

**WOMEN'S
SPORTS
FOUNDATION**

25 Years of Making a Difference

SPORTS IN THE LIVES OF URBAN GIRLS

A Resource Manual For Girls' Sports
In Urban Centers





SPORTS IN THE LIVES OF URBAN GIRLS:

A Resource Manual For Girls' Sports In Urban Centers

Edited by Doreen L. Greenberg
Foreword by Jackie Joyner-Kersey

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SPORTS IN THE LIVES OF URBAN GIRLS:

A Resource Manual For Girls' Sports In Urban Centers

| | <u>Page</u> |
|--|-------------|
| 1. CONTENTS | I |
| 2. ACKNOWLEDGMENTS | V |
| 3. FOREWORD Jackie Joyner-Kersey | VI |
| 4. INTRODUCTION Doreen Greenberg | VII |
| It's Not just About Sports | |
| LETTER FROM A PROGRAM DIRECTOR. . . Ann Kletz, Executive | IX |
| The Dream Becomes a Reality Director — SportsBridge | |
| LETTER FROM A VOLUNTEER Missy Kay, Volunteer— | XI |
| Making a Difference P.L.A.Y. project in Los Angeles | |
| LETTER FROM A PROGRAM DIRECTOR Kathy Chuckas, Executive | XIII |
| Giving Girls a Voice Director — A Sporting Chance | |
| LETTER FROM A PARTICIPANT Ruth Mendin, | XV |
| Lifelong Benefits Athlete and Coach | |
| 5. INFORMATION ARTICLES | 1 |
| <i>THE GIRLS</i> | |
| Principles of Girls' Sports Participation . . . Girls Incorporated | 1 |
| Recruitment Melpomene Institute | 2 |
| Co-Ed vs. Single-Sex Teams for Girls . . . Judy Mahle Lutter | 4 |
| & Lynn Jaffee | |

| | | |
|---|---------------------------|-----------|
| Females Competing Against Males? | Women's Sports Foundation | 5 |
| Issues for Urban Girls | Doreen Greenberg | 6 |
| 6. MULTICULTURAL PERSPECTIVES | | 8 |
| Valuing Diversity | Girl Scouts of the USA | 8 |
| Sport as a Tool for Teaching Tolerance | Tina Sloan Green | 10 |
| Motivating Girls to Be Involved in Sports | Lynn Jaffee | 12 |
| Promoting Social Skills in Sport | Gloria B. Solomon | 14 |
| Sports & Self-Esteem in Adolescent Girls | Lynn Jaffee | 16 |
| Keeping it Fun | Doreen Greenberg | 18 |
| 7. THE FACILITIES | | 19 |
| Finding Facilities & Equipment | Girls Incorporated | 19 |
| Creating a Facility | Melpomene Institute | 22 |
| Safety Management at Sites | Girls Scouts of the USA | 23 |
| Developing a Safe Program | Doreen Greenberg | 26 |
| 8. THE COACH | | 28 |
| The Importance of the Coach | Cheryl Coker | 28 |
| Developing Coach Leadership Skills | Gloria B. Solomon | 30 |
| Characteristics of Effective Coaches | Cheryl Coker | 32 |
| The Coach as Motivator | Cheryl Coker | 34 |

| | | |
|---|---------------------------|----|
| Learning Styles & Coaching | Cheryl Coker | 35 |
| 9. THE PARENTS | | |
| Parents' Responsibilities | Valerie Wayda | 37 |
| Communicating with Parents | Valerie Wayda | 40 |
| Parent-Child-Coach Relationship | Women's Sports Foundation | 42 |
| 10. THE FUNDS | | |
| Funding and Collaboration | Girl Scouts of the USA | 44 |
| Managing Finances: Funding Sources | Doreen Greenberg | 47 |
| Managing Finances: Working with Sponsors | Doreen Greenberg | 49 |
| 11. VOLUNTEERS | | |
| Integrating Volunteers into Programs | Karin J. Buchholz | 50 |
| Finding Volunteers | Girl Scouts of America | 53 |
| Parents as Volunteers | Women's Sports Foundation | 56 |
| Mentors | Doreen Greenberg | 58 |
| Safe Havens | Doreen Greenberg | 60 |
| 12. REFERENCES | | |
| 13. MODEL PROGRAMS | | |
| <u>Multisport</u> | | |
| A Sporting Chance Foundation | | 65 |
| SportsBridge | | 68 |
| The Ivy League | | 70 |
| Girls Incorporated of Central Alabama — Bridges Program | | 72 |
| <u>Sport-Specific</u> | | |

| | |
|---|-----------|
| Peter Westbrook Foundation | 75 |
| The Acorn Community Center "Oscar Bailey" Track Club | 77 |
| Black Women in Sport Foundation — Dunbar Golf Program | 79 |
| YWCA of the USA, Cincinnati, Ohio — Basketball Program | 81 |

LIST OF OTHER EXISTING PROGRAMS

| | |
|-----------------------|-----------|
| National | 83 |
| Local/Regional | 90 |

RESOURCES

| | |
|---|------------|
| Organizations and Programs | 96 |
| Recommended Reading List For Program Leaders | 102 |
| Girls' Sports Reading List | 104 |
| Girls' and Women's Sports Facts | 116 |
| Manual Evaluation Form | 124 |
| Order Form for Additional Manuals | 125 |



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Doreen Greenberg



FOREWORD

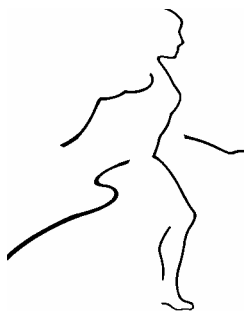
For as long as I can remember, my hometown of East St. Louis, Ill., has been considered one of the poorest cities in the United States. With its poverty and high crime rate, it didn't seem like a place where dreams could be cultivated, but the coaches at the local recreation center showed me that appearances don't mean much. East St. Louis is the place where my track and field career was born and my dreams of being a champion athlete were nurtured.

With the encouragement of my coaches, I entered my first race when I was nine years old. Three years later, I could run faster than all the boys in my neighborhood. When I was 14, I developed an interest in the long jump. Realizing the potential I had to succeed athletically, my coaches suggested that I broaden my track and field experience by training for the five-event pentathlon. Always eager for new challenges, I tried the event and won the Amateur Athletic Union (AAU) national junior pentathlon championship the following year.

Today, I am a college graduate, a world-class heptathlete (seven events) and long jumper with three Olympic gold medals, and a former women's professional basketball player. My achievements are a product of supportive coaches on the grassroots level, early success that instilled self-confidence, as well as discipline, determination and dedication – three important factors that are crucial to achieving success on and off the field of play.

Success for girls' sports programs in today's urban areas begins with a caring community made up of dedicated leaders and volunteers. *Sports in the Lives of Urban Girls* outlines the steps that should be taken to fund, organize, manage and sustain athletic programs for girls at the grassroots level. This resource manual also provides personal testimonies from program directors, volunteers and participants about the benefits derived from their experiences with such programs. Their positive experiences prove that "when more girls play, everybody wins!"

Jackie Joyner-Kersey



INTRODUCTION

It's Not Just About Sports Doreen L. Greenberg

This resource manual is intended for anyone who wants to develop a sports program for girls in urban centers. It is based on the results of research findings on girls and sports, and information gathered from some of the most successful programs across the country. Key elements of these model programs are identified, including: effective organization, recruitment and retention strategies, and the securing of competent staff and volunteers. The strengths of these programs are highlighted, as well as the challenges they face in offering programs for girls in the city.

It is also a guide, with helpful information about essential qualities of sports programs for girls in urban areas. There are information articles about motivation, multicultural perspectives, breaking stereotypes, working with the community, family involvement, effective coaching and leadership skills, funding strategies, and finding facilities and equipment.

Recent research has demonstrated the importance and value of exercise and sports for girls. More than ever before, American girls are now actively involved in sports. In spite of this increasing trend, there is still a disproportionate amount of school and community-based athletic programs for boys. Some of this has to do with old, inaccurate perceptions about the value of sports for girls, and some has to do with the urban environment in which many girls live.

We already know that girls are more likely than boys to be physically inactive, to be depressed, to attempt suicide, and to have a negative body image. Then there are the real dangers that are lurking for girls, especially poor, urban girls of color — obesity, substance abuse, violence and adolescent pregnancy.

Physical activity is a powerful weapon in the battle to save the lives of all girls.

Exercise and sport can and does enhance a girl's life in the following ways:

- by reducing a girl's risk of obesity
- by reducing a girl's risk of heart disease and high cholesterol
- by reducing a girl's risk of osteoporosis and certain cancers
- by increasing a girl's self-confidence
- by improving body image
- by providing positive role models
- by developing social interactions
- by improving school achievement and motivation
- by decreasing and preventing stress and depression

Exercise can accomplish all these objectives by offering girls tangible experiences of competency and success. This is a cost-effective solution that can maximize physical and emotional well-being and make a real difference in the lives of girls.

In high-risk, urban environments — there is often little opportunity for girls to recognize their potential. The few athletic programs available are usually designed for boys. By developing a sports program for urban girls, keep in mind that you are creating far more than the opportunity for girls to run and jump, throw and kick, skate and splash.

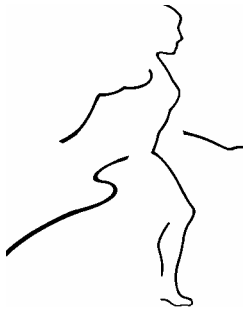
It's not just about sports — it's about enhancing girls' lives. It's about staying in school and improving academically. It's about enhancing girls' mental health by reducing symptoms of stress and depression. It's about producing fit and healthy women.

It's not just about sports — it's about life-skills training. It's about learning time management, athletic training, fund raising strategies, fitness training, group dynamics and leadership skills. It's about learning business skills, from writing thank you notes to learning negotiating tactics to writing business plans.

It's not just about sports — it's about breaking down barriers and challenging stereotypes. It means creating new opportunities and new horizons through the awareness of how strong and agile a girl's body can be. It's about experiencing success. It's about creating new traditions.

It's not just about sports, or just about improving girls' physical abilities — it's also about enhancing girls' lives.

Doreen L. Greenberg, Ph.D., is a nationally certified consultant in sport psychology.



FROM A PROGRAM DIRECTOR

The Dream Becomes a Reality Ann Kletz

The story of how SportsBridge came to be is an exhilarating, life-changing and sometimes, frustrating one. For most of my life, I have been interested in gender issues and the empowerment of girls and women. When I thought back over my life and sought to understand what had enabled me to proceed through life with confidence, I knew that it was sports. I was part of the first generation of girls to participate in sports after the passage of Title IX. In essence, this law gave me and my friends opportunities to compete on teams for most of my life. After 17 years as an athlete and coach, I knew that sports played a critical role in my development.

After college, I was determined to find a job that would mean something to me. For two years I worked with four other young people developing a community organization called the Urban Service Project. I learned a lot about problem solving issues that ranged from diversity sensitivity training to establishing health care benefits to planning fund-raising events. I learned by *doing* and by making mistakes.

I knew that my future career would remain in the non-profit world, but I wanted to find an organization that focused entirely on girls and used sports as a vehicle to enable empowerment and enhance self-confidence. It took me very little time to realize that there was no such organization in the San Francisco Bay Area.

I spent several months reading everything I could find on women in sports. I talked to community leaders about girls' issues and programs. I interviewed PE teachers and girls. In the spring of 1995, I assembled an advisory committee of both local and national people who were supportive of my idea and who were willing to provide advice.

With my savings nearing zero, I was devastated at the thought of putting my dream on

hold. Then, something miraculous happened. I received an application for a program called the Fund for Social Entrepreneurs: a program that would provide me with money and training for three years to help me establish a non-profit organization. With my first grant, I moved my efforts out of my dining room and into a small office in the Women's Building in San Francisco. Once in the public, everything began to grow and take shape. The community began to embrace the idea, and from then on, the momentum has never stopped.

Ann Kletz is the Founder and Executive Director of SportsBridge, a San Francisco non-profit organization that empowers girls through sports.



LETTER FROM A VOLUNTEER

Making a Difference. . . . Missy Kay

Missy Kay spent a summer in high school as a volunteer with urban youth from Los Angeles. She answers some questions, here, about her experience.

Q: Where was the program?

A: The activities, sponsored by the NIKE P.L.A.Y project, as well as the California State University, Dominguez Hills, took place on the Cal St. campus.

Q: Who were the kids?

A: The children were inner-city kids from Los Angeles, ranging in age from six to 14 years old. They were girls and boys (mostly minorities) who were brought to the campus on school buses.

Q: What were the activities?

A: Because the main goal of this program was to allow inner-city children escape their everyday struggle to survive, we planned many physical activities for them. We thought that it was better for them to vent in a positive physical manner, as opposed to venting through violence. We (the volunteers) arranged for them to play soccer on the field, basketball on the courts, frisbee, and also had relay races. They were divided up into teams, which ultimately lead to prizes for the best scores of both the teams and the highest-scoring individuals on the team. The prizes were not very fancy, but the point was to allow them to be recognized through their talents.

Q: What were your responsibilities as a volunteer?

A: My main responsibility was to keep the peace amongst the kids. Though the program focused on helping the kids release their anger in a positive manner, they often fought, for the competition became a little too intense at times. My job was to walk around and

make sure that there weren't any problems and if there were, to help the kids resolve them without violence and anger. This was successful most of the time.

Q: What did you get out of it?

A: The most important thing for me was to see the appreciation on the kids' faces. I think they really understood what we were doing, and truly appreciated it. I also came to a better understanding of their everyday lives and how hard they have it. We can't imagine the pain that they live with and their chronic struggle to just survive – it's so foreign to us, as it was to me. I really opened up to them and their pain, and it allowed me to give them the tools to make better decisions about how to respond to the anger and violence. As a result of this experience, I have continued community service in college. I don't think I would have been so open to volunteer work if I had not participated in this program.

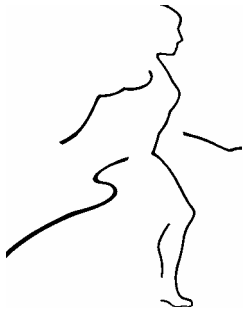
Q: Why is this important for girls?

A: The program really helped girls to build up their self-esteem. Too often in the classroom (and in life) boys get the most attention, and girls are forgotten. We recognized this discrepancy and tried to pay special attention to the girls by incorporating them with the boys on the teams. The girls realized that they had just as much capability and talent as the boys, and in some cases, even more. Sometimes, a girl on the team would end up with the highest score! That was always very encouraging to see.

Q: Why should people volunteer?

A: From my experience, volunteering can be one of the most rewarding things one can do. Knowing that another person benefited from you, all because you gave up a day or an hour per week, is really life-changing. It helps to put one's life in perspective – one realizes that people in much worse situations can change through help. Knowing that perhaps I have made a difference in another person's life is such a wonderful feeling. It is the fuel for living.

Missy Kay is a second-year student at Columbia University in New York City. She continues to make volunteer work an important part of her life.



LETTER FROM A PROGRAM DIRECTOR

Giving Girls A VoiceKathy Chuckas

When girls have the opportunity to help create programs for girls, great things result. The Girls' Advisory Board of A Sporting Chance Foundation (ASCF) is a critical component of the organization's work. It is an idea factory, a direct link to our constituency and a testing ground for programs. The Girls' Advisory Board consists of girls from economically and culturally diverse backgrounds. Girls participate from communities throughout Chicago and surrounding suburbs.

The girls on the advisory board were identified and selected through their participation in ASCF activities and expressed interest in further leadership development. The majority of members are in grades 5, 6 and 7, with two high school girls identified as Peer Facilitators, who will eventually take a stronger leadership role in the program.

The Girls' Advisory Board serves many functions. First and foremost, ASCF believes that girls should have a voice in the design and development of the programs that we offer. This Board provides a forum for the girls to use their knowledge and creativity to solve problems and create programs. An integral part of the program is mentorship. ASCF has identified mentors for the participants who will meet on a regular basis with the girls and stress the importance of academics and community involvement.

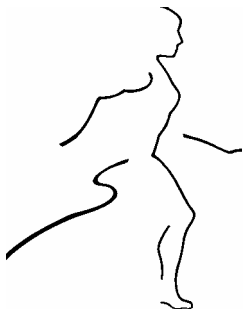
Each month the Girls' Advisory Board will meet to discuss upcoming activities of ASCF. Every other month the meeting will be on Saturday and will include an activity with the mentors such as CPR training, women's sporting events, community service projects or team building programs. For example, the girls created a list of activities they would like to do as a group with their mentors. Essentially, these girls are assisting in creating a mentoring program that will expand in the coming year to include more girls.

In addition, the Girls' Advisory Board focuses on the creation of a community service element of the ASCF camp scholarship program. Girls who receive a scholarship to "A Sporting Chance For All" Summer Camp will be required to perform community service. The Board is providing input on the components of the scholarship program.

The Girls' Advisory Board is a critical part of A Sporting Chance Foundation in allowing us to do what we set out to do — empower girls. Over time it is my sincere desire that these girls will reflect on their hard work and efforts in the creation of new programs and the improvement of existing ones and use these experiences in many other facets of their lives.

A Sporting Chance Foundation is a non-profit organization dedicated to developing the self-esteem, leadership, team-building skills and lifelong health of girls through healthy and active participation in sports. As a response to the lack of adequate sports programs, funding, and social and economic factors, ASCF was established to address the barriers that young girls face in sports and to empower girls through a series of ongoing athletic and educational programs, workshops, clinics and a summer sports and leadership camp.

Kathy Chuckas is the Founder and Executive Director of A Sporting Chance Foundation, a non-profit organization in Chicago dedicated to enhancing girls' lives through sports participation.



LETTER FROM AN ADULT PARTICIPANT

Lifelong Benefits Ruth Mendin

It seems as though it was just yesterday that I was an eight-year-old girl, playing basketball, softball, track and field and volleyball. I got involved with sports because I had a lot of energy and because I was tired of standing on the sidelines, watching boys play basketball while girls jumped rope and square-danced in gym class.

I took it upon myself to show the boys and girls that I was willing to learn how to play any kind of sports that boys played because I always thought that I could do whatever boys could do. I grew up on a farm. I climbed trees. I did the sorts of things boys did on the farm, including planting (rice, plantains, banana, coconut and corn). When I started playing sports, I started feeling good about myself. Sports brought out the best in me. I started expressing myself to people. I became out-going and wanted more out of life — instead of settling for less. Playing sports has been very beneficial and has changed my life tremendously.

My only regret is that my family members were not able to come to my sporting events, particularly track and field. I practiced hard, but when it came time to compete, I felt so alone because I had no family support. I regret not finding a way to make my family understand that sports meant a lot to me, and I wanted very much to share this part of me with them.

This is one of the reasons that I now coach. I try to influence girls to do the right thing, such as getting off the sideline, getting in the game and getting involved in different sports. I encourage my girls to stay physically fit. I show them how they can increase self-esteem through athletics.

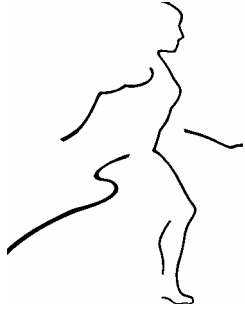
From a coach's perspective, I believe girls in my neighborhood should have access to these positive experiences in order to help them grow into caring adults. Through coaching, I have learned how friendships grow and teamwork develops. Through coaching, I encourage the girls to stand up for what they believe.

I think it is important to do the following as a coach:

- Provide a safe environment
- Show how sports relates to a girl's life and her future
- Show how to use energy in a positive way
- Provide individual attention
- Provide equal treatment
- Show and demand mutual respect

The Ivy League is not just another program out there. It's very special to me, because it is a place I can call my home away from home. By playing and coaching sports, I receive a lot of support and I learn something new everyday. Sports not only make me feel more confident and energetic, but also help me to be true to myself.

Ruth Mendin, athlete and now coach, started out as part of The Ivy League, a non-profit organization in New York, that strives to give girls a solid foundation of health, education, leadership training and high self-esteem through athletics. She is now the President of the 380 Dreameters.



INFORMATION ARTICLES: THE GIRLS

Principles of Girls' Sports Participation. . . . Girls Incorporated

Although the number of female athletes is growing, too many girls still sit on the sidelines watching the boys slam dunk or sprint toward the finish line. As spectators, they don't have as much fun — and they miss the chance to develop skills that will help them succeed and habits that can keep them healthy.

Girls Incorporated has formulated a list of 10 Principles of Girls' Sports Participation:

- sports can contribute to physical fitness
- sports can improve mental well-being
- sports can develop movement skills and coordination
- sports can enhance self-esteem and self-discipline
- sports can develop qualities and skills useful in other life-work settings
- sports can teach healthy competitive and cooperative attitudes
- sports can develop opportunities for educational and economic success
- sports can enhance the development of a healthy self-identity
- sports can increase a sense of power and decrease vulnerability
- sports are for girls

Excerpt from Girls Incorporated, 120 Wall Street, 3^d Floor, New York, NY 10005

Recruitment Melpomene Institute

Getting girls to start participating in sports and keeping them involved are difficult obstacles. When recruiting girls for urban sports programs it is important to incorporate the following ideas:

- Provide transportation
- Provide a safe environment
- Offer baby-sitting/child care activities for girls responsible for younger siblings
- Avoid having “try-outs”
- Give everybody the opportunity to play
- Emphasize fun
- Provide female leaders, coaches and instructors
- Let girls help plan the activities
- Focus on skill building; offer lessons in new sports activities
- Involve families
 - enlist parents to bring girls
 - hold mother-daughter events
 - encourage mothers, aunts, grandmothers to be part of sports programs
 - have family walks/bike rides
 - have parents-girls softball game
- Offer a wide variety of sports – both individual and team
- Enhance visibility:
 - contact the media
 - contact area businesses to help sponsor “kick-off” events
 - place posters in neighborhood
 - hold an informational session at local schools and community events
- Help to establish an image that the girls can identify with and feel part of — with t-shirts, hats, water bottles, etc.
- Set aside a space, time and activity just for girls to call their own

Maintaining Participation

Here are some suggestions for maintaining the recruits you have:

- Provide opportunities throughout the year for feedback and suggestions
 - focus groups
 - questionnaires

- feedback from coaches and leaders
- Involve girls in planning meetings
- Provide programs in several time slots
- Provide a variety of sports for girls to try – keep it fun
 - offer skills development sessions for new sports
- Offer some activities that don't require a large time commitment
- Involve families
 - educate them about sports
 - provide training for assistant coaching positions

Excerpt from Lynn Jaffee and Jeanna Rex, Melpomene Institute report

Co-Ed vs. Single-Sex Teams for Girls Judy Mahle Lutter & Lynn Jaffee

Once a girl has decided she wants to participate in a team sport, the decision must be made as to whether she should be on a co-ed or single-sex team. This decision can be based on her age, her reasons for participation, her skill level in the sport, and her interest in competition.

Prior to puberty, there are few physiological reasons for separate teams. After puberty, these differences become more of an issue. However, some would argue that boys have an advantage because of the advanced skill level that comes from starting early and receiving greater encouragement. If teams are made up of boys and girls who are equal in skill, weight and experience, then it would be possible to have fair co-ed teams.

Each type of team has its advantages. On single-sex teams, girls can learn the sport and develop their skills in a less critical environment. Leadership qualities may emerge more readily because girls feel less intimidated about taking the initiative in a group situation. Also, a result of being on an all-girls team, girls play more often and spend less time sitting on the bench.

A co-ed team allows boys and girls to interact in a different way, and on the playing field, they must work together as well as compete against each other. Also, co-ed teams allow higher levels of competition.

If the team is co-ed, it is important to find out how the team's members are chosen. For example, are there equal numbers of boys and girls on each team? Are team members selected according to their age, weight or ability? Are the 'best' kids picked first to be on the 'A' teams, or are the teams divided equally? Also, what are the goals or the focus of the team? Are they to win, or for everyone to have fun and learn important skills for the game? Don't be afraid to ask the coach some questions to find out her or his goals and motives.

Lutter, J.M. & Jaffee, L. (1996). The Bodywise Woman, 2nd Edition Champaign, IL: Human Kinetics

Females Competing Against Males? . . . Women's Sports Foundation®

Women are just as capable as males at dealing with intense sports competition. Present Olympic women's records in various sports exceed men's records of just a few years ago. In addition, women are involved in marathons and triathlons, long thought to be suited for men only. There is no reason to believe women are less able to deal with the psychological intensity or the physical demands of sport than men.

Concerns about coaching girls because they are "different" are unnecessary. It should be remembered, though, that in many cases girls have not had the opportunity to learn fundamental sport skills at an early age.

Prior to puberty, females and males can play on the same team in any sport, provided they have had the same skill training. The physical differences in size and strength manifest themselves at about 11 years in females and 13 years in males. At these ages, males, in general, are taller, heavier, and show greater speed, strength, power and size due to testosterone. However, in many sports this is not a major problem since skill, agility and coordination are primary determinants of success.

After puberty there are valid questions about contact or collision sports. In early adolescence, some girls have the ability to physically dominate boys. Therefore, matching by size, weight and skill rather than by gender may be necessary. The evidence seems to indicate that grouping athletes into competitive categories not based on sex, but rather on skill level or size provides the greatest opportunity for growth and development for both gender groups.

However, during early adolescence, boys and girls are very sensitive to their perceived inadequacies, such as lack of size or skills. It is always important to help males and females feel they can compete— win, lose or draw— without having their masculinity or femininity questioned.

