



OSAA Equity and Diversity Newsletter

VOLUME 1 ISSUE 5

FEBRUARY 1, 2021



OSAA Partners with Rise to Win

RISE hosted an interactive 90-minute workshop for Oregon School Activities Association athletics directors on November 18 focused on understanding identities. There will be two more workshops hosted by RISE over the next few months. The workshop are aimed at introducing participants to tools that can help them to be leaders in addressing matters of racism, prejudice, diversity and inclusion.

- Perspective Taking: Wednesday, February 10, 2021 2-3:30pm » [Registration form](#)
- Sports as a Vehicle for Change: Wednesday, April 7, 2021 2-3:30pm » [Registration form](#)



POSITIVE COACHING ALLIANCE

SPORTS CAN BATTLE RACISM

PCA ROUNDTABLE SERIES

SELF-EXPRESSION THROUGH SPORT

WEDNESDAY, FEBRUARY 3RD, 11AM PT/2PM ET



NATIONAL GIRLS & WOMEN IN SPORTS DAY

PANELISTS



AJA EVANS
OLYMPIC MEDALIST, BOBSLED



BENITA FITZGERALD MOSLEY
OLYMPIC GOLD MEDALIST, TRACK & FIELD & LEAGUE APPS HEAD OF COMMUNITY & IMPACT



DANIELLE SLATON
USWNT VETERAN, TV ANALYST



***LINDSEY HARDING**
ASSISTANT COACH, SACRAMENTO KINGS

*CAN'T JOIN US AT 11AM PT? TUNE IN AT 2PM PT FOR A SPECIAL CONVERSATION WITH LINDSEY HARDING

PCA Roundtable Presentation-Sports can battle racism series: In recognition and celebration of Black History Month and National Girls & Women in Sports Day, we are excited to host a discussion focused on the female experience in sports and how coaches, parents, and leaders can empower girls to get into sports, stay in sports, and express their authentic selves. This discussion is appropriate for administrators, coaches and students!

PCA Link for registration: https://positivecoach.org/events/pca-roundtable-series-sports-can-battle-racism-self-expression-through-sport/?utm_source=email&utm_medium=email&utm_campaign=scbr

10 Things We've Learned About Youth and High School Sports During the Pandemic

PCA Voices By: Linda Flanagan October 29, 2020 (Excerpt)

The turning point for many Americans in our understanding of Covid-19's potential devastation happened on the evening of March 11. That night, the NBA Board of Governors suspended the rest of the professional basketball season. A player on the Utah Jazz had tested positive for the virus, and suddenly no one seemed safe. A day later, the MLB called off spring training and the NCAA shut down March Madness, along with all other collegiate championships—the first time in its history. After that, the entire sports world spun to a stop. Every state cancelled its high-school's spring sports season (and moved over to distance learning), and the estimated 45 million younger kids who play youth soccer, lacrosse, baseball, and every other organized sport were met with the same disorienting news: organized play was off.

Now seven months into the pandemic, after a summer and fall of stops, starts, and modifications to the game, we've learned a few things about the pandemic's wider impact on high-school and youth sports. There's good news, bad news, and lingering uncertainty. (With thanks, as always, to the Aspen Institute Sports and Society Program for its sturdy data on youth-sports happenings.)

