Refer to 4 – *The Winning Team*)
- Ask for what you think is fair (e.g. facilities, staffing, scheduling) and question the decision-making process if you do not receive it.

10. Sustainability

- Some **OTM** programs find it difficult to sustain the program due to a lack of funding and/or support for such a specialized initiative.
- Gain a commitment for equitable practices from your organization.
- Form more partnerships and lobby supportive groups.

Suggestion: Refer to 4 – *The Winning Team* for information about how to build individual, organizational, and community support to help sustain the **OTM** program in your community.

By considering these challenges in the planning and implementation phases, they are easy to avoid or deal with. Here is what you can do:

1. Know your business.

Know the information about participation by girls and women in physical activity. Use facility and program evaluations to support your arguments. Rehearse your presentations. Understand the logistics of community involvement and organization. Plan ahead and be ready for a high-energy and exciting time. Review the Handbook and contact Canadian Women & Sport to talk about the issues and provide you with support. (Refer to *Appendix G – Organizations, Resources & References*)

2. Take it seriously.

Much of your challenge has to do with changing long held attitudes – of girls and women about themselves and about participation in sport and physical activity; and of your community and organization about the differences in value of sport and physical activity for males versus females. Recognize that behavioural and organizational changes only follow attitudinal change, and attitudinal change takes a long time.

3. Plan long-term program objectives.

Defining objectives up front will help you determine success. Set up an evaluation process to monitor the program. (Refer to 6 – *Determining Success*)

4. Be flexible.

Be prepared to change plans on short notice or repeat a successful activity. Balance structured and unstructured time, and provide participants with choices each session.

5. Communicate with and encourage participants.

Talk with the girls and young women to find out their needs whenever possible. Follow-up programs with phone calls or start a newsletter. Create a bulletin board display with pictures, names and comments from the participants. Allow them to bring a friend for free. (Refer to *5 – Designing a Program*)

6. Include girls and young women in the decision-making process.

This will foster their ownership of the program as well as develop their skills, educate them, and build their excitement. It will also help you run a successful and sustainable program. (Refer to *4 – The Winning Team*)

7. Network with other OTM programs.

Plan an event together or a road trip to another program.

8. Ensure dedicated staff time and resources for the project.

Be prepared to support a position based on social responsibility and the welfare of children and youth in your community.

9. Keep mobilizing support.

Communicate with community partners to share program successes and ask for help when it is needed. Partners can assist with promotions, funding, free services, or the provision of a product. Plan social events to bring participants, community partners, and media representatives together to increase excitement. (Refer to *4 – The Winning Team*)

APPENDIX A: IT'S THE LAW

IT'S WHAT THE WORLD WANTS:

Policies promoting gender equity in sport and physical activity are being developed across Canada and on the international stage. The following policies have been included as examples at the international, national, provincial, and local levels. Contact Canadian Women & Sport to find out more information about policies affecting your community or organization, or contact your government representative directly. (Refer to *Appendix G – Organizations, Resources & References*)

Brighton Declaration on Women and Sport, 1994

The Brighton Declaration was produced following the first International Conference on Women and Sport, held in Brighton, UK, May 5-8 1994. The conference specifically addressed the issue of how to accelerate a process of change that would redress the imbalances women face in their participation and involvement in sport. Its overriding aim is **to develop a sporting culture that enables and values the full involvement of women in every aspect of sport.**

The Brighton Declaration asserts that it is in the interests of equality, development and peace that a commitment be made by governmental, non-governmental organizations and all those institutions involved in sport to apply the Principles set out in the Declaration by developing appropriate policies, structures and mechanisms which:

- ensure that all women and girls have the opportunity to participate in sport in a safe and supportive environment which preserves the rights, dignity and respect of the individual;
- increase the involvement of women in sport at all levels and in all functions and roles;
- ensure that the knowledge, experiences and values of women contribute to the development of sport;
- promote the recognition of women's involvement in sport as a contribution to public life, community development and in building a healthy nation and;
- promote the recognition by women of the intrinsic value of sport and its contribution to personal development and healthy lifestyle.

IT'S WHAT
CANADA
WANTS:

The Declaration provides principles that should guide action intended to increase the involvement of women in sport at all levels and in all functions and roles. The ten principles concern: equity in society and sport; facility access; school and junior sport; developing participation; high performance sport; leadership in sport; education, training and development; sports information and research; resource allocation; domestic and international cooperation.

These principles were re-affirmed at the Second World Conference on Women and Sport, held in Namibia, Africa, in May 1998. More great things will surely follow the next World Conference on Women in Sport, to be held in Canada in 2002.

(Adapted from *Women Sport and the Challenge of Change*, 1st International Conference held at the Grand Hotel, Brighton, United Kingdom, 5-8 May 1994 and the *Report on the 2nd World Conference on Women and Sport*, Women's Sport Foundation, UK.)

***Canadian Charter of Rights and Freedoms,
Section 15, 1981***

- 1) "Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, nationality or ethnic origin, colour, religion, sex, or mental or physical disability."
- 2) "Subsection (1) does not preclude any law, program, or activity that has as its object the amelioration of conditions of disadvantaged individuals or groups including those that are disadvantaged because of race, nationality or ethnic origin, colour, religion, sex, age, or mental or physical disability."

Sport Canada Policy On Women In Sport, 1986

Equality implies that women at all levels of the sport system should have an equal opportunity to participate. Equality is not necessarily meant to imply that women wish to participate in the same activities as men but rather to indicate that activities of their choice should be provided and administered in a fair and unbiased environment. At all levels of the sport system, equal opportunities must exist for women and men to compete, coach, officiate, or administer sport.

