

# The Becoming an Outdoors-Woman Planning Guide

*Revised 2007*

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## **Chapter 1 - INTRODUCTION**

### **Background**

Conservation groups and resource management agencies are faced with changing societal demographics. They need to offer programming that not only addresses the changing needs of current clients, but also programming that speaks to non-traditional clients. Agencies, in particular, must recognize that support for management of natural resources needs to come from a broad cross-section of society.

The Becoming an Outdoors-Woman (BOW) program was developed to meet the needs of women--a segment of society that has essentially been ignored by agencies, manufacturers, and sports clubs.

The next chapter (*Proceedings of Breaking Down the Barriers*) provides background on the inception of the BOW program. The following chapters provide a straightforward approach to producing these workshops. We hope this publication will guide you in the development of a successful project that will create positive public relations and rewarding connections.

### **Overview**

Becoming an Outdoors-Woman is an educational outreach program that offers outdoor skills workshops through resource management agencies in most of the United States and the Provinces of Canada, and by Fish and Game New Zealand. BOW focuses on introductory level hunting, fishing, and non-harvest activities for

adult women. BOW is not a membership organization; it is a non-profit educational program.

The International BOW office is housed at the University of Wisconsin-Stevens Point, College of Natural Resources, 800 Reserve St., Stevens Point WI 54481. Toll free 877-BOWOMAN or [www.uwsp.edu/cnr/bow/](http://www.uwsp.edu/cnr/bow/)

Becoming an Outdoors-Woman is designed as an introduction to outdoor activities for women 18 years or older who have little or no knowledge of how to get started in the activity. Basic BOW workshop classes must be at the beginner level. Beyond BOW events may offer advanced activities. All courses, workshops and events should be run in a non-competitive atmosphere with patience, encouragement and support from instructors, staff and participants.

Federal funding provided to BOW mandates that it is an equal opportunity educational program. Men may not be discouraged from attending. No discrimination is allowed at a workshop. BOW should never be used as a political forum nor should it be set up and run in a way that seeks to meet political or commercial objectives of any organization, agency, group or industry.

The basic Becoming an Outdoors-Woman workshop must present a balanced program: 1/3 fishing related classes, 1/3 hunting related, and 1/3 non-harvest outdoor activities. Beyond BOW events may target a single topic (such as a fishing track weekend), but overall ratio of these events should also be 1/3 fishing, 1/3 hunting, and 1/3 other.

## **Chapter 2 – PROCEEDINGS OF BREAKING DOWN THE BARRERS**

## **Chapter 3 - PRODUCING YOUR OWN PROGRAM**

### **Before You Begin**

Many programming efforts fail because the planners reverse the steps in the planning process: "Fire, Ready, Aim." Prior to planning your own outdoor skills workshops for women, it's a good idea to step back and consider a few important points.

The steps outlined in this handbook should guide you to a successful program, but you still need to think about your goals and whether or not they align with the original intent of the Becoming an Outdoors-Woman program (BOW).

### **Mission and Goals of the International**

#### **Becoming an Outdoors-Woman Program**

Mission: Provide opportunities for women to learn skills that enhance and encourage participation in hunting, fishing, and other outdoor activities.

Goals:

1. Offer programs that allow women to learn outdoor skills in a supportive, comfortable atmosphere.
2. Create agency, industry, and club coalitions for planning and sponsorship of workshops.
3. Facilitate positive publicity for workshops and agencies.

### **Required Format**

One strength of the Becoming an Outdoors-Woman workshop is its balanced programming: One-third hunting/shooting, one-third fishing/boating related, and one-third other outdoor activities. This balance must be maintained no matter how many or how few different classes you offer. Beyond BOW events may target a single topic (such as a fishing track weekend), but overall ratio of these events should also be 1/3 fishing, 1/3 hunting, and 1/3 other.

### **Receiving Permission**

Only one entity can have rights to the BOW name and logos in each state, province, or territory. This is the state or governing agency in charge of fish and wildlife management. If such an agency is unable to provide BOW workshops, an alternate entity may be given permission at the discretion of International BOW directors.

