

2022 Rally Report Discussion Guide

Understanding Your Role in Creating Better, Safer Sport for Girls

This guide accompanies our latest Rally Report, which details how over 4,500 girls and women participants, and over 350 women sport leaders, experience sport in 2022. The data presents a clear story: girls want sport done differently so they can safely and fully participate and lead in sport.

We all have a role to play in creating better, safer sport for girls. Depending on the role (or roles) you play in sport, there are a series of reflection and discussion questions below to guide you in understanding how you can help create better and safer sport for girls.

You can reflect on these questions on your own or use them to facilitate a conversation with your team or in your organization. Whenever discussing social issues such as gender equity, we recommend that you begin by setting guidelines as a group to create a braver space for conversation and dialogue. These may include asking folks to:

- · Share questions and thoughts without judgment
- Engage in dialogue and not debate
- Assume positive intent of others
- Embrace discomfort as a sign of growth
- Allow everyone an opportunity to contribute

Coaches and Activity Leaders

Almost half of parents report low quality programming as a barrier to their 6 to 12-year-old girls' ongoing participation in sport.

- What are three ways you can create a safer and more welcoming environment for the girls you coach?
- What training do you need to better support girls and women?
 - Canadian Women & Sport's Gender Equity LENS
 e-learning module is a great place to start and can
 earn you NCCP points.
 - Ask your organization to host the Retaining Girls in Sport & Physical Activity workshop for coaches and activity leaders.
- Many people become coaches because they grew up playing sports. How might your own experiences in sport influence how you coach?

Parents

Girls report they feel most comfortable speaking to their parents about sensitive topics in the context of sport such as negative body image or lack of confidence or belonging. However, many parents do not feel equipped for these conversations.

- · How might you prepare yourself?
- Gender inequity in sport is upheld by longstanding practices that have become normalized. For example, many were taught not to ask questions or raise concerns. If you grew up playing sports, how might your sport experiences influence how you support your child?

Funders and Government Policy-Makers

In the Rally Report, Canadian Women & Sport calls on sport organizations to turn inward and educate decision-makers to apply a gender equity lens.

- How can this call to action apply to you as funders and policy-makers?
- Gender inequity in sport is systemic. How do current policies or funding approaches contribute to or uphold gender inequitable practices?
- What are innovative ways to support sport organizations and leaders in advancing sustainable, systemic change?

Sport Administrators

1 in 3 girls report sport organizations are not addressing key safety issues in girls' sport.

- Does this finding surprise you? Why or why not?
- What training opportunities have you provided this year to administrative staff, board members, and coaches or activity leaders? Where might there be gaps?
- How can your organization better support and develop women in leadership roles?

Board Members

In the Rally Report, Canadian Women & Sport calls on board members to become champions for gender equity.

- What does this mean to you?
- What training do you need to understand gender (in)equity in sport?
- Does your board of directors actively seek out women and gender-diverse people of intersecting identities to serve on the board?

Girls and Women

- What does good sport look like, sound like, and feel like to you? Can you think of examples that you have experienced? Who can you talk to about your sport needs?
- Girls recognize that role models make all the difference.
 Who are your role models and why? How might you become a role model for others?