

Gender Equity in Coaching



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National
Coaching
Certification
Program

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PREFACE

Coaching happens in a social context, which means that coaches constantly address issues that pervade all society. Gender equity is one such issue. Leaders in other areas have already indicated that the time is long overdue for gender equity in all aspects of Canadian society.

As part of our commitment to continual improvement in the quality of our products and services, the Coaching Association of Canada welcomes the opportunity to address the issue of gender equity in sport. This handbook is our first attempt to help Course Conductors in the National Coaching Certification Program (NCCP) feel more comfortable discussing gender equity in NCCP courses and other learning situations.

This handbook is designed to be a starting point rather than a comprehensive text. As with all educational tools, its value lies in the commitment of Course Conductors and Master Course Conductors to explore the issue further through personal research and discussions with others in amateur sport and related fields.

The “Coaching Code of Ethics” states that the coach must act in the best interest of the athlete’s development as a whole person. Course Conductors can contribute significantly to the attainment of this principle by helping coaches make gender equity a reality—both in coaching and in amateur sport in general.

Geoff Gowan
President, Coaching Association of Canada





INTRODUCTION

This handbook is for National Coaching Certification Program (NCCP) Master Course Conductors and Course Conductors who are involved in training coaches. It has been developed as a result of requests for information about how to deal with gender-related issues in NCCP courses.

The purpose of this handbook is to provide NCCP Course Conductors with

- ◆ useful background information about gender equity, and
- ◆ learning activities for use in NCCP courses and other situations involving coaches and athletes.

There are two major sections in this handbook. The first section, *Understanding Gender Equity*, provides a brief history and selected background information. The purpose of this section is to provide an overview of the issue as it is currently understood in sport so that Course Conductors feel more comfortable fielding questions and facilitating discussions in courses and conversations. Suggestions for further reading are included at the end of the handbook.

The second major section, *Learning Scenarios*, provides learning activities for Course Conductors to customize for use with coaches. These activities enable coaches to address the gender-equity issue based on their experiences in sport and society in general. The scenarios are presented in order of their challenge for coaches, with simpler, awareness raising activities appearing first. Worksheets for these scenarios are also included.

This handbook is designed to be used in a variety of ways in both NCCP courses and other learning situations. Gender equity fits into courses in a number of ways:

- ◆ in response to gender-related questions from participants
- ◆ as part of discussions about the role of the coach
- ◆ in sessions focused on values and ethics
- ◆ in discussions about growth and development
- ◆ as a component of leadership development
- ◆ to address inappropriate gender-related behavior
- ◆ to address current issues in the media
- ◆ to initiate discussions about sexism among coaches.

Initially, Course Conductors will need to plan consciously to ensure that time is available for addressing this issue. In some courses, the topic of gender equity will arise on its own in general discussions among coaches.





I. UNDERSTANDING GENDER EQUITY

As our society continues to place increasing emphasis on fairness and social responsibility, each of us is faced daily with equity issues and decisions.¹ In dealing with the issue of equity, coaches and athletes are challenged to think seriously about their attitudes, values and beliefs about such characteristics as gender, race, sex and sexuality. Through self-reflection we are all confronted with our own judgments and biases, societal stereotypes and “blind spots.” The recognition of this bias is a first and critically important step toward changing daily behavior.

Equity is not just the perception of fairness but involves the reality of acting on a daily basis in a fair and unbiased way. Implementing gender equity in sport means addressing the patriarchal nature of sport today. Patriarchy is a system of relations in society that accords value and power to men by virtue of their gender. In sport, patriarchy means that men and boys have greater access, more choices and opportunities, increased prestige, larger resources and more favored status in the media than girls and women simply because of their gender. This inequity in power affects every aspect of how girls and women participate in sport.

Course Conductors have a central role to play in ensuring that equity becomes the norm in sport. Although many coaches and athletes may be committed to equity values, their ability to sustain these values is influenced by the social environments in which sport happens. To bring lasting change, both individual beliefs and values, and organizational policies and structures need to change. By challenging the status quo, girls and women want to achieve an equitable playing field.

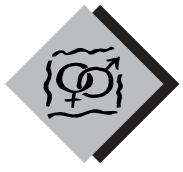
A Context for Gender Equity

The complexity of our lives has been increasing tremendously. We are living in a time of rapid social, technological, political, environmental and economic change. Among these changes are challenges regarding what we have learned about our roles and behaviors. This is true regardless of whether we are discussing the environment, health care issues, peacekeeping strategies, constitutional reforms, Canadian unity, the role of sport in Canadian society or the value of physical education in schools.

During the last 20 years the need for fairness, equity, inclusion and non-discrimination has become a priority, as reflected in federal legislation.

- ◆ At the cornerstone of such legislation is the **Canadian Charter of Rights and Freedoms** (1982) which guarantees that every individual is equal before and under the law. For Course Conductors, this means that every coach and athlete is entitled to a learning experience free from discrimination.

1. Most of the general information in this section is adapted from two sources: (i) Sandi Kirby, Andrea Borys, Marion Lay, Pamela Babstock, *Equity School Project*, a paper presented at the Canadian Association for Health, Physical Education and Recreation, June, 1992, and (ii) Canadian Association for the Advancement of Women and Sport, *Towards Gender Equity for Women in Sport: A Handbook for National Sport Organizations*, Ottawa: Sport Canada –Women’s Program, 1993.



- ◆ Canada is a signatory to two important international charters.

The first is the International **Charter of Physical Education and Sport** (1978). This guarantees that Canada will strive to provide access to physical education and sport for all and to ensure full opportunities for participation and achievement commensurate with each person's abilities.

The second is the **Convention on the Rights of the Child** (1989). In this document, Canada has agreed that children's education must include the development of children's physical abilities, as well as the preparation of children to live responsibly in a free society marked by tolerance and equality of the sexes.

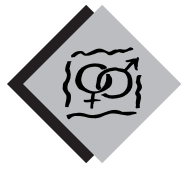
With these legislative commitments, sport educators are critically situated for future change. NCCP Course Conductors have been entrusted with the responsibility to bring about change in a sensitive, caring, open and thoughtful way despite the often difficult decisions that need to be made when faced with limited time and human resources.

- ◆ In 1986, Sport Canada established a policy on girls and women in sport that identified the following goal: "To attain equality for women in sport ..." Equality implies that women at all levels of the sport system should have an equal opportunity to participate. Equality does not necessarily mean that women wish to participate in the same activities as men; rather it suggests that activities of their choice should be provided and administered in a fair and unbiased environment. At all levels of the sport system, equal opportunities must exist for women and men to compete, coach, officiate and administer sport. The purpose of this goal is to create an environment in which no one is forced into a predetermined role or status because of gender.

The Coaching Association of Canada has been examining and acting on the issue of gender equity in coaching for some time. This handbook is one result of this ongoing process.

- ◆ In the fall of 1991, a study was commissioned on gender equity and the Coaching Association of Canada.² The following recommendations from this report address products and services of the NCCP:
 - Review all Course Conductor training and materials for gender equity.
 - Develop guidelines for presenters to increase their awareness of how exclusion and stereotyping occur through gender-specific language, jokes and examples.
 - Encourage women to become Course Conductors, Master Course Conductors and conference presenters.
- ◆ The 1991 report "Values and Ethics in Amateur Sport," prepared as part of the federal government's response to the Dubin Inquiry, states, "Athletes believe unfairness is a norm in the system ... Several groups of athletes said women are segregated and often demeaned." Education of coaches is described as a high priority for dealing with this lack of fairness.

2. Judy Hushagen, *Gender Equity and The Coaching Association of Canada: An Analysis of the Roles of CAC Programs, Services and Policies*, Ottawa: Coaching Association of Canada, 1991.



- ◆ Early in 1992, the Board of Directors of the Coaching Association of Canada passed a resolution to make women in coaching an ongoing high priority.
- ◆ The Report of the Minister's Task Force on Federal Sport Policy, released in May 1992, made it clear that gender equity should be an important characteristic of amateur sport in Canada.³
- ◆ The issue of gender equity in sport continues to surface at a variety of levels, from parents writing letters to local newspapers about the need for opportunities for their daughters, to highly publicized court cases involving girls like Justine Blainey. There are also editorials by experienced sportswomen such as Abby Hoffman, who wrote the following piece in *The Ottawa Citizen*, asserting that IOC President Juan Antonio Samaranch must ensure that female athletes have their rightful place in the 1996 Olympic Games:

There is no excuse for perpetuating the blatant sexism that persists at the Games. Not only do women compete in only 21 sports while men take part in 27, but the program of events in most sports has fewer events for women. At the Olympics women do kayaking, but for inexplicable reasons, they don't canoe. Male paddlers do both. Women don't lift weights—or at least not at the Olympics. And women only fence using the foil weapon, not the épée or sabre. On it goes. The net result is that women competed in Barcelona in barely one third of the 258 medal events on the program. In team sports the women's tournaments typically involved only eight teams while the men's usually have 12 or even 16 teams—making it difficult for women's teams to qualify for the Games.⁴

As this brief overview of the last 20 years indicates, gender equity has become a priority in most aspects of Canadian life. This handbook for Course Conductors is an important step in ensuring that coaches help implement gender equity in Canadian sport.

What the Words Mean

Sex and **gender** are key words in discussions on gender equity. In this handbook, they are used to mean different things.

- ◆ **Sex** is the biological character of individuals, of being female or male.
- ◆ **Gender**, in this handbook, refers to learned behavior. In our society, girls and boys, women and men learn different gender roles based on their biological sex. This “gendered behavior” is learned from family, friends, peers, the school system and the political and economic systems.

Gender roles for males and females are not universal; that is, girls and women do not act similarly and boys and men do not act similarly all over the world. In some cultures, women behave in ways identical to those of men in other cultures. Roles also change over time. We are expected to behave very differently today than our parents and grandparents were expected to behave in their day.

3. See “Equity and Access” in *Sport: The Way Ahead*, in the Appendix.

4. Abby Hoffman, “Samaranch has some big jobs to tackle before the 1996 Games,” *The Ottawa Citizen*, August 8, 1992, adapted.



To see the world as absolutely gendered into a male social world and a female social world disadvantages females and males because it limits the individual and collective development of both females and males.

To understand **equity**, it is important to understand something of the nature of discrimination in general. The words most often used in relation to discrimination are **stereotype**, **prejudice**, **affirmative action** and **reverse discrimination**.

- ◆ A **stereotype** is the broad, often inaccurate belief about the characteristics of a cultural, ethnic or racial group used to describe an individual thought to be a member of that group.

