THE CANADIAN PARKS AND RECREATION ASSOCIATION

CPRA ACPL

"Building Inclusive Recreation and Sport Communities for Women, Girls, and Gender Diverse People": Facility Use & Design"

Facilitators:

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Funding provided by:
Government of Canada,
Women and Gender Equality Canada

Welcome – Lindsay Johnson

- Recreation and Parks Association of the Yukon

- Land Acknowledgement

- Support from:
  - ❑ Canadian Parks & Recreation Association
  - ❑ Women and Gender Equality Canada
  - ❑ Government of Yukon Sport and Recreation Branch

- Martin Sampson, CEO, CPRA

Welcoming Remarks

- Honourable Jeanie McLean
  - ❑ Deputy Premier
  - ❑ Minister of Education
  - ❑ Minister responsible for the Women and Gender Equity Directorate

1.0 INTRODUCTIONS

Overview of the overall CPRA Gender Equity Project

Theme: How to Move the Needle?

Process

- Agenda / Pre-circulated Materials / Slides for Today
- Revisit at the end of the day
  - Additional Supports
  - Workshop Evaluation

Participant Introductions

- At tables
- Popcorn
- "Moving the needle" discussion

The Gender Equity Issue

In Budget 2018, the Government of Canada announced the following action and target under its plan for Reducing Poverty and Improving Health and Well-Being:

*Moving towards an inclusive sport system by setting a target to **achieve gender parity in sport by 2035** and increasing funding to support data and research, innovative practices to promote female participation in sport and provide support to national sports organizations to support the greater inclusion of women and girls in all facets of sports.*

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Overall Project Goals

1. Recreation service providers across Canada will have increased knowledge regarding how to best **deliver programs and services that ensure equal opportunities for facility access.**

2. Architects, planners, designers and recreation programmers will have an increased understanding and knowledge about the **facility elements** that are valued by girls and women in order to participate in physically active recreation programs.

WORKSHOP OVERVIEW
"How to Move the Needle on Gender Equity?"

- Facility Use & Design – Key Concepts
  - The Need, Intersectionality/Intersecting Identities

- Engagement – "Getting Them in the Door"
  - "Fear Research", Personas, Other Strategies
  - What Works

- Feeling Welcome
  - Facility Design – Indoor & Outdoor

- Community Example (Town of Aurora)

- Feeling Welcome – Organizational Culture

- Summary
  - Q&A – translation? Stories? CoP?
  - Next Steps
  - Evaluation

* Brief introductions at each table

* Popcorn questions

Reflecting on Progress

How do you feel about whether progress on gender equity in recreation has been made or not?

2.0
GENDER EQUITY & RECREATIONAL SPORT – Facility Use & Design

Key Concepts

a) The Need (Facts & Stats)

b) Intersectionality

c) Planning Tool - Temperature Check (CWS) - handout

a) The Need
Benefits of Sport / Physical Activity / Recreation Participation

- **Mental health/wellbeing**
- **Physical Health**
- **Social Connection**
- **Confidence**
- **Fun/enjoyment**
- **Sport and Physical Skills**
- **Cognitive Benefits**
- **Leadership Development**
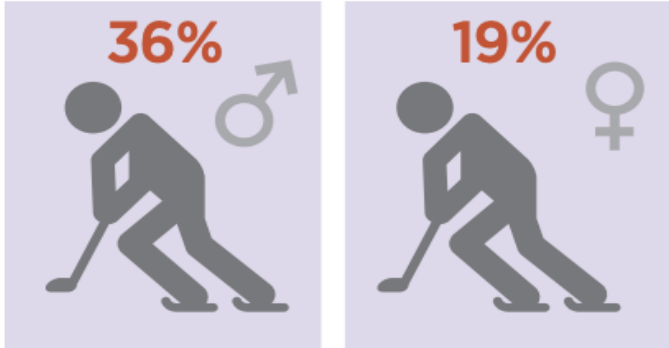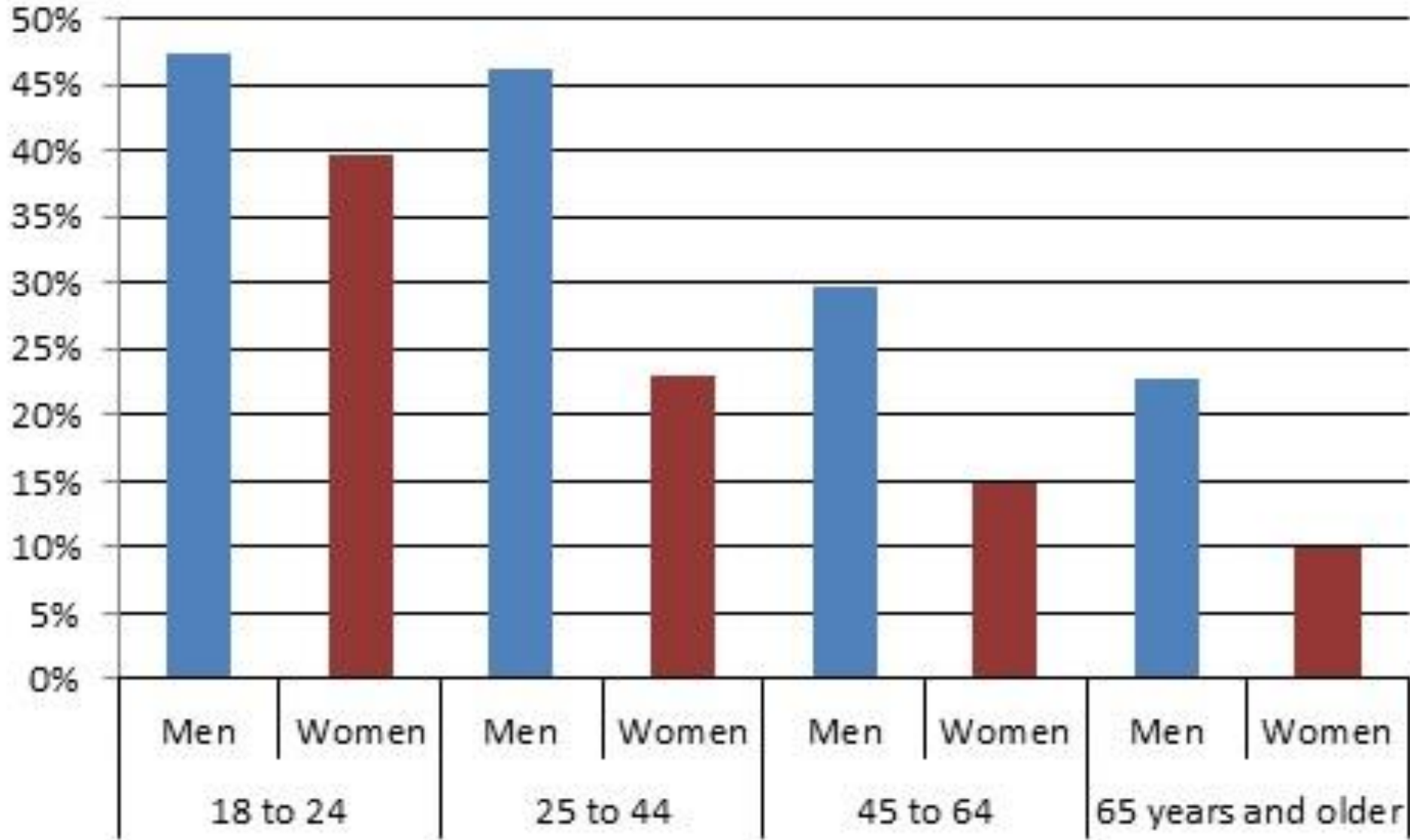- **Moral development**
- **Body Image**

11

% of Canadian adults who participate in sport

27%
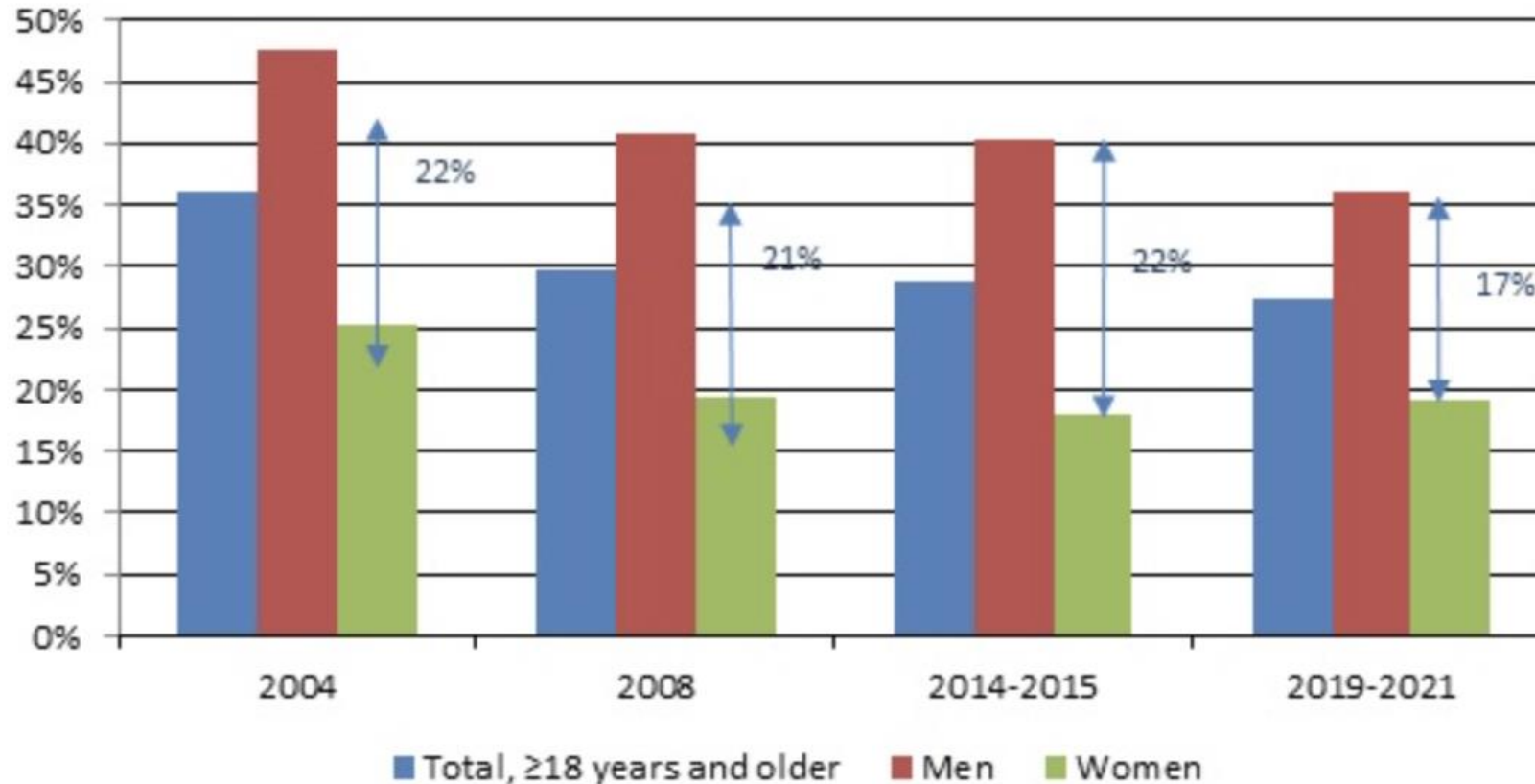
Participation in sports by gender

36% ♂

19% ♀

The Need: Women

Source: CFLRI (2019-2021 Physical Activity Monitor (Adult Focus)

The Gender Gap

Figure 3. Trends in sport participation among women (2004-2021)

Source: Canadian Fitness and Lifestyle Research Institute, aggregated results from the 2004, 2008, 2014-2015, 2019-2021 Physical Activity Monitor

Most women participate in unstructured physical activity and sport.

