



Curriculum Guide

**Tucker Center
for Research on Girls
& Women in Sport
at the College of Education
& Human Development**

UNIVERSITY OF MINNESOTA

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In Memory of Deb Kern

Throw Like A Girl: A Revolution In Women's Sports

PROJECT BACKGROUND & PURPOSE

IN THE SPRING OF 1999, the Tucker Center for Research on Girls & Women in Sport at the University of Minnesota, in partnership with KARE 11 Television, produced the video “Throw Like a Girl: A Revolution in Women’s Sports.” The purpose of the video was to trace the historical development and recent explosion of women’s sports both nationally and in the state of Minnesota. As we approach the next century, it is important to understand how women’s sports evolved out of the margins and into a place not only of acceptance, but admiration and respect. This story is particularly relevant for Minnesota, a place that has long been known for its pioneers—women and men who have championed a female’s right to fully participate in all aspects of sport and physical activity.

“Throw Like a Girl: A Revolution in Women’s Sports” is a story about what it has been like for girls and women to play sports as told through the eyes of different generations of Minnesota families. It is a story about the barriers that needed to be overcome in order to reach a landmark moment in women’s sports—the passage of Title IX in 1972—and all of the victories that have occurred in its wake. It is a story about females participating at all levels of sport from the playgrounds to the Olympics. It is a story about the impact of sport, not just on the young women themselves, but on their families, their communities and even their country. Finally, it is a story about triumph and what it means to live during an era when “throwing like a girl” is seen not as a criticism, but as a compliment.

This curriculum has been designed as a classroom companion to the Throw Like a Girl video. The objectives, instructional strategies, and assessments align with the four-part structure of the video. Each unit uses the subject matter of the corresponding section of the film as a springboard for class discussion, group work, and further inquiry.

The purpose of the curriculum guide is to assist educators in exploring the major themes presented in the documentary. The content and organization of the curriculum is designed for use in a variety of formats from lecture and large group discussion, to small group work and individual research.

The curriculum is divided into four units that correspond to the video’s four-part structure.

- **Unit 1:** The history of Title IX
- **Unit 2:** The media’s portrayal of women in sports
- **Unit 3:** The psychological, sociological and physiological implications of women’s participation in sports
- **Unit 4:** Important athletes and leaders in the history of women’s sports



Each unit is organized into the following components:

- **Unit Objectives:** What the students will know, understand, and be able to accomplish after that unit's instruction. The unit objectives reflect the themes and subjects of each segment of the video.
- **Instructional Strategies:** This section provides teachers with background information on issues related to women's sports, as well as suggested activities, topics for discussion, and group work.
- **Student Assignments:** Some of the units include assignments and activities for students to do at home. These are intended to enrich their study of how Title IX affects their own lives, their families, and their communities.
- **Assessments:** The suggested assessments include a variety of projects, performances, and reflections to enable students to demonstrate their new understanding about the history of women's sports and the impact of Title IX. These assessments will be related to both in class and out of class assignments.

Time: The units are designed to require one to three class periods each. Separate activities and assessments may be used alone, or all four units may be taught together.

Subject Areas: Physical Education, Health, Social Studies, History, Media Studies.

Grade Level: The assignments may be adapted to meet the developmentally appropriate needs of students in grades seven through 12.

OVERVIEW OF UNITS

Objectives

- The student will know the chronology of events leading up to the passage of Title IX in 1972.
- The student will become aware of how the media portray women in sports and how that portrayal affects individual and societal views about their sport participation.
- The student will recognize the physiological, psychological, and sociological implications of young girls and women participating in sports.
- The student will become aware of the important figures in the history of women's sports both nationally and in the state of Minnesota.

Instructional Strategies

- Lecture/teacher input
- Classroom/large group discussion
- Group work
- Individual research

Assessments

- Journals
- Timelines
- Interviews
- Observations
- Collages
- Papers
- Tests
- Worksheets
- Speeches
- Classroom presentations
- Posters
- Videos

Unit One

OBJECTIVE

The student will know the chronology of events leading to the passage and implementation of Title IX.

