

REFRAMING SPORT FOR TEENAGE GIRLS:

A Guide to Understanding Your Audience



THIS GUIDE...

- ▶ Is for individuals and organisations who wish to gain a deeper understanding of their teenage girls audience, for more effective targeting of their sport/exercise offer.
- ▶ Introduces you to creative tools and techniques you can use to understand the needs of different girls, to enhance existing programmes or to develop new initiatives.
- ▶ Can be used flexibly and creatively; for example you could use these resources:
 - in a strategy meeting to inform the direction of your girls work
 - to run a workshop with key staff in your organisation
 - to help others in group work really connect with target girls
 - to check and challenge your existing thinking

6 STEPS TO UNDERSTANDING YOUR TEENAGE GIRL AUDIENCE

1

Identify your **target group** of girls using our Spectrum of Engagement.

2

Consult with and **get to know** your target group of girls.

3

Bring your target group to life by **creating personas** to work with.

4

Complete an **empathy map** for a deeper understanding of their barriers and needs.

5

Consider the **behaviour change** you want to achieve.

6

Use the **insights gained** to tailor your offer to girls, using our 8 Principles for Success.

1 WHICH TEENAGE GIRLS DO YOU WANT TO TARGET AND WHY?

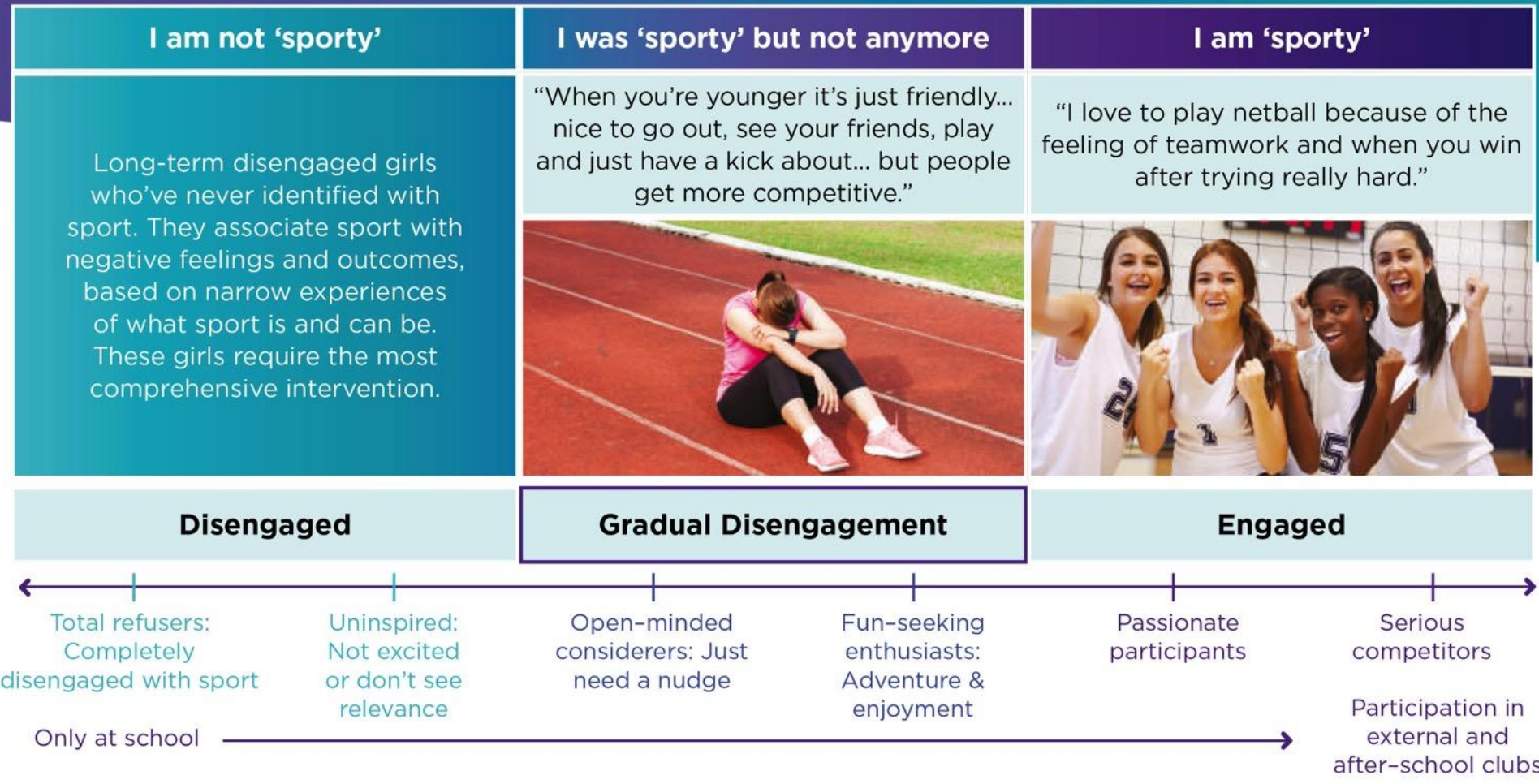
A SPECTRUM OF ENGAGEMENT



Source: Women in Sport (2019) Reframing Sport for Teenage Girls: Building Strong Foundations for their Futures