There are two procedures for new workshop providers to implement the Becoming an Outdoors-Woman program:

1. Attend an agency training session in conjunction with a BOW workshop.

These programs are designed to orient agency staff to the philosophy of the program. Your staff will attend the BOW workshop as well, to see how it works. If your agency agrees to maintain the standards of our program and if sufficient support is demonstrated on the part of agency administration, you will be granted permission to use the registered name and logo.

2. Invite International Becoming an Outdoors-Woman staff, based out of the University of Wisconsin-Stevens Point, College of Natural Resources, to work with you in planning and implementing the first workshop in your state. After we have partnered on a workshop with your agency, you will be granted permission to use the trademarked name and logo.

Any agency or club may, of course, create its own skills program and develop a name and logo of its own. If, however, you wish to use our name, written permission to use the Becoming an Outdoors-Woman name is granted at no cost. The director of the state natural resources agency must send a letter to the International BOW director asking permission to use the name and logo and expressing the support of the agency. In return, a high-resolution image of the logo will be sent with the permission letter.

Parenthetically, International BOW offers periodic training sessions that are helpful to new coordinators as staff changes occur. Even if you have been involved with workshops as a staffer, as a new coordinator you should plan to attend one of these sessions.

## **Copyrights, Trademarks, and Logo Use**

The Becoming an Outdoors-Woman Guide and the BOW Instructor Training Manual are protected by copyrights of the University of Wisconsin-Stevens Point and are registered with the Library of Congress. The Becoming an Outdoors-Woman logo and B-O-W logo are registered trademarks of the program. These should always display the “circle R” ® as registered trademarks. Use of the manuals without permission or misuse of the logos can result in legal action.

The BOW logo is intended to be used by the sponsoring agency in publicizing the Becoming an Outdoors-Woman program. It may also be used on any items given or sold to workshop participants. The logo may not be altered, except to add state-specific outlines or by-lines (for example: "BOW logo" ... in New Mexico or ...Louisiana Style). Covering any part of the logo, adding elements (e.g. a bird or moon), changing font, or distorting the shape of the logo all violate the trademark. High resolution copies in various colors are available from the international office at no cost. If you have any questions about the acceptability of a particular logo use, contact International BOW.

### **Our Concerns**

The creators and sponsors of the Becoming an Outdoors-Woman program have one final concern in permitting the use of its name and trademarked logos. That concern is success. The following chapters establish a formula for creating a successful project.

## **Chapter 4 - PARTNERSHIPS**

One goal of the Becoming an Outdoors-Woman program is to build coalitions of agencies, clubs, and industry for sponsorship and planning of workshops. It can be helpful to form a planning team with representatives from these various entities.

Why is the cultivation of partnerships so important that it is a goal of the program? At the "Breaking Down the Barriers" workshop held in August, 1990 (see Chapter 2), workshop participants identified attitudes of agency personnel and clubs as one barrier to participation of women in outdoor sports. Although those attitudes are less prevalent today, by drawing in representatives of various agencies, clubs, and industry, you will foster inclusion of women in the field.

Participation in the workshop will be an opportunity for sponsors and planners to be part of an extremely positive, high-profile program. Many state officials have reported that BOW workshops generate more thank-you letters and enthusiastic positive response than any other program they provide. Every agency, club, or industry group can benefit from this type of positive publicity.

These coalitions can also contribute to the strength of the program in many ways:

- Generate ideas for programming
- Provide quality instructors
- Provide funding and equipment
- Help with advertising

- Conduct registration
- Provide participants
- Support scholarships.

More information about working with partners and sponsors is provided in Chapter 10, Budget and Fundraising.

### **Forming a Planning Team**

Although your workshop will be strengthened by everyone's contributions, not everyone who contributes needs to be on your planning team. Define sponsors, contributors, and donors for your own program (see also Chapter 10 on Budget and Fund Raising). Sponsors will probably be those entities that can make a major contribution to the workshop, either in terms of money, equipment, or in in-kind contributions. A representative of those organizations may be on your planning team.

The coordinator and her/his agency are ultimately responsible for the success of the workshop. Choose your planning team carefully. You may want to have written guidelines and expectations for team members. For example, remind them that Becoming an Outdoors-Woman is not a political forum.