- One-quarter of women said that they participated in organized sport, whereas 69% of women reported participating in unorganized / unstructured physical activity or sport

- Women, 65+ were less likely than women aged 18-24 years to participate in organized activities.

Good News!

Many women report a high level of confidence in their ability to participate in sport and physical activity.

- 69% of women reported a moderate or great level of confidence that they have the skills and abilities to participate in their preferred sport or physical activity;

- 75% of women indicated a high level of confidence in their ability to participate in a beginner or trial class for a physical activity that is of interest; and

- 66% of women reported a moderate or great level of confidence that they could find suitable opportunities to participate nearby.

Canadian Fitness and Lifestyle Research Institute

40 YEARS

Search cflri.ca

Search

Reports and Publications ⌄ Tools, Training and Resources ⌄ Contributors and Collaborators ⌄ Research Studies ⌄ About CFLRI ⌄

Home > Women

Share

Women

- Sport participation
- Experiences of women participating in sport and physical activity
- Supportive social environments for physical activity and sport among women
- Perceptions about physical activity and sport by women
- Supportive spaces and places for physical activity and sport for women

The Need
Girls and Adolescents

50% of girls are not participating in sport by the time they reach adolescence.

13% of 13 to 18-year-old girls and **10%** of 6 to 12-year-old girls who participated in sport before the pandemic did not return.

20% of parents report their 6 to 12-year-old girls are less interested in sport than before the pandemic.

1 IN 3 of 13 to 18-year-old girls currently engaged in sport are unsure if they will continue to participate.

As much as we love sport, the truth is the current system isn't inclusive enough. It's time to disrupt the old norms and create the conditions for more girls, women and gender-diverse people to participate fully and safely in sport.

CANADIAN WOMEN & SPORT

Proudly in Partnership with Jumpstart Bon départ
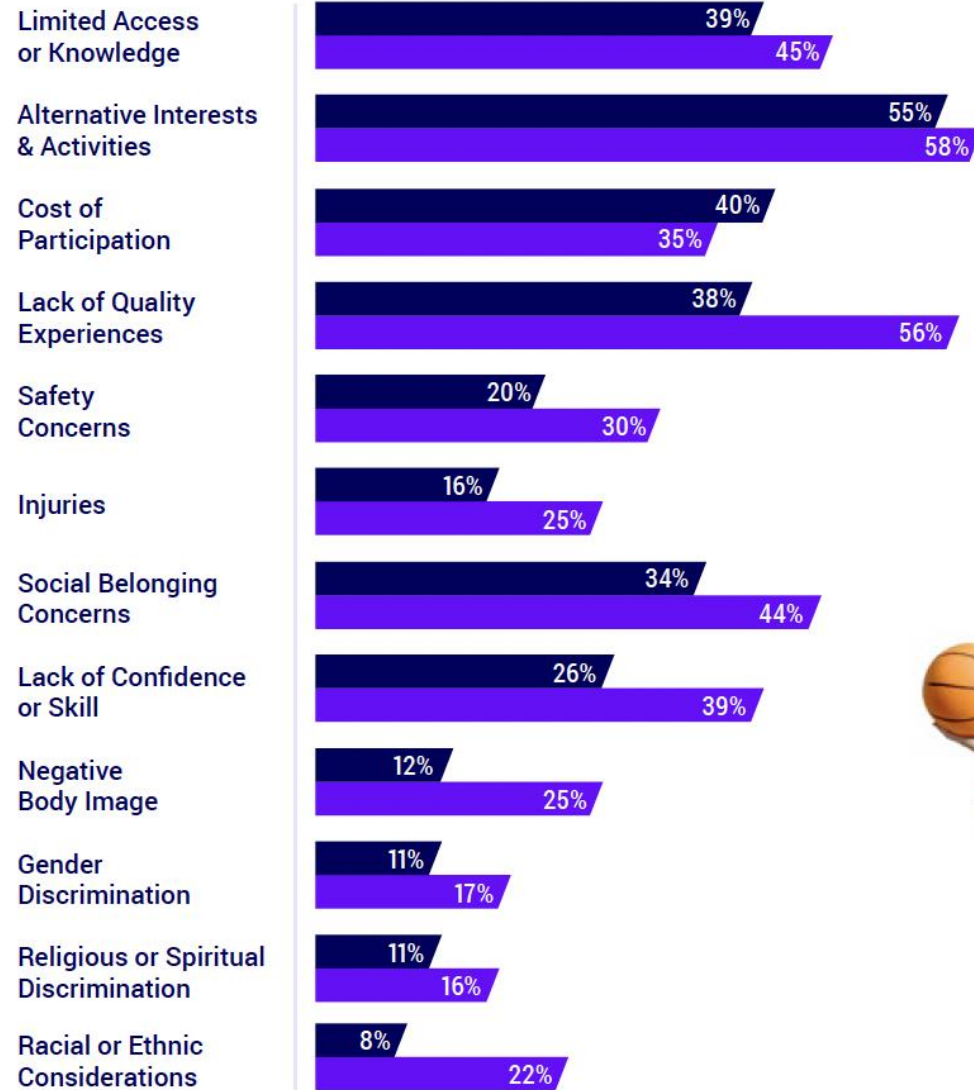
Rally Report 2022
A Call For Better, Safer Sport for Girls

The Need – Girls and Adolescents

Barriers to Sport Participation

PERCENTAGE OF GIRLS REPORTING EACH BARRIER TO SPORT PARTICIPATION

Barrier	Among 6 to 12-year-old girls	Among 13 to 18-year-old girls
Limited Access or Knowledge	39%	45%
Alternative Interests & Activities	55%	58%
Cost of Participation	40%	35%
Lack of Quality Experiences	38%	56%
Safety Concerns	20%	30%
Injuries	16%	25%
Social Belonging Concerns	34%	44%
Lack of Confidence or Skill	26%	39%
Negative Body Image	12%	25%
Gender Discrimination	11%	17%
Religious or Spiritual Discrimination	11%	16%
Racial or Ethnic Considerations	8%	22%

"I'm not confident in my skills having missed 2 years [of sport due to the pandemic]."

– GIRL, 17

AMONG 6 TO 12-YEAR-OLD GIRLS

AMONG 13 TO 18-YEAR-OLD GIRLS

19

Hot off the press …

- ***Participation rates in sport have increased considerably in 2022 compared to the record low of 44% during the pandemic in 2021.*** 68% of Canadian children and youth have participated in sport in the year leading up to the survey. This represents a substantial increase from the 44% who had participated in sport during the height of the pandemic in 2021.

- ***A higher percentage of boys, aged 5 to 17, participated in sport compared to girls of the same age.*** While there were no significant differences in sport participation between children (5 to 11 year olds, 68%) and youth (12 to 17 year olds, 67%), there were differences by gender
  - a higher percentage of boys (71%) reported participating in sport during the past year compared to girls (64%).
  - girls aged 12 to 17 years were less likely to have participated in sport during the year than young boys (aged 5 to 11)

Hot off the press ...

- Most parents (61%) indicated that when their child participated in sport, they did so primarily in a structured environment, whereas 14% reported primarily in an unstructured environment, and 25% reported both types of environments. These percentages did not differ significantly by age group or gender.

- Parents report that most children and youth (70%) participated primarily in a recreational environment, whereas 30% reported participation in a primarily competitive environment. There were no significant differences in sport participation in these type of environments by gender.

- A greater percentage of boys (58%) compared to girls (51%) reportedly were very likely to participate in sport in the near future, whereas a higher percentage of girls were not very likely to participate compared to boys (18% versus 12%, respectively). When looking at age and gender combined, girls aged 12 to 17 were the most likely group that were not very likely to participate in sport in the following six months compared to younger girls and all ages of boys.

b) Intersectionality and Intersecting Identities

What is meant by "Intersecting Identities?"

Intersecting identities is an understanding that people have multiple identifying factors, both visible and invisible to others.

IMPORTANT

We are not bound to one identity or a singular distinguishing factor.

What is Intersectionality?

"Intersectionality" is an understanding that systems in our society have been intentionally created to benefit or oppress specific demographics.

IMPORTANT

Intersectionality creates space for all identities, including perceived negative and positive identifying factors.

ORIGIN OF INTERSECTIONALITY

Term coined by Kimberle Crenshaw, an American critical race legal scholar, in 1989, to help explain experiences of racism and sexism, at the same time.

" *Intersectionality is a metaphor for understanding the ways that multiple forms of inequality or disadvantage sometimes compound themselves and create obstacles that often are not understood among conventional ways of thinking.* "

Kimberle Crenshaw

> " *Intersectionality is not just the concept of intersecting identities. Intersectionality is specifically about *marginalized* identities and how intersecting systems of oppression further serve to marginalize and disempower.* "

Dr. Oni Blackstock

1. Intersectionality shows that gender is not experienced in the same way by everyone.

2. Society shapes the way that gender is experienced across systems of power and privilege.

3. Intersectionality supports understanding the complexity of people's lived experiences across multiple differing intersections.

An Intersectional Look at Participation Rates

Girls, women and gender-diverse people experience and participate in sport differently based on their intersecting identities. Some of these identities include race and ethnicity, economic status, ability, and 2SLGBTQIA+ identity. This report tries to capture some of these overlapping identities. While it's not a complete picture, it clearly reveals how important it is to look beyond gender to ensure that all girls are accounted for and included.

OVERVIEW OF GIRLS PARTICIPATING IN SPORT

Percent of White girls participating in sport at least weekly
- 63%
- 52%

Percent of First Nation, Inuit, and Metis girls participating in sport at least weekly
- 50%
- 30%
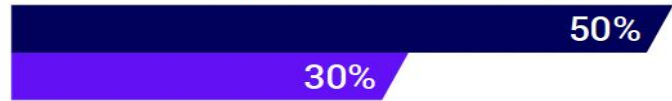
Percent of Black girls participating in sport at least weekly
- 49%
- 39%

Percent of girls from low-income homes participating in sport at least weekly
- 45%
- 41%

Percent of of girls identifying as 2SLGBTQ+ participating in sport at least weekly
- 48%

AMONG **6 TO 12**-YEAR-OLD GIRLS   AMONG **13 TO 18**-YEAR-OLD GIRLS

Girls and women of intersecting identities had a lower rate of response to this survey. More research is needed to better understand how their identities combine with gender to influence participation in sport.

30

> **"A lot of [sport] was cancelled due to the pandemic and I fell out of the habit. When it came back it was run by different people who were less good at it."**
>
> - GIRL, 13

AN INTERSECTIONAL LOOK AT BARRIERS

Efforts to address barriers to girls' participation in sport will be insufficient if they do not consider the unique needs of girls with intersecting identities. While the data present some insights on intersectional barriers, it is not a clear or complete picture of the barriers girls with intersecting identities face.

+10%

more Racialized girls reported encountering almost every barrier relative to their White peers.

Among 13 to 18-year-old girls with disabilities:

25%

report experiencing stigma due to their disability.

16%

of those who use equipment for their disability (such as a wheelchair or prosthetic) report dissatisfaction with its appearance or function.

+10-15%

13 to 18-year-old girls from lower income homes reported encountering barriers related to access, cost, racism, and bullying at a rate 10-15% higher than girls from higher-income families.