CP/RA National Policy on Gender Equity, 1995

Canadian Parks and Recreation has a vision of Canada where girls and women have the freedom of opportunity to participate, enjoy, lead and actively pursue a leisure lifestyle in an environment that is safe, welcoming and harassment free. The purpose of the gender equity policy is to provide motivation, direction and guidelines to the Association, its partners and its

IT'S WHAT
CANADIAN
PROVINCES
WANT:

membership to enhance the recreation and leisure opportunities available to girls and women.

As Parks and Recreation professionals we have a responsibility to examine our service and delivery models to ensure our programs are truly reflective of our community profiles and not simply a reflection of expressed demand by traditional user groups. As proactive professionals, it is our mandate to ensure fair and equitable access. Making the commitment to change and making it happen is our challenge.

***Girls And Women in Physical Activity And Sport:
The BC Provincial Policy, 1992***

Policy Statement

The Provincial policy for girls and women in physical activity and sport provides a direction and framework for action in addressing issues in British Columbia. The situation must be viewed as a part of the larger societal commitment to promote gender equity.

By working with others at the federal/provincial/regional, and local levels to design, implement, and monitor a planned and progressive approach we can collectively bring about equality of opportunities.

Equity implies that girls and women at all levels of the physical activity and sport system should have the same opportunities as boys and men to participate in activities of their choice. This means that women do not necessarily need to participate in the same activities as men but that programs should be provided and administered in a fair and unbiased way. This therefore means that men and women should have the same opportunities to participate fully whether it be in the area of coaching, competition, officiating, or administration.

IT'S WHAT
CANADIAN
MUNICIPALITIES
WANT:

***Resolution approved by the Federation of
Canadian Municipalities, June 1989***

WHEREAS the Government of Canada adopted a policy on women and sport in October, 1986; and

WHEREAS the Provinces of Ontario and British Columbia are developing a policy on women and sport; and

WHEREAS municipalities must take a leadership role at the local level to encourage sport opportunities for girls and women;

BE IT RESOLVED that municipalities review facility use in their communities vis-à-vis male and female participation; and

BE IT FURTHER RESOLVED that municipalities initiate an awareness campaign promoting the benefits of physical activity targeted to girls and women; and

BE IT FURTHER RESOLVED that the inequalities in the accessibility of program opportunities be addressed particularly in the area of team sports for girls and women.

City of Coquitlam Gender Equity Program, May 1999

As the result of a mediated Human Rights agreement between David Morrison, the City of Coquitlam, and the British Columbia Human Rights Commission, the City of Coquitlam has developed a Gender Equity Program. The program includes:

- 1. Compilation of Gender Equity Statistics** on gender-specific utilization of Coquitlam's programs, services and facilities;
- 2. Establishment of a Gender Equity Committee** responsible for making recommendations to the Municipal Council with respect to gender equity in sport program budgeting and its administration;
- 3. Appointment of a Gender Equity Coordinator** to assist the Committee in fulfilling its mandate, liaise with the community and schools to build partnerships around gender equity in sport and recreation issues, provide internal staff leadership, and undertake both internal and external initiatives;
- 4. Establishment of a Gender Equity Fund** dedicated to the advancement of gender equity in sport and physical activity; and
- 5. Requirement that all user groups have a gender equity policy and make participation statistics available** as a precondition of facility use.

With the long-term goal of attaining gender equity, the City of Coquitlam has set a short-term goal of a 50% reduction in gender inequity in sport and physical activity as well as a 50% increase in female participation rates within 5 years.

In the agreement, all parties agreed that females in Canada are under-represented in many sport, recreation and physical activity experiences. They asserted that the issue of gender equity in sport is important, requiring action by all levels of government and by sport-providing and sport-funding organizations. In order to achieve gender equity in sport, the parties agreed that attitudinal and systemic changes to the benefit of girls and women in sport are necessary and that programs should be developed and implemented which are specifically tailored to redress past systemic inequities.

While this agreement is specific to the City of Coquitlam, research is currently being done to examine the implications for other groups and municipalities. Ideally, the City of Coquitlam's Gender Equity Policy will serve as a model for others. (For more information please contact ProMOTION Plus; refer to *Appendix G – Organizations, Resources & References*)

EQUALITY AND EQUITY

*Equity does not necessarily mean that all persons must be treated exactly the same. Where discrimination exists, people may need to be **treated differently** in order to be **treated fairly***

The **OTM** initiative and Handbook use the following definitions:

Equality is the process of allocating resources, programs and decision making so that males and females have the *same* (therefore females and males would each receive 50% of the resources, facilities, and each have access to the same programs, so if there was a male hockey league, there would also be a female league).

Gender Equity is the process of allocating resources, programs and decision-making *fairly* to both males and females. This requires ensuring that everyone has access to a full range of opportunities to achieve the social, psychological and physical benefits that come from participating in sport and recreation. It does not necessarily mean making the same programs and facilities available to both males and females. Gender equity requires that girls and women be provided with a full range of activity and program choices that meet *their* needs. Therefore, some activities may be the same as those offered to boys and men, some may be altered, and some may be altogether different.

RESEARCH NOTE: The principle of *Equal Treatment* tends to ignore the fact that people differ in their capacities, interests, resources and previous experiences. (CAHPERD, 1992)

Gender Equity also involves addressing organizational practices and policies that may hinder the participation of girls and women. For example, this requires service providers to examine:

- Facility bookings – to ensure that both females and males have access to prime time slots and prime facilities;
- Resource allocation – to determine which activities are receiving the program budget;
- Participation rates – to identify whether co-ed programs are truly co-ed;
- Activity programming – to assess the types of activities offered for males and females; and
- Promotional materials – to ensure girls and women are not being excluded or stereotyped (in pictures or language).

OTHER IMPORTANT TERMS

Positive measures that target specific groups (e.g. initiatives like **OTM**) are important because they take into account years of socialization and historical traditions that have created imbalances, subsequently marginalizing sectors of the population because these conditions are accepted as the norm.

