AN ABSTRACT OF THE THESIS OF


Abstract approved:

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Vicki Ebbeck

With more and more adolescent girls having lower self-esteem due to the pressures from society to be thin and beautiful, programs have been developed to help increase young girls’ self-esteem while teaching them about nutrition and self-image as well as encouraging them to be physically active. I analyzed one of these programs called Girls on the Run®. In-depth interviews with the participants and coaches of the program in the Willamette Valley provided insight into the values and perceptions of the program in helping increase the participants’ self-esteem while making them more physically active. In-depth observations and field notes of the Girls on the Run sessions were taken to grasp the experience the participants were having. Consistent themes emerged from the interviews and observations. I categorized the data I collected into three parts: 1) Enriching Experiences and Strengths of the program; 2) Benefits of the Running Aspects of the program; 3) Weaknesses and Suggestions for Change for the program. Strengths as well as weaknesses of the program were evident and therefore suggestions for improvements were made. Concerns were expressed with the ability to adapt the lesson plans given from Girls on the Run at the national level in order to cater to the participants’ personalities and needs along with the location of the program. Participants’ confirmed having more energy, being more physically active, having higher levels of self-esteem, and overall enjoying the experience of the program. Girls on the Run is a program that values physical activity and encouraged its participants to be physically active for a lifetime.
Girls on the Run: Strengths, Weaknesses, Improvements, and Suggestions for Change

By

Hoda Eslamizar

A PROJECT

Submitted to

Oregon State University
University Honors College

In partial fulfillment of
the requirements for the
degree of

Honors Baccalaureate of Science in Merchandising Management
(Honors Associate)

Presented December 11, 2009
Commencement June 2010
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APPROVED:

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Mentor, representing Nutrition and Exercise Sciences

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Committee Member, representing Nutrition and Exercise Sciences

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Committee Member, representing Nutrition and Exercise Sciences

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Dean, University Honors College

I understand that my project will become part of the permanent collection of Oregon State University Honors College. My signature below authorizes release of my project to any reader upon request.

__________________________________________
Hoda Eslamizar
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GIRLS ON THE RUN: STRENGTHS, WEAKNESSES, IMPROVEMENTS, AND SUGGESTIONS FOR CHANGE

INTRODUCTION

Many studies indicate that pre-adolescent and adolescent girls' self-esteem is significantly lower than that of boys due to the emphasis by our society for girls to be popular, skinny, and pretty (Polivy & Herman, 2002). In addition, girls' self-esteem has been found to decrease near or during adolescence (Harter, 1999). Due to the decrease in girls’ self-esteem during adolescence, a few programs have been created that are designed to help improve girls’ self-esteem. I evaluated a specific program called Girls on the Run, that utilizes running as a means to help girls feel better about themselves.

Before I begin talking about the Girls on the Run and other programs that claim to improve young girls’ self-esteem, let me define what self-esteem actually is. Self-esteem has been defined as, "The sense of contentment and self-acceptance that stems from a person's appraisal of their own worth, significance, attractiveness, competence and ability to satisfy their aspirations" (Silverstone, 1992, p. 311). It is related to personal beliefs about skills, abilities, and future outcomes as well as the strategies people use to gain self-knowledge. Models exist to portray and explain what self-esteem is in more detail. An example is the Model of the Determinants and Consequences of Self-Worth (Harter, 1999). According to this model, there are two elements that can affect one’s self-esteem or self-worth, perceived competence in domains of importance and approval support, which then in turn can affect one’s behavioral system (see Figure 1). Perceived competence is the idea of how people view themselves. The element of approval support
shows that outside influences can affect one’s self-esteem. Approval support refers to the amount of perceived support, approval, and praise received from significant others such as peers, parents, and teachers. The greater the perceived support then the higher self-esteem will be, which will in turn create positive affect, i.e. cheerfulness, and ultimately motivate behavior. The lower the perceived support, the lower self-esteem will be, causing negative affect, i.e. depression, and loss of motivation.

Research has been conducted on youth development that promotes healthy adolescents by increasing levels of self-esteem (Roth, Brooks-Gunn, Murray, & Foster, 1998). In one study, based in a review of 15 programs, researchers evaluated the usefulness of the youth development framework that emphasizes resilience and competence building. The results of the evaluations were discussed and three general themes emerged. First, programs incorporating more elements of the youth development framework seem to show more positive outcomes. Second, the evaluations supported the importance of a caring adult-adolescent relationship, although these relationships need not to be limited to one-on-one mentoring. And third, longer-term programs that engage youth throughout adolescence appear to be the most effective. Within this framework, researchers have investigated which events cause adolescents to follow different pathways, and what factors can alter the trajectory of both healthy and risky behaviors. Despite the number of programs and the importance of their objectives, whether or not they accomplish their stated goal of healthy adolescent development remains unclear.

A field investigation was conducted by Annesi (2007) to assess if preadolescents of different ages who participate in a physical activity intervention respond differently on measures of their physical self and self-efficacy compared to those not participating in
physical activity. The sample was compiled of 105 children ages 8 to 12 years. Participation in a physical activity intervention during afterschool care, based on social cognitive theory and incorporating instruction in self-management and self-regulatory skills, was associated with significant improvements in measures of exercise-related self-efficacy, perceived physical appearance, and physical self-concept over 12 weeks. Analyses suggested, no difference in changes on these factors associated with participants’ age or children being in either the concrete operations or formal operations stage of cognitive development.

Beyond such examples of research interventions, there are programs and organizations accessible to the general public that are designed to enhance and help improve young girls’ self-esteem. One nationally well known organization is called I AM B.E.A.U.T.I.F.U.L. (Brave, Energetic, Assertive, Unique, Tenacious, Important, Fabulous, Unequaled, Loved), an award winning, educational enrichment, non-profit program dedicated to building self-esteem and leadership capability in girls and women of all ages through physical, mental, social, emotional, spiritual, and economic success. This organization is only located in Georgia and South Carolina and they provide five different sub-programs for young girls to choose from. Although all of the sub-programs talk about healthy living and physical activity, there are not any programs that are specifically activity based. They do, however, provide tennis and other sport camps but they do not specifically incorporate self-esteem building concepts into the lessons. There is a second program called Be Your Best Self, which is a nationwide outreach program designed to promote literacy, all-around excellence, and self-esteem in young people. This program is not only for young girls, but for boys as well. The program also does not
have any physically-based activity programs that incorporate self-esteem building concepts.

The program of my main focus is called Girls on the Run (GOTR). GOTR is a non-profit prevention program that encourages preteen girls to develop self-respect and healthy lifestyles through running. The curriculum addresses all aspects of girls' development; their physical, emotional, mental, social and spiritual well-being. What makes GOTR unique from other programs is that it uses physical activity, specifically running, in its everyday curriculum to help motivate girls to live happy and healthy lifestyles while working on their self-esteem and teaching them how to overcome challenges they may face in everyday life.

When searching for research that has already been conducted on the three programs mentioned I found that no research has yet been conducted on the program I AM B.E.A.U.T.I.F.U.L. or on the Be Your Best Self program, although both programs would like to engage in some sort of research in the near future. I was, however, able to find research that was conducted on GOTR. In 2001, GOTR International contracted with Rita DiGioacchino DeBate, Ph.D., MPH, CHES, to perform a formative impact evaluation. She performed the evaluation in 2002 and 2005. The evaluation assessed the GOTR program and how well it met stated objectives by using a pre-test/post-test design and measuring attitudes towards physical activity, self-esteem, eating attitudes, body image, and communication.

According to the Greater Kalamazoo GOTR program, prior to running their pilot, Dr. DeBate’s review of the academic research in the area of girls and sports turned up two contradictory results. On the one hand, girls involved in athletics have higher self-
esteem and engage in fewer risky behaviors than girls who are not. On the other hand, girls who become highly competitive in some sports (such as running, figure skating, gymnastics and other sports in which slim body images are admired) have a higher incidence of eating disorders than girls who are not involved in such sports. This poses a dilemma, which after conducting the evaluation Dr. DeBate believes the GOTR curricula may solve by teaching the girls about body image and nutrition. Through evaluations that were quantitative in nature, Dr. DeBate found that the GOTR curricula improved girls’ self-esteem, body size satisfaction, and physical activity behaviors to a statistically significant extent looking at change in pre- to post-intervention scores (the study design did not include a control group). Also noted were positive changes regarding attitudes towards physical activity, health behaviors, and empowerment.

After carefully reviewing the results that Dr. DeBate presented, I noticed of the 157 participants in the study, 44.6% reported that they “strongly agreed” with the statement, “I am satisfied with myself” pre-GOTR and 48.1% of participants reported that they “strongly agreed” with the statement post-GOTR. This means that there was a positive increase by about six girls. Pre-GOTR, only 30.6% of participants “strongly disagreed” with the statement, “Sometimes I think I am no good at all,” and post-GOTR 36.4% of participants indicated that they “strongly disagreed” with this statement. In other words, there was an increase of nine girls who strongly disagreed that they sometimes thought they were no good. Pre-GOTR, 49% of participants “strongly agreed” with the statement, “I feel that there are a lot of good things about me.” Post-GOTR, 57.1% of the participants “strongly agreed” with this statement. This means that pre-GOTR, 77 participants strongly agreed with the statement and post-GOTR, 90
participants strongly agreed with the statement, an 8.1% increase. For the statement, “I can do things as well as most other people,” 31.2% of the pre-GOTR participants “strongly agreed” with the statement, while 35.1% of the post-GOTR “strongly agreed” with it, an increase of six girls. Therefore, we can see a positive increase in the results, but the increases are sometimes minimal from a practical perspective.

With the quantitative study surveying the participants about how they see themselves, I was unable to hear how they truly felt about the program itself. By researching GOTR in a qualitative manner, however, we can hear comments from the participants about the program and examine their behaviors and actions during the program through interviews and field observations to get a better sense for their feelings towards the program in a more interactive way. Surveys are important, but also have inherent limitations. For example, all you can record from surveys is what is marked on sheets of paper. I believe that engaging in conversations and hearing everyone’s thoughts on a program allows more in-depth thinking to take place.

GOTR International claims that their program is a life changing experience for girls ages 8 to 13. The program combines training for a 3.1 mile running event with self-esteem enhancing and uplifting workouts. Their mission is, “To educate and prepare girls for a life time of self-respect and healthy living.” The GOTR objective is to reduce the potential display of at-risk activities among its participants. The goal is fewer adolescent pregnancies and eating disorders, less depression and suicide attempts, as well as fewer substance/alcohol abuse problems and confrontations with the juvenile justice system. Girls on the Run has established more than 160 councils across the United States and Canada that service approximately 40,000 girls. It is run by volunteers who coach the
girls through a 12-week, 24-lesson curricula.

GOTR has been newly established in the Willamette Valley in the state of Oregon through a children’s program called KidSpirit, which is sponsored by the College of Health and Human Sciences on the Oregon State University campus. KidSpirit provides programs such as year-round classes for gymnastics, tennis, rock climbing, and American Red Cross Certifications, for children as young as two years old through high school students. On March 31st of 2008, the first session of Girls on the Run in the Willamette Valley was launched at Lincoln Elementary School located in Corvallis, Oregon. I conducted a study with the group of girls attending the Monday/Wednesday sessions. I attended each session and observed each girl individually as well as the group as a whole to see how the girls responded to the curriculum and to each other. I also conducted focus group interviews in the middle and at the end of the program with the participants who were willing to partake in my study as well as with the coaches of the program.

This program had never been researched in a qualitative manner with program participants before and I feel it’s important for this to be done because we can hear what the girls had to say specifically about GOTR. We hear their likes and dislikes about the program and if the program was really affecting their daily living. The reasons why I conducted this study were: 1) I wanted to see if and how GOTR is an enriching experience for the participants as well as what were the strengths of the program; 2) I wanted to know if having the running aspect of this program was beneficial; and, 3) I wanted to determine what the weaknesses and suggestions for change. My goal was for the findings of this research to be used locally, nationally, and even internationally to help to improve the experience for program participants.
METHODOLOGY

GOTR operated twice a week on Mondays and Wednesdays from 3-4:15 p.m. at the Corvallis Lincoln Elementary School in spring of 2008. I attended each session and observed how the participants interacted with each other by recording field notes (see Appendix A). I looked to see if cliques were formed, if the girls were outgoing or shy, and if the girls appeared to be enjoying themselves while actively participating in the program. I then interviewed participants and coaches separately at the middle (Week 5) and end (Week 9) of the program.

Approval from the Institutional Review Board at Oregon State University was obtained before the start of the study. Only participants and coaches who chose to participate in the study were interviewed. On the first day, consent and demographic forms were given to the children to give to their parents/guardians to sign and return the following session. Only those children who had parent consent on file were approached to see if they wanted to participate in the group interview and sign an assent form. During the interview, the 12 participants who decided to take part in the study met with me after practice in two different groups without any of the coaches and were asked questions about the program and how they felt about it for 45 minutes. The demographics of the participants in the study can be seen in Table 1. The five coaches also met with me after practice without any of the participants and were also asked questions for about 45 minutes on how they felt about the program. All participants had a pseudonym to protect their identity and all interviews were audio-recorded then later transcribed (see Appendices B and C).
The transcribed interviews and observations were closely analyzed in a qualitative manner that involved reviewing the data collected in direct observation and focus group interviews. In direct observation an observer doesn't typically try to become a participant in the context (Trochim, 2006). However, the direct observer does strive to be as unobtrusive as possible so as not to bias the observations. Second, direct observation suggests a more detached perspective. The researcher is watching rather than taking part (Trochim, 2006). There are three parts with regard to the structured interviewing. There's the opening, where the interviewer gains entry and establishes the rapport and tone for what follows. There's the middle, the heart of the process that consists of the prepared questions and the improvisations of the probe. And finally, there's the endgame, the wrap-up, where the interviewer and respondent establish a sense of closure (Trochim, 2006).

The data collected were evaluated by reviewing the interviews with the participants, the interviews with the coaches, and the field notes from direct observations side by side to look for commonalities. The method of triangulation was used to make sure that the data collected and analyzed were correct. According to the Department of Global Health Sciences (DGHS) from the University of California, San Francisco, triangulation is an approach to data analysis that synthesizes data from multiple sources. Triangulation seeks to quickly examine existing data to strengthen interpretations and improve policy and programs based on the available evidence. The multiple sources used to create triangulation during my study were focus groups with participants, focus groups with coaches, and researcher field notes based on observations throughout the course of the program. Member checks were also used with the coaches to insure that the
researcher’s interpretation of the information given during interviews was accurate and that it represented the coaches’ views. Member checks are when the interpretation and report is given to members of the sample in order to check the authenticity of the work (DGHS, 2008).