People may use stereotypes as the basis for treating some individuals differently from others without seeking to understand the particular characteristics of those individuals. For example, it would be stereotyping to say that all boys enjoy playing hockey and all girls enjoy dancing.

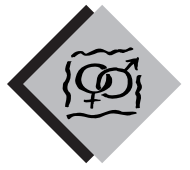
- ◆ **Prejudice** is literally the use of prejudgment. That is, people may make judgments before meeting individuals or groups and then adhere to those judgments, however inaccurate they may be.

For example, it is a prejudice to assert that women are weaker than men. Combined with the use of stereotypes, prejudice has been a major barrier to establishing gender equity.

- ◆ **Affirmative action** covers a wide range of programs that an organization can undertake to remove direct or indirect discriminatory practices. These programs can range from a review of practices to ensure that they do not discriminate against girls or women, to an introduction of special measures to encourage girls and women to participate more fully in some aspect of an organization's activities.⁵
- ◆ **Reverse discrimination** is a term often used by people in reaction to affirmative action strategies. These people think that giving advantages to groups and individuals who have been traditionally disadvantaged is a form of discrimination. In effect, what they are saying is that the status quo is fine for now and change will come naturally and slowly over time. The fear is that speeding up the process will take opportunities away from those currently benefiting from the system.

To target certain groups and offer them special measures is a proven way to eliminate unfair imbalances. Those currently receiving the benefits must learn to share the existing resources and programs. Because we are seeking a sport system in which all people have opportunities to participate, women and other currently marginalized groups need assistance.

5. Canadian Association for the Advancement of Women and Sport, *Towards Gender Equity for Women in Sport: A Handbook for National Sport Organizations*, Ottawa: Sport Canada – Women's Program, 1993, adapted.



The words **equity**, **gender equity** and **access** are used in most discussions about discrimination.

- ◆ **Equity** is the broad umbrella that covers gender equity along with other equity programs. Traditionally disadvantaged groups include women and minority groups such as people from racial or ethnic minorities, Aboriginal peoples and people living with a disability. As these groups and individuals seek to participate more fully in sport, sport is changing for the better.

In a society where there are historically advantaged groups that receive continuous systemic reinforcement, equity programs are being developed to eliminate some of the barriers to full participation for disadvantaged groups. For example, to achieve gender equity, barriers to full participation for girls and women need to be eliminated.

There is a tendency to think of equality and equity as the same concepts. Webster's defines *equal* as "of the same quantity, size, number, value, degree, intensity," and "having the same rights, privileges, abilities, rank, etc."

Equity, on the other hand, is defined as "justice, impartiality; the giving or desiring to give each person their due; anything that is fair." *Equality* can be quantitatively measured, whereas *equity* requires a more qualitative assessment of what is fair and just.

Bruce Kidd, a former Olympian and professor of physical education, comments,

Equality focuses on creating the same starting line for everyone. Equity has the goal of providing everyone with the full range of opportunities and benefits—the same finish line.

- ◆ **Gender equity** is the principle and practice of the fair allocation of resources, programs and decision-making to both females and males, including the redressing of identified imbalances in available benefits.

A primary goal in gender equity is to provide all individuals with equal access to and opportunity in "the full range of culturally valued activities, thus enabling them to realize their human potential."⁶ Associated with equity are values such as inclusion, empowerment, justice, caring and fairness.

The realization of gender equity goals eliminates discriminatory practices that are barriers to the full participation of either gender. Opportunities, resources and power become equally accessible to males and females.

Gender equity is an essential initiative if the Canadian sport system is to address genuinely the needs of girls and boys, women and men. The changes that gender equity introduces will benefit all participants of the sport system, in both the short- and the long-term.

6. English, in Lenskyj, as quoted in *Equity School Project*, 7.



- ◆ **Access** includes the principles and practices of increasing opportunities for all to participate fully and of changing sport to accommodate the evolving needs of all its participants.

So far, many women have not been encouraged or allowed to make contributions to sport. No one disputes that women have valuable contributions to make. Because we want a fair system, special measures are needed to provide equal access to participation in sport and top positions of responsibility in sport organizations. Equal access does not exist today. There is some catching up that has to be supported to create equal access.

Implementing gender equity in sport challenges Course Conductors, coaches, athletes and others in the sport system to engage in self-reflection about attitudes, values and beliefs related to gender, sex and sexuality, race, socioeconomic status and so on and their impact on participation in sport.

Course Conductors are the central change agents in the National Coaching Certification Program. They inform the NCCP so that it, in turn, can fulfill its role as an educator and advocate for coaches and athletes across Canada. In his recent book *The Fifth Discipline*, Peter Senge, an expert on organizational change, comments,

*Organizations learn only through individuals who learn. Individual learning does not guarantee organizational learning. But without it no organizational learning occurs.*⁷

7. Peter M. Senge, *The Fifth Discipline. The Art and Practice of the Learning Organization*, New York: Doubleday, 1990.



II. LEARNING SCENARIOS

The following learning scenarios are descriptions of activities for NCCP Course Conductors to use in raising awareness about the issue of gender equity and enabling a more equitable environment for girls and women in amateur sport.

Ideas for the learning scenarios came from the report commissioned by the CAC called *Gender Equity and The Coaching Association of Canada: An Analysis of the Roles of CAC Programs, Services and Policies*,² from articles, books and documents related to gender issues in sport and from the experiences of the handbook writers and advisors in working with coaches.⁸ These scenarios are not meant to be blueprints, but rather are to provide some options for learning activities that can be customized to suit the needs of Course Conductors.

The assumption underlying this approach is that Course Conductors are comfortable with experiential approaches to adult education. The intention is to suggest learning scenarios that are interesting, challenging, fun and that encourage positive behavior change in coaches. Course Conductors will need to be particularly sensitive to learners' needs when selecting and customizing scenarios to suit each group.

Although most NCCP Course Conductors are experienced educators, many are new to the issue of gender equity and may not have experience in issues analysis. Course Conductors can become more comfortable in addressing this issue with coaches by reviewing the first section in this handbook, *Understanding Gender Equity*, and by discussing the ideas and readings with other coaches and Course Conductors.

If you are unsure about concepts or have questions, talk with someone in your community whom you believe understands gender issues in amateur sport. The Canadian Association for the Advancement of Women and Sport and Physical Activity (CAAWS) can recommend women in each province and territory who would be pleased to discuss these issues with you.⁹

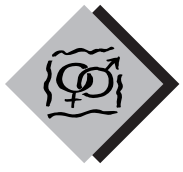
Facilitating Learning

The learning scenarios in this manual are based on a learning-centred approach. Being learning-centred means that Course Conductors emphasize what is being learned more than what is being taught.¹⁰ It involves a commitment to creating learning situations in which both the content and the process are focused on participants' learning needs and interests.

8. See Appendix D for additional readings.

9. A network of women who are prepared to consult with others on the issue of gender equity is being developed. To gain access to this network, please contact the Executive Director of the Canadian Association for the Advancement of Women and Sport and Physical Activity (CAAWS), at (613) 748-5793 or by FAX (613) 748-5775.

10. Paul Tomlinson, Dorothy Strachan, *A Resource Manual for AIDS Educators*, Ottawa: Canadian Public Health Association, 1991, 3, adapted.



A learning-centred approach also emphasizes a movement toward interdependence in learning situations, with a focus on the participants and the facilitator working together to meet objectives, solve problems and create support networks.

Values clarification—a tool for enabling people to understand and change themselves—is an important part of a learning-centred approach.¹¹

Values are deeply held beliefs that describe an ideal; in this handbook, the ideal is gender equity in sport. Ethics are the “right conduct” or behaviors that flow out of those values.

*We are not born with values, but we are born into cultures and societies that promote, teach and impart their values to us. The process of acquiring values begins at birth. But it is not a static process. Our values change continually throughout our lives.*¹²

The purpose of the learning scenarios in this handbook is to enable participants to clarify values related to gender equity in sport and to describe the “right conduct” or behaviors that flow out of these values.

*Every day, every one of us meets life situations which call for thought, opinion making, decision making and action. Everything we do, every decision we make and course of action we take, is based on our consciously or unconsciously held beliefs, attitudes and values.*¹³

Facilitating learning for the purpose of changing behavior is a complex and lengthy process. The learning scenarios in this section are beginning strategies for Course Conductors to use enabling that change process.

Reminders for Course Conductors

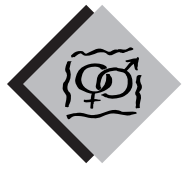
- ◆ Course Conductors play a key role in educating coaches about gender equity in sport. By engaging coaches in gender-related discussions, Course Conductors are inviting them to confirm or begin to establish a commitment to gender equity in sport. The learning activities are designed to support people as they go through the process of re-examining their values and making important choices about their behaviors.
- ◆ The “Coaching Code of Ethics”¹⁴ is a useful reference point in discussions. Contact the Executive Director of the CPCA at the Coaching Association of Canada for further information about the new code.

11. See the NCCP Theory Course Conductor Manuals for additional information on experiential learning in adult education.

12. Maury Smith, *A Practical Guide to Values Clarification*, La Jolla, California: University Associates, 1977, 3.

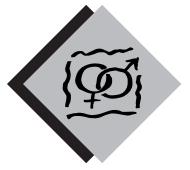
13. Sidney Simon, Leland W. Howe, Howard Kirschenbaum, *Values Clarification: A Handbook of Practical Strategies for Teachers and Students*, New York, NY: Hart Publishing Co., 1972, 13.

14. Contact the Canadian Professional Coaches Association (CPCA) at the Coaching Association of Canada, 1600 James Naismith Drive, Gloucester, Ontario K1B 5N4 for a copy.