RESEARCH NOTE: Many fitness, recreation and sport organizations across Canada do not allocate their resources, programs and decision-making fairly to both females and males without bias. As a result, the demographic profile of the people who use the organization's facilities does not match the demographic profile of the community. (Pathway to Gender Equity, 1999)

Sex is the biological character of individuals. It is either their femaleness or their maleness.

Gender is the social construction of sex roles. People are taught behaviour appropriate to their gender through interactions with family, friends, peers, the school system, the political and economic systems. Stereotypes are often based on narrow definitions of gender roles that fail to acknowledge the similarities between males and females, while overemphasizing difference.

A **Stereotype** is the broad, often inaccurate characteristics of a cultural, ethnic or racial group used to describe an individual thought to be a member of that group. *Example: All boys enjoy hockey. All girls enjoy dance.*

Prejudice is the use of pre-judgment. It occurs when people make judgments before meeting individuals or groups and then adhere to those judgments, no matter how inaccurate they are. *Example: Women are weaker than men. Girls do not like sports.*

Systemic Discrimination is the exclusion of members of certain groups through the application of policies or practices based on criteria that are not job or performance related, or required for the safety of other individuals. Systemic discrimination is discrimination so ingrained in a given system that it becomes the norm – that members of that system say, “That’s just the way things are done here”. Systemic discrimination is very hard for people to identify when they are part of the system. *Example: Failing to provide childcare during activity programming.*

Reverse Discrimination is the belief that through the application of policies or practices focused on females, males are excluded unfairly.

However, discrimination does not have a forward or a reverse. Discrimination is the unequal allocation of resources. And it hurts the people that get less. (Marion Lay, CAAWS)

Special Measures refer to a particular initiative taken by an organization to redress any imbalances stemming from past discrimination and in response to identified areas of need.

INCLUSIVE PRACTICES

Equity in the Workplace

In order to create an equitable recreation system, it is necessary not only to examine participant opportunities, but also your organization's practices and policies. This is important to decrease the barriers to girls' and women's continued participation in the sport and recreation system, and to provide role models.

Suggestion: Refer to *Appendix A – It's the Law* for information on the *Canadian Charter of Rights and Freedoms* and *Sport Canada's* policy on Women in Sport.

Equal Opportunity occurs when people are treated as individuals and provided with access to opportunity on the basis of their skills, talents and qualifications, and are neither disadvantaged nor denied access because of their sex, ethnicity, or disability.

Employment Equity is a comprehensive planning process and program adopted by an employer to identify and eliminate discrimination in employment procedures and policies; to remedy the effects of past discrimination through the provision of equitable employment services, pay and opportunity; and to ensure appropriate representation of designated groups throughout an employer's workforce. (Adapted from the Tait McKenzie Institute, 1992)

Service Equity refers to the right of every individual to equal opportunity, equal access, equal participation in all that society has to offer regardless of age, disability, sexual orientation, ethnicity, language, income, gender or religious differences. (Hastings Institute, 1994)

These guidelines acknowledge the physical, emotional, and intellectual equality of women and men.

Language

When speaking on behalf of your organization or producing promotional resources, consider the following inclusive language guidelines. Words that exclude some people are unfair and usually inaccurate. **Inclusiveness** exists in an organizational system when decision-making includes perspectives from diverse points of views, from inside and outside the organization, where appropriate. (Hastings Institute, 1994, with reference to Byron Kunisawa and Websters New Collegiate)

The power of language . . .

RESEARCH NOTE: For girls, [language] has the potential to position them in a particular relation to physical activity in ways that may discourage their participation and disempower them. (Wright & King, 1990)

NOTE FROM RESEARCH: Language which excludes, subordinates or demeans people because of gender has a negative impact on self-esteem, growth and aspirations. Such language limits the roles we seek to perform and diminishes our ability to realize our potential as individuals. (CAHPERD, 1993)

When producing or approving print materials, interacting with colleagues and staff, or speaking to community members and participants, consider the following:

- **Parallel Words:** Used when referring to females and males.
Yes: women and men, girls and boys, Mr. Smith or Ms. Smith (or Mrs./Miss. if requested)
No: men's and ladies', boys and gals, Mr. Smith and Mrs. John Smith, Mr. Smith and Jody Smith

Neutral Words: Use whenever possible.
Yes: they, instructor, coach, leader, partner, chair, chairperson, everyone
No: he (to include both sexes), wives, husbands, chairman, chairwoman, guys (to include both sexes)
- **Neutral Phrases:** Use whenever possible.
Yes: player to player defense, you throw correctly/incorrectly, fair play, athlete
No: man to man defense, you throw like a girl/boy, sportsmanship, sportsman
- **Modifiers:** Use unbiased adjectives and adverbs when describing people
Yes: talented player, energetic aerobic instructor, thoughtful coach, athlete
No: handsome, well-built, cute, shapely, sexy, bouncy, jockette
- **Balance:** Use both women and men as examples and remember to include both sexes in non-traditional roles.
Yes: women as race-starters, presidents, hockey players, umpires – men as aerobics instructors, dancers, care-givers

Visual Materials

When producing or approving visual materials for your organization, be aware of:

- **Equality:** Portray both sexes equally as participants (at various intensities and skill levels; in traditional and non-traditional activities); and leaders (instructors, coaches, directors, administrators, volunteers) at all levels.
- **Frequency:** Show both sexes with equal frequency and in ways that depict them as equals.
- **Focus:** Both sexes should be featured as the focus of attention equally often.

- **Sexuality:** Portray both sexes with dignity and modesty in all matters, especially with regard to clothing, body position, and camera angles.
- **Other Variables:** Portray different types of women and men – visible minorities, athletes with physical challenges, Aboriginal, different ages, different body types.