INSTRUCTIONAL STRATEGIES

The teacher will present the history of events leading up to the passage and implementation of Title IX (see Appendix 1).

STUDENT ASSIGNMENTS

- Interview one woman and one man you know who were in grade school or high school in 1972. Ask them the following questions:
 - What kind of sports/athletic activities were available to you in school and in your community?
 - Were you aware of or did you detect differences between those sports/athletic activities available for girls and boys and how did that make you feel?
 - Were sports an important part of your family's activities and if yes, how so?
 - What were they and who participated?
 - Were there rules (either spoken or unspoken) about who could play?
 - Who provided the support system for involvement?
 - Looking back, how did (or could have) Title IX affected you?
 - How do you see that Title IX has affected the world? What gains have been made in the last 30 years?
 - Is there a female and male athlete that you idolized or remember as being significant or that influenced your life? Who and how so?
 - What did you do with your time after school?
- Have the students bring these back for class discussion. Make sure that you note if there are differences between the male and female student responses.

ASSESSMENTS

- A "Then and Now" Report (possible topics):
 - Investigate the history of women's sports in your school pre-Title IX and then 1972 to the present.
 - Trace the history of a particular sport pre-Title IX and 1972–present.
 - Investigate a current local woman sports figure or specific athlete and compare them to a female athlete of that sport from the past.
 - Compare and contrast the rules or equipment used for a sport pre and post Title IX. Are there similarities or differences between the men's and women's game?
 - Research the history of Iowa Women's Basketball.
 - Compare and contrast records for both men and women in a sport such as track, swimming or marathon running. Where are the greatest advances or improvements in times noticed?
 - Research the history of the Negro League in Baseball or the Redheads in Basketball.
- Breaking Barriers Reports
Research pioneers in women's sports. For example, do a report on the first woman to run the

Boston Marathon, to race in the Indy 500, to win the Belmont Sweepstakes, to umpire professional baseball.

■ Journal questions

- Respond to the quote from the video: “We no longer ask is there a team, we now ask will I make the team?”
- Are you aware of the Girls’ and Women’s Sports Day that is held yearly at the capitol? Have you ever been? Why is there a need for such a day?
- How has the possibility of winning a college scholarship changed women’s sports? Can we still be three sport athletes?
- What opportunities do you see for your daughter in the future that do not exist for you today in sports? For example, will women continue to follow the “male model,” will there always be accommodations (special rules), will money increase and make female athletes behave more like male athletes?

Unit Two

OBJECTIVE

The student will become aware of how the media portray female athletes in sports and how that portrayal affects individual and societal views toward sportswomen.

INSTRUCTIONAL STRATEGIES

- The teacher will have gathered samples of how men and women are portrayed in the media and will show these to the students (see Appendix 2 for different examples of images that reinforce or trivialize athletic females).
- The teacher will lead a discussion based on the following ideas:
 - Can you recall comments from the video regarding how society views male and female athletes? Is there a duality of roles? Are we different as an athlete than we are in our daily life? How does being involved in a sport influence how we are seen by others? Are we asked to be different on the playing field or in the gym than we are when we are in the hallway or in a mall or at our jobs? Are all of these issues different for male versus female athletes? Is there a double standard at work?
 - On the board, draw two columns, one for males and one for females. List the terms that society used to describe these athletes. Use a separate column to list how the athletes want to be perceived. Compare the differences and ask why the terms vary?
 - Who is making the decisions on how athletes are portrayed? Who is the ultimate power behind the camera or the pen? What are the decisions based on and why?
 - What will lead to change? Should it change? How?
 - If when you read the newspaper and watch television and all you ever saw was the coverage of women's sports, how would you feel?
 - Should there be "separate but equal" sports sections and magazines for women's sports? Can we be truly equal if we are covered together?

STUDENT ASSIGNMENTS

Find two articles in a sports section or in a magazine. How are male and female athletes described? Use a highlighter to show the descriptors.