Excerpt from A Parents Guide to Girls' Sports, Women's Sports Foundation

Issues for Urban Girls Doreen Greenberg

There are fewer sports opportunities and limited access to athletic activities for urban girls. Historically, the programs, media exposure and sports role models in urban areas have been directed at boys. There is some confirmation that ethnic minority females are less physically active than their Caucasian peers.

Poverty has a big impact on girls' participation in sports activities. The environment may be unsafe for pursuing these activities. The demands and stresses of urban life take a toll on a girl's time and energy. Role models, in the past, haven't been healthy, strong, athletic women. These girls haven't been exposed to a variety of sports. Typically, life for poor, urban girls means unhealthy eating and sleeping habits and sedentary lifestyles.

There has been a lack of basic information about the benefits of exercise and sports activities for urban girls and their families. It has been difficult for a girl who is interested in sports to find effective coaching and proper training.

There are barriers to sports participation that are unique to girls living in poor, urban centers. These significant obstacles are:

- Responsibilities at home, including caring for younger siblings
- The need to get part-time jobs
- Lack of family support and encouragement
- Any cost to participants
- Gender stereotypes
- Transportation
- Safety issues
- Finding competent staff

These are barriers that can be overcome with careful planning. It is important that girls are exposed to the new role models — athletic women who are achieving success. Bring in women from the community who are successful, particularly in alternative careers, and who make sports an important part of their lives. Have the girls in your program follow the progress of a women's team (high school, college or professional), so they can learn what it takes to be successful.

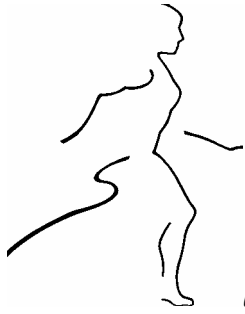
Public education needs to address the misperceptions that some parents have of girls' participation in sports. Parents need to learn about the significant benefits of physical activity for a girl's health and well-being and school achievement. Girls and their families need basic knowledge about sports skills, fitness, nutrition and training. Train the parents to be assistant coaches, to help with administration, equipment needs and transportation arrangements, so they can become an integral part of their daughter's success.

Allowing girls to become part of a team can accomplish several things. Girls will learn to work as a group to accomplish a goal. They will have an opportunity to learn how to communicate with others, resolve conflicts in a constructive way, defer to leaders, and how to become leaders.

It is important to focus on "the whole girl." Develop a curiosity about each girl's eating and sleeping habits, her responsibilities at home, her school and homework routines, her academic attendance, achievements and weaknesses. Coordinate your program with the school's program. For example, arrange for the girls to earn school credit for participation at various athletic and leadership levels.

It is essential for girls to feel safe while attending the sports program. Volunteers may be needed to chaperone and arrange transportation. If girls can not travel safely to the sports program, then the program should to be taken to the girls. Girls who take leadership roles, help to train others and help with the administration of the program may sometimes receive a small stipend. Make it a sibling-friendly environment by allowing younger siblings to share some of the responsibilities as junior assistants. Make daycare available. By involving the family as volunteers, you can eliminate some of the issues inhibiting urban girls' participation in sports programs.

Doreen L. Greenberg, Ph.D. is a nationally certified consultant in sport psychology.



MULTICULTURAL PERSPECTIVES

Valuing Diversity Girl Scouts of the USA

If a girl grows up in a world that values diversity, she most likely will value it, too.

Valuing diversity does not mean a lack of national unity, nor does it mean pretending that differences do not exist. “Colorblindness” only serves to deny the strengths of difference. Moreover, denying that, in this community or that community, problems of prejudice or bias exist is fallacious. It is almost impossible not to have absorbed some negative attitudes and beliefs.

Also, children cannot grow up ignorant of the diverse society in which they live — perhaps not in their neighborhood, but in the increasingly multiracial and ethnic society in which they will grow. Pluralism does not mean believing that members of this society have more in common than not, but rather that no one particular culture or group is better than another, and that feeling pride in one’s own heritage does not imply feeling superior to others. The common values, beliefs and principles stated in the Constitution, such as freedom, equality, opportunity and individual rights, which help shape a unique American character, are ideals that all members must have an equal opportunity to exercise.

Adults can help girls develop a true commitment to pluralism. Girls can learn to identify and try to eliminate prejudicial behaviors and attitudes in themselves and others. Here are some guidelines:

- Recognize one’s own beliefs, attitudes and behaviors toward members of one’s own and other racial, ethnic and cultural groups and act as a positive role model. All of the activities that girls do to reduce prejudice may be useless if they hear a disparaging remark about a particular group or if they overhear an ethnic joke. Also be aware of a lack of knowledge, interaction and communication with members of other racial, ethnic and cultural groups.

- Demonstrate sincere respect for the traditions, customs, lifestyles and values of different racial, ethnic, cultural and religious groups. Make it clear when one's own personal beliefs and opinions are being expressed. Be sure girls understand that this viewpoint is one of many held on this issue.
- Help girls recognize generalizations, stereotypes, and omissions in the media, literature, the arts and depictions of historic events. Recognize that information widely accepted as "factual" may be incorrect.
- Encourage feelings of pride in a girl's own heritage and background by giving girls opportunities to express their pride and learn more about themselves. Praise and encourage expressions and behavior in girls that demonstrate respect for others.
- Make sure that girls are fully aware that prejudice and racism are totally unacceptable, whether in behavior, expressions or attitudes.
- Help girls see themselves as part of a larger society and help them develop a sense of social responsibility and concern that extends beyond one's own family or group.

The Girl Scouts of the USA offer several ideas for activities to help girls become committed to pluralism.

Excerpt from Promoting Positive Pluralistic Attitudes Among Girls – The Girl Scouts of the USA, 420 Fifth Avenue, New York, NY 10018

Sport as a Tool for Teaching Tolerance Tina Sloan Green

In the year 2000, minorities will be the majority in the work force. Lifestyles, values and beliefs may be very different than we're currently experiencing. Sports, a natural vehicle to teach tolerance and respect for diversity, is the perfect tool to enlighten and educate our society about our differences and our similarities. It's important that we encourage students to learn about others who are different from themselves, so that they remain contemporary with their peers from other nations and backgrounds.

Government officials, schools and athletic administrators are starting to realize that sports have to reflect what society is all about. With these goals, a new sports market should emerge.

The African-American market, in particular, has been virtually untapped by the nontraditional sports industry. With a growing Black middle class as a potential group of consumers, it makes sense to target this segment of the population, especially since the enforcement of Title IX. Since African-American female athletes who are very successful are given media attention, it gives the public the perception that the participation rate of African-American female athletes has greatly improved. However, when you look at the statistics, you find that this is not the case.

So how do we increase the pool of women of color in sports? First, we should increase the number of youth sports programs especially in urban areas. Programs should be sponsored in urban areas where women of color reside.

The YWCA played an significant role in my career development. In order to pay for college expenses, I worked at a YWCA as a locker room attendant. I gave out bathing suits, sold candy and cleaned floors and toilets. One Saturday, the director of the Youth Gym Program had an emergency, and I stepped in to run the program. The parents and kids were so pleased that I was hired to run and teach the summer sports programs. This hands-on experience was invaluable.

The national governing bodies of sports could incorporate outreach programs for high school sports to encourage participation by people of color. Intentionally recruiting people of color for sports teams would also increase their opportunities in other areas. Coaches and sports administrators should make a conscious effort to gain and retain athletes of color.

Some of the ways we can achieve this goal are:

- Recruit in pairs — no one wants to be alone. It helps when you have someone you know or someone who looks like you on the team.
- Encourage participation by sports personnel of color so young women have diverse role models. It is encouraging to see other people like yourself who walked the path before you. Participation by women of color also exposes white athletes to people from different backgrounds.
- Try to learn about a person's culture by reading books and attending seminars and classes.
- Deal with negative issues on a team. As coaches and athletes, we encounter negative racial opinions or issues in the sports environment. We should handle these situations as quickly as possible.
- Encourage athletes of color to pursue positions in coaching, sports administration, athletic training and sports promotion.

The media has a great impact on our views, the information we receive and sports selection. We should make a concerted effort to promote women of color in sport through videos, books, and television programs.

I am often asked why we need the Black Coaches Association (BCA) and the Black Women in Sport Foundation (BWSF). Do these groups promote separatism? The BCA and BWSF groups operate like any other special interest groups in the country. However, these groups have a vested interest in the welfare of African-American athletes and sports administrators by:

- Serving as support systems for their members, so they can better function in the larger society
- Serving as advocates for change -- challenging the power-brokers in sport to do the right thing.
- Serving as a vehicle for target marketing.

It is essential for each of us to become an ally for racial justice. Only by working together can we make this world of sport a better place for all our children.

Tina Sloan Green is Executive Director of the Black Women in Sport Foundation.

Motivating Girls to Be Involved in Sports Lynn Jaffee

Involvement in sports is a means of staying in shape and staying healthy. What we don't always realize is that physical activity also helps girls gain competence and self-confidence. Sports offer girls an opportunity to develop leadership skills and work as part of a team toward a common goal. Because many girls come out of adolescence with a low self-image and low self-confidence, building these qualities is very important for girls.

Unfortunately, several studies indicate that girls tend to drop out of sports during the adolescent years — a time when physical activity can be especially beneficial. The following are tips for encouraging girls to be involved in sports and avoid drop out during the teen years.

- Start them early. It's important for girls to become involved in sports at an early age. A University of Virginia study showed that if a girl does not participate in sports by the age of 10, there is only a 10% chance that she will be physically active when she is 25.
- Make it fun. There is more to sports than fitness and competition; there is also the fun of participating. Many girls say that having fun is their primary motivation for being active.
- Set a good example. Parents are a main source of encouragement and motivation for girls to be active. It is important for parents to encourage their daughters. Go biking or walking together, take her swimming or inline skating.
- Find a role model. Female athletes don't appear in the media spotlight nearly as often as male athletes. As a result, girls sometimes have a hard time imagining themselves participating as an adult or pursuing a career in sports. A good role model shows girls what's possible: that females can participate in sports, have sports careers and succeed. A good role model could be an Olympic medalist, a sports writer or your next-door neighbor who runs regularly.
- Find the right sport. It's important to find the right sport, because if a girl is not participating in a sport she likes, she probably won't continue with it. Ask questions to determine her motives and interests. Is she interested in a team or individual

sport? Would she prefer soccer over swimming?

- Find out what she likes to do and what she thinks she's good at doing. Would she like to try something new? What kinds of goals does she have? Does she like to compete, or does she just enjoy the activity? Also, try to expose her to a variety of sports and encourage her to find the right one.
- Be a fan. Girls may drop out of athletic activities because they lack fan support. Girls' sports generally get less attention and encouragement in school newspapers, on television and from other kids at school than boys' sports. This neglect tells young female athletes that what they do is not as important or as interesting as what boys do.

Lynn Jaffee, Melpomene Institute

Promoting Social Skills in Sport Gloria B. Solomon

Today, over 35 million children participate in organized youth sport programs and almost 50 percent of those involved are girls. Children possess multiple motives for participating in sport including to have fun, learn skills and make friends. From the perspective of coaches, the organized sport experience allows for the teaching of sport skills and is a location for the systematic teaching of social skills. In fact, many practitioners in the field of physical education and sport acknowledge that sport is a particularly salient location for promoting social skill development. So how can coaches of girls and program leaders in urban environments teach valuable social skills in the sport setting?

Four strategies can readily be implemented by coaches and leaders. First, the girls must be offered opportunities for self-direction, as young participants are most likely to accept and uphold values and rules that they have helped to develop. In order to allow opportunities for self-direction, the coach can have the young athletes assist in defining team rules and designing practice structure and drills.

Secondly, these young female athletes must feel that they are valued members of the team community because then they will be motivated to accept and uphold the values and norms set by the community.

To demonstrate that these girls are valued team members, the coach should allow all participants to express opinions (not just loud ones!), have the girls vote on relevant team issues, and learn the name and something else unique about each athlete.

Third, the tasks that the young athletes are asked to undertake must be perceived as meaningful because girls gain feelings of competence when the tasks are believed to be important. To implement this strategy, coaches should allow the girls to make adaptations to practice drills and link game activities to general life situations.

Fourth, the participants must be taught adequate and acceptable means for resolving interpersonal conflict, as teaching problem-solving skills will give the girls the tools to work out conflicts both in and out of sport. To teach conflict resolution skills in the sport setting, the coach can set up opportunities whereby the girls have to resolve conflicts and provide adequate time for dialogue about conflicting issues.

By incorporating some or all of these strategies, the coach of girls in organized sport settings will allow for the enhancement of social skill development along with physical skill development, which are both major benefits of sport participation for young girls.

Gloria B. Solomon, Ph.D., is an assistant professor of sports psychology at Texas Christian University

Sports & Self-Esteem in Adolescent Girls Lynn Jaffee

At age nine, girls speak their minds. By age 12, however, many have lost their own voices as they try to fit into a society that has different rules and different rewards based on gender.

The Melpomene Institute's interest in conducting research on girls was reinforced by the American Association of University Women's (AAUW) study, "Shortchanging Girls, Shortchanging America." They found that during the adolescent years, both boys and girls experience a loss of self-esteem. However, the loss is greater and the effects last longer for girls than for boys. The AAUW study did not focus on one important aspect of girls' lives: the relationship between physical activity or sports and self-esteem. We were aware that girls' participation in sports also drops dramatically during the adolescent years.

We hoped to gain insight into some of the factors associated with these declines, as well as to identify barriers that prevent girls from being as physically active as they would like to be. Data for this study was collected in two phases. The first phase involved 76 girls between the ages of nine and 12 during the fall of 1991. The second phase was conducted one year later and involved 67 girls between the ages of 12 and 17.

In both phases, the girls completed a questionnaire and engaged in a focus-group discussion of their views on confidence, risk-taking, sports and gym. The first section of the questionnaire provided a broad measure of self-esteem, confidence and competency. The second section focused on levels of physical activity, sports participation, reasons for being active and perceived obstacles to physical activity.

Both data from the questionnaires and transcripts from the focus group support a relationship between positive self-esteem, feelings of competence and physical activity. Girls in both phases of the study derived positive self-esteem and feelings of competence through a variety of sources, including challenge, achievement in sports, risk-taking experiences and skill development. The girls in the older group voiced some additional sources of self-esteem through sports that the younger girls did not. Many of the older girls spoke of feeling good about themselves because sports gave them approval or respect from others. Additionally, the older girls spoke about girls in general being capable and able to play well, despite opinions from others to the contrary.

Further, girls in both phases of the study with the highest sports participation rates also

demonstrated the highest levels of confidence and feelings of competence. This means that those girls who felt most confident about themselves and their abilities were more likely to participate in physical activity at higher levels than girls who felt less confident.

Despite the positive benefits of physical activity, the girls in this study spoke about obstacles to their being as active as they would like to be. Many obstacles cited were gender-related and reinforced the idea that girls were not entitled to equal play.

In summary, both younger and older girls participating in the Melpomene Institute's study on physical activity and self-esteem reported a better self-image through participation in sports. However, they found that their participation was limited by systemic factors. Curricular changes, increased funds for girls' sports teams and attitudinal changes reinforced by the media are needed in order to increase opportunities for girls' participation in sports. Perhaps through parity between boys' and girls' athletic programs, we will be able to narrow the difference between adolescent boys' and girls' lost self-esteem and direct girls toward a lifestyle of health and confidence.

Lynn Jaffee, Melpomene Institute

Keeping it Fun Doreen Greenberg

The main reasons that girls participate in sports are to have fun, learn skills, exercise and stay in shape (Seefeldt, Ewing & Walk, 1991). By focusing on the enjoyment — as well as the physical performance, we can keep girls involved for life. Remember that they want to *play* together with their friends, and they want to feel that they are accomplishing something.

A sense of humor can go a long way. Encourage coaching staff and parents to make it a safe environment for girls to express humor. Sometimes, training and competition can get too intense for all girls. Laughter can ease the tensions. Take time to be silly once in a while.

Some factors that may cause burnout in young athletes are:

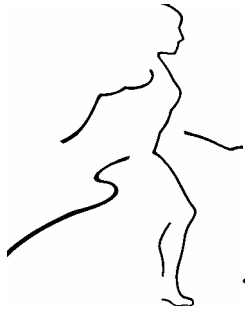
- a “win at all costs” philosophy
- long, boring practices that are repetitious
- unrealistic expectations and feelings of pressure

Establish fun and appropriate rewards and incentives for participants. Have amusing prizes for **EVERYONE**. Let the girls select their own team or club colors and logos, then t-shirts and caps will not only be fun and make the girls feel special — but also encourage others to join.

When designing a program and planning activities, it is important to include the girls’ *definition of fun!* There are several strategies that can help in maintaining the playful aspect of the sports program, whether it be competitive or non-competitive.

- Allow the girls to make some choices. Let them help develop activities and set individual and team goals.
- Reduce young athletes’ fears. Practice fun relaxation techniques together. Teach girls to become aware of body tension. Write relaxation scripts together.
- Modify skills and activities for appropriate experience levels. Adjust language to include amusing phrases for training and competition.
- Use mental imagery. It’s a natural strategy for young athletes. It’s good for practice and competition.
- Be creative. Include unusual practices with lots of variety. Make learning new skills a priority. Include challenging and exciting activities.

Doreen L. Greenberg, Ph.D. is a nationally certified consultant in sport psychology.



THE FACILITIES

Finding Facilities & Equipment. . . . Girls Incorporated

There is no way around it: finding a facility and getting your hands on the right equipment to run your program are big hurdles to face. In this section, we'll offer ideas on how you can successfully put both of these barriers behind you.

1. SELECTING THE FACILITY

There are four things to think about as you consider possible facilities for your program. First, think about how much space you need. The facility should accommodate all of your *proposed space needs*. Imagine that you want to offer a basketball program for 16- to 18-year-olds, but the facility you're looking at has ceilings too low to permit regulation play. Everything else might be perfect, but for your purposes, this facility is out. In another scenario, you are planning to conduct a fitness/aerobics program for 35 girls, but the facility you are considering can only handle 20 comfortably. That one is eliminated, too. Carefully plan in advance what your program is trying to achieve, then find the facility that will best match those needs.

Second, think about location. The facility has to be *accessible* to the girls you wish to serve. For example, a program targeted at low-income, inner-city teens will flop if it is held on the opposite side of town from where they live. If most of the participants you are trying to reach have working parents (or parents with no transportation), it is critical that your program meet at a convenient time, and at a place that the girls can get to on their own. Usually, your best bet is to conduct your program at or near the schools that most of your participating girls attend.

Third, consider safety. A *safe environment* is an essential factor in choosing your facility. Playing fields should be clear of all debris; swimming pools should have clear water, proper rescue equipment and adequate supervision. Remember that maintaining a safe environment is much easier if you choose a safe facility in the first place. Also, a safe facility will minimize the risk of negligence charges and liability problems.

Fourth, think about price. The facility you choose should be *free* or of *low cost* to your program. A high facility cost will necessitate higher participant fees and/or extra fundraising efforts.

2. DON'T BE STYMIED BY OBSTACLES

You've done all of your homework. You know exactly what kind of program you want to offer. You've identified the key people willing and able to assist you in getting it started. You've even figured out your facility needs...but, when you approach the local Parks and Recreation Department about using their center, you find out (to your horror) that they are booked through the year 2003. Now, what do you do? Do you give up? Do you tell everyone to forget about the great Taekwondo program that they were all ready to sign up for?

Absolutely not! Before you throw in the towel, try these alternatives:

- university pools, gyms and playing fields
- elementary or secondary schools
- church gymnasiums and other facilities or playing fields
- military base facilities
- corporate fitness centers
- youth-serving agencies (Girls Incorporated, Boys and Girls Clubs)
- community-based organizations (YWCA's, YMCAs, multi-service centers)
- private sports facilities (gyms, roller rinks, spas, marinas)
- parking lots (off hours, of course)
- private land (open fields)

Be daring! Think creatively! Remember, none of the above sources will help if you don't make inquiries. Likewise, you must be willing to be flexible in balancing their needs and your desires. Private sports facilities are in business to make money, so if all they can offer you for *free* is two hours per week during their slow time, tailor a program to fit that time slot. If a youth-serving agency will share their facility, provided you also serve their members, then make sure you design your program in a way that permits their members to participate.

3. DESIGN FACILITY AGREEMENTS THAT WORK FOR YOUR PROGRAM

Written facility agreements are useful and necessary for spelling out the terms governing your use of someone else's property. These agreements help in questions of dispute or in misunderstandings that may arise between parties. A basic agreement covers at least three areas: use, cost and the responsibilities of both parties. Terms of should specify the purpose of your program and the hours that you will use the facility. It should also identify to what part of

the facility you will have access. All costs must be carefully detailed, including basic rental, utility charges and janitorial service fees. If there is no charge for using the facility, this too must be noted. Responsibilities of both parties generally refer to such matters as cleanup or insurance liability coverage, but this section can also include whatever specifics have been mutually negotiated. Be sure to look your contract over carefully. This legally binding agreement is intended to protect you and your program from any unforeseen problems.

4. LOCATE THE RIGHT EQUIPMENT

Aside from purchasing new equipment directly through local sports retailers, you might consider checking out these sources of reduced-cost, loaned or free equipment:

- National governing bodies (NGBs) or associations — some provide free equipment on a loan basis or equipment discounts through associated manufacturing or retail outlets (affiliation with their programs is generally required – there is a list beginning on page 99).
- Sports equipment manufacturers
- Discount sporting goods stores — Caution! Some items may be discounted because they are not safe to use.
- University or other school-based programs — Caution! Carefully check over the condition of the equipment to make sure it's usable and safe.

5. CONSIDER MODIFIED FACILITIES/EQUIPMENT

Adapting sports equipment and facilities to enhance younger children's learning and enjoyment of the game is becoming more popular. For example, balls and bats downsized to fit younger children's hands, equipment of a softer, more pliable nature, scaled-down playing fields — all of these contribute to helping younger girls learn sports skills at a quicker and more natural pace. And removing some of the drudgery certainly helps them enjoy the sports more as they learn how to play. Most of the national sports governing bodies and associations have developed youth program playing manuals that specify how adaptations can be made.

Excerpt from Girls Incorporated, 120 Wall Street, 3rd Floor, New York, NY 10005

Creating a Facility Melpomene Institute

The following information is for those planning renovations to a community field or playground area for sports programs that would attract and include girls.

Outdoors areas:

Create an open space that can be adapted to a variety of sports, such as field hockey, frisbee, soccer, golf, kickball and other games. Create or repave a concrete or blacktop space for:

- jump rope
 - chalk games
 - hopscotch
 - volleyball
- Create a walking path (gravel or wood chips) around the perimeter of the field.
 - Outdoor equipment should include a hanging and climbing apparatus to enable girls to develop upper body strength.
 - Landscape and lighting should be designed so that girls and women who use the space will feel safe at all times.
 - Landscape an area that is inviting for adults accompanying children. Provide shady areas, bleachers, benches and built-in tables.

Buildings:

- Set aside a room for the sole use of a “girls’ club” where girls can meet before and after sports events
- Set aside room (part-time use) for child-care/baby-sitting
- Involve neighborhood girls in planning, cleaning and/or repairing the building and decorating the space
- Involve girls in fund-raising projects to provide furnishings.
- Provide storage space for supplies (balls, jump ropes, chalk, clubs, Frisbees, sticks) that can be locked. Arrange for a volunteer to monitor the check out and return of equipment.

Lynn Jaffee and Jeanna Rex of the Melpomene Institute

Safety Management at Sites Girl Scouts of the USA

Facilities:

The American Alliance for Health, Physical Education, Recreation and Dance has created a list of safety guidelines for sports facilities:

- Playing surfaces must be smooth and clear of obstructions, broken glass, etc.
- Playing areas should have clearly marked boundaries and adequate space for the activity.
- Playing areas should be properly lit.
- Where necessary, there should be sufficient protection from inclement weather for spectators.
- Weather conditions should be monitored for suitability.
- Outdoor sports must be suspended in electrical storms or in very hot, humid weather.
- There must be an ample, safe supply of drinking water available.
- There should be periodic safety and maintenance checks of facilities, and records of maintenance work, requests and repairs should be kept.
- When the sports facility or site is not in use, the area should be posted off-limits to groups and individuals. For example, a sign may read, “*The use of this area without instructors is not permitted.*”

Equipment/Clothing:

Where appropriate, girls must wear quality protective equipment that is in good condition. All equipment should be inspected before use and a maintenance check should be done periodically. Records of maintenance checks and repairs should be kept for the life of the equipment. Where necessary, equipment rules should be adapted to meet the developmental levels of the girls.

All apparatus/equipment should be appropriate to the skill level and size of the participants. There must be sufficient floor mats for gymnastics, tumbling and similar activities. Girls who wear glasses must have shatterproof lenses or wear glass guards, and have them secured with a band.

Girls must wear comfortable, protective clothing and appropriate footwear for the activity. Loose articles, such as jewelry or combs, should not be worn or carried in pockets. Earrings should be

removed.

Practice and Competition:

Before starting an activity, all participants must take part in an orientation session. The session should include:

- goals and objectives of sport activity
- safety rules
- rules of participation
- emergency contacts and procedures
- acceptable participant behavior and expectations
- appropriate personal attire and safety equipment
- demonstration and practice in wearing protective devices

Sports instruction should be given by an adult who has experience, knowledge and skill in teaching and/or supervision specific to the sport being played. Trained officials should administer the rules of the sport. Girls should have adequate conditioning and practice opportunity with basic skills. Warm-up and cool-down exercises and stretching techniques must be conducted to reduce the incidence of sprains, strains and other injuries.