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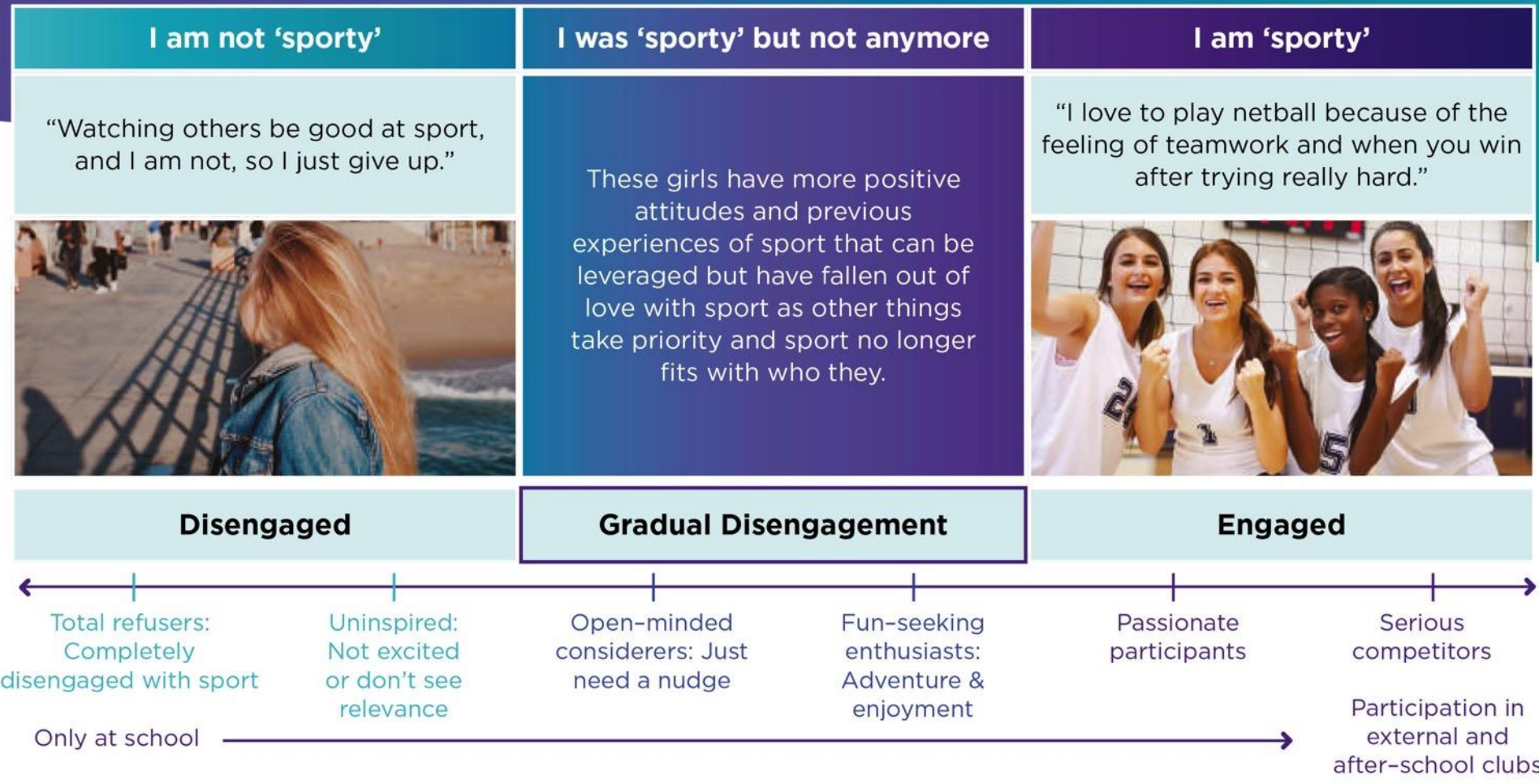
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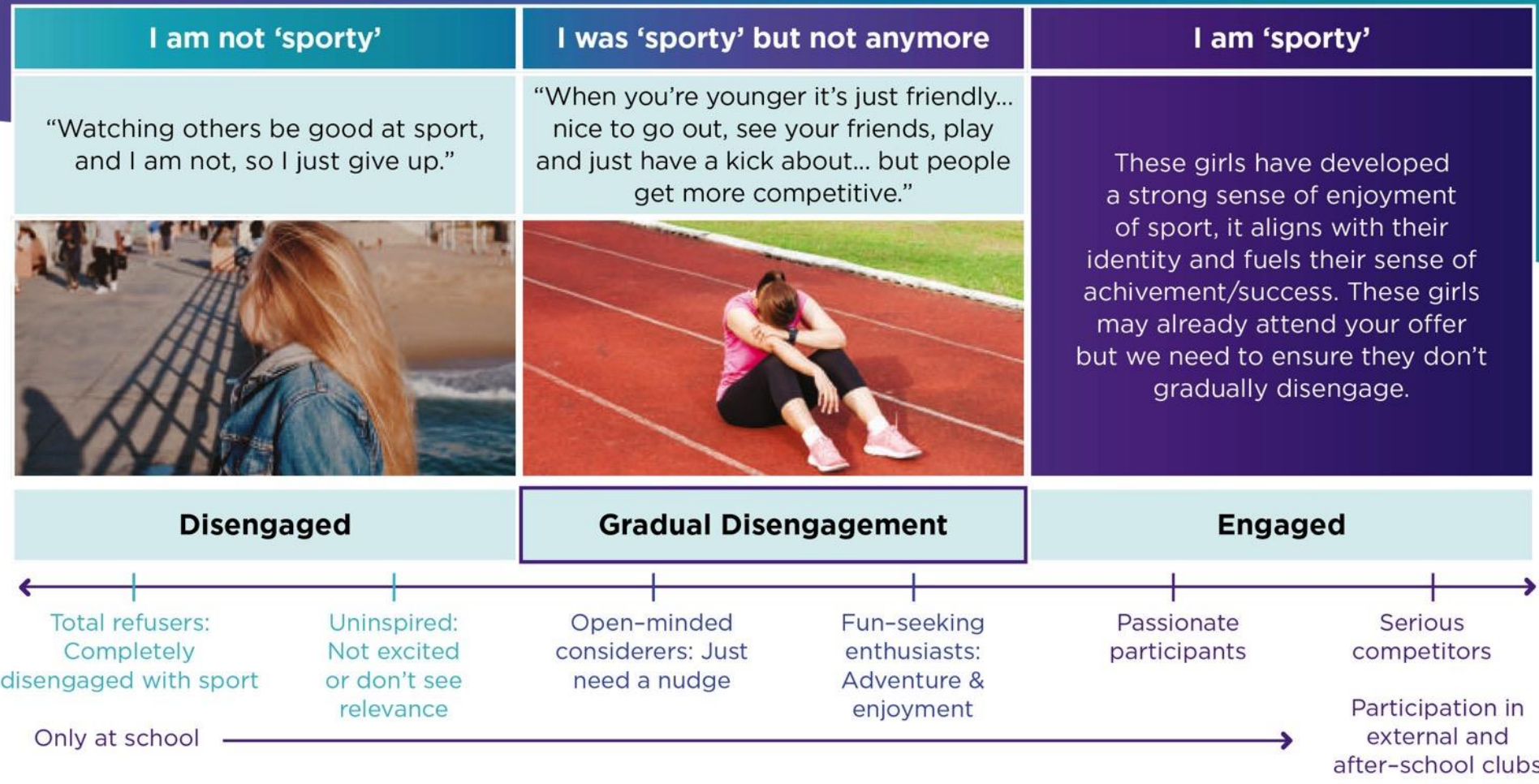
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GET TO KNOW YOUR TARGET GROUP

Once you identify your target group(s) of girls, it is essential to consult with them to better understand them and their lives. Consider whether they are also from a particular community, social background, ethnicity etc. to understand the context in which they live.