(Reprinted from Government of Canada, Fitness and Amateur Sport)

Suggestion: Contact Canadian Women & Sport for active female images and clipart for your organization's promotional material. (Refer to *Appendix G – Organizations, Resources & References*)

APPENDIX C: NEWSPAPER CLIPPINGS

Group Seeks to Help Women in Sports

Marg Schwartz was furious when her daughter told her that only the Grade 4 boys were allowed to play floor hockey. Girls couldn't join the morning games at an Edmonton-area elementary school "because it was too dangerous," teachers said. "That was just four years ago. I couldn't believe it could still happen."

When Allyson Holgate was an Edmonton high school student, the only way she stayed involved in team sports was by learning how to tape ankles for the few female basketball players. These women know first-hand the challenges faced by girls, teenagers and women who want to stay physically active.

"It's still tougher for women to participate in sports," says Holgate. "It seems the women always get the smaller gym or they're not allowed to play rugby or there's just fewer opportunities."

That's why Holgate and Schwartz and a few others formed an Edmonton group called the InMotion Network. The group works to create more opportunities in sports for girls and women.

An Edmonton study found that, of 42,000 young people under the age of 18 who play sports, about 67 per cent were boys, while just 33 per cent were girls.

It's hard to pin down exactly why so few girls are into sports, but a national report has some ideas:

- Girls receive less encouragement to develop basic motor skills.

- The media doesn't provide equal coverage of females and males in sports.

- In school, there are fewer chances for girls to participate in sports.

- At places such as community clubs and public facilities there are few organized activities for girls because of an over-emphasis on boys' sports such as hockey and football.

The reason for all this, the report says, is sex stereotyping – the wrong idea that girls and women are "inactive, weak, quiet, helpless and just not as capable of being competent in physical activity."

Schwartz, head of the health and physical education council for the Alberta Teachers' Association, says she'd like to believe the report, done 10 years ago, is outdated. But when her daughter was ordered not to play floor hockey she knew otherwise.

"I made quite a stink about it, to be honest. I mean, my daughter was probably three or four inches taller than most of the boys, just as fast, and very strong. She could arm wrestle with the best of them," Schwartz said.

"I figured if my child got hurt, her wounds would heal the same as any boy's so it would be my responsibility in that case."

The InMotion Network is trying to help girls get fair treatment in sports, she said.

(Edmonton Journal, Edmonton AB, 1996)

Getting Girls More Involved was Aim of Conference

The City of Regina sponsored a one-day conference Saturday aimed at getting girls more involved with recreational programs within the community.

The City, along with the Regina Public Library, sponsored the first-ever Go Girl Conference, which took place all day Saturday at the Core Ritchie Neighbourhood Centre.

Organizers said about 150 females from ages 12-18 came to the conference, which featured a number of workshops intended to help them make healthy choices for their mind, body and spirit.

“Each girl could sign up for whatever sessions that are of interest to them,” said conference Chair Peggy Chorney. “For instance, if it’s the body, we have sessions on kickboxing aerobics, self-defence, rugby, all the way to sessions more interactive on self-esteem and body image.

A sample of the titles of available workshops included Creating Writing, Belly Dancing, Skin Care, and Dealing with Emotions.

“We’ve put together a vast variety that would address different areas of interest and expose them to some opportunities they wouldn’t normally have attended,” Chorney said, adding that she was happy with the turnout, and hopes to hold similar conferences in the future.

“A lot of these sessions are programs that are currently going on within the community, and they’ve been given information on (the programs). Once they’ve attended, if they’re interested, they can access these.”

Chorney said the conference was inspired by the low turnout of teen girls to city-sponsored teen nights.

“We conducted a survey to figure out what type of activities they’d be interested in,” she said. “We thought that if we could get them out and get them socializing, and expose them to these, they might be more prone to participate in the future.”

(Leader-Post, Regina SK, 1999)

Barriers to Participation

Officials were ecstatic when 37 teenage girls showed up for a free pizza and volleyball night last month at a Port Coultlam recreation centre.

And at the YWCA in downtown Vancouver, directors are proud that their Crabtree program can attract as many as a dozen native women for a workout or a swim.

Those are small numbers. But getting some women physically active can be as hard as getting politicians to keep promises.

Why?

- Safety. Some women simply don’t

feel safe using co-ed facilities.

- Skill level. Women are often embarrassed by their own perceived lack of ability.

- Cost. Women earn 61.8 per cent of what men make and often can’t afford expensive fitness clubs.

- Time. Women are usually the prime care-giver in a family and have less time for physical activity. Eighty per cent of Canada’s single-parent families are headed by women.

- Social conditioning. To some people, especially certain religious and ethnic groups, sport is still for boys.

(The Province, Vancouver BC, 1990)

PoCo rec program pushes girls to chase team dreams

On the Move offers new athletic perspective

Janis Wingrove bubbles over with excitement when she talks about **On the Move**. The Port Coquitlam Parks & Recreation youth staff worker is thrilled to be involved with the award-winning program which encourages teenage girls to feel comfortable participating in team sports.

"I jumped at the chance to take on the program," said the Terry Fox graduate. "I've always been active and really enjoyed sports, so I never understood girls who didn't. This program gave me a new perspective."

On the Move brings 11-17 year-old girls together in an informal setting to learn skills in a non-competitive, non-threatening setting. In the process, they make new friends and learn about teamwork and leadership.

"Sports are fun, they don't have to be competitive," said Wingrove. "We don't keep score and use a random system for picking teams so no one feels singled out."

"After a week or two, the girls kind of explode with energy and enthusiasm once they know they're in a safe place," she added. "They can try new things in a protected environment. Soon, they're asking 'can we try floor hockey? I've never played it but my brother plays.'"

Mastering these skills has visible effects. "I've seen girls who are a lot more confident," said Wingrove. "It pumps up their self esteem."

PoCo recreation programmer Erin Murphy introduced **On the Move** in 1990 as a pilot project. She is pleased at the impact it has made on its participants.