Practice sessions should be properly supervised with trained spotters (gymnastics, strength training, track and field events) and assistants. Practice sessions should be reasonable in length. Sufficient rest periods must be given to avoid overexertion and to replenish fluid intake.

In competition, girls should be matched in age, weight, height, skill and physical maturation. Girls should be made aware of their capabilities and limitations. In team sports, positions and sides should be rotated to prevent domination of the game and allow for full participation.

Emergency Procedures/First-Aid.

Proper medical care must be easily accessible. First-aid procedures must be reviewed. Girls should know where an adult can be found in an emergency. An adult with current first-aid training, including CPR, must be present. A first-aid kit must also be available.

Fatigued or injured girls must be removed from competition and cared for promptly. Arrangements must be made in advance for medical emergencies and evacuation procedures. In case of serious injury, a girl must not be moved until trained personnel arrive. An injured girl must not be returned to practice or competition without the approval of a physician.

Leaders/coaches should keep a list of all girls and the activities in which they are participating. Safety rules must be reviewed with everyone.

Excerpt from the Girl Scouts of the USA

Developing a Safe Program Doreen Greenberg

As the coordinator/director of a girls' sports program, you are responsible for managing the risk for the girls participating, as well as for the coaches, volunteers, officials, parents and spectators. You are responsible for providing the safest (both physically and emotionally) and fairest environment for your athletic activities. Take the time to figure out what the risks are in your sports environment and work on minimizing them. Make certain that your policies and procedures are clearly understood by all staff and participants.

Educate yourself about proper sports facilities, equipment and procedures. You can get information from the national governing bodies for each sport. The National Operating Committee on Standards for Athletic Equipment (NOCSAE) has information on facilities and equipment. High school sports organizations can provide you with the rules and regulations for school sports in your vicinity. Community health and medical organizations can supply information on age recommendations, physical examinations, proper physical condition for participation, strength and conditioning guidelines and drug use.

Organize orientation and training sessions for all the staff members regarding safety and well-being issues. Educate your staff, coaches and volunteers about providing a safe sports setting. Make it clear that providing a safe environment is an ongoing duty and responsibility for everyone. Organize periodic sessions to review these safe environment issues. Provide a mechanism for feedback from staff and volunteers.

Think about modifying the sport's rules to fit the skills of the participants and the specifications of the facility. Coaches should know how to adjust and properly fit equipment to the girls participating. Make it a firm rule that coaches should *NEVER* leave a practice or game unsupervised.

Because of increased concerns about physical and sexual abuse, it is recommended that there be more than one adult present during practice and games.

Make sure that parents/guardians of the participants in the program sign waivers/releases and consent forms. A waiver/release is a contract that acknowledges the risks of participation and incurring serious injury. By signing it, the parent and participant are accepting the risks involved. They are waiving their right to sue and releasing you and your organization from liability. By

signing a consent form, parents and participants are accepting the terms and conditions you set, like the right to seek emergency medical treatment, transportation and drug testing.

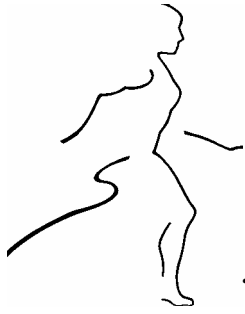
It is highly recommended that you use waiver/release and consent forms, although they may not prevent litigation. Minors' rights can not be waived by anyone. Think of them as an educational tool. Coaches must secure consent and medical forms before the first practice. Medical forms should have complete medical history, the results of a complete physical examination, and any medical problems identified. Have all participants, volunteers and staff fill out emergency information cards. Be sure to purchase proper insurance for your program. Sample waiver/release and consent and medical forms can be found in the 1995 handbook by Rainier Martens, Youth Sport Director Guide. (Champaign, IL: Human Kinetics).

No matter how much planning, inspection, training and education you provide, girls playing sports can still get injured. Have a good, manageable plan and be prepared for an emergency. Designate the responsibility of seeking medical help to a coach or volunteer. Consult with a physician who is trained in sports medicine. The American College of Sports Medicine and the Women's Sports Foundation can help with information on qualified personnel. Maintain an easily accessible, well-stocked first-aid kit. Post emergency medical steps, including phone numbers, in plain view.

Coaches are required by law to report any knowledge or suspicion of child abuse or neglect to the authorities. Your staff should receive training about the signs and symptoms of possible abuse, including physical abuse, physical neglect, sexual abuse and emotional abuse. They should also learn the reporting procedures. Have an expert from a local community hospital or children's welfare agency provide your staff and volunteers with a training session. Coaches and staff need to become aware of racist, sexist, harassing or abusive behaviors in their own conduct. Sensitivity and diversity training may be necessary to combat these behaviors.

Some information adapted from Martens, R. (1995) Youth Sport Director Guide. Champaign, IL: Human Kinetics.

Doreen L. Greenberg, Ph.D., is a nationally certified consultant in sport psychology.



THE COACH

The Importance of the Coach Cheryl A. Coker

As they filter into the room, the noise level rises with anticipation. They gather here for different reasons, but all have great expectations. They take their seats, holding their parent's hands, unaware of the implications of the collective decision they have made. They are unaware that the impact of this experience will follow them the rest of their lives. They are young girls who are at the introductory meeting of their first sport experience. Unfortunately, there are no guarantees that this experience will be a positive one.

The impression of the sporting experience that each girl takes away with her at the end of the season is primarily shaped by one person — the coach. It has been estimated that five million people volunteer to coach youth sports in North America every year. (Eitzen & Sage, 1997). Countless communities are grateful for their willingness to volunteer, for without them many girls would not have the opportunity to play organized sports. But do these volunteers really understand the importance of their role?

The coach's role extends far beyond designing practices. Not only does she or he have a tremendous influence over the development of athletic ability, but an equally powerful effect on the athlete's identity, self-esteem and decisions about lifelong health and physical activity. However, many volunteer coaches have not had formal training in any aspect of coaching.

Consequently, coaches can unintentionally create a detrimental environment through constant negative evaluation and by pushing the athletes so hard that they experience too much stress, sustain injuries or question their self-worth (Gould, 1987). These distressing outcomes can be eliminated if trained and untrained coaches alike remember one thing — they are coaching young athletes. Responsible coaching evolves from the understanding that every decision and every behavior displayed must be based on what is best for the athletes (Martens, Christina, Harvey & Sharkey, 1981).

The coach's main responsibility then, is to provide quality experiences for the athletes. To assist coaches in this endeavor, the Bill of Rights for Young Athletes* was created. By implementing the following rights (Martens & Seefeldt, 1979, p.31), coaches can ensure the benefits of sport participation.

***Bill of Rights for Young Athletes**

1. The right to participate in sports
2. The right to participate at a level commensurate with each child's maturity and ability.
3. The right to have qualified adult leadership
4. The right to play as a child and not as an adult
5. The right to share the leadership and decision-making of their sport participation
6. The right to participate in safe and healthy environments
7. The right to proper preparation in sports
8. The right to an equal opportunity to strive for success
9. The right to be treated with dignity
10. The right to have fun in sports

Developing Coach Leadership Skills Gloria B. Solomon

In the lives of most children who participate in organized sport programs, the coach is perceived as a respected leader who serves to teach sport and life skills. The coach is naturally a leader, but leadership skills do not come naturally. Good leadership is based on several factors that will be introduced here.

There are two major leadership styles: task-oriented and social-oriented. Task-oriented coaches focus on improving performance. Therefore, the coach makes most, if not all, of the team decisions based on whether it will help the team's performance. The social-oriented coach focuses on maintaining positive social relations among team members and making sure that all athletes are provided with positive experiences. Thus, this coach requests the input of all athletes in making team decisions. When working with younger children (ages 6-12), the social-oriented approach is most functional, while a combination of both approaches is most conducive to the sport experience of older children (ages 13-17).

Regardless of leadership style, there are numerous responsibilities of the coach as leader. These include decision-making, problem solving, providing feedback, sustaining interpersonal relations, motivating athletes, building confidence and team management. Clearly, one of the most powerful tools that a coach can possess is that of providing effective communication. Communication is a necessary skill that is required to assist athletes in developing both physically and socially.

Effective communication involves both sending and receiving messages. Effective messages are verbalized clearly and distinctly, and the nonverbal patterns match the verbal expressions. The most appropriate approach to effective communication is the use of the positive approach to feedback. To implement the positive approach, several strategies can be utilized:

- use positive reinforcement to motivate, encourage and reward behaviors that should be repeated
- offer more positive reinforcement when teaching new skills; when the skill is well-learned, these reinforcing comments can be reduced
- reinforce the process of skill development, and not just the outcome; reinforce effort and persistence, and reinforce social skill development (sportsmanship, fair play, responsibility).

- use the “sandwich” approach to issuing feedback; offer a positive statement (“The Bun”: Jenny, your effort on that jump shot was great) followed by technical instruction (“The Meat”: Next time, release the ball at the top of the jump), and finish with a motivating statement (“The Bun”: Go for it!).

The effective receipt of messages entails the skill of listening. Approximately 40 percent of time in communication is spent listening. In order for the child to listen and receive the message effectively, the coach should attend to the main ideas, pay attention via eye contact and nonverbal responses, be encouraging and open and ask/answer questions if ideas are unclear.

The coach plays an important role in the lives of young athletes and might benefit from examining and refining his/her leadership and communication styles in order to meet the needs of the participants.

Gloria B. Solomon, Ph.D., Texas Christian University

Characteristics of Effective Coaches . . . Cheryl A Coker

Aspiring coaches are often unaware of the complexity of a coach's role. Coaching involves teaching skill-building programs, planning the season, designing effective practices, interacting with officials, parents, other coaches, fans and administrators, and preparing athletes physically, socially, emotionally and psychologically. Effective coaches not only perform these duties, but also do so in a way that creates a positive experience for the athlete. There exists no instruction manual, no recipe, no magic formula on how to become an effective coach. In fact, no one "correct" coaching method exists. No one technique works with every athlete in every situation. But one thing is certain, it takes more than just knowing how to play a sport to be an effective coach.

The coach is a team leader. Problem solving, goal setting, decision making, motivating and inspiring are integral parts of this leadership role. Effective coaches lead by example. They understand that they communicate through their actions as much as through their words. The foundation for every decision, interaction and behavior is the understanding that their influence extends far beyond the playing field. (Martens, Christina, Harvey, & Sharkey, 1981). Most importantly, a skillful leader creates an environment that empowers athletes (Biles, Bunker Harris & Kluka, 1996). Through their enthusiasm and encouragement, they bring out the best in the people around them. They are highly regarded role models to which future generations wish to aspire.

Creating a positive learning environment requires a great deal of planning and organization. An emergency action plan, equipment inventory and distribution, schedules, facilities and transportation must all be organized in advance to ensure efficient preparation for both upcoming events and unforeseen circumstances. In addition, effective coaches develop master seasonal plans prior to the first team meeting. All practices, games, parent orientation meetings, coaching meetings, etc., are placed on the master season plan. Daily practices must also be prepared. By outlining each activity, its time allocation, important teaching cues, drill formations and equipment needed, practices will run smoothly and efficiently with less time spent organizing and more time participating!

Research has shown that when athletes believe their performance is improving, they are not only more motivated but their practice effort increases (Horn, 1987). Improvements in performance are the result of more than organized practices. Effective instructions and

demonstrations, progressive drills, providing opportunities for success and quality feedback are essential for performance enhancement. Effective coaches are effective teachers. Not only do they understand the intricacies of their sport but they learn about the intricacies of each athlete. Communication becomes more meaningful and concepts are simplified when coaches relate new information with an athlete's previous experience or personal interest. By getting to know their athletes, coaches can use descriptions and instructional methods that match the level of each learner.

Finally, an effective coach is a learner. Successful coaches are like sponges. They are always soaking up more information by attending workshops and clinics, interacting with other coaches, reading and listening to their players. Just as athletes strive to achieve a high level of performance in their skills, the coach, too, should strive to increase coaching effectiveness. Successful coaches continually evaluate the success of each drill, practice, and teaching method to find ways to improve. Practice, experience, attentiveness and a willingness to learn go a long way in becoming an effective coach.

Cheryl A. Coker, Ph.D., Department of PERD, New Mexico State University.

The Coach as Motivator . . . Cheryl A. Coker

The ability to motivate athletes is a characteristic shared by effective coaches. An athlete who is not motivated reduces the amount of effort put into practice. As a result, both learning and performance are adversely affected. By getting to know each athlete, the coach can gain valuable insight regarding their individual characteristics and motivations in order to structure an optimal learning environment.

Athletes participate in sport for a variety of reasons. Having fun, exercising and staying in shape, improving and learning new skills, doing something they are good at, the excitement and challenge of competition, being a member of a team, being with and making new friends and experiencing success have been listed as common motives for female's sport involvement (Feltz, 1987, Weinberg & Gould, 1995).

Weinberg & Gould (1985) contend that female athletes:

- cooperate with and support each other, focusing on team unity,
- value personal improvement over winning,
- have realistic views of their capabilities,
- tend to be sensitive to teammates' feelings and willing to share their own,
- respond best to a democratic coach,
- work hard to achieve personal and team goals,
- need to have their self-confidence nurtured, not attacked,
- like to establish a personal relationship with coaches,
- prefer coaches who are empathetic and communicate openly, and
- respond better to positive feedback rather than criticism. (p.509).

Not surprisingly, the failure of a coach to meet these needs is often cited as a reason for withdrawing from sport. As illustrated above, winning is not necessarily every coach's ultimate goal. Coaches must reexamine their coaching philosophy and get to know their athletes to ensure that they are creating sport experiences that fulfill each individual athlete's expectations and motivations.

Cheryl A. Coker, Ph.D , Department of PERD, New Mexico State University.

Learning Styles & Coaching . . . Cheryl A. Coker

How a coach presents information and provides feedback significantly impacts an athlete's ability to understand new concepts and acquire motor skills. Unless the coach can find a meaningful way to communicate with the athlete, he or she may as well be talking in a foreign language.

Effective coaching is the result of meaningful communication. Skilled communications send clear specific messages that match the level of the receiver. One way to increase communication effectiveness is to recognize that everyone learns differently. These differences reflect one's learning style. Learning style, therefore, is the unique way that each individual processes new information. If a coach can match his or her instructional style to the learning style of the athlete, the athlete will be able to process information more effectively and greater learning gains can be achieved.

One's learning style may be affected by many variables such as light, temperature and time of day (Dunn, Dunn & Price, 1987). But perhaps the easiest component of an athlete's learning style to accommodate is — perceptual mode (Coker, 1997), the way information is received from the senses and processed. Visual (sight), kinesthetic (feeling), cognitive (thought) and auditory (listening) are four perceptual modes that should be considered when designing instructional strategies. Athletes may use all four modes, but often prefer one mode over all others.

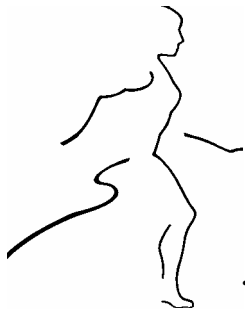
- The visual learner learns best by watching. The use of visual cue words such as “watch,” “see” and “look” should be incorporated in explanations and feedback given to visual learners. Effective instructional strategies would include demonstrations, videotapes, pictures and models.
- The kinesthetic learner needs to understand what the movement feels like. Strategies could include simulations, guidance, repeated practice and incorporating cue words such as “feel,” “sense” and “experience.”
- The thinker or cognitive learner wants to know “why?” Scientific concepts and principles help the thinker understand movement requirements as well as cue words like “analyze,” “investigate” and “explore.”
- The auditory learner best learns movement patterns when provided with sounds,

rhythms and often verbal descriptions. “Hear,” “pace” and “tempo” are examples of cue words that assist the listener.

Athletes will give hints about their learning preference, if you are attentive. Listen to the words they use. Do their words consistently fall into one of the four categories? Also, if you ask a question using one mode, and they redefine it in a different mode, they may be providing a clue.

When involved in team activities, try to incorporate all of the four categories. Recognizing and accommodating your athletes’ learning styles results in more meaningful communication and learning which translates into improvements on the playing field.

Cheryl A. Coker, Ph.D., Department of PERD, New Mexico State University.



THE PARENTS

Parents' Responsibilities . . . Valerie Wayda

The athletic triangle, consisting of the coach, athlete and parent(s), is a natural aspect of the youth sport setting. The coach's and parents' roles in this process are critical to the success of any program.

If parents and coaches allow their roles to take priority, then we have an upside-down triangle that is referred to as the professional model. In the professional model, the adults form the upper two-thirds of the triangle with the athletes (the focal point of the triangle) attempting to balance the adults. In this model, the emphasis is placed on winning and it is easy to lose sight of the needs and interests of the young athlete.

However, in the right-side-up triangle, or developmental model, adults (coaches and parents) are supporting the young athletes. Sport programs using this approach remain child-centered and do not become adult-dominated. In the developmental model, parents and coaches work together to provide a quality experience. In this setting, effective communication between coaches and parents allows for each group to complete their respective roles and responsibilities.

While some parents may intuitively understand their responsibilities, or through past experiences with other children may have been informed about them, other parents do not know. Instead of becoming frustrated with parents for not understanding their responsibilities, take time to educate (or review) these responsibilities during orientation. Parents who understand their role or responsibilities are much more likely to be supportive of the coach — so the focus of the sport experience can be placed on the needs and interests of the young athletes.

Eleven different parent responsibilities have been highlighted:

Parent Responsibilities

- 1. Children's Rights** — Children have the right to participate in sport; this also includes the right not to participate. It is okay to encourage a child to participate, but do not pressure, intimidate or bribe a child into playing a sport or position.
- 2. Guide Selection** — Counsel your child about the competitive level or type of sport. For example, if a child wants to try out for a traveling team, make sure the child understands the team may travel every weekend for the next two months and in addition, practices at least 3-4 times a week. If there are financial issues associated with a sport selection, then the parent needs to address them with the child.
- 3. Respect the Child's Decision** — Support the child's decision.
- 4. Monitor the Child's Participation** — What new skills has the child learned? Is the child having problems sleeping at night before a "big" game? Is there any change in the child's attitude about participating in the activity?
- 5. Entrust the Child to Coach** — Trust another adult to guide the child's sport experience. It also involves accepting someone else's authority.
- 6. Admit Shortcomings** — When one makes a mistake, admit it. Demonstrate to children that everyone makes mistakes; teach the children that we can realistically accept whatever limitations we have.
- 7. Accept Triumphs** — Regardless of the quality of a child's performance, can you accept the performance without critiquing it? Accept a child's performance "as is" and don't continually seek more from the child.
- 8. Accept Disappointments** — Support your child when she is disappointed or hurt; help her to look for the positive in every situation.
- 9. Be Supportive** — Attend games/practices, if possible; there are lots of ways of being supportive (e.g., raise funds, drive, keep score, etc.)
- 10. Demonstrate Appropriate Behavior** — Show self-control; be a role model for the child.

11. Value Volunteer Coaches — Recognize the value and importance of volunteer coaches; support, encourage and appreciate them, as they are playing an important role in the child's life.

Valerie Wayda, Ph.D., School of Physical Education, Ball State University

Communicating with Parents . . . Valerie Wayda

Developing open lines of communication with parents of the athletes in our sports programs is very important. Parents serve critical roles in their child's sport participation (a role model, chauffeur, supporter, etc.) as well as carry the responsibility of inquiring about all activities in which their children are involved. Instead of feeling offended or threatened when a parent asks a question, coaches should view it as an opportunity to educate the parent. Well-informed parents will contribute to a positive sport experience for the coach or sports program leader, as well as for the young athletes.

One of the most effective ways for a coach to educate parents is during an orientation meeting. It is during this meeting that the coach tries to inform the parents about the program (e.g., objectives, practice/playing schedule, their roles/responsibilities, your roles/responsibilities, etc.). Try to schedule this type of meeting as early in the season as possible so there will be less chance of any type of miscommunication occurring. Plan on the meeting taking at least an hour, but it will be an hour well spent! The content of the meeting has been outlined as follows:

Orientation Meeting (Approximately one hour)

- **Opening** — Introduce the coaching staff, including some general background information about your experiences in the sport. Provide enough information so the parents have an understanding of who you are, your interest and concern for their daughter and her development.
- **Objectives** — What is your goal for the season? (e.g. everyone will get playing time, skill development, have a winning season) What is your philosophy? This type of information is helpful in reducing misunderstandings about the objectives of a program or a particular competitive level.
- **Details of the Program** — Provide basic information about the operation of the program, including equipment, sites and schedules of practices and games, length of practices/games. Travel plans (transportation), team rules/guidelines (e.g. everyone must attend the practice before a game to start), etc.
- **Coaching Roles/Responsibilities** — Coaches are really educators. While the primary responsibility is teaching skills, a secondary responsibility is educating

parents about the youth sport experience. Effective communication between the coaching staff and parents is vital to this educational function (e.g., maintain open and direct communication, inform parents of their child's goal as well as the child's progress, etc.).

- **Parents Roles/Responsibilities** — Parents (guardians) have a responsibility to monitor their child's participation in a sport, but they must also respect the role of the coach. Encourage parents to view this situation as a balancing act between concern and meddling.
- **Coach-Parent Relations** — Inform parents of how and when they should contact the coach if they have any questions/concerns. For example, should they approach the coach during practice or would the coach prefer the parents to contact her/him at home when none of the athletes and their parents are there?
- **Closing** — Conclude with a question-answer session.

Valerie Wayda, Ph.D., School of Physical Education, Ball State University

Parent-Child-Coach Relationship Women's Sports Foundation

One of the most important authority figures a girl will encounter in her early years is the coach. This person has the power to control the amount of time a girl plays and the quality of instruction she is given, thus providing an important medium through which she can grow. The coach can help a girl to develop talent, self-esteem, and a sense of belonging. In fact, most of the positive attributes of sports may rest in the hands of the coach. It is vital, therefore, that parents get to know their daughter's coach and, more importantly, that they see the coach through their daughter's eyes.

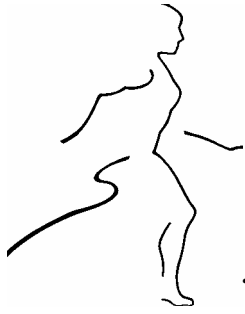
The following are several steps parents can take in establishing and maintaining an open, communicative relationship with the coach:

- Make contact with the coach. Parents should introduce themselves, initiate exchange on a personal level and let the coach know they support her/him and are willing to help if necessary. Meet the coach prior to the beginning of the season to discuss expectations of the coach regarding issues such as practice times, game schedules, training rules and athlete and spectator behavior, so everyone has a clear picture of what is expected. This is important because a parent may not always agree with the coach's perspective. An early understanding facilitates early resolution of problems and positive communication between parent and coach.
- Attend games and practices to watch the coach operate. Some basic questions may be answered through observation: Does the coach handle the girls in a positive or negative manner? Does she/he seem to have a feel for kids? Can she/he communicate with young athletes? Does she/he show the girls respect? Is she/he only concerned about winning? Does she/he seem to understand the needs of girls at various age levels? Does the coach give each girl individual or personal attention?
- Listen to comments made by team members about the coach. Are they positive? Do the players admire the coach? Do they fear the coach? Do they try to avoid practice? Do they dislike what the coach is doing?
- Listen to your daughter's impression of the coach. Since it is so important for her to

feel she has an authority on her side, does she feel supported? If not, the parental system becomes all the more important.

- Contact the coach with a grievance — only after discussing it with her and only with your daughter's permission.
- Examine personal expectations and motives before approaching the coach. Sometimes a third person can have a better perspective on your situation.
- Approach the coach in a concerned, helpful manner. Find a quiet, private time to talk. Most coaches are willing to listen and make changes. If the coach fails to understand your concerns or continues to act in a potentially destructive way, it may be necessary to speak to an administrator or transfer to another coach.

Excerpt from A Parent's Guide to Girls' Sports, The Women's Sports Foundation



THE FUNDS

Funding & Collaboration Girl Scouts of the USA

Funding takes careful planning, time, follow-up and networking and perseverance. With a budget, you will know how much money you need in order to run a successful sports program.

Some projected costs could be:

- personnel (training, coaching, administrative, etc)
- facilities rental
- utilities
- equipment purchase/rental
- supplies
- travel/transportation
- entry fees
- insurance/liability.

After you have created your budget and have outlined all of your program costs, you will need to search for funding. Identify groups and organizations in the community that will be the best resources for support of your program:

- government agencies and legislative offices
- schools and colleges
- parks and recreation departments
- youth service agencies
- sports and fitness organizations
- youth sport leagues
- senior citizen groups
- hospital and medical centers
- service clubs

- sorority alumnae organizations
- sporting goods stores
- corporations — corporations make contributions in four different ways: outright gifts and grants, matching gifts, release staff time (volunteers) and gifts-in-kind.

Don't forget about individual contributions. Solicitation of individual community donors can be developed as part of an annual giving campaign. Individuals may donate cash, act as speakers at fundraisers or be networkers for the project.

Plan options for future funding that will continue the project's direction.

Forming Collaborations

A collaboration is a mutually beneficial and well-defined relationship entered into by two or more organizations to achieve a common goal. Partners in the collaboration jointly develop structures, share responsibilities, have mutual authority and accountability, and share resources and rewards. The first step is defining mutual relationships and goals. Determine how this collaboration meets the needs and interests of the girls in the program.