- ◆ The history of sport is largely patriarchal—a reflection of the fact that sport has been run primarily by and for men. As a result, Course Conductors will meet many coaches—both male and female—who have not had opportunities to question that history in a thoughtful way. Course Conductors need to be sensitive to learners so that important questions are raised and inappropriate attitudes and coaching practices related to gender equity are challenged in constructive and clear ways.
- ◆ Coaches need to feel comfortable discussing this issue and learning from past mistakes. The learning scenarios emphasize open discussion and thoughtful examination of coaching values and practices.
- ◆ Although, from a learning perspective, gender equity may seem like an option, it is important for Course Conductors to realize that coaches do not have a choice about equity—it is a fundamental human right and should be clarified when discussing the role of the coach.
- ◆ Most opinions related to gender are held at a deep level and are central to how we feel about ourselves as members of Canadian society. Be prepared for both heated discussions and loud silences as coaches wrestle with their own comfort levels on this subject.
- ◆ People from a variety of sexual orientations take part in all aspects of our culture, including sport. Sport does not make people heterosexual, bisexual or homosexual. Similarly, a person's sexual orientation has nothing to do with whether or not that person is good at a particular sport.
- ◆ While it is legal for a sport to cater to participants of one gender, there is no reason why females and males should not have opportunities to play whatever sport they choose. The increasing interest of women in ice hockey is a good example of the progress possible when opportunities are available for women and men, and girls and boys to organize and compete in a sport.
- ◆ In addressing issues, major sources of learning for most people are the stories of people whose lives have been touched by that issue. For example, many coaches are familiar with how Justine Blainey was denied the right to play ice hockey because of her gender; others are aware of how female participation in the Olympics is grossly under-represented, of how anorexia nervosa can be a personal tragedy for athletes as well as a larger social issue, and so on. It is important to be sensitive to coaches' needs to tell their stories and to listen to the stories of others. It takes careful planning to find the time to listen when there are other learning priorities to be met.
- ◆ Both men and women can coach male and female teams successfully.
- ◆ Most issues seem to have specific peaks within a life cycle that is driven by a complex interaction of factors in society. For example, the drug issue for Canadians peaked around the Seoul Olympics and became prominent again with the Dubin Inquiry and the Barcelona Games. The life cycle of the gender equity issue is driven partly by government legislation and partly by increasing advocacy in society by concerned groups. Course Conductors who are aware of the cyclical nature of issues can often anticipate what aspects coaches will want to address.





1. Introducing Gender Equity

Purpose

To introduce the issue of gender equity and its impact on amateur sport.

To encourage discussion and reflection about gender issues in sport.

To enable coaches to “uncover” how they think and talk about gender issues.

Description

This activity involves reflection in pairs and plenary discussion.

Begin the activity with a few words about the importance of coaches being sensitive to gender issues in sport. Refer to the “Coaching Code of Ethics”¹⁴ and the responsibility of a coach to act in the best interest of an athlete’s development as a whole person.

Ask coaches to work in pairs and brainstorm all the words and phrases that come to mind when they hear the phrase “gender equity.” Each pair lists their words and phrases on a flip chart. Emphasize that you are not looking for the “politically correct” terms that come to mind but rather for all the things that pop up; there are no restrictions.

Post the flip chart sheets around the room. Ask participants to look at all the sheets and suggest themes that they see. You can begin this discussion by asking, “What common ideas do you see?”

Record on a flip chart the major themes mentioned. Some of these may be

- ◆ not this again
- ◆ sexist Olympics
- ◆ lack of choices and opportunities
- ◆ anti-male approach
- ◆ reverse discrimination
- ◆ inequitable advertising, etc.

Identify the themes that emerge most clearly and consistently. Describe each in a short, simple sentence.

Facilitate a discussion about the impact of these themes in coaching situations. Ask participants how significant these themes are for them. Sample questions follow.

- ◆ Whose interests are best served by this theme?
- ◆ Whose interests are least served?
- ◆ How are coaches a part of these themes? (Ask for specific examples.)
- ◆ What personal stories do you have about these theme areas?



Gender Equity in Coaching

Ask the coaches to discuss the implications for action by them that emerge from this discussion.

Encourage coaches to become more sensitive to the themes they created in plenary. Discuss how this could happen, and ask for specific ideas.

Training Tips

- ◆ Be clear about the NCCP commitment to gender equity in sport for coaches and athletes.
- ◆ Review *Understanding Gender Equity* in this handbook before facilitating this session. This information will help you prepare for questions and challenges that may emerge during discussion. You may wish to post definitions for reference.
- ◆ Try to get a feeling for the coaches' general view about gender equity as an issue. Are they positive about the need for change? nervous? negative? positive but cautious? threatened?
- ◆ Focus on exploring and challenging coaches' ideas rather than correcting them. The discussion process will lead toward possibilities for change.

Variations

Toward the end of the session, ask coaches to write a short statement about their understanding of gender equity and to complete the following sentence in their notebooks:

To promote gender equity in my sport, I need to _____ .



2. Personalizing Gender Equity

Purpose

- To personalize gender equity.
- To encourage discussion and reflection about gender issues in sport.
- To share experiences related to gender in sport.

Description

This learning scenario involves personal reflection and group discussion.

Begin the activity with a few words about the importance of coaches being sensitive to gender issues in sport. Refer to the “Coaching Code of Ethics”¹⁴ and the responsibility of coaches to act in the best interests of an athlete’s development as a whole person.

Hand out the worksheet “Gender Equity—A Personal Look” or create your own worksheet to suit the needs of your group.

Ask coaches to spend five minutes on the worksheet questions and jot down responses in the spaces provided. Encourage them to use point form as these worksheets will be used for reference during a group discussion. They will not be handed in.

Facilitate a group discussion in which you work through each question, sharing ideas, confirming feelings, noting learnings.

Be clear about the NCCP commitment to gender equity in sport for all coaches, athletes and officials.

Training Tips

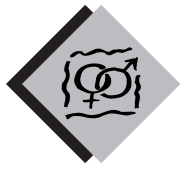
- ◆ Avoid taking a right-or-wrong approach. Encourage coaches to discuss their discomfort with gender issues, to share mistakes, ideas, etc. without feeling that they are “wrong” or “out of step.”
- ◆ Some coaches will not have participated actively in sport while growing up. Encourage them to answer the questions from their perspective, e.g. supporter, spectator, outsider, etc.



Variations

Use the following pairs of words as triggers for a discussion in which coaches relate personal sport stories and learning experiences while growing up:

- ◆ exclusion, inclusion
- ◆ failure, success
- ◆ powerless, powerful
- ◆ doubt, confidence
- ◆ trust, distrust
- ◆ danger, safety



Gender Equity—A Personal Look

1. Think about your sport experiences while you were growing up. What impact did gender have on how sports were played, who played them, who led them, when they were scheduled, who cheered for whom, what opportunities for excellence were available, the quantity and quality of opportunities, etc? Jot down your recollections in point form.

2. Assume that you are a parent or guardian of nine-year-old twins—a girl and a boy, both of whom like to be physically active and want to participate in sport. What sporting opportunities and choices do you want for your twins?

3. When it comes to sport, do you notice any differences between your expectations for your boy and your girl?

4. Do you notice any differences in your feelings related to the appropriateness of certain sports for either your girl or your boy?

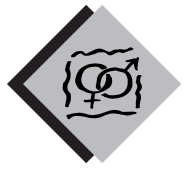


Gender Equity in Coaching

5. Can the existing sport system as you understand it meet your expectations for both your girl and your boy? Please explain.

6. What gender-related challenges in sport do you perceive will be present for you when your twins are 12 years old? 16 years old?

7. Based on your responses to the previous questions, what specific characteristics would you look for in an ideal coach for your nine-year-old twins?



3. The Power of Words

Purpose

To encourage coaches to be sensitive to the power of words in supporting gender equity.

To develop an awareness of how language is often a sign of values and a creator of values. For example, if you use derogatory language that draws attention to female athletes’ bodies, this may indicate that you do not seriously value women’s participation in sport or their achievements. Similarly, if you go along with peer pressure to make sexist comments about female athletes, you may be developing sexist values about their participation in sport.¹⁵

Description

This activity involves large-group reflection and discussion.

Initiate a discussion about the power of words in enabling athletes to perform well. Draw from your own experience, or from the mental training literature, about the importance of positive self-talk, the power of athletes imaging themselves as successful competitors, etc.

Make a link into how sensitivity to words about gender is an important part of athletes’ and coaches’ personal images. On a flip chart, draw three columns and ask coaches to fill them in with you through plenary discussion. *Give one or two examples to start this activity* and then encourage group members to contribute the rest. Here are some examples to start with.

INSTEAD OF SAYING	SAY	BECAUSE
<p><i>girls</i> when describing or addressing females who are 14 years of age or over</p>	<p><i>young women</i> or <i>women</i></p>	<p>they are women. If you wonder which word is appropriate, think about whether you would call that same age group boys if they were male athletes.</p>
<p><i>my girls</i>, when describing a team you coach</p>	<p><i>our team</i> or <i>team members</i> or <i>the girls on our team</i> or <i>the women on our team</i> or <i>the girls I coach</i> or <i>the women I coach</i></p>	<p>team members are not owned by their coaches, and girls and women in particular find it offensive for coaches to imply this. This objection is based on a historical image of girls and women as possessions of men.</p>

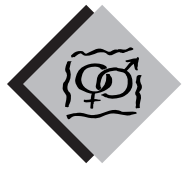
15. For more information a package entitled “Gender Equity Through Physical Education” is available through the Canadian Association for Health, Physical Education and Recreation (CAHPER) at (613) 748-5622.



INSTEAD OF SAYING	SAY	BECAUSE
<i>ladies</i>	<i>women</i>	ladies is a value-laden term that many women in sport do not like. If you wonder when it is appropriate to use the word ladies, think about whether you would call a similar age group of male athletes gentlemen, e.g. the gentlemen's soccer team.
<i>dyke, faggot or queer</i>	<i>lesbian or gay</i>	these are the terms preferred by most homosexual people.

Training Tips

- ◆ Maintain your sense of humor as you work through the examples. You can have some fun by drawing parallels to how boys and men would feel if they were labeled in ways similar to how girls and women are labeled, e.g. the national boys' rugby team or the gentlemen's golf tournament.
- ◆ Be prepared for a lot of discussion and no simple, easy answers. The point is to raise the issue about language, why people choose certain words and how those words affect the people with whom they are speaking. By using language based on the principles of gender equity, coaches are more likely to empower female athletes rather than to put them down.
- ◆ This is a helpful activity to use when incidents in a course suggest that coaches may not be sensitive to the power of words in relation to gender equity.
- ◆ Legitimize the fact that people may have different feelings about and reactions to the same word or phrase. Focus on people's intentions as well as the perceived meanings of the words they use. Gender equity may be a relatively new issue for some coaches; they may need time to build their awareness and adjust their vocabularies.
- ◆ Raise the subject of how words play an important role in humor related to gender. Humor is often an indication of values. One of the major complaints among female athletes is the continuous use of inappropriate, sexist humor by male coaches and athletes. This may take the form of comments about body size, sexual innuendo, sexual stories, comparisons of one team to another or one athlete to another, jokes about weight loss, remarks on appearance, etc. Emphasize the important role a coach plays on a team in setting positive norms for humor.



- ◆ There may be some resistance to thinking carefully about the appropriateness of words. Participants may say that this is just another effort in being “politically correct.” As a Course Conductor, you may need to point out how important words are, particularly to people who are disadvantaged.
- ◆ Refer to the article in Appendix C, *Thoughtful Language*, for ideas about how to choose appropriate words.