+10%

more girls identifying as 2SLGBTQ+ reported body dissatisfaction as a barrier compared to girls not identifying. Other barriers were reported at similar or lower levels. For example, girls identifying as 2SLGBTQ+ were less likely to report alternative interests and activities, and lack of quality experiences, as barriers to sport participation.

Income

Culture

Sexual Orientation

Ability

Ethnicity

Gender

Religion

Geography

Age

Gender Expression

Education

and Others…

https://www.youtube.com/watch?v=Pkt5dbVzQjs

HOW CAN WE OPERATIONALIZE INTERSECTIONALITY?

The Operationalizing Intersectionality Framework helps to put intersectional approaches into practice.
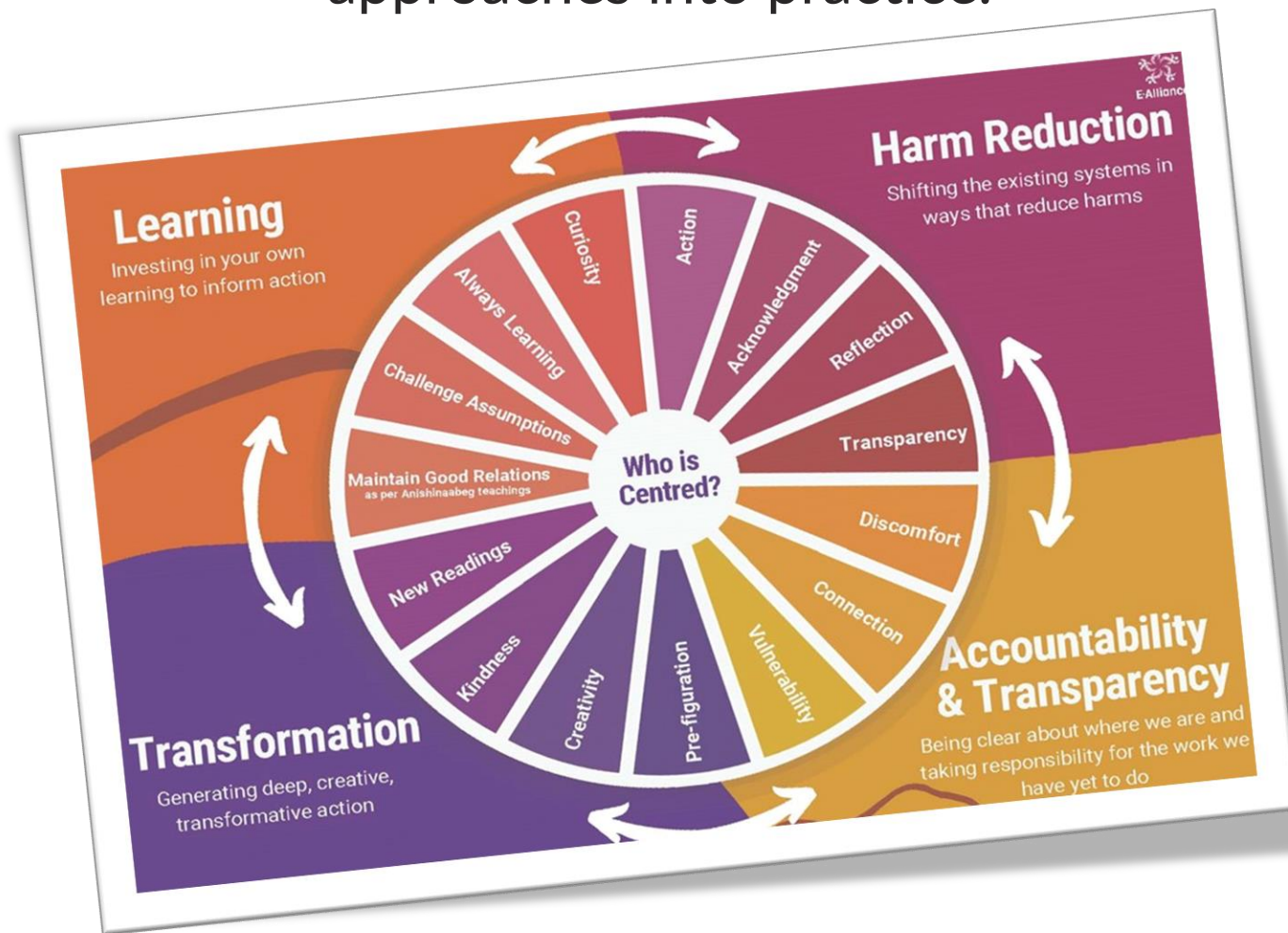
"Who is Centred?"

Who is (not) involved in the decision-making?

Whose participation is (not) prioritized in our policies?

Whose stories are (not) being told?

The Operationalizing Intersectionality Framework Takeaways.

- Intentional

- Thorough

- Application

- Comprehensive

INTERSECTIONALITY CONCLUSION

Understanding intersecting identities promotes a culture of acceptance. Creating a space where people can be every version of themselves at the same time results in a diverse and stronger community.

Factors include, but are not limited to:

- "Race"/Ethnicity
- Indigeneity
- Gender
- Class
- Sexuality

- Geography
- Age
- Disability/Ability
- Migration/Immigration Status
- Religion

These interactions occur within a context of connected systems and structures of power.

Such as:

- Laws
- Policies, Rules, Regulations
- Government

- Political/Economic Unions
- Religious Institutions
- Media

How can you apply intersectionality in recreation and sport?
Why do you think recognizing intersectionality in recreation and sport is important?
Does your role in recreation and sport change your responsibility as it relates to intersectionality?

What have you learned about your personal identities?
How has intersectionality played a positive, or negative, role in your life?
What was the most important lesson you learned about intersectionality?

How can you teach others about intersectionality?
Who is impacted most by disregarding intersectionality?
What intersections do you think society prioritizes?
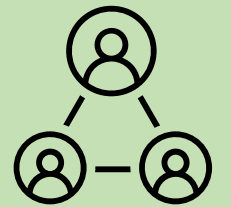
Discussion in your Table Groups …

1. Discuss the ways in which you have experienced or considered intersectionality in your work.

2. Are there any policies or practices that you feel discriminate against people who identify with intersecting identities (e.g., a woman of colour with a disability)?

3. What are some possible ways to address intersectionality?

c) Canadian Women & Sport
Gender Equity Temperature Check

- Get the conversation started
- Establish a baseline
- Highlight opportunities
- Identify potential best practices
- Follow with Same Game: A Step-By-Step Toolkit to Bring Your Gender Equity Vision to Life

Policies & Procedures

Organizational Culture

Commitment & Readiness

3.0
The Yukon Gender Equity Plan

Jenyfer Neumann

- Community Recreation Consultant

- Yukon Sport & Recreation Branch

3.0
What will it take to move the needle?

* Engagement

a) **Fear Research – Sport England**

b) **Activate Your Neighbourhood**

c) **Local Examples**

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A wall of barriers

We conducted qualitative research to understand our audience further. As might be expected with an audience spanning 26 years, the barriers to exercise were incredibly diverse. Firstly, they were endless.

Not being fit enough   Showing their body   Being seen in Lycra   It's too far away

It's too expensive   Not knowing the rules   Having a red face   Being sweaty

Wearing sports clothing   Being the worst one there   Not appearing feminine

Not being competitive enough   I can't get there   Bringing the wrong equipment

Family should be more important   Not being good enough   Holding back the group

Changing in front of others   Wearing tight clothing   Studying should take priority

Need childcare   Time with friends should be more important   Exercise isn't cool

Being the only new person   Wearing the wrong clothing/kit   Not looking 'made up'

Housework takes priority   Developing too many muscles   Being 'too' good

Body parts wobbling when exercising   Being seen as too competitive   Looking silly

Lisa O'Keefe – (previous) Executive Director of Insight, Sport England on the "Fear" Research

Barriers to women participating could be traced to something truly universal, fresh and emotionally powerful:

Sport England

Overall Fear of Judgement

* Fear of being judged on their ability, whether they were a beginner or "too good"

* Worried about being judged on their appearance during and after exercise

* Fear of being judged for spending time exercising instead of prioritizing their children, family or work.

(Source: This Girl Can Summary Report by Sport England)

FEAR WAS STOPPING WOMEN FROM EXERCISING

APPEARANCE

- Being sweaty
- Having a red face
- Not looking like I usually do (made up)
- Changing in front of others
- Wearing tight clothing
- Wearing sports clothing
- Wearing the wrong clothing/kit
- Showing my body
- How my body looks during exercise (jiggling)
- Not appearing feminine
- Developing too many muscles

ABILITY

- Not being fit enough
- Not being good enough
- Not being competitive/serious enough
- Not knowing the rules
- Not knowing what equipment to bring
- Bringing the wrong equipment
- Holding back the group
- Being too good
- Being seen as too competitive

PRIORITIES

- Family should be more important
- Time with friends should be more important
- Studying/working should be more important
- Other things I should be doing are more important

I jiggle, therefore I am
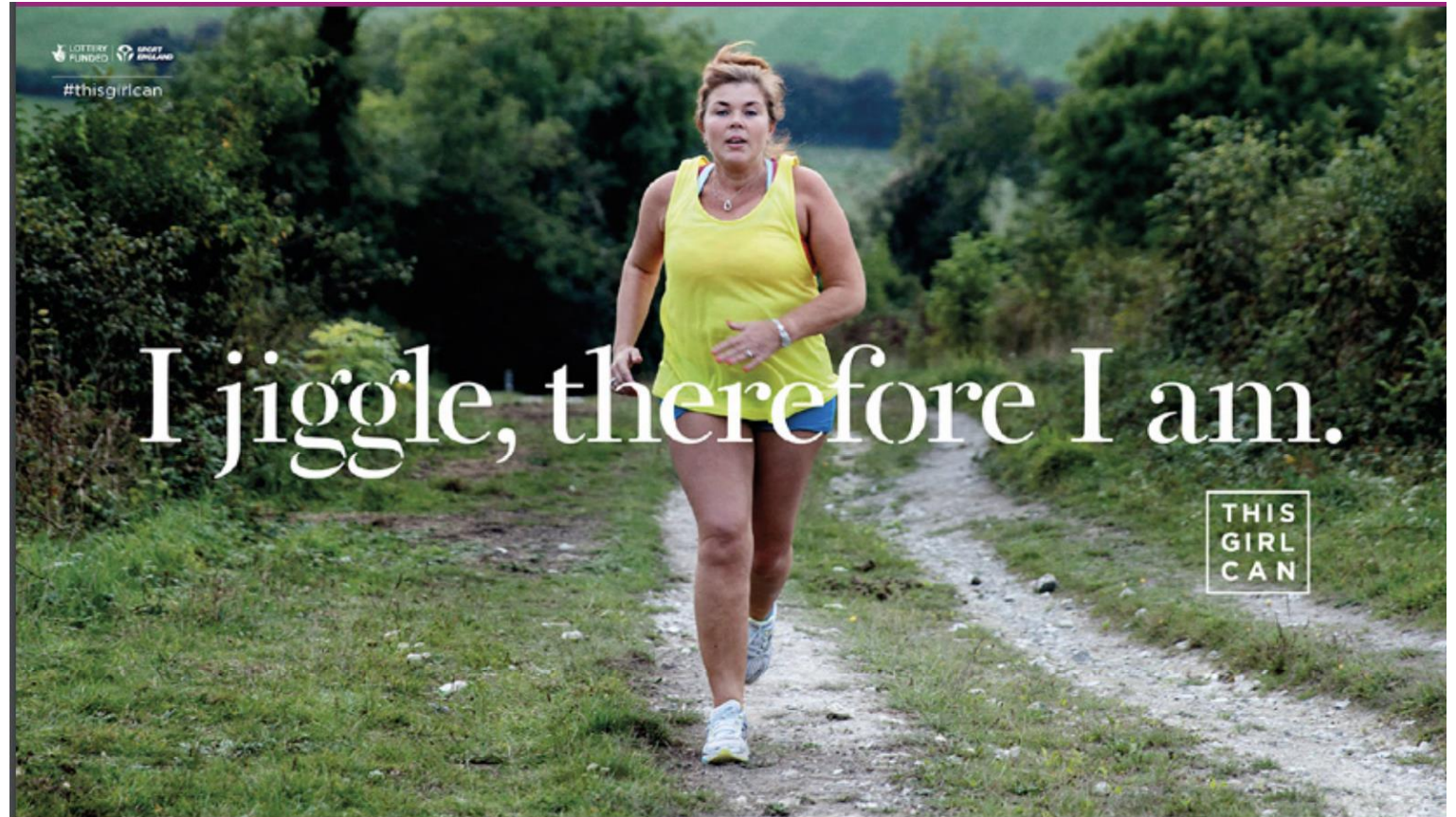
Unpacking the Fear Research ...