The evaluation of the data I collected was conducted by myself and a graduate student in sport and exercise psychology who helped code the data into three areas; 1) Enriching Experiences and Strengths, 2) Running Aspect of the Program, and 3) Weaknesses and Suggestions for Change. We analyzed each of the interviewing statements of the participants and coaches and agreed upon which data coding area it belonged in. The data were further coded into sub-categories such as Self-Esteem, Hygiene, Physical Activity, etc. (see Appendices D, E and F). By narrowing the data into categories and sub-categories, I was able to use the data and my observations to answer each of the research questions.
RESULTS

The three questions I examined when conducting my research were: 1) Is GOTR an enriching experience for the participants as well as what were the strengths of the program?; 2) Is the running aspect of the program beneficial?; and, 3) What are the weaknesses and suggestions for change for the program? The results are presented to align with each of the three research questions.

Enriching Experiences and Strengths

I noticed that GOTR has many strengths and has given most of the participants enriching experiences. Some of the strengths of the program mentioned throughout the interviews were the discussion topics presented during each session of the program. These topics were related to issues that the participants face or will face during their lives. One topic discussed was gossiping. A participant commented that, “I like Girls on the Run because we don’t gossip about each other. It’s a sort of safe environment you could say.” Many of the girls and coaches felt that the program had an environment where everyone got along and respected each other. One of the coaches said, “I think that they [the participants] have all made friends and it’s easy to pick partners who they are friends with but when we put them with someone they don’t know as well, they are willing to talk with them and get to know them.” Another strength that I noticed was that physical activity became more prominent in the participants’ lives. One participant commented that, “I learned that by like by pushing yourself just a little, you can make it. I was sure on my first day that I could only run two laps but I ended up running six laps
which was big for me. But it’s just that if you push yourself while having friends there for
you and you’re all helping each other then you can run farther.”

The program is strategically designed so that every participant engages with each
of the other participants and helps all the girls to feel more comfortable with the group
and to partake in discussions. A participant stated, “I really learned that people, like
everyone, are different and it’s fun to talk to people and that you’re not really set on
running here. It’s nice to learn that I can be friends with everybody and that it doesn’t
matter that we have similarities or differences.” A coach also stated, “Yeah, she shares
more with the group and isn’t afraid to ask someone to be her partner whereas before she
was. She’s much more able to joke around.”

Many of the participants said that their most memorable moment at GOTR was
the practice 5K. They enjoyed meeting their running buddies and felt as if they
accomplished something. They felt successful and many of them were surprised that they
could even finish running a 5K. A participant stated, “I remember at the practice 5K
where I was about to finish, everyone was like ‘faster, faster, run, run, run’ and I
remember that.” Also when asking the participants what their most memorable moment
during the program was, I received responses such as this: “I don’t have just one
memorable moment at Girls on the Run but I just remember always having a lot of fun.”

*Running Aspect of the Program*

I asked the participants specifically about the running component of the program.
Most of the girls responded with comments such as, “I like some of the activities because
they are really fun and they involve running.” When analyzing the data, I noticed that
most of the girls came into the program not enjoying running but towards the middle and end of the program, the participants enjoyed running and constantly wanted to run or participate in activities that involved running. Many of the girls believed that running helped them gain confidence and allowed them to make new friends. A few of the participants were also on the same soccer team and they commented on how they felt more fit when they played soccer. One girl stated, “Now in soccer, I can run really fast to get the ball and before I was really slow and really tired, so my coach said that Girls on the Run has been really good for our soccer team.” Another girl said, “I’m more motivated at soccer. I know that I can run after the ball now whereas before I was too embarrassed because I didn’t think I was a good runner. I kept thinking ‘What if I trip or fall?’ but now I am much more confident at going after the ball.” It was said that GOTR has also helped the participants during gym class. A participant stated, “When I’m at school, our gym teacher tells us to run a few laps and I used to not be able to pace myself and would start walking but now I know how to pace myself and keep running.” Many other girls also claimed that they learned how to pace themselves and have gained more energy since starting Girls on the Run.

Weaknesses and Suggestions for Change

When asking the participants about any weaknesses of the program and what they believe should change, most were in agreement with regard to the areas in need of improvement. The participants were promised items and activities, which were either never given to them in the time-span promised or never at all. They were told that they were going to receive water bottles and t-shirts early in the program yet they did not receive them until late in the program. “It was great and all but I think that they shouldn’t
more often tell us that we are going to do or get something and then we don’t for a long time. Like the water bottles, they told us about those second week and it’s been like six weeks maybe?” Another participant stated her disappointment by saying, “Probably one thing for me is that like the 5K, I think it said on the program that we were going to be running with a mentor from the OSU track team but then we asked someone if we were doing that and she said that actually that person could be like your mom or aunt or somebody. So I’m actually disappointed about that.” Many of the participants were unhappy with the fact that their running buddies, who are volunteer adult runners from the community, were people that they didn’t know and didn’t really have much of an opportunity to get to know prior to the 5K. The participants suggested more time to get to know their running buddies before the 5K so that they could feel more comfortable.

All of the participants were in agreement that having a snack at the end of the session was very difficult for them since they were coming to the program straight from school and hadn’t eaten since noon. One participant stated, “I agree because usually you come right from school to Girls on the Run and usually you want a snack because you just came from school and did all that work.”

A few participants and coaches commented on the lack of communication between the coaches and the lack of preparation for the lesson plans. A participant said, “I think that next time [they offer the program] they should think about what they are going to do a little bit more ahead of time because I see that some of our coaches are not prepared like today. So I kind of say that they weren’t prepared and kind of made something up because the head coach was absent [today].” A coach stated, “I feel like we need more communication between the coaches. I know we all share the lessons but it
could be hard to see where you would be beneficial if you are not the head coach. So utilizing the assistant coaches.”

A worry that all of the coaches had was that the participants were not given adequate guidance for stretching and feared that they could potentially suffer from injuries if they did not stretch more frequently. A coach stated, “I think maybe we need more of a focus on stretching. I don’t know a lot of stretches but I think we need to be teaching them [the participants] more than what they know so that they don’t get injured. We need to make that more of a structured thing.” A few girls commented on how they didn’t feel as if they ran enough and a coach mentioned how there wasn’t enough of a gradual increase in the amount of running they did.

The coaches were in agreement that many of the activities in the lesson plan created by the national GOTR were too complicated and too focused on certain types of participants such as girls who live in a city. The lesson plans leave very little room for variation and adjustments to accommodate to the program’s individual groups. One coach said, “Yeah, some of the things in the curriculum are directed to get girls to think in a certain way and I think it would be really cool to have different options. I’m kind of worried, like today we were talking about healthy options and one of the girls said we should never eat ice cream but like it’s ok to have ice cream sometimes as long as it’s in moderation. I just hope that the lessons aren’t too extreme for them.” Another coach said, “I think some of the warm ups aren’t very useful. Like today’s was kind of weird and it has no purpose. We weren’t active anyways and the warm up was about giving but we never really talked about giving before. I mean we did the community service project but we never talked about what is giving and why do we give. It didn’t tie well. And like last
time we talked about it, some of the games are just too confusing. A lot of the games could have been just as meaningful by playing a tag game.”
DISCUSSION

After analyzing the data collected, I’ve realized that there are strong points in the program and weaknesses that can be improved upon. Overall, each participant had something positive to say about the program, although a few participants had negative comments as well.

The program has helped many of the girls become more physically active, social, and confident. However, I believe that the program could be more effective for the participants if improvements were set in place. Since the lesson plans for the program are nationally dispersed, it leaves very little room for adjustments and variations in the lessons to cater to each individual GOTR group. To fix this issue, GOTR on the national level must allow for each group to add its own input into the lesson plans so that each individual group can cater to their participants’ style, personality, and location to receive the most benefits out of the program.

The lesson plans need to be understood and practiced by the coaches prior to the practices in order for the participants to fully experience and learn the lessons themselves. The coaches need to communicate more than they have and this may need to occur before each GOTR practice or on their own time. If the coaches do not understand the lesson plans and what the purpose of the lesson plan is, then the participants will not understand them either and the program will not benefit the participants as much as it could.

The participants health needs to be taken into more consideration before injuries occur. It has been said by the participants and coaches that the girls are not receiving adequate time to stretch and that they are not being shown proper stretches to perform
which may lead to injuries. Warm ups are not long enough for the participants and many of the coaches and participants believe that they are not gradually working towards running a 5K. Rather, the participants have started off running a few laps during each practice and then jumped into running the practice 5K without working up to running the 3.1 miles. Each practice needs to gradually increase in laps and miles to ensure that the girls are working out in a healthy environment where injuries are minimized.

There are a few limitations to this study. Many of the participants may have felt shy and unable to express how they really felt about the program in a group interview setting. Therefore I may have been unable to receive direct feedback from the participants. Many of the participants were quiet and didn’t have much to say about the program, which makes it difficult to know whether they were happy, unhappy, or even cared about the program. On the other hand, there were many participants who were extremely animated and had a lot to share during the interviews and I was able to receive adequate feedback.

Another limitation of the study involved the site observations. I was the only observer of the 19 participants in the group; therefore I may have missed observations that could have added to the data collection process. However, the majority of the data were collected when the participants were gathered in a circle and were conversing with each other in a group.

Referring to the Model of the Determinants and Consequences of Self-Worth as previously presented, perceived competence and perceived social approval were depicted as antecedents of self-worth. GOTR focuses on perceived competence in that the
participants should only worry about how they view themselves and not how others view them. GOTR tries to help girls to view themselves as valuable, in charge of their lives, and confident. The mastery experience of ultimately completing a 5K run is certainly a vehicle for increasing perceived competence. In addition, the supportive social contact increases the likelihood that perceived approval from peers and coaches would be enhanced. Therefore, the GOTR program is characterized by elements that are consistent with girls developing a positive self-view.

Research conducted on GOTR in both a quantitative and qualitative manner has shown that the program is beneficial, it does create confidence in the participants, and it teaches the participants to be healthy by engaging in not only running, but other forms of physical activity as well such as team sports. I recommend GOTR to girls from ages 8-11 because it helps girls grow and develop.

In conclusion, GOTR is a program that can benefit many girls physically, socially, and emotionally. There is room in the program for improvements that could enhance the experience for the participants. The program, however, has proven that it does keep the girls physically active while addressing social and emotional issues that they will incur as they grow into adulthood such as issues related to drug and alcohol abuse, nutrition, hygiene, and self-esteem.
BIBLIOGRAPHY


Figure 1: Original model of the determinants and consequences of self-worth (Harter, 1999)
Table 1: GOTR participant’s demographics

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APPENDIX A
Field Notes

Observation 1 - 4/28/08:

Girls gather around 2:50-3pm in front of Lincoln Elementary School. Then sit in circle on back field.
Lesson for day: Cooperation
What is cooperation?
Centipede circle game: each person stands on a piece of paper
Goal: to walk as a centipede and move in a circle without stepping on the grass. If one person steps on the grass, the whole group starts over.
Strategy used: Hold the person in front of you, count to three, and everyone takes a step forward.
Some people stepped with their right foot, some with their left.
Only 3-4 girls out of 17 girls were contributing ideas.
Girls worked together and shouted, “1,2,3 half-step” then “1,2,3 whole step”
Afterwards, they gathered back in a group and discussed the success of their strategy. They discussed what changed could be made - maybe go faster, use the same feet.
One child seemed upset at another child for calling her names and a coach assisted her away from the group. She rejoined the group about 3 minutes later.
Game: Lined up in alphabetical order by name in 30 seconds to divide into three groups.

Whistle rarely used by head coach to grab girl’s attention.

Pictionary relay - Girls run down to the coach, coach gives a word to the girls and the girls run back to their team to draw it out so that the team can guess the word. The person can only draw, can’t act out or speak. When teammates guess the word, the next girl runs down to get the next word to draw.
Girls would all cheer their teammates, coached would praise.
Girls would yell, “Run, run, run!” and “Come on (name)!”. Coaches yelled, “Nice job” and “Go (name)”.
Words used for pictures dealt with running or healthy food.
Winners were never acknowledged because everyone was considered a winner.

The group got back in a circle to stretch. As they stretched they discussed what the easiest word was to draw. The girls though that banana and girls on the run were the easiest. The hardest words were coach, peanut butter, and spaghetti.

Girls often rose their hands if they had a response to a question asked by a coach.

A lot of side chatting would happen and the girls had to be asked to be quiet.

Each girl got six lap counters. They had 30 minutes to get rid of their lap counters. Not everyone had to run 6 laps, the lap counters could be given to someone else who was willing to walk/run more than 6 laps. The goal set was for the first lap to be jogged, then they could walk laps if they wanted to.
Goals were set by some girls to run laps in a certain time period like 3-4 minutes. If the girls beat their time by a lot, coaches would advise them to pace themselves.

If girls stopped for a break but sat down, they were advised by the coaches to stand up to prevent cramping.

The girls ran a marathon as a group. 104 laps - 25.5 miles.

The group stretched together after the run. They went around in a circle and described how they felt on the run in one word.

2 girls joined the stretching group late. They were not waited for to stretch.

Each girl turned to each other and complimented each other on their workout.

At the end of each session, they have a pop-up girl. This is where one girl stands in the middle and the rest of the team stands around her and puts their hands over her and yell, “Girls on the run is so much fun, wooh!”

Snacks were then provided to the girls. Today they had apples.

**Observation 2 - 4/30/2008:**

Talked about listening to each other

Did role play - a girl would discuss her day and a coach would act side tracked and uninterested to show the girls that it’s rude and hurts people’s feelings when you don’t listen to what the person who is speaking is saying. Then they role played where the coach was listening to the girl speaking and showed that it was nicer and felt better because it shows that you care.

Came to the conclusion that listening is not easy to do.

Girls rose their hands and told stories about times where people hadn’t listened to them.

Discussed how hearing and listening are two different things.

Did a warm up-ran down to the fence and back.

Played a game: Hatcha mamma

Everyone walks around with their eyes closed except for the real Hatcha mamma who has their eyes open. Their goal is to bump into the Hatcha mamma so that they link arms. You know who the Hatcha mamma is because when you greet her, she won’t respond. You must listen carefully to make sure she doesn’t say anything back.

Girls got really excited, girls linked on quickly.

After game, got in a circle to stretch and talked about who is a good listener in their life. Girls started getting noisy and the coach asked if they were being good listeners.
The girls were to run laps as their workout. There was a coach halfway who would tell them something and they have to run to the other coach on the other end and tell them what then previous coach told them.

“*I choose my attitude every day.*”
“*I’m proud of myself.*”
“*I complete my school work.*”

They then stretched, then took pictures for promotional purposes.

They ate granola bars for snack.

*Girls from the Tuesday/Thursday group often come to the Mon/Wed one even though it’s the same lesson because they enjoy the program so much.*

**Observation 3 - 5/5/08:**

Topic: Gossip, knowing when to keep a secret and when not to. Ex. Confessions of eating disorders, alcohol/drug use.

Girls raised their hands and brought up times where it was hard for them to keep a secret. Asked questions such as:

How do I not betray my friends if she’s in trouble and needs help from an adult.