With this in mind, here are some examples of partners and planning team members. Be sure to use local chapters of national organizations, such as Safari Club, Rocky Mountain Elk Foundation, Pheasants Forever, Ducks Unlimited, and many other groups. Local chapters are more likely to feel ownership in the program and have the means to help. State and local conservation clubs and

sports groups are good contacts for instructors, facilities, scholarships, and participants. Local universities are sources of instructors and potential help with facilities and registration. Finally, look at sporting goods manufacturers and retailers that are based in your state for their assistance and partnership.

### **Roles of Team Members**

Decide early in the process who will have what responsibilities. Since many resource management agencies probably have trouble collecting fees, you may need to have workshop registrations and expenses run through a university outreach entity, a foundation, or through the camp where the program is held. A clear understanding of the financial responsibilities of such an entity will make the project run more smoothly.

Where roles have not been clearly defined, disagreement among committee members can happen. Power struggles are harmful to the overall program. The overriding principle in decision making should be "Is this decision good for the workshop participants?" Anyone not willing to abide by that principle should not be on your planning team.

Even though working with a planning team can make the project more complex, the rewards far outweigh the complications. A strong coalition of involved groups is the key to a successful project; a successful project will produce satisfied participants and positive public relations for sponsoring groups.

### **Friends Groups and Volunteers**

Many people who have attended several BOW workshops, or some particular instructors, or others interested in BOW will want to help promote the program in some way. Do take advantage of these people as appropriate. Volunteers can help you spread publicity, solicit door prizes, staff trade show booths, and even make presentations for you. Consider having a social/working training session at which you can provide good information for these helpers to use. Role playing questions they might be asked while staffing a booth will be fun and useful. Some of these special helpers may be good additions to your planning team, adding a creative and different perspective.

## **Chapter 5 - SELECTING DATES, LOCATIONS, FACILITIES**

### **When**

Workshops have been held nearly year-round across North America. Since much of the workshop will be held outdoors, an important consideration of when to hold it is the weather. Look for a time when the likelihood of rain and insect problems are low. Watch the heat level in the southern states. You want this to be a positive outdoor experience. However, floods, freezing cold, and tornado warnings have not discouraged Becoming an Outdoors-Woman participants.

Most workshops run from noon Friday to noon Sunday. You should avoid religious holidays, Mother's Day, Father's Day, and other typical family vacations. Few workshops are held in July, November, or December--there is simply too much else going on during those times.

### **Where**

Successful workshops have often been scheduled at locations remote from major population centers. Women are willing to make the trip. Some participants view attending BOW as a real adventure. Indeed, there have been out-of-state participants at most workshops. A remote location is an advantage. Distance precludes commuter participants, which we feel can interfere with the unintended outcomes of the program, such as networking and development of camaraderie. The group dynamic that develops at the workshop appears to be as important as the skills learning. If you must be near a metropolitan area,

commuter participation can be discouraged by structuring a fee schedule that removes any advantage for staying off-site.

On the other hand, workshops held in closer proximity to urban centers may have more success in attracting a diverse audience. You may also want to plan certain mini-BOW workshops specifically for urban access.

One concern that you will want to consider with the remote location of a workshop is access by instructors. If you plan to bring instructors in from some distance or from out of state, your expenses and logistical problems will be somewhat increased.

### **Facility Basics**

Visit any potential workshop site. The following is a list of amenities to look for when choosing a facility:

- Bunk space for approximately 100 participants (lower bunks preferred)
- Bunk space for approximately 25 instructors, planners, and helpers
- Appropriate shooting ranges within a 30-minute drive of the facility
- Dining space large enough for the group to all eat at one sitting
- Good food service at the facility or easily catered
- Meeting space adequate to accommodate the total group together
- 5-8 break-out classroom areas
- Adequate audio visual equipment
- Proximity to lakes, ponds, streams as needed
- Adequate parking

- Cooperative camp staff
- Optional-- transportation to off-site facilities.

Some items on the above list can be worked around, but some cannot, without substantially changing the nature or size of the program. These are decisions for the planning team.

### **Other Facility Concerns**

Facilities used across the country have ranged from rustic to ritzy. As long as you have warm beds and food that women like to eat, nearly any facility you have available will be acceptable. Often the most critical evaluations at any workshop deal with food. Be sure to offer fresh, healthy foods. Many facilities are youth oriented and may need some help from the coordinator in planning meals. At an active workshop like this, you will also need to provide snacks and beverages between meals.