**ASK OPEN QUESTIONS
- NOT JUST 'YES' OR 'NO'**



**ASK 'WHY' AND GO BEYOND
SURFACE ANSWERS**



**BE FLEXIBLE, DON'T BE
AFRAID TO GO 'OFF SCRIPT'**

HOW?

- ▶ You can do this via social media, community/youth centres, schools, and in small friendship focus groups. Consider where the girls in your target group spend their time.

EXPLORE...

- ▶ What motivates them or makes them tick in every day life?
- ▶ What is important to them right now at this stage of their life?
- ▶ What and who has influenced their attitudes and behaviour?
- ▶ Who are their closest relationships?
- ▶ How do they feel about sport and exercise?
- ▶ Do they want to be more active - why/why not? What stops them?

**THIS WILL HELP YOU TO BUILD
A 'PERSONA' IN STEP 3**

TOP TIPS WHEN WORKING WITH GIRLS

- ▶ Get to know them in an environment *they* feel comfortable in and with other girls they know, and of a similar age. Small friendship groups of 2 - 4 girls work well.
- ▶ Consider who is best placed to connect and engage girls from your organisation, or whether others could facilitate this for you. Who would the girls relate to best?
- ▶ Draw up key questions you want to find out... but allow time to build rapport and get to know them and their lives, *before* discussing sport and exercise.
- ▶ Obtain parental consent for girls to take part in any consultation or research. Ensure you have appropriate safeguarding measures in place.



TOP TIPS WHEN WORKING WITH GIRLS

- ▶ Use ice-breaker activities and resources, tasks and games to make it interesting and engaging, e.g. collages, mind maps, drawings, short films.



WHAT DO YOU ENJOY DOING WITH FRIENDS AND WHY?



HOW DO YOU FEEL ABOUT SPORT?



3 CREATE A PERSONA FOR YOUR TARGET GROUP

WHAT IS A PERSONA?

A general representation of the user (girls) in your target group, which brings them and their world to life. These should be created using the **real life knowledge and insight** gained from speaking with the girls.

PERSONAS HELP TO:

- ▶ challenge assumptions we hold of teenage girls
- ▶ uncover the needs, experiences, behaviours and barriers of your target audience
- ▶ guide your planning and ideas to ensure they are girl-centred

You can create multiple personas for groups on our Spectrum of Engagement, and for girls from specific groups or with specific needs (e.g. social background, ethnicity, disability, special educational needs).

PERSONAS SHOULD BE CENTRAL TO THE THINKING AND DEVELOPMENT OF YOUR OFFER, TO ENSURE THE GIRLS' NEEDS INFORM ALL DECISION MAKING.

WOMEN IN SPORT

'DISENGAGED' NAOMI

Naomi is 14 years-old and lives in Manchester and currently attends a girls school. She lives with her mum and two younger siblings, Misha and Jaden. Her mum works as a carer and has very little time to exercise or be physically active, although she has a very busy and active job. She has encouraged all her children to work hard at school, so Naomi prioritises her studies over almost everything else in her life.

Naomi has never really been into exercise or playing sport and never felt like she could keep up with the 'sporty' girls at school. She has really negative memories of PE class, embarrassing moments like falling off apparatus and always being picked last for things. She feels that school sport is far too serious and competitive and that she was never as good as everyone else in her class.

She feels really self-conscious about the way she looks and feels like everyone is watching her in PE, especially as she has a larger build than most of her friends. She often makes excuses of feeling sick or forgetting to bring her PE kit, so she doesn't have to take part.

Her younger brother is really 'sporty' and takes part in after school clubs with other boys and Naomi admires his competitive spirit. Her sister Misha is fairly active as well and plays on the school netball team once a week. Naomi is more academic, so doesn't have much in common with her brother and sister.