Variations

- ◆ For a humorous approach to raising awareness about words, use the article in Appendix B, *How To Tell a Male Manager from a Female Manager*. Introduce this worksheet by explaining that most people make judgments based on gender and that by recognizing those judgments, coaches can become more aware of their own gender-related biases. Ask coaches to cover the right-hand column with a piece of paper. Then read each left-hand column statement aloud, and ask them if they can name the stereotypical response about women who have the same characteristic. After each statement, lower the covering page to see what the right-hand column says.

A second part of this activity could be for coaches to make up their own sport-specific left- and right-hand columns for coaches and athletes. Use a flip chart or blackboard to record their suggestions. Keep the discussion light, emphasizing the humorous aspects of these assumptions.

To conclude the activity, ask coaches to note which of these assumptions they find themselves making and explain how they might avoid doing this in the future.

- ◆ Distribute copies of *Thoughtful Language*. Read the following comment by the editor of this handbook as a way to initiate discussion about the need for new vocabulary in sport. Ask coaches which words in their sports (like linesman) need to be replaced. Do they have any suggestions?

Being a member of a sports-oriented family, I can't imagine saying "linesperson" or even "lineswoman" when referring to the person who watches for a ball going over the line in soccer, hockey, tennis, etc. The position is a linesman, male or female, in my recalcitrant brain. And certainly when playing soccer I shout, "Cover your man!," "Man on!" (to warn that an opposing player is nearby) and "Whose man is 17?", even though only women are on the field. Saying, "Cover your woman!" seems too long, and "Player on!" sounds too much like "Play on!" (which the ref yells when a possible call is noticed but deemed unintentional enough to ignore). Yet I also recognize that attitudes don't change if language doesn't. So I'm in a quandary. What we need is a one-syllable term instead of "woman," and some short gender-neutral terms like "liner" or something for "linesman." Any suggestions?





4. Working with Print Materials

Purpose

To enable participants to explore print materials in a critical way considering gender equity.

To develop an awareness of how the values guiding the production of print material and the language, illustrations and cartoons used in the creation of these materials may be insensitive to gender-equity issues in sport.

Note: This activity is intended to be used once participants have had an opportunity to explore and develop their own understanding of gender equity through activities such as learning scenarios #1 and #2 or through other discussions and presentations.

Description

This activity involves critical reflection, small-group work and plenary discussion.

To prepare for this activity, Course Conductors need to find current examples of advertisements, articles, illustrations, cartoons, photos, etc. that are gender-biased with respect to the participation of women and men in sport. A sample advertisement is included in this handbook. Examples are not difficult to find—they are in popular sport magazines; in ads that show women passively watching men who are actively participating; in photographs of women serving men who participate in sport; in swimsuit photographs in sport magazines; in beverage ads; in photographs or illustrations of girls encouraging boys who are actively involved in sport, etc.

Explain the purpose of this activity and the importance of coaches being critically reflective about print materials. Emphasize the role of the coach in sensitizing team members to become more aware of the gender-equity issue in print materials and other aspects of society.

Ask participants to work in small groups of three or four. Give one gender-biased item, e.g. an advertisement, and the worksheets “Gender Equity in Print” and “Coaching Theory Manuals” to each group. Ask participants in each group to look at the advertisement carefully and then to complete the worksheets. Participants will need their Coaching Theory manuals to complete the second worksheet.

Bring the entire group together again. Discuss each item separately, asking what group members thought and felt. After discussing each item, facilitate a discussion about what coaches can do to influence print materials and to prepare athletes and other coaches to be critically reflective about advertising, articles, etc. Suggest that coaches raise the gender-equity issue with their athletes when they see materials that are gender-biased in their communities.

After discussing the Coaching Theory manuals, explain that you will send any feedback to your Provincial or Territorial Coaching Coordinator.



Training Tips

- ◆ Think about gender balance in the small groups. Do you want both men and women in each group, or would you rather ask three men to look at an ad in one group and three women to look at the same ad in another group and then compare their responses?
- ◆ **Being critical does not mean criticizing.** A critical approach is based on
 - open-mindedness, i.e. an active predisposition to hear more than one side of an issue
 - active inquiry, i.e. asking why things are done the way they are, and
 - sincerity, i.e. learners being genuine in how they relate to others.
- ◆ Explain that the advertisements you have selected are current, i.e. within a year or two of your course date.
- ◆ When completing the worksheet, encourage coaches to comment on other issues in addition to gender equity.
- ◆ Keep an eye open for interesting and controversial advertisements, newspaper articles, books, magazines, etc. and collect them to use in this learning scenario.
- ◆ Discuss how articles, manuals, videos, etc. are usually prepared for a particular purpose and for a particular audience. When looking at materials, consider both what is there and what is not there. Girls and women are often simply not in the picture—their views and orientations are not considered.
- ◆ Re: the worksheet “Coaching Theory Manuals”:

Following is a summary of the comments received to date about the cartoons and illustrations in the manuals (English):

- The cartoons are not positive in their overall orientation. Many are about mockery or shame rather than positive affirmations.
- The cartoons and illustrations are created by males and are dominated by male characters acting out situations involving aggression, physical wounding, put-downs, etc.
- The military metaphors in some of the cartoons and illustrations are inappropriate for sport. They link sport with military notions of violence, aggression, killing, etc.

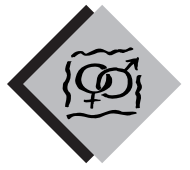
Note: This summary is provided as background information for Course Conductors; it is important that Course Conductors do not lead coaches (i.e. tell them what they must think) in order to come to similar conclusions.

Variations

- ◆ Adapt these questions to analyze coverage of video or audio materials, e.g. coverage of world cups or Olympic competitions or movies about sport, etc.
- ◆ Bring in or refer to short video clips of situations in advertisements, movies, music videos, etc. to provide discussion materials for coaches in looking at the impact of social norms on athletes.

REPLACE THIS PAGE WITH THE PROSET AD (COLOR)

LEAVE REVERSE WHITE



Gender Equity in Print

Note: Complete this form yourself before you discuss your responses with other members in your group.

1. What are your overall impressions of this item?

2. How are males and females portrayed?

3. Who benefits from the views expressed in this item? How?

4. Who bears the costs of the views expressed in this item? How?

5. Are these views supportive of or contrary to your own views as a coach?



5. Recovering Her Sport Stories

Purpose

To recall, recover or research interesting stories and facts about Canadian girls and women who have participated in or are participating in sport.

To encourage coaches to tell sports stories about girls and women both in general conversation and to teams they are coaching.

To develop a bank of positive stories about girls and women in sport for use by coaches.

Description

This learning scenario involves personal research and reflection, case histories and group discussion.

Explain the purpose of this activity and invite coaches to become involved. Emphasize the importance of stories in building a presence for girls and women in sport.

Hand out the worksheet “Her Sport Stories” to each coach. Explain that the task is to complete the worksheet for the next session. Ask coaches to write or print legibly because you will be making copies of all the cases for each person in the course.

When you have made a booklet out of all the cases handed in, distribute them to participants. Ask each coach to share one key learning or a particularly interesting fact as a result of this activity.

Training Tips

- ◆ Encourage coaches to choose girls and women who are not currently being profiled in the media.
- ◆ Suggest that coaches approach older members in their communities for stories about girls and women who were prominent in sport in the past. This enables coaches to help keep girls’ and women’s sport history alive; it also builds a supportive community feeling for girls and women involved in physical activity and sport.
- ◆ Present this learning assignment as an important component in the course you are teaching.
- ◆ Encourage coaches to bring in pictures of the women they profile. Discuss the pictures, e.g. how are women portrayed?
- ◆ Coaches will learn about the gender-equity issue while they are looking for facts and case studies; e.g. they may discover that there is not as much information about women as about men or they may discover that they have different definitions of success for men than for women, etc.



- ◆ Storytelling has an important place in the culture of sport. By encouraging coaches to reflect on stories that involve girls and women in sport, Course Conductors contribute to the development of a rich historical tradition. From a trainer's perspective, these kinds of stories also have the power to
 - command the attention of learners
 - lead coaches to reflect on their power and how they use it
 - involve coaches personally in significant incidents in sport
 - teach important leadership lessons
 - contribute to a positive and supportive culture for gender equity in sport
 - help us uncover the essence of sport.¹⁶
- ◆ Three-hole-punch the booklet and encourage coaches to keep it handy with other coaching materials for easy reference.
- ◆ Encourage coaches to update the booklet on an ongoing basis with newspaper clippings, other stories they hear, etc.
- ◆ Emphasize the importance of coaches consciously using female examples and stories, both in casual conversations with others in their community and in practices and competitive events.

Variations

Ask participants to focus their efforts on couldn't- or can't-play stories. As one women's sport journalist writes,

For every man with a baseball story—a memory of a moment at the plate or in the field—there is a woman with a couldn't-play-baseball story.¹⁷

16. Max Van Manen, *Researching Lived Experience. Human Science for an Action Sensitive Pedagogy*, London, Ont: Althouse Press, 1990, 121, adapted.
17. Mariah Burton Nelson, *Are We Winning Yet? How Women Are Changing Sports and Sports Are Changing Women*, New York, NY: Random House, 1991, 11.



II. Two Sport Profiles

Complete the following case study outline for two Canadian girls or women who have achieved significant success in amateur sport. This person could be a coach, an athlete or an official and does not have to be well-known, just “successful” according to *your* definition.

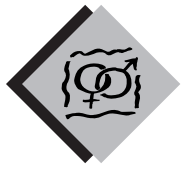
Name: _____ Age: _____

Birthplace: _____

Sport: _____

What she did (e.g. participation, influence or impact on others, positive example, mentoring, achievements, etc.):

What important characteristics did this person have that contributed to her success?



Name: _____

Age: _____

Birthplace: _____

Sport: _____

What she did (e.g. participation, influence or impact on others, positive example, mentoring, achievements, etc.):

What important characteristics did this person have that contributed to her success?





6. Sexual Harassment in Sport

Purpose

To learn about female athletes' experiences and coaches' responsibilities concerning sexual harassment in sport.

To change the attitudes and behaviors that result in sexual harassment in sport.

Note: This activity is intended to be used once participants have had an opportunity to explore gender equity through activities such as learning scenarios #1, #2 and #4 or through other discussions and presentations.

Description

This learning scenario involves personal reading, critical reflection, questionnaires, discussions with another athlete and coach, and plenary discussion.

At the end of the previous session, explain that you will be discussing the issue of gender equity in the next class and ask coaches to read the article *Sexual Harassment: Female Athletes' Experiences and Coaches' Responsibilities* included in this learning scenario. In addition to reading the article, ask coaches to answer the questions in the checklists. They will need to get another coach and a female athlete to answer some of the questions. Emphasize the importance of getting mature coaches and athletes for this purpose.