Elements of a successful collaboration are:

- belief in the concept
- willingness of all to collaborate
- clarity of purpose and goals
- structural limitations
- joint planning
- integrated, not "added-on"
- regular communication

When approaching groups to form a collaboration:

- Maintain personal contact — plan a face-to-face meeting with key members of an organization to make a personal case for support
- Make group presentations — arrange presentations for regularly scheduled meetings of a group or organization.
- Employ print and electronic media.
- Place flyers in the bulletins of community groups.
- Distribute information to potential groups such as women's civic/social clubs,

universities, city departments.

Once the collaborations are formed, set up a system for maintaining these relationships to ensure continued community interest. Evaluate each collaboration and acknowledge the contributions each organization has provided for the sports initiative.

Excerpt from The Girl Scouts of the USA

Managing Finances: Funding Sources Doreen Greenberg

Of the philanthropic dollar, five cents comes from corporations, five cents comes from foundations and the rest comes from individuals. Your local library is a good resource center for many of the funding sources listed below:

CORPORATIONS

Corporations tend to give in three geographic areas: where the headquarters are, where the branches are and where the employees live. Corporations can give as a business contribution or as part of a corporate foundation. Usually there is a public relations or corporate communications office that handles these requests. Corporations usually give small grants and may give annual support on a continuing basis.

FOUNDATIONS

Foundation funds are usually not available for long-term support. There are three kinds of foundations: community foundations are geographic in nature; private foundations usually have specific fields of interest; and corporate foundations usually give in the geographic region where the corporation is located and to programs in which employees are involved.

GOVERNMENT FUNDING

(federal, state, county, city)

- A Federal Funding Guide can be obtained through the office of Government Information Services. This guide describes programs, restrictions, deadlines, application procedures, and gives names and addresses of contacts.
- The Office of Management and Budget has a Catalog of Federal Domestic Assistance that has detailed information about funding programs available.
- The Government Printing Office has monthly (Index to the Federal Registrar), weekly (Grants & Contracts) and daily (Federal Registrar) publications available.

UNITED WAY

The United Way provides support from a group of agencies in a geographical area.

SPECIAL PROJECTS

Organize annual fundraising events.

INDIVIDUALS

Approximately 90 percent of funding comes from individuals. Some ways in which individuals can be encouraged to give money are:

- membership fees — “friends” of the organization who give on an annual basis to various membership categories
- outright gifts of stocks, property or cash
- will bequests
- direct-mail appeals
- planned giving through trusts or deferred giving.

In light of the new call for volunteerism across the country, support and sponsorship may come in non-monetary forms:

- use of company facilities
- space for meetings, fund-raisers, workshops
- fund-raising assistance
- administrative and management advice
- used furniture
- transportation assistance
- computer services
- audio-visual equipment
- surplus equipment
- publicity help
- legal and tax services
- printing services
- volunteers for coaching, mentoring, transportation

Don't forget to send a thank you letter with pictures of your program and an invitation for a visit.

Doreen L. Greenberg, Ph.D., is a nationally certified consultant in sport psychology.

Managing Finances: Working with Sponsors . . . Doreen Greenberg

Good and clear communication about everyone's responsibilities is essential in any business deal or collaboration. After securing sponsorship, it is a good idea to have an agreement in writing to specify the rights of the sponsor and what the sponsor is expected to do for the girls' sports program. Define how much and when money is to be paid and/or what other products and services will be provided. Indicate the component that the sponsor is supporting — a team, a player, uniforms, speakers, tournament, facility, awards, promotion, etc. Designate a contact person and specify how and when both parties will be communicating. Keep the business bond strong by maintaining communication through:

- newsletters with highlights of program activities
- awards banquets and ceremonies
- recognition of athletes and volunteers and public acknowledgment of sponsors.
- designated special athletic events to honor sponsors.

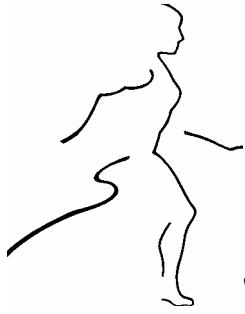
Invite representatives of the sponsors to program activities, practices and sports events to demonstrate the value of their support of your program. Get the girls involved with fund raising events by having them speak to potential sponsors, write thank you letters and help to decide how to spend donations. Have the girls photograph activities, write articles for newsletters and organize special events.

Get sponsors to help train and contribute to a training fund for older girls to take on leadership roles as junior coaches and other staff positions. This helps to ensure continued involvement. It could also be an apprenticeship program for girls interested in sports and recreation as a career. This could involve skills training, certification and experience.

Good management of a program means a precise budget and clear record-keeping. The budget is the estimate of expenses and anticipated income. Two key points about budgeting are being realistic and flexible. Record-keeping can be done in an income and expense journal or with a computer program. Examples of a budget model and bookkeeping journal can be found in Rainier Martens, Youth Sport Director Guide. (Champaign, IL: Human Kinetics, 1995).

Some information adapted from Martens, R, (1995) Youth Sport Director Guide. (Champaign, IL: Human Kinetics).

Doreen L. Greenberg, Ph.D., is a nationally certified consultant in sport psychology.



VOLUNTEERS

Integrating Volunteers into Programs Karin J. Buchholz

Integrating volunteers into girls' sports program takes the four "R"s — Recruiting, Retaining, Recognizing and Rewarding. It is important to understand that volunteers are **NOT FREE**. They need to feel that they are getting something out of the experience.

Why don't people volunteer?

- no one has asked
- don't have time
- lack of confidence to do job
- fear of long-term commitment
- negative image of organization; person asking lacks credibility
- preoccupied with own survival.

RECRUITING

Know what you want by assessing what has to be done. Design a job description to identify the type of person needed. The job description should include:

- job title
- description of job
- activities and responsibilities of the job
- qualifications
- training requirements
- benefits
- dates of service
- supervisors.

Applicants need to be screened. Remember, they are going to be working closely with others, especially young females.

- Be selective.
- Have volunteer applications.
- Interview applicants.
- Check references.

RETAINING

Factors that motivate us to volunteer:

- the need for achievement
- the need for affiliation
- the need for power
- the need for growth and balance
- the need for fun
- the need to serve.

To retain volunteers, it is important to match the job to the person and make the job meaningful. Offer some opportunities for training and development. Create some short-term projects for volunteers to do.

RECOGNIZING & REWARDING

It's important to really know your volunteers. Personalize recognition. Recognize a "Volunteer of the Month" with an award. Rewards should be given often and unexpectedly. Some tips for volunteers recognition are:

- put an article about a volunteer in the local paper or newsletter
- leave candy kisses at volunteer work sites
- send handwritten holiday notes and birthday cards
- ask volunteer's religious leader to recognize them at services
- offer "volunteer of the month" awards
- present each new volunteer with a personalized mug, t-shirt or hat
- create a bulletin board that features pictures and accomplishments
- send personalized "thank you for sharing your loved one" to family members
- invite skilled volunteers to train other volunteers
- acquire special discount coupons from local movie houses, restaurants, etc.
- involve volunteers in long-range planning
- have a banquet or lunch to honor volunteers.

The United States Olympic Committee has information on recruiting and maintaining volunteers.

Karin Buchholz is Director of the Athlete Department for the United States Olympic Committee.

Finding Volunteers . . . Girl Scouts of the USA

There are all different kinds of volunteers needed for a girls' sports program. Some will be in administrative/managerial positions. Some will be in coaching/training jobs. Some will be in mentoring positions. Some volunteers will be involved at all levels, and others will have very specific jobs. Some volunteers will only be committed to help during one event, while others will be continuous participants.

Volunteers should reflect the diversity of the community where the sports program exists. Volunteer recruitment should be from all segments of the area. Offer volunteers important, meaningful and satisfying work to do — work that matches their interests, skills, talents and availability.

Placement should be in appropriate positions. There should be clear job descriptions presented to potential volunteers. These job descriptions should:

- define specific responsibilities
- delineate time schedules
- clarify expectations
- define characteristics and skills needed.

These should assist the potential volunteer in deciding if the position is right for her/him.

Volunteers should be assured that training and mentoring will be available. Some volunteers will want to work in positions that reflect their skills and expertise developed through education and the workplace; others may want to gain new skills and knowledge through volunteering.

Volunteers should be told about the structured and comprehensive orientation and training sessions. They should receive knowledge of support services available. In addition, volunteers need to know their contributions will be recognized and appreciated. They need to feel that they will play an important role in the sports program's success. Supervisors need to check in with volunteers periodically to make sure that all is going well, that there are no questions or concerns and to let them know that resources and help are available. There needs to be a mechanism in place for handling conflicts and grievances in a quick, fair, honest and open manner.

Although recent surveys on patterns of volunteering show that Americans continue to volunteer a tremendous amount of time, time demands, multiple jobs, and economic and social issues make recruiting volunteers a challenge. Therefore, finding volunteers takes some careful planning. It is necessary to identify who is available to volunteer in your community, offer them a reason to volunteer, help them to choose the right job and support and reward them for their work.

Learn the trends in your community that might impact volunteering, such as high unemployment, two-income families, etc. Find out what resources are available to assist in recruiting volunteers, such as religious institutions, professional organizations or service clubs. Establish a volunteer recruiter position, trained in recruiting person-to-person and making small group presentations. Determine how many volunteers are needed and the specifics for those positions.

Participate in college days and volunteer fairs at local corporations. Develop materials tailored to these two audiences and set up display tables. Encourage potential and current volunteers to “bring a friend.” Ask the girls participating in the program help to make flyers and brochures about the goals and activities of the sports program. Contact small business owners, local “Welcome Wagons” and community organizations to display flyers and brochures. Ask organizations and corporations to include program information in their own orientation packets.

Approach local colleges and universities about offering course credit for volunteer work. Recruit entire families to work together on events or special projects. Make a presentation to local senior citizen groups. Utilize intergenerational teams of older volunteers and younger volunteers.

Make presentations to local service organizations, professional women’s clubs and religious organizations. Ask community leaders for referrals on potential volunteers.

Some people to target as potential volunteers are:

- Physical education teachers
- fitness instructors
- nutritionists
- physical therapists
- recreation specialists
- officials

- referees
- college athletes
- camp directors
- school bus drivers (in off time)
- substitute teachers (on off days)
- night shift workers (for early morning jobs)
- parents

The Girl Scouts of the USA have sample forms of a volunteer application, reference check, interview format, basic interview questionnaire, appointment, agreement, and performance review in their booklet, *Volunteer Management System in Girl Scouting*, that can be adapted for your girls' sports program.

Material adapted from the Girl Scouts of the USA

Parents as Volunteers Women's Sports Foundation

Parents can make a significant contribution by volunteering for their daughter's sports program. Some people have negative thoughts about volunteering, but it is the most positive way to show support. By volunteering, a parent is joining her/his daughter in the activity in which they are participating.

There are many ways in which parents can help manage the sports program in which their daughter participates. Most parents will need some training and encouragement. Some roles for parents in your program are:

- assistant coaching
- timing
- keeping score
- transportation
- fund raising
- scheduling
- publicity
- child care
- refreshment coordinator
- maintenance of facility and equipment.

The best time for parents to volunteer is before their daughter signs up for a sport, so that they can start together. Parents can ask the coach, assistant coach or team official what they can do to contribute to the program. Volunteers are always needed.

Although fathers and other men have traditionally been more associated with sports, mothers and other female relatives should also volunteer. Adult women are the role models for younger women. Through volunteering, mother and/or father and daughter can explore and share a new experience together. Mothers, in particular, can be viewed as positive models and fathers can demonstrate their support and approval for their daughter's sport skills and participation. The athletic experience can serve to strengthen the bond between the family members.

There are many different tasks for the volunteer. Obviously, the important job of volunteer coach

comes to mind, but there are numerous other jobs such as assistant coaching, record-keeping, officiating, lining the fields, chaperoning trips, managing equipment, and scheduling. Each job is important and makes the sports experience more positive for the athletes.

Often parents do not want to take on a volunteer job in a sports program because they feel that they have inadequate knowledge of the sport. However, especially in many sports involving young girls, only the basics are necessary. Any parent can quickly pick up the fundamentals by listening to the coach, talking to other coaches, reading a basic book on the sport, talking to athletes, attending a workshop and observing athletic events.

With younger girls, it is not the knowledge of the sport, but the knowledge of the child that is critical. Young girls will long remember who you are and how you treated them rather than the technique you taught them. Obviously, as the girl grows older and more experienced, more qualified and expert coaching is necessary. As a parent progresses, there are many excellent coaching programs she/he can attend to get more proficient.

Excerpt from *A Parent's Guide to Girls' Sports* from the Women's Sports Foundation.

Mentors Doreen Greenberg

Research on motivation has found that social approval is important for girls and that strong modeling influences sports participation. Using mentors in a buddy system can enhance the urban girl's experience in several ways. Volunteering for a sports mentoring program has unique rewards.

Mentoring means developing a long-term, high-quality relationship with a youngster. Volunteers usually become mentors because they want to help young people. The primary role of the mentor is to develop a friendship with the youth. One aspect that mentors will add to the life of a young person is *FUN*. Often, the time spent together represents a valuable opportunity to have fun that otherwise might not be available. What the youngster is not looking for is another demanding, authoritative person in her life who wants to "transform" her.

"The key to creating an effective mentoring relationship lies in the development of trust between two strangers of different ages" (Swipe, 1996, p. 7). Establishing trust is a learning experience that takes time. Mentors need to understand that this is a gradual process. It is also influenced by consistency. The positive influence comes from meeting regularly. The first step is to focus on becoming a friend. It usually takes about six months to build this trust. Another important factor is to maintain a regular existence in the life of the youngster.

According to Swipe (1996) effective mentors:

- involve youth in deciding how the pair will spend their time together
- make a commitment to being consistent and dependable
- take responsibility for keeping the relationship strong
- pay attention to keeping things fun
- respect the viewpoint of the young person
- use program resources and advice of staff

Mentors need to have a good support system throughout the relationship, from the screening process to supervision of the matches. The screening process should include looking:

- at the person's schedule and commitments
- at the person's goals and expectations for this relationship
- for characteristics conducive to establishing a trusting, respectful relationship

- at the person's emotional resources
- at selecting the very best volunteers for a one-to-one relationship

In addition, the screening process includes checking criminal records, motor vehicle records and personal references.

The orientation and training process prepares the adults for their new role as mentor. It is a good idea to offer some background information on adolescent development, listening skills, typical problems and the culture and environment of the community. Good training will equip the mentor with strategies that will help her establish a mutually satisfying relationship with the youngster.

Matching is the least critical factor in a successful mentoring program. Matching demographic characteristics and preferred activities are the two important aspects. Research has found that “. . . in general, it is not important to ensure same gender or same race matches in order to produce effective mentoring relationships” (Swipe, 1995, p.11). They found a positive, beneficial impact from both same-race and cross-race mentoring relationships.

Regular supervision and monitoring is critical to the success of a mentoring program. The support staff needs to make sure that the pairs are meeting on a regular basis. Close contact and open communication is essential. Mentors may feel frustrated from time to time, and will need access to the experience and guidance of the staff.

Research has found that those youth who have had mentors are significantly less likely to initiate drug and alcohol use, less likely to use violence to resolve conflicts, and less likely to be truant from school. They are more likely to get better grades in school and report more positive relationships with friends and parents. Mentoring can be difficult and time-consuming -- but the rewards are great.

Some information adapted from Swipe, C.L. (1996). Mentoring: A synthesis of Public/Private Venture's Research 1988-1995. Philadelphia, PA: Public/Private Ventures

Doreen L. Greenberg, Ph.D., is a nationally certified consultant in sport psychology.

Safe Havens Doreen Greenberg

A recent study on voluntary youth-serving programs found the following components to be significant contributors to healthy adolescent development:

- **SENSE OF SAFETY**— These programs provide a refuge for young people from increased violence and risky behaviors. During critical times for unhealthy, risky behaviors (before and after school), these youth are participating in positive activities.
- **CHALLENGING & INTERESTING ACTIVITIES** — By offering accessible and affordable activities that are stimulating, youth are given tangible experiences of success.
- **SENSE OF BELONGING** — Here, youth are valued and their accomplishments are recognized, giving them a sense of worth and responsibility for others.
- **SOCIAL SUPPORT FROM ADULTS** — The association with positive adult role models gives the youth critically needed guidance and emotional support.
- **INPUT AND DECISION-MAKING** — The young people are given the opportunity to help plan and develop programming, which encourages self-confidence and mutual respect.
- **LEADERSHIP** — Real leadership opportunities are offered to young people; they get a chance to practice future roles.
- **VOLUNTEER AND COMMUNITY SERVICE** — By giving young people the chance to get involved in helping their own community, they not only gain self-respect and confidence, but also learn the importance of advocacy and gain a sense of attachment to others.

“Youth who experience these types of developmental opportunities and supports are more likely to have a healthy, hope-filled and productive adolescence, and ultimately mature into

responsible, skilled and competent adults.” (Gambone & Arbreton, 1997, p. 2)

In the following highlights of model programs, you will see some common features that seem to lead to success in sports programs for urban girls. The programs that have the most impact on girls' lives:

- Focus on the whole girl, paying constant attention to health habits, academic progress, mental state, family role and social interaction
- Make community service a component by requiring girls to participate in community service projects that foster a sense of teamwork, pride in community and pride in self
- Offer education about being a female by having workshops and clinics about health issues, sexuality, abuse, career and educational opportunities and social issues that place the emphasis is on positive female development
- Have a strong family involvement by educating the family about the benefits of sports for girls, getting to know her family and giving family members supportive roles in the sports program help to ensure the girl's continued participation.

Some material adapted from Gambone, M.A. & Arbreton, A.J.A. (1997). *Safe Havens: The Contributions of Youth Organizations to Healthy Adolescent Development*. Philadelphia, PA: Public/Private Ventures.

Doreen L. Greenberg, Ph.D., is a nationally certified consultant in sport psychology.

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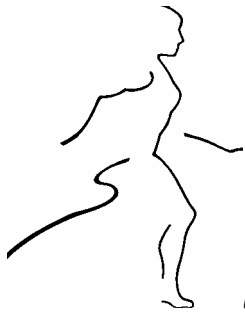
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MODEL PROGRAMS

This section provides a description of the organization, participants, programming, philosophy and unique qualities of the groups we have chosen to highlight as models of outstanding sports programs in the lives of urban girls.

In addition, we also offer the “Voices of the Girls,” the words, thoughts and ideas of some of the girls from these programs.



MULTISPORT

A Sporting Chance Foundation Chicago, Illinois

A Sporting Chance Foundation is a program for girls ages 7-17, that is dedicated to developing the self-esteem, leadership, team-building skills and life-long health of girls through healthy and active participation in sports. It was established to address the barriers that young girls face in sports — especially those living in low-income neighborhoods throughout the Chicago area. Along with the sports clinic, camps and workshops, girls are provided full access to reproductive health education. There are also programs for physically-challenged girls. They have programs with female role models who excel in sport, and interactive workshops for girls and parents that emphasize conflict resolution. More than 1,600 girls have been served through ASCF.

“Sporting Chance Day” is held for girls, parents, coaches and administrators to highlight athletic participation. ASCF’s “Time-Out” program is an interactive workshop for parents, guardians, coaches and educators. “Sporting Chance for All” is the leadership camp program held in the summers. One of the community-wide services of ASCF is the identification of schools and recreation programs that do not have adequate resources and assisting them in getting equipment and training coaches. “Be a Sport” clinics and workshops feature female professional and amateur athletes who address the importance issues of athletics and education. “Women and Girls’ Leadership Day” is a day of advocacy, empowerment and education for girls and women that focuses on sports, education and gender inequities.

A unique feature of the A Sporting Chance Foundation is its Girls’ Advisory Board, a critical component of the organization. Girls from economically and culturally diverse backgrounds are active members of the board. By having a voice in the design and development of programs, they are assisting in the creation of programming. Some of the Girls Advisory Board meetings are coupled with activities such as CPR training, community service projects, team-building programs or women’s sporting events.

Philosophy of A Sporting Chance:

Established to break down the barriers that girls face in sports and to empower girls through a comprehensive series of programs, workshops, clinics and community service. All the programs are designed with community involvement as a key element to long-term success.

Recruitment:

Recruitment is successful because of a strong word-of-mouth referral from girl to girl. ASCF provides need-based scholarships that help to get girls to the various programs it offers.

Facilities:

ASCF has to use facilities that aren't in use by others and must be flexible about the times of availability.

Retention:

Retention is high because all the girls are treated with dignity. Competition is not emphasized. Instead, emphasis is placed on the importance of physical fitness for health and self-esteem.

Parents:

By holding programs on days that schools are closed and on weekends, parents are a big part of ASCF. Transportation is provided to and from programs.

Greatest Challenge:

Finding enough staff for all the girls who want to participate.

Words of wisdom:

"Girls want to have a voice."

Kathy Chuckas, Executive Director,

A Sporting Chance Foundation

1940 West Irving Park Road, Suite #2, Chicago, IL 60201

(773) 935-2401, fax: (773) 935-2420

Voices of the girls in A Sporting Chance:

Shannon, age 13—

Since starting to play sports, I feel more active, energetic and confident that I can make a difference."

Keshia, age 16 —

“I love how everyone encourages you and supports you. No one puts you down or makes you feel like a failure. I also love how everyone is like family, and you don’t have to feel intimidated by anyone.”

C.C., age 15 —

“I look up to a lot of women athletes. I really am amazed just how strong many of these women are and how hard they had to work to get where they are.”

SportsBridge San Francisco, California

Started in 1995 in San Francisco, SportsBridge has grown into a program for more than 400 participants ages 11-14. It is a girls-only program that offers a variety of sports experiences, with the main objective being to build self-confidence. There is usually NO FEE for participation. Girls ages 14-18 can participate as interns, advisory board members and in assistant coaches' training programs.

The main component of SportsBridge is an athletic mentoring program that matches 7th and 8th grade girls with adult female athletes for a 10-month program. The mentor is a friend, role model and supporter to the student-athlete and encourages her in both academics and athletics during weekly one-on-one time. There are monthly, sports-centered group events and community service projects that focus on building leadership skills and self-esteem. The mentoring process is an intensive one, involving the selection and training of volunteer mentors, and then matching them with the girls.

There is a parent orientation session. The program has been school-based, but is now becoming neighborhood-based. These girls hold sports clinics for younger girls in the community. There are weekly individual (with mentor) sessions and monthly group events. A new addition to SportsBridge is the teen leadership program and the summer camps. All the girls are active in community service projects.

Philosophy of SportsBridge:

Create innovative athletic programs and events that will enhance girls' self-confidence, leadership skills and sense of civic responsibility. Provide opportunities and resources to girls from all backgrounds, especially those living in low-income areas, that will enable their participation in all sports.

Recruitment:

Recruiting girls into the programs and recruiting qualified staff (100 percent female) are its greatest strengths. Successful recruitment strategies include been in-person presentations to girls in their school PE classes.

Facilities:

Facilities are often donated as in-kind service and other facilities need to be rented. Transportation and insurance costs are the major challenges.

Retention:

Successful retention strategies involve teaching fundamental skills, awarding participation, group participants according to age and skill level, allowing everyone to play and emphasizing positive feedback and fair treatment for all.

Parents:

Parental support and involvement are very important. SportsBridge educates parents about the benefits of sports participation and offer workshops for parents to learn more about sports

Assessment:

SportsBridge works with an independent consultant who evaluates programs and administration.

Words of wisdom:

“Take time to plan and talk to the girls about what they want.”

Ann Kletz, Executive Director,

SportsBridge

965 Mission Street, San Francisco, CA 94103

(415) 778-8390

Voices of the girls in SportsBridge:

Maja, age 13 —

“Before I started playing sports, I was shy and not so proud of who I am. Now, I’m more talkative and interested in many things. I feel more confident about myself. I feel more needed, like I’m part of something important.

“To me, playing sports is like a way of living — in both you have to be fair. You have to take responsibilities, but you also have to take risks, and that’s exactly what I like about sports.”

Amber, age 12 —

“I play basketball, softball, football and a little volleyball because I like the movement. I found out about SportsBridge because they came to my school.”

Flor, age 14 —

“My family likes that I’m not out doing crazy stuff, instead I’m doing something that can benefit me.”

The Ivy League New York, New York

In an area of urban blight and little opportunity or future for girls, Ivy Fairchild started The Ivy League to give girls a solid foundation of health, education, leadership training and high self-esteem through athletics. The Ivy League is an inner-city, girls-only sports program for girls ages six to 21 that offers year-round programs in volleyball, basketball, track and field and softball to hundreds of girls who had little or no previous sports opportunities.

They also sponsor workshops and conferences for girls and parents on a variety of issues from female health and abuse issues to scholarship opportunities. All girls are involved in community service projects such as cleaning up parks and serving in soup kitchens. Academics are a primary concern; homework problems are discussed among the team and team leaders to foster sharing knowledge and problem-solving skills.

Philosophy of The Ivy League:

To provide girls with the life-long benefits of sports participation. To show every girl that she has value.

Unique features:

Older members become the coaches and trainers. This keeps the girls involved and they become the role models for the younger girls. In addition to sport-specific activities, there is health education, abuse information and advice about scholarship opportunities.

Recruitment:

Distributing flyers about the program at schools and recruiting participants from other social groups have been successful strategies

Retention:

Teaching fundamental skills, exposing girls to positive female role models at sporting events, and making sure that everyone gets to play has resulted in high retention.

Parents:

Parents are involved as volunteers in all aspects of the programming. Child-care is provided to help get parents involved.