Started playing a game: Each girl got in groups and each person from the group stood at a different area on the field. A secret is told to the first girl and they are supposed to run to the next set of girls and tell them the secret. One secret was, “If something sounds too good to be true, it probably is.” The phrase turned out as, “*Something are too good to be true.*”

Girls were not informed of the instructions and rules very well, so many were confused.

Girls gathered back together to see how much their phrases changed. Girls were amazed at how different they were.

Next game: Scavenger hunt. Girls had to pair up with a new person whom they have never really engaged with before.

Gathered together to stretch and talked about how it was working with someone new.

One girl had a younger teammate and liked having a younger partner because it made her feel like a role model.

One coach concluded the session with a demonstration. She used toothpaste to represent someone telling a gossip. She squeezed to tooth paste to represent a secret being told and showing how hard it is to get the tooth paste back in the tube just how it is hard to take back things you say.

**Observation 4- 5/7/08:**

Reviewed what they talked about last session.

One child was wandering the school and arrived to GOTR late….made excuses.
Topic: Bullying

One girl is allergic to grass, so she never sits in the circle.

Girls raised their hands and talked about what their perception of a bully is.

All agreed that bulls are not always big and scary, don’t always use physical aggression.

Area is noisy due to other after school activities in session.

Everyone split up into 5 groups of three and got into separate circles. Pens and papers were handed out. One person is in charge of writing. Had to write bully in the middle of the paper. Made a web of things that have to do with bullying.

Girls gathered back in a big group to share what they came up with. Girls were eager to share what they wrote. Each group on average had 5 links (comments) for their web.

One girl wanted to just sit with the coaches and not with the other girls.

A girl from the Tues/Thurs group attended Mon/Wed because she enjoys the program.

A few coaches would stand outside of the group and side chattered.

Was taught that the most common form of bullying is verbal (name calling)

Warm-up: Girls got in a line across the field. If a friendly word is said by the coach, girls can run to the coach. If a bully word or phrase was said the girls have to hop back. When the coach says stop, everyone must freeze or they had to start over. If the girls ran when they were supposed to jump or jump when they were supposed to run, then they always have to start at the beginning.

Girls enjoyed the warm up. One girl claimed she hurt her ankle but walked normally after about 3 minutes. Same girl as the one who clung to the coaches. Could just want attention.

They did stretches while discussing if they could tell which comments were nice and which were bullying comments. Girls seemed chatty and distracted with each other during stretches.

Workout: Everyone is given a scenario and then they must run two laps, then write the answer of how they would handle the scenario. Then they had to do 10 jumping jacks, hear a new scenario and run two more laps. The goal was for each girl to run 10 laps in 30 minutes. See attached paper to see what the scenarios given were.

Girls gathered to stretch and discuss what they learned from the workout. Most girls
shouted out answers rather than raising their hands.

Snack: Fruit roll up.

**Observation 5- 5/12/08:**

**Topic: Standing up for myself**

**Game: No handed ball pass relay**

Girls got in two groups, have to pass balls only using the bend of their elbows. Girls struggled with communication in the beginning but then came up with a strategy. The second time, they had to use the bend in their knee. His activity was a lot harder to complete, but girls were very eager to try the activities. Girls clumped together in a group rather than a line, so it made the game a bit chaotic. When coaches said the activity was over, girls got disappointed. Girls did not want to sit back in the circle to talk about the activity.

The group talked about what limited them from working together.
- not in a line
- people who were not cooperating

What happened that helped cooperating? Girls discussed.

Three girls were secretly chosen to not be cooperative. Discussed how to talk with those who aren’t being cooperative in an appropriate way without hurting anyone’s feelings.

Practiced saying phrases without hurting some ones feelings.

*I feel like you are ignoring me.*

To:

*I feel* ignored.

Trying to change the phrase to make it easier to hear and not blame them so they don’t get defensive.

Girls would raise their hands to give examples. If they didn’t say the phrase correctly, the coach would correct them and explain why not blaming someone in the phrase will help make communication better.

The same girls kept raising their hands to give examples. There are 4-5 girls who rarely ever speak in a group setting. They only speak if they are spoken to, which is a rarity. Girls stretched and recited phrases to use when confronting someone.

-I feel
-When you
-Because
I would like you to

Girls ran laps. Every lap they got a phrase. Once done running, at least 6 laps each. They have to put the phrases together to make a sentence.

Example
I feel angry
When you call me names
Because it hurts my feelings

One girl lied about how many laps she did. A lot of the girls got annoyed with this girl because they always have to run extra laps for her since she doesn’t try to run that much.

There are three girls who always run by themselves (same girls who are quiet) but, those girls tend to run more than the ones who chat on their runs.

The goal was to as a team run 110 laps. They ran 128 laps.

Stretched while putting their phrases together to make the sentence, then shared their sentences.

No awards were given out. No awards have been given out for the past 3 weeks.

Observation 6 - 5/14/2008:

Topic: Making healthy choices for yourselves.

Talked about what some healthy choices are.

Girls started talking about food choices. Coaches tried to get them to talk about healthy choices not related to food. However, children were stuck on the idea that they should never eat candy or ice cream in their entire life.

Went around in a circle and each people told everyone one positive choice they made. The quiet girls passed and coaches said they should think and that they will come back to them for an answer. One girl wasn’t paying attention and didn’t know what was being talked about….was caught off guard. A few girls interrupted other girls when it wasn’t their turn to speak. Coaches did not correct this behavior. One of the girls who interrupted had nothing to say when it was her turn to state a healthy choice. The coaches never went back to the girls who did not comment.

One girl kept putting her back to the circle. She seemed uninterested in the group. This girl also did not contribute to the group discussion.

Coach asked why people make wrong choices. Girls raised their hands and most said it’s because it can be easier than making the right
choices.

Discussed what pros and cons are. - Assessing different choices you can make.

Warm up - They split up into groups of four (hand picked by coaches to separate people who always work together) Paper and a pen was handed to each group. Each team is given a scenario. As a team, they had to jog to the other side of the field while talking about pros/cons of the scenario. Once making a decision of what to do, they must write down their decision on the paper and then run back to the starting line. There was a two minute time limit per scenario.

Example of Scenario: A friend in class had a birthday party and invited everyone except Julie and she is upset. What would you do?

One girl wanted to leave her group and rarely ever ran with her group or ran at all. She was never confronted about her behavior by anyone, just ignored.

During the warm up, coaches discussed how the scenarios for each activity seem a bit confusing for the girls and even themselves.

One girl seemed upset because she wasn’t running as fast as everyone else. Coaches reassured her that it’s just a warm up and that she doesn’t have to run fast.

One girl walked while everyone ran.

They did the warm up 4 times.

Coaches realized that 5th grade girls will be at camp the following week and cannot run the practice 5k with their running buddies. However, no changes were made to accommodate this issue. Girls got excited about camp and began to get really noisy and did not pay attention so a coach blew the whistle to get their attention.

As the girls stretched, they discussed how well the group worked together and what some of their answers were for the scenarios.

One girl discussed with the coaches and was not stretching with the group. Coaches redirected her back to the group after contributing to the discussion a little bit.

Workout- Same groups of four worked as a team to design their own workout. There was no minimum amount of laps they had to do. They would use lap counters if they wanted. They would walk, run, skip, jump, etc. if they wanted. I joined a group if three. Coaches rarely run with the groups. Many of the groups decided to run relays but soon got tired and just ended up doing gymnastic tricks. Coaches did not redirect them and just let them have that free time. I ran with one of the girls who rarely runs with anyone and is very quiet. She said she likes girls on the run but she doesn’t run outside of the program at all.

Girls got in a circle to stretch and discussed what their workouts were.
One girl just sat down during the run because she claimed that her group told her they didn’t like her and didn’t want her to run with them. But coaches were unsure if that really happened or if she just didn’t want to be active because she usually doesn’t want to be.

The session ended with the Girls on the Run cheer. Once again, no individual awards were given out today.

**Observation 7 - 5/19/2008:**

Two girls were not dressed appropriately.
- Skirts
- Sandals
Girls who aren’t dressed appropriately must walk. If it happens a second time, they can’t participate in physical activity.

Discussed practice 5k for Wednesday.
Questions asked by participants:
- Do you have to run the whole time at the 5k?
- When is it and where?

**Topic: Good Sportsmanship**

Discussed what good sportsmanship is and what is not. Girls raised their hands and gave examples from their gym classes.
Three girls seemed bored and were playing with dirt. The head coach asked them several times to stop.

Girls divided themselves into two groups to play a game called “All tangles up”. They had to stand in two circles shoulder to shoulder. Everyone must grab hands with someone not standing next to them. Then with their other hand, they had to grab hands with someone not next to them and not the same girl as before. Goal is to untangle into a circle without letting go.
Girls communicated well with each other to get untangled.
Girls then tried doing it in one big group instead of doing the warm up.

Running - The goal was to run 5 laps each in 20 minutes. 65 laps total.

One coach had to go with a girl to do laps to make sure she tries running since she rarely ever wants to run.

Girls stretched and had crackers for snack.

**Observation 8 5/21/2008:**
Participants and running buddies gathered around to discuss the practice 5k and the course. Participants and buddies all got in a big circle to warm up and stretch. Participants ran/walked with their buddies for the practice 5k. A few participants did not run/walk the entire 5k because they didn’t feel well. One participant was not prepared for the race; she wore sandals so she had to walk the entire practice 5k and also did not complete it. The girls ran in to the finish line with cheers from coaches and other participants and running buddies. The participants and running buddies had smiles on their faces and felt proud of themselves for completing the practice 5k. Afterwards, the group gathered to cool down and stretch. The girls gave an energy award to all of the running buddies (the first energy award given in about a month). Girls were presented with awards which indicated the time in which they complete the practice 5k.

Observation 9 5/28/2008:

Topic: Community Service
Discussed what community service is.
The coaches want the girls to do a community service project during a Girls on the Run practice at the school. They will decide at the next practice as to what that project is.

They discussed how your community influences you and what other things influence you. A lot of girls said that their community influences the way they dress. Then talked about how the media influences people.

The girls were all really cold sitting down in the group, so many were fidgety and were not paying attention.

The girls split up into four groups to analyze different magazine ads and answer questions about them. (Questions attached)

Everyone then ran a warm up lap and then got back in a circle and showed their ads to the group and discussed if it is a healthy ad or not. Most of the girls thought that ads could be interpreted in different ways, therefore they could seem healthy for some people and for others they could seem unhealthy.

For their workout, the girls had to run a lap as fast as they could, then write down one word that they think describes a strong women. They would then take a 100 second break and repeat. Examples of words they came up with here: Athletic, healthy, fit, active, hopeful, confident, mighty, tough.
The girls tended to think of physically being strong rather than emotionally.
The girls then circled up to stretch and discussed what words the girls wrote down.

Observation 9 6/2/2008:

Topic: Community Project

The girls had to run for 10-15 minutes working on pacing themselves.
They girls then broke into groups of 3-4 with people they usually never work with. Everyone got pen/paper. They had to list different types of people - elderly, homeless, etc.

Then list causes - making cards for elderly in nursing homes

The girls had to pick their top cause and share it with the group so as a group they could vote on one cause to do for their community service project at the next practice. The girls worked really hard and well together on the activity.

Some ideas the girls came up with were:
- Collect animal treats and give them to the humane society
- Pick up trash around the block
- Collect food for homeless shelter
- Make cards for army members in Iraq.

The girls voted and decided to make cards for army members in Iraq.

A child skipped practice today - unsure if she was busy or chose not to come but she came for the last three minutes of practice. This is not her first time missing out on practice, and I am not sure if any action has been taken.

When deciding what items to bring and who to bring them, the girls got excited but rowdy and did not raise their hands. A lot of the girls were fidgety because they had been sitting for a long time.

**Observation 10 6/4/2008:**

Today the session was in a classroom to work on the community project they decided on at the last session (make cards for the army troop in Iraq). The girls were really rowdy so a whistle had to be blown by a coach to get their attention. Girls were still side talking a lot and were distracted by the animals in the class room.

They had 30 minutes to work on their community project.

The girls all brought different supplies and they were all enthusiastically sharing with each other.

The girls were working really hard and discussing their community project. They were very polite when sharing the art supplies.

I’ve noticed that two of the girls which are usually quiet and not very social have been socializing with each other and hanging out with each other during practices.

One girl made fun of another girl’s card really loud and the coaches did not interfere.
I overheard a few girls gossiping about another girl in the program for no apparent reason.

After finishing the community project the girls had to clean up. A lot of the girls did not help to clean up the mess they made and just focused on the animals in the classroom. A few girls helped the coaches clean a lot and were verbally praised.

After cleaning, the girls all went outside to stretch in a circle.

The girls did not have an actual workout, they just all went to play on the playground.

I discussed with the coaches that the girls seem to be more out going to day and they think it’s because there isn’t really any structure today.

I’ve noticed that it takes the coaches a long time to transition activities and to give instructions because they get side tracked and allow the girls to interrupt too much so then the girls get even chattier and the ones who aren’t chatting get bored.

**Observation 11 - 6/9/08:**

Girls fathered in a circle to discuss the 5k race. Girls were not really paying attention because they seemed excited for the race and were discussing it amongst themselves.

Activity - One person stands and picks two people to put their hands on the shoulder. Then those two people pick two more people so four people, and then they pick two more people each and so on and so forth. They then let go of each other and saw that they formed a triangle. They spread out in the same formation so that they could stretch. A few girls were not stretching very much or paying attention and they were not told to stretch by the coaches. This could cause the girls injuries during their workout.

They later got back in the circle to discuss why they formed a triangle to show that everyone affects each other and that everyone can make a difference. Girls didn’t seem to understand the concept nor did I. The coaches didn’t seem to like or understand this activity much either.

Workout - The workout goal was to run 2 miles while pacing themselves.

Girls seem like they have gotten rowdier during each practice. Coaches think it is because they have all gotten a lot more comfortable with each other and have gotten to know one another.

**Observation 12 - 6/14/08: - Daisy Dash 5k Race**

The girls all gathered with the community at Willamette Park at 9am for their big 5k race. The girls were pretty quiet and all seemed really nervous but excited for the race. The coaches gathered the girls and their running buddies in a big circle to warm up and
During the race, there were words of encouragement and the name of each girl on the course. I noticed that these words helped encourage the girls to keep moving forward to the finish line. I would see it on the girls’ faces once they crossed the finish line that they felt a sense of accomplishment and were very proud of themselves as were all of the coaches.
APPENDIX B
Transcription of Interview at Time One

Participants in Group One:

-This is Hoda Eslamizar doing Interview number one on May 5th 2008 for Girls on the Run. We are going to go around and say each other’s um fake names.

My name is Bubbles
I’m Sunflower
I’m Scruffles
I’m Jelly Belly
I’m Daisy

-Ok so I am going to go around and ask each of you a couple questions. I want you to answer truthfully. If you feel uncomfortable answering any of the questions then feel free to pass.

