

Hormones, Halyards & Horsepower

*Catering your sailing & powerboating instruction to
gender-specific needs*

Mary Laurence McMillan & Blair Overman

About Us

- Mary Laurence McMillan, Program Director for YMCA Camp Seafarer (all female)
- Blair Overman, Senior Program Director for YMCA Camp Sea Gull (all male)
- Check out Sea Gull & Seafarer at www.seagull-seafarer.org

Purpose

Help you cater your sailing & powerboating instruction to gender-specific needs

We contend that the gender group most in need of intentional programming is GIRLS

In our experience, we think that most programs are catered to the needs of BOYS

We base our conclusions off of...

- Our experience with youth ages 8 – 17; we contend that program differentiation is necessary for this range
- Working with 4,000 campers per summer for 18 years combined
- Working with youth in an educational capacity for 8 years combined
- Sea Gull and Seafarer trends that have shown up since 1959
- We do not assume that everyone functions in a similar manner; these are trends

About Sea Gull & Seafarer

Sea Gull and Seafarer are situated on a 5 mile wide stretch of the Neuse River and serve as home to over 4,000 campers and 400 staff members who reside with us for one, two, or four week sessions during the summer months.

Camp in Action video: <https://vimeo.com/142150311>

About Sea Gull & Seafarer

Through our six-year partnership with US Sailing and US Powerboating, we offer certification courses that allow campers to learn skills and have fun on the water. We feel we've been successful because we cater to gender needs.

2015 Student Certifications Awarded:

511 (253 M/ 258 F) **Safe Powerboat Handling**

151 (76 M/ 75 F) **Small Boat Sailor**

15 (9 M/ 6 F) **Basic Keelboat**

About Sea Gull & Seafarer

Boat Fleet

- 24 Optimists
- 100 Sunfish
- 12 420s
- 10 Flying Scots
- 10 Lightnings
- 5 Keelboats
- 36 14' Scouts
- 10 13' Boston Whalers
- 14 17' Sea Hunts
- 7 18' Parkers
- 4 25' Inboard Parkers
- 2 Rigid Inflatable Ribs

Introduce yourselves

- Please find someone you do not know and introduce yourself:
 - Name
 - Where you're from
 - What you do
 - Favorite TV show at the age of 15
- Introduce your partner to the rest of us

Community Builder

(consider your middle school self)

1. Imagine you got a new toy for Christmas. Did you read the instructions or just start putting it together and playing with it?
2. Did you prefer to try brand new activities with a friend or did you like trying new things by yourself?
3. If you got negative feedback from a teacher or coach – did it hurt your feelings or not really faze you?
4. If you were unsure about a project that you've been given – did you ask for feedback and clarification beforehand or did you jump right in and ask for feedback later?

Community Builder

(return to your present day self)

5. Does your program (or any program you've been associated with) have lower boy or girl participant numbers?
6. Does your program tend to have more skilled boy or girl participants?
7. Do you have more instructors who are boys or girls?
8. Do you get more positive parent feedback from the parents of boys or girls? (Ex: "My boys/girls love your program.")

Specific Outcomes

1. To provide context as to why your program might have high or low girl to boy participation: *numbers, skills, retention, parental feedback*
2. To explain program design versus program delivery
3. To provide different methods and corresponding applications for catering to girls and boys



Topic	Girls	Boys	Application
Community and Team Building	<ul style="list-style-type: none">• Love small group, communal classes• Team building must take place first and then girls like to engage in content	<ul style="list-style-type: none">• Small group is not a desire, but is beneficial• Content engagement first and then boys will build community	<ul style="list-style-type: none">• Incorporate small groups• If you're not team building in your program, you might be losing the interest of girls• Require team building in every session, cater timing to gender needs

Take Away

You must incorporate team building before and after each program day



Topic	Girls	Boys	Application
Group Discussions, Classroom Time, and Participation	<ul style="list-style-type: none">• Hesitate to give answers• Will ask questions but are quieter than boys in mixed gender spaces• Love handouts, even homework	<ul style="list-style-type: none">• Talk and answer very openly• Will debate the instructor• Will jump in alone or in front of friends• Depending on age, will show off for girls or not realize girls are there• Typically lose paper or homework	<ul style="list-style-type: none">• Strive to call on girls if they are not participating• Write answers down and then call on someone (coed)• Be careful not to engage in all debates with boys• Single-gender learning time is sometimes important, but you can create a safe space for mixed spaces

Take Away

You need to create ways for girls to participate and boys to reflect on the knowledge gained – use activities that can incorporate both



Topic	Girls	Boys	Application
Instructor Interaction	<ul style="list-style-type: none">• Want instructors to “do it with me”• Wonder where the instructor is at all times in case of questions or needing help• Desire for mapped out steps moving forward	<ul style="list-style-type: none">• “Let me just try first” then are apt to listen to instructor directions• Seek out instructor input after they’ve failed and there is usually a physical implication of that failure (boat flips over)• Respond well to instructors leading by example	<ul style="list-style-type: none">• Create safe failure exercises for boys to try and for girls to do it with the instructor• Land Drills work well for this

Take Away

Create safe failure exercises for boys to try while supervised and for girls to do it with the instructor



Topic	Girls	Boys	Application
On the water learning	<ul style="list-style-type: none">• Stop prepping and start doing• You can't cover every question they want to ask first	<ul style="list-style-type: none">• Need help with organization and details• They don't think about all the aspects of what they're about to do and typically don't ask for clarification	<ul style="list-style-type: none">• Allow girl groups a limited number of questions before starting a drill• Have boys repeat back to you to ensure understanding

Take Away

Allow ample time for questions
(girls) and a directional recap
(boys) before you get on the
water



Topic	Girls	Boys	Application
Instructor Feedback	<ul style="list-style-type: none">• Take failure hard• Notice others success before their own• Need guidance to think critically about the experience	<ul style="list-style-type: none">• Boys take failure as part of the learning, will keep coming back• Notice their own success before others, help them learn to praise each other	<ul style="list-style-type: none">• Give constant feedback to girls, don't wait until the end (US Sailing)• Have girls point out their small successes along the way to a bigger goal• Give boys honest feedback and have them praise/shout-out one another

Take Away

Be aware of what boy and girl students require, in addition to how boy and girl instructors are relating to their students (train them)



Topic	Girls	Boys	Application
Goal Setting	<ul style="list-style-type: none">• Have goals but won't always say them• Might need to be forced to try for an initial boost of confidence	<ul style="list-style-type: none">• Self-motivated in driving goals, very persistent• Don't need friends to try something new	<ul style="list-style-type: none">• Utilize positive peer pressure with girls• Help boys streamline goals, not bite off too much

Take Away

Any goal is a good goal – girls are inspired by peers, boys are inspired by individual accomplishments

Topic Review

- Community & team building
- Group discussions, classroom time & participation
- Instructor interaction
- On the water learning
- Instructor feedback
- Goal setting

Revisit Specific Outcomes

1. To provide context as to why your program might have high or low female to male participation: *numbers, skills, retention, parental feedback*
2. To explain program design versus program delivery
3. To provide different methods and corresponding applications for catering to girls and boys



Thank you!

Website:

www.seagull-seafarer.org

Emails:

ml.mcmillan@seagull-seafarer.org

blair.overman@seagull-seafarer.org