1. The pandemic has exacerbated some of the most pernicious trends in kids' sports, especially related to access and inequality. "The income gap will accelerate," said Jon Solomon, editorial director at the Aspen Institute Sports & Society Program. Children in low-income areas have fewer sports opportunities than they did before the pandemic, while kids in higher-income communities—where they already have greater access and more sports options—are returning sooner.
2. Many kids have lost interest in sports altogether, and getting them back will take work. According to a survey conducted by the Aspen Institute, three out of ten kids who used to participate in sports no longer wish to. "Staying at home is the new normal," said Travis Dorsch, Director of the Families in Sport Lab at Utah State University, who helped conduct the survey. Dorsch spoke about these findings during an interview at Project Play, the Aspen Institute initiative to repair youth sports. "The bounce-back won't be automatic or fast," he added.
3. Among kids who do participate in athletics, they're competing and practicing a lot less. The Aspen survey reports that kids aged 6-18 play an average of 6.5 fewer hours per week during the pandemic than they did before it. Most of that reduction (almost 5 hours) came out of organized practices and games rather than unstructured, free play, which dropped about an hour per week. As expected, outdoor individual sports like golf and cycling were far less affected than most other sports.
4. It's not clear if sports are a vector for spreading the virus. A recent study of 207 high schools conducted by the University of Wisconsin found no greater rate of Covid transmission among athletes than non-athletes. But various cases around the country suggest otherwise. In Shelby County, Tennessee, 83% of the 500 positive cases there were linked to sports participation at K-12 schools and colleges. In Dedham, Massachusetts, officials attributed a recent rise in cases of the virus there to youth sports teams, though celebrating before and after games, rather than play itself, appeared to be the cause. Six infectious disease doctors who evaluated the Wisconsin study expressed doubt over its sanguine conclusions.
5. The variation in states' response to the pandemic has generated turmoil and exposed the absence of governance in youth sports. Some kids living in states with stricter virus protocols and diminished interscholastic sports options cross into neighboring states with looser guidelines. In California, for example, where competitive sports are cancelled, some kids are commuting regularly to Arizona, where play is allowed. Independent travel teams continue to host and attend tournaments, sometimes in different states, and with varied adherence to (and enforcement of) safety guidelines. This jagged, de-centralized response to the pandemic compels parents to balance their children's desire to play—which can be urgent—with the need to preserve the family's health.

Full article [here](#)

The Importance of Promoting Diversity in Sports

(Excerpt)

Participating in sports is one of the best ways to look after your health. It can reduce your risk of cardiovascular problems and mental health issues, and increase your overall life expectancy. It's also a lot of fun.

But what if you're put off because you don't feel confident there is a sport you can participate in where you'll be accepted and supported? This is something that can affect people from all sorts of backgrounds due to prejudice around race, ethnicity, religion, disability, sexual orientation, gender and even age.

Prejudice can reduce opportunities and limit diversity in sport, and society as a whole is poorer for it.

Learning to be a team

Diversity in sport is important because it helps us to respect and value one another in wider society. When you're focused on winning, there is no room for prejudice – everyone involved has to anticipate the behavior of teammates purely on the basis of their abilities.

Even in individual competitions, sports teach us to admire others for what they do regardless of who we think they are; they break down barriers and create relationships that might never have been formed in other environments.

Promoting diversity in sport

How do we encourage the opening up of sporting opportunities to a wider range of individuals? It starts with schools making an effort to ensure everyone gets a fair chance, and with sports clubs and gyms making an effort to identify and tackle potential barriers, from clamping down on prejudiced comments to altering dress codes so hijab-wearing women can participate to training coaches to communicate better with deaf people.

Those unsure about how best to approach inclusion can consult an expert like diversity and inclusion management business information company DiversityInc's CEO [Luke Visconti](#). DiversityInc helps organizations understand the benefits of diversifying their workforces, and Visconti specializes in identifying issues that may have been overlooked and creating spaces in which those concerned about prejudice or discrimination feel safer coming forward to seek help.

Why sports diversity matters

Why make the effort to make sports more inclusive? There are many reasons:

- If you want your team to succeed, you need to make sure you have the biggest possible pool of talent to draw from.
- Playing sports makes people happier, helps them deal with stress and makes society better for everyone.
- When children see people they identify with playing sports, it expands their horizons and makes them believe they can be anything they want to be.
- Playing sports makes people fitter and healthier, decreasing the strain on health and welfare services, which helps the economy.
- Succeeding in sports gives people with social disadvantages the confidence to succeed in other areas of life.

Sports create a template for wider society, showing what's possible when we all work together and talent from all walks of life has the opportunity to flourish.

Full article [here](#)

Top Five Ways to Promote Ally Behavior in Students

By: Guest Contributors October 1, 2019

Bullying in schools is as pervasive as it is damaging to all involved parties -- and it's also preventable. According to Welcoming Schools Director Cheryl Greene, the single most important way to address bullying behavior is to "promote positive ally behavior."