ASSESSMENTS

- Choose a special event, a specific sport, a specific publication or a TV newscast. Follow this for five days. Note the images (pictures or captions) of athletes, the type of sport being portrayed, the situation portrayed (is it showing the competition or a celebration), the amount of coverage, the type of coverage, the position of the article, the section it is in. Draw conclusions about your sport or event or individual athlete. Chart, graph or make a collage of the results to present to the class.
- Make your own sports article, videotape or newscast covering women in sports in your school or community.
- Journal questions:
 - How different is the exclusion of women from mainstream media coverage from the exclusion and discrimination of people of color in American society?
 - How is sports a part of our consumer culture? How does the mass marketing of sports affect our economic culture? Will big money "corrupt" or negatively influence aspects of women's sports like the men's? Will women begin to think they are bigger than the game and refuse to sign autographs without being compensated? Give 2-3 examples of why or why not?

Unit Three

OBJECTIVE

The student will understand and appreciate the physiological, psychological and sociological implications of girls' and women's participation in sports.

INSTRUCTIONAL STRATEGIES

Suggestion 1. The teacher will lecture on the various implications (e.g., benefits) of girls and women participating in sport and physical activity (see Appendix 3).

Suggestion 2. The teacher will divide the board into three categories (physiological, psychological and sociological) and develop a definition for each category and then proceed to have the students fill in as many suggestions as possible under each topic heading.

Suggestion 3. The teacher will lead one or more discussions based on the following questions:

- What societal messages keep women physically inactive? (Note in the video such issues as bloomers, feeling comfortable in the weight room and wearing the same uniform for three sports.)
- What other life lessons do you learn in sports besides skills and rules?
- If you could not participate in sports, where could you learn about things such as goal setting, teamwork, and work ethic?
- What adults are important to you outside of parents and teachers? Why?
- How has society benefited from Title IX?
- Are girls' attitudes toward competition different than boys'?
- Do adolescent girls drop out of sports and become less active in physical education classes to avoid compromising their femininity?
- How are adolescent girls influenced in their selection of sports that are deemed "gender appropriate" by their parents or society?
- Why do girls sometimes not want to compete against their friends or against boys?
- Are sports a for profit business? Should they be? How does this affect the development of women's sports?

ASSESSMENTS

■ Possible projects

- Research the clothing traditionally worn in sports played by both men and women. Why have changes occurred? How is this a reflection of culture and the needs of the sport?
- Interview a professional woman and ask her what role sports contributed to her overall "job success"? Ask her also if business occurs outside of the office? Does she bring sports in any way into her professional work (either on a formal or informal basis)?
- Research the availability and number of community sports available to women and men. Compare the number of youth teams to adult league offerings and see if there is a difference in women's vs. men's sports?
- Develop a chart or graph to show the ultimate level of participation available in different sports for men and women. Also display the salaries available in those sports.
- Write a personal reflection paper on an extracurricular activity you are (or were) involved in. Explain the factors that influenced your choice of activity as well as its connection to your life and its benefits.

- Compare and contrast the activity choices and the amount of time spent in activities by gender and different age groups of your family members. Draw some conclusions about these choices. Are they related to your family health history?
- Interview a coach who has worked with both male and female athletes and ask questions such as: do you coach them differently, do you see differences in ability, in potential? Can you find a woman who has had this experience?
- Rent a video such as “A League of Their Own” and discuss the sociological, psychological and physiological implications for the women in that movie.
- Research the medical myths that kept women from full participation in sport and physical activity.

■ Journal questions

- Respond to the quote from the video: “I don’t care how you look in your uniform, I care how you play in your uniform.”
- Do you see any signs of discrimination between traditional and non-traditional sports in terms of the numbers of participants, number of spectators, respect given or money spent? Why do you think it exists?
- Do you see a connection between Title IX and the Civil Rights movement?
- What physical and psychological benefits do you personally get from participating in sports?
- What might the impact of socio-economic status be on women’s and girls’ involvement in sports or physical activities through out their lives?

Unit Four

OBJECTIVE

The student will become aware of some of the important figures in women's sports history.