Naomi has a small group of friends that she enjoys spend time with doing every day things like hanging out at each other's houses and going shopping. Her mum works evenings sometimes and is quite protective over her children and doesn't like them being away from home too much. Naomi spends a lot of her time

chatting with friends on social media, watching Netflix with the family, doing homework and revision and visiting her aunt, who looks after her when her mum is at work.

Playing sport isn't a priority for Naomi but she would like to be a bit more active, as

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CLICK TO DOWNLOAD AN EXAMPLE PERSONA

I am not 'sporty'

"Watching others be good at sport, and I am not, so I just give up."

Disengaged

4 COMPLETE AN EMPATHY MAP

WHAT IS AN EMPATHY MAP?

A collaborative, group exercise which helps articulate and visualise what you know about your target group of girls.

It is used with a persona to put *you in the girls' shoes*, to consider how they think and feel about sport and exercise.

EMPATHY MAPPING:

- ▶ creates a deep, shared understanding within your organisation of girls' barriers and needs
- ▶ aids decision making as to how best to meet these needs



EMPATHY MAP TEMPLATE

PERSONA (target audience)

1. WHAT DO THEY HEAR ABOUT SPORT & EXERCISE?

(from friends, family, teachers, coaches, influencers?)

2. WHAT DO THEY SEE WHEN WATCHING SPORT & EXERCISE?

(what does she see in her environment and in the media, what does she see others saying and doing?)

3. WHAT DO THEY SAY ABOUT SPORT & EXERCISE?

(what have we heard her say, what can we imagine her saying?)

4. WHAT DO THEY THINK & FEEL ABOUT SPORT & EXERCISE?

(what is important to her, what occupies her thoughts, what are her worries and aspirations?)

5. PAINS

(what are her fears, frustrations and obstacles)

6. GAINS

(what are her wants, needs and hopes)

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Naomi is Manchester and currently attends a girls' team and two younger siblings, Misha and Jaden. Her mother has a very active job. She has encouraged all her children to be active. She has encouraged all her children to be active. She has encouraged all her children to be active.

Naomi's younger brother is really 'sporty' and takes part in after school clubs with other boys and girls. Her older brother is really active in his school and plays on the school football team once a week. Naomi is more academic, she doesn't have much in common with her brother and sister.

Naomi has a small group of close friends that she enjoys spending time with doing every day things, like hanging out at each other's houses and going shopping. Her mum works evenings sometimes and is quite protective over her children and doesn't like them being away from home too much. Naomi spends a lot of her time chatting with friends on social media, watching football with the family, doing homework and revision and visiting her aunt, who looks after her when her mum is at work.

Playing sport isn't a priority for Naomi but she would like to be a bit more active as she has the social skills to connect better with her siblings. She knows doing exercise is important but it's just not something she's ever been interested in. She is based in Manchester and she wouldn't even know where to start.