"This program is about belonging and feeling good about yourself," she said. "It's for the development of girls' self esteem and confidence. Many girls are intimidated and think they can't be sports-minded. This is a way to educate them that they can be physically active in a non-competitive way."

"We get all levels of fitness," said Wingrove. "We get girls who do gymnastics and skating but have never paid attention to team sports, and we get girls who have no sports skills. They all expand their sports repertoires."

They also have a chance to forge new friendships and learn leadership skills. Heather Fox, a Grade 12 student at Terry Fox Secondary, saw the program as "a place to get out, relax and have some fun."

"They really got me started with all the leadership," she said. "I coached gymnastics there over the summer and Omega (Gymnastics) heard about me. I've been coaching there for two years."

Other participants gain enough confidence to try sports in a competitive arena. Shelby Craigs, 12, participated in the program last year. "I liked playing all the different sports and games," she said. "I was excited to get a chance to try them." She found basketball and volleyball to her liking and this year, the Kwayhquitlum middle school student joined her school's intramural basketball program.

"That's what I love to see, girls using the skills brought out by the program," said Wingrove.

(The Tri-City News, Port Coquitlam BC, 1995)

Girls get “On the Move”

A new program designed to get teenage girls involved in non-competitive sports is about to be launched by the YM/YWCA. **On the Move** is a weekly program geared to girls 12–15 years old.

“This is for girls who are not normally active, or who are starting to lose interest in sports. The idea is to get them interested again,” explains Deb Dawson-Dunn, coordinator of the women’s wellness project at the Y. Studies show an alarming trend towards very sedentary lifestyles among teenage girls, says Dawson-Dunn. Some girls believe sports is a male-oriented activity, they lack confidence and think they have to be an elite athlete before they can play, or they simply do not like the competition. “We want them to understand they can play a sport without needing to be an elite athlete – to just know the joy of playing and knowing how good they can feel as a result”, says Dawson-Dunn. “We want them to make sports a lifestyle choice

that will make them a healthier adult and a good role model.”

On the Move will focus on fun. Participants will learn how to play different sports, from football and field hockey to ultimate frisbee and yoga. “There will not be competition. The focus will be on team sport and individual learning, to give them the skills of the sport so they have the confidence to play later on in life.” Program leaders will be females and when ‘experts’ in some sports need to be brought in, they will be female as well. “We want to try as much as possible to keep to female leadership so the girls can see real examples of women in sport,” says Dawson-Dunn.

The cost to join **On the Move** is \$5 for the 12-week session. Members of the Y can register for the program for free. Girls and women can register at the Y in advance, or simply show up at the program.

(The Lance, Winnipeg MB, 1998)

APPENDIX D: PROMOTIONAL MATERIAL

PUBLIC SERVICE ANNOUNCEMENT

Suggestion: Adapt this announcement for free advertising on radio, TV, or in the “What’s Happening” sections of community newspapers.

Looking for Fun and Games?

Come for a pizza and volleyball night
sponsored by

_____ (YOUR ORGANIZATION) on _____ (DAY) _____ (DATE)

from _____ (TIME) at _____ (PLACE).

The event will launch a new non-competitive, fun-filled, sport and physical activity program for girls and women called



**All girls are welcome
No tryouts!**

VOLUNTEER RECRUITMENT

Suggestion: Public service announcements can also be used to recruit volunteers.

Do you think physical activity and recreation are important for girls and young women?

Why not volunteer with **On the Move**, an exciting new program aimed at getting girls and young women active?

Join the group at their launch event for free pizza and pop and to find out more about the program at

_____ (PLACE, DATE, TIME).

GETTING PARTICIPANTS OUT

Include an exciting program description in your organization's brochure or newsletter.

Just For Girls Sports

Get active, be active, stay active for life!

Join together in this special program for social play and skill development. Build your self-esteem as you play volleyball, soccer, tennis, golf and more. For variety, we can toss in some co-operative games and creative activities. The best part is – YOU CHOOSE!

Fun and action for all ability levels – no experience required!

(Dates, Times, Cost)

Suggestion: Refer to 3 – *Success Stories* for more program descriptions.

THE LAUNCH EVENT

The best way to encourage participation by girls in the **OTM** program you have designed is to plan a LAUNCH EVENT which highlights fun!

Recommendation: Launch your **OTM** program with PIZZA!

FREE Pizza and Volleyball Night

WHEN? _____ WHERE? _____

For all girls and women 11-17 years
XYZ Parks and Recreation has designed a perfect opportunity for you!

No tryouts

No previous skills required – Just register and show up!
Bring your friends, wear your wackiest shirt and your funkiest shorts or sweats and have an outrageously great time!

Try the  Program

For more information please contact:

On the Move Registration

Where? _____

When? _____

How Much? _____

VOLUNTEER RECRUITMENT

Miramichi, NB used the following advertisement to recruit **OTM** volunteers in their community.

Volunteers sought for *On the Move*

The Miramichi Recreation Department is looking for women volunteers for a pilot project called **On the Move**. This program offers teenage girls an opportunity to play sports without the pressure of competition.

No previous experience in sports activities is required. The program will begin on Oct. 14 and run until Nov. 18 on Monday evenings from 7–9 pm at St. Michael's gym in Miramichi East.

An information meeting for those interested is scheduled for Oct. 1 at 7 pm at the John J. Duffy gym.

MEMO FOR STAFF

We Need Your Support for ON THE MOVE

A physical activity & sport program for young women.

On the Move is a recreation program for girls aged 11–17. Successful **On the Move** programs are taking place across the country, providing opportunities for girls and women to participate in physical activity.