-Um what activities do you like best about this program and why?

Sunflower: Um I like um I like some of the activities because they are really fun and they involve running and um running it really gets you involved and you can meet more people and like I get to make new friends.

-And was there an activity that you did that was your favorite, like a specific game?

Sunflower: I probably liked the Hatcha Mama game the best.

Daisy: Um I probably like the running part best because I like to run. And probably one of my favorite activities was also the Hatcha Mama, that one and the one that we just did.

-What one did we just do?

Daisy: Um gossiping, I don’t remember what it was called

-Gossiping…the running one, what did you do during that?

Daisy: Well we went around in the circle and each had a station and somebody would start and it was kind of like telephone and and each person would run to the next person reciting the phrase. And that kind of like how gossiping starts and rumors like how they can end up.

-And how do you play the Hatcha Mama game?

Daisy: The Hatcha Mama? That was when you um so were by yourself and you had out your bumpers and you could go out with your eyes closed and somebody picks a person and that person was the Hatcha mama and the Hatcha mama has their eyes open. And if you go up to somebody and say Hatcha mama and they don’t respond then you link on to
them because you know that they are the Hatcha mama. And then you see that everyone is linked together eventually.

-And what is your favorite activity Scruffles?

Scruffles: What I like to do, I like to run especially with partners because you get to talk with each other and learn about each other. And one of my favorite activities is the Hatcha Mamma and also the one we did about gossiping where we got to run around in partners.

-Uh huh, so you like running with partners?

Scruffles: Yeah.

Cool, and what is your favorite activity Jelly Bean?

Jelly Bean: Um well my favorite activity is Hatcha Mamma and the gossip game. My favorite thing about girls on the run is that you get to meet people and well um learn that most first impressions aren’t true. You also get to meet a lot of girls and that’s fun.

-Okay, umm what activity do you like least about the program and why?

Bubbles: There isn’t really anything that I don’t like about Girls on the Run because it’s just so fun and I don’t think that if anyone else tried Girls on the Run that they wouldn’t like it because it’s just so fun. You get to play games and can learn about other things.

Daisy: Probably one thing for me is that like the 5k, I think it said on the program that we were going to be running with a mentor from the OSU track team but then we asked someone if we were doing that and she said that actually that person could be like your mom or aunt or somebody. So I’m actually disappointed about that. But everything else I really like.

-Okay, anyone else?

Sunflower: Well it’s like sometimes I’d hear people gossiping during the runs and I didn’t really like that. It kind of made me feel bad because it made me wonder, what if they are talking about me? Also, our water bottles are a bit late.

-Your water bottles a bit late? What does that mean?

Sunflower: Like we were supposed to get new water bottles like the second week and we haven’t.

-So do you guys feel like maybe the coaches have promised you stuff and you haven’t gotten them yet?
Everyone: Yes.

-Like what else have you been promised and you haven’t gotten yet?

Daisy: T-Shirts and those OSU track mentors.

-Okay, ummm, what is one thing that you have learned about yourself so far in this program?

Jelly Bean: Umm well I’ve learned that if I push myself a tiny bit then I can go farther without actually pushing myself too hard. And if I think about my day and what I want to do then I usually end up running more laps than I wanted to. Like if I want to run 6 laps I usually run 10 and it just fly’s by. And also I’ve realized that I have the ability of doing stuff that I didn’t know I could like I used to only be able to run two laps and then I realized with a friend influence there, I could run more than that. And yeah that was cool.

-So do you think it’s easier to run with a friend there rather than by yourself?

Jelly Bean: Yeah, well there are good and bad parts because when you talk a lot you run out of breath easier but if you just hang out and just talk a little bit, then you get to more places.

Sunflower: I’ve realized that I have a lot of endurance. I’ve realized that I like to run because running with friends is a lot easier. You don’t have to talk but it’s just like having that support right next to you helps a lot.

Bubbles: Well I do soccer. I would like barely run during it, I would just walk. But since I’ve started Girls on the Run, I’ve figured out that I can run faster and get the ball. So like um one time this girl kicked a soccer ball really far and I ran really fast to get it and beat everyone there. It was really fun.

-Well is there anything else that you guys have learned besides running like um like about gossiping, like do you guys gossip as much as you thought you did?

Daisy: We don’t really gossip much about other people because it’s not really good to gossip.

-So you learned that about yourself?

Daisy: Uh huh.

-Ok um Bubbles?

Bubbles: I learned that like sometimes I don’t really mean to gossip but sometimes I do without realizing it. I’ve made my friends know that I’m capable of being there for them. Um I want them to know that it’s okay to tell me stuff.
Jelly Bean: I’ve learned that I’m much more courageous and stuff. Like at school everyone gets teased and kids in my class have teased me a couple times and I have the ability of just blocking it off and Girls on the Run helped me with that.

Scruffles: Um also with gossip, one time I had a rumor going around about me liking someone else and I’ve learned that it actually makes you feel really bad because it’s never happened to me before. So it made me feel really bad, so it teaches you that you should never do it to other people because now you how it feels.

-Um what is one thing you’ve learned about from your peers at this program, so from each other?

Bubbles: I learned that most of the girls on Girls on the Run are really nice. Um there are some girls that are really nice and funny and there are some who I have never hung out with yet. I’ve actually heard gossip from some girls. And umm I don’t know if I should believe them or not believe them because sometimes it looks like it’s really true and sometimes it doesn’t.

Scruffles: Well, sometimes, if you don’t really know a person you can think that they’re like not good or something but if you really get to know them and talk to them a lot, you learn that they are really sweet inside and that they are a good person so you make new friends and you’ll be happier.

Sunflower: I really learned that people like everyone is different and its fun to talk to people. And that you’re not really set on running here. It’s nice to learn that I can be friends with everybody and that it doesn’t matter that we have similarities or differences.

Jelly Bean: Kind of like what Sunflower said, um like being on sports like Girls on the Run and Soccer, if you go an hang out with someone whom you’ve never met you get a different perspective on things like from afar and near and um it’s kind of fun to hang out with people who have totally different personalities.

-Do you girls feel like there are clicks at all at Girls on the Run like people only hang out with certain people?

Bubbles: I feel like there are sometimes there are a couple of people but not too much. There is like this one girl who feels like she is really important and she’s like better than everyone else. And she told me once at Girls on the Run that she can only hang out with people that she thought was really cool

Sunflower: Well I feel like there are a couple in general but I feel like close to a lot of people because I knew a lot of people from soccer and school and stuff. So I know a lot of people have seen me but I haven’t really opened up to that many people and I’ve kind of noticed that about myself.
-Do you have something you want to say Daisy:

Daisy: Well, what is a clique?

-Well a clique is when there is a group of people who only hang out with each other and no one else. Do you feel like that happens at Girls on the Run?

Daisy: No, I feel like everyone hangs out together.

-What is your most memorable moment at Girls on the Run so far? What is the thing that sticks out to you the most that you totally remember and that you love?

Jelly Bean: Um well one time the coach said something really funny and we all as a group just started cracking up laughing.

-Do you remember what the coach said?

Jelly Bean: No, not really, I just remember we all started laughing.

Bubbles: Um I have like two, there was this one time that all these girls started screaming because they saw this one weird bug and it was really funny. And then there was this other time where there were moments where I’ve been running and I’ve realized like wow, I’ve never realized that I can run this much.

Sunflower: Like when I remember how much I can push myself in running laps.

-Did the program change how you feel about yourself in sport and physical activity, and if so how?

Scruffles: Um it kind of makes me work a little bit harder than I was.

-So does Girls on the Run make you feel more athletic? Does it make you feel like you can go out for other sports like soccer and basketball?

Everyone: Yes.

Scruffles: I don’t really like to run too much, like a lot but now that I’ve been doing Girls on the Run, I’ve gotten more enthusiastic with running and I just like to do it a lot because there are a lot of fun things to do while you’re running like games and stuff.

Jelly Bean: It helps me now when my mom says like, run down the street to the neighbors and get something, before I didn’t want to because I’d say I was too tired. But now, I can jog down and back and not be out of breath like I was before.

-So you feel more physically fit?
Jelly Bean: Yes.

Sunflower: I know that when I go babysitting, I normally ride my bike. And like that’s good exercise but probably jogging is a little more exercise and now I do that and I feel a lot better about myself knowing that I am capable of doing that.

-Did the program change how you feel about yourself outside of sports and physical activity and if so how? So for example, does it make you change how you feel about yourself like at school and with your friends?

Bubbles: It makes me feel more like confident in myself. Like at school now, I was always tired but now I’ve been running a lot more so I feel like I’ve got more energy and I’m ready for school.

-So do you feel like Girls on the Run has taught you to get more sleep and eat better?

Bubbles: Yeah, it helped me get more sleep and brush my teeth more often.

Sunflower: I’m more open to making new friends. Like, young and older.

Jelly Bean: Like some of my friends, who aren’t really my friends and question what I do say like “oh my gosh, why do you do that?” I just respond and say because that’s me instead of saying well I don’t know and being kind of timid. I’ve learned to be a lot more courageous and just say what you feel.

-So you feel like you stand up for yourself a lot more than you used to?

Jelly Bean: Yes.

-Are there any suggestions for what Girls on the Run should or should not do that next time this program is offered?

Jelly Bean: I think that next time they should think about what they are going to do a little bit more ahead of time because I see that some of our coaches are not prepared like today. So I kind of say that they weren’t prepared and kind of made something up because the head coach was absent. It was great and all but I think that they shouldn’t more often tell us that we are going to do or get something and then we don’t for a long time. Like the water bottles. They told us about those 2nd week and it’s been like 6 weeks maybe?

-Okay, Sunflower?

Sunflower: Well maybe if they like have a promise to keep, maybe like just saying this is a high possibility of something you will get like the OSU track mentors or something.

Bubbles: It’s kind of like a big suggestions, or like different, but like maybe for Girls on the Run, we can maybe like go to the woods sometimes and hike, or maybe go to a
different location so we aren’t in the same place all the time.

-Does anyone else have any suggestions?

Daisy: Instead of having so many discussions, I feel like we should run more.

-So do you feel like you run a lot at Girls on the Run?

Daisy: Not Really.

-Does anyone else feel that way? Raise your hand.
(Bubbles, Sunflower, and Jelly Bean feel the same way.)

-Would you rather have more discussions or run more?

Everyone: Run more.

Sunflower: I think like what bubbles was saying, it would be really cool to have a change of scenery.

-So how do you guys feel about Girls on the Run when it’s raining and it’s cold?

Bubbles: Well, I don’t know if anyone else agrees with me but I like to run in the rain. Because sometimes when it’s really hot out you just want to drop dead and you get over heated. But when it’s raining, its cold and I get encourage to run because it keeps me warmer.

Jelly Bean: I like it, because you get to run in the rain with your friends.

-So you girls would rather run outside in the rain than inside in a gym?

Everyone: Yes

Daisy: Well, I would rather run in the rain because when you get really warm, the rain will just cool you off.

-Okay, does anyone else have anything they want to share?

Bubbles: Maybe like every couple of weeks, we should have like a test to make sure that everyone is caught up on Girls on the Run.

-So how do you feel about the part where everyone sits down in a group and has discussions? Do you feel like it’s boring or interesting? Do you learn at all?

Bubbles: I think it’s interesting because I like to see everyone’s points of views and interests.
Sunflower: Sometimes I feel like some of the things are talked about too much and don’t need to be talked about as much as they are. Sometimes I got really bored and got excited when the running time came. But now I’ve learned that it’s okay to take a break from running.

Scurffles: I think that it’s kind of fun to sit down because you get to learn more stuff. Like I learned something new from Girls on the Run and also I learned what’s really bad to do and I learned a new word because I didn’t really know what it was. And when you sit around a circle you learn about what other people know and how they think of different things so it teaches you more about them.

Daisy: I think it’s kind of boring. It may be a little bit interesting if we were jogging in place sometimes while we were talking.

-Okay anyone else?

-Well that is the end of this interview. Thank you all for participating.

Participants in Group Two:

-This is Hoda Eslamizar doing Interview One of May 7th, 2008.

-Everyone please introduce yourselves.

Hi, I’m Bee
Muffin
Mimmi
Froggy
I’m Cupcake.

-Okay, and I will be asking each of you questions. Feel free to say pass if you do not want to answer any of the questions I ask. Please give us you honest responses to the questions.

-Okay, so the first questions is, what activities do you like best about this program and why?

Bee: I like the warming up games right before we do the running because they are really fun and you learn a lot from them too like about how gossiping spreads and stuff.

Muffin: I like it how we run together while we are running. We try to do as many laps as we can and we try to improve.

Mimmi: I like the part where we are exercising and we’re also having fun at the same time.
Froggy: I like the running because it incorporates what we were learning about during the day. I just like running.

-So is there a specific activity that you guys did that you really like?

Froggy: I like the canopied game. Um we were all in a circle and everyone had a piece of paper and um you had to figure out how to go from paper to paper without taking your foot off of a piece of paper to try and get back to your original spot.

Bee: I liked a game that was sort of like Pictionary. We had two groups and a coach they were all standing far apart. One person from each group would run to the coach and she would give them a word then they had to run back to the group and draw the word so that the group could guess what it was. Sometimes it was really hard to figure out what the word was because the person couldn’t talk or anything.

-Okay, um Mimmi?

Mimmi: I like the I Like game, so the person, one of the staff would yell out something like “I like spaghetti” or something like that and if you like it then you would have to run a lap.

Cupcake: I like the game that was kind of like telephone and you like start out with one person and run and then the next person what say something to the other person and then they would run.

-Okay, so the next question is, what activities do you like least about the program and why? And be honest, you will not get in trouble.

Froggy: I would prefer if like the snack time was like before practice.

-Does everyone agree with that?

Everyone: Yes

Cupcake: I agree because usually you come right from school to Girls on the Run and usually you want a snack because you just came from school and did all that work.

-Do you think having the snack first would give you more energy to run?

Everyone: Yes.

Froggy: Yeah, that’s why I bring my own snack. It helps me to have something in my stomach before I run around so much.

-So how many of you go home before Girls on the Run and eat something? Raise your
-So do you think it would be better to have snack before or for practice to start a little bit later?

Cupcake: Um I think it might be nice to have a snack before and one after but I like when the program starts.

Mimmi: I think the program should start actually start earlier so we can get out earlier and go home because our days are so long with school.

Bee: I think it should start later because it’s hard for my mom and me to get ready and get here on time.

-So do you think it’s hard for people who don’t go to Lincoln Elementary School to get here on time?

Everyone: Yes.

-Raise your hand if you don’t go to Lincoln.

(Three out of the five raised their hands)

Froggy: I think that practice should stay at the same time because it was any later we would get tired. I also think that Girl on the Run should supply a snack or send a note home saying that you should send your kid with any extra snack.

Cupcake: I think it should start a little bit later for people who don’t go to school here because I can imagine it being difficult for them. But we should also have a snack before practice.