Greatest Challenge:

Finding long-term funding

Words of wisdom:

“Always let girls try, never let them sit on the sidelines.”

Ivelisse Fairchild, Executive Director

The Ivy League

57 Wadsworth Ave.

New York, NY 10033

(212) 305-9950

Voices of the girls of The Ivy League

Aida, age 17 —

“I used to believe that sports was only for guys. That was the message I received from my school and community. After my first season of softball, I felt that I could do whatever I wanted regardless of what sex I am. After I played sports, I became less angry and depressed. It was the last time anyone told me I couldn’t do what I wanted to do.”

Candice, age 16 —

“My favorite experience is when I get to coach the younger girls. Can you believe that when I see them in the street, they stop to hug me just for showing them how to catch, throw, dribble or run. If that’s not a great experience, what is?”

Mona Lisa, age 17 —

“This place is special because everybody here is a winner. Everybody feels needed. Everybody plays!”

Girls Incorporated of Central Alabama . . . Bridges Program

Girls Incorporated of Central Alabama is located in Birmingham, Ala. Hundreds of girls have been part of this program. Coach Carolyn Chapell works with trained peer coaches (ages 12 and older) to provide this program to girls ages 9-11.

Bridges: A Sports and Motor Skills Development Program for Girls Ages 9 - 11 is the most recent addition to the national Girls Incorporated *Sporting Chance* program series. Its name derives from its mission to be a transition from the motor skill games of early childhood to organized sports participation in the middle-school years and beyond. *Bridges* offers girls fun-filled activities that develop basic sport skills, provide leadership experiences and enhance their interest in sports as an integral part of their lives.

A unique feature of the program is that skills are not applied in a competitive setting until they have been learned and practiced in non-competitive fun-and-games activities. The girls learn how to play hard and have fun at the same time.

There are four areas of basic skill development:

- softball (throwing, catching, hitting)
- soccer (kicking, agility)
- basketball (shooting, teamwork)
- tennis (striking, individual competence)

Through these experiences, girls come to understand the concepts of offense, defense and teamwork and learn a variety of motor skills that can be applied to a multitude of sports.

The curriculum is enhanced with additional activities such as field trips, media awareness, identification of role models, discussions about successful athletes, the history of women in sports and health issues related to fitness and sports participation.

Girls Incorporated of Central Alabama utilized several creative approaches to solve the challenges they faced in implementing the program. They borrowed or shared some equipment with other organizations; they took shade breaks during the hottest weather; and at one center, they used the parking lot when space was short. There are discussion groups with the girls about health issues and career development opportunities for women in sports. The coaches

encourage the girls to think beyond participation and into areas of management, coaching, research, health care, administration, product development and marketing.

Philosophy of Girls Incorporated *Bridges*:

It is the belief of Girls Incorporated that by developing competence in sports skills and exploring the benefits of sports participation, girls will simultaneously improve their self-concept, expand their opportunities for lifelong involvement in healthy activities and gain appreciation for the role of sport in the lives of girls and women.

Recruitment:

Distribution of brochures and flyers, press releases in the newspaper and word-of-mouth from girls and parents have been the best recruitment methods.

Facilities:

Since the facilities are often in use by other programs, it is challenging to control scheduling and staffing for programs.

Retention:

Retention is successful because of an emphasis on teaching fundamental skills and matching the expectations to the girls' abilities.

Greatest Strength:

The excellent structured curriculum provided by Girls Incorporated.

Parents:

Getting parents involved has been a challenge for this program. Offering free food and drink has been a way of getting parents there.

Words of wisdom:

"The skills that girls learn in *Bridges* can be transferred to other areas of their lives. *Bridges* gives girls a chance to overcome gender barriers in sports and athletics at a critical age."

Voices of the girls of Girls Inc. *Bridges*

Kamilah, age 11 —

"Lisa Leslie is my hero because she is proving you can play sports and be lady-like."

Christy, age 11 —

“Success in sports to me means trying to do your best.”

Jennifer, age 11 —

“The person here who has made sports a good experience for me is Coach Chapell because she has a lot of patience.”

Carolyn Chapell, Coach

Girls Incorporated of Central Alabama

5130 8 Court South, Birmingham, AL 35232

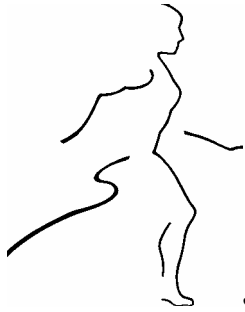
(205) 595-4475

Girls Incorporated

120 Wall Street, 3rd Floor

New York, NY 10005

(212) 509-2000



SPORT—SPECIFIC

Peter Westbrook Foundation

The Peter Westbrook Foundation in New York City is a non-profit organization that utilizes the sport of fencing as a vehicle for working with children from disadvantaged communities. This is a co-ed program with girls ages 9-18 making up about 40 percent of the participants.

Classes are held for three hours on Saturdays. The co-ed instruction consists of a group lesson and a warm-up. After the group lesson, the classes are broken up for private instruction and controlled bouts. At the conclusion of a 14-week session, students get to participate in the Foundation competition. Ultimately, the program's goal is not to just teach children to become champion fencers, but to create individuals that will serve as positive role models for generations to come.

Through fencing, the children go through a process of self-analysis while mastering sports skills and techniques. They are taught how to think through the problem-solving exercise involved in training and competition. Fencing teaches the discipline to master one's emotions. They learn to set goals and experience achieving them. Finally, the program encourages youngsters to participate in competitions that can teach many lessons about people, business and life.

Free tutorial assistance is extended to each participant in English, math and science. Professional men and women are invited to speak at lectures about career opportunities and the preparation needed to succeed in various careers. Students who exemplify exceptional athletic talent are promoted to the "Elite Fencers Program."

Philosophy of the Peter Westbrook Foundation:

To strive for excellence, think creatively, categorize information, manage emotions, learn about your body and understand the importance of good health through exposure to fencing.

Recruitment:

Word-of-mouth has been the most successful strategy. The girls enjoy being with girls and female coaches from similar backgrounds.

Coaching:

African-American kids need African-American coaches and other kids that they can relate to.

Retention:

Retention has been successful because of the combination of sports activities with boys, emphasizing opportunities to challenge oneself, teaching fundamental skills, and most important, having coaches and leaders emphasize positive feedback.

Important objective:

Keeping girls off the streets by providing opportunities to have fun, socialize and learn life lessons.

Words of wisdom:

“Sports for girls is absolutely mandatory. Girls that are involved in sport are more competitive and are much more prepared socially.”

Voices of the girls of the Peter Westbrook Foundation

Erin, age 17 —

“Success in sports to me means achieving all the goals you have set forth in life.”

Kamara, age 12 —

“My favorite experience was when I won ‘most improved’ on tournament day and I felt good, like I could do anything.”

Kari, age 17 —

“Before playing sports I used to be extremely indecisive and completely lacked confidence and courage. Now, I feel more disciplined and confident.”

Peter Westbrook, Executive Director

Peter Westbrook Foundation

G.P.O. Box 7554, New York, NY 10116

(212) 459-4538

Acorn Community Center "Oscar Bailey" Track Club

From a drug-ridden housing project in West Oakland, Calif. emerged a record-breaking national championship girls' track team. A track club was started for pre-teen and teen girls at the public housing community center where there were no sports programs for girls. Acorn is the only team from low-income housing in the U.S. Track & Field Association. By monitoring school attendance and grades, Acorn has combined academics and sport so 100 percent of participants go to college. Before Acorn, most of these girls had little chance of even finishing high school.

There is a good reason that this is the most successful inner-city girls track program. Program Director Darrell Hampton offers these girls pride, patience and understanding. He decided some 10 years ago to become "very nosy" about the lives of the girls on his teams. He takes time daily to do the following:

- make house calls
- confer with teachers about attendance and academic progress
- monitor diets
- check on homework
- and even perform occasional bed checks!

The parents are involved as volunteers and assistant coaches. He requires community service work from all of his girls. The older girls have become role models for younger girls in the community who want to "be just like the Acorn Track Girls." The girls who join the team commit themselves to:

- staying in school
- not getting pregnant
- staying drug/alcohol free
- conducting themselves like "WORLD-CLASS ATHLETES"

Philosophy of the Acorn Track Club:

These girls are literally running for their lives. The focus is to rebuild our youth through sport and education. It is a means for all the participants to get into college because they learn to excel in sport and school. Parents are involved as volunteers. The program and parental involvement keeps girls in school and off drugs. The club helps "the kids see where they were,

where they're going and how they're already winners.”

Recruitment:

Advertising and press coverage have been helpful in recruitment, and word-of-mouth from the girls in the program.

Strength of Program:

Community service projects that the girls design and implement themselves.

Retention:

There is plenty of positive feedback, awards for participation, teaching of fundamental skills and matched expectations to the girls' abilities. All these things keep them coming back

Greatest Challenge:

Getting the girls adequate equipment and transportation to events.

Parents:

By giving parents some of the responsibilities, the coaching staff gets to focus on the training. They get the parents involved by educating them about the program's physical, social and emotional benefits.

Words of wisdom:

“I would tell you it's not going to happen overnight and to be receptive to change. Give girls a chance to be proud of themselves and their community.”

Voices of the girls of the Acorn “Oscar Bailey” Track Club

Tunisha, age 17—

“A lot of our fathers are absent, and Coach Darrell has been our male role model.”

Angela, age 18 —

“Before I started running, I thought I was a bad girl. Then I realized that I wanted to go to college and track could help me accomplish my goals. I had to change.”

Darrell Hampton, Director

Acorn Community Center “Oscar Bailey” Track Club

5251 Bayview Ave.

Richmond, CA 94804

(510) 237-3174

www.goacorn.org

Black Women in Sport Foundation — Dunbar Golf Program

The Black Women in Sport Foundation (BWSF) is a non-profit organization committed to increasing the involvement and visibility of African-American women in athletics. BWSF has Sport and Mentoring programs in golf and tennis in 10 participating cities. The goal of the programs is to change the lack of opportunities for girls of color in sports through educational and sport skills training programs.

Tennis and golf were chosen because they seem to be excellent lifetime sports. They are also two sports that are under-represented by African-American girls and women on all levels. The BWSF works with community, regional and national organizations to offer this program as a model for increasing young Black Women's access to supervised leisure activities.

In Philadelphia, Pennsylvania, the BWSF runs a sports mentoring program for golf. The program is co-ed, with over half the participants being girls ages 8-13. These African-American girls are paired with adult African-American women for professional instruction in golf.

Recruitment:

High recruitment has been achieved through distributing flyers in churches and schools and placing advertisements in newspapers.

Retention:

The girls learn basic sports skills, are treated with respect and know that everyone gets a chance to play. There are awards for participation and opportunities for the girls to challenge themselves.

Greatest Challenge:

Financing transportation is the most difficult challenge of the program.

Parents:

Parents are involved in many essential ways, from providing transportation and providing refreshments. They are involved because they have been educated about the program's physical, social and emotional benefits.

Assessment:

The girls are asked to evaluate the program at the end of the session.

Words of wisdom:

“The girls in urban areas are eager to learn but need to be challenged. Talk to parents and tell them how sports can benefit their girls through participation.”

Voices of the girls of the Black Women in Sport Foundation — Dunbar Golf Program

Dominique, age 9 —

“I like playing sports because you learn new things. I like watching the ball go into the hole. Tiger Woods is my hero.”

Appolonia, age 11 —

“Since starting to play sports, I feel good about myself. I like showing people my skills.”

Melissa, age 9 —

“Playing sports is really fun. Yes it is. I would like to be a professional athlete.”

Quaeina, age 14 —

“I feel that I can become a star if I strive to be one.”

Veneta Roberson, Coach

Tina Sloan Green, Executive Director

Black Women in Sport Foundation

P.O.Box 2610 Philadelphia, PA 19130

(215) 763-6609

YWCA of the USA, Cincinnati, Ohio — Basketball Program

The YWCA of the USA is a non-profit organization whose mission is to work toward the empowerment of women and girls and the elimination of racism. In more than 4000 locations nationwide, they reach over one million women. Aside from physical fitness and sports, the YWCA offers safety, shelter, child care, counseling and social, health, educational and job-related assistance.

The YWCA of the USA and Nike have teamed up to offer basketball and volleyball leagues for girls throughout the country. This program targets girls of diverse backgrounds, ages 9-14, as an alternative to negative influences such as drugs, teen pregnancy or gangs. The program has been very successful in providing girls with the opportunity to discover their true potential, make friends and realize their freedom to have fun.

This program targets girls who are the most likely to drop out of sports due to outside influence. The focus is to introduce girls to the game of basketball, teach them fundamental skills and give them a place to play. The focus is on league play.

Objectives of the program include interaction with other city youth, build confidence, self-esteem and respect, teach sportsmanship skills, promote the importance of physical activity and health, and provide alternative activities to deter girls from drug use and unwanted pregnancies.

Philosophy of the YWCA of the USA Basketball Program:

Providing girls with a non-threatening and empowering atmosphere in which they have an equal opportunity to experience all levels of play.

Recruitment:

The YWCA of Cincinnati, Ohio has more than 3,000 members and serves more than 26,000 in the community. One hundred and fifty-five youth, mostly African-American girls from the inner city participated in this program. It was offered as a free program to the at-risk population of Greater Cincinnati

Retention:

There was a lot of press coverage, both print and television. Strong leadership, collaboration with the recreation department and the public schools ensures continued enthusiasm.

Parents:

Parents were highly involved in the program, along with teachers and high school and college female athletes from the community.

Highlight:

NIKE P.L.A.Y. brought in three professional basketball stars to conduct a skills clinic. They taught basic skills as well as stressed the importance of staying in school and sport.

Words of wisdom:

“This league has not only empowered the young participants, but many of the adult women as well.”

Voices of the girls

Kristen —

“I think this program is important because it lets people start to realize that basketball is not just a man’s sport and will never be just a man’s sport. I will prove myself one day by playing college basketball.”

Rolanda —

“I learned not to listen to people when they call me ‘shorty’.”

Nicole Cho

YWCA of the USA

350 Fifth Ave., Suite301

New York, NY 10118

(212) 273-7800

LIST OF PROGRAMS: NATIONAL

The following are brief descriptions of some of the girls' sports programs available in urban areas throughout the country. Some are girls-only and some are co-ed, some are sport-specific and some include a variety of sports. Some are under the auspices of national organizations and some are local, grassroots programs.

NATIONAL

Black Women in Sport Foundation

The Black Women in Sport Foundation (BWSF) is a non-profit organization established to increase opportunities for African-American women and girls in all aspects of sports, from participation to lifetime careers. It offers educational videos and manuals about African-American women in sport, as well as a mentoring program. The BWSF has sports mentoring clinics in tennis and golf in 10 select cities across the country.

Tennis and golf were chosen because they seem to be excellent lifetime sports. They are also two sports that are under-represented by African-American girls and women on all levels. The BWSF works with community, regional and national organizations to offer this program as a model of a way of increasing young African-American women's access to supervised leisure activities.

**Contact: Tina Sloan Green, BWSF, P.O. Box 2610, Philadelphia, PA 19130
(215) 763-6609**

Boys & Girls Clubs of America

With a partnership with NIKE, Boys and Girls Clubs are involved in a project called Participate in the Lives of America's Youth (P.L.A.Y.). As part of the program, they plan, organize and implement fitness activities for local communities. P.L.A.Y. and the Boys and Girls Clubs of America offer special sports programming that is intended to break through the barriers that confront urban girls' participation. P.L.A.Y. programs are offered through the Boys and Girls Clubs' ball fields, playgrounds, gyms and pools and are intended to get all youth active and moving through fun physical activities.

Contact: Boys & Girls Club of America, 1230 West Peachtree Street, NW, Atlanta, GA 30309 (404) 487-5700 or Juliet Hochman, NIKE, Inc. P.L.A.Y., One Bowerman Drive, Beaverton, OR 97005, (800) 929-7529

Girls Incorporated

Girls Incorporated is the nation's leading voice for girls and a leading advocate for girls' participation in sports. Girls Incorporated is dedicated to getting girls off the sidelines and into the game. Through innovative programs offered by a national network of 134 affiliates and backed by cutting-edge research, Girls Incorporated is leading the effort to make every girl strong, smart and bold.

There are three sports development programs at Girls Incorporated: (1) Steppingstones — a motor skill development program for girls ages 6-8; (2) Bridges — a sports skills development program for girls ages 9-11, and (3) Sports Unlimited — a team exploration program for girls ages 12-14. These age-appropriate programs offer a strong base of opportunities for girls and young women to participate in a variety of sports in all climates and seasons.

Girls Incorporated aims to make sports an integral part of girls' lives. Through this three-program series, girls learn how to feel less vulnerable and more powerful, be cooperative and competitive, and discipline their bodies and their minds.

Contact: Linda Haynes, 120 Wall St., 3rd Floor, New York, NY 10005, (212) 509-2000

Girl Scouts of the USA Sports Initiative

GirlSports, a new sports initiative of the Girl Scouts, promotes new ways for girls to become involved in sports through Girl Scouting. It is a national sports project for girls ages 5-17, created to promote possibilities within Girl Scouting for girls of various racial and ethnic backgrounds to follow their sports and fitness interests in a supportive setting. The goal of GirlSports is to increase girls' participation in sports when they are young so they can develop a life-long interest in fitness and sports activities.

GirlSports events and activities will develop skills in the following areas: exercise and fitness, nutrition, health and safety, relationships, leadership and service, careers and mental well-

being. There are also sports leadership institutes for older girls. The Girl Scouts recognize young women for their participation in the sports community.

Girl Scouting is a movement with approximately 3.4 million members that gives girls from all segments of American life a chance to develop their potential, make new friends, and become a vital part of their community.

**Contact: Ellen Markowitz, GSUSA-GirlSports, 420 Fifth Ave., New York, NY 10018-2798
(212) 852-8000**

Girl Scouts of St. Croix Valley — Volleyball Program

In St. Paul, Minnesota, this program serves 200 Southeast Asian girls ages 12-17 and works to address some of the community and social problems among girls by using sports as the vehicle to help solve problems. It is an after-school and evening program that provides the participants with daily transportation to and from practice. This program is unique because it serves the immigrant population. This Asian community, usually the target of racism in their schools and community, is enhanced by this program because it gives these girls self-confidence. With more than 30 volunteers, this program operates out of the Girl Scout Council and helps girls with athletic skills, self-esteem and team work. Besides volleyball skills, they learn about drug abuse, violence, teen pregnancy, war, cultural heritage and identity.

Contact: Walter Yang — St. Croix program (651) 227-8835

Minority Golf Association of America, Inc.

The MGAA Junior Golf Program makes golf available and accessible to inner-city youth and children at risk from multicultural backgrounds. The objective of the program is to establish a national network of inner-city golf clinics, commensurate with education and an empowerment campaign. They want to put a textbook and a golf club in the hands of every child in America.

Working with community organizations in 18 states, the MGAA offers exhibitions and clinics that introduce these youth to the sport of golf, as well as provide on-going training programs.

MGAA promotes the opportunity for minority youth to participate in the game of golf and to receive academic scholarships.

**Contact: John David, MGAA, Inc., P.O.Box 1081, Westhampton Beach, NY 11978-7081
(516) 288-8255**

National Association of Police Athletic Leagues (NAPAL)

The National Association of Police Athletic Leagues (NAPAL) is the largest organization of law enforcement agencies formed to prevent juvenile crime and violence through athletics. Police Athletic Leagues (PALs) utilize a recreation-based juvenile crime prevention program that relies heavily upon athletics, recreational activities and education to help youth get on the right track and stay on it. Its mission is “Filling playgrounds, not prisons.”

PAL is a network of 1,700 facilities that serve more than 1.5 million boys and girls, ages 5-18 — particularly in less advantaged neighborhoods. PAL provides a host of physical activities, including archery, baseball, bowling, boxing, football, golf, track and field and tennis. There are also programs in performing and creative arts. PAL is a volunteer-driven organization, with police officers volunteering their time and energy as well as members of the community. Cops and kids together is what PAL is about. It’s about the police officer being a friend, not an enemy.

**Contact: Joseph Wilson, Executive Director, 618 North, US Highway 1, Suite 201,
North Palm Beach, FL 33408, (561) 844-1823**

National Gymnastics Foundation — G.Y.M. Program

The Giving Youth More (G.Y.M.) Program is a community-based recreational gymnastics program designed to address the challenges facing youth in high-risk environments in various cities throughout the country. GYM will serve as a “gateway to education” by providing structured, scheduled and supervised gymnastics activities for adolescents while also focusing on educational achievement.

The sport of gymnastics offers a multitude of physical, cognitive and psychological benefits. The GYM Program enhances the lives of young people by offering alternative, positive choices to risky behaviors, teaching mental discipline and having adults celebrate their achievements in

both sport and academics. The program works in conjunction with county parks, housing authority sites and inner-city schools, using parents and community organizations to help.

Contact: USA Gymnastics, 201 S. Capitol Plaza, Suite 300, Indianapolis, IN 46225, (317) 237-5050

NCAA — National Youth Sports Program (NYSP)

The NCAA's National Youth Sports Program (NYSP) brings economically disadvantaged youths ages 10-16 to college campuses to give them the right start in life. The program offers expert, age-appropriate sports instruction and skills development in various sports, including badminton, basketball, dance, gymnastics, soccer and volleyball. In addition, personal and social skills are taught such as alcohol and drug prevention, nutrition, health and career opportunities. Programs on the college campuses include staff from the low-income areas.

Contact: NCAA, 6201 College Blvd., Overland Park, KS 66211-2422

NCAA — YOUTH EDUCATION THROUGH SPORTS (YES)

The National Collegiate Athletic Association sponsors the unique Youth Education Through Sports (YES) program, which promotes volunteerism and community service among community members, local youth coaches and nationally-recognized collegiate coaches and student-athletes who are dedicated to teaching and caring for youth. Each year, YES clinics for youth ages 10-18 are held at select NCAA championships such as baseball, basketball, field hockey, football, gymnastics, ice hockey, lacrosse, soccer, swimming, volleyball, water polo and wrestling. The participants do the following:

- Participate in fun and challenging sports-skill enrichment and conditioning sessions conducted by top collegiate coaches and student-athletes.
- Practice skills that encourage making the right choices in sports and life.
- Experience the thrill of a collegiate championship.

In addition, there are parents' sessions about college athletics, recruiting, eligibility and compliance issues.

Contact: NCAA, 6201 College Blvd., Overland Park, KS 66211-2422

Soccer in the Streets

Soccer in the Streets (SITS) is a nationwide, non-profit agency that develops soccer, educational and life-skills programs for children in public housing, Section 8, and other low-income communities. The co-ed program specializes in introducing the game of soccer to young people, while involving their parents in the development and implementation stages of the program. SITS serves as a drug and crime prevention mechanism by developing family unity and community involvement.

The game of soccer is the base for the program because it is the world's most popular sport. It has simple rules and can be played anywhere. SITS started in Atlanta and is now part of 55 cities across the country. More than 15,000 children have graduated from Soccer 101, where the motto is "Let's kick drugs and crime out of our communities."

Transportation is a major problem for children in public housing, therefore, SITS implements its programs in the neighborhoods where the children live. They go from learning basic skills to advanced playing levels with intramural leagues, all-star teams and tournaments.

**Contact: Carolyn McKenzie, 149 South McDonough St. ,Suite 270, Jonesboro, GA 30236
(770) 477-0354**

Women's Sports Foundation

The Women's Sports Foundation is a national, non-profit, member-based organization dedicated to increasing opportunities for girls and women in sports and fitness through education, advocacy, recognition and grants. Established in 1974 by Billie Jean King, it's founder; Donna de Varona, a founding member and its first president; and many other champion female athletes, the Foundation seeks to create an educated public that encourages females' participation and supports gender equality in sport.

Education services include a resource center, a toll-free 800 line for women's sports information, a research library, conferences, videos, educational guides and a Speaker Service program. Foundation grants and an internship program provide opportunities for girls and women to discover and fulfill their athletic and leadership potential.

The Foundation advocates change in policies, laws and social patterns that discourage female sports and fitness participation by providing information to individuals facing discrimination and linking them with people who can help. In addition, the Foundation honors outstanding

individuals for their athletic achievements and contributions to women's sports.

**Contact: Women's Sports Foundation, Eisenhower Park, East Meadow, New York, 11554,
(800) 227-3988, (516) 542-4700**

Y.W.C.A. of the U.S.A. Sports Program

The YWCA of the USA is a non-profit organization whose mission is to work toward the empowerment of women and girls and the elimination of racism. They reach more than 1 million women at 4,000 locations nationwide. Aside from physical fitness and sports, YWCA offers safety, shelter, child care, counseling and social, health, educational and job-related assistance.

The YWCA of the USA and Nike have teamed up to offer basketball and volleyball leagues for girls throughout the country. This program targets girls of diverse backgrounds, ages 9-14, as an alternative to negative influences such as drugs, teen pregnancy or gangs. The program has been very successful in providing girls with the opportunity to discover their true potential, to make friends and to realize their freedom to have fun.

Nicole Cho, YWCA of the USA, 350 Fifth Ave., Suite301, New York, NY 10118, (212) 273-7800

LIST OF PROGRAMS: LOCAL/GRASSROOTS

Amateur Athletic Foundation

The Amateur Athletic Foundation (AAF) of Los Angeles is a non-profit institution endowed with Southern California's share from the 1984 Olympic Games. The Foundation awards grants to youth sports organizations, initiates its own regional sports programs, has a nationally recognized coach education program and manages the Paul Ziffren Sports Resource Center.

Some of AAF's programs are the Minority Coach Leadership Program, the unique Beach Volleyball program in city parks, the Run for Fun training program, the Summer Swim stroke and competition training program, and the Youth Cycling Program.

**Contact: AAF of Los Angeles, 2141 West Adams Blvd., Los Angeles, CA 90018
(323) 730-9600**

America True — AdventureSail

AdventureSail is a program designed to enrich the lives of America's inner-city, at-risk youth by exposing them to the wonders of the sport of sailing. By providing a team-building and challenging activity with positive role models, the goal is to develop self-confidence to overcome adverse living conditions. In addition, these youth are introduced to the marine industry and marine-related sciences.

**Contact: America True, Pier 17, San Francisco, CA 94111-1419
(415) 433-4287**

Beacon Hill Soccer Club — Girls' Program

The Girls Program of the Beacon Hill Soccer Club is based in South Seattle, Wash., where few sports opportunities for girls exist. The program is for girls ages 9 to 14, regardless of experience or ability. The Girls Program offers girls from low-income areas a positive focus in their lives. The graduates of the program continue to be involved as coaches and referees, so that the program will eventually be run by those who have come through it. Beacon Hill also offers water polo and swimming in the winter and a track program in the spring.

Contact: Melissa Mather, 815 25th Avenue South, Seattle, WA 98144, (206) 328-8736

Eureka — Achievement Program

A tuition-free program for teen girls at Brooklyn College that focuses on math, science and sports. The theme of the program is “Exercise your mind and your body.” Eureka is a girls-only program aimed at increasing a girl’s self-confidence in math and science while also offering the benefits of teamwork, cooperation, stress reduction and fun through sports.

**Contact: Brooklyn College Women’s Center, 227 New Ingersoll Hall,
Brooklyn, NY 11210 (718) 951-5777**

Figure Skating in Harlem

Started in 1990, *Figure Skating in Harlem* (FSH) is a community-based, non-profit program that teaches skating and educational theory to more than 100 girls, ages 6-16, at various metropolitan ice skating rinks. FSH provides proper equipment, ice time, skating attire and professional instruction. The goal of FSH is the pursuit of excellence in a structured and creative environment.

An essential and unique part of FSH is its mandatory educational component. These off-ice classes explore how figure skating relates to academic subjects such as biology, geography, music, nutrition and physics. Counseling, tutoring, mentoring and cultural trips are part of the after school Core Program. Additionally, girls and parents sign a contract to maintain a minimum B average in school.

Philosophy:

“Our mission is to use the sport and art of figure skating as a magnet to teach children skills such as discipline and self-esteem that will enable them to lead more productive, meaningful lives.”

**Contact: Sharon Cohen, Executive Director, 216 East 120th Street, New York, NY 10014
(212) 606-4212**

Fitness Alliance of Los Angeles

L.A. Fit for Kids is a non-profit organization designed to raise the self-esteem of school children and help them resist negative influences such as gangs, drugs and violence through fitness activities. In an area of Los Angeles where violence is a way of life, this program has brought hope to the students. Aerobics instructors from all over Los Angeles provide fitness activities. High school students volunteer as coaches and facilitate discussion groups and personal development workshops, while senior volunteers help with classes and fitness tests.

The program involves more than just fitness; it also offers conflict resolution and an extensive training program for the high school students in the community. These students are then placed in after-school programs and parks to make a positive impact on the lives of younger children.

Contact: Normandie Nigh, Executive Director, 2521 West 7th Street, Los Angeles, CA 90057

G.A.I.N.S. (Girls Achieving in Non-traditional Sports)

Girls Achieving in Non-traditional Sports (G.A.I.N.S.) is an independent project that promotes girls' participation in non-traditional sports through clinics at recreational facilities. It is an after-school program based in Fairlawn, N.J., for urban girls ages 9 to 11. The G.A.I.N.S. Program encourages girls to pursue all sports, including baseball, football, self-defense, street hockey, and wrestling. Female coaches serve as positive role models for these girls.

**Contact: Nancy Fingerhood, Director, 4-18 John Street, FairLawn, NJ 07410
(201) 791-8297**

Girls'Women's Hockey at Riverbank State Park in Harlem

Roller hockey and skating instruction open to all girls and women ages 8 and up. The program features 30 minutes of drills, with the remainder of the time used for scrimmaging. Sticks and protective equipment are provided.

**Contact: Wayne Martin, Riverbank Park, 679 Riverside Drive, New York, NY 10031
(212) 694-3600**

G -WIS Foundation

The Girls and Women in Sports (G -WIS) Foundation in Raleigh Durham, N.C., strives to promote the mental and physical health of girls in the community through early involvement with sports and positive female role models by offering scholarships to summer sports programs, conducting special assemblies in the schools and taking girls to attend women's sports competition.

**Contact: John Icardi, P.O. Box 5891, Cary, NC 27512-5891
(919) 468-1386**

Harlem Junior Tennis Program

For more than 30 years, the Harlem Junior Tennis Program (HJTP) has been providing a safe haven from the streets for city kids, where they can learn tennis, improve their study skills and just enjoy being with other kids. This non-profit organization offers free tennis and academic support and camaraderie.

Tennis is inherently a sport that offers the opportunity to develop mental dexterity and self-discipline and helps players become totally reliant upon him-/herself for winning. A staff of professional and world-ranked tennis instructors offers free tennis lessons for young people in Harlem. The program has beginner, intermediate and advanced classes, as well as teams and competitive opportunities. HJTP also helps students pursue higher education goals through scholarships.

**Contact: Harlem Junior Tennis, 2366 Fifth Avenue, New York, NY 10037
(212) 491-3738**

L.A.'s Best

Los Angeles' Best program provides a safe and supervised place for more than 5,000 urban youth ages 5-12 to go after school to participate in enriching activities to improve their self-esteem and academic achievement. L.A.'s Best offers after school programs to children who live in Los Angeles neighborhoods identified as most vulnerable to gangs, drugs and crime.

At no cost to families, L.A.'s Best offers sports and recreation as well as homework assistance, computer skills development, science clubs, monthly field trips and a nutritional snack every day after school.

**Contact: L.A. Unified School District, 450 N. Grand Ave., P-103 Los Angeles, CA 90012
(213) 625-4024**

Let Us Play! Foundation and Sports Camp

The Let Us Play! Foundation and Sports Camp were formed to fill the void in athletic opportunities for young women. The organization strives to motivate socially and economically disadvantaged girls ages 12-15 to take advantage of the life-long benefits associated with both sports and education. The emphasis of the camp is to promote involvement in athletics and

encourage the good health and consistent work ethic associated with participation in sports.

Participants focus on a variety of sports and activities: basketball, ropes course, track and field and volleyball.

Contact: Let Us Play! Foundation, 609 Beach Avenue, Atlantic Beach, FL 32233, (904) 249-2203

R.O.C.K. (Real Options for City Kids)

Real Options for City Kids (R.O.C.K.) was founded to enhance public school programs and meet the needs of youth searching for positive after-school activities. ROCK accomplishes its mission through school-based and after-school sports programs in San Francisco's underserved communities. It targets communities challenged by extreme poverty, violence and crime by offering life skills development and team-building in a weekly program and three sports camps. Through a partnership with NIKE, Inc., R.O.C.K. offers two programs: Skill Drill -- sports skill development and conditioning for girls ages 8-12 in soccer, basketball and volleyball during Saturday morning clinics and Crossstrainers – after-school teams for girls. R.O.C.K. also offers leadership/mentoring camps and learning enrichment programs.

Contact: Michele Desjalais Groe, 400 Montgomery Street, Suite 805, San Francisco, CA 94104, (415) 434 1331

Rocky Mountain Luge

Rocky Mountain Luge, in Denver, Colo. is a great example of an urban winter sports program that exists despite the lack of nearby facilities. They have more girls than boys, and have generated some junior national team candidates through hard work and creativity.

**Contact: Rick Baldwin, Denver, CO
(303) 796-7945**

Southern California Speedskating Association

A year-round, community-based program located in Los Angeles County, California, this co-ed, urban speedskating program serves more than 300 youths from underserved neighborhoods. The participants get the opportunity to learn technical skills, compete in races at all levels and have fun. All of the equipment is provided by the Amateur Athletic Foundation of Los Angeles. The program gets parents involved as volunteers.

The program features world-class coaches at summer camps that offer speedskating and camping out in state parks. There are many levels of training and competition offered. All instruction and racing is co-ed, offering girls the unique opportunity to compete with boys. Every

child goes home with a prize from each race. Some of the program participants have gone on to excel at high levels in speedskating. Three out of the five top girls' midget speed skaters (ages 10 & 11) in the country come from this program.

Contact: Don Somerville (562) 929-1574 or Coach Wilma Boomstra, (310) 821-4701, Icelands, 8074 Jackson St., Paramount, CA 90723

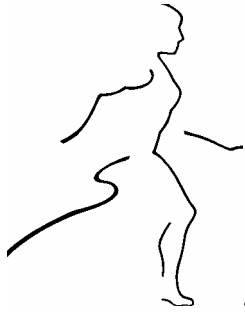
Willye White Foundation/Robert Taylor Girls Athletic Program

The Willye White Foundation is a not-for-profit organization dedicated to developing in youth the positive minds, bodies and spirits that will build productive citizens. Both programs offer recreation and leisure time activities for youth that are both educational and constructive. Through a cooperative effort of community groups, family, youth, schools and churches, the programs educate and motivate young people by combining academics and athletics.

One of the programs is the Robert Taylor Homes Girls' Athletic "Learn to Do" after-school program. This year-round grassroots program is characterized by its commitment to provide cost-effective training, activities and mentoring for girls in a safe environment. It is a program for girls ages 6-14 that emphasizes the basics in a variety of sports activities, as well as computer training and cultural/educational enrichment activities. The program, with more than 200 participants, incorporates specific sports for specific educational purposes:

- Swimming — to teach the "colorless" kids survival skills,
- Bowling — to teach math skills,
- Golf — to break barriers,
- Tennis — to teach grace of movement

Contact: Willye White, 7221 Calumet Street, Chicago, IL 60619-1760, (773) 651-8267



ADDITIONAL RESOURCES

Organizations & Programs

GIRLS' SPORTS

Black Women in Sport Foundation
P.O. Box 2610, Philadelphia, PA 19130

Girls Incorporated
120 Wall St., 3rd Floor, New York, NY 10005, (212) 509-2000
Web address: www.girlsinc.org; E-mail: HN3578@handsnet.org

Girl Power Campaign — U.S. Department of Health & Human Services
(800) 729-6686, (800) 544-7467
Web address: www.health.org

Girls Really Expect A Team (G.R.E.A.T.)
Mitzi Witchger, 209 Sedwick Court, Noblesville, IN 46060, (317) 877-6054
Fax: (317) 877-7046, E-mail: great@iquest.net

Girls Scouts of the U.S.A.
420 Fifth Avenue, New York, NY 10018-2798, (212) 852-8000
Web address: www.gsusa.org

Eureka — Teen Achievement Program at Brooklyn College
227 New Ingersoll Hall, Brooklyn, NY 11210-2889, (718) 951-5777

Melpomene Institute
1010 University Avenue, St. Paul, MN 55104, (651) 642-1951

Web address: www.melpomene.org; E-mail: melpomen@skypoint.com

National Association for Girls & Women in Sport

1900 Association Drive, Reston, VA 22091, (703) 476-3450

Web address: www.aahperd.org, E-mail: nagws@aahperd.org

Tucker Center for Research on Girls & Women in Sport

203 Cooke Hall, 1900 University Avenue S.E., Minneapolis, MN 55455 (612) 625-7327

Women in Sports and Events (W.I.S.E.)

244 Fifth Avenue, Suite 2087, New York, NY 10001, (212) 726-8282

Web address: www.womeninsportsandevents.com

Women's Sports Foundation

Eisenhower Park, East Meadow, NY 11554 (800) 227-3988 (516) 542-4700; Fax: (516) 542-4716, Web address: www.womenssportsfoundation.org; E-mail: wosport@aol.com

YWCA of the USA

350 Fifth Avenue, 3rd Floor, New York, NY 10118 (212) 273-7800

Web address: www.ywca.org

MULTISPORT ORGANIZATIONS & PROGRAMS

Amateur Athletic Foundation of Los Angeles — Sports Resource Center

2141 West Adams Boulevard, Los Angeles, CA 90018, (323) 730-9600

Human Kinetics

P.O. Box 5076, Champaign, IL 61820, (217) 351-5076

American College of Sports Medicine

401 W. Michigan St., Indianapolis, IN 46206-3233, (317) 637-9200

Web address: www.acsm.org/sportsmed

Boys & Girls Club of America

1230 W. Peachtree Street, NW, Atlanta, GA 30309, (404) 487-5700

Web address: www.bgca.org

Fit to Play — Educational Program

Address not available

Institute for the Study of Youth Sports

213 I.M. Sports Circle Building, Michigan State University, East Lansing, MI 48824-1049, (517) 353-6689

International Center for Talent Development

1285 Franz Hall, UCLA, Department of Psychology, Box 951563, Los Angeles, CA 90095-1563, (310) 825-4210

National Alliance for Youth Sports

2050 Vista Parkway, West Palm Beach, FL. 33411 (561) 684-1141; fax: (561) 684-2546

Web address: www.nays.org, E-mail: nays@nays.org

National Association for Sport & Physical Education

(800) 321-0789, Web address: www.aahperd.org

N.C.A.A. - Youth Education Through Sports (Y.E.S.)

6201 College Boulevard, Overland Park, KS 66211-2422, (913) 339-1906

Web address: www.ncaa.org

National Youth Sports Coaches Association

2050 Vista Parkway, West Palm Beach, FL. 33411 (561) 684-1141; fax: (561) 684-2546

Web address: www.nays.org, E-mail: nays@nays.org

Nike, Inc. — P.L.A.Y. (Participate in the Lives of America's Youth)

One Bowerman Drive, Beaverton, OR 97005 (800) 929-7529

Police Athletic Leagues (P.A.L.)

618 North US Highway 1, Suite 201, North Palm Beach, FL 33408, (561) 844-1823

E-mail: copnkid1@aol.com

President's Council on Physical Fitness & Sports

200 Independence Avenue SW, HHH Building, Room 738-H, Washington, DC 20201,

(202) 690-9000

Web address: www.indiana.edu/~preschal

NATIONAL SPORT ORGANIZATIONS

USA Basketball

5465 Mark Dabling Boulevard, Colorado Springs, CO 80918-3842, (719) 590-4800

fax: (719) 590-4811

Web address: www.usabasketball.com

U.S. Field Hockey Association

One Olympic Plaza, Colorado Springs, CO 80909, (719) 578-4567, fax: (719) 632-0979

Web address: www.usfieldhockey.com; E-mail: usfha@usfieldhockey.com

U.S. Figure Skating Association

20 First Street, Colorado Springs, CO 80906-3697, (719) 635-5200, fax: (719) 635-9548

Web address: www.usfsa.org; E-mail: usfsa1@aol.com

USA Hockey, Inc.

1775 Bob Johnson Drive, Colorado Springs, CO 80906, (719) 576-8724; fax: (719) 538-7838

Web address: www.usahockey.com; E-mail: usah@usahockey.org

United States Judo, Inc.

One Olympic Plaza, Colorado Springs, CO 80909, (719) 578-4730; fax: (719) 578-4733

Web address: www.usjudo.org

U.S. Soccer Federation

1801-1811 South Prairie Avenue, Chicago, IL 60616, (312) 808-1300; fax: (312) 808-1301

Web address: www.us-soccer.com; E-mail: socfed@aol.com

USA Softball (Amateur Softball Association)

2801 N.E. 50th Street, Oklahoma City, OK 73111-7203, (405) 424-5266; fax: (405) 424-3855

Web address: www.softball.org, E-mail: info@softball.org

U.S. Tennis Association

70 West Red Oak Lane, White Plains, NY 10604-3602, (914) 696-7000; fax: (914) 696-7167

Web address: www.usta.com

USA Track & Field

One RCA Dome, Suite 140, Indianapolis, IN 46225, (317) 261-0500

fax: (317) 261-0481

Web address: www.usatf.org

USA Volleyball

3595 East Fountain Boulevard, Colorado Springs, CO 80910-1740, (719) 637-8300

fax: (719) 597-6307

Web address: www.volleyball.org/usav

WOMEN'S PROFESSIONAL SPORTS ORGANIZATIONS

Ladies Professional Golf Association (LPGA)

100 International Golf Drive, Daytona Beach, FL 32124, (904) 274-6200

Web address: www.lpga.com

Women's National Basketball Association (WNBA)

645 Fifth Avenue, New York, NY 10022-5910, (212) 688-9622

Web address: www.wnba.com

Women's Professional Softball League (WPSL)

90 Madison Street, Suite 200, Denver, CO 80202 (303) 316-7800

Web address: www.womensprofastpitch.com

FUNDING

Federal Government

Office of Government Information Services.

Office of Management and Budget

The Foundation Center (NY)

8th Floor, 79 Fifth Avenue, New York, NY 10003 (212) 620-4230

Web address: fdncenter.org

The Foundation Center (San Francisco)

Room 312, 312 Sutter Street, San Francisco, CA, (415) 397-0902

Web address: fdncenter.org

The Foundation Center (Washington, D.C.)
1001 Connecticut Avenue NW, Suite 938, Washington, D.C. 20036, (202) 331-1400

The Foundation Center (Cleveland)
Kent H. Smith Library, 1356 Hanna Building, Cleveland, OH 44115, (216) 861-1933
Web address: fdncenter.org

The Foundation Center (Atlanta)
50 Hunt Plaza, Suite 150, Atlanta, GA 30303, (404) 880-0094

Departments of Youth Services
— *Check your telephone book*

Community Development Grants
— *Check your telephone book*

United Way
— *Check your telephone book*

FACILITIES

National Recreation and Parks Association
22377 Belmont Ridge Road, Ashburn, VA 20148, (703) 858-0784
Web address: www.nrpa.org

Local Parks & Recreation Departments
— *Check your telephone book*

Local Corporation Facilities
Schools, Colleges, Universities
— *Check your telephone book*

Community Organizations
-- *Check your telephone book*

Harlem Hospital Center, Harlem Hospital Injury Prevention Program
506 Lenox Avenue, New York, NY 10030, (212) 939-1000

VOLUNTEER AND NON-PROFIT INFORMATION

AmeriCorps

1201 New York Avenue NW, Washington, D.C. 20521, (800) 942-2677

Big Brother/Big Sisters Of America

230 N. 13th Street, Philadelphia, PA 19109, (215) 567-7000

Boys & Girls Clubs of America

1230 W. Peachtree Street NW, Atlanta, GA 30309, (404) 487-5700

Girl Scouts of the USA

420 Fifth Avenue, New York, NY 10018-2798, (212) 852-8000

Girls Incorporated

120 Wall Street, 3rd Floor, New York, NY 10005, (212) 509-2000

Public/Private Ventures

2005 Market Street, Suite 900, Philadelphia, PA 19103, (215) 557-4400

State & Local Departments of Community and Human Resources

— *Check your telephone book*

United States Olympic Committee

1 Olympic Plaza, Colorado Springs, CO 80981

RECOMMENDED READING FOR PROGRAM LEADERS

Girls' Health/Sports

A Parent's Guide to Girls' Sports, Women's Sports Foundation, 1999.

Physical Activity & Sport in the Lives of Girls: Physical & Mental Health Dimensions From An Interdisciplinary Approach. Washington, D.C.: President's Council on Physical Fitness and Sport & Minneapolis, MN: Tucker Center for Research on Girls & Women in Sport.

Boys & Girls Clubs of America , Girls Sports Reader. Atlanta: Boys & Girls Clubs

Ewing, M. American Youth and Sports Participation. North Palm Beach, FL: Athletic Footwear Association

Girl Power Information Packet, U.S. Department of Health & Human Services.

Melpomene Institute's The Bodywise Woman, 2nd Edition. Champaign, IL: Human Kinetics.

Zimmerman, J. & Reavill, G. (1998). Raising Our Athletic Daughters: How Sports Can Build Self-Esteem and Save Girls' Lives. New York: Doubleday.

Programming/Volunteers

Martens, R. (1995) Youth Sport Director Guide. Champaign, IL: Human Kinetics.

Boys & Girls Clubs of America, Advisor's Manual. Atlanta: Boys & Girls Clubs

Campus Partners in Learning (1990) Resource Manual for Campus-Based Mentoring Programs for At-Risk Youth Providence, RI: Campus Compact

The Commonwealth Fund (1990). Mentoring: Lessons Learned. New York: The Commonwealth Fund

Coaching

National Association for Sport & Physical Education, National Standards for Athletic Coaches.

Jones, B.J., Wells, L.J., Peters, R.E. & Johnson, D.J. (1993). Guide to Effective Coaching: Principles and Practice. Dubuque, IA: WCB Brown and Benchmark

Fundraising

Winer, M & Ray, K., Collaboration Handbook: Creating, Sustaining, and Enjoying the Journey. St. Paul, MN: Amherst H. Wilder Foundation Publishing

Stier, W.F. (1993). Fund Raising in Sport and Recreation Champaign, IL: Human Kinetics

Defining Collaboration, Girl Scouts of the USA

BOOKS FOR YOUNG READERS

The books on this list feature girls and women as active participants in sports and physical activity. There are books for all ages and reading levels. Some books feature champion female athletes and others are fiction. Most of the books written in the 1980s and 1990s are still in print and are available in bookstores. Earlier books may be found in your school or public library. If you cannot find a book, ask your librarian or bookstore owner to order it.

* *The descriptions for these books are quoted with permission from Great Books For Girls: More than 600 Books to Inspire Today's Girls and Tomorrow's Women, Kathleen Odean, Ballantine Books, New York, 1997.*

A Very Young Skater, Jill Krementz, Dell Publishing, New York, NY, 1979. Ages 7-10, 52p., (\$6.95). The story of a 10-year-old female skater told in words and pictures.

A Winning Edge, Bonnie Blair with Greg Brown, Taylor Publishing, Dallas, TX, 1996. Ages 8-12, 38p., (\$14.95). Bonnie Blair shares her passion and motivation for skating, the obstacles that she's faced, the sacrifices and the victories.

Alex in Rome, Tessa Duder, Houghton Mifflin, Boston, MA, 1992. Ages 12-14, 166 p., (\$14.95). As a member of the New Zealand swimming team, 15-year-old Alex gets her first taste of independence as she faces the challenges of competition in the 1960 Olympic Games in Rome.

All That Jazz: Pink Parrots #2, B.B. Calhoun, Little, Brown and Company, 200 West Street, Waltham, MA 02254, 1990. Ages 8-12. Jasmine (Jazz) is faced with the age-old choice between popularity and daring to be different. Should Jazz hang out with the more popular "mature" girls in school or should she be loyal to the Parrots?

Always Dream, Kristi Yamaguchi with Greg Brown, Taylor Publishing, Dallas, TX, 1998. Ages 8-12, (\$14.95). Kristi Yamaguchi shares inspirational stories about overcoming her fears, making difficult choices, and learning about her heritage.

Amelia Bedelia Goes Camping, Peggy Parish, Harper Trophy, New York, NY, 1985. New reader, 55 p., (\$3.50). One of a series of books about the adventurous and spunky Amelia Bedelia. When Amelia Bedelia goes camping, anything can happen.

Amelia Earhart, Richard Tames, Franklin Watts, Inc., New York, NY, 1989. Ages 14 and up, 32 p., (\$3.95). A biography of Amelia Earhart with many photos.

Amelia Earhart: Courage in the Sky, Mona Kerby, Viking Penguin, New York, NY, 1990. Ages 7-11, 57 p., (\$10.95). When Amelia was a little girl, she liked to read adventure stories. Boys were her heroes. Just once, she wished for an adventure story about a girl. Amelia Earhart wrote that story with her own life. She was the first woman to fly across the Atlantic, the first woman to fly it alone, and the first person in the world to cross it twice.

Amelia's Fantastic Flight, Rose Bursik, Henry Holt & Co., New York, NY, 1992. Preschool, (\$5.95). Amelia's little spin covers six continents and takes her to 14 countries. Two full-spread maps, plus smaller inset maps throughout, enable children to follow Amelia's amazing journey.

American Gold Gymnasts: Balancing Act, Gabrielle Charbonnet, Skylark Books, New York, NY, 1996. Ages 8-12, 117p., (\$3.50). Maya, a new girl at Sugarloaf Gymnastic Academy from Russia, tries to learn everything she can about America.

American Gold Gymnasts: Competition Fever, Gabrielle Charbonnet, Skylark Books, New York, NY, 1996. Ages 8-12, 118p., (\$3.50). Kelly, the number one gymnast at Sugarloaf Gymnastic Academy faces stiff competition from a new gymnast. Can they learn to work together for the team?

American Gold Gymnasts: Split Decision, Gabrielle Charbonnet, Skylark Books, New York, NY, 1996. Ages 8-12, 135p., (\$3.50). Monica has to decide if it's time to quit gymnastics.

American Gold Gymnasts: The Bully Coach, Gabrielle Charbonnet, Skylark Books, New York, NY, 1996. Ages 8-12, 131p., (\$3.50). Kelly, Maya and their friends learn to deal with a famous visiting coach who praises their strengths but is harsh – even cruel – when it comes to their flaws.

American Gold Swimmers: In Deep Water, Sharon Dennis Wyeth, Skylark Books, New York, NY, 1996. Ages 8-12, 137p., (\$3.50). When Kristy's first boyfriend Jason thinks she's too competitive, She has to decide what is more important: pleasing Jason, or pleasing herself.

American Gold Swimmers: The Human Shark, Sharon Dennis Wyeth, Skylark Books, New York, NY, 1996. Ages 8-12, 140p., (\$3.50). Kristy spends too much time at the video arcade at an important meet and risks letting her teammates down.

American Gold Swimmers: The Winning Stroke, Sharon Dennis Wyeth, Skylark Books, New York, NY, 1996. Ages 8-12, 140p., (\$3.50). Kristy makes the swim team and faces up to disappointment at her first meet.

* Angel and Me and the Bayside Bombers, Mary Jane Auch, Little, Brown, 1989. Ages 7-9. "Brian Hegney, a third grader, has challenged the Bayside Bombers soccer team to a game. However, there is a problem, he doesn't have a team. He recruits his cousin Angel to help him. Angel coaches and trains a group of second grade girls and boys to victory."

Annie Oakley: Young Markswoman, Ellen Wilson, Aladdin Paperbacks, New York, NY, 1989. Ages 8-12, 192 p., (\$4.95). From the "Childhood of Famous Americans" series, this book focuses on the childhood of the famous American sharpshooter.

* At the Controls: Women in Aviation, Carole S. Briggs, Lerner, 1991. Ages 10-14. "The history of American women and planes."

Athletes: Dynamic Modern Women, Laurie Lindop, Henry Holt & Co., 1996. Ages 10-14, 128 p., (\$21.40). Highlights the lives and athletic accomplishments of 10 women: Lynette Woodard, Diana Nyad, Kristi Yamaguchi, Florence Griffith Joyner, Julie Krone, Monica Seles, Nancy Lopez, Bonnie Blair, Kim Zmeskal, and Joan Benoit Samuelson.

* Babe Didrikson: Athlete of the Century, R. R. Knudson, Viking, 1985. Ages 9-12. "This biography gives a balanced picture of an immensely talented and determined woman who, although is not well known is one of the most talented athletes ever."

The Babysitters Club #73: Mary Anne and Miss Priss, Ann M. Martin, Scholastic Inc., New York, NY, 1994. Ages 8-10, 141 p., (\$3.50). Mary Anne wants Jenny (Miss Priss) to join the

kickball team they're starting, but Jenny doesn't want to play, and nobody else wants her on the team anyway.

Baseball Ballerina, Kathryn Cristaldi, Random House, New York, NY, 1992. Ages 6-8, 48 p., (\$3.50). She plays shortstop for the Sharks. So what's she doing taking ballet lessons? And what if her team finds out? You'll love this funny story about baseball, ballet and friends.

Big Girl in the Middle, Gabrielle Reece with Karen Karbo, Three Rivers Press, NY, 1997. Ages 14 and up, 256 p., (\$12.00). Autobiography of pro volleyball player Gabrielle Reece. At six-foot-three, 170 pounds, Reece is at once beautiful and brutish, feminine and rowdy, accessible and intimidating, a woman who is exploding female stereotypes and redefining our image of the female athlete.

* Billie Jean King, William Stanford and Carl R. Green, Crestwood House, 1993. Ages 9-12. "A biography that focuses on King's accomplishments and her contributions to tennis."

* Blowing Bubbles with the Enemy, Alison Jackson, Dutton, 1993. Ages 9-11. "The girls at Jefferson Middle School pull together in a wonderful way for a worthy cause: supporting the girls' basketball team. When talented basketball player Bobby tries out for the boys' team, the coach cheats her of a fair chance and none of the boys object."

* Bonnie Blair: Golden Streak, Cathy Breitenbucher, Lerner, 1994. Ages 9-12. "This biography focuses mainly on her career with details of her race history and her many successes."

* The Boonsville Bombers, Alison Cragin Herzig, Viking, 1991. Ages 8-10. "Ten-year-old Emma loves baseball and her brother Michael plays for the Boonsville Bombers. Michael won't let Emily join until she gives him one of her baseball cards. Emma combines luck with strong will in a way that leads to a happy ending for her."

The Broadway Ballplayers, Maureen Holohan, 1998. Ages 10-14. (\$6.00-\$6.95) A series of 5 books currently: 1) Friday Nights (Basketball), 2) Left Out (Softball), 3) Everybody's Favorite (Soccer), 4) Don't Stop (Soccer & Cross Country), and 5) Sideline Blues (Volleyball & Basketball). This series is "for anyone who has been concerned about the limited options and unrealistic body images available to girls, these books offer exhilarating alternatives." - Donna Lopiano, Ph.D. Now available through the Women's Sports Foundation!

Cat Running, Zilpha Keatley Snyder, Delacorte Press, New York, NY, 1994. Ages 9-12, 168 p., (\$14.95). Eleven-year-old Cat Kinsey who fastest runner in school but her father won't let her run in slacks. She decides to build a secret hideaway to escape her unhappy home life. She slowly gets to know a poor family who have come to California after losing their home in Texas.

Christy's Magic Glove, Gibbs Davis, Bantam Skylark Books, New York, NY, 1992. Ages 6-9, 70p., (\$3.25). The Never Sink Nine, featuring baseball's best ballet-dancing star, Christy Chung, is gearing up for Saturday's big game against the Vampires, the scariest team in the league.

Cinder-Elly, Frances Minters, Penguin Books, New York, NY, 1994. Young Readers, 30 p., (\$13.99). In this rap version of the traditional fairy tale, the overworked younger sister gets to go to a basketball game and meets a star player.

* Coaching Evelyn: Fast, Faster, Fastest Woman in the World, Pat Connolly, Harper, 1991. Ages 12-14. "Coach Pat Connolly describes her work with runner Evelyn Ashford from their first encounter at UCLA in 1976 to the 1984 Olympics, where Ashford won two gold medals."

Dirty Socks Don't Win Games, Dean Marney, Scholastic, Inc. New York, NY, 1992. Ages 8-10, 88 p., (\$2.95). The story of a boys' basketball team that faces the challenge of playing a girls' team that is taller, faster, stronger and more skilled.

Dominique Moceanu: An American Champion, An autobiography as told to Steve Woodward, Bantam Books, New York, NY, 1996. Ages 9-13, 112p., (\$14.95). The story of the youngest U.S. gymnastics champion. Dominique talks about her passion for gymnastics, her years of intense training, her favorite events, coach, her teammates and family.

Dominique Moceanu: A Gymnastics Sensation, Krista Quiner, Bradford Book Company, 1997. Ages 10-14, 182 p. (\$12.95). A biography of the youngest member of the gold medal winning gymnastics team at the 1996 Olympic Games. Includes photographs, quotes and stories of her life.

* Down Under, Down Under: Diving Adventures on the Great Barrier Reef, Ann McGovern, Macmillian, 1989. Ages 8-10. "This is a photo-essay about a 12-year-old girl diving in the Great Barrier Reef with her marine biologist mother."

The Everything You Want to Know About Sports Encyclopedia: Sports Illustrated For Kids, Sports Illustrated, New York, NY, 1994. (\$7.99). Provides an overview of a variety of sports including history, equipment, athletes and skills.

Fleet-Footed Florence, Marilyn Sachs, Doubleday & Co., Inc., 1981. The story of Florence Griffith-Joyner, Olympic champion.

Florence Griffith Joyner: Dazzling Olympian, Nathan Aaseng, Lerner Publications, Minneapolis, MN, 1989. Ages 8-12, 60 p. Available from the National Women's History Project, 7738 Bell Rd., Windsor, CA 95492, 707-838-6000. The story of the three-time Olympic gold medalist in Track & Field. (contact publisher for other female athletes in the series like Jennifer Capriati).

Flying Free: America's First Black Aviators, Philip S. Hart, Lerner Publications Company, 1992. 64 p., (\$19.95).

* Forward Pass, Thomas J. Dygard, Morrow, 1989. Ages 11-14. "Desperate for a football player who can catch long passes, Coach Gardner recruits Jill Winston, a star from the girls' basketball team. As the season ends, Jill has to make a choice between boys' football and girls' basketball."

Get Set! Swim!, Jeannie Atkins, 32 pages, (\$15.95). "A young Hispanic girl learns the value of teamwork and family pride at her first big swim meet".

* The Girl Who Could Fly, William H. Hooks, Macmillian, 1995. Ages 7-10. "A most unusual girl impresses a group of boys and coaches their baseball team to success."

The Girls Strike Back: The Making of the Pink Parrots, Kathilyn Proboz, Little, Brown and Company, Waltham, MA, 1990. Ages 14 and up, 119 p., (\$3.50). When a group of junior high school girls in search of their own baseball team meet Ro, a baseball nut who happens to be the owner of the Pink Parrot Beauty Parlor, it's a match made in baseball heaven.

Going For The Gold: Shannon Miller, Septima Green, Avon Books, New York, NY, 1996. Ages 9-13, 76p., (\$4.50). A biography of Shannon Miller, two-time world champion and winner of five Olympic medals.

Goosebumps: Be Careful What You Wish For, R.L. Stine, Scholastic Inc., New York, NY, 1993. Ages 8-12, 121 p., (\$3.50). Samantha Byrd is a klutz. She's the laughing stock of the girls' basketball team. And that mean, rotten Judith Bellwood is making her life miserable on and off the court. But everything is about to change. Sam's met someone who can grant her three wishes.

Grandma's Baseball, Garin Curtis, Crown Publishers, Inc., 1990.

* The Gymnasts # 18: The New Coach?, Elizabeth Levy, Scholastic, 1991. Ages 9-11. "Eleven-year-old Lauren and her friends on the Pinecones gymnastics team take their sport seriously but not too seriously, an approach that their coach Patrick reinforces."

Heather Hits Her First Home Run, Ted Plantos, Black Moss Press, Windsor, Ontario, 1989. New reader, 21 p., (\$4.95). Although Heather doesn't actually hit a home run, she does manage to win the game for her team with a terrific hit that knocks in three runs. She fails to score "home" herself but it's a signal to her coach – and most of all to her – that it is possible for her to do it... maybe next year! Heather learns the value of perseverance and team spirit and she comes out a winner.

The Highest Hit, Nancy Willard, Harcourt Brace Jovanovich, New York, NY, 1978. Ages 8-12, 127 p. (\$3.95). Kate Carpenter Schmidt is determined to get herself into the Guinness Book of World Records. Meanwhile she's busy teaching her mother how to play baseball, collecting news for her neighborhood paper and getting in and out of trouble with the irrepressible Ursula Quinn. Kate has a lot of ambition – but life has a funny way of throwing curveballs just when everything seems under control.

The Hockey Girls, Scott Corbett, Dutton, 1976.

The Home Team: Of Mothers, Daughters, & American Champions, RuthAnn & Rebecca Lobo, Kodansha International, New York, NY, 1996. Ages 14 and up, 180p., (\$19.00). In alternating chapters, Rebecca, champion basketball player, and RuthAnn, her mother, reflect on the joys and sufferings of growing up female.

Horse Crazy, Horse Wise, Horse Shy, and others, Bonnie Bryant Hiller, Bantam, (a series of books on girls and horses).

I Love Softball, Barbara J. Berst, National Lilad Publishing, Richland, WA, 1985. Ages 8-12, 72 p., (\$4.25). A book like this can be a friend to a girl like you who loves softball. With this book, you will find out more about softball, your coach, your teammates...and yourself.

In These Girls, Hope Is A Muscle, Madeline Blais, The Atlantic Monthly Press, New York, NY, 1995. Ages 14 and up, 263 p., (\$19.95). The inspiring story of one season of the Lady Hurricanes, the Amherst, Mass. girls' high school basketball team.

* In Lane Three, Alex Archer, Tessa Duder, Houghton, 1989. Ages 13-14. "New Zealander Alexandra Archer wants to go to the 1960 Olympic Games in swimming. To succeed, she has to win a qualifying race against her rival Maggie Benton."

* In the Year of the Boar and Jackie Robinson, Bette Bao Lord, Harper, 1984. Ages 9-12. "It is 1947, and Shirley Temple Wong has just moved to New York from China. Everything is strange and worrisome, from the language to the food, from school to the stickball game that

other children play. Shirley befriends Mabel, who teaches her how to play stickball and how to appreciate baseball, especially Jackie Robinson of the Brooklyn Dodgers.”

Jackie Joyner-Kersey: Superwoman, Margaret J. Goldstein & Jennifer Larson, Lerner Publications Company, Minneapolis, MN, 1994. Ages 8-13, 52 p., (\$4.95). The story of U.S. National, World and Olympic champion track & field athlete Jackie Joyner-Kersey.

Jennifer Capriati, Mikki Morrissette, Sports Illustrated For Kids, Little, Brown and Company, Boston, MA, 1991. Ages 8-10, 58 p., (\$3.95). The story of Jennifer Capriati, the youngest American tennis player ever to turn pro.

Jennifer Capriati: Tennis Sensation, Margaret Goldstein, Lerner Publications, Minneapolis, MN, 1993. Ages 8-12, 55 p. The story of Jennifer Capriati, the youngest American tennis player ever to turn pro. Many photos.

Jill Trenary: The Day I Skated For The Gold, Jill Trenary and Dale Mitch, USFSA, 20 First Street, Colorado Springs, CO 80906, 1989. Ages 8-13. The story of U.S. National and World Champion figure skater Jill Trenary.

JoJo's Flying Side Kick, Brian Pinkney, Simon & Schuster, New York, NY, 1995. Ages 5-8, 30p., (\$15.00). Everyone gives JoJo advice on how to perform in order to earn her yellow belt in tae kwon do class, but in the end she figures it out for herself.

Judy Ford: World Champion Cowgirl, Greg Reeves, State House Press, Austin, TX, 1992. Ages 8-12, 46 p. The true story of a young cowgirl who loves horses, rodeos and the like. One who turned a dream of becoming a World Champion into reality through hard work, dedication and determination.

Junior Gymnasts: #1 Dana's Competition, Teddy Slater, A Little Apple Paperback, Scholastic Inc., New York, NY, 1996. Ages 7-10, 77p., (\$2.99). Dana is excited about her first meet and she wants to beat Amanda more than anything.

Junior Gymnasts: #2 Katie's Big Move, Teddy Slater, A Little Apple Paperback, Scholastic Inc., New York, NY, 1996. Ages 7-10, 77p., (\$2.99). Katie loves gymnastics but she is afraid to do any backward moves during her routines. Will she get over her fears or have to quit?

* Just for Kicks, Paul Baczewski, Lippincott, 1990. Ages 11-14. “Brandon manages his high school football team. The only thing the team needs to be really competitive is a kicker, and Brandon knows just the person to do the job: His sister Sarah.”

Katie Kicks Off, Gibbs Davis, Bantam Skylark Books, New York, NY, 73 p., Ages 6-9, 1994, (\$3.25). When several members of the Never Sink Nine baseball team decide to sign up for soccer, Walter Dodd is glad that he's been assigned to the Plunger's team. Katie Kessler is on that team and she can run faster and kick harder than anyone else on the soccer field. But right before the Plungers' first game against the Crushers, Katie says she wants to drop out. Can the Never Sink Nine get Katie to change her mind before their first season goes down the drain? One of a series of books about the Never Sink Nine including two more that feature girls in sports — Major-League Melissa and Christy's Magic Glove.

Katy Steding: Pro-Basketball Pioneer, Sara Gogol, Lerner, Minneapolis, MN, 1998. Ages 10 and up, 64 p., (\$5.95). A biography of the young woman who played at Stanford University and on the 1996 Olympic gold medal basketball team and is now a member of the Portland Power.

Koala Lou, Mem Fox, Harcourt Brace Jovanovich, New York, New York, 1988. New readers, 30 p., (\$13.95). The story of a baby girl koala bear who takes up running.

Kristi Yamaguchi: Artist on Ice, Shibhan Donohue, Lerner Publications Company, Minneapolis, MN, 1994. Ages 8-13, 64 p., (\$4.95). The story of U.S. National, World and Olympic Champion figure skater Kristi Yamaguchi.

The Little Gymnast, Sheila Haigh, Scholastic, Inc., New York, NY, 1962. Ages 8-12, 135 p. (\$2.95). The story of a young female gymnast, Anda, who has the talent and the desire to be a champion. There's only one thing standing in her way — money. She needs to get a scholarship to keep training because her parents can't afford any more lessons.

Living the Dream, Dot Richardson with Don Yaeger, Kensington Books, 1997. Young Adult, 180 pages, (\$19.95). A behind-the-scenes look at the quest of Dot Richardson to excel in softball and life.

* Louanne Pig, Nancy Carlson, Carolhoda, 1985. Ages 3-7. "In this sweet story, Louanne decides to try out for the cheerleading squad, while her smaller friend Annie wants to try out for the football team. The tidy, colorful pictures suit this story about characters who find the activity that suits them best, regardless of stereotypes."

* Little Sure Shot: The Story of Annie Oakley, Stephanie Spinner, Random House, 1993. Ages 6-9. "This biography introduces the fascinating character known as Annie Oakley. The chapters follow her throughout her childhood, when she learned to shoot and sold game to support her family."

Michelle Kwan: Champion on Ice, Kimberly Gatto, Lerner, Minneapolis, MN, 1998. Ages 10 and up, 64 p., (\$5.95). Follow the inspirational story of her climb to the top- from winning her first competition, to becoming the Olympic Festival's youngest skating champion at age 13, to achieving her current success.

Michelle Kwan: Heart of a Champion, Michelle Kwan as told to Laura James, Scholastic, 1997. Ages 10-14, 151 p. (\$14.95). Autobiography of a champion female figure skater prior to the 1998 Olympic Games.

* Molly Maguire: Wide Receiver, Ann Sullivan, Avon, 1992. Ages 9-11. "Molly Maguire is a fifth grader who loves to climb trees and build forts and rafts. She'd rather be throwing a football around with her neighbor Mr. Brewer than going to the mall with her best friend. The thorn in her happy life is Jason, the boy who sits behind her in class and teases her endlessly. An excellent runner and receiver on the recreation football team, she wins the respect of the other players, including Jason."

My Mom is a Runner, Gallapher Reimold, Abingdom Press, 1981.

Nancy Lieberman: Basketball's Magic Lady, Betty M. Jones, Harvey House Publishers, New York, NY, 1980. Ages 14 and up, 74p. Biography about the former number one draft pick of the Women's Professional Basketball League.

* Never Say Quit, Bill Wallace, Holiday, 1993. Ages 11-13. "Three girls and four boys, rejected from the school team for social reasons, decide to start their own team."

* Olympic Black Women, Martha Ward Plowden, Pelican, 1995. Ages 11-14. "A collective biography of black women who have participated in the Olympic Games."

Play Ball, Amelia Bedelia, Peggy Parish, Harper Trophy, New York, NY, 1972. New reader, 64 p., (\$3.50). The lovable, hilarious Amelia Bedelia is back, filling in for a sick player on the Grizzlies baseball team. Watch out – because nobody plays ball like Amelia Bedelia.

* Playing Marbles, Julie Brinkloe, Morrow, 1988. Ages 3-6. “With an invitation to play marbles from a girl, three boys decide they will play a game with her in order to make her go away. It is a pleasure to see girls challenging boys and her holding her own in a domain the boys think belongs to them.”

Queen of the Negro Leagues: Effa Manley and the Newark Eagles, James Overmyer, Scarecrow Press, Lanham, MD, 1998. Ages 14 and up, 297 p., (\$16.95). In a time when white men dominated the ranks of sports executives, Effa Manley was a trailblazer. A hard-headed businesswoman derided as a mere “glamour girl,” she turned the Newark Eagles into the pride of the community.

Race Across Alaska: First Woman to Win the Iditarod Tells Her Story, Libby Riddles and Tim Jones. Available from the National Women's History Project, 7738 Bell Rd., Windsor, CA 95492. Ages 14 and up. Riddles set new records for the Iditarod sled dog race, a grueling 1200 mile race across Alaska during blizzards, over mountains and in -40 degree weather. Her day-by-day account will leave you breathless!

* Racing in Her Blood, Millys N. Altman, Lippincott, 1980.

* The Real Me, Betty Miles, Knopf, 1974. Ages 9-12. “Barbara Fisher has been told she can not enroll in tennis or Physical Education or take over her brother’s newspaper route simply because she is a girl. Barbara learns how to speak for what she believes in, without expecting everyone to agree with her.”

Red-Hot Hightops, Matt Christopher, Little, Brown and Company, Boston, MA, 1987. Ages 10-14, 148 p., (\$3.95). When Kelly Roberts plays basketball at home with her friend, Ester, she's a whiz, but as soon as she faces a crowd, she freezes. One day Kelly finds a brand-new pair of red Hightops in her locker. They fit her perfectly, and whenever she wears them her teammates tell her she plays a better game. She is reluctant to believe them at first, but soon even she has to admit that the sneakers have a strange, almost overpowering, effect on her. Could the mysterious Hightops somehow be hexed?

* Riding for My Life, Julie Krone and Nancy Ann Richardson, Little, Brown, 1995. Ages 12-14. “Jockey Julie Krone has excelled in a world dominated by men and become the “winningest” female jockey ever. This autobiography reveals that she has earned her success through relentless hard work and perseverance.”

Rivers Running Free: Canoeing Stories by Adventurous Women, Judith Niemi and Barbara Waser, Seal Print Feminist Pub., 1987. 287 p., (\$14.95).

* Run for Your Life, Marilyn Levy, Houghton, 1996. Ages 13-14. “Based on a true story, this compelling novel follows the fate of a girls’ track team at a community center in Oakland, California.”

* Ruth Marini of the Dodgers, Mel Cebulash, Lerner, 1983.

The Saddle Club: Wild Horses, Bonnie Bryant, Skylark Books, 1996. Ages 9-12, 131 p. (\$3.99). Lisa is enrolled in fancy boarding school far away from her friends, the Saddle Club, and her favorite horse, Prancer.

Sally Ride: Shooting for the Stars, Jane Hurwitz with Sue Hurwitz, Fawcett Columbine, 1989. Ages 9-12, 115 p., (\$4.99). Profiles the life of America's first woman astronaut to fly in space. Join Sally's astronaut training and witness her breathtaking view of earth from 184 miles out in space, while traveling at over 17,400 miles per hour.

Sarah's Boat: A Young Girl Learns the Art of Sailing, Douglas Alvord, Tilbury House Pub., Gardiner, Maine, 1994. Young readers, 48 p., (\$16.95). Young readers will love unsinkable Sarah and share the triumph of her voyage into young adulthood. Along the way they'll learn, with Sarah, some of the basics of sailing. Sweeping full-color illustrations help tell the tale.

Shannon Miller: America's Most Decorated Gymnast, Krista Quiner, Bradford Book Company, 1997. Ages 10-14, 234 p. (\$11.95). A biography of the seven-time Olympic medalist including photographs.

Shannon Miller: My Child, My Hero, Claudia Miller, University of Oklahoma Press, Norman, Oklahoma, 1999. Ages 14 and up, 320 p., (\$19.95). A biography of Shannon Miller by her mother. Includes photographs.

Silver Blades (series), Melissa Lowell, Skylark Books. Ages 9-12, approximately 150 p. each. The adventures of four friends and talented skaters who want to someday compete in the Olympic Games, a series that includes: Breaking the Ice, Center Ice, The Competition, Going for the Gold, In the Spotlight, More than Friends, Natalia Comes to America, Now or Never, On the Edge, The Perfect Pair, Rinkside Romance, Rival Roommates, Rumors at the Rink, Skating Camp, A Surprise Twist, and Wedding Secrets.

* Soccer Game!, Grace Maccarone, Scholastic, 1994. Ages 3-7. "A story of girls and boys playing soccer together. The pictures clearly show girls enjoying a team sport and boys treating them as full-fledged teammates and opponents."

Soccer Stars (series), Emily Costello, Skylark Books. Ages 8-12, (\$3.99). Meet the Soccer Stars, seven girls who love to play soccer! This series includes Against the Rules, Best Friend Face-Off, Foul Play, and On the Sidelines. Each book contains a special soccer tip section!

Something Queer at the Ball Park, Elizabeth Levy, Delacorte Press, New York, New York, 1975. Young readers, 42 p., (\$3.50). Jill is a terrific baseball player, but slips into a slump when her lucky bat disappears. Follow her path to solving the disappearance.

Sports Pages, Arnold Adoff, Harper & Row, 1990. A collection of poems about sports. (It's about boys' and girls' reactions and feelings during competition).

Steffi Graff, Laura Hilgers, Little, Brown and Company, 200 West Street, Waltham, MA 02254, 1990. Ages 8-12. From her school days in West Germany to Centre Court at Wimbledon, here's the inspirational and exciting biography of one of today's most extraordinary athletes. Photographs.

* Susan Butcher: Sled Dog Racer, Ginger Wadsworth, Lerner, 1994. Ages 8-10. "Susan Butcher is a remarkable woman who became dominant in dogsled racing. The text touches on her background, then details the ups and downs of each race she entered."

Take Me Out to the Ballgame, Maryann Kovalski, Scholastic Inc, New York, New York, 1992. New Readers, 30 p., (\$14.95). Jenny and Joanna love baseball, and Grandma's always game for an adventure.

Tara and Michelle: The Road to Gold, Wendy Daly, Random House, NY, 1997. Ages 8-11, 114 p., (\$3.99). Meet Tara and Michelle, the figure skating world's reigning ice princesses!

Tara Lipinski: Triumph on Ice, Tara Lipinski as told to Emily Costello, Bantam, 1997. Ages 10-14, 116 p. (\$15.95). The autobiography of Tara Lipinski prior to her 1998 Olympic gold medal winning performance.

Teenage Fitness, Bonnie Prudden, Ballantine Books, 1988. 388 p., (\$15).

* Tell Me If Lovers Are Losers, Cynthia Voigt, Atheneum, 1982. Ages 12-14. "Set at a New England women's college in 1961, this is the story of Ann Gardner, her two freshman roommates, and their volleyball team."

* There's a Girl in My Hammerlock, Jerry Spinelli, Simon & Schuster, 1991. Ages 10-13. "Although Maisie tries out for the wrestling team because she has a crush on one of its members, she finds she loves wrestling."

* Top Ten Tennis Players, Denis J. Harrington, Enslow, 1995. Ages 9-12. "A collective biography which includes 10 top tennis legends past and present."

* Who Let Girls in the Boys' Locker Room?, Elaine Moore, Troll, 1994. Ages 10-13. "Michelle has a great love for basketball. She has a Michael Jordan poster in her room, she plays on the community center team, and she plans to play on the junior high girls' team. But when school starts budget cuts have forced the boys' and girls' teams to merge into a co-ed team."

A Whole New Ball Game: The Story of the All-American Girls Professional Baseball League, Sue Macy, Puffin Books, New York, NY, 1995. Ages 10-14, (\$4.99). During World War II, a unique group of athletes took the field – the All-American Girls Professional Baseball League. Illustrated with black and white photos.

Wilma Rudolph: Champion Athlete, Tom Biracree. Available from the National Women's History Project, 7738 Bell Rd., Windsor, CA 95492. Ages 8-14. Stricken with polio as a child and unable to walk until she was 11, this courageous child, with the help of her family, not only recovered fully, but went on to win several Olympic gold medals.

Wilma Unlimited: How Wilma Rudolph Became the World's Fastest Woman, Kathleen Krull, Harcourt Brace & Company, San Diego, CA, 1994. Ages 7-10, 36p. (\$16.00). A biography of the African American woman who overcame crippling polio as a child to become the first woman to win three gold medals in track in a single Olympics.

Winning Ways: A Photohistory of American Women in Sports, Sue Macy, Holt, 1996. Ages 11-14.

Winning Women: Eight Great Athletes and Their Unbeatable Stories, Fred McMane and Cathrine Wolf, a Sports Illustrated For Kids book, Bantam Books, New York, NY, 1995. Ages 8-12, 109 p. (\$3.99). The biographies of Oksana Baiul, Shannon Miller, Julie Krone, Gail Devers, Bonnie Blair, Steffi Graf, Teresa Edwards and Nancy Lopez.

Women Who Dared, Valjean McLenighan. Available from the National Women's History Project, 7738 Bell Rd., Windsor, CA 95492. Ages 9-14. Exciting biographies of six women who stepped outside of "ladylike behavior" to find adventure and satisfaction in unusual careers and accomplishments. Includes Janet Guthrie, race car driver; Diana Nyad, marathon swimmer; Annie Smith Peck, mountain climber.

Young Amelia Earhart: A Dream to Fly, Susan Alcott, Troll Associates, 1992. New readers, 32 p., (\$2.95). A simple biography of the pilot who became the first woman to fly solo across the Atlantic Ocean.

Zanballer, R.R. Knudson, Harper & Row, New York, NY, 1977. Ages 12 and up, (\$6.95). Zan Hagan and her friends create their own football team. The team, Catch 11, faces discrimination, hassling, and heckling but manages to keep cool even when the chauvinists descend en masse. The girls learn to love the game and in the end, beat the boys' junior varsity team in a game.

Zanbanger, R.R. Knudson, Harper & Row, New York, NY, 1977. Ages 12 and up, 162 p. (\$6.95) Zan Hagan manages to play successfully on the boys' high school basketball team. To do this, she first has to win a physical battle with herself by getting in shape, then a legal battle in court, and finally a psychological battle against both the boys on her own team as well as the opposing teams.

Zanboomer, R.R. Knudson, Harper & Row, New York, NY, 1978. Ages 12 and up, 183 p., (\$6.95). Zan Hagan loves playing baseball but finds herself unable to play after she injures her shoulder. She turns to running as an activity and learns about the loneliness of competing without teammates. She discovers new satisfaction as she learns to exert herself for herself in running.

Zina Garrison, ACE, A.P. Porter, Lerner Publications Company, 1991. 64 p., (\$4.95). The story of tennis champion, Zina Garrison.

To read about current girls and women in sports get a subscription to *Sports Illustrated for Kids*, Times/Warner, P.O. Box 830609, Birmingham, AL 35283. (12 issues for \$18.95). This magazine covers sports for both boys and girls, ages 9-14.

You can also become a junior member of the Women's Sports Foundation for \$20. Included in your membership is a membership T-shirt, pin and a subscription to the junior newsletter, *SportsTalk* (4 issues/year). For more information, call the Women's Sports Infoline at 1-800-227-3988.

GIRLS' AND WOMEN'S SPORTS FACTS

BENEFITS & BARRIERS

- Teenage female athletes are less than half as likely to get pregnant as female non-athletes (5% and 11%, respectively), more likely to report that they had never had sexual intercourse than female non-athletes (54% and 41%, respectively), and are more likely to experience their first sexual intercourse later in adolescence than female non-athletes. (The Women's Sports Foundation Report: Sport and Teen Pregnancy, May 1998)
- Women who are active in sports and recreational activities as girls feel greater confidence, self-esteem and pride in their physical and social selves than those who were sedentary as kids. (Miller Lite Report, 1985; Melpomene Institute, 1995)
- Daily physical education in primary school appears to have a significant long-term positive effect on exercise habits in women. They are more active as they age. (Medicine & Science in Sports & Exercise, Jan 1999, 31, #1, pp. 105-110)
- Exercise and sport participation can be used as a therapeutic and preventative intervention for enhancing the physical and mental health of adolescent females. It also can enhance mental health by offering them positive feelings about body image, improved self-esteem, tangible experiences of competency and success and increased self-confidence. (Physical Activity & Sport in the Lives of Girls, PCPFS, 1997)
- Physical activity appears to decrease the initiation of high-risk health behavior in adolescents girls. According to a 1995 survey of boys and girls ages 12-16, female adolescents high in leisure time physical activity are significantly less likely to initiate cigarette smoking than those in moderate and low leisure time activity groups. (Aaron, et al., Medicine and Science in Sports and Exercise, 1996; 27, 1639-1645)
- Research suggests that girls who participate in sports are more likely to experience academic success and graduate from high school than those who do not play sports. (Women's Sports Foundation, 1989)

- High school girls who play sports are more likely to do well in science. (Hanson, S.L. and Kraus, R.S. (1998). Women, sports, and science: Do female athletes have an advantage? Sociology of Education, 71, 93-110)
- A ten-year follow-up study of 96 postmenopausal women who had started a walking-for-exercise program in an earlier study and 100 postmenopausal women who hadn't started an exercise walking program suggest that making walking part of your exercise plan may increase your overall activity level, which in turn may increase health benefits you reap. Women who walked for exercise were more likely to report participating in other sports and types of exercise, rated their health better, and had lower rates of chronic disease than women who had not started a regular routine. (Archives of Internal Medicine, Aug 10-24, 1998, 158, #15, pp. 1695-1701)
- In a study of 1,224 Finnish men and women over the age of 65, the most frequently cited motives for participating in exercise activities were health promotion (80%), social reasons (40-50%), psychological reasons (30%), personal satisfaction (15-40%), and referral by health care provider (5-19%). The most commonly cited barriers to participation were lack of interest (26-28%), poor health (19-38%), feeling no need to participate (4-9%) and distance to exercise facilities (5%). There were no gender differences in either motives or barriers cited. (Hirvensalo, M., Lampinen, P., & Rantanen, T. (1998). Physical exercise in old age: An eight-year follow-up study on involvement, motives, and obstacles among persons age 65-84. Journal of Aging and Physical Activity, 6, 157-168)
- In a 1997 study of collegiate women athletes and non-athletes, athletes reported having more physically active parents than non-athletes. (Journal of Sport & Exercise Psychology, December 1997, 19, #4, pp. 435-436)
- Women student-athletes graduate at a significantly higher rate (68%) than women students in general (58%). (1997 Division I NCAA Study on Graduation Rates, 1997)
- Half of all girls who participate in some kind of sports experience higher than average levels of self-esteem and less depression. (Colton & Gore, Risk, Resiliency, and Resistance: Current Research on Adolescent Girls, Ms. Foundation, 1991)
- Although the relationship between breast cancer and exercise remains unclear, analysis of all the studies on exercise and breast cancer to date suggests that recreational physical activity may decrease a woman's chance of developing breast cancer – especially if the most recent, best-designed studies are weighted more heavily. (Menopause, 1996, 3, #3; pp. 172-180)
- One to three hours of exercise a week over a woman's reproductive lifetime (the teens to about age 40) may bring a 20-30% reduction in the risk of breast cancer, and four or more hours of exercise a week can reduce the risk almost 60%. (Journal of the National Cancer Institute, 1994)
- 87% of parents accept the idea that sports are equally important for boys and girls. (The Wilson Report, 1988)
- Women who exercise weigh less, have lower levels of blood sugar, cholesterol, triglycerides and have lower blood pressure than non-exercising women. They also report being happier, believe they have more energy and felt they were in excellent health more often than non-

exercising women. Exercisers also miss fewer days of work. (American Journal of Health Promotion, 1996; 10:171-174)

- With enough strength training, women can lift, carry and march as well as men, according to Army researchers. They say 78% of female volunteers they tested could qualify for Army jobs considered “very heavy,” involving the occasional lifting of 100 pounds after six months of training 90 minutes, five days a week. (Morning Call, 1996 Jan. 30:A1, A5)
- Women who practice the same well-designed strength training programs as men benefit from bone and soft-tissue modeling, increased lean body mass, decreased fat, and enhanced self-confidence. (Physician and Sportsmedicine, May 1998; 26: #5; 86-97)
- High school sports participation may help prevent osteoporosis (loss of bone mass). Bone density has been shown to be an important factor in preventing osteoporosis from occurring in the first place. Purdue University researchers found that of minimally-active women aged 18-31, those who had participated in high school sports had a significantly greater bone density than those who had not. (Teegarden, Proulx, et al. (1996), Medicine and Science in Sports and Exercise, 1996; vol 28, pp 105-113)
- The potential for some girls to derive positive experiences from physical activity and sport is marred by lack of opportunity, gender stereotyping and homophobia. (Physical Activity & Sport in the Lives of Girls, PCPFS, 1997)

FITNESS

- Levels of obesity among children and adolescents rose an average of 54% over a 15-year period. A general decline in physical activity was cited as one of the primary reasons. (American Journal of Disabled Children, 1987; 141:535-540)
- Only one state, Illinois, mandates daily physical education for school children K-12 (AAHPERD, 1997). Daily enrollment in physical education classes dropped from 42% to 25% among high school students between 1991 and 1995. (Physical Activity and Health: A Report of the Surgeon General, 1996)
- As many as 25% of children and 30% of adults in the United States may be obese. (Pediatric Review, 1989; 11:43-45) According to recent reports (Klin. Pediatrics, 1990; 202:60-72), obesity has assumed near epidemic proportions in the United States, particularly among school-aged children. The combination of diet and exercise has been shown to be superior to diet alone in treating obesity in children. (J. Pediatrics 1985;107:358-361, Addict Behavior, 1980; 5:371-388, Psychol. Bull. 1982; 91:51-79)
- Fewer high school girls meet the standards for vigorous physical activity and strengthening exercises than boys. The gender difference for vigorous physical activity is 18.8% (72.3% vs. 53.5%). There is also a decline in physical activity with increasing age. This trend is more dramatic for girls than for boys. For example, between 9th and 12th grades the percentage of boys meeting the vigorous physical activity standard set by the President’s Council on Physical Fitness and Sports (activities that cause sweating and hard breathing for at least 20 minutes on three or more of the days preceding the survey) declines by 10%, but for girls the decline is 23%. (U.S. Government, Youth Risk Behavior Survey, 1997)
- The National Osteoporosis Foundation (NOF) estimates that 23 million women are affected by osteoporosis or have low bone mass in the U.S. (1996 and 2015 Osteoporosis Prevalence Figures: State by State Report. Washington, DC: NOF; 1997, p.1). Nearly 40%

of women over the age of 50 will develop an osteoporitic fracture (Osteoporosis. San Diego, CA: Academic Press, Inc.; 1996, p.431). This is an \$11 billion annual cost (Journal of Bone Mineral Research, 1997; 12:24-35). There is substantial evidence that weight-bearing exercise, e.g., walking, increases bone mass. (Gyn: Current Prob 5, July 1982)

- More than 60 percent of adult women do not do the recommended amount of physical activity (30 minutes of moderate activity daily). (Surgeon General's Report on Physical Activity and Health, 1996)
- More women (27%) than men (17%) have no leisure physical activity, and among those age 80 or older, 74% of women and 58% of men report little or no physical activity. (Archives of Internal Medicine, January 1996)
- According to a study of 2,993 women, older women who exercise tend to be motivated toward physical activity by expectations of benefit to their health and longevity. Inactive women tend not to have the self-confidence, skill and experience with physical activity that active women do. (Melpomene Journal, Fall 1997, Vol. 16.#3, pp. 23-28)

MINORITIES

- African-American and Latina/Hispanic teenage female athletes experience significantly reduced rates of pregnancy than female non-athletes. (The Women's Sports Foundation Report: Sport and Teen Pregnancy, May 1998)
- A recent University of Arizona study of black and white adolescent girls suggests most black girls are happy with their size (70%), while most white girls are not (90%). Black girls were also found to be less focused on weight loss than white girls (52% versus 61%). (Heart & Soul, December-January 1996, 44-48)
- The percentage of black and hispanic high school girls (41.3% and 49.9% respectively) meeting the vigorous physical activity standard set by the President's Council on Physical Fitness and Sports (activities that cause sweating and hard breathing for at least 20 minutes on three or more of the days preceding the survey) is lower than that of white girls (58.4%). (U.S. Government, Youth Risk Behavior Survey, 1997)
- The Women's Sports Foundation Report: Minorities in Sports (1989) reported that girls derive as many benefits from sports as boys and that Hispanic female athletes receive special benefits. They were more likely than their non-athletic peers to score well on achievement tests, stay in high school, attend college and make progress towards a bachelor's degree.
- Minority women comprise 2.3% of all women's sports head coaches in the NCAA and twice as many black or minority men coach women's teams as black or minority women (331 vs. 158). (Racial Report Card, 1997)
- Outside of basketball and track, only 5% of college female athletes receiving aid in 1996 were blacks. (NCAA, 1997)
- African-American women have not been represented proportionately among the increasing numbers of female athletes. By 1980, African-American women represented only 6-8% of all women athletes; this was less than their proportion in the general population. Although African-American women were over-represented in certain sports, such as basketball and

track and field, they were almost completely absent from other sports, such as tennis and swimming. (Abney, R., & Richey, D.L. (1992). Opportunities for minority women in sport: The impact of Title IX. JOPERD 63(3), 56-59)

- Despite the high profile of a few successful black athletes, minorities continue to be greatly underrepresented in the ranks of physical education teachers, coaches and administrators in the U.S. (Birrell, S. (1988). Discourses on the gender/sport relationship. Exercise and Sport Science Reviews 16, 459-502 and Smith, Y. (1992). Women of color in society and sport. Quest 44, 228-50)
- 93.5% of all NCAA athletic directors of women's programs are white, non-hispanic, even though only about 76% of the student body is white, non-hispanic. ("Status of Minorities in Women's Intercollegiate Athletics-1994", L.J. Carpenter & R.A. Acosta, Brooklyn College, Unpublished manuscript)
- Black female student-athletes in NCAA Division I are graduating at a far higher rate (59%) than black females in the general student body (42%). (NCAA Study on Division I Graduation Rates, 1997)

DISABLED SPORTS

- Virtually no varsity athletic opportunities are offered to the physically disabled despite the fact that over 10% of the college student population have disabilities. (Association For the Disabled, 1992)
- Opportunity, not choice, may limit physical activity in women with physical disabilities (Henderson & Bedini (1995). Research Quarterly for Exercise and Sport, 66, 151-161)
- Of the 191 competitors at the 1990 World Championships for disabled skiers, only 36 were women. (Simmons, P. 1992 Disabled Women in Sports. Outdoor Woman 2, 7-9)
- Of the 90 countries participating in the 1992 Paralympics, 30 brought no female athletes or staff. Of the U.S. delegation, 39.5% were female athletes (Sherrill, C. (1993) Women with disability, Paralympics and reasoned contact theory. Women in Sport & Physical Activity Journal 2(2), 54)
- Differently-abled children are almost three times as likely to be sedentary as their able-bodied peers (29% vs. 10%). Physical activity levels among disabled kids in this study generally decreased during adolescence after peaking between 10-12 years of age (Longmuir & Bar-Or (1994). Pediatric Exercise Science Vol. 6, 168-177)
- Approximately 1/3 of the athletes with disabilities participating in international competitions are women. (DePauw, K. & Garron, S., 1995)

MEDIA COVERAGE

- In ESPN's list of the top 100 athletes of the 20th century, only 3 women are listed from number 51-100. (#59 Billie Jean King, #69 Bonnie Blair, #64 Althea Gibson) The rest of the list is being revealed each week during 1999. (ESPN, 1999)
- Women-only sports stories account for only 3.5% of all sports stories in a study of four newspapers: USA Today, the Boston Globe, the Orange County Register and the Dallas Morning News. Stories focusing on men's sports outnumbered stories addressing women's

sports by a ratio of 23 to 1. (Coverage of Women's Sports in Four Daily Newspapers, Amateur Athletic Foundation of Los Angeles, 1991)

- In a study at Vanderbilt University, researchers found that men received 82% of all sports coverage and women received 11% with 6% covering both genders in three newspapers: The Tennessean, USA Today, and The New York Times. (Coaching Women's Basketball, January/February 1997)
- 94% of Los Angeles television news sports coverage goes to men's sports. Women's sports get 5% and gender neutral topics 1%. (Gender Stereotyping in Televised Sports: A Follow-up to the 1989 Study, Amateur Athletic Foundation of Los Angeles, 1994)
- Gender was verbally, visually and graphically marked (e.g. "Women's National Championship") an average of 110 times a game in women's basketball in 1994, nearly double the rate of gender marking in the 1989 women's games. By contrast, gender was almost never mentioned in men's basketball games. (Gender Stereotyping in Televised Sports: A Follow-up to the 1989 Study, Amateur Athletic Foundation of Los Angeles, 1994)
- In 53 weeks of Sports Illustrated (1996), four women were awarded cover shots. The first three could be characterized as sensationalism (the infamous swimsuit issue, bloodied boxing newcomer Christy Martin and Cincinnati Reds owner Marge Schott) and the last was the Olympic preview issue that featured women from the U.S. Basketball Team. In 1997, three women made the cover, a swimsuit model, Venus Williams and Jamilla Wideman, who shared the cover with her father. In 1998 four women were on the cover, a swimsuit model, Michelle Kwan, Pat Summit and Chamique Holdsclaw. (Women's Sports Foundation research, 1997-1999)
- The Australian paper the Herald Sun created a 200 Greatest Sports Stars top 50 list which included only 8 women (#3 Dawn Fraser, #5 Margaret Court, #6 Betty Cuthbert, # 9 Shane Gould, #14 Heather Mckay, #18 Evonne Cawley, #30 Marjorie Jackson, #34 Shirley Strickland). (Herald Sun, Nov. 21, 1998)
- In sharp contrast to the media coverage given to males, female athletes are trivialized and devalued. (Kane, M.J., & Parks, J.B.(1992). Women in Sport & Physical Activity Journal , Vol. 1, No.1)
- In the past two years, several women's sports publications have been announced, including Sports Illustrated Women/Sport, Condé Nast Sports For Women, Jump magazine, and Amy Love's Real Sports. However, Sports Illustrated Women/Sport published only two 1997 issues, no 1998 issues and didn't re-launch until spring 1999; Condé Nast Sports for Women purchased Women's Sports + Fitness and changed its name to Condé Nast Women's Sports and Fitness; and Living Fit and Heart and Soul have ceased publication. (Women's Sports Foundation, 1999)
- Only four women made the list of Sport Magazine's *Players of the Half-Century* – Billie Jean King (#12), Martina Navratilova (#22), Chris Evert (#33) and Jackie Joyner-Kersey (#36). (Sport, September, 1996)
- In TV Guide's list of *TV's 50 Greatest Sports Moments*, only 3½ featured women –Torvill & Dean's Gold medal winning performance at the 1984 Olympic Winter Games (#10), Kerri Strug's courageous vault at the 1996 Atlanta Games (#14), Bonnie Blair's history-making performance at the 1994 Olympic Games, becoming the first U.S. woman Olympian in any

sport to win more than four gold medals (#20) and Joan Benoit's victory in the first Olympic marathon for women in 1984 (#26). (TV Guide, July 11-16, 1998)

PARTICIPATION

Pre-Adolescent

- For girls in the 6 to 11 age group the number of frequent participants (2 or more times per week) in 15 vigorous sports has increased 86% since 1987 (from 2 million to 3.8 million). The percentage of girls aged 6 to 11 who participated frequently rose from 20.4% to 32.4%. Frequent participation by boys 6 to 11 also increased sharply during the same period. The number of participants rose 57% from 3.8 million to 5.95 million. The number of boys 6 to 11 who participated frequently in sports increased from 36% to 49%. (Gaining Ground: A Progress Report on Women in Sports, SGMA, 1998)
- 76.3% of girls aged 9-12 cited "fun" as the primary reason to be physically active. (Melpomene Journal, Autumn 1992, 11, No. 3, p. 22)
- Of girls aged 9-12, 84.2% listed themselves as self-motivators. 76.3% receive additional motivation from their mothers and 57.9% are also motivated by their fathers or friends. (Melpomene Journal, Autumn 1992, 11, No. 23)
- Increased physical activity results in increased self-esteem for pre-adolescents. (Melpomene Journal, Autumn 1992, 11, No. 2)
- If a girl does not participate in sports by the time she is 10, there is only a 10% chance she will participate when she is 25. (Linda Bunker, University of Virginia, 1989)
- Children, especially females, who receive positive reinforcement for sport participation are more likely to become involved in sports than those who receive neutral or negative messages. (Greendorfer S., 1987, Psychology of Women Quarterly, 11, 327-340)
- In picture books for young readers, girls and women are much less frequently portrayed participating in sports activities than males. Young girls have at least two-thirds fewer same-sex literary role models for their participation in sports than young boys. Out of 105 books surveyed, only 28 encouraged girls to participate in sports. (Melpomene Journal, Autumn 1993, Vol. 12, No. 3)
- According to a study by the Center for the Study of Sports in Society (CSSS), girls in the Boston urban area have one-sixth the sports opportunities that girls in the suburbs have. (CSSS, 1998)

High School

- Participation for girls is at a record level at 2,570,333, an increase of 98,290. Boys' participation also is up, standing at 3,763,120, an increase of 56,895. (National Federation of State High School Associations (NFSHSA), 1998)
- In the New York City public school system, 155 of 165 high schools have some girls' sports programs, but 45 of them offer 3 or fewer. About 18,000 of the system's 40,000 student-athletes are girls. There are 152,000 girls in the schools. (New York Times, Jan. 14, 1999)

- In 1971, 1 in 27 girls participated in high school sports. In 1998, that figure was 1 in 3. For boys, the figure has remained constant at 1 in 2. (Women's Sports Foundation calculation based on NFSHA and Department of Education statistics)
- According to the National Federation of State High School Associations (NFSHA), basketball remains high school girls' most popular sport, followed by outdoor track and field, volleyball, fast-pitch softball, and soccer. More than 16,000 high schools (out of a total of 20,000) have girls' basketball teams. (NFSHSA, 1998)
- According to the American Basketball Council, 13.74 million females aged six and over played basketball in 1997, a 25% increase over the 11 million found in 1987, the first year the study was conducted. (American Basketball Council/American Sports Data, 1997)
- The Soccer Industry Council of America estimates that 7.2 million females participated in soccer in 1996. Approximately 40% of U.S. soccer players are girls and women. (Soccer Industry Council of America, 1997)
- 30.6% of high school freshman girls participate in sports. That percentage drops to 17.3% by their senior year. (U.S. Department of Health: Youth Risk Behavior Survey, 1990)
- In 1997-98, 779 girls played football, 1,907 wrestled and 1,262 played baseball on high school teams in the U.S. (NFSHA, 1998)
- In 1996 11.2 million females played softball and 2.8 million females played baseball. (SGMA, 1997)
- Girls and women make up 84% of competitive gymnasts in the U.S. (USA Gymnastics, 1997)
- The number of girls playing high school softball in this decade has increased by 37%. Between 1992 and 1996 the number who played softball on an organized youth team increased from 1.3 million to 1.85 million, a jump of 42 %. (SGMA, 1997)
- In 1997, the Office of Civil Rights (OCR) received 83 complaints under Title IX relating to sports programs at elementary and secondary schools, the most received in a single year since the agency began collecting data. (OCR The School Administrator, November 1998)
- In 1994 Minnesota declared women's ice hockey a varsity sport on the high school level; by the 1997 season, 67 teams registered to play. (USA Hockey, 1998)
- About 14% of young people report no recent vigorous or light-to-moderate physical activity. This indicator of inactivity is higher among females than males and among black females than white females. (Physical Activity and Health: A Report of the Surgeon General, 1996)

MANUAL EVALUATION FORM

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