The community of _____ will be sponsoring its own
On the Move project starting: _____

A **Special Staff Meeting** to introduce this project will be held:

DATE: _____ TIME: _____ PLACE: _____

The Purpose of the Meeting is to:

- Describe the characteristics of successful projects from across the country.
- Outline our community On the Move project.
- Introduce members of our On the Move steering committee and staff.

PLEASE ATTEND

Please contact _____ at _____ to RSVP.

SKILL BUILDING GAMES

Be Creative! Go Wild! Modified games maximize participation, skill learning, and enjoyment. Participants need to enjoy sport experiences to have positive lasting impressions.

- Get the girls and young women excited and motivated by letting them teach a game, involving them in setting the rules, or in creating new games.
- Ensure teams are well-balanced based on skill, and that teams are constantly shuffled.
- Technical elements and rules should be secondary to having fun, being safe, and participating.

Easy Modifications

- 1. Lower the height of the net or basket** . Or use benches, floor lines, chairs, containers, etc.
- 2. Decrease the size of the court** . This will decrease fatigue and make the game more fun.
- 3. Divide the groups into smaller teams** . This increases playing opportunity and cooperation.
- 4. Change the length of play** . Decrease the minutes per period or the number of periods. Change the number of points needed to win a match, or don't keep score.
- 5. Change the size/type of ball** . Use smaller balls, or sponge volleyballs or beach balls; use nerf balls or balloons instead of a shuttle in racquet sports for a fun and controlled game.
- 6. Change the type and/or combination of skills allowed** . Allow participants to catch the ball or let it bounce once before volleying it to a team member. Try hanging a sheet or blanket along the net to obscure the vision of opponents in badminton or volleyball for a fun twist.
- 7. Change the rules** . Move servers closer to the net, limit the number of consecutive points any one team can get, change the number of contacts allowed on each side or by one individual, award points for consecutive passes.
- 8. Change the traditional final objective of the game** . Winning is not as important as participating. Award points for cooperation or demonstration of proper technique.

*We don't keep score
and we use a random
system for picking
teams so no one feels
singled out.*

(Program Leader, BC)

- 9. Play music during the games** It creates a more relaxing environment and adds excitement. Encourage the girls and women to bring their own.
- 10. Create team names and cheers** This will increase cooperation and involvement by all participants.

Bucket Ball (Basketball)

This game teaches basketball rules and skills while ensuring the participants have a greater opportunity to experience success.

The object of this game is to shoot the basketball into a bucket at either end of the court. The buckets can be placed on the floor, or held by a participant standing on a chair who can move the bucket to catch the ball. The game starts with a jump ball at centre. The ball is then passed around until a successful shot can be made at the bucket (there is no dribbling or traveling with the ball). General basketball rules apply. Any personal fouls such as slapping or holding are penalized by two free throws from 3 metres from the bucket. If the bucket is tipped over, no points are awarded.

(Adapted from *p.s.a.p. Teaching the Basics – Basketball Manual*, 2000)

Cats and Dogs (Soccer)

This fun game develops soccer ball control and dribbling speed.

Using pylons, make a 35 x 40 meter area, with 5 meter safety zones in each corner. Create two equal teams of any size, identifying each with different coloured pinnies. Give each player a ball. The players dribble around the playing area, controlling the ball carefully and staying out of the safety zones. Shout the colour of one team, identifying them as the cats. The cats must then soccer dribble as fast as they can to a corner safety zone. The other team, the dogs, must stop dribbling and chase after the cats, attempting to tag them before they reach safety. Once tagged, the cats must stop. When all the cats have either reached safety or been tagged by the dogs, play starts again with all the players dribbling. Teams get one point for each player who makes it to a safety zone untagged. After several turns or a set time limit, the team with the most points wins.

(Adapted from *Physical Education Digest*, 13(3), 1997)

Floor Hockey Freeze Tag

Develop stick handling and shooting skills, while encouraging cardiovascular fitness and mass participation.

Spread participants out in the gym. Give six to eight participants a floor hockey stick and a puck and send them to one end. On your signal, the participants with the sticks and pucks (Shooters) chase after the

participants without sticks (Runners) and shoot the puck at their feet. If a puck hits a Runner in the foot, she freezes, becoming an obstacle for the Shooters. Contact any higher than the feet does not freeze a player. Yelling “Zamboni!” unfreezes the Runners. Yelling “Power Play!” makes the shooters give their puck and stick to a Runner so that everyone gets a turn.

(Adapted from *Physical Education Digest*, 14(3), 1998)

Hocker

This game encourages participants to practice a number of different sport skills.

Set up a soccer goal at each end of the gym. Use a soft bouncy ball, such as a trainer volleyball. Divide participants into two teams. Start the game with a jump ball at centre court. Teams can use any type of skill to move the ball towards the goal – i.e. bumping, dribbling (soccer or basketball), striking, batting, setting, etc. The ball can be passed any way and can be deflected off the walls. Points are awarded when a team gets the ball into the opposing goal box. Goalies are allowed to catch the ball, and are the only ones allowed in the goal. Play either up to a certain number or for a set amount of time. Try playing Hocker using one skill at a time, either for a certain time or number of passes.

(Adapted from the *PE-BC Newsletter*, 4(2), 1999)

Take a Chance Game

This game develops participants’ throwing ability, reflexes and judgment skills.

Give each participant a soft ball and a bowling pin or plastic soft drink container (with top fastened and weighted with an inch or so of water). Participants space themselves randomly around the playing area and place their bottle on the floor. On the leader’s signal, players throw their ball and attempt to knock over teammates’ bottles. Participants can assume any position over, behind or in front of their bottle in order to guard it. Any time a player’s ball is knocked down, that participant must leave the playing area and perform a fitness task (have the participants chose a variety of tasks and determine the duration, e.g. vertical jumps, dancing, skipping, etc.). Once the task is completed, the participant may start playing again. “Take a Chance” comes into play because players must leave their bottle unguarded in order to retrieve balls to throw.