-Next question, what is one thing you’ve learned about yourself from this program?

Bee: I’ve learned that when I push myself, I can go much farther than I usually can.

-Okay, do you mean that as in running, physical activity or in school with your friends?

Bee: Just most of the things I do.

Froggy: I learned that um that name calling can actually be a form of bullying because I call people names just as a joke and I didn’t know that could be a form of bullying.

Cupcake: I learned a lot of stuff about how I should treat myself.

Mimmi: Um I um thought when we were learning about gossiping, I learned that people
were gossiping about me but I didn’t know because I didn’t really know what gossiping was. So I thought, oh they are just making up a joke or something.

Bee: I learned about different ways to calm myself down when I get mad or angry and I’ve kind of realized that running really helps me.

-What is one thing you’ve learned about from each other at this program?

Mimmi: We were doing a scavenger hunt and we had to work with someone who we’ve never really worked with at all and then I learned a lot about this new girl. I thought she didn’t like Girls on the Run but then I got to know her and learned that she likes Girls on the Run and other people.

Bee: I’ve learned that people run at different levels and that there are some people who don’t like running and I never knew there were people who didn’t like running because I’ve always liked it.

Froggy: I just learned about different people that I didn’t know before which was kind of cool because I didn’t know everyone in this program and I really like meeting new people.

-What is your most memorable moment during this program and why?

Cupcake: Well, in the beginning I was really scared to come and I was scared that I wouldn’t like it and that I wouldn’t know anybody. But now I really like it.

-What made you scared? What were you worried about?

Cupcake: Well I was mostly worried about not knowing anybody and if I made a mistake and people didn’t like it.

-So what made you more comfortable now?

Cupcake: Well I got to know everyone and realized people are easy to get to here and the games help to get to know people here too.

Mimmi: When we took the quizzes in the beginning, I was really surprised by what they wanted to know from us. But then I realized that they just wanted to know how we feel about ourselves.

Froggy: When I first started coming here I was afraid that people would call me names and start gossiping about me because that’s what they usually do at my school.

-Okay, do you think people here have gossiped or called people names here at all?

Froggy: No.
-Next question, did the program change how you feel about yourself in sport and physical activity and if so how?

Froggy: Well I really like it because the coaches and everyone pushes each other to help me run more. I noticed that when I play soccer, I play a lot better because of Girls on the Run.

Mimmi: I used to get exercise but not as much as I do now.

Bee: I feel more fit when I do soccer and stuff and I think I run a lot more than I used to. Everyone that is on our soccer team that is also doing Girls on the Run is just doing a lot better at soccer and you notice the different from last year.

-Did the program change how you feel about yourself outside of sports and if so how? So this question is pretty much asking, does it make you feel better at school, at home, or even with your friends?

Cupcake: I think that it helps you understand concepts better and what’s going on so it helps me in school.

Mimmi: I learned about bullying. Well sometimes other people call me names at school but now I just ignore them and I’ve learned who my friends are and who aren’t.

Muffin: It makes me feel like I can do more things and makes me feel more confident. I’m a lot more careful about things that I say to my friends.

Froggy: A lot of the examples we get at Girls on the Run help me understand concepts better.

Bee: It made me feel more confident and careful of what I say to others.

-So, do you have any suggestions for what should or should not happen the next time this program is offered?

Froggy: I like how we start with the actual warm up games and then do the actual running.

Cupcake: I think we should do more stretches.

Froggy: I think the coaches should run with us more to keep us company and encourage us.

-Do you guys feel like the coaches give out the awards enough like the WOW awards?

Everyone: No.
Froggy: Um, well, in the beginning of the program they gave out quite a few of them and I liked them but now they don’t ever really do them. I think maybe they might have forgot about them or something but I think they should be a little more consistent and give them out more often.

-So do you guys like the awards at all?

Everyone: Yes.

Muffin: I like the awards because I think it’s cool to be recognized and I like that part.

Cupcake: I think maybe they just run out of time but it would be cool to do.

Bee: I think they should defiantly be more consistent with giving them out because I know of a few people who haven’t gotten them and deserve to get them and it’s really cool to be recognized.

Muffin: I don’t think I’ve seen one award in the last few weeks.

-So raise your hand if you’ve gotten an award before.
(Two out of five)

-Do you guys feel like you run enough at the program or do you feel like you sit down too much?

Muffin: I feel like we are running all the time because the games incorporate running somehow almost always. We defiantly are funning all the time.

Froggy: I also think we run a lot and I like it. I like how we set goals and try to reach them because it makes people want to run more if we have a goal.

Mimmi: I think that there are a few people who don’t get enough of running in because they aren’t encouraged.

-So do you guys ever get bored at all?

Everyone: No/Kind of.

Froggy: One time I got a little bored when we had to run 10 laps and not talk at all but I think that was a good thing to do because you could think a lot but it did get really boring at the end.

Muffin: I didn’t think that run helped me think about stuff except wanting to just talk.

-Does anyone else have anything else they want to share or say?
Cupcake: I really like how the coaches run with people but they don’t do it that often anymore but I think they should because it helps people to keep running.

Froggy: I like how the games have to do with things we are learning about because it helps you remember the concepts more.

Mimmi: I actually there should be more instructors running and um I like in the beginning, I like hearing the topics so we know what we are working on for the day.

Bee: I like how the instructors are trusting in a way so you can really tell them whatever you want and trust them.

Muffin: I like how some girls cling on the instructors but the instructors don’t really let them do that and tell them to not cling on in a nice way.

-Do you guys feel there are cliques at all?

Everyone: No.

Froggy: I think there are like best friends that hang out with each other a lot but I think that’s just how it works. I think the coaches do a good job at mixing us up so we can meet other people.

Muffin: We have games where you can be with people you’ve never been with before so that makes it easier to get to know other people and not be in cliques.

-Okay, so that is the end of the interview. Thank you for your time!

**Coaches in Group One:**

-This is Hoda Eslamizar, it is May 14th 2008 and I am interviewing the first set of coaches.

We have Katie and Kim here. The first question is what do you like best about Girls on the Run and why?

Katie: Um I like the discussions best because it engages the girls and gets them to think in positive ways and not just how others are thinking.

-Okay, and do you think the girls get bored at all during those discussions?

Katie: Some of them do, but you know with some of them there is nothing you can do because that is just there personality. But for the most part I am really surprised at how well they are engaged and wanting to participate.

Kim: I feel the same way. I like the discussion part the best because I think it’s a resource
that isn’t really available to kids. I think there is a lot of physical activity groups out there but nothing that has to do with self-esteem. And I’m also really surprised with how much the kids share.

-So do you think it’s a good combination of both physical activity and self-esteem work?

Kim: I think it is but one thing I’m a little bit concerned about as having the 5k as a goal, as a runner, I’m not sure that we are working up to it the right way and I’m a little bit worried about injuries. I don’t think they are quite getting conditioned the right way so that when they do the 5k, I’m worried about shin splints.

-You don’t feel like they are running enough to do a 5k?

Kim: Um I think it’s going to be challenging at this point unless there is a big change. I mean we have done very little and then there was one day where they ran a lot.

-Do you think that besides a running goal, there should be like a self-esteem goal of some sort?

Kim: It would be kind of cool because there is a 5k and that recognizes the physical development so yeah.

-What activities do you like least about this program and why?

Katie: I can’t really think of anything off hand.

Kim: It doesn’t really have anything to do with the program but more so our location isn’t very safe. We don’t have a great place for when the weather is bad; the field isn’t really that safe. It would be nice to have a track and have a better area. I think it would be nice to have a gym or something arranged if the weather is not nice.

-What is one thing you’ve learned about yourself from this program?

Katie: I can learn from what their responses to the questions are. I think we have to look at ourselves daily and recognize the choices that we make and the attitudes that we take on.

-So do you think it’s something you’ve been taught when you were younger and it’s a reminder or is this all new information for you?

Katie: Yeah, it’s a reminder but it reinforces in my head that we constantly have to remind ourselves.

Kim: I think it helps me since I’m a mom and have daughters, it give me more of a non-mother perspective of what’s going on with kids and what they are talking about.
-Okay, um what is one thing you’ve learned from the participants in this program?

Kim: I’m impressed by their maturity. I mean I think that their answers are so thoughtful and I also feel that they have a lot more awareness of being kind to each other.

-So you think there is more awareness now as opposed to the beginning of the program?

Kim: That I’m not sure about because they seem like they came in with pretty good awareness.

-Okay, any suggestions for what should or should not happen the next time this program is offered?

Katie: I think like having an area that doesn’t have so much distraction with like other kids on the play ground. And just finding an area with a track.

Kim: Yeah, and I think just a better facility. And also, I guess I won’t know this until we actually do the Daisy Dash but again I am kind of concerned about their health and maybe just sit down and pull out from each lesson plan and see how much running they are actually doing and distribute it at an appropriate pace.

Katie: But then you have to look at how the strongest and fastest kids are doing versus the slowest one because you don’t want to push them differently.

Kim: I’m not saying there needs to be more running, I’m just saying that it needs to be distributed differently. It just had concerned me that we had done very little and then one day we had just jumped up and ran what I thought was too much for what they had been doing. I think we just need to be a little bit more careful.

Katie: I think having the goals is great but we didn’t start that up from the beginning so I think we should set goals from the beginning and let them know the goals each time.

-Do you think they accommodate well to people are running at different levels?

Katie: Yes, because there is more than enough time to run and it seems like walking is completely supported.

Kim: Yeah, it seems like everyone is developing their own strategy of how to complete the goals.

-Do you think that the program is effective at enhancing the self-esteem of the participants?

Katie: I think so. I think part of it has to do with just being comfortable with each other and I think that they are much more comfortable with each other now. Some of the ones that were really quiet, you can see them forming bonds with some of the other kids now
and I’m sure that’s due to them having more confidence.

-What other outcomes do you think can result from the program?

Katie: I guess they would carry over and want to be more active.

Kim: Teamwork and making good choices. You know it’s hard to say because I’ve been impressed by their answers but that doesn’t mean that the girls who aren’t saying anything aren’t learning a lot. So I’m guessing at least some of them every time are picking up something that’s going to be useful and enhance their lives more effectively like treating others better.

-Do you have anything else you want to mention?

-Okay thank you for your time.

Coaches in Group Two:

-This is Hoda Eslamizar it is May 14th, 2008. We have Betty and Jessica here.

-Um the first question is what activities do you like best about this program and why?

Betty: I really enjoy when we are all in the circle and everyone has something to say and you can see that everyone is really thinking about what is going on because everyone has something to say.

-Okay, do you feel like everyone in the group is participating or do you feel like there are some people who you never really hear from?

Betty: There are some people who you don’t hear from too much. I would say there are about two but I think it varies from practice to practice.

Jessica: I think there are a few people who we hear less from but if you talk to them while their running, they still want to share but maybe just don’t want to talk to the whole group. But that shows you that they were still listening. But I think that my favorite part is that we have a different lesson every day and that we aren’t just running and that they all have something to share about the topic. Also, that they feel comfortable enough to share and that they remember everything we’ve discussed even if it was a month ago. They actually retain the information and want to share things that have happened to them at school.

-What activities do you like least about this program and why?

Jessica: Sometimes the warm ups are a little hard to decipher and just the way that they are written, they could be done a lot easier. Like there shouldn’t be so many ways or stops. They make is way more complicated than it needs to be. Like the idea is there it’s
just that there is too much material.

-So is it complicated for you to explain or is it complicated for the girls to do?

Jessica: Kind of both. Like I can figure it out in my head but when I try to explain it to
the girls you have to do it step by step but then they get confused so then we sometimes
have to change it to make it less confusing and have to skip some steps.

Betty: Yeah, some of the things in the curriculum are directed to get girls to think in a
certain way and I think it would be really cool to have different options. And I’m kind of
worried like today we were talking about healthy options and one of the girls said we
should never eat ice cream but like it’s okay to have ice cream sometimes as long as it’s
in moderation. I just hope that the lessons aren’t too extreme for them.

-So do you think that the child thought that because of how the program presented it or
how the girls are interpreting it?

Betty: Kind of both.

-What is one thing you’ve learned about yourself from this program?

Jessica: I’ve learned a lot about how I teach and how to be more patient with girls and to
not take over the lessons and to share.

Betty: Yeah just dealing with difficult situations that require a lot of patience and
understanding from where another person is coming from which can be difficult when
you see a behavior and you would want to just assume things in your head. I’m trying to
work on positive intent.

-Well, as far as the curriculum have you learned anything from that or has it reminded
you of how you should act?

Jessica: I think it’s always a good reminder. And all the girls have a lot of questions about
our life and have made me realize things that I’ve never thought about. And a lot of our
activities are fact base so I’ve learned a lot of facts that I didn’t know before.

-What is one thing you’ve learned from the participants in the program?

Betty: There are just so many different personalities within the group and it’s just really
cool to see what I would have been like when I was their age. I’ve learned that it’s not a
bad thing to be quiet or outspoken. I think it’s cool to see the girls open up.

Jessica: I’ve really tried to get to know each person. Like I’m really outgoing and loud so
I connected with the girls who were like me first but I’ve been making the effort to talk to
the quiet girls more because even though they don’t speak as much, they are still
retaining the information and have thoughts and want to share with someone on a
personal level.

-Any suggestions for what should or should not happen the next time the program is offered?

Jessica: I feel like we need more communications between the coaches. I know we all share the lessons but it could be hard to see where you would be beneficial if you are not the head coach. So utilizing the assistant coaches.

Betty: I think it’d be great to have a track.

-Do you think the program is effective at enhancing the self-esteem of the participants?

Betty: Yes, and I think maybe even more for some girls than other. You can just see them grow and try harder.

Jessica: I agree. I think most of these girls have high self-esteem anyways.

-What other outcomes do you think will result from this program?

Jessica: I think that they have all been extremely outgoing and welcoming to other girls from other schools. One we don’t even allow cliques but two they haven’t even tried to do that really so I think that’s a great skill to just be open to meet new people and new ideas.

-So you don’t think cliques have formed at all in this group?

Jessica: I think that they have all made friends and it’s easy to pick partners who they are friends with but when we put them with someone they don’t know as well, they are willing to talk with them and get to know them.

-Anything else anyone wants to share? Okay cool, thank you for your time.
APPENDIX C
Transcription of Interview at Time Two

Participants in Group One:

- This is Hoda Eslamizar it is June 2nd 2008 and I am doing a second round of interviews with the participants and today we have Dude, Sulky, Spunky and CooCoo. Okay, so the first question I am going to be asking you guys is, what activities do you like most about this program and why?

Dude: I like the, um working together because I know that these people can help you later in your life. Like um like trying to move together in the centipede game like we all have to work to move together from one square to another. And like soccer, we all have to work together there too so it helps outside of Girls on the Run too.

Sulky: I like it how um we play the games but it still includes what we’ve been talking about for the day so that we can learn the lessons but still have fun.