Each table to discuss their assigned Fear Factor:

- Brainstorm potential strategies to address your assigned factor to increase the likelihood of engagement in SPAR (sport, physical activity, recreation)
  - Fear about **Ability**
  - Fear about **Appearance**
  - Fear about **Priorities**
- Share top 2 ideas

b) Building Active and Connected Neighbourhoods

A project in support of *A Common Vision for Increasing Physical Activity and Reducing Sedentary Living*

The COVID-19 pandemic revealed the resilience of Canadians. When our local playgrounds, schools, gyms and community centres closed due to physical distancing restrictions, we re-discovered the value of sidewalks, streets and open spaces to be active and to connect with friends and neighbours. Given fewer alternatives, our local neighbourhoods became essential spaces for social connection and physical activity.

Wouldn't it be great to keep that momentum going by continuing to make good use of our neighbourhood spaces to improve our physical, mental and social health?

The potential of neighbourhoods

GOAL

Increase physical activity and social connectedness by neighbours re-thinking, re-purposing and expanding their imaginations about their neighbourhoods.

Build a resource that:

Increases knowledge and builds skills of neighbours to recognize opportunities and assets that exists within their neighbourhood to be more active.

Identifies strategies that neighbours can use to plan and implement neighbourhood placemaking.

Considers the different neighbours and neighbourhoods in which we live.

A Tactical Guide?

Tactical What?

• *Tactical placemaking* refers to low-cost, deliberate grassroots initiatives to temporarily alter the built environment to improve local neighbourhoods and public gathering places. These temporary alterations can sometimes lead to permanent changes.

But it's really about making change

• *Placemaking* is the process of shaping public space to strengthen connections between people and places. Anyone can be a *neighbourhood "placemaker."*

Activate Your Neighbourhood

A Tactical Guide to help you re-imagine, re-think and re-purpose the spaces in your neighbourhood to support and encourage physical activity and social connections.

Why Activate Your Neighbourhood

As Canadians, we know that physical activity is vital to our overall health and wellbeing, but most of us don't get enough to reap the benefits, often despite our best intentions. A perceived lack of time, energy and finances are often the barriers to being more active. Thankfully these, and other obstacles, can be overcome just by looking out your front door!

The COVID-19 pandemic revealed the resilience of the Canadian people. When our local playgrounds, schools, gyms, and community centres closed due to physical distancing restrictions, we re-discovered the value of sidewalks, streets, and open spaces to be active and to connect with friends and neighbours. Our local neighbourhoods became essential spaces for social connection and physical activity.

Wouldn't it be great to keep that momentum going and continue to make good use of our neighbourhood spaces to improve our physical, mental, and social health? That's where this *Tactical Guide* comes in.

As you begin to think about how to activate your neighbourhood, there are a few things to consider. This section explains the steps involved and the following six lenses to apply when thinking about how to activate your neighbourhood for everyone:

Urban/Rural/Remote

Residences (Dwellings)

Equity, Diversity, Inclusion

Accessibility

Age-Friendly

Seasonality

Anyone can be a neighbourhood placemaker! There's no need to wait for community organizations or public officials to take the lead.

Describe Your Neighbourhood

Create Neighbourhoods for Everyone

Find Out What's in Your Neighbourhood

Activate Your Neighbourhood

Think Like a Tactical Placemaker

Anyone can be a neighbourhood placemaker! Take control to initiate the changes you want to see for yourself and your neighbours.

Naturalize
Beautify neighbourhood spaces to make them more appealing

Activate
Re-imagine your neighbourhood as an outdoor community centre

Culinize
Explore the flavours of your neighbourhood by incorporating food

Spectacalize, Festivalize and Eventify
Organize public gatherings to create a cheerful atmosphere

Aestheticize
Use art in various forms to beautify any neighbourhood space

Convivialize
Provide features that give neighbours the cue to gather and socialize

Whimsicalize and Gamify
Make the places you go more fun with your imagination

Activate

A Tactical Guide to hel   spaces in your neighbourhood to support and encourage physical activity and social connections.

Naturalize

Beautify neighbourhood spaces with plants, flowers, and/or grasses to make them more appealing to spend time or engage in moderate physical activity.

1. Naturalize

Enhance neighbourhood spaces with plants, flowers, and/or grasses to beautify the landscape, making it more appealing as places to spend time

Community Gardens


Portable Gardens

Guerrilla Gardening
Before
After

Gardens

Yard Sharing

Park(ing) Day

Quick Tips and Ideas

- Work with municipal/town council to start a neighbourhood tree planting project. Trees provide shade from the sun and beautify the neighbourhood. Plant trees and bushes that produce edible fruit in public areas/trails. Learn more about the 3-30-300 Rule.
- Leave nature in nature (e.g., land clearing, public works – when trees are fallen, leave them there to use when out walking) – less manicured public spaces. Embrace "messy" natural spaces.
- Plant herbs and provide recipes for fresh produce.
- Set up natural, accessible outdoor public playgrounds (not metal).
- Work with farmers to make their farms open to hikers (in New Ross, NS, residents worked with Christmas tree farms to provide access to the trails through the farms).
- Create scenes for photoshoots for families/groups/pets, etc. using existing landscape scenery.
- Work with developers to include natural spaces in development agreements.
- Add community-based gardens in community park space.
- Initiate a community flower box initiative.
- Start a gardening club and share flowers and fruit with your neighbours.
- Work with low-rise building owners to create individual raised gardens.
- Help neighbours with gardening tasks. This allows people to maintain their independence while increasing physical activity and social connection.

2. *Activate*

Use visual displays of physical activity, such as sport demonstrations or the availability of sport equipment (e.g., portable basketball nets) to encourage spectators and participants

Workout using park space

Sport Lending

Lawn games on front yard

Pumpkin Walk
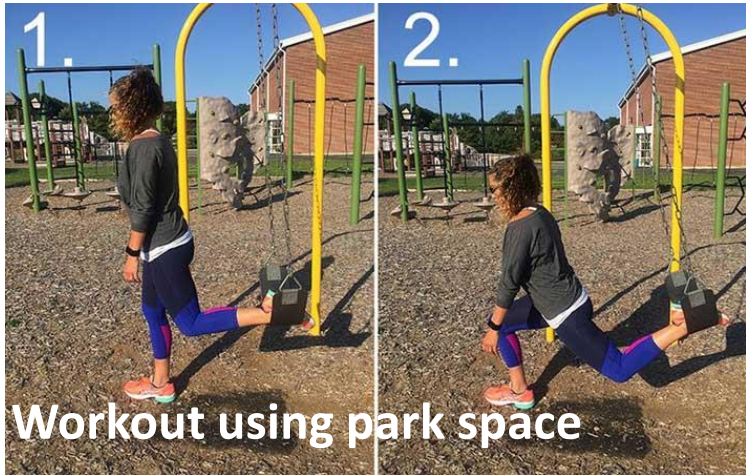
3. *Culinize*

Incorporate food, particularly its preparation, distribution, and consumption, into neighbourhood spaces

Street BBQs

Picnic in the Park

Driveway lunch

Spaghetti Wednesday

Falling Fruit Map

Mobile Produce Market

Republic of Neighbours

4. *Spectacalize, Festivalize, Eventify*

Use featured entertainment to attract people to neighbourhood spaces

Porch Festival

Pop-up Cinema

Street Concerts

Organize public gatherings to bring a festive atmosphere to neighbourhood spaces

Block Parties and Street Play

5. *Aestheticize*

Use art in its variety of forms to beautify a neighbourhood space and encourage greater activity

Furnish your space

Yarn Bombing

Trash into Treasure

Art Fences

Chalkwalk

Trail Mix

Ferry Trail

Rain-activated stencils
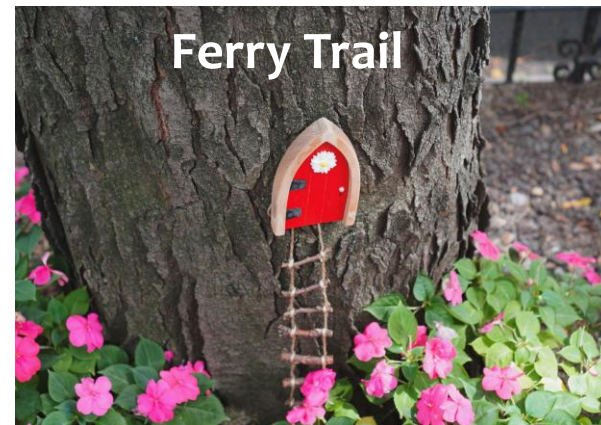
6. *Convivialize*
Provide features that give neighbours the cue to gather, sit, and socialize in neighbourhood spaces

Chair Bombing

Front Yard Fire Pit

Neighbourhood Plazas

Parklet or Streeterie

Prompt Board

7. *Whimsicalize & Gamify*

Add imaginative and sometimes quirky features or illustrations to signify game play to encourage activity in neighbourhood spaces

How to Go from Ideation to Creation

Deconstruct and Reconstruct

Talking to Strangers

The Role of Community Leaders

Case Studies   ›

How to Go from Ideation to Creation

This section is primarily intended to help neighbours plan and implement larger scale activities to encourage physical activity and foster positive social interaction.

Resources

There are many resources listed throughout the Tactical Guide. By clicking on the live links in the different sections you will find more information about how to get started, how to implement certain activities and even more activities that you can do. This section provides some additional resources for both neighbours and community leaders alike!

Placemaking and Gender

Urban and rural spaces are not gender-neutral. Women and men use and experience urban and rural environments differently due to varying social roles, needs, and safety concerns.

Placemaking Concepts that Work for Women

Placemaking involves inclusion and an emphasis on community engagement and participation.

- Involve women in the process to ensure their voices, needs, and concerns are considered, ensuring that the resulting spaces are inclusive, promote a sense of belonging, and address their specific requirements.

Placemaking empowers communities

- Placemaking encourages active participation and decision-making processes related to the design and use of public spaces. The people involved shape the spaces where they live, work, and socialize, and create environments that reflect their identities and aspirations.

Placemaking enhances safety and security by fostering a sense of community vigilance

- Women often encounter safety challenges when accessing and utilizing public spaces. Placemaking approaches prioritize the creation of well-designed, well-lit, and well-utilized spaces to promote safety and security. Placemaking incorporates elements such as adequate lighting, unobstructed views, and community surveillance to address the unique safety requirements of marginalized groups and women. This proactive approach cultivates a sense of comfort and security, empowering them to confidently engage with public spaces

Placemaking promotes social interaction and community cohesion

- Placemaking initiatives cultivate social connections and combat social isolation, foster a sense of unity within communities, develop inclusive and accessible public spaces that cater to diverse activities and encourage social engagement. They instill a sense of belonging and facilitate meaningful connections and relationships within their communities. Placemaking contributes to the overall well-being and strengthens the social fabric of these groups.