(Adapted from *Physical Education Digest*, 13(3), 1997)

Ultimate Frisbee

This increasingly popular game develops participants' eye-hand coordination and cardiovascular fitness. (Plus everyone should learn how to throw a frisbee!)

Throwing a Frisbee

- Grip the disc with the thumb on top.
- Extend the index finger along the rim of the disc, and curl the rest of the fingers under the rim.
- From the elbow, extend the arm and flick the wrist while releasing the disc.
- Shift weight from the back leg to the front.

(Adapted from *p.s.a.p. Teaching the Basics – Disc Sports Manual*, 2000)

Playing the Game

Divide participants into two teams. The goal of the game is to move the frisbee over your opponents' endline by passing. Points can also be awarded by a team completing consecutive throws. The game starts with one team "throwing-off" from behind their endline to their opponents at the opposing endline. Upon receiving the frisbee, participants have 5 seconds to throw it (the opponents count). Traveling with the frisbee is not allowed. Possession is turned over to the other team if it is caught by an opponent, dropped, or knocked down, or if the participant takes longer than 5 seconds to pass the frisbee. Opponents must allow enough room to fully extend your arm when throwing. The game can be either played for a set amount of time or up to a certain score. After a team scores the opposite team throws-off from their endline. This game can be played using either a plastic or foam frisbee.

(Adapted from *PE-BC Newsletter*, 3(4), 1998)

APPENDIX F: EVALUATION TOOLS

Sample Questions

Use the following for questionnaires, group interviews, or for ideas when talking to participants.

Pre-Project

- Do you like to participate in physical activity and sport? Why or why not?
- What kinds of physical activities are you interested in?
- Would you attend a female-only program that focused on fun and required no previous experience?
- What kinds of physical activities do you participate in currently?
- What kinds of physical activities have you participated in before?
- Why did you stop doing them?
- Why don't you participate in physical activity? (time, money, transportation, gender bias, lack of information, type of program, lack of family support, activity focus, other)
- Where did/does your participation take place?
- When would be convenient times for you to attend a physical activity program?

Post-Project

- How did you get involved in the program?
- What were you hoping to get out of the program? Was this achieved?
- Would you register for a similar program? Why or why not?
- Did you enjoy the program? Why or why not?
- What did you like the best? What did you like the least?
- Did the program leaders encourage you to participate and make your experience positive?
- Did the program leaders listen to your ideas and include you in program planning?
- What are your ideas for improving the program?

Suggestion: Photo copy the next two pages to help you keep track of and evaluate your **OTM** program.

OTM Checklist

Leader's Name: _____ Date: _____ Time: _____

Participants: _____

Names of Volunteers: _____

Activity: _____ Involvement: High Medium Low

Equipment Used: _____

Were facilities adequate? _____

NOTES: (comments from participants, staff, volunteers; information about events) _____

OTM Checklist

Leader's Name: _____ Date: _____ Time: _____

Participants: _____

Names of Volunteers: _____

Activity: _____ Involvement: High Medium Low

Equipment Used: _____

Were facilities adequate? _____

NOTES: (comments from participants, staff, volunteers; information about events) _____



Program Evaluation

Congratulations on participating in **On the Move!**

By choosing to participate in physical activity you have treated yourself to something that has life-long health benefits. By filling out this CONFIDENTIAL questionnaire, you will help us improve the program for yourself and for other girls and women. **OTM** is a program for you. Let us know what you want.

Have you been involved in an **OTM** program before? YES NO

	POOR			EXCELLENT	
How would you rate your enjoyment of the overall program?	1	2	3	4	5
Did you feel comfortable participating in the program?	1	2	3	4	5
How would you rate the program instructor(s)?	1	2	3	4	5

What kinds of things did you learn about during the program? _____

What did you like best about the program? _____

What did you like least about the program? _____

What physical activities would you be interested in participating in or learning more about?

I would enjoy physical activity more if . . . _____

Physical activity is important to me because . . . _____

Would you register for this program again? YES NO

Thanks for your input! Make sure to register for the next **OTM** program!

Bring your friends – the more the merrier!

Register on _____ Program starts _____

For more information contact _____

APPENDIX G: ORGANIZATIONS, RESOURCES & REFERENCES

ORGANIZATIONS

Canadian Women & Sport

970 Queen Street East, PO Box 98162
Toronto, Ontario, M4M 1J0
Email: info@womenandsport.ca
Website: www.womenandsport.ca

Alberta InMotion Network

Main Floor – Percy Page Centre
11759 Groat Road
Edmonton AB T5M 3K6
Phone: (780) 644-5613
Email: ella@inmotionnetwork.org
Website: www.inmotionnetwork.org

Boys and Girls Clubs of Canada/Clubs Garçons et Filles du Canada

#205–7100 Woodbine Avenue
Markham ON L3R 5J2
Phone: (905) 477-7272
Email: info@bgccan.com
Website: www.bgccan.com

Physical and Health Education (PHE) Canada

#301–2197 Riverside Drive
Ottawa ON K1H 7X3
Phone: (613) 523-1348
or 1-800-663-8708
Email: info@phecanada.ca
Website: www.phecanada.ca

Canadian Parks and Recreation Association (CPRA)

#404–2197 Riverside Drive
Ottawa ON K1H 7X3
Phone: (613) 523-5315
Email: cpra@cpra.ca
Website: www.cpra.ca

Égale Action

4545 Avenue Pierre-De Coubertin
C.P. 1000, succ. M
Montréal (Québec) H1V 3R2
Phone: (514) 252-3114 ext. 3615
Email: info@egaleaction.com
Website: www.egaleaction.com