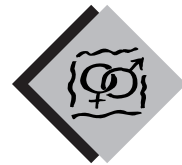
When coaches come to the next session, facilitate a discussion based on the following questions:

- ◆ What stood out for you in this article? (Probe for surprises, new learnings, areas of disagreement, etc.)
- ◆ Do you agree with the conclusions in this article? Why or why not?
- ◆ How does an article like this fit with your experience as a coach?
- ◆ Have you ever been involved in or been aware of a situation in sport involving sexual harassment? (Probe: how did you feel; what did you do; would you do anything differently now?)
- ◆ Do you think it is sexual harassment to insist that girls and women wear certain kinds of clothing determined more by how girls and women are expected to dress rather than by what is necessary to participate in a sport? (e.g. compare men and women in gymnastics)
- ◆ What could you *stop doing*, *start doing*, and *continue doing* as a coach to address and prevent sexual harassment?

Training Tips

- ◆ If coaches do not subscribe to *SPORTS*, make a copy for each coach of the article included in this handbook.
- ◆ Caution coaches about whom they ask to participate in this homework assignment, as some people may not be comfortable sharing this information or having it become public knowledge.





Sexual Harassment: Female Athletes' Experiences and Coaches' Responsibilities¹⁸ by Helen Lenskyj

About the Author

Helen Lenskyj is an associate professor at the Ontario Institute for Studies in Education. She is the author of *Out of Bounds: Women, Sport and Sexuality* and *Women, Sport and Physical Activity: Research and Bibliography*.

Introduction

Over the last decade we have seen growing public awareness of the problem of sexual harassment in the workplace, on university campuses, and in the community at large. However, the harassment experiences of women in sport and physical education contexts have received little attention. Despite recent legislative and policy changes in Canada aimed at equalizing opportunity for girls and women in sport, there is evidence that female athletes continue to face barriers. Thus it is important to investigate the extent to which acts of sexual harassment contribute to the chilly climate in sport, and thus discourage girls' and women's full participation.

Sexual Harassment and Violence

The woman-centred analysis of male violence against women developed by Elizabeth Stanko (1985) puts forward the concept of a continuum of violent behavior ranging from the "everyday" kinds of leering and whistling directed at women on the street, to sexual assault and date rape. Men's aggression towards women is explained as an act of power which takes a sexual form, and not simply a sexually motivated act. For example, a male coach has power over a young female athlete through his status, his gender and his age, and there is the potential for abuse of power and for sexual harassment in the male coach/female athlete relationship. When the coach is white and the athlete is black or a woman of color, there is also the potential for racist harassment.

A woman-centred approach to sexual harassment avoids victim-blaming. For example, the woman who is the target of harassment in a sport context is not blamed for having "no sense of humor," or for being "uptight" about "casual" sexual comments, or for failing to behave like "one of the boys." Sport has retained its historical legacy as a highly competitive activity organized by and for men, and girls and women cannot be blamed for holding different values, interests and perspectives. Research has shown that many women place a greater emphasis on fun and friendship than on beating their opponents.

Any discussion of sexual harassment in sport needs to include the problem of homophobic harassment of women, that is, harassment based on fear and violence towards lesbians. Female participation in the traditionally male domain of sport has, for many decades, given rise to allegations of lesbianism directed at all sportswomen, regardless of their sexuality (Lenskyj 1986). Allegations of lesbianism directed at female athletes deter many women from rejecting unwanted sexual attention from men, or reporting instances of sexual harassment, since they fear that such actions will confirm that they are not sexually interested in men, and therefore lesbian.

18. Article reproduced from *SPORTS*, 12(6), 1992, "Sexual Harassment: Female Athletes' Experiences and Coaches' Responsibilities." For additional copies, please contact the Coaching Association of Canada.



Studies of women's experiences of violence show that silence is used by many women as a coping strategy to deal with feelings of shame and self-blame (Stanko 1985). It has only been in recent years that sportswomen have spoken out publicly about their experiences (Crosset 1990; Lackey 1990). Like women in other traditionally male-dominated fields, many female athletes appear resigned to verbal and physical harassment. One of the first published research studies of sexual harassment in American college and university sport suggested that women's feelings of powerlessness generated this apparent acceptance of profane language and intrusive touching by male coaches (Lackey 1990).

Sexual Harassment in Sport and Physical Education

My ongoing research on sexual harassment in Canadian sport and physical education has uncovered similar trends to Lackey's American study. Responses to a survey requesting information on women's experiences of sexual harassment (Lenskyj 1990) will be cited to illustrate coaches' harassing treatment of female athletes.

The harassment problem is not new. For example, a former physical education student at an Ontario university in the 1970s reported that the coach of the women's swimming team was known to have a serious drinking problem and was often "drunk and obnoxious" in front of students. He was notorious for bum-pinching and other intrusive touching ("hands all over" the female students), and for walking into the locker room when the women were changing. The department's way of dealing with the problem was to require him to take a year's sabbatical.

Many young female athletes are particularly vulnerable to sexual harassment. Having spent their out-of-school time training rather than socializing, they may not have developed the usual survival strategies of their more heterosexually active counterparts. For young athletes who are lesbian, the problem is exacerbated because they probably have little experience in dealing with men's sexual overtures. The added problem of racist harassment may be experienced by young Black women and women of colour.

A Manitoba respondent reported a male coach who "approached" one of her friends in high school; the same coach, a married man, continued to coach these young women at university and kept up his sexual advances. The respondent only found out about these incidents after she and her friend had retired from that particular sport—an indication of this woman's use of silence as a survival strategy.

While one might expect a high level of assertiveness and mental toughness from women who are competitive athletes, there is evidence that the coach's authority, and even psychologically manipulative or abusive behavior, is rarely, if ever, challenged by these women (Clark and Gwynne-Timothy 1988; Crosset 1990).

Sexual liaisons between young female athletes and male coaches in competitive sport are so commonplace that many athletes see them as "normal", or even desirable for financial and practical reasons, especially if the outcome is marriage (Robinson 1990). In the words of one Ottawa newspaper reporter, they're "as common as grass" (O'Hara 1990). Some coaches, having embarked on a sexual relationship with an athlete, hand over their coaching responsibilities (either voluntarily or under pressure). Others maintain sexual relationships with one or more athletes with apparent impunity. One respondent to the survey, in reference to the male track coach at an Ontario university, noted that he "had the odd affair with athletes."



It seems highly likely that any male coach who has a sexual relationship with a young female athlete is guilty of exploiting his power and authority. Indeed, given the limited opportunities for girls and women to train at the competitive level, especially outside of large urban centres, rejection of their coach's sexual overtures could well mean the end of a young woman's athletic career, and in one case in Alberta, reported by a respondent to the survey, this was in fact the outcome.

Homophobic Harassment

Harassment of lesbians in sport contexts constitutes a form of sexual harassment that has only recently become a topic of public discussion. Since 1983, several national sport and physical education associations in North America, including the Canadian Association for Health, Physical Education and Recreation (CAHPER) and the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD), have held sessions on homophobia at their annual conferences. Women's responses to these sessions provided a clear picture of the chilly climate in sport and physical education contexts for lesbians (Lenskyj 1991). Yet large numbers of lesbians continue to be active participants in sport and sport leadership, and are often the targets of discriminatory hiring and firing practices (Baxter 1987; Kort 1982; Macintosh and Whitson 1990; Potera and Kort 1986; Vance 1983).

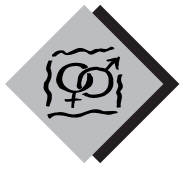
One woman's experiences of homophobia in an Ontario university will illustrate some of the barriers faced by lesbians in sport. Sue was a talented all-round athlete and had been openly lesbian for many years. As a first-year physical education student a few years ago, she tried out for the varsity soccer team. She had been warned by a lesbian friend that the coach, a woman, did not let openly lesbian players on the team, and that it would not be wise to mention her prior experience on a lesbian community-based league.

Three PE students who had played in the lesbian league and were, in Sue's estimation, very good players, were not selected and Sue was also dropped at the last cut. The final varsity team was composed mostly of women who were "only marginally interested in soccer," while many of the better players were cut. Two lesbians remained on the team, but did not disclose their lesbianism or join the lesbian community league until after they left the varsity team. Although she had considerable support among her PE friends, both lesbian and non-lesbian ("everyone knew what was going on"), Sue found the whole experience so demoralizing that she didn't try out for any more varsity teams.

Harassment and Eating Disorders

Women engaged in activities that by their nature attract the male gaze are particularly vulnerable to harassment in relation to diet and body size. The young women who participate in aesthetic sports such as gymnastics, figure skating, and synchronized swimming are subject to ongoing scrutiny. Their performance is evaluated on artistic as well as technical merit, and an ultrathin body is seen as a prerequisite for physical attractiveness, and hence for artistic merit.

In the growing body of literature on eating disorders among female athletes, sexually harassing and psychologically abusive behavior on the part of male coaches in relation to female athletes' body size and shape is well documented. A high proportion of competitive female athletes resort to dangerous weight control behaviors to maintain an edge over their opponents and to satisfy coaches', judges' and spectators' standards of heterosexual attractiveness (Rosen and Hough 1988; Black and Burckes-Miller 1988; Teskey 1986; Crosset 1990; Ciliska and Rice 1989).



Research has shown that even casual references to overweight may prompt young women to resort to dangerous weight-control behaviors, and insensitive coaches may precipitate the problem by public criticisms of athletes who have not stayed within some arbitrary weight range (Overdorf 1987; Rosen and Hough 1988). Some coaches go far beyond “casual” references. In public discussions with female athletes, I have heard numerous reports of coaches who ridiculed and humiliated girls and women who gained weight, by having weekly public weigh-ins and maintaining a so-called fat list of “offenders” posted on the gym wall. Women remembered this humiliation with considerable bitterness many years later.

A pilot study on eating disorders and coach/athlete relationships (Jaffee 1988) reported that while most coaches seemed aware of and concerned about the issue, only a few coaches reported awareness of actual problems among the girls and women they coached, perhaps because they did not know the signs and symptoms. Guidelines for coaches have been developed in the professional literature, e.g. Black and Burckes-Miller (1988), Grandjean (1991), Johnson and Tobin (1991), Nelson (1987), Slavin (1987). These include: becoming knowledgeable about eating disorders and learning to identify early warning signs, providing sound nutritional advice for athletes, and maintaining strict confidentiality and sensitivity in dealing with athletes who may have eating disorders.

Conclusion

The view of sport and physical education as a male domain still operates in many sport and physical education contexts, and sexual harassers are likely to escape detection or censure.