Thoughts and Ideas

Resources

1. Gender issue guide. Urban planning and design (UN Habitat): https://lnkd.in/dc9gEEQj

2. CITIES FOR WOMEN: Urban Assessment Framework Through a Gender Lens" (Cities Alliance): https://lnkd.in/dj6x6CWu

3. Make Space for Girls: https://www.makespaceforgirls.co.uk/

4. The Gendered City: https://genderedcity.org/

. . . for people just waiting.
   Waiting for a train to go
   or a bus to come, or a plane to go
   or the mail to come, or the rain to go
   or the phone to ring, or the snow to snow
   or waiting around for a Yes or No
   or waiting for their hair to grow.
Everyone is just waiting.

Waiting for the fish to bite
or waiting for wind to fly a kite
or waiting around for Friday night
or waiting, perhaps, for their Uncle Jake
or a pot to boil, or a Better Break
or a string of pearls, or a pair of pants
or a wig with curls, or Another Chance.
Everyone is just waiting.

c) Local Examples

- **Mt. Lorne**
- **Marsh Lake**
- **Heart of Riverdale**
- **Shipyards Park**
- **Others?**

5.0
The Changing Face of Recreation in the Yukon

- **Caroline Sparks**
- **C. Sparks Consulting**

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6.0 Understanding Needs

a) Personas

CPRA ACPL

Understanding Needs

Think:

It is easy to assume we know what people want from our facilities and services. However, oftentimes our assumptions are incorrect or based on incomplete information. Even if people tell us what they want, we might not know why OR end users might tell us they want one thing when in actuality, they need something else.

Understanding Needs

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To combat this typical mistake, we use personas. These are archetypes of people, based on real end users we spoke with, who will ultimately use your facility. By stepping into their shoes, we can design a more relevant and successful destination.

PERSONAS

Taking the raw information from our primary research, we were able to identify 5 unique personas of community members. On the following pages, we use persona profiles to describe more about their lifestyles, motivations, and needs. Personas help us design for specific archetypes of real users rather than the "average" person; they help us step into the minds of those for whom we are designing.

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SELFLESS PARENTS
Community Member Persona

I probably stopped thinking about myself a decade ago when the kids were born. I've since been a busy parent and haven't had the chance to even realize it. I'm focused on getting them through school, into sports, and ensuring they turn out to be good people.

MINDSET & LIFESTYLE

Despite chasing the kids around, we wouldn't trade it for the world. We make a point to have dinner as a family every night at the table. We also have game nights or go camping to make sure we unplug.

Most of my adult activities or pastimes got put on hold — aside from work. As parents, we will see if we can't escape to the neighbourhood pub to have a quick drink and catch up with the other neighbours, but usually we just hang out here at home and try to catch up on chores, laundry, or bills.

We try to take care of our health, but sometimes you just can't resist pizza and video games, despite all the fresh carrots in the garden.

DESIRES

Trails

Courts/fields

Dog park

Gym

Leisure/play pool

Rock climbing gym

Daycare

Flea market

Game room

Green line stop

I have a 7-year-old with ADHD. The facilities around here are great for us — they're affordable and keep him busy and occupied for hours.

It's harder to be a community when it's so diverse. A lot of folks don't speak English; it's hard to communicate.

I wish the library was bigger and better. It's just so small, maybe 13 computers to use, and going after school with all the schools around is impossible.

I just want a good place for my son to grow up.

It feels like a small town here. We don't worry about the kids. The neighbours know they belong to us.

I don't really need classes or a set structure; I'm just more easy going.

My husband is like having another child, too.

Health isn't a number on a scale, it's being able to do the things you want to do, physically and mentally.

Safety is number one for me, if you don't feel safe, nothing else works.

Everyone knows each other here; it's like how it was when I grew up.

We don't really go to the community centre to discuss the community happenings — that's what the corner pub is for.

RA ACPL

Understanding Needs

- Put Yourself in the Shoes of the End Users
- By stepping into their shoes, we can design a more relevant and successful facility.

Need Statements

For (persona name):

Fill in the persona name above and complete the problem statement below, aim for 2.

Example: I am a mother who was

been so focused on the kids which

I am a _____trying to _____

but,_____because_____

which makes me feel_____

I am a _____trying to _____

but,_____because_____

which makes me feel_____

Need Statements

For (persona name): *Teen girl*

Fill in the persona name above and complete the problem statement below, aim for 2.

Example: I am a mother who was a star piano player trying to find time for self-expression, but I don't know what to do because I have been so focused on the kids which makes me feel lost.

I am a *13 year old* trying to *fit in at my school*

but, *no one seems to like me* because *most of my friends go to another school*

which makes me feel *lonely*

I am a *High school dropout* trying to *get my first job*

but, *I keep getting rejected* because *I'm "unqualified"*

which makes me feel *desperate*

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Personas

- Seniors or Elder
- Young Gender Diverse Teen
- Indigenous

Personas

- New Mom
- Young Teen Starting Secondary School
- Other

7.0
Feeling Welcome

a) **Data bias**

b) **Designing for Diversity**

c) **Remove Fear**

d) **Welcoming Design**

e) **Design Process for Girls & Women**

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Feeling Welcome

Richmond City Centre Community Centre

HDR

design is never neutral

"Solutions that are designed for everybody are designed for nobody"

Lisa O'Keefe, Executive Insight Director Sport England

Women are:

- More likely to be the primary carers of children

- More likely to be the carers for people with a disability

- Less likely to be participating in active recreation

- More likely to feel and be unsafe in the public realm

Source: Gender Equity in Design Guidelines JMA Architects, City of Whittlesea

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Data Bias

Large Open Spaces

Temperature

Washrooms

Product Design

Fitness Trackers

Snow Clearing

Scientific Research

Crash Test Dummies

Invisible Women, Data Bias in a World Designed for Men
Caroline Criado Perez
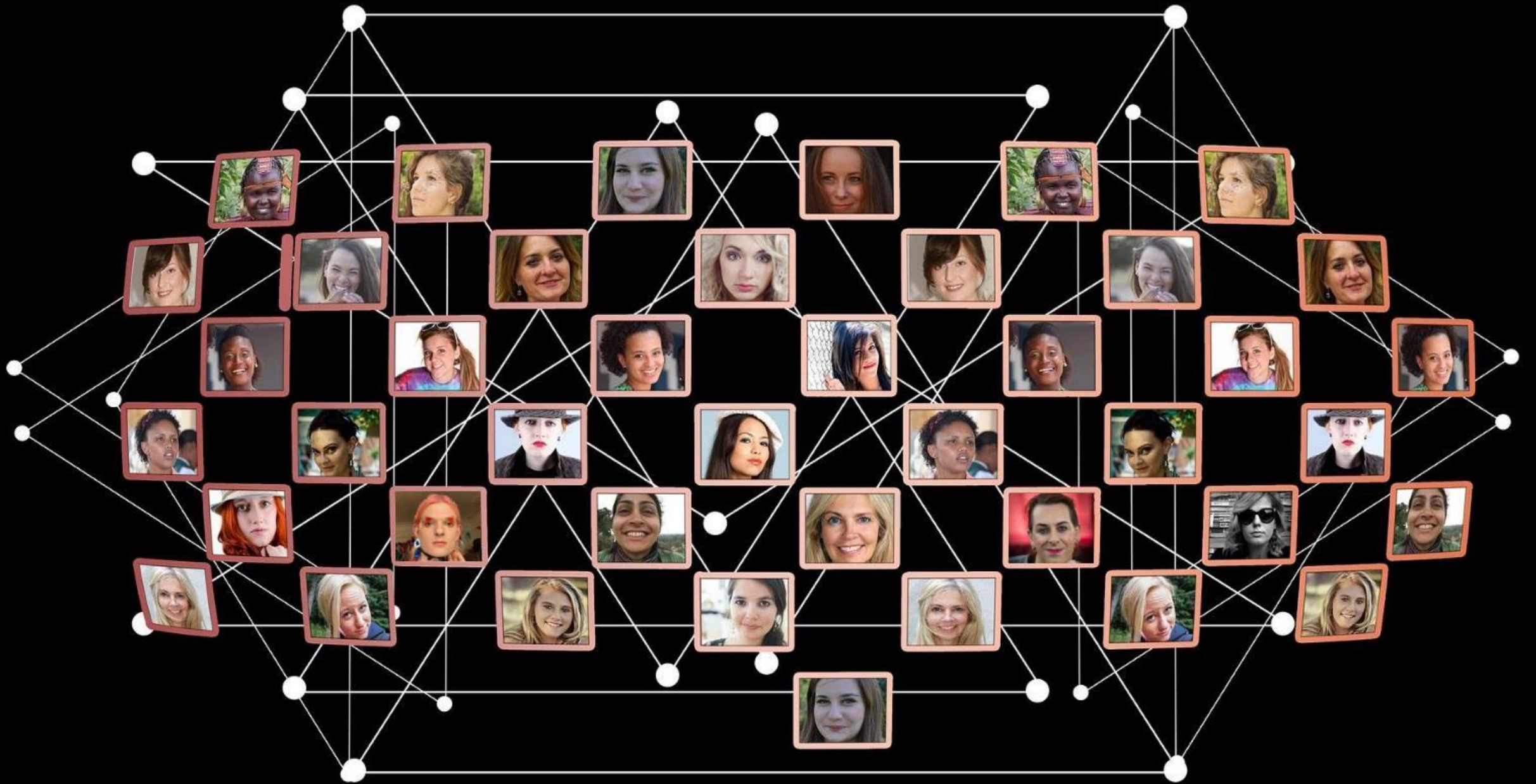
Designing for Diversity

Exclusion
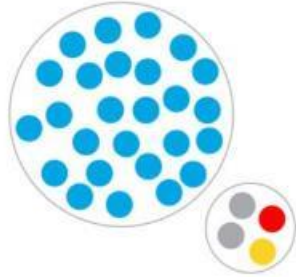
Segregation
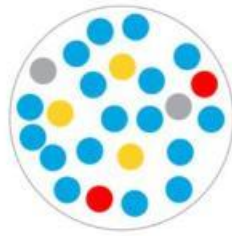
Integration

