

Natalie Jackson
The Business Village
@BarnsleyBIC

8 Week Desk to 5k Challenge
February-March 2021 Launch

Totally Runnable Limited

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Where to
start?



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Team Totally Runnable

The Directors

- Natalie Jackson
- Jenny Meadows
- Emily Freeman



Today's session

- Our story so far
- The work that Totally Runable Ltd and See Sporty Be Sporty CIC do
- 8 week Desk to 5k Challenge in February and March – getting involved

*Where it
all
started...*



The athletes...



Emily Freeman

- Olympic sprinter
- World Finalist
- Ranked No1 in UK for 100m in 2009
- Ranked No1 in UK for 200m in 2008 and 2009



Jenny Meadows

- Olympic 800m and relay
- World Bronze Medallist 2009
- World Junior Champion 2000
- Diamond League Winner 2011
- World Indoor Silver Medallist 2010

Meanwhile...



Natalie Jackson

- Former Lawyer
- Marathon runner
- Used running to lose 50lbs (almost twice)
- 3rd place in the egg and spoon race (Braddan Primary School 1992)



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The mission

To use running to empower and inspire

To help primary schools measure and close the Gender Sport Gap



Physical training



Mindset training

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Our values

Supportive

Ambitious

BRAVE

Curious

Fun

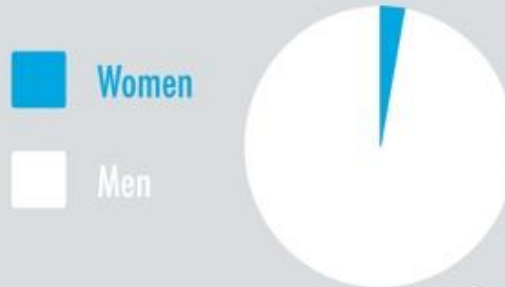
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What we know

#SeeSportyBeSporty

We spent a year counting photos of sport in UK newspapers

Less than 3 %
showed women playing sport



If you can't see it, you can't be it

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National newspapers show **33 times** more photos of men playing sport than they do of women playing sport

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We also know

Girls in Y3 were 22% less likely to call themselves “very sporty” than Y3 boys

Don't Be a Girl About It: stereotypes, confidence and mindset in physical activity