Spunky: Pass

CooCoo: Pass

Okay, what activities do you like least about this program and why? So you can be totally honest, nobody is going to get in trouble. If there is something you don’t like about this program then just tell me.

Dude: Um, honestly, I don’t think we do enough running. Some days we like barely run.

Sulky: Honestly, sometimes we need to stretch more because sometimes when we’re running it starts to hurt.

CooCoo: Same thing as Sulky.

-Okay so you guys think we need to stretch more and do you guys want to run more?

All: Yes

Spunky: Cuzz sometimes when we do activities where we don’t run, I think we should run more because the program is called Girls on the Run so I think we should run more than just sitting around.

-What is one thing that you learned about yourself from this program?

Sulky: I learned that if I push myself I can go farther than I usually can.

Spunky: Um kind of like what Sulky said but um if you try hard sometimes, the next time I can go faster and push myself harder than last time.
-What is one thing you learned from each other?

Dude: I learned that my friends help push me. Like say if you are tired, my friends are there saying, “Come on, you can do one more lap!”

CooCoo: It’s not like anyone is pushing you but like when someone says they are tired, others say, “I’ll run with you.”

Spunky: And also, if you work together, you can probably accomplish more stuff and quickly than you can by yourself.

Sulky: You sometimes can run with someone but you don’t have to talk and you just feel better by running with someone.

-What is the most memorable moment during this program and why?

Dude: Um the first day that I came here um I never knew how much I could run and the first day I ran like ten laps so it made me think, “Ok, let’s see if I can do that again.”

Sulky: When we had our practice 5k I felt really, really good during my 5k like I knew I could do this.

-Did the program change how you feel about yourself in sport and physical activity and if so how?

Dude: Um it made me feel better because now in soccer, I can run really fast to get the ball and before I was really slow and really tired so like my coach said that Girls on the Run has been really good for our soccer team.

Sulky: Um when I’m at school, our gym teacher tells us to run a few laps and I used to not be able to pace myself and would start walking but now I know how to pace myself and keep running.

CooCoo: I didn’t know how to pace myself and now Girls on the Run taught me how to pace myself.

Spunky: At first I didn’t really like running or walking but now that I do Girls on the Run, it’s getting me more pumped to walk and run around.

-Did the program help change how you feel about yourself outside of sport and physical activity and if so how? So did it change how you feel about yourself at home, at school, or with your friends?

Dude: My confidence has grown a lot because of the program because they’ve taught me not to be afraid of who I am and that nobody can pull me down.
-Okay, anyone else?

All: No

-Okay, are there any other suggestions for what should or should not happen the next time this program is offered?

Sulky: I think it should start a little bit later because people who don’t go to Lincoln Elementary School have a hard time getting to practice on time.

Dude: I agree with Sulky.

-Okay, anything else? This is your last time to say anything.

Spunky: I would like it if the coaches ran with us a little bit more because sometimes its just like kids running with each other and sometimes we want the adults.

Dude: I think we should have more practice 5ks because some people are not there all the time and we want to make sure they can do it.

-So you and Spunky weren’t there for the practice 5k with a lot of other girls, so were you a little bit disappointed that they didn’t try to do anything about that and try to change it or add another practice?

Dude: Yeah, I was kind of disappointed because I really wanted to meet my running buddy before the race.

Spunky: Also, I like don’t know who I am going to be with so that makes me kind of nervous so they should let us meet with our running buddies more than just once so we can actually get to know them and feel comfortable around them.

-Okay, anything else?

All: Nope

-Okay then that is the end of this interview. Thank you!

Participants in Group Two:

-This is Hoda Eslamizar on June 4th 2008 and I am doing a second round of interviews with the participants. Today we have Booey, RooRoo, Froggy, Snowmizer, Mimmi, Blueberry, Eva Bell, and Toesy. Okay, and the first question is, what activities do you like best about this program and why?

Snowmizer: What I really like about Girls on the Run is when we play the fun games.
Blueberry: Um, I like the free time and when we get to play on the play structure.

Eva Bell: I like Girls on the Run because we don’t gossip about each other, hopefully we don’t. And it’s sort of a safe environment you could say.

Toesy: I like how we um all work well as a group and we all made friends really quickly. I mean, of course there are some people who don’t exactly get along but usually they, we’re all mostly a group.

Mimmi: Um, I like the warm up games because they are just little fun things. And um, it helps you get ready to do the harder stuff later.

Froggy: I like the warm up games but I like how we run every time because I can defiantly see a difference in how I run and how all the other girls run. I like how the games are fun but we also run a lot during it.

-Um, what do you like least about this program and why? What is something you don’t like about the program?

Blueberry: I don’t like having the snacks in the end because I get really hungry after school.

Froggy: I don’t like how it’s so close to school because it’s hard to get to practice if you don’t go to school right by practice.

-Okay, but these are things that we talked about last time in the interviews. Is there anything new you want to share?

Toesy: I don’t like how there are so many kids in the field because there are so many other after school programs where we practice. They are just all over the place and they all look at us and some of them even laugh and it’s just kind of embarrassing, not embarrassing because it’s really fun to run but just difficult to have everyone watch.

-What is one thing you’ve learned about from yourself in this program?

Snowmizer: I learned that I don’t always have to be afraid of who I am and that I should just express my feelings.

Booey: Um, I learned that I can talk to people better than I usually do.

RooRoo: Um, I learned that I can run a lot better than I did before.

Froggy: I also learned that I run a lot better with a constant, well a scheduled practice so that I don’t run pretty well for a week and then not run too well the next week.

Eva Bell: Um, I learned that I can make friends really quickly.
Toesy: I learned that by like by pushing yourself just a little you know you can make it. I was sure on my first day that I could only run two laps but I ended up running six laps which was big for me. But it’s just that if you push yourself while having friends there for you and you’re all helping each other then you go farther.

Mimmi: I learned that um sometimes um when you’re just making a joke, it can actually hurt someone’s feelings.

-What is one thing you learned about from your peers in this program? So, what is one thing you learned about from each other?

Blueberry: I learned that everyone is really nice and that they were there for you kind of. If you hurt yourself, everyone is around you asking you if you are okay.

RooRoo: Well it’s kind of different but I like to run with people than by myself.

Mimmi: I like hearing stories about other people’s lives when we sit in a circle.

Froggy: I like running with other people especially when we push each other, otherwise you’re running alone and it’s kind of boring.

-Okay, um what is your most memorable moment during this program and why? So what is something that you remember the most?

Snowmizer: I remember when we did the practice 5k and how good it felt to complete.

-Was it hard?

Snowmizer: Yeah, it was pretty hard but I got used to it and felt good for finishing.

Eva Bell: There is a girl at practice who I used to play basketball with and I used to make fun of her and I started to regret it really badly so I went up to her and apologized and now we are good friends.

Blueberry: I remember the first day and I was like really scared and I didn’t know anybody but now I am really happy.

Toesy: I remember today which is fun because we sent packages to the Army to help them keep going bravely and so they could return home at some point. And then I also remember the 5k practice. I thought I was never going to be able to run without stopping but it actually, having a team mate there with you who you never knew but is really nice and is pushing you helps you think you can run for ages.

Mimmi: I remember at the practice 5k where I was about to finish but everyone was like faster, faster, run, run, run and I remember that.
Snowmizer: I like meeting my buddy at the practice 5k.

Froggy: I don’t have just one memorable moment at Girls on the Run but I just remember always having a lot of fun.

-Did the program change how you feel about yourself in sport and physical activity and if so how?

Froggy: I feel more confident when I play soccer because I know I can run a lot further.

Blueberry: I feel like I’m more motivated to do more physical activity.

Toesy: Um, kind of like Froggy said, I’m more motivated at soccer. I know that I can run after the ball now whereas before I was too embarrassed because I didn’t think I was a good runner. I kept thinking, “What if I trip or fall?” but now I am much more confident at going after the ball.

Eva Bell: I feel a lot better about running because I wasn’t very good before and I didn’t like running before but now during PE at school I can actually run and I don’t feel embarrassed around my friends.

RooRoo: I feel like I can talk to people better and I feel more active.

Snowmizer: I feel that whenever I’m doing any physical action that if I just keep progressing in sports I will never give it up.

Mimmi: Um, I used to not be really fit or active but now my family and I are, we got a volley ball court set up in our backyard.

-Did the program change how you feel about yourself outside of physical activity and how? So does it change how you feel at school, at home, or with your friends?

Toesy: I feel more confident around my friends who aren’t really my friends, just people who hang around me part of the time.

Eva Bell: I feel more confident to actually just listen to my head and not do what everyone else is doing.

RooRoo: I feel more confident to be able to help people with physical activity.

Blueberry: I feel more confident at home when I am talking on the phone or something like that and I tell a secret that nobody will tell my secret.

Snowmizer: I feel more aware of what is going on around me.
Mimmi: Now I know when people aren’t being nice and I try not to be around people when they aren’t being nice.

Booey: I feel safer and more confident.

- Are there any suggestions for what should or should not happen the next time this program is offered? So, the program is going to happen again over the summer, is there something that needs to stay the same or something that needs to be changed because it doesn’t work very well for the program?

Booey: I think that we should um play more games.

RooRoo: I think that I was kind of disappointed when my picture wasn’t in the magazine for Girls on the Run so maybe just having one group shot in there would be cool.

Froggy: I really like how we do a game as a warm up and stretch and then do our run.

Mimmi: Stretching is good, I don’t think you should take away the games because then you’d be running all the time and you won’t get a break.

Blueberry: I think there should be a free choice day more often.

Eva Bell: Um, I didn’t really like it and my mom was disappointed that we talked about doing drugs because it was good but a little stretched because I don’t think we are at the age where drugs is an issue and I don’t think we needed to talk about it.

Toesy: Just like Eva Bell said, I don’t think the drugs thing was necessary because there are a lot of younger kids who didn’t even know the subject and bringing it up was just a little bit out there. And then also, I think we should be able to take our water bottles home every day after practice.

Mimmi: I don’t think drugs should be talked about yet because it might be a little too early. Maybe we should talk about it when we are older.

- So, is that the only topic you think we shouldn’t have talked about or were there other ones?

Blueberry: Well, I actually disagree; I think it’s important to learn about drugs so that we avoid them later on in life.

RooRoo: I agree with Blueberry. I know that for the younger kids and maybe me too that it was kind of hard to understand everything but it was worth it because we will all end up knowing about it in the end anyways.

Froggy: I agree with RooRoo and Blueberry because I think it’s a good idea to talk about these topics because even if you don’t really know about them they are going to come up
eventually and it’s good to have a heads up and be told about this because it’s good to know in case you have an encounter with them.

-So, besides the topic of drugs, do you think that there is anything else that we shouldn’t have talked about?

Everyone: No

-Okay, does anyone else have anything else they want to say?

Eva Bell: I didn’t like how some of the snacks we had like some people could be allergic to them so it would be nice to know a practice ahead of time what snack we will have next.

-Do you think maybe they should have a few different kinds for you to pick from?

Everyone: Yeah

Froggy: What I think would be really cool is showing your improvement by testing how fast you run a lap in the beginning of the program and at the end or some kind of test like that. For me, that would be really cool and I would like that.

RooRoo: Because running is kind of hot work, it would be cool to go swimming one day or something like that.

Mimmi: I think that after we meet our buddies we could meet them a little more often until the day of the race than just once.

-Okay does anyone else have anything to share?

-Okay, then that is the end of our interview. Thank you!

Coaches in Group One:

-This is Hoda Eslamizar on June 9th 2008 doing the first set of interviews with coach Cindy. The first question is what activities do you like best about this program and why?

Cindy: Um, my preferred activities are the ones that get the girls involved on different issues that we discuss that day.

-What activities do you like least about this program and why?

Cindy: Some of the exercise activities don’t work quite well. They are a little bit awkward and to achieve the purpose.

-What is one thing you’ve learned about yourself from this program?
Cindy: Um, that um I can let go of things needing to be organized and still have a good time.

-So do you think that the program isn’t organized?

Cindy: I think it is a little bit disorganized but it makes sense for it being the first time offered.

-Okay, um, what is one thing you’ve learned about from the participants in this program?

Cindy: I’ve been impressed by how thoughtful they are and how deep their thoughts are about things and how well informed they are about health and esteem issues.

-So do you think that the participants have surprised you by how intelligent they are?

Cindy: Yeah, by how intelligent and thought they are and how knowledgeable they are on things that I don’t think my generation ever discussed or was exposed to. I mean this program is great but the sense I have is that they already know a lot about the topics we discuss at the Girls on the Run.

-Any suggestions for what should or should not happen the next time the program is offered?

Cindy: Um, maybe having all the coaches sit down and look through the lessons to see what did or did not work. I mean some of it is just logistics. We could talk about how things could be refined.

-Okay, do you think the program is effective at enhancing the self-esteem of the participants?

Cindy: I think so, that’s a pretty hard thing to measure but it seems that the program is deep enough that it covers a lot of topics that could enhance their self-esteem. I have an impression they are but you don’t really know until they are challenged.

-Okay, unless you have anything else you want to add, that will be the end of the interview. Thanks!

**Coaches in Group Two:**

-This is Hoda Eslamizar on June 9th 2008 and I am interviews the coaches for the second time. Today, we have Mindy, Rachel, and Sarah here today. Okay, the first question is, what activities do you like best about this program and why?

Mindy: I really like the running. At first I liked the games more because they didn’t realize how much they were running but now that they enjoy running and are making
goals, I like that we are running more whereas before, we were trying to trick them into thinking they weren’t running as much as they really were. Um, I like that we play less now but we run more yet they still enjoy it.

Rachel: I like how we sit in groups and go around saying something positive about ourselves or others. I think it helps the girls’ confidence and builds their self-esteem.

Sarah: I really enjoyed the practice 5k. It was really cool to see the girls really push themselves because you could see that they were tired but wanted to complete it. And I think that after the practice 5k it was kind of a midpoint and you could see that they actually enjoyed running more than the games. And I think that was a good turning point because they realized that they can run a 5k and they can finish and they will do it again at the race.

Mindy: And I like how we do the pop up girl at the end of practice every day and at first the coaches picked the pop up girl but now the girls pick each other and say positive things about each other when picking the girl. And they don’t say their best friends, they pick girls who really deserve it that day and I just think that’s awesome.

-What activities do you like least about this program and why?

Mindy: I think some of the warm up aren’t very useful. Like today’s was kind of weird and it had no purpose. We weren’t active anyways and the warm up was about giving but we never really talked about giving before. I mean we did the community service project but we never talked about what is giving and why do we give. It didn’t tie in well. And like last time we talked about it, some of the games are just too confusing. A lot of the games could have been just as meaningful by playing a tag game.

Rachel: Some of the games are too complicated and intricate and we don’t need to know every detail. I know they are trying to get their message across but there is a different way you could do that.