Inclusion

Recognize Exclusion

Designing for Diversity to Promote Equity
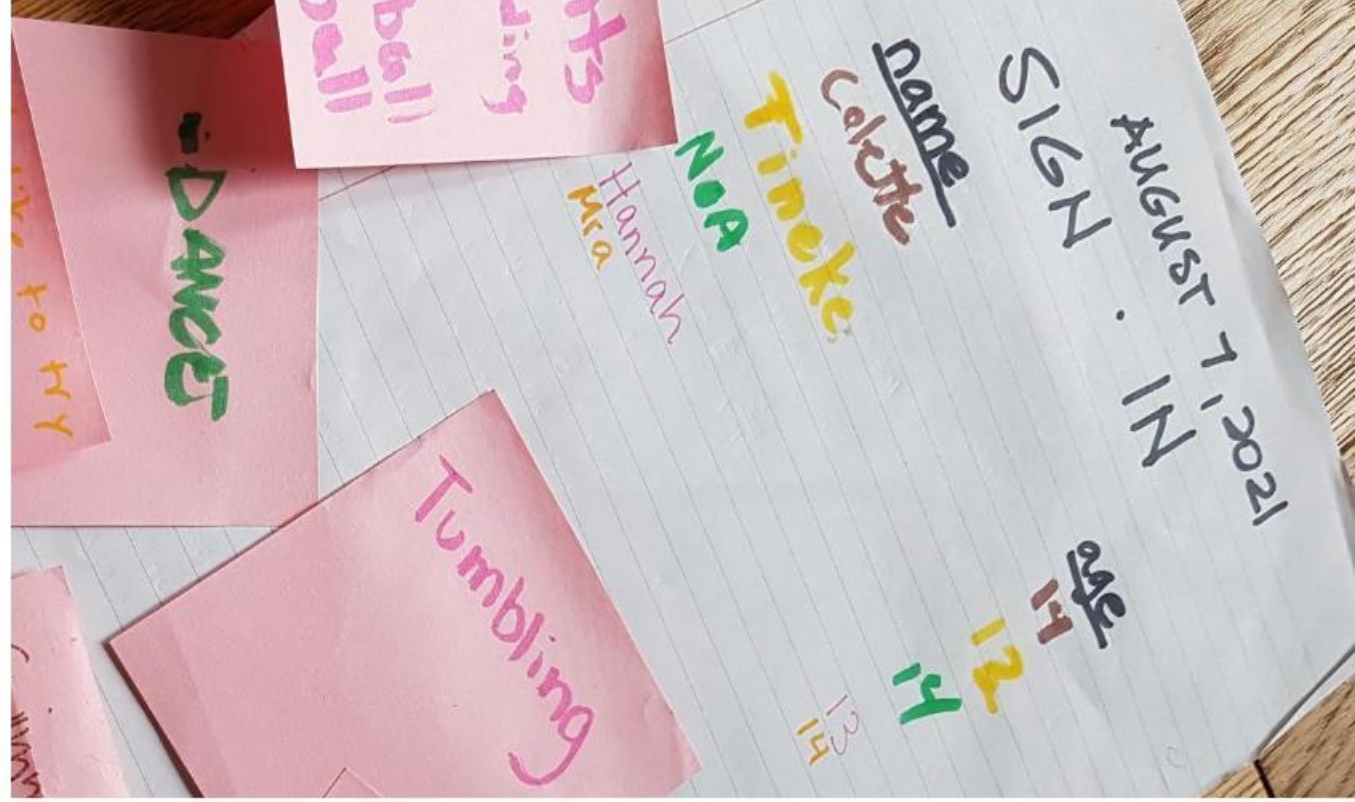

Exclusion
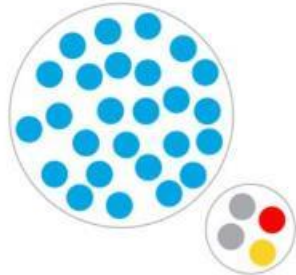
Segregation
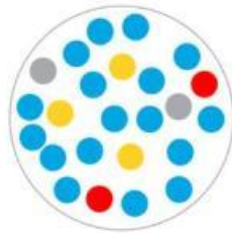
Integration

Inclusion

Recognize Exclusion

Learn from Diversity

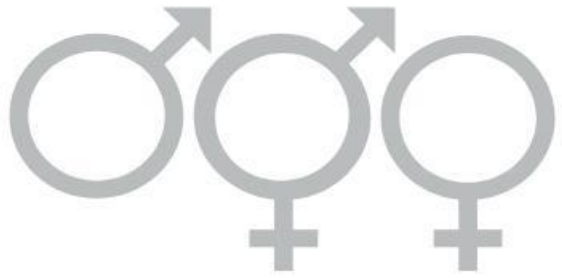# Designing for Diversity to Promote Equity
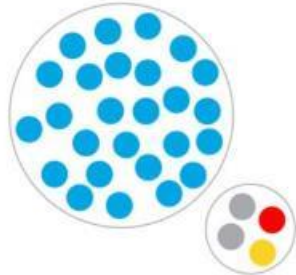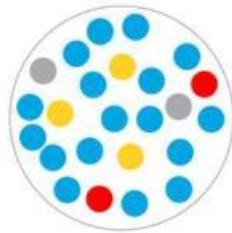
Recognize Exclusion

Learn from Diversity

Solve for One, Extend to Many

Remove Fear

Remember, the goal is to create an environment where the barriers to participation are minimized.

Priorities

- Family should be more important
- Time with friends should be more important
- Studying/working should be more important
- Other things I should be doing are more important

Ability

- Not being fit enough
- Not being good enough
- Not being competitive/serious enough
- Not knowing the rules
- Not knowing what equipment to bring
- Bringing the wrong equipment
- Holding back the group
- Being too good
- Being seen as too competitive

Appearance

- Being sweaty
- Having a red face
- Not looking like I usually do (made up)
- Changing in front of others
- Wearing tight clothing
- Wearing sports clothing
- Wearing the wrong clothing
- Showing my body
- How my body looks during exercising
- Not appearing feminine
- Developing too many muscles

*This Girl Can Summary Report by Sport England

Safety and Security

Remember, the goal is to create an environment where everyone feels safe and respected.

1 **Design parks for women's safety and independence**

Well-used parks feel safer because of increased passive surveillance and opportunities to seek help. Facilities, activities, mixed uses and staffing throughout the day support busyness.

2 **Design parks for women's safety and independence**

The presence of other women in parks is reassuring and signals a safer place, but women-only areas are not the solution.

3

Design parks for women's safety and independence

Organized group activities support women to feel safer and extend their use of parks, though choice and timing of activities should be expanded.

4 **Design parks for women's safety and independence**

Fences or walls around the edges of parks limit escape and visibility, whilst openness feels safer by helping women to spot dangers and take action.

5 **Design parks for women's safety and independence**

Seeing other users of a similar identity in parks feels reassuring, though a diversity of users suggests parks are inclusive.

1 People in Parks

It's the people in parks that make girls feel unsafe. Groups of teenage boys make girls particularly uneasy as they dominate park space and harass girls, although other users can be intimidating too. Secluded and thickly vegetated areas are hiding places for attackers, so openness is better for escape and visibility.

2 Familiarity and security

Parks feel safer when there more visible security, lots of exits, visible staffing and policing, better facilities and fostering busyness. Parks feel safer with similar users, family and friends or in an organized group because there is safety in numbers and trusted people will intervene if something happens.

WHAT MAKES A PARK FEEL SAFE OR UNSAFE?

4 out of 5 women   2 out of 5 men   in the UK felt unsafe walking alone after dark in a park or open space (ONS, 2021).

The views of women, girls and professionals in West Yorkshire

A research project led by Dr Anna Barker and Professor George Holmes (University of Leeds) with Dr Rizwana Alam, Lauren Cape-Davenhill, Dr Sally Osei-Appiah and Dr Sibylla Warrington Brown

Source:

<u>Making parks safe for women and girls | For Staff | Forstaff (leeds.ac.uk)</u>

- Organizing activities and events to extend women's use of parks, including after dark.

- Making sure the surrounding area and approach routes to parks all feel safe, minimizing enclosed and hidden entrances, adding "help" points.

- Creating a sense of belonging through spaces and facilities, which give diverse groups of women and girls the sense they're welcome.

- Designing the placement of facilities, paths and features so they encourage use by women, maximize visibility and are easy to navigate; and

- Involving women and girls in the design of parks.

Welcoming Design

Remember, the goal is to create an environment where the barriers to participation are minimized.

Quick Wins

- [ ] Create opportunities for whole family
- [ ] Ease for users with caring responsibilities ie. Drop in childcare
- [ ] Co-programming opportunities for care-givers/kids
- [ ] Control of room environment
- [ ] Spiritual area
- [ ] Breast feeding area away from washroom
- [ ] Care of child areas for all genders
- [ ] **Durable materials that avoid signs of wear and tear**
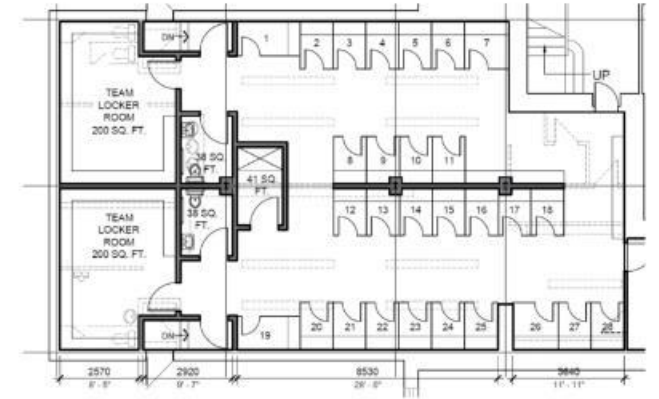- [ ] Create welcoming environment

CPRA ACPL
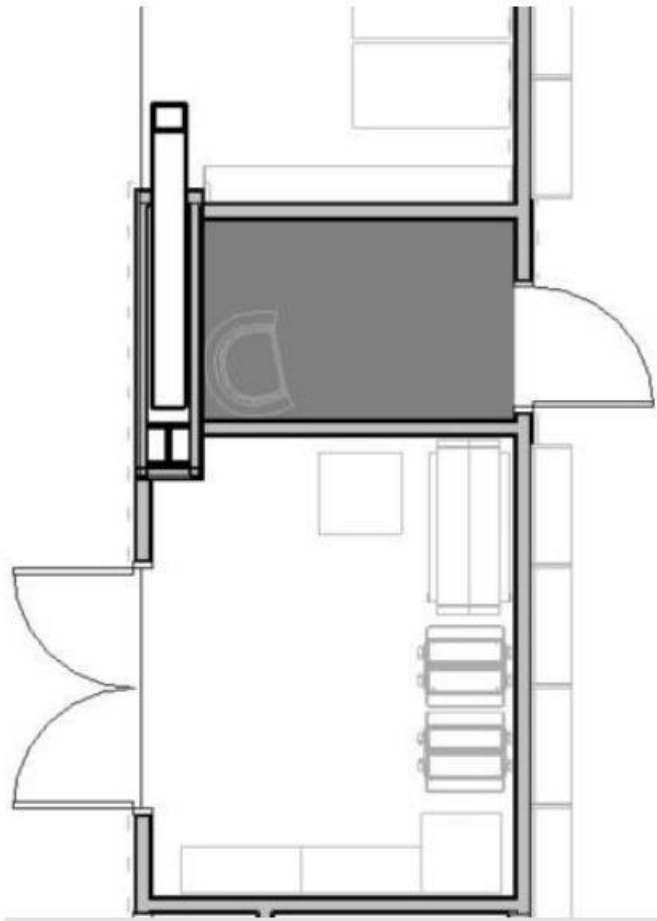
TS'UHOONT'L
WHUZHADEL

welcome

HDR

Privacy Concerns

Remember, the goal is to create an environment where the barriers to participation are minimized.

Pop-Up tent → Temporary Change Stall → Curtains → Portable Partitions → Fixed Room Dividers → Trailer → Modular Building → Renovation → New Build

INCLUSION UTOPIA
A LOCKER ROOM EXPERIENCE WHERE DIFFERENCE IS THE NORM

A kit-of-parts designed to envision a radically non-binary locker room experience to advocate equality amongst athletes.

Grand Entrance
Entryway

Everyone is welcome in this utopian locker room.

ALL WELCOME!

Beauty is in the Eye of the Beholder
Vanity

A place where no one will stand out because of discretion, provisions, and choice, creating a space to get ready individually or communally.

The Heat is On
Sauna/Steam

A place where you choose the restoration experience and find the safety you need.