Girls begin to doubt their sporting ability at age 7

Government Equalities Office Research

75% of women and girls want to be more physically active but fear judgement

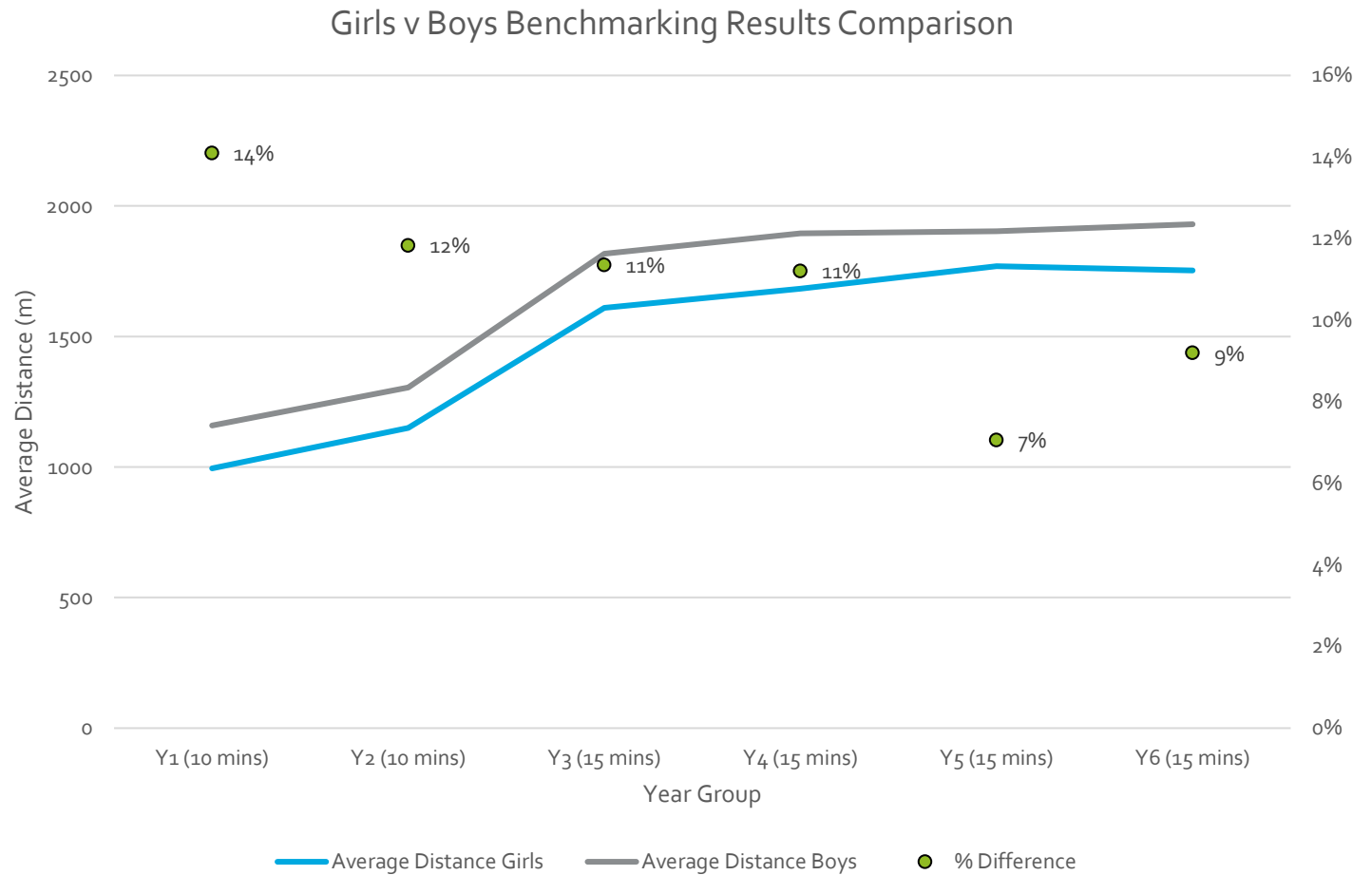
Sport England – This Girl Can

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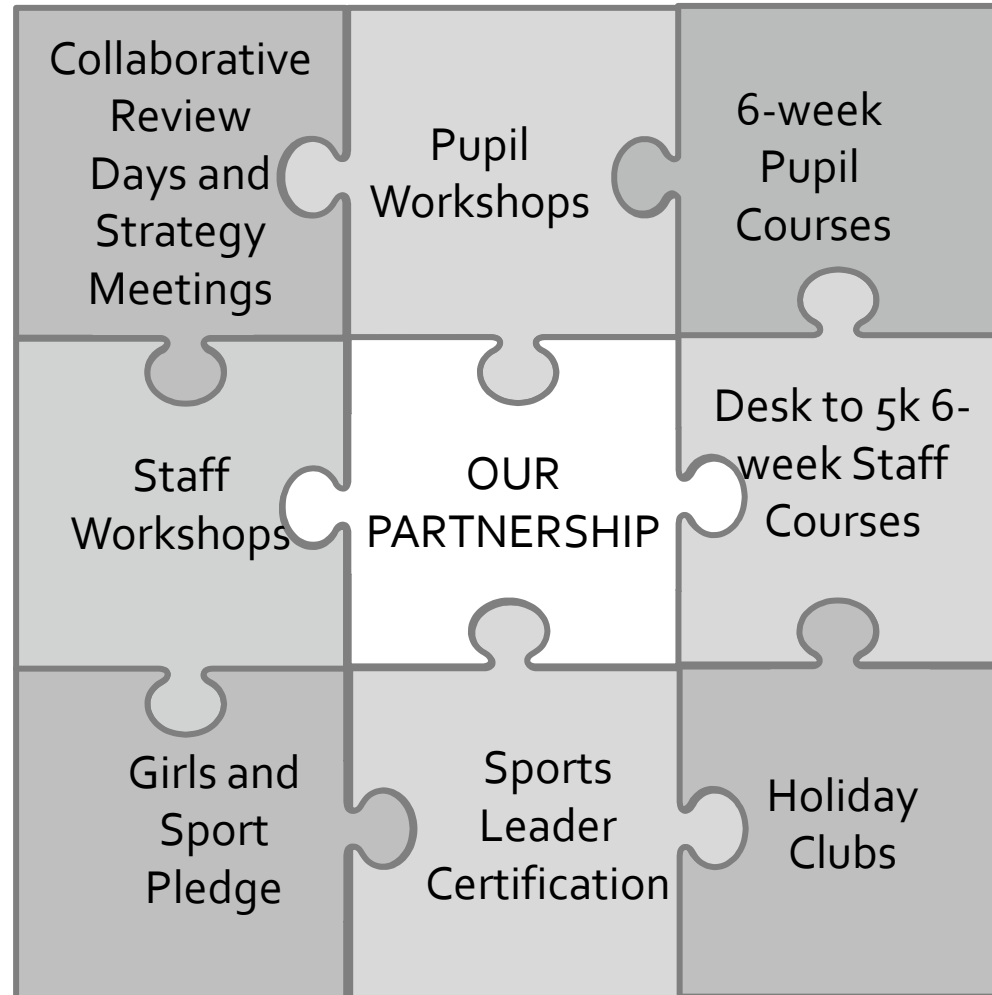
What we see