Mindy: And there is too much prep work for the intricate game like you need to write this out then count how many words there are and how many letter you can cross off for each lap but who knows how many girls are going to show up and then you’ll have too many letters.

Sarah: Sometimes I think it would be just more fun for the girls to play a game that they know instead of doing a complicated game that involves intricate work.

Mindy: Yeah, it takes a lot of time for the coaches to sit and figure out how to play the game and it takes up a lot of practice time to try and have the girls understand the game where we could have been done if we had played an easier game.

-What is one thing you’ve learned about yourself from this program?
Mindy: I’ve just become so connected to all the girls in a different way but like I don’t want it to be over. I just want to keep doing this program.

Rachel: I feel really good about myself knowing that I may have helped somebody.

Mindy: And they help back. I love it when the girls compliment us. It makes me whole week.

Sarah: Just learning about myself and who I connected more with because there are certain girls who I see myself in like how I was when I was younger. I feel like I can connect more with the quiet girls.

-What is one thing you’ve learned from the participants in this program?

Mindy: Lots of random facts. And they want you to come to everything and they invite you the day of. I like how they share what is going on at school and in their lives whether it’s related to the topic or not. Like they share all these random facts from school that we forgot we learned when we were their age. But then they also talk about things that are being discussed as well. They have a lot of ideas that fit in well with our curriculum because they discuss a lot of these things in school already like team work and trust.

Rachel: I didn’t expect them to know as much as they know. They are pretty knowledgeable about health, drugs, and eating disorders. More so than I ever was so I’m just surprised at how much they know.

-Any suggestions for what should or should not happen the next time the program is offered?

Rachel: I think maybe we need more of a focus on stretching. I don’t know a lot of stretches but I think we need to be teaching them more than what they know so that they don’t get injured. We need to make that more of a structured thing.

-Do you know of any of the girls getting injured because of Girls on the Run? Even anything minor?

Rachel: There are problems; it’s hard to say if they are related to Girls on the Run. There are shin splints and that sort of thing.

Mindy: But it could also be other things too like playing at school. They have terrible shoes or something.

Sarah: I think it’s also a skill too. I mean if you are teaching them to be active, that is something they are going to have to deal with and learn to overcome or prevent.

Mindy: Yeah, they are learning how to take care of their bodies.
-Do you think the program is effective at enhancing the self-esteem of the participants?

Rachel: This kind of goes back to what I first said, like giving each other compliments shows that they have more self-esteem and in return gives others more self-esteem.

Mindy: It’s like you’re coaches have to say, “Good job” but when it comes from your peers it means so much more. I think that a lot of the girls in our group have high self-esteem anyways, the program just helps anyone, even me. I don’t know if we’ve necessarily raised any of their confidence levels because it’s hard to say.

Sarah: I can see one person.

Mindy: Yeah, one person.

Sarah: Who I have seen a significant increase.

- Like, what have you noticed that is different?

Rachel: Like the way she walks. Before she looked down at the ground a lot but now she always looks up.

Mindy: Yeah, she shares more with the group and isn’t afraid to ask someone to be her partner whereas before she was. She’s much more able to joke around.

- Have you guys noticed that the group is a lot more rowdy than usual?

Mindy: Much more rowdy! They are getting a little bit too comfortable with us.

Sarah: I think too that it’s spring and school is out, they are excited and there is stuff going on.

Mindy: And they feel comfortable with us. In the beginning they weren’t too sure about the program but now they feel like they can open up more. If it gets out of control we blow a whistle and they stop and regroup.

- Does anyone have anything else they want to add? No? Okay, thanks!
APPENDIX D
Enriching Experiences and Strengths Data Coding


[PA] Um I like um I like some of the activities because they are really fun and they involve running

[S] We got to run around in partners.

[S] Um well my favorite activity is Hatcha Mamma and the gossip game. My favorite thing about girls on the run is that you get to meet people and well um learn that most first impressions aren’t true. You also get to meet a lot of girls and that’s fun.

[PA & S] Umm well I’ve learned that if I push myself a tiny bit then I can go farther without actually pushing myself too hard. And if I think about my day and what I want to do then I usually end up running more laps than I wanted to. Like if I want to run 6 laps I usually run 10 and it just fly’s by. And also I’ve realized that I have the ability of doing stuff that I didn’t know I could like I used to only be able to run two laps and then I realized with a friend influence there, I could run more than that. And yeah that was cool.

[PA] I’ve realized that I have a lot of endurance. I’ve realized that I like to run because running with friends is a lot easier. You don’t have to talk but it’s just like having that support right next to you helps a lot.

[PA] Well I do soccer. I would like barely run during it, I would just walk. But since I’ve started Girls on the Run, I’ve figured out that I can run more faster and get the ball. So like um one time this girl kicked a soccer ball really far and I ran really fast to get it and beat everyone there. It was really fun.

[S] I learned that like sometimes I don’t really mean to gossip but sometimes I do without realizing it. I’ve made my friends know that I’m capable of being there for them. Um I want them to know that it’s okay to tell me stuff.

[S] I’ve learned that I’m much more courageous and stuff. Like at school everyone gets teased and kids in my class have teased me a couple times and I have the ability of just blocking it off and Girls on the Run helped me with that.

[S] Well, sometimes, if you don’t really know a person you can think that they’re like not good or something but if you really get to know them and talk to them a lot, you learn that they are really sweet inside and that they are a good person so you make new friends and you’ll be happier.

[S] I really learned that people like everyone is different and it’s fun to talk to people. And that you’re not really set on running here. It’s nice to learn that I can be friends with everybody and that it doesn’t matter that we have similarities or differences.
[S] Kind of like what Sunflower said, um like being on sports like Girls on the Run and Soccer, if you go an hang out with someone whom you’ve never met you get a different perspective on things like from afar and near and um it’s kind of fun to hang out with people who have totally different personalities.

[S] So I know a lot of people have seen me but I haven’t really opened up to that many people and I’ve kind of noticed that about myself.

[S] I feel like everyone hangs out together.

[E] Um well one time the coach said something really funny and we all as a group just started cracking up laughing.

[E] And then there was this other time where there were moments where I’ve been running and I’ve realized like wow, I’ve never realized that I can run this much.

[PA] Um it kind of makes me work a little bit harder than I was.

[PA] I know that when I go babysitting, I normally ride my bike. And like that’s good exercise but probably jogging is a little more exercise and now I do that and I feel a lot better about myself knowing that I am capable of doing that.

[H] Yeah, it helped me get more sleep and bush my teeth more often.

[S] I’m more open to making new friends. Like, young and older.

[S] Like some of my friends, who aren’t really my friends and question what I do say like “oh my gosh, why do you do that?” I just respond and say because that’s me instead of saying well I don’t know and being kind of timid. I’ve learned to be a lot more courageous and just say what you feel.

[E & S] I think it’s interesting because I like to see everyone’s points of views and interests.

[E & S] I think that it’s kind of um fun to sit down because you get to learn more stuff. Like I learned something new form Girls on the Run and also I learned what’s really bad to do and I learned a new word because I didn’t really know what it was. And when you sit around a circle you learn about what other people know and how they think of different things so it teaches you more about them.

[E & S] I like the warming up games right before we do the running because they are really fun and you learn a lot from them too like about how gossiping spreads and stuff.

[E & S] I like it how we run together while we are running. We try to do as many laps as we can and we try to improve.
[E & S] I like the part where we are exercising and we’re also having fun at the same time.

[PA & SE] I’ve learned that when I push myself, I can go much farther than I usually can.

[S & K] I learned that um that name calling can actually be a form of bullying because I call people names just as a joke and I didn’t know that could be a form of bullying.

[SE] I learned a lot of stuff about how I should treat myself.

[S] Um I um thought when we were learning about gossiping, I learned that people were gossiping about me but I didn’t know because I didn’t really know what gossiping was. So I thought, oh they are just making up a joke or something.

[SE] I learned about different ways to calm myself down when I get mad or angry and I’ve kind of realized that running really helps me.

[E & S] We were doing a scavenger hunt and we had to work with someone who we’ve never really worked with at all and then I learned a lot about this new girl. I thought she didn’t like Girls on the Run but then I got to know her and learned that she likes Girls on the Run and other people.

[E] I’ve learned that people run at different levels and that there are some people who don’t like running and I never knew there were people who didn’t like running because I’ve always liked it.

[S] I just learned about different people that I didn’t know before which was kind of cool because I didn’t know everyone in this program and I really like meeting new people.

[SE] Well, in the beginning I was really scared to come and I was scared that I wouldn’t like it and that I wouldn’t know anybody. But now I really like it.

[K] I think that it helps you understand concepts better and what’s going on so it helps me in school.

[S] I learned about bullying. Well sometimes other people call me names at school but now I just ignore them and I’ve learned who my friends are and who aren’t.

[SE] It makes me feel like I can do more things and makes me feel more confident. I’m a lot more careful about things that I say to my friends.

[K] A lot of the examples we get at Girls on the Run help me understand concepts better.

[S] It made me feel more confident and careful of what I say to others.
[E] I like the awards because I think it’s cool to be recognized and I like that part.

[E & PA] I also think we run a lot and I like it. I like how we set goals and try to reach them because it makes people want to run more if we have a goal.

[E & SU] I really like how the coaches run with people but they don’t do it that often anymore but I think they should because it helps people to keep running.

[E] I like how the games have to do with things we are learning about because it helps you remember the concepts more.

[SU] I actually there should be more instructors running and um I like in the beginning

[E] I like hearing the topics so we know what we are working on for the day.

[E] I like how the instructors are trusting in a way so you can really tell them whatever you want and trust them.

[E] I like how some girls cling on the instructors but the instructors don’t really let them do that and tell them to not cling on in a nice way.

[E] I think the coaches do a good job at mixing us up so we can meet other people.

[S & E] We have games where you can be with people you’ve never been with before so that makes it easier to get to know other people and not be in cliques.

[E] Um I like the discussions best because it engages the girls and gets them to think in positive ways and not just how others are thinking.

[E] I like the discussion part the best because I think it’s a resource that isn’t really available to kids. I think there is a lot of physical activity groups out there but nothing that has to do with self-esteem. And I’m also really surprised with how much the kids share.

[S & E] I think that their answers are so thoughtful and I also feel that they have a lot more awareness of being kind to each other.

[S] I think that they are much more comfortable with each other now. Some of the ones that were really quiet, you can see them forming bonds with some of the other kids now and I’m sure that’s due to them having more confidence.

[PA] I guess they would carry over and want to be more active.

[E] Teamwork and making good choices. You know it’s hard to say because I’ve been impressed by their answers but that doesn’t mean that the girls who aren’t saying
anything aren’t learning a lot. So I’m guessing at least some of them every time are picking up something that’s going to be useful and enhance their lives more effectively like treating others better.

[E & S] I really enjoy when we are all in the circle and everyone has something to say and you can see that everyone is really thinking about what is going on because everyone has something to say.

[E] I think there are a few people who we hear less from but if you talk to them while their running, they still want to share but maybe just don’t want to talk to the whole group. But that shows you that they were still listening. But I think that my favorite part is that we have a different lesson every day and that we aren’t just running and that they all have something to share about the topic. Also, that they feel comfortable enough to share and that they remember everything we’ve discussed even if it was a month ago. They actually retain the information and want to share things that have happened to them at school.

[SE] Yes, and I think maybe even more for some girls than other. You can just see them grow and try harder.

[E] I think that they have all been extremely outgoing and welcoming to other girls from other schools. One we don’t even allow cliques but two they haven’t even tried to do that really so I think that’s a great skill to just be open to meet new people and new ideas.

[S] I think that they have all made friends and it’s easy to pick partners who they are friends with but when we put them with someone they don’t know as well, they are willing to talk with them and get to know them.

[E] I like it how um we play the games but it still includes what we’ve been talking about for the day so that we can learn the lessons but still have fun.

[SE] I learned that if I push myself I can go farther than I usually can.

[PA] Um kind of like what Sulky said but um if you try hard sometimes, the next time I can go faster and push myself harder than last time.

[S] I learned that my friends help push me. Like say if you are tired, my friends are there saying, “Come on, you can do one more lap!”

[E] It’s not like anyone is pushing you but like when someone says they are tired, others say, “I’ll run with you.”

[E] And also, if you work together, you can probably accomplish more stuff and quickly than you can by yourself.

[E] You sometimes can run with someone but you don’t have to talk and you just feel
better by running with someone.

[S] My confidence has grown a lot because of the program because they’ve taught me not to be afraid of who I am and that nobody can pull me down.

[E] What I really like about Girls on the Run is when we play the fun games.

[E] Um, I like the free time and when we get to play on the play structure.

[E] I like Girls on the Run because we don’t gossip about each other, hopefully we don’t. And it’s sort of a safe environment you could say.

[E] I like how we um all work well as a group and we all made friends really quickly. I mean, of course there are some people who don’t exactly get along but usually they, we’re all mostly a group.

[E] Um, I like the warm up games because they are just little fun things. And um, it helps you get ready to do the harder stuff later.

[E] I like the warm up games but I like how we run every time because I can defiantly see a difference in how I run and how all the other girls run. I like how the games are fun but we also run a lot during it.

[S] I learned that I don’t always have to be afraid of who I am and that I should just express my feelings.

[S] Um, I learned that I can talk to people better than I usually do.

[PA] Um, I learned that I can run a lot better than I did before.

[PA] I also learned that I run a lot better with a constant, well a scheduled practice so that I don’t run pretty well for a week and then not run too well the next week.

[S] Um, I learned that I can make friends really quickly.

[PA] I learned that by like by pushing yourself just a little you know you can make it. I was sure on my first day that I could only run two laps but I ended up running six laps which was big for me. But it’s just that if you push yourself while having friends there for you and you’re all helping each other then you go farther.

[S] I learned that um sometimes um when you’re just making a joke, it can actually hurt someone’s feelings.

[E] I learned that everyone is really nice and that they were there for you kind of. If you hurt yourself, everyone is around you asking you if you are okay.
Well it’s kind of different but I like to run with people than by myself.

I like hearing stories about other peoples lives when we sit in a circle.

I like running with other people especially when we push each other, otherwise you’re running alone and it's kind of boring.

I remember when we did the practice 5k and how good it felt to complete.

Yeah, it was pretty hard but I got used to it and felt good for finishing.

There is a girl at practice who I used to play basketball with and I used to make fun of her and I started to regret it really badly so I went up to her and apologized and now we are good friends.

I remember the first day and I was like really scared and I didn’t know anybody but now I am really happy.

I thought I was never going to be able to run without stopping but it actually, having a team mate there with you who you never knew but is really nice and is pushing you helps you think you can run for ages.

I remember at the practice 5k where I was about to finish but everyone was like faster, faster, run, run and I remember that.

I like meeting my buddy at the practice 5k.

I don’t have just one memorable moment at Girls on the Run but I just remember always having a lot of fun.

I feel like I’m more motivated to do more physical activity.