Make sure your participants know what to bring, and tell them what you can about the site. Define proper clothing, bedding, and other needs in your confirmation letter. Many scout camp facilities do not have feminine hygiene products or soap and shampoo. Give your participants as much information as you can about how to pack.

Women tend to be particular about bathroom facilities. Contract with a facility with clean bathrooms. Individual toilet stalls and shower stalls will make your participants more comfortable. Many of your participants will be middle

aged and older, needing to get up in the night. Long treks to a remote bath facility can be a barrier to these women, as might bunk beds.

As you will undoubtedly be using some male instructors, another concern is housing them and any male students. You need to make sure that having men on site does not eliminate access to lodging or bathrooms for women. For example, dedicating a dormitory wing that holds 25 people to use by three men precludes 25 women from registering! Some facilities have individual cabins that can easily take care of this situation. However, sometimes men are required to stay off site.

### **Emergencies and Liability**

The site you choose should have a responsible person on site at all times, and a well-defined emergency plan. Most state facilities are now accessible to persons with disabilities, but you may want to confirm this.

Insurance has been an issue that many programs have needed to deal with. The site you choose should have liability coverage. In addition, agency insurance and hunter education instructor insurance often covers workshops. You will need to make arrangements that deal with your situation.

## Chapter 6 - CHOOSING COURSE OFFERINGS

The Becoming an Outdoors-Woman program has been designed to provide a supportive atmosphere for all women to learn outdoor skills. The core of the curriculum is balance among one-third hunting/shooting, one-third fishing/boating, and one-third other outdoor activities. Non-harvest courses offered should be those that complement hunting and fishing activities, present barriers to participation by women, and are not easily found offered elsewhere.

### Keep it Introductory

One of the challenges of this program is presented by the diverse skill levels of participants. Some will be complete novices and some will be skilled enough to become instructors. These more-skilled women will provide an important element in the social fabric of the program. It is important, however, to remember your goals and your target audience. **Your emphasis should be on the novice.** In-depth coverage of individual subjects is a good idea, but should be the focus of Beyond BOW workshops.

Many BOW classes are those in which women have not traditionally been involved (fly-fishing, archery and bowhunting, shooting sports). It can be hard to judge from year to year what will be most popular. You should try to offer balance and not over-schedule your instructors. Check out other BOW program websites ([www.uwsp.edu/cnr/bow](http://www.uwsp.edu/cnr/bow)) for ideas for classes.

Interactive classes that offer learning by doing, as opposed to lecture, receive the highest evaluations. Your audience is adult. Adults want to handle

equipment and put new skills into practice. Some lecture will often be necessary, but should be kept short. Instructors should be encouraged to use visuals, provide handouts, and stick to a clearly defined lesson plan. Chapter 7 offers tips for instructor selection. The *BOW Instructor Training Manual*, available from International BOW, expands on teaching tips for adult, women beginners.

As your participants get hooked by these activities, it is hard to resist the pressure to offer more advanced and more in depth classes at BOW workshops. Remember your audience. This particular workshop is for the novice, and should be kept at the introductory level. However, we encourage you to investigate ways to offer Beyond BOW opportunities ranging from advanced level classes to actual hunts, fishing expeditions, or camping trips. You or your instructors should also provide information that will help participants find further opportunities through resorts, guide services, or conservation groups.

### **Beyond BOW**

Although Beyond BOW was originally designed as a program for alumnae of three-day BOW workshops, most Beyond BOW events will attract first-time, beginner-level participants as well. Depending on the activity offered, you may want to include a prerequisite of some experience in the activity. For example, if you are offering a guided pheasant hunt, you will probably want participants to have passed hunter safety or a similar course. Even if your Beyond BOW offering includes a prerequisite, your instructors should be prepared for a wide range of experience among the participants.

BOW coordinators have considerable flexibility in designing Beyond BOW programs. The topics are limitless, and you can make the program as short as one day or as long as, for example, a five-day canoe trip. There are a few guidelines for creating Beyond BOW opportunities.

1