Out and About
Changing & Storage

A place where individuals can store their personal belongings and change into their workout clothes with varying degrees of privacy.
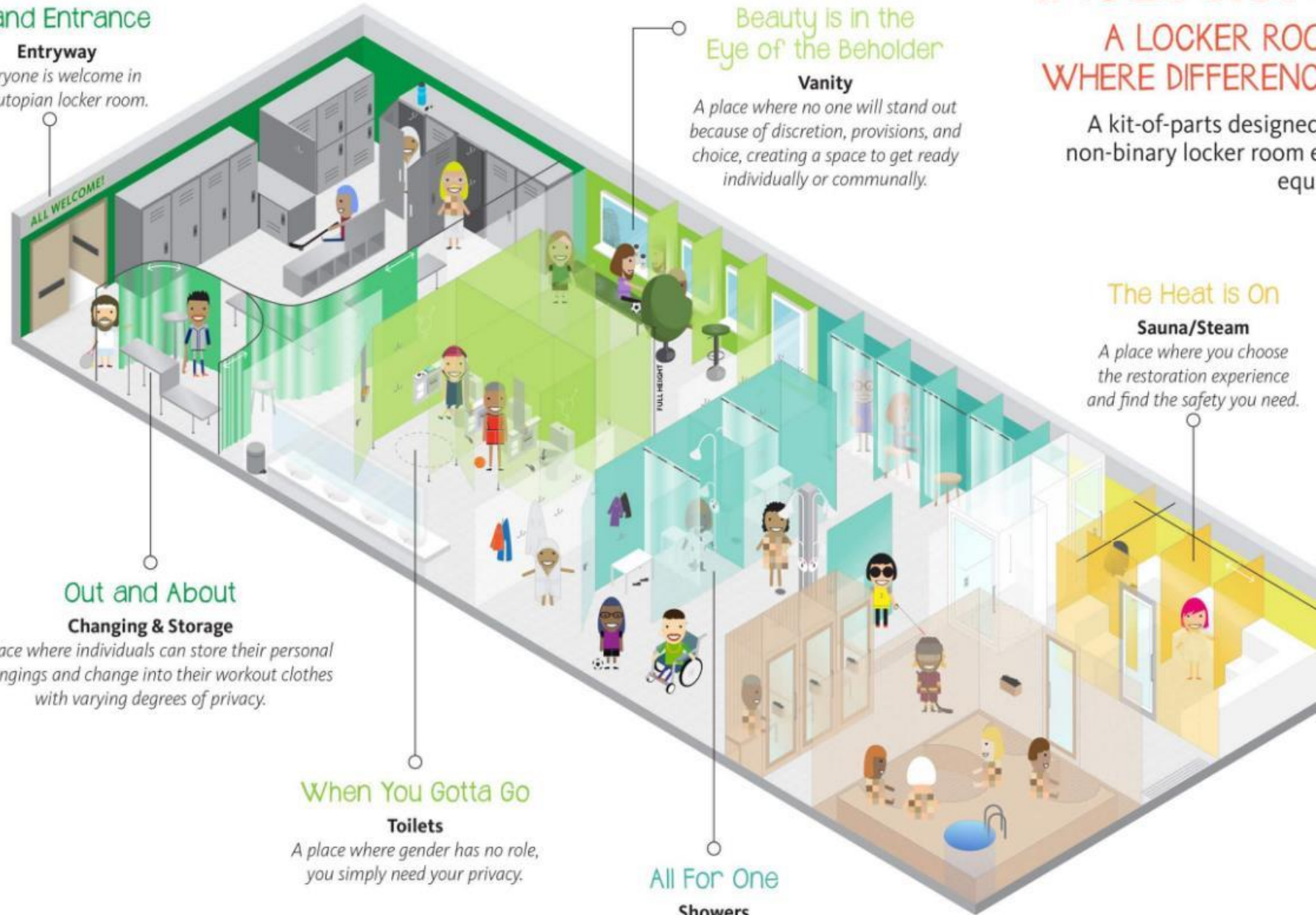
When You Gotta Go
Toilets

A place where gender has no role, you simply need your privacy.

All For One
Showers

A place where the need for privacy does not sacrifice comfort.

FULL HEIGHT

SINCERELY,
Gensler

men

women

universal

Washroom
Everyone is welcome

Privacy stalls   Sinks in shared space and select stalls   Fully accessible stalls   Baby change tables in back and select stalls   Companion side stall with adult change table
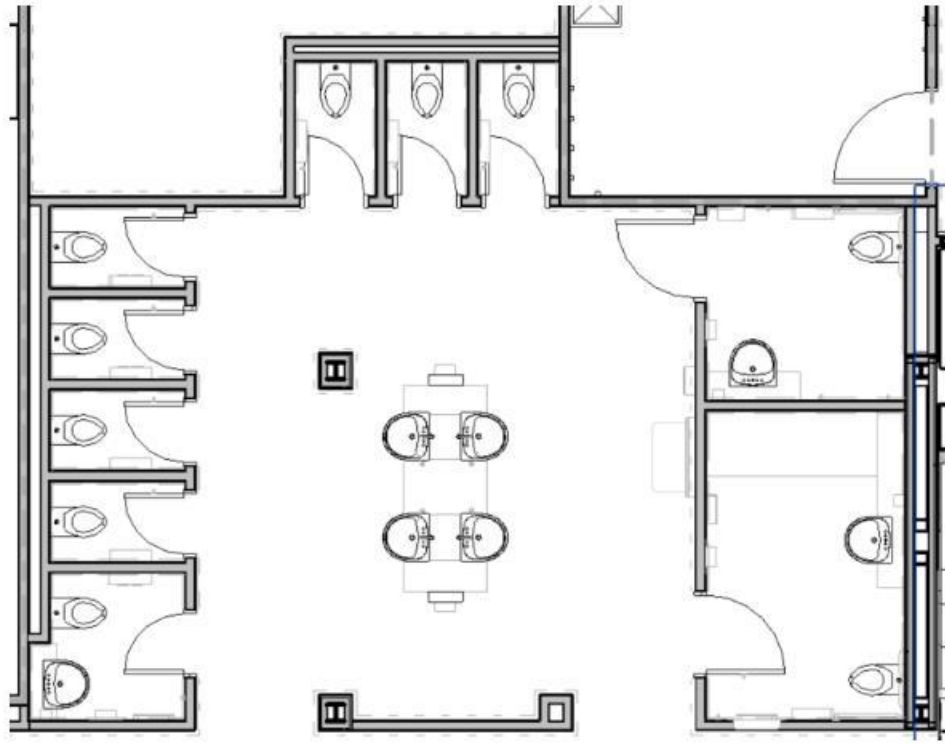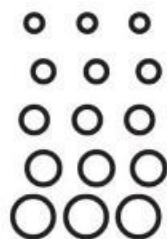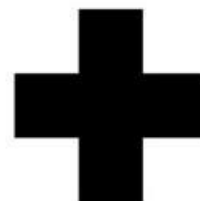
FIRE EXTINGUISHER

STEAM

SAUNA

FIRST AID

CHANGING

SHOWER

Universally Accessible Companion Care Room

Please keep these rooms available for those who truly need them.

WC

HDR

Quick Wins

- ❑ Create opportunities for whole family
- ❑ Ease for users with caring responsibilities ie. Drop in childcare
- ❑ Co-programming opportunities for care-givers/kids
- ❑ Control of room environment
- ❑ Spiritual area
- ❑ Breast feeding area away from washroom
- ❑ Care of child areas for all genders
- ❑ **Durable materials that avoid signs of wear and tear**
- ❑ Create welcoming environment

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Source: **Treehouse Collaboration Pods by Dymitr Malcew**

Sylvan Lake NexSource Centre

HDR

Site Design Should Consider:

- Safety and security first!

- Playground facilities close to building entrances and visible from playing fields, seating areas.

- Clear lines of sight from building entrance to parking lots, to social / multipurpose spaces or active spaces to assist with passive surveillance and supervision. (CPTED)

- No hiding places in the building or landscape design.

- Ease of access for strollers and wheelchairs with curb letdowns along a continuous path of travel from vehicle to main entrance. Map the routes!

- Location of public transit stands and/or drop off zones and direct line of site to building entrances.

SOCIAL SEATING:

Girls like facing each other when they chat so traditional park benches along a path means someone ends up sitting on the ground, and benches lined up to watch the action on the MUGA aren't great either. Simple picnic benches like the ones shown create a more social space.

makespaceforgirls.co.uk

CLIMBING UP HIGH:
Playful spaces which allow you to sit, climb or just lie around with friends. And getting up higher feels safer too.

makespaceforgirls.co.uk

DIVIDING UP A MULTI-USE GAMES AREA (MUGA), or any space:
One big space will usually end up being dominated by just one group-dividing up the space makes room for more people – and the barrier itself can be stage, or a seat or a space for fun.

SOCIAL EXERCISE SPACES:
Arranging bikes or other equipment so that girls can chat at the same time is always really popular. And if they can charge their phones at the same time, even better.

makespaceforgirls.co.uk

SOCIAL SEATING:
Girls like facing each other when they chat so traditional park benches along a path means someone ends up sitting on the ground, and benches lined up to watch the action on the MUGA aren't great either. Simple picnic benches like the ones shown create a more social space.

makespaceforgirls.co.uk

MORE HANGING AROUND:

The designers experimented with what made girls linger in Einsielder Park, Vienna and found that hammocks worked. It turns out that the hammocks in Hayburn Park Glasgow are also full of teenage girls.

makespaceforgirls.co.uk

SKATEPARK IN A BOX
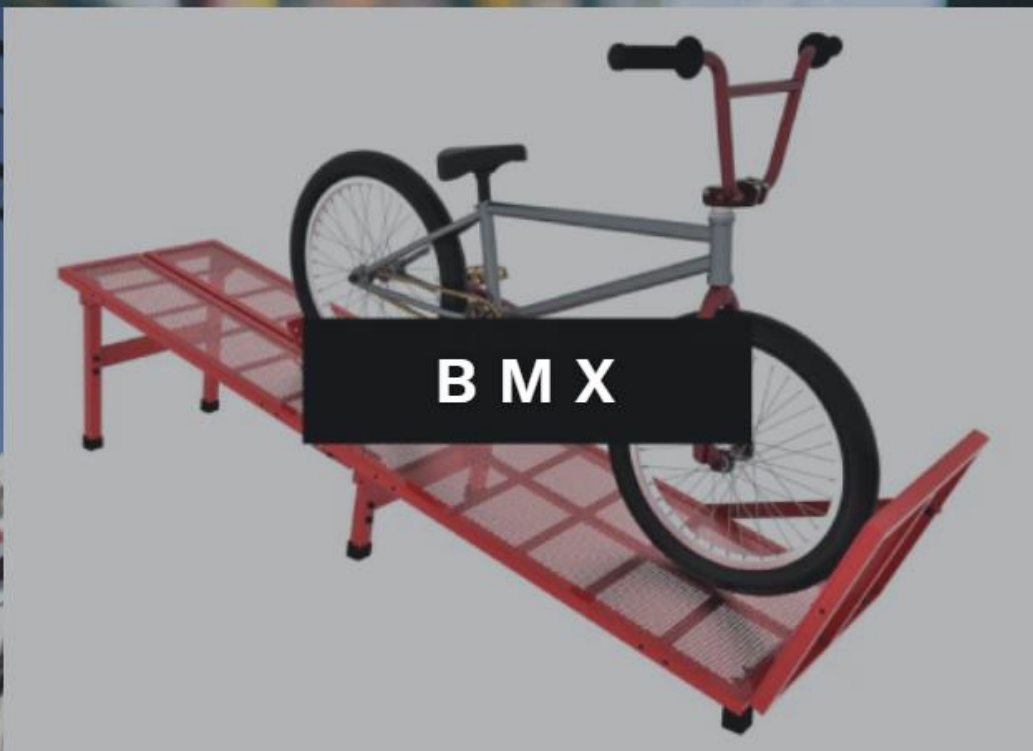"SKATEPARK IN A BOX" - CONTAINER PROJECT ACROSS THE BO(A)RDERS (skate-aid.org)

FRESHPARK CANADA

World's Only Foldable, Weather Proof, Linkable, Portable Equipment

SKATEBOARD

B M X

MOTOCROSS

FOLDING QUARTERPIPE
FPI-301

The 4ft Quarterpipe sets up in minutes and folds into a 20" x 20" x 48" triangle; its detachable wheels make it portable and easy to store.
The Quarterpipe connects side-to-side and back-to-back.
Set two opposite each other to create a half pipe!
Steel frame is powder coated and skinned with weatherproof Urethane/ABS.