INSTRUCTIONAL STRATEGIES

The following are suggestions for activities the teacher may do as introductory or "warm-up" activities:

Suggestion 1. Divide the board or overhead transparency into sections and head each section with the name of a particular sport. Have the class brainstorm names of women who are connected with that sport.

Suggestion 2. Arrange several of the names of women from the list of Women in Sports (see Appendix 4) in a matching quiz with the names of the sports in an opposite column. See how many students can guess correctly. This may be done as an individual or whole class activity.

STUDENT ASSIGNMENTS

Hand out list of Women in Sports (see Appendix 4). Have students take the list home and ask family members to find two or three names that are familiar to them. Ask the individuals to answer the following questions:

- How did you become familiar with these sports figures?
- What do you remember about how they were covered in the media?
- What do you remember about their accomplishments?

Bring the answers back to class for discussion.

ASSESSMENTS

The following are possible ways to have students demonstrate their research into and/or awareness of important figures in women's sports:

Suggestion 1. Pick two individual sports figures, one male and one female. They may or may not be associated with the same sport. Research each athlete to find out the following information. (This assessment could be done individually or in groups.)

- Dates such as birth, death, participation in his/her sport/s
- Special accomplishments and awards
- Any particularly interesting facts about his/her life
- The impact they had on advancing women's sports

Present your research information in any one of the following formats:

- formal research paper
- power point presentation
- video
- speech
- role playing interview
- mini news magazine
- "This Is Your Life"
- TV show biography

Suggestion 2. Make a “Four Corners” poster. Divide a poster board into four equal parts. Each of the four quadrants should represent four different athletes—two female and two male (perhaps two contemporary and two from the past). The representation of each athlete should include some biographical and statistical information as well as some pictures or art work.

Suggestion 3. Write a reflection paper about the person who is the most significant role model in your life. Be sure to include how that person has come to be part of your life, how he or she has influenced you, and how you have changed as a result of knowing this person. You may make some connections between this person and an important figure in women’s sports. Or, you may make a comparison between how this person affected you and the kind of role models sports figures are to you or society.

APPENDIX I

Historical Perspective of Title IX

DEFINITION OF TITLE IX

The Office for Civil Rights in the U.S. Department of Education enforces Title IX of the Education Amendments of 1972. This federal law prohibits discrimination on the basis of sex in education programs and activities, including athletics, at any school that receives federal money. Public high schools receive federal money for building construction, the hiring of some teachers and other expenses.

Title IX mandates that girls and boys be given equal opportunities to participate in school sports and receive equivalent benefits, such as locker rooms and practice facilities.

Schools were allowed a three year grace period to become compliant to Title IX (unlike all other areas of sex discrimination which were immediately addressed and adjusted).

Federal officials use a three-part test to find out if a school is providing equal opportunities for participation. Schools need meet only one of these standards:

1. Substantial proportionality

The ratio of female to male athletes must be substantially proportional to the ratio of female to male students. (If 52% of a school's students are girls but only 38% of its athletes are girls, the school can't show compliance with this standard. Cheerleading and dance teams are not counted.)

2. A history of expanding sports opportunities for the underrepresented group

A school is considered in compliance if it can show convincingly that it has been, and still is, upgrading and expanding its sports opportunities for the underrepresented group. This could include adding new teams or sports and taking periodic surveys to design athletic programs that are based on student interests and abilities.

3. Full accommodation of athletic interests and abilities

A school is in compliance if it demonstrates that its sports program fully and effectively accommodates the interests and abilities of female students.

If a school takes this position but there is an unmet interest in the form of enough girls who are interested in playing a sport in which competition is available in the region, the school's claim of compliance will fail.

Schools must provide equivalent benefits in equipment, locker rooms, practice facilities, coaching, game schedules and practice times. In addition, travel and support services (such as office staff) and other areas must be equivalent. (If a booster club provides basketball warmups to a boys' team, the school must provide equivalent benefits to the girls' team).