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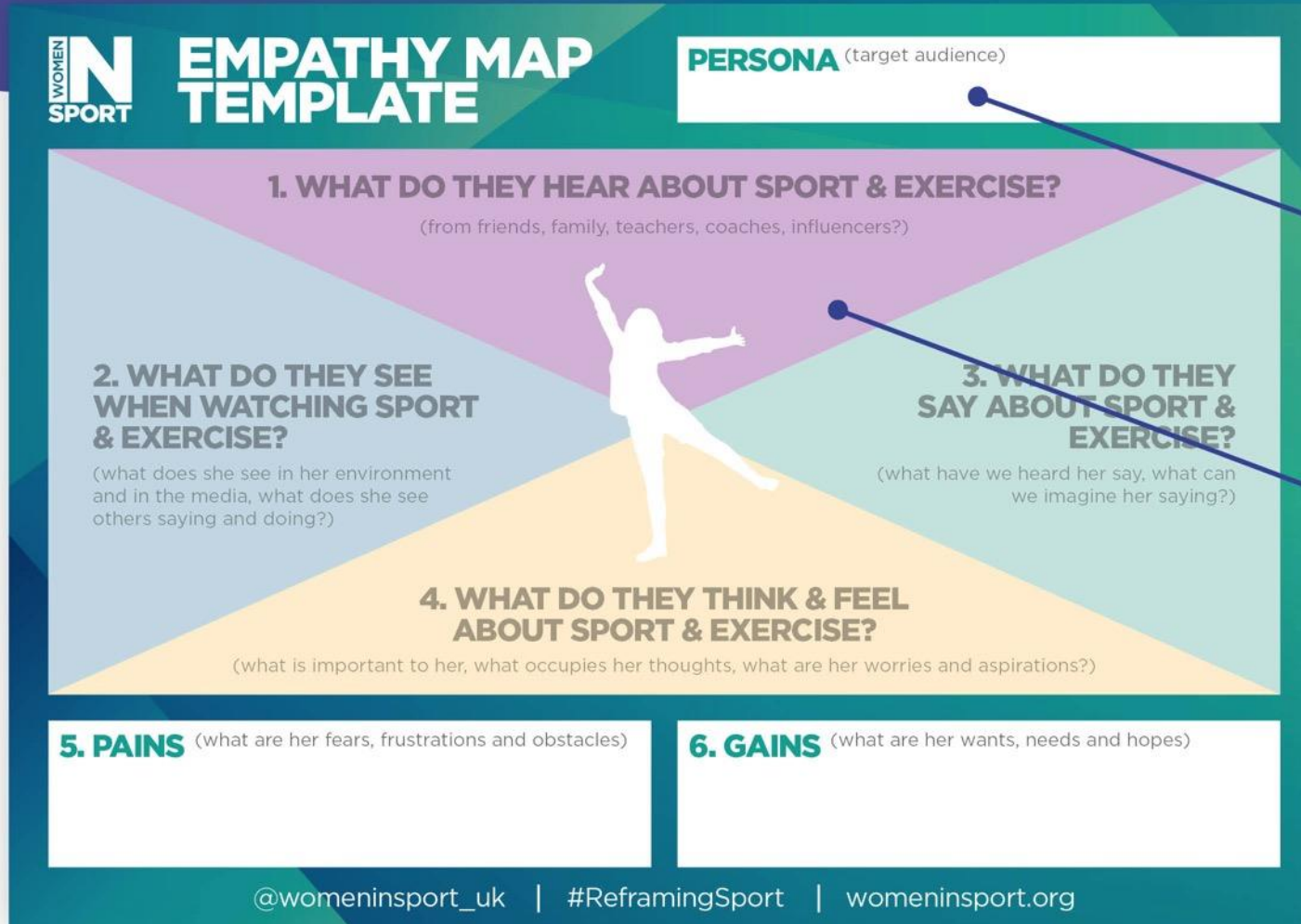
EMPATHY MAP TEMPLATE

CLICK TO
DOWNLOAD
THE TEMPLATE 



INSTRUCTIONS:

- ▶ Print the template on a minimum A3 sheet.
- ▶ If you have built more than one persona, you should have a separate empathy map for each one.
- ▶ Allow at least 1 hour for each map.



The graphic shows an empathy map template with a central silhouette of a woman in a dynamic pose. The map is divided into six colored sections: a purple top section, a blue left section, a green right section, a yellow bottom section, a white bottom-left section, and a white bottom-right section. Each section contains a numbered question and a sub-question in parentheses. The top section is labeled 'PERSONA (target audience)'. The bottom-left section is labeled '5. PAINS' and the bottom-right section is labeled '6. GAINS'. The bottom of the graphic contains social media handles and the website URL.

WOMEN IN SPORT **EMPATHY MAP TEMPLATE**

PERSONA (target audience)