I feel like I can talk to people better and I feel more active.

I feel that whenever I’m doing any physical action that if I just keep progressing in sports I will never give it up.

Um, I used to not be really fit or active but now my family and I are, we got a volleyball court set up in our backyard.

I feel more confident around my friends who aren’t really my friends, just people who hang around me part of the time.

I feel more confident to actually just listen to my head and not do what everyone else is doing.
I feel more confident to be able to help people with physical activity.

I feel more confident at home when I am talking on the phone or something like that and I tell a secret that nobody will tell my secret.

I feel more aware of what is going on around me.

Now I know when people aren’t being nice and I try not to be around people when they aren’t being nice.

I feel safer and more confident.

I really like how we do a game as a warm up and stretch and then do our run.

Stretching is good, I don’t think you should take away the games because then you’d be running all the time and you won’t get a break.

Well, I actually disagree, I think it’s important to learn about drugs so that we avoid them later on in life.

I agree with Blueberry. I know that for the younger kids and maybe me too that it was kind of hard to understand everything but it was worth it because we will all end up knowing about it in the end anyways.

I agree with RooRoo and Blueberry because I think it’s a good idea to talk about these topics because even if you don’t really know about them they are going to come up eventually and it’s good to have a heads up and be told about this because it’s good to know incase you have an encounter with them.

I’ve been impressed by how thoughtful they are and how deep there thoughts are about things and how well informed they are about health and esteem issues.

I think so, that’s a pretty hard thing to measure but it seems that the program is deep enough that it covers a lot of topics that could enhance their self-esteem. I have an impression they are but you don’t really know until they are challenged.

I really like the running. At first I liked the games more because they didn’t realize how much they were running but now that they enjoy running and are making goals, I like that we are running more whereas before, we were trying to trick them into thinking they weren’t running as much as they really were. Um, I like that we play less now but we run more yet they still enjoy it.

I like how we sit in groups and go around saying something positive about ourselves or others. I think it helps the girls confidence and builds their self-esteem.

I really enjoyed the practice 5k. It was really cool to see the girls really push
themselves because you could see that they were tired but wanted to complete it. And I think that after the practice 5k it was kind of a midpoint and you could see that they actually enjoyed running more than the games. And I think that was a good turning point because they realized that they can run a 5k and they can finish and they will do it again at the race.

[E] And I like how we do the pop up girl at the end of practice every day and at first the coaches picked the pop up girl but now the girls pick each other and say positive things about each other when picking the girl. And they don’t say their best friends, they pick girls who really deserve it that day and I just think that’s awesome.

[K] Like they share all these random facts from school that we forgot we learned when we were their age. But then they also talk about things that are being discussed as well. They have a lot of ideas that fit in well with our curriculum because they discuss a lot of these things in school already like team work and trust.

[SE] Mindy: Yeah, they are learning how to take care of their bodies.

[S] This kind of goes back to what I first said, like giving each other compliments shows that they have more self-esteem and in return gives others more self-esteem.

[E] It’s like you’re coaches have to say, “Good job” but when it comes from your peers it means so much more.

[S] Like the way she walks. Before she looked down at the ground a lot but now she always looks up.

[S] Yeah, she shares more with the group and isn’t afraid to ask someone to be her partner whereas before she was. She’s much more able to joke around.
APPENDIX E
Running Aspect of the Program Data Coding

[S] = Social  [PA] = Physical Activity

[S] Running really gets you involved and you can meet more people and like I get to make new friends.

[PA] I probably like the running part best because I like to run

[S] I like to run especially with partners because you get to talk with each other and learn about each other.

[PA] I don’t really like to run too much, like a lot but now that I’ve been doing Girls on the Run, I’ve gotten more enthusiastic with running and I just like to do it a lot because there are a lot of fun things to do while your running like games and stuff.

[PA] It helps me now when my mom says like, run down the street to the neighbors and get something, before I didn’t want to because I’d say I was too tired. But now, I can jog down and back and not be out of breath like I was before.

[PA] I was always tired but now I’ve been running a lot more so I feel like I’ve got more energy and I’m ready for school.

[PA] Well, I don’t know if anyone else agrees with me but I like to run in the rain. Because sometimes when it’s really hot out you just want to drop dead and you get over heated. But when it’s raining, its cold and I get encourage to run because it keeps me warmer.

[S] I like it, because you get to run in the rain with your friends.

[PA] Well, I would rather run in the rain because when you get really warm, the rain will just cool you off.

[PA] I like the running because it incorporates what we were learning about during the day. I just like running.

[S] Well I really like it because the coaches and everyone pushes each other to help me run more. I noticed that when I play soccer, I play a lot better because of Girls on the Run.

[PA] I used to get exercise but not as much as I do now.

[PA] I feel more fit when I do soccer and stuff and I think I run a lot more than I used to. Everyone that is on our soccer team that is also doing Girls on the Run is just doing a lot better at soccer and you notice the different from last year.

[PA] Um, honestly, I don’t think we do enough running. Some days we like barely run.
Um the first day that I came here um I never knew how much I could run and the first day I ran like ten laps so it made me think, “Ok, let’s see if I can do that again.”

When we had our practice 5k I felt really really good during my 5k like I knew I could do this.

Um it made me feel better because now in soccer, I can run really fast to get the ball and before I was really slow and really tired so like my coach said that Girls on the Run has been really good for our soccer team.

Um when I’m at school, our gym teacher tells us to run a few laps and I used to not be able to pace myself and would start walking but now I know how to pace myself and keep running.

I didn’t know how to pace myself and now Girls on the Run taught me how to pace myself.

At first I didn’t really like running or walking but now that I do Girls on the Run, it’s getting me more pumped to walk and run around.

I feel more confident when I play soccer because I know I can run a lot further.

Um, kind of like Froggy said, I’m more motivated at soccer. I know that I can run after the ball now where as before I was too embarrassed because I didn’t think I was a good runner. I kept thinking, “What if I trip or fall?” but now I am much more confident at going after the ball.

I feel a lot better about running because I wasn’t very good before and I didn’t like running before but now during PE at school I can actually run and I don’t feel embarrassed around my friends.
APPENDIX F
Weaknesses and Suggestions for Change Data Coding

[L] = Location

[S] Probably one thing for me is that like the 5k, I think it said on the program that we were going to be running with a mentor from the OSU track team but then we asked someone if we were doing that and she said that actually that person could be like your mom or aunt or somebody. So I’m actually disappointed about that. But everything else I really like.

[S] Well it’s like sometimes I’d hear people gossiping during the runs and I didn’t really like that. It kind of made me feel bad because it made me wonder, what if they are talking about me? Also, our water bottles are a bit late.

[PA] Yeah, well there are good and bad parts because when you talk a lot you run out of breath easier but if you just hang out and just talk a little bit, then you get to more places.

[S] I learned that most of the girls on Girls on the Run are really nice. Um there are some girls that are really nice and funny and there are some who I have never hung out with yet. I’ve actually heard gossip from some girls. And umm I don’t know if I should believe them or not believe them because sometimes it looks like it’s really true and sometimes it doesn’t.

[S] I feel like there are sometimes there are a couple of people but not too much. There is like this one girl who feels like she is really important and she’s like better than everyone else. And she told me once at Girls on the Run that she can only hang out with people that she thought was really cool

[PA] Maybe like every couple of weeks, we should have like a test to make sure that everyone is caught up on Girls on the Run.

[S] Sometimes I feel like some of the things are talked about too much and don’t need to be talked about as much as they are. Sometimes I got really bored and got excited when the running time came. But now I’ve learned that it’s okay to take a break from running.

[A] I would prefer if like the snack time was like before practice

[A] I agree because usually you come right from school to Girls on the Run and usually you want a snack because you just came from school and did all that work.

[A] I think that next time they should think about what they are going to do a little bit more ahead of time because I see that some of our coaches are not prepared like today. So I kind of say that they weren’t prepared and kind of made something up because the head coach was absent. It was great and all but I think that they shouldn’t more often tell us that we are going to do or get something and then we don’t for a long time. Like the water bottles. They told us about those 2nd week and it’s been like 6 weeks maybe?
[PA] Instead of having so many discussions, I feel like we should run more.

[A & L] It’s kind of like a big suggestions, or like different, but like maybe for Girls on the Run, we can maybe like go to the woods sometimes and hike, or maybe go to a different location so we aren’t in the same place all the time.

[A] Yeah, that’s why I bring my own snack. It helps me to have something in my stomach before I run around so much.

[PA] I think we should do more stretches.

[S] I think the coaches should run with us more to keep us company and encourage us.

[A & S] Um, well, in the beginning of the program they gave out quite a few of them and I liked them but now they don’t ever really do them. I think maybe they might have forgot about them or something but I think they should be a little more consistent and give them out more often.

[A & S] I think they should defiantly be more consistent with giving them out because I know of a few people who haven’t gotten them and deserve to get them and it’s really cool to be recognized.

[A & S] I think that there are a few people who don’t get enough of running in because they aren’t encouraged.

[PA & S] I really like how the coaches run with people but they don’t do it that often anymore but I think they should because it helps people to keep running.

[S] Some of them do, but you know with some of them there is nothing you can do because that is just there personality. But for the most part I am really surprised at how well they are engaged and wanting to participate.

[PA] I think it is but one thing I’m a little bit concerned about as having the 5k as a goal, as a runner, I’m not sure that we are working up to it the right way and I’m a little bit worried about injuries. I don’t think they are quite getting conditioned the right way so that when they do the 5k, I’m worried about shin splints.

[L] It doesn’t really have anything to do with the program but more so our location isn’t very safe. We don’t have a great place for when the weather is bad; the field isn’t really that safe. It would be nice to have a track and have a better area. I think it would be nice to have a gym or something arranged if the weather is not nice.

[L & PA] Yeah, and I think just a better facility. And also, I guess I won’t know this until we actually do the Daisy Dash but again I am kind of concerned about their health and
maybe just sit down and pull out from each lesson plan and see how much running they are actually doing and distribute it at an appropriate pace.

[A] I think having the goals is great but we didn’t start that up from the beginning so I think we should set goals from the beginning and let them know the goals each time.

[A] Sometimes the warm ups are a little hard to decipher and just the way that they are written, the could be done a lot easier. Like there shouldn’t be so many ways or stops. They make is way more complicated than it needs to be. Like the idea is there it’s just that there is too much material.

[A] Kind of both. Like I can figure it out in my head but when I try to explain it to the girls you have to do it step by step but then they get confused so then we sometimes have to change it to make it less confusing and have to skip some steps.

[A] Yeah, some of the things in the curriculum are directed to get girls to think in a certain way and I think it would be really cool to have different options. And I’m kind of worried like today we were talking about healthy options and one of the girls said we should never eat ice cream but like it’s okay to have ice cream sometimes as long as it’s in moderation. I just hope that the lessons aren’t too extreme for them.

[S] I feel like we need more communications between the coaches. I know we all share the lessons but it could be hard to see where you would be beneficial if you are not the head coach. So utilizing the assistant coaches.

[L] I think it’d be great to have a track.

[PA] Honestly, sometimes we need to stretch more because sometimes when we’re running it starts to hurt.

[A & L] I think it should start a little bit later because people who don’t go to Lincoln Elementary School have a hard time getting to practice on time.

[S] I would like it if the coaches ran with us a little bit more because sometimes its just like kids running with each other and sometimes we want the adults.

[A & PA] I think we should have more practice 5ks because some people are not there all the time and we want to make sure they can do it.

[S] Also, I like don’t know who I am going to be with so that makes me kind of nervous so they should let us meet with our running buddies more than just once so we can actually get to know them and feel comfortable around them.

[A] I don’t like having the snacks in the end because I get really hungry after school.

[L & A] I don’t like how it’s so close to school because it’s hard to get to practice if you
don’t go to school right by practice.

[L & S] I don’t like how there are so many kids in the field because there are so many other after school programs where we practice. They are just all over the place and they all look at us and some of them even laugh and it’s just kind of embarrassing, not embarrassing because it’s really fun to run but just difficult to have everyone watch.

[A] I think that we should um play more games.

[S] I think that I was kind of disappointed when my picture wasn’t in the magazine for Girls on the Run so maybe just having one group shot in there would be cool.

[A] I think there should be a free choice day more often.

[S & A] Um, I didn’t really like it and my mom was disappointed that we talked about doing drugs because it was good but a little stretched because I don’t think we are at the age where drugs is an issue and I don’t think we needed to talk about it.

[S & A] Just like Eva Bell said, I don’t think the drugs thing was necessary because there are a lot of younger kids who didn’t even know the subject and bringing it up was just a little bit out there. And then also, I think we should be able to take our water bottles home every day after practice.

[S & A] I don’t think drugs should be talked about yet because it might be a little too early. Maybe we should talk about it when we are older.

[A] I didn’t like how some of the snacks we had like some people could be allergic to them so it would be nice to know a practice ahead of time what snack we will have next.

[PA] What I think would be really cool is showing your improvement by testing how fast you run a lap in the beginning of the program and at the end or some kind of test like that. For me, that would be really cool and I would like that.

[PA] Because running is kind of hot work, it would be cool to go swimming one day or something like that.

[S & A] I think that after we meet our buddies we could meet them a little more often until the day of the race than just once.

[S & A] I think it is a little bit disorganized but it makes sense for it being the first time offered.

[S] Yeah, by how intelligent and thought they are and how knowledgeable they are on things that I don’t think my generation ever discussed or were exposed to. I mean this program is great but the sense I have is that they already know a lot about the topics we discuss at the Girls on the Run.
[S] Um, maybe having all the coaches sit down and look through the lessons to see what did or did not work. I mean some of it is just logistics. We could talk about how things could be refined.

[A] I think some of the warm up aren’t very useful. Like today’s was kind of weird and it had no purpose. We weren’t active anyways and the warm up was about giving but we never really talked about giving before. I mean we did the community service project but we never talked about what is giving and why do we give. It didn’t tie in well. And like last time we talked about it, some of the games are just too confusing. A lot of the games could have been just as meaningful by playing a tag game.

[A] Some of the games are too complicated and intricate and we don’t need to know every detail. I know they are trying to get their message across but there is a different way you could do that.

[A] And there is too much prep work for the intricate game like you need to write this out then count how many words there are and how many letter you can cross off for each lap but who knows how many girls are going to show up and then you’ll have too many letters.

[A] Sometimes I think it would be just more fun for the girls to play a game that they know instead of doing a complicated game that involves intricate work.

[A] Yeah, it takes a lot of time for the coaches to sit and figure out how to play the game and it takes up a lot of practice time to try and have the girls understand the game where we could have been done if we had played an easier game.

[PA] I think maybe we need more of a focus on stretching. I don’t know a lot of stretches but I think we need to be teaching them more than what they know so that they don’t get injured. We need to make that more of a structured thing.

[S] I think it’s also a skill too. I mean if you are teaching them to be active, that is something they are going to have to deal with and learn to overcome or prevent.
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