Penalties: If an individual, including a player, parent, coach, or fan, thinks a school is not complying with Title IX, he or she can file a complaint with the Office of Civil Rights (OCR). If that agency finds that a school did not comply, it can take away its federal funding.

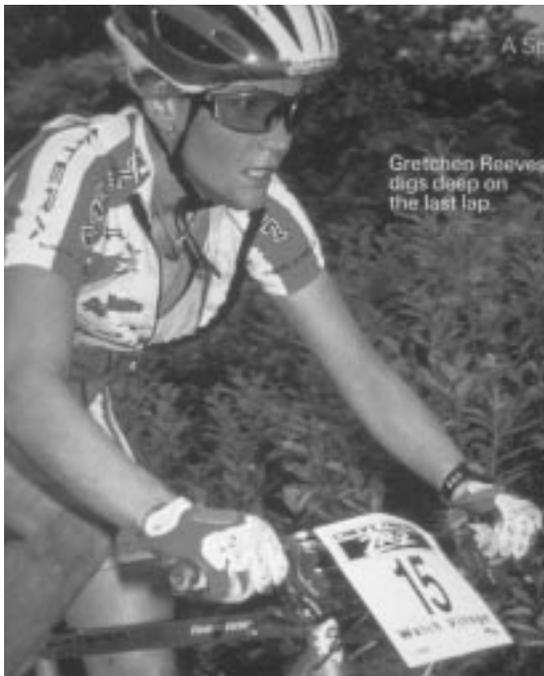
The OCR has been roundly criticized by Title IX proponents because they have never fined a school or withheld federal funds for non-compliance. Without court victories very little would have changed.

APPENDIX 2

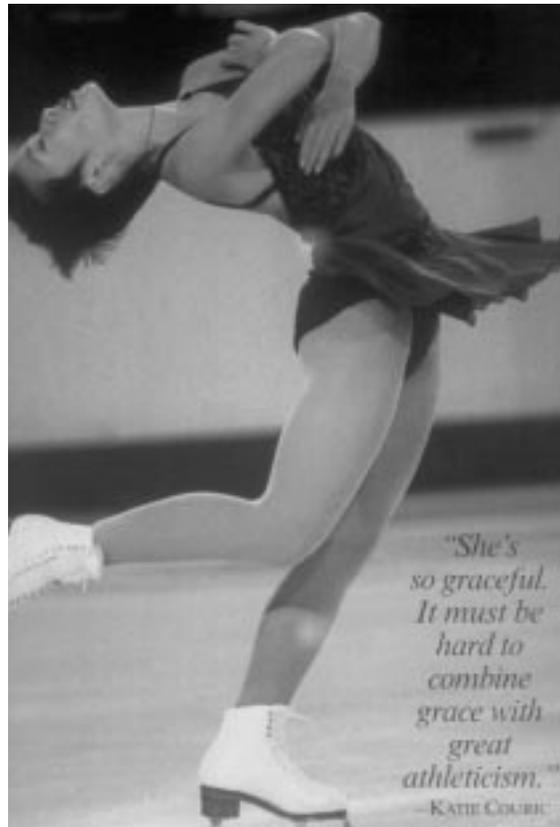
Media Portrayals of Female Athletes



Examples of women as highly-skilled, competent athletes: in uniform, on court, in action



Gretchen Reeves digs deep on the last lap.



"She's so graceful. It must be hard to combine grace with great athleticism."
— KATIE COURIC

Examples that undermine and trivialize women's accomplishments as athletes: out of uniform, off the court, emphasizing femininity and sexuality



Pass it on The Lakers would be in good hands with Jannie.