Girls and women in sport may tolerate harassing and homophobic comments and actions for simple reasons of survival.

Coaches’ abusive behavior may contribute to the problem of female athletes’ eating disorders.

Although women may take proactive steps to address these issues, it is not women’s behavior that needs to be changed, but rather the behavior of the harassers.

Recommendations

- ◆ All national sports organizations should develop, publicize, and implement zero tolerance sexual harassment policies.
- ◆ Coaching certification programs should include information and awareness-raising sessions for all coaches on the issue of sexual and homophobic harassment.
- ◆ Coaching certification programs should include thorough coverage of eating disorders, including guidelines for coaches.
- ◆ Mandatory workshops on these issues should be provided for coaches who are already certified.
- ◆ Professional journals should publish special issues on sexual harassment and eating disorders.
- ◆ Women’s committees within national sport organizations should develop support networks for girls and women who have experienced harassment.



The Chilly Climate Checklists

Every girl and woman has the right to be safe while she is participating in a sport or fitness activity.

The concept of safety goes beyond physical surroundings, although these must also be considered. There are other aspects of the environment which are less tangible, but equally important for girls' and women's safety. These are factors which contribute to the "chilly climate" which girls and women experience in many sport contexts.

The checklists below are designed to raise awareness about safety issues for girls and women in sport and physical education activities.

Coaches' Checklist

The General Climate

- ◆ Do you take any steps necessary to make the facilities safe for girls and women?
- ◆ Do you report poor lighting, graffiti, litter, or broken windows to the appropriate authority?
- ◆ Do you monitor male spectators' behavior?
- ◆ Do you put a stop to sexually harassing behavior by spectators?
- ◆ Do you remove any offensive pictures (nudes, "pin-ups") or graffiti from the walls?
- ◆ Are you prepared to deal with sexual harassment or sexual assault emergencies?
- ◆ Do you understand what constitutes a reportable offence?
- ◆ Do you act as an advocate on women's safety issues?

Your Personal Behavior

- ◆ Do you look at female athletes' bodies in ways that are intrusive or in any way inappropriate?
- ◆ Do you make derogatory or demeaning remarks about girls and women?
- ◆ Do you call adult women "girls"? Do you refer to the team as "my girls"?
- ◆ Do you make sexist, racial, or homophobic jokes?
- ◆ Do you make sexual innuendoes about women?
- ◆ Do you make humiliating comments about athletes' bodies or body weight?
- ◆ Do you touch female athletes in inappropriate ways?
- ◆ Do you understand the difference between physical contact that is appropriate in the sport context (e.g. spotting in gymnastics) and inappropriate physical contact?
- ◆ Have you ever asked a female athlete to go on a date?
- ◆ Have you ever given preferential treatment to a female athlete (e.g. selecting her for the team) in exchange for sex?



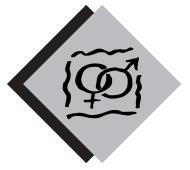
Female Athletes' Checklist

The General Climate

- ◆ Do you feel safe training and practising in this facility?
- ◆ Do you feel safe as you travel to and from this facility?
- ◆ Is the facility well maintained (e.g. good lighting, no broken windows, litter, or graffiti)?
- ◆ Are there offensive pictures (e.g. nudes, “pin-ups”, cartoons) or graffiti on the walls?
- ◆ Is the security system adequate (e.g. security guards, emergency telephones)?
- ◆ Do male spectators act in harassing ways, either verbally or non-verbally, while you are training or practising?
- ◆ Are instructors and other personnel equipped to deal with sexual harassment or sexual assault emergencies?

The Male Coach

- ◆ Does the coach look at you in ways that make you feel uncomfortable?
- ◆ Does he make derogatory or demeaning remarks about women?
- ◆ Does he make sexist, racist or homophobic jokes or comments?
- ◆ Does he make humiliating comments about your body or body weight?
- ◆ Does he touch you in inappropriate ways?
- ◆ Does he understand the difference between physical contact that is appropriate in the context of sport (e.g. spotting in gymnastics) and inappropriate physical contact outside the sport context?
- ◆ Has the coach ever asked you to go out on a date with him?
- ◆ Has he ever suggested that he would treat you preferentially (e.g. select you for the team) if you had sex with him?
- ◆ How safe would you feel if you were alone with the coach?
- ◆ Did you check out this coach's record regarding his attitude towards women, before deciding to train with him?
- ◆ Did you talk to other women in the class/ club/team about his treatment of female athletes?



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7. Homophobia in Sport

Purpose

To understand homophobia.

To enable coaches to explore how they feel about working or associating with other coaches and athletes who are gays or lesbians.

Note: This activity is intended to be used once participants have had an opportunity to explore gender equity through activities such as learning scenarios #1, #2 and #4 or through other discussions and presentations. This activity is **inappropriate** for groups and individuals who have not had this opportunity.

Description

This learning scenario involves personal reading, discussions, a self-test instrument, critical reflection, and small- and large-group discussions.

At the end of the previous session, explain that you will be discussing the issue of homophobia in sport in the next class and ask the coaches to read the article *Sexual Harassment: Female Athletes' Experiences and Coaches' Responsibilities* included in the previous learning scenario.

Note: If coaches have already read the article, suggest that they re-read the last half in preparation for this session.

When coaches come to this session, facilitate a discussion in small groups of 3 or 4 based on the following questions:

- ◆ While you were growing up, what did you and your friends (children between the ages of 5 years and 13 years) generally learn about lesbians and gays?
- ◆ What did you learn that you have since rejected?
- ◆ What did you learn that you continue to believe?

Bring the small groups into plenary and ask what stood out for them in their discussions. Acknowledge the wide variety in backgrounds, learnings, experiences, etc. of coaches. Emphasize that groups of athletes have similar variety in their histories. Some athletes will have gay or lesbian parents, aunts, uncles, siblings, friends, etc. Some may be gay participants or lesbians and not disclose their orientations.

After this discussion, explain what homophobia is and how it results in the sexual harassment of coaches and athletes. Refer to the article provided to clarify questions, etc. You may find the following definitions helpful.¹⁹

19. Canadian AIDS Society, *Homophobia, Heterosexism and AIDS*, Ottawa: Canadian AIDS Society, 1991, 64–66, adapted.



- ◆ **Homophobia** is the fear of gays and lesbians and the hatred, disgust and prejudice that fear brings. Homophobia refers to individual negative attitudes and personal prejudice.
- ◆ **Internalized homophobia** is the internalized feelings of fear or shame felt by gays or lesbians about their own sexuality, caused by the constant barrage of negative messages about homosexuality. This may be expressed in feelings that they are “sick,” “deviant,” “abnormal,” etc.
- ◆ **Lesbian or Gay:** A lesbian or gay is a woman or man who prefers other people of their own sex emotionally, sexually and socially and who identifies herself or himself as lesbian or gay; or a woman or man whose primary erotic, psychological, emotional and social interest is a member of her or his own gender, even though that interest might not be expressed sexually.
- ◆ **Heterosexism** is the promotion by institutions of the superiority of heterosexuality and the assumption that everyone is heterosexual. Heterosexism is based on the assumption that being heterosexual is inherently better or more moral than being lesbian, gay or bisexual. Like racism, sexism and other forms of oppression, heterosexism awards privilege to members of the dominant group (heterosexuals) and denies privilege to members of the group with less power (lesbians, gays and bisexuals).

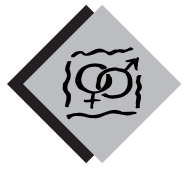
Hand out the worksheet on homophobia and ask participants to complete it as a way to enhance their understanding of homophobia in sport. Explain that you are not making any assumptions about the sexual orientations of the coaches in your group, nor will you ask anyone to share their scores at any time.

Facilitate a discussion based on the following questions:

- How did you feel and what did you think about while you were completing this questionnaire?
- Do you agree with your score? Why or why not?
- Which questions were most difficult to answer? Why?
- Which questions were easiest to answer? Why?
- Surprises? Learnings? Questions?
- Think about other coaches. How do you think they would respond to this questionnaire?
- Given your answers to this questionnaire and the discussion that followed, what have you learned about yourself that could be useful to you as a coach? What could you do to follow through on this learning and improve your coaching?

Training Tips

- ◆ Some Course Conductors may be unfamiliar with the issue of homophobia in sport. A small group of Course Conductors may wish to do this learning scenario themselves before they use it with coaches. This may enable them to increase their comfort levels with the subject matter and raise discussion issues for use with coaches.
- ◆ Do not assume that all participants in your courses are heterosexual. If you assume that group members represent a variety of sexual orientations, this will have a significant impact on how you facilitate this activity and on how you relate to course participants in general.
- ◆ Consult Appendix D for additional reading related to this learning scenario.



Homophobia in Coaching

*An Index of Attitudes Toward Gays and Lesbians in Sport and Society*²⁰

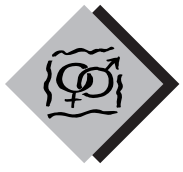
This questionnaire is designed to describe the way you feel about working or associating with other coaches and athletes who are gay and lesbian. Its purpose is to raise awareness about the fact that although many people do not consider themselves homophobic, most people are involved in ongoing personal consideration of this issue. Keep in mind that this questionnaire is not just for heterosexual people. Many gays and lesbians are also homophobic and need to revisit these questions.

Consider each item as accurately as you can. Place the number indicating your feeling next to each item. *Be candid; you will not be asked to share your score.*

- | Strongly agree | Agree | No opinion | Disagree | Strongly disagree | |
|-----------------------|--------------|-------------------|-----------------|--------------------------|---|
| 1 | 2 | 3 | 4 | 5 | |
| _____ | | | | | 1. I would feel comfortable working closely with a gay or lesbian coach. |
| _____ | | | | | 2. I would enjoy attending social functions at which gay or lesbian athletes were present. |
| _____ | | | | | 3. I would feel uncomfortable if I learned that my neighbor was gay or lesbian. |
| _____ | | | | | 4. I would feel comfortable knowing I was attractive to members of my gender. |
| _____ | | | | | 5. I would feel uncomfortable being seen in a gay sports bar. |
| _____ | | | | | 6. I would feel uncomfortable if I found myself sexually attracted to a member of my gender. |
| _____ | | | | | 7. I would feel disappointed if I learned that my child was gay or lesbian. |
| _____ | | | | | 8. I would feel nervous being in a group of gay or lesbian athletes. |
| _____ | | | | | 9. I would feel comfortable knowing that my priest, pastor or spiritual counselor was gay or lesbian. |
| _____ | | | | | 10. I would feel that I had failed as a parent if I learned that my child was gay or lesbian. |
| _____ | | | | | 11. I would feel uncomfortable as a coach at the Gay Games. ²¹ |
| _____ | | | | | 12. I would feel comfortable if I learned that my daughter's coach was a lesbian. |

20. W.W. Hudson and W.A. Ricketts, "A Strategy for the Measurement of Homophobia," *Journal of Homosexuality*, 5(4), 1980, 357-72, adapted.