Product Specs:
Size: 10' Radius, 48" W x 34" H
Weight: 157 lbs
Max Weight Limit: 800 lbs
Folds into a 20" triangle, 48" tall

Design for Girls and Women – The Process

1 **Begin with engagement.**

- Identify the type of engagement
- Determine how much engagement
- Identify the requirement for continued engagement through the project

CPRA ACPL

Design for Girls and Women – The Process

1 Begin with engagement.

2 Identify and Define Key Themes.

- Consider creating a project charter for girls and women
- "Translate" themes into facility design
- Use personas to design at the 10,000 ft perspective

CPRA ACPL

Design for Girls and Women – The Process

1 Begin with engagement.

2 Identify and Define Key Themes.

3 Be involved in the key stages of the project.

- Mandate scheduled check-ins with your design team
- Use personas to "walk through" the design at the detail level
- Consider circling back to the original engagement groups

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8.0
Sustaining our Efforts – Moving the Needle through Policy

- **Rationale for Taking a Policy Approach**
- **Allocation Practices / Policies**
- **Change Management (Persuasion)**
- **Leaderships Practices / Policies**

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a) Rationale for Policies

- Put things into place that are more likely to stand the test of time when written and approved as opposed to a "handshake" or informal practice

- Policies require consultation, discussion, approval and are usually accompanied by procedures for operationalization

- Provides consistency

- Protection for volunteers and staff

Potential Types of Policies to Support Gender Equity

- Volunteer / Staff Training
  - ❑ Customer service
  - ❑ Recreation NL – Equity, Diversity and Inclusion Course

- Representation (Board, committees, staff, volunteers, leadership, coaches, officials)

- Requirements for LSO's/user groups

- Allocation of Spaces

b) Allocation Policies

- Formal framework that guides the allocation of recreational amenities - sports fields, arenas, pools, and community gymnasium/spaces, that is fair, equitable, and is consistently applied.

- Establishes criteria to be used in setting priorities for users & optimize use

- Required when space is at a premium, or expected to be, especially during prime time

- Opportunity to address equity

- Includes special events (filming), direct programming, tournaments, members, regular user groups

What's happening in YOUR community?

144

Sample Allocation Policies

- **Common structure**
  - ❏ Problem Statement / Rationale
  - ❏ Methodology to develop (engagement, jurisdictional scan, internal consultation – tourism, bookings, legal, communications)
  - ❏ General policy
    - o Criteria / priorities (next slide)
  - ❏ Chapters or appendices for different surfaces
  - ❏ Does NOT include procedures / standards – opportunity for staff flexibility

- CPRA Gender Equity Toolkit will have 50+ examples

POTENTIAL ALLOCATION CRITERIA

Quality of Programming & Alignment with Appropriate Standards (LTAD, Physical Literacy, Social Development)

Higher % of x Residents (Groups demonstrate higher numbers of Resident vs. Non-Resident participants)

Financial Accessibility & Inclusion (programs that demonstrate affordability and financial accessibility over other programs should receive priority)

Past Practice of Space Allocation (groups have access to time and space historically held)

Participant Numbers (groups with the highest number of participants get priority access)

Physical & Social Accessibility & Inclusion (programs that demonstrate inclusiveness/reduce physical or social barriers should receive priority)

Support for Low Income Families (Organizations that demonstrate this support should receive priority)

Program & Activity Gaps (new and emerging programs that provide new types of active living opportunities should have priority access to parks and facility time)

Equity (programs that demonstrate gender or ethnic inclusiveness should receive priority)

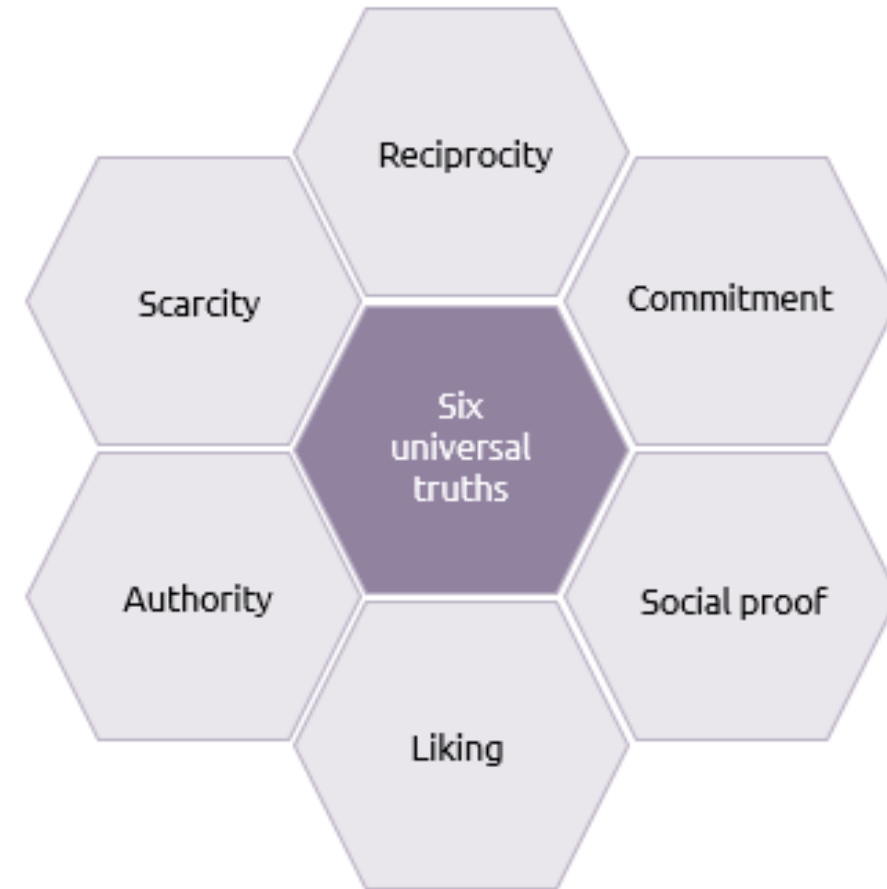**Ability to Pay (groups that can pay more should have priority over those who cannot)**

Source: City of Abbotsford, BC

CHANGE

Principles of Persuasion

(Dr. Robert Cialdini)

- Reciprocation
- Commitment & Consistency
- Social Proof / Consensus
- Likeability
- Authority
- Scarcity
- UNITY (added)

Cialdini ~

- https://www.youtube.com/watch?v=cFdCzN7RYbw

CANADIAN WOMEN & SPORT

Women in Sport Leadership

Working towards gender equity in sport leadership has the potential to change our sport system for the better. Diverse boards, leadership teams and staff mean sport organizations are more innovative, inclusive, accountable and better able to manage risk including safe sport, financial sustainability and effective governance.

Board Representation

National Sport Organization (NSO) – Multisport Service Organization (MSO) – Canadian Sport Institute (CSI)

BOARD MEMBERSHIP

43% OF NATIONAL BOARD MEMBERS ARE WOMEN
(+2% from 2022)

NSOs
42% OF BOARD ARE WOMEN
(+4% from 2022)

MSOs
46% OF BOARD ARE WOMEN
(-3% from 2022)

CSIs
45% OF BOARD ARE WOMEN
(+4% from 2022)

46% OF SURVEYED PROVINCIAL/TERRITORIAL BOARD MEMBERS ARE WOMEN

BOARD LEADERSHIP

40% OF NATIONAL BOARD CHAIRS ARE WOMEN
(+2% from 2022)

NSOs
42% HAVE A WOMAN CHAIR
(+3% from 2022)

MSOs
36% HAVE A WOMAN CHAIR
(+4% from 2022)

CSIs
29% HAVE A WOMAN CHAIR
(-14% from 2022)

46% OF SURVEYED PROVINCIAL/ TERRITORIAL BOARD CHAIRS ARE WOMEN

WELCOMING GENDER DIVERSITY IN LEADERSHIP

The data above indicate where women hold positions of power on boards. At the national level, one non-binary person holds a board seat. At the provincial/territorial level, five non-binary people hold board seats. As we work to improve sport for all, it will be important to continue welcoming leadership diversity beyond the gender binary.

SUMMARY

- Q&A
- Next Steps
  a) Local/Provincial – from the group
  b) At CPRA
    - The Bench
    - Community of Practice
    - Toolkit
    - Ideas for additional resources and supports
    - Translation
- Evaluation Form – today and in future

Community of Practice

- Open Forum Friday
- Film Club
- Story Telling
- Gender Equity Toolkit
- Sharing Knowledge

CPRA ACPL

Community of Practice

The Goal of the Community of Practice is to provide opportunities for leaders to learn about, share, and implement best practices, lessons learned, and new ideas resulting in their ability to be meaningfully engaged in gender equity efforts in their communities.

Open Forum Friday

Open Forum Fridays are for people interested in or who are currently working on gender equity in sport, physical activity and recreation (SPAR) to come together to share successes and challenges, learn from one another and experts in the field, and discuss ideas and new ways of doing things.

Join us on Friday March 15 between 1:00 - 2:30 p.m. (ET)

CPRA ACPL

Film Club

Tuesday, March 5, 2024
12:00 – 1:30 p.m. ET
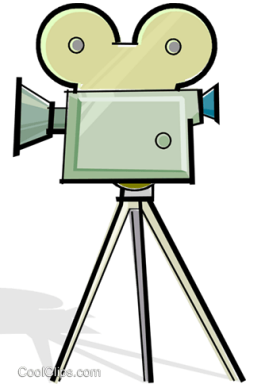
We are trying something different! CPRA is partnering with the Canadian Sport Film Festival to bring you films about girls and women.

Gnarly in Pink

Tryouts

Mama Agatha

Story Telling

Increasingly, storytelling is being used as an effective knowledge translation strategy. Learning from the real-life experiences of leaders will inspire other leaders to act and discover new approaches to address systemic gender equity issues in SPAR.

A dedicated team has identified individuals and groups who are working on achieving gender equity and wrote their stories. Stories include successes, challenges, and lessons learned while identifying the need for any additional supports. The stories will be shared through the online toolkit and our knowledge network.

TOOLKIT

Gender Equity in Recreational Sport: Optimizing Facility Use

CPRA Gender Equity Toolkit

Sharing Knowledge

- Join us on CPRA's *The Bench* (it's free to join) to engage with colleagues from across the country who are also committed to gender equity in recreation and community sport. A facilitator will help moderate the chat. Ask questions, share stories or just follow along with the conversation.

- Simply go to *The Bench* and join the *Gender Equity in Recreation, Sport and Physical Activity* community.

THANK YOU!

Workshop Evaluation Form

THANK YOU & PLEASE PLAN FOR NEXT STEPS

CPRA ACPL