Last year's benchmarking results

Running for 10mins (KS1) or 15mins (KS2) girls ran an average of 166m less than boys



2020-21 Academic Year



Gender Sport Gap Rating

Stereotypes in School Sport Maturity Matrix



| Strand | 4 - Stabilise | 3 - Repair | 2 - Improve | 1 - Sustain |
|----------------|---|---|--|---|
| Outcome | Significant differences between the opportunities and messages for girls compared to boys in PE, School Sport and Physical Activity resulting in inequalities in level of participation and achievement | Opportunities and messages sent to girls and boys in PE, School Sport and Physical Activity are equal in some areas. | Opportunities and messages sent to girls and boys in PE, School Sport and Physical Activity are equal in most areas. | Whole School equality in PE, School Sport and Physical Activity i.e. boys are girls are treated the same |
| 1 | School culture and ethos around the impact of gender stereotypes | The impact of gender stereotypes on children's achievement, confidence and well-being is not seen as significant. | Some value placed on investigating the impact of gender stereotypes in school. Not all the school are actively questioning and changing existing stereotypes. | The value of combatting gender stereotypes in school is seen as an important part of pupils' development. Most staff actively questioning and changing existing stereotypes. |
| 2 | Awareness of existing gender stereotypes specific to your school | Lack of awareness throughout the school. No investigation done. | Some staff aware. No strategy to reduce unhelpful messages and inequality currently embedded in the school. | Most staff aware and on board with changing the environment in relation to gender stereotypical messages and inequality in opportunities. |
| 3 | Role models | External coaches fall into gender stereotypes themselves e.g. male football coach, female dance teacher. No role models used to combat gender stereotypes in school sport. | External coaches fall into gender stereotypes themselves. Some use of sporting role models, both famous and in school, that don't follow gender stereotypes. | Seeks out external coaches that don't fall into gender stereotypes with the sports they teach. Good use of sporting role models, both famous and in school, that don't follow gender stereotypes. |
| 4 | Curriculum planning, teaching and during lessons | Differences in what girls and boys are taught and in who is asked to do what in PE lessons e.g. boys asked to move the bench, boys asked to be captain. Teacher or external coaches have no knowledge of how to identify and combat gender stereotypes. | Some differences in the experience girls and boys have in PE lessons. Class teachers have some knowledge of identifying and combatting gender stereotypes in PE lessons. | Girls and boys mostly treated the same in PE lessons. PE taught mostly by class teachers with good knowledge of gender stereotypes. External coaches have training in gender stereotypes. |
| 5 | Pupil awareness of gender stereotypes | Pupils have very little awareness. | Some pupils have knowledge and | Most pupils have knowledge and |