21. Ten thousand athletes participated in the Gay Games held in Vancouver in 1990. Much larger numbers are expected at the New York Gay Games in 1994.



Gender Equity in Coaching

- _____ 13. I would feel uncomfortable if I learned that my spouse or partner was sexually attracted to members of his or her gender.
- _____ 14. I would feel at ease talking with a gay man or a lesbian at a party.
- _____ 15. I would feel uncomfortable if I learned that my boss was a lesbian or a gay man.
- _____ 16. It would not bother me to walk through a predominantly gay section of town.
- _____ 17. It would disturb me to find out that my doctor was lesbian or gay.
- _____ 18. I would feel comfortable if I learned that my best friend of my gender was gay or lesbian.
- _____ 19. I would feel uncomfortable knowing that my son's male coach was gay.
- _____ 20. I would feel comfortable working closely with a gay or lesbian athlete.

Scoring

For the following items you must first reverse the scoring:

3, 5, 7, 8, 10, 11, 13, 15, 17, 19.

To do so, change the number you wrote for the item as follows:

Change: 1 to 5

2 to 4

3 does not change

4 to 2

5 to 1

When you have written in the new numbers and crossed out the old numbers, add up your total number of points. This is your score: _____

This scale describes the way you feel about working or associating with other coaches or athletes who are gays or lesbians. The minimum score is 20 and represents the least amount of discomfort. The maximum score is 100 and represents the greatest amount.

In general, if you score between 20 and 40 then you are probably accepting of homosexuality. A score of between 41 and 60 means you are probably moderately accepting of homosexuality. A score of between 61 and 80 indicates that you are probably moderately homophobic. A score of 81 to 100 indicates that you are probably very homophobic.



APPENDIX A: Equity and Access²²

Fairness permeates the practising of these values. Access and equity exemplify fairness.

Rich in athletic skills and spirit, Canadians pursue the pleasures of active play and high performance with equal enthusiasm ... Sport is a significant part of Canadian life. Individuals of all ages and abilities are able to participate within their home community.

*“A Vision of Sport in Canada.”
Task Force Report (Ottawa, 1992)*

This vision reflects the desire that all Canadians participate in sport according to their choice. This “sport for all” concept is based on values of equity and access espoused by the sport community throughout the consultation. The current reality is that many Canadians face significant barriers to participation in sport. The sport system does not include all Canadians.

This chapter deals with issues of equity and access experienced by different groups of Canadians, including women, Indigenous peoples, Canadians with a disability and ethnic and visible minorities. The concept of inclusiveness is the principle behind sport for all.

One factor not covered in this chapter, but a significant modifier of the sport experience, is regionality. Increasingly, less wealthy regions of Canada are unable to provide the programs, facilities and competitions needed. This is a reality of Canada which must be explored when working at improving equity and access for all Canadians.

While each of these groups has specific issues related to equity and access, there are many similarities. Common barriers to participation exist such as discrimination, few representative leaders in position of influence in mainstream sport and the lack of bridges to foster communication and collaboration with mainstream sport.

Also, each group has specific and distinct issues and approaches related to inclusion. Women are interested in involvement in the mainstream of most sports. Persons with disabilities want selective involvement, with the opportunity to negotiate equity and access with selected organizations. Indigenous peoples prefer to instill cultural values in their youth before they become involved in mainstream sport at higher levels. Ethnic and minority groups are widely diverse, with issues and choices according to each group or individual’s interest.

Equity and access, sport for all Canadians, will inevitably place new demands and expectations on sport organizations. The Task Force expects that adjustments will occur over the long term within communities in Canada. Sport clubs and schools will be the major sites of change and they will draw upon the national sport bodies for support.

22. *Sport: The Way Ahead, The Report of the Minister’s Task Force on Federal Sport Policy*, Government of Canada: Fitness and Amateur Sport, 1992, Chapter 17, 147–152.



When race walker Ann Peel found out her federal funding (as a carded athlete) would be cut by 40% because she was pregnant, she fought back. As a lawyer, she felt Sport Canada's ruling was legally wrong. As a veteran athlete, she was annoyed that people assumed she was through because she was having a baby.

"The assumption was that you were finished ... nobody bothered to say, do you intend to return?" said Peel, "Are you still training? What are your plans? ... it's all part of this business of treating athletes as machines instead of individual people capable of making their own lifestyle decisions."

Thanks largely to Peel's efforts, the policy was changed last month (April 1991) and pregnant athletes are now eligible to keep full funding, if they can show they intend to return to competition.

CBC Newsworld
(May 12, 1991)

Easy answers to new issues are not readily available as the process of change starts. As in other sectors, adjustments will have to be discovered—taking time, patience and good will. We believe that the increased expectations of national and provincial sport bodies will place individuals and organizations under some stress during the years of adjustment. Sport organizations may face challenges or even crises when dealing with equity and access issues.

WOMEN IN SPORT

Women are not represented equally in school sports, organized sports, coaching, officiating or sport organizations. This is not by choice! Subtle exclusion and systemic discrimination exist throughout the sport continuum. While progress has been made, the pace is unacceptably slow.

The *Report of the 1970 Royal Commission of the Status of Women* made two recommendations on participation of women in sport:

- ◆ that provinces and territories review their policies to ensure that school programs provide girls with equal opportunities to participate in athletic and sport activities and establish policies and practices that will motivate and encourage girls to engage in athletic and sports activities.
- ◆ that pursuant to the federal *Fitness and Amateur Sport Act*, research be undertaken to determine why fewer girls participate in sport programs at the school level and recommend remedial action.

In March 1974, the Fitness and Amateur Sport Branch sponsored a conference on Women in Sport in order to gain a better understanding of factors that constrain participation and to recommend programs to improve girls' and women's status and opportunities in sport and recreation.

Some activities were undertaken (especially for women coaches and officials) but, by 1980, no substantive changes had been achieved. As a result, stronger initiatives were undertaken in 1981, including the establishment of a women's program with Fitness and Amateur Sport with a budget of \$250,000 for research and programming.

Two major programs were established: an internship program to provide on-the-job training for national-calibre women athletes and ex-athletes, and the National Association Contributions Program to provide funds for national sport and recreation organizations to encourage girls to participate in sport and fitness.



In the 10- to 14-age group, 49% of the female population are involved in sport, versus 72% of the male population. Beginning at age 12, involvement of girls declines steadily until only 11% are involved in physical activity by grade 11.

Interviews show that 76% of women want greater involvement in sport and their interests are broad (including such areas as hockey and soccer).

*Statistics from the
Women in Sport Program,
Sport Canada*

During this period, the Canadian Association for the Advancement of Women and Sport (CAAWS) was formed. The CAAWS is an advocacy and program-development group supported through multiple agencies including the Secretary of State Women's Program, Sport Canada Women's Program and Fitness Canada.

In 1982, the Canadian Advisory Council on the Status of Women commissioned and published *Fair Ball* (Hall and Richardson, 1982). The Council recommended that national sport bodies, lotteries, agencies and other publicly funded sport organizations work towards equitable funding and representation of women in sport. They also recommended a stronger role for the Women's Program in Fitness and Amateur Sport in monitoring organizations.

In 1986, Fitness and Amateur Sport published its *Policy On Women In Sport* directed at:

- ◆ attaining equality for women in sport, implying that at all levels of the sport system women should have equal opportunity to participate;
- ◆ providing activities of their choice administered in a bias-free environment;
- ◆ creating an environment where no one is forced into a predetermined role or status because of gender.

This policy challenged NSOs to include in their planning, specific strategies to meet the needs of women in sport. The policy has not as yet been integrated into other Sport Canada policies. It is voluntary and the related funding allocation to NSOs for developmental purposes is \$400,000 per annum.

Issues and Challenges

Participation Levels

The participation of females in physical activity and sport declines at a very young age. Fewer school sports and activities are offered to girls; teams are mainly segregated; opportunities are limited. Boys' teams tend to command the use of facilities. Rules and conventional practices in sport favor the physical strength and development of boys. Sport is based on decades of traditions and practices which favor male participation.

Involvement in physical activity and sport is extremely important to girls and women. A decline in involvement may result in a reduced fitness level over the life cycle (absence of strength, poorer cardiovascular levels, diminishing bone density and a poor sense of body image). Lack of physical strength increases women's vulnerability in an era of violence. Loss of opportunity to enjoy the sheer pleasure of the sport experience is problem enough.



- ◆ *At the 1991 Canada Winter Games, there were 2326 participants of whom 52.3% were women and 47.7% were men.*
- ◆ *At the 1990 Commonwealth Games in Auckland, 68.5% of athletes on the Canadian team were male and 31.5% were female. Only 67 of the 204 events were open to women.*
- ◆ *At the 1988 Olympics in Seoul, there were 165 events for men and 86 for women (36%).*
- ◆ *43% of carded athletes are women.*

Statistics from Sport Canada

Young females are not encouraged to play and excel in sport. Parents are less likely to encourage girls to enter sport than boys. A strong correlation exists between the sport experience of parents and encouragement of their children. Mothers and female elementary school teachers (often lacking personal sport involvement themselves) are less likely to encourage daughters or female students, and the cycle of low female involvement in sport activity is continued. School environments are a significant factor in the absence of the sport experience and its myriad health, happiness and protection benefits in the lives of many women. [Canada Fitness Survey. ***Changing Times: Women and Physical Activity***. (Ottawa, 1984).]

Opportunities are increasing for girls and women entering competitive sport. The leadership shown by Canada Games has a direct impact on sport activities leading to these games. In 1987, the Canada Games Council stated that “a primary criterion in sport selection for 1991 and subsequent games, [be] the principle of achieving an equal ratio among male and female participants.” This progressive and equitable approach is not echoed at the international level (due to criteria not under Canadian control).

Women in Sport Leadership

In a study of 70 NSOs, MacIntosh and Beamish [D.R. Macintosh and R.R. Beamish. *Female Advancement in National Level Sport Administration Position*. Presented at the ICHPER/CAPHER Conference (Vancouver, 1987)], found that nearly half of entry-

level positions were held by women, whereas women comprised only 28 percent of executive directors, 23 percent of technical directors and less than 10 percent of national coaches. Women comprise 25 percent of volunteers. In national sport organizations, few women are in positions of influence.