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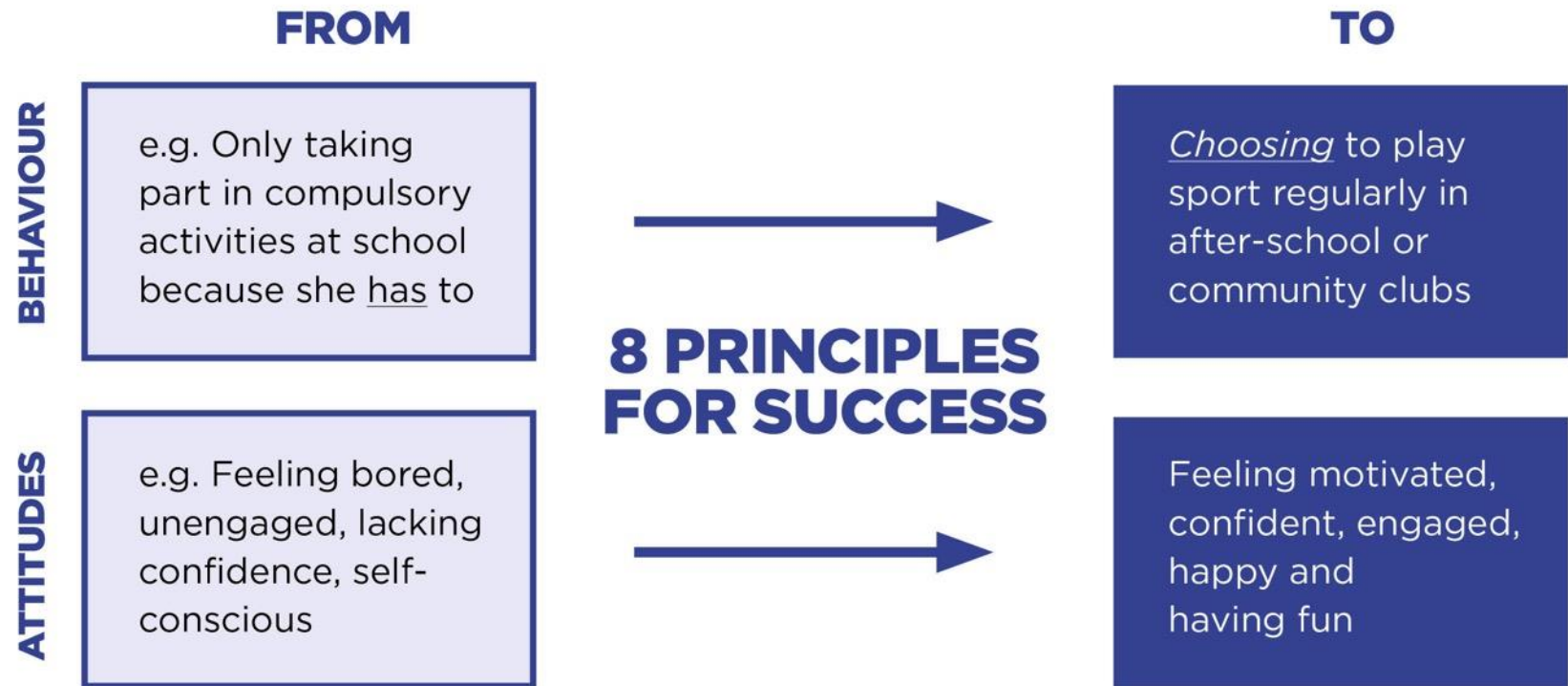
Identify your persona (target audience)

Use your persona and knowledge of the target group to work through steps 1-6.

Discuss each question, note down your ideas in each quadrant or map out with post-its.

BEHAVIOUR CHANGE - WHAT DOES SUCCESS LOOK LIKE?

Now you have a deeper understanding of how the girls you are targeting think and feel *now*, consider how you *want* them to behave and feel about your sport/activity. This can help anchor what **success looks like** and what changes you need to make.



USE OUR 8 PRINCIPLES FOR SUCCESS TO TAILOR TO YOUR GROUPS NEEDS

Now that you have identified your target group and the behaviour change needed, use our 8 Principles for Success to develop and tailor your offer to them.

Visit our Reframing Sport for Girls toolkit for ideas and resources to apply the Principles.

1



NO JUDGEMENT

Take pressure off performance and give freedom simply to play.

2



VOKE EXCITEMENT

Bring a sense of adventure and discovery.

3



CLEAR EMOTIONAL REWARD

Reframe achievement as 'moments of pride', not winning

4



OPEN EYES TO WHAT'S THERE

Redefine sport as more than school sport.

5



BUILD INTO EXISTING HABITS

Tap into existing behaviour in other spheres

6



GIVE GIRLS A VOICE & CHOICE

Allow girls choice and control to feel empowered.

7



CHAMPION WHAT'S IN IT FOR THEM

Make it much more than just about health.

8



EXPAND IMAGE OF WHAT 'SPORTY' LOOKS LIKE

Create truly relatable role models which inspire.

For more ideas and resources to help you Reframe Sport for Teenage Girls visit our online toolkit »

We would love to hear how you have used this guide, get in touch with us at:

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Website: www.womeninsport.org

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