| | | |
|---|---|--|
| ing of what stereotype is might n. Some led lessons stereotypes. | understanding of what a gender stereotype is and how it might impact them. Most have attended lessons on gender stereotypes. | have attended lessons around gender stereotypes, have a strong understanding of their impact and are actively engaged in the schools' ethos and activities around combatting them. |
| ifference in it and levels ys and girls. | Some difference in achievement and confidence levels between boys and girls. | There is no difference between boys and girls in achievement and confidence levels in PE, School Sport and Physical Activity. |
| of activity s and who is the at break me. Some s to quality in the s. | Assessment of activity types, levels and who is involved in the playground at break and lunchtime. Lots of innovative solutions to increase equality. | Interventions ensure everyone has a safe and inviting opportunity to be active in a range of activities. Opportunities are not defined by gender. All pupils are actively encouraged to participate. |
| n data is here is a n what is on e levels of between ys. | Participation data is recorded. The activities on offer are the same for boys and girls. Attendance levels are increasing but there is still some difference between genders. | Equal opportunities for extracurricular participation in a variety of activities for all pupils. Barriers to participation in extracurricular activities are identified and removed. Equal numbers of girls and boys attending clubs. Most of the school attend at least one club during the year. |
| n data is here is a difference e s for girls | Participation data is recorded. There is some difference between the competitive opportunities for girls and boys. Types of competitive opportunities are outside of gender stereotype norms. | Competitive opportunities for girls and boys are equal. Attendance at competitions is equal between girls and boys. |
| tion focused . Pe and boards messaging J Team and ll Team and | Attention to detail on sporting notice boards and imagery. Language used is the same for girls and boys. | Active awareness by the whole school about messaging on displays, newsletters, language printed and spoken and correspondence with parents to promote equality in PE, School Sport and Physical Activity at all times. |



Our partnerships



Leading Learning through Research and Innovation



Totally Runnable

Who else would benefit?

- Schools or Academies
 - Headteachers
 - PE Co-ordinators
- Multi Academy Trusts
 - Heads of sport
 - Directors of Education/Innovation
- Organisations who'd love to help their staff get active
 - Law firms
 - Marketing companies

**We spent a
year counting
photos of sport in
newspapers**

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1 year
9 newspapers
18,431 photos
3,107 photos of sport
91 photos of women
playing sport



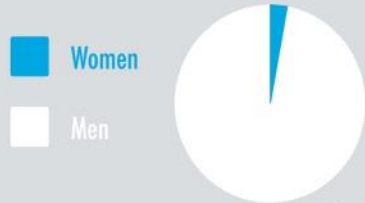
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If you can't see it, you can't be it



#SeeSportyBeSporty

We spent a year counting photos of sport in UK newspapers

The best paper for photos of women playing sport was...

The Guardian 10%

If you can't see it, you can't be it



#SeeSportyBeSporty

We spent a year counting photos of sport in UK newspapers

The worst paper for photos of women playing sport was...

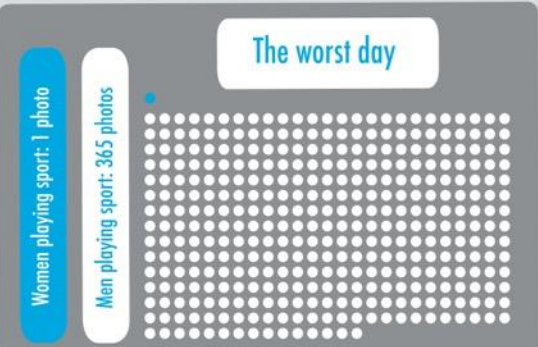
The Sun 0.8%

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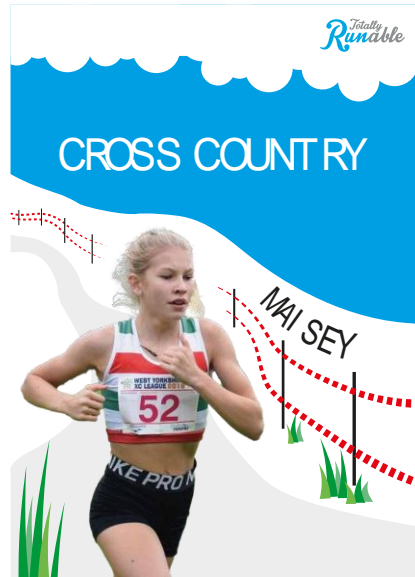
If you can't see it, you can't be it



If you can't see it, you can't be it!

Our next big project

- Role Models Posters
- Free to 1600 Primary Schools
- Girls aged 10-16 doing the sports they love
- To inspire girls (and boys) to do the same
- Role Models Podcast Series



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Desk to 5k Challenge February-March 2021

8 weeks starting 1st February

Training plan

Running

Stretches

Strength

Supportive community

Facebook group

5k Challenge Run Weekend

27th & 28th March 2021

Free - optional sponsorship for 5k

“I didn’t think I’d be able to do it but I did”

“We showed ourselves what we can do!”

“it’s about knowing you can do it – reminding yourself”



“I feel more confident in myself and my abilities”

“I’m stronger”

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Questions and Answers

Website: totallyrunable.com
Twitter: [@totallyrunable](https://twitter.com/totallyrunable)
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