Even with an advocacy organization, federal policy and staffing guidelines to encourage fuller participation, little change has occurred over the past 10 years. Girls and women perceive that choices are limited and opportunities restricted across the sport continuum and in sport administration. Women seek changes, and in keeping with the vision of sport for all, so does the Task Force.



Early in 1985, Justine Blainey, a 12-year-old female hockey player, was barred from playing on an Etobicoke hockey team because of an Ontario Hockey Association rule prohibiting female participation. Justine took her case to the courts and the Divisional Court of Ontario ruled against her.

In 1986, the Ontario Court of Appeal struck down Section 19 (2) of the **Ontario Human Rights Code**. The ruling was that 19 (2) contravened the Canadian Charter. The OHA appealed to the Supreme Court of Canada and failed. The Ontario Human Rights Commission then ruled that both the OHA and the Etobicoke Club violated the human rights code by barring Blainey from play. This is a landmark decision. It means that females can no longer be barred from male teams or sports.

H. Lenskyj,
Women in Sport and Physical Activity: Research and Bibliography (1991)

At a time when Canada's Sport Policy is being reviewed it is imperative that the views and concerns of women are taken into consideration. The new vision of sport in Canada must reflect women's experience, their achievements and their vision of how sport activities should be run in Canada. The central question related to this objective is: how can it be achieved? What does this mean in concrete terms? It means the creation of a sport environment where athletes, regardless of gender, can participate in an activity of their choice, safe and free from sexual harassment, where women are equally represented in the sport decision-making process, and where there is recognition of the socio-economic realities of women's lives, for example, child care and maternity-leave.

K. Stanley, Co-ordinator for Status of Women in Canada.
Submission to the Minister's Task Force on Federal Sport Policy (November 1991).

Policy Implementation

Sport Canada's Women in Sport policy was published in 1986. Implementation has been slow. The Women in Sport policy is not integrated with other Sport Canada policies nor is it harmonized with provincial/territorial policies, where they exist. Funding allocations have not matched the demands of the policy, and NSOs and other sport bodies have been slow to respond. As a result, overall changes has been slow.

Recently, policy implementation has been given renewed energy and higher priority. Many new initiatives are under way including strategic planning and network building. As demands upon the services of this program increase, it may be necessary to look at alternative structures, such as a secretariat or an organization outside government (and the inherent bureaucracies). As the sport community matures, it may wish to take on the development and implementation of strategies to improve equity and access for girls and women.

Issues specific to women, such as child care, variable schedules for family commitments, health issues in training and sport medicine, discrimination and sexual harassment are avoided by sport organizations. Sport organizations (with 15 years of public and government expectation and support for voluntary change) have not treated the subject with the seriousness expected. What is true for women in general can be more strongly said for girls and women in visible and ethnic minorities, those with a disability and aboriginal women.



At the national level, there is little collaboration between government and sport organizations in achieving the goal of the Fitness and Amateur Sport Act for “involvement of all Canadians in Sport.” In accountability for public funding, national sport organizations must understand the legal definition and intent of gender equity and implement it through legislation, constitutions and policies. NSOs must also work toward equality by removing systemic barriers and discrimination.

It is the considered view of the Task Force that the pace of involving and advancing girls and women across the sport continuum, and in all levels of sport organizations, must be significantly accelerated in order to display fair and equitable treatment of 50 percent of the Canadian population.

RECOMMENDATIONS

The Task Force therefore recommends that:

63. The Fitness and Amateur Sport Branch should:

- integrate the principles of the Women in Sport Program into all of its policies and programs;
- give priority to implementation of policies and programs by the allocation of funds;
- consult with provincial governments on ways to develop access for girls and women to sports of their choice;
- channel research funds to develop mechanisms to support sport organizations in implementing greater equity and access for women in sport, coaching and administration;
- give high priority in the funding and accountability processes to the degree to which NSOs actively implement their policies and programs for girls and women.

64. The national sport organizations should:

- include the advancement of girls and women in sport as a priority in their strategic planning;
- become vigilant of and assume accountability for the physical and moral safety of women in sport with specific attention to physical and equipment safety during training and performing and to the prevention of sexual harassment;
- write and implement policies that clearly reflect the social and legal meaning of gender equality;
- write and enact policies and set targets to achieve equitable representation on boards of directors, committees, in administration and across the sport and provide training to enhance their contribution;
- portray women and girls in promotion, advertising and publicity by using words and images that are appropriate to their sport experience and avoiding words and images that portray women as objects.



APPENDIX B: How To Tell a Male Manager from a Female Manager²³

A male manager is aggressive.

A female manager is pushy.

He is good with details.

She is picky.

He loses his temper because he's so involved in his job.

She's a bitch.

He's moody—it's his nature.

If she's moody, it must be her time of the month.

He follows through.

She doesn't know when to quit.

He stands firm.

She's hard.

He's a man of the world.

She's been around.

He's never afraid to say what he thinks.

She's always shooting off her mouth.

He's a stern taskmaster.

She's hard to work for.

A family picture is on his desk—he's a solid, responsible family man.

A family picture is on her desk—her family comes before her career.

His desk is cluttered—obviously a hard worker and a busy man.

Her desk is cluttered—obviously a disorganized scatterbrain.

He's getting married—he'll be more settled.

She's getting married—she'll get pregnant and leave.

He's having a baby—he'll need a raise.

She's having a baby—she'll cost the organization money in maternity benefits.

He hangs out with men—he's part of the old boys' success network.

She hangs out with women—she's a lesbian.

He's leaving for a better job—he knows how to recognize a good opportunity.

She's leaving for a better job—women are unreliable.

23. Gary Powell, *Women and Men in Management*, London: Sage, 1988, 103–104, adapted.





APPENDIX C: Thoughtful Language²⁴

Suggestions for gender inclusive language in school physical education, physical activity and sport

The values of our society are expressed and perpetuated through language. Words create powerful images, which shape and represent the way in which we think and act. Language has a strong influence, directly and indirectly, on the way in which we are perceived in society and how we perceive ourselves. This is true of all individuals, including students and teachers in school physical education settings.

Language that excludes, subordinates or demeans people because of gender has a negative impact on self-esteem, growth and aspirations. Such language limits the roles we seek to perform and diminishes our ability to realize our potential as individuals.

Times and expectations are changing and schools are now expected to provide a sensitive, protective and nurturing environment. In every physical education program in Canada, the language that we use must respect and support the equality and dignity of every learner. Abilities should be developed and aspirations encouraged without the limitations imposed by sex role stereotyping.

Clear communication in keeping with the goal of creating a caring and gender equitable learning environment requires sensitivity. The following examples can help to make our language supportive of the dignity, aspirations and equality of all people.

Words:

Avoid

boatman
bowman
brakeman
brotherhood
chairman
cheerleader
crewman
equestrienne
fisherman
gal
girl

Use

boater, rower, sailor, captain
archer
braker
community
chair, chairperson
spirit leader
crew member
equestrian
angler, fisher
use only for girls under 14
use only for girls under 14;
over 14, use young woman

24. "Thoughtful Language" courtesy of Canadian Association for Health, Physical Education and Recreation (CAHPER), "Gender Equity Through Physical Education" resource package, 1993.



Gender Equity in Coaching

girls' skates, boys' skates	hockey skates, figure skates, ice skates
he (<i>to include both sexes</i>)	neutral noun (e.g. student, coach, player)
helmsman	coxswain, guider, steerer
heroine	hero
horseman, horsewoman	rider
horsemanship	ridership, equitation
inner man	inner self, inner person, psyche
lady	woman
lady judge	judge
Lady Luck	luck
lady starter	starter
majorette	baton twirler
man enough	strong enough
man of the hour	honored person
man-to-man	one-on-one, face-to-face
manhandle	abuse, mistreat
mankind	humankind, humanity, people
manmade	manufactured
manpower	labor, work crew, work force
marksman	shooter, accurate shot
marksmanship	shooting proficiency
master stroke	bright idea, brilliant move
Mr. Smith, Sue Smith	Mr. Smith, Ms. Smith
men's team, ladies' team	men's team, women's team
oarsman	rower
one-upmanship	upstaging, competitiveness
outdoorsman	outdoor buff, nature lover
queenly	dignified, noble, regal
schoolboy, schoolgirl	student, schoolchild
seamanship	sailing ability, marine expertise
sportsman	sports buff, sportsperson, sports enthusiast, athlete
sportsmanship	fair play, spirit of sport
team (<i>to refer to boys' team only</i>)	girls' basketball team, boys' basketball team
tomboy	rough-and-tumble child, active child
tough guy	tough



two-man, three-man
water boy
woman driver
women's work
workmanship
yachtsman

Phrases:

Avoid

Man-to-man defense
You throw like a girl, you throw like a boy
Every Tom, Dick and Harry
Wear the pants
She's, he's got balls
Every schoolboy knows
Best man for the job

Words and Phrases to Avoid:

bouncy
coquette
coquettish
cute
don't cry ... be a man
girlish
moody
pixie

powder puff
shapely
curvaceous
well built
sissy
unfeminine
unladylike
unmanly

boyish
jockette
just like a woman
kewpie doll
softer sex
vamp
weaker sex
weak sister

two-seated, two-person
water carrier
driver
work
expertise, skill
yachter, boater, captain skipper

Use

Player-to-player defense
You throw correctly, you throw incorrectly
Everyone, people in general
Dominate, take the lead
She's, he's got guts, moxie
Every student knows
Best person for the job

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Ontario Women's Directorate. 1993. *Words That Count Women Out/In*. Toronto.
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APPENDIX D: Further Reading

- ◆ *Are We Winning Yet? How Women Are Changing Sports and Sports Are Changing Women.* Mariah Burton Nelson. New York: Random House, 1991.
- ◆ *The Arena of Masculinity. Sports, Homosexuality, and the Meaning of Sex.* Brian Pronger. Toronto: Summerhill Press, 1990.
- ◆ Rowing Our Own Boat. Sandi Kirby. *Herizons* (magazine on women's feminist views), Summer, 1992.
- ◆ *The Way Ahead for Canadian Women in Sport.* Report of the 1992 IPDP Tour. A publication of the Tait McKenzie Institute, Canadian Sport and Fitness Administration Centre, Inc. 1600 James Naismith Drive, Gloucester, Ontario K1B 5N4.
- ◆ *Revolution from Within: A Book of Self-Esteem.* Gloria Steinem. Little, Brown and Company: Boston/Toronto/London. 1992.
- ◆ *In a Different Voice. Psychological Theory and Women's Development.* Carol Gilligan. Harvard University Press. Cambridge, Massachusetts, and London, England. 1993.