APPENDIX 3

Outcomes of Participation in Sport and Physical Activity

PHYSICAL BENEFITS

increases strength	improves muscle tone
increases aerobic fitness	improves posture
increases anaerobic power	decreases the chance for chronic diseases
decreases body fat	relieves tension and helps cope with stress
increases balance	sleep better
increases endurance performance	decreases recovery time after physical exertion, injury and illness
increases flexibility	leads to habits of physical activity that will be carried on in life
increases fundamental motor skills	allows full participation in both recreational and daily activity
aids in weight management	
strengthens the cardiovascular system	

PSYCHOLOGICAL BENEFITS

increases motivation	provides an opportunity for intrinsic motivation
increases self esteem (through challenge, achievement and risk-taking)	is an outlet for approval by others (extrinsic motivation)
improves mood states	positive adult role models and leadership
increases positive mental health and well being	positive moral development
lessens stress, depression and anxiety	develops problem solving skills
improves the quality of life (FUN)	

SOCIOLOGICAL BENEFITS

teaches commitment	decreases the school dropout rate
receive encouragement	female athletes were less likely to get pregnant
learn to function in a group	female athletes were more likely to be virgins
development of a social network	female athletes had their first intercourse later in adolescence
development of pleasure in moving	female athletes had sex less often
less likely to abuse your body if you view it as useful and powerful	female athletes had fewer sex partners
learn positive social interaction and self expression	female athletes were more likely to use contraceptives
increases involvement in community and leadership	

APPENDIX 4

Significant Athletes in Women's Sports

Michelle Akers / Soccer	Beth Daniel / Golf
Amy Alcott / Golf	Lindsay Davenport / Tennis
Debbie Armstrong / Skiing	Dominique Dawes / Gymnastics
Evelyn Ashford / Track	Donna de Varona / Swimming
Tracy Austin / Tennis	Gail Devers / Track
Shirly Babashoff / Swimming	Manuela Di Centra / Skiing
Oksana Baiul / Skating	Babe Didrickson Zaharias / All-Around
Ann Bancroft / Polar Explorer	Ann Donovan / Basketball
Laura Baugh / Golf	Jean Driscoll / Wheelchair All-Around
Bobbi Benaman / Mountain Climbing	Amelia Earhart / Aviation
Joan Benoit / Distance Running	Gertrude Ederle / Swimming
Patty Berg / Golf	Lyubov Egorova / Cross Country Skiing
Bonnie Blair / Speed Skating	Janet Evans / Swimming
Jane Blalock / Golf	Cory Everson / Bodybuilding
Alana Blahoski / Hockey	Chris Evert / Tennis
Carol Blazejowski / Basketball	Lisa Fernandez / Softball
Surya Bonaly / Skating	Peggy Fleming / Skating
Ila Borders / Baseball	Julie Foudy / Soccer
Hassiba Boulmerka / Distance Running	Jane Frederick / Pentathlon
Pat Bradley / Golf	Fu Mingxia / Diving
Nicole Branagh / Volleyball	Zina Garrison Jackson / Tennis
Valerie Brisco Hooks / Track	Althea Gibson / Tennis
Katie Brown / Mountain Climbing	Diana Golden / Skiing
Zola Budd / Distance Running	Steffi Graf / Tennis
Susan Butcher / Dogsledding	Cammi Granato / Hockey
Karyn Bye / Hockey	Michelle Granger / Softball
Jennifer Capriati / Tennis	Janet Guthrie / Auto Racing
Mary Carillo / Tennis	Nancy Reno Hadley / Volleyball
JoAnne Carner / Golf	Nicole Haislett / Swimming
Connie Carpenter / Cycling	Mia Hamm / Soccer
Vera Caslovska / Gymnastics	Dorothy Hamill / Skating
Tracy Caulkins / Swimming	Tonya Harding / Skating
Evonne Goolagong Cawley / Tennis	Lucy Harris / Basketball
Florence Chadwick / Distance Running	Sonja Henie / Skating
Suzy Chaffee / Skiing	Martina Hingis / Tennis
Jennifer Chandler / Diving	Nancy Hogshead / Swimming
Chi Chang / Track	Chamique Holdsclaw / Basketball
Brandi Chastain / Soccer	Flo Hyman / Volleyball
Mary Ellen Clark / Diving	Juli Inkster / Golf
Bessie Coleman / Aviation	Lynn Jennings / Track
Nadia Comaneci / Gymnastics	Marion Jones / Track
Jody Conradt / Basketball	Joan Joyce / Softball
Willa McGuire Cook / Waterskiing	Florence Griffith Joyner / Track
Cynthia Cooper / Basketball	Jackie Joyner-Kersey / Track

Janet Karvonen / *Basketball*
Nancy Kerrigan / *Skating*
Betsy King / *Golf*
Billie Jean King / *Tennis*
Micki King / *Diving*
Marita Koch / *Track*
Olga Korbut / *Gymnastics*
Jarmilia Kratochvilova / *Track*
Ingrid Kristiansen / *Distance Running*
Julie Krone / *Horseshoe Jockey*
Kelli Kuehne / *Golf*
Michelle Kwan / *Skating*
Marion Ladewig / *Bowling*
Lisa Leslie / *Basketball*
Nancy Lieberman / *Basketball*
Hilary Lindh / *Skiing*
Tara Lipinski / *Skating*
Rebecca Lobo / *Basketball*
Nancy Lopez / *Golf*
Donna Lopiano / *Softball*
Meg Mallon / *Golf*
Carol Mann / *Golf*
Conchita Martinez / *Tennis*
Floretta McCutcheon / *Bowling*
Mary Terstege Maegher / *Swimming*
Debbie Meyer / *Swimming*
Ann Meyers / *Basketball*
Cheryl Miller / *Basketball*
Shannon Miller / *Gymnastics*
Dominique Moceanu / *Gymnastics*
A.J. Mileozko / *Hockey*
Shirley Muldowney / *Auto Racing*
Martina Navratilova / *Tennis*
Liselotte Neumann / *Golf*
Paula Newby-Fraser / *Triathlon*
Diana Nyad / *Distance Swimming*
Margo Oberg / *Surfing*
Kristin Otto / *Swimming*
Se Ri Pak / *Golf*
Dottie Pepper / *Golf*
Marie-Jose Percec / *Track*
Mary Pierce / *Tennis*
Uta Pippig / *Distance Running*
Pam Postema / *Baseball Umpire*
Ana Quirot / *Track*
Judy Rankin / *Golf*
Betsy Rawls / *Golf*
Gabrielle Reece / *Volleyball*
Mary Lou Retton / *Gymnastics*
Manon Rheaume / *Hockey*
Dot Richardson / *Softball*
Libby Riddles / *Dogsledding*
Cathy Rigby / *Gymnastics*
Dianne Roffe-Steinrotter / *Alpine Skiing*
Heide Rosendahl / *Track, Pentathlon*
Wilma Rudolph / *Track*
Becky Ruehl / *Diving*
Gabriela Sabatini / *Tennis*
Nykesha Sales / *Basketball*
Summer Sanders / *Swimming*
Jennifer Schmidgall / *Hockey*
Briana Scurry / *Soccer*
Monica Seles / *Tennis*
Patty Sheehan / *Golf*
Pam Shriver / *Tennis*
Carol Ann Shudlick / *Basketball*
Mary Decker Slaney / *Track*
Charlotte Smith / *Basketball*
Michelle Smith / *Softball*
Annika Sorenstam / *Golf*
Jan Stephenson / *Golf*
Toni Stone / *Baseball*
Picabo Street / *Skiing*
Kerri Strug / *Gymnastics*
Louise Suggs / *Golf*
Pat Summitt / *Basketball*
Katherine Switzer / *Distance Running*
Sheryl Swoopes / *Basketball*
Sarah Tuetting / *Hockey*
Debi Thomas / *Skating*
Jenny Thompson / *Swimming*
Gwen Torrence / *Track*
Rebecca Twigg / *Cycling*
Amy Van Dyken / *Swimming*
Virginia Wade / *Tennis*
Karrie Webb / *Golf*
Donna Weinbrecht / *Skiing*
Kathy Whitworth / *Golf*
Serena Williams / *Tennis*
Venus Williams / *Tennis*
Katarina Witt / *Skating*
Chris Witty / *Speed Skating*
Lynnette Woodard / *Basketball*
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THE MEDTRONIC FOUNDATION

