May 2000

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**ACKNOWLEDGEMENTS**

The following organizations and individuals generously contributed to the development of the “Throw Like A Girl” video and companion curriculum guide.

Tucker Center for Research on Girls & Women in Sport, University of Minnesota

KARE 11 Television

Janet B. Watson Fund of the Minnesota Women’s Foundation

Medtronic Foundation

Minnesota Lynx

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In Memory of Deb Kern
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 Minnesotans. 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
- Group work
- Classroom/large group discussion
- Individual research

**Assessments**

- Journals
- Interviews
- Collages
- Tests
- Speeches
- Posters
- Timelines
- Observations
- Papers
- Worksheets
- Classroom presentations
- Videos
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 throughout their lives?
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 artwork.

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.
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
Examples that undermine and trivialize women’s accomplishments as athletes: out of uniform, off the court, emphasizing femininity and sexuality.
APPENDIX 3

Outcomes of Participation in Sport and Physical Activity

PHYSICAL BENEFITS

increases strength
increases aerobic fitness
increases anaerobic power
decreases body fat
increases balance
increases endurance performance
increases flexibility
increases fundamental motor skills
aids in weight management
strengthens the cardiovascular system

improves muscle tone
improves posture
decreases the chance for chronic diseases
relieves tension and helps cope with stress
sleep better
decreases recovery time after physical exertion, injury and illness
leads to habits of physical activity that will be carried on in life
allows full participation in both recreational and daily activity

PSYCHOLOGICAL BENEFITS

increases motivation
increases self esteem (through challenge, achievement and risk-taking)
improves mood states
increases positive mental health and well being
lessens stress, depression and anxiety
improves the quality of life (FUN)

provides an opportunity for intrinsic motivation
is an outlet for approval by others (extrinsic motivation)
positive adult role models and leadership
positive moral development
develops problem solving skills

SOCIOLOGICAL BENEFITS

teaches commitment
receive encouragement
learn to function in a group
development of a social network
development of pleasure in moving
less likely to abuse your body if you view it as useful and powerful
learn positive social interaction and self expression
increases involvement in community and leadership

decreases the school dropout rate
female athletes were less likely to get pregnant
female athletes were more likely to be virgins
female athletes had their first intercourse later in adolescence
female athletes had sex less often
female athletes had fewer sex partners
female athletes were more likely to use contraceptives

The information in this appendix was gathered from the President's Council on Physical Fitness and Sports Report (see Sources Cited).
Significant Athletes in Women's Sports

Michelle Akers / Soccer
Amy Alcott / Golf
Debbie Armstrong / Skiing
Evelyn Ashford / Track
Tracy Austin / Tennis
Shirly Babashoff / Swimming
Oksana Baiul / Skating
Ann Bancroft / Polar Explorer
Laura Baugh / Golf
Bobbi Benaman / Mountain Climbing
Joan Benoit / Distance Running
Patty Berg / Golf
Bonnie Blair / Speed Skating
Jane Blalock / Golf
Alana Blahoski / Hockey
Carol Blazejowski / Basketball
Surya Bonaly / Skating
Ilia Borders / Baseball
Hassiba Boulmerka / Distance Running
Pat Bradley / Golf
Nicole Branagh / Volleyball
Valerie Brisco Hooks / Track
Katie Brown / Mountain Climbing
Zola Budd / Distance Running
Susan Butcher / Dogsledding
Karyn Bye / Hockey
Jennifer Capriati / Tennis
Mary Carillo / Tennis
JoAnne Carner / Golf
Connie Carpenter / Cycling
Vera Caslovksa / Gymnastics
Tracy Caulkins / Swimming
Evonne Goolagong Cawley / Tennis
Florence Chadwick / Distance Running
Suzy Chaffee / Skiing
Jennifer Chandler / Diving
Chi Chang / Track
Brandi Chastain / Soccer
Mary Ellen Clark / Diving
Bessie Coleman / Aviation
Nadia Comaneci / Gymnastics
Jody Conradt / Basketball
Willa McGuire Cook / Waterskiing
Cynthia Cooper / Basketball
Beth Daniel / Golf
Lindsay Davenport / Tennis
Dominique Dawes / Gymnastics
Donna de Varona / Swimming
Gail Devers / Track
Manuela Di Centra / Skiing
Babe Didrickson Zaharias / All-Around
Ann Donovan / Basketball
Jean Driscoll / Wheelchair All-Around
Amelia Earhart / Aviation
Gertrude Ederle / Swimming
Lyubov Egorova / Cross Country Skiing
Janet Evans / Swimming
Cory Everson / Bodybuilding
Chris Evert / Tennis
Lisa Fernandez / Softball
Peggy Fleming / Skating
Julie Foudy / Soccer
Jane Frederick / Pentathlon
Fu Mingxia / Diving
Zina Garrison Jackson / Tennis
Althea Gibson / Tennis
Diana Golden / Skiing
Steffi Graf / Tennis
Cammi Granato / Hockey
Michelle Granger / Softball
Janet Guthrie / Auto Racing
Nancy Reno Hadley / Volleyball
Nicole Haislett / Swimming
Mia Hamm / Soccer
Dorothy Hamill / Skating
Tonya Harding / Skating
Lucy Harris / Basketball
Sonja Henie / Skating
Martina Hingis / Tennis
Nancy Hogshead / Swimming
Chamique Holdsclaw / Basketball
Flo Hyman / Volleyball
Juli Inkster / Golf
Lynn Jennings / Track
Marion Jones / Track
Joan Joyce / Softball
Florence Griffith Joyner / Track
Jackie Joyner-Kersee / Track
Janet Karvonen / Basketball
Nancy Kerrigan / Skating
Betsy King / Golf
Billie Jean King / Tennis
Micki King / Diving
Marita Koch / Track
Olga Korbut / Gymnastics
Jarmila Kratochvilova / Track
Ingrid Kristiansen / Distance Running
Julie Krone / Horse racing 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 Terstegge Maegher / Swimming
Debbie Meyer / Swimming
Ann Meyers / Basketball
Cheryl Miller / Basketball
Shannon Miller / Gymnastics
Dominique Moceanu / Gymnastics
A.J. Milezko / 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 Perec / Track
Mary Pierce / Tennis
Uta Pippig / Distance Running
Pam Postema / Baseball Umpire
Ana Quiroz / 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 Tueting / 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
Mickey Wright / Golf
Kristi Yamaguchi / Skating
Shelia Young / Speed Skating, Cycling
Kim Zmeskal / Gymnastics
SOURCES CITED


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THE FOLLOWING ORGANIZATIONS PROVIDED SUPPORT FOR THIS PROJECT:

The College of Education & Human Development
University of Minnesota

The Medtronic Foundation

KARE 11