Girl Guides of Canada

50 Merton Street
Toronto ON M4S 1A3
Phone: (416) 487-5281
Email: ggc@girlguides.ca
Website: www.girlguides.ca

ProMOTION Plus – Girls and Women in Physical Activity and Sport

#227–3820 Cessna Drive
Richmond BC V7B 0A2
Phone: (604) 333-3465-3075
Email: info@promotionplus.org
Website: www.promotionplus.org

YWCA of/du Canada

#422–75 Sherbourne Street
Toronto ON M5A 2P9
Phone: (416) 962-8881
Email: national@ywcacanada.ca
Website: www.ywcacanada.ca

RESOURCES

Benefits Catalogue: Summarizing Why Recreation, Sports, Fitness, Arts, Culture and Parks are Essential to Personal, Social, Economic and Environmental Well-Being, 1997. CPRA. Contact: (613) 523-5315 or www.cpra.ca

Body Thieves: Help Girls Reclaim their Natural Bodies and Become Physically Active, 2002. Sandra Susan Friedman. Contact ProMOTION Plus: (604) 333-3475 or www.promotionplus.org

Canadian Fitness and Lifestyle Research Institute (CFLRI). An organization that strives to enhance the well-being of Canadians through the research and communication of information about physically active lifestyles to the public and private sectors. Contact: (613) 233-5528 or www.cfri.ca

Canadian Olympic Committee Website – www.olympic.ca

Eating Disorders in Sport: Practical Tips and Strategies, 1994. CAAWS. Contact: (613) 562-5667 or www.caaws.ca

Gender Equity Through Physical Education, 1999. PHE Canada. Contact: (613) 523-1348 or www.excelway.ca

Girls in Action, Resource Package and Peer Facilitator's Guide, 1997. PHE Canada. Contact: (613) 523-1348 or www.cahperd.ca

The Hastings Institute, a non-profit corporation owned by the City of Vancouver. Contact: (604) 873-7480 or www.city.vancouver.bc.ca/eo

Just for Girls, 1999. A program to help girls safely navigate the rocky road through adolescence and avoid pitfalls such as eating disorders and preoccupation with food and weight. Sandra Susan Friedman. Contact ProMOTION Plus: (604) 333-3475 or www.promotionplus.org

Leisure Access: Enhancing Recreation Opportunities for those Living in Poverty, 1998. Wendy Frisby and Jennifer Fenton on behalf of the *Kamloops Women's Action Project* and with the support of the British Columbia Health Research Foundation. Available online at www.lin.ca

Level the Playing Field: A Handbook on How to Achieve Full and Fair Access for Women and Girls in Sport and Physical Activity, 1995. Sport Ontario with the assistance of the Ministry of Culture, Tourism and Recreation. Available online at www.lin.ca

Melpomene Institute, a non-profit organization dedicated to helping women and girls of all ages and backgrounds link physical activity and health. Contact: www.melpomene.org

More Than An Open Door. A recreation practitioner's guide to building a fairer community through equal opportunity for women and girls, 1994. British Columbia Ministry of Small Business, Tourism and Culture. Contact ProMOTION Plus: (604) 333-3475 or www.promotionplus.org

Multicultural Resource Kit: For Recreation and Sport Professionals, 1999. Prepared for the British Columbia Recreation & Parks Association by Shelly Wells. Contact: (604) 629-0965 or www.bcrpa.bc.ca

National Coaching Certification Program (NCCP). Canadian Coaching Association. Contact: (613) 235-5000 or www.coach.ca

Open your mind. Open their lives. A National Youth at-Risk Pilot Project Initiative, 1999. Evaluation Summary, Highlights, Success Stories, Presentation Kit. Published by CPRA. Contact: (613) 523-5315 or www.cpra.ca

Physical Education: A Positive Place to Learn, 1998. PHE Canada. Contact: (613) 523-1348 or www.excelway.ca

Physical Education Digest. A quarterly publication “Bringing the World’s Best P.E. and Sports Information to the Physical Educator and Scholastic Coach”. Contact: www.physicaleducationupdate.com

Pathway to Gender Equity: How to Help More Girls and Women Become Physically Active, 1999. YWCA of/du Canada. Contact (416) 962-8881 or www.ywacacanada.ca

Physical Education British Columbia (PE-BC). Contact PHE Canada about the Physical Education Specialist Association in your own province: (613) 523-5315 or www.excelway.ca

Premier’s Sport Awards Program (p.s.a.p.). A skill development program to help instructors teach basic sport skills. Contact: (604) 738-2468 or www.psap.jwspporta.ca

Reducing Barriers to Physical Activity and Recreation for Teenage Girls. Literature Review on Overcoming Barriers to Involvement in Recreation, 1997. Prepared by Leslie Evans for the Boys and Girls Clubs of Calgary. Contact: (403) 276-9988

Reducing Barriers to Physical Activity and Recreation for Teenage Girls. Practical Applications for Program Planning, 1997. Prepared by Leslie Evans for the Boys and Girls Clubs of Calgary. Contact: (403) 276-9988

Together with Youth: Planning Recreation Services for Youth-at-Risk, 1999. Parks & Recreation Ontario. Contact: (416) 426-7142 or www.prontario.org

Towards Gender Equity for Women in Sport: A Handbook for National Sport Organizations, 1993. CAAWS, in cooperation with Government of Canada and Fitness and Amateur Sport. Contact: (613) 562-5667 or www.caaws.ca

When Girls Feel Fat: Helping Girls Through Adolescence, 1997. A resource to help parents and mentors guide girls into healthy, confident womanhood. Sandra Susan Friedman. Contact ProMOTION Plus: (604) 333-3475 or www.promotionplus.org

Youth Recreation: Make it Happen, 1997. Recreation and Sport Branch of the British Columbia Ministry of Small Business, Tourism and Culture. Contact ProMOTION Plus: (604) 333-3475 or www.promotionplus.org

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City of Ottawa
Ottawa-Carleton Catholic School Board
Ottawa-Carleton Girls and Women and
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