In recognition of [Bullying Prevention Month](#), the Human Rights Campaign Foundation's [Welcoming Schools](#) program is sharing key strategies to help educators engage in this important work with students.

1. Model upstander behavior. Students watch what you do and will follow your lead. They notice when you treat others with kindness and respect, as well as whether you intervene to put a stop to hurtful name-calling or comments.

2. Explicitly teach students how to be an ally. Recognize that direct confrontation isn't always a comfortable or even safe choice. Work with your students so they know that being an ally does not always mean intervening in a harmful situation. Students should know they can also let an adult know when bullying occurs, or they can comfort the person being bullied and offer to go with them to speak with an adult.

3. Practice. Rehearsal is an essential part of mastering any new skill. Talk and even role play possible scenarios. Try the Welcoming Schools' activity "[Making Decisions: Ally or Bystander.](#)" in which students consider different bullying situations and decide in the moment how they will respond.

4. Share books to engage students. In Katherine Otoshi's "One," Red picks on Blue. The other colors don't know what to do until One shows them how to stand up, stand together and count. Go to Welcoming Schools' "[Power of Allies](#)" [book list](#) to find more books that highlight the positive impact of allies.

5. Utilize Welcoming Schools' ally lessons. In "[Standing Up for Each Other: Drawing Ally Superheroes.](#)" students create a cartoon version of themselves with non-violent superpowers that help others in their school or solve a problem in the world. For more ally lessons, see Welcoming Schools' "[Lesson Plans to Prevent Bias-Based Bullying.](#)"

Fostering ally behavior in school is all about empowerment. When children have the skills, permission and confidence to intervene, they are more likely to do so -- and a school in which kids identify as allies is a safer, happier, more productive place.

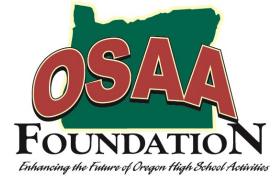
Link [here](#)

OSAA Racial Equity Training Update

The OSAA Racial Equity Training has been gaining in popularity amongst districts across Oregon. As of February 1, 2021, 602 people have participated in the training. Some schools and school districts are committed to having their coaches participate in the training, which can be seen on the List of Training Online Course Completions link through <https://www.osaa.org/equity/training-resources>.



OSAA Foundation Equity Grant



Implementing an equity project at your high school? The OSAA Foundation is accepting applications to help schools fund their equity initiatives. Your school can apply for up to \$2000 to move equity work forward in your community.

[Grant Application](#)

The OSAA Foundation Board has established an Equity and Diversity Fund that schools can apply for to support their efforts. From literature, to guest speakers, to additional training beyond what's provided by the OSAA – the OSAA Foundation is looking for innovative ideas from schools about the engagement of Equity and Diversity training with their students, their staff and their communities.

2020-21 Grant Recipients:

- Century High School, \$2,000. Used for the administration of the "Sports Can Battle Racism" workshops through the Positive Coaching Alliance.
- Bonanza High School, \$2,000. Used to create a diversity and inclusion mural in their building, cultural service project and service project on their campus.
- Lakeridge High School, \$2,000. Used for the administration of the "Sports Can Battle Racism" workshops through the Positive Coaching Alliance.

Other ideas:

- Book study with all coaches
- Provide a speaker
- Art/Mural addition to an athletics/activities facility
- Signage upgrades to facilities to promote expectations
- Student and community engagement efforts, funds could go towards speakers, and event needs
- Buy-in program development– Present the requirements at your school and engage students and staff in striving for excellence
- Motivational apparel for students or programs engaged in STAR initiative activities or equity work happening at your school



Oregon School Activities Association

25200 SW Parkway Ave. Suite 1

Wilsonville, OR 97070

503-682-6722

K.T. Emerson—kte@osaa.org

Peter Weber—peterw@osaa.org

To create a safe, welcoming and validating environment in Oregon schools by specifically disrupting racism and combating discrimination, so EVERY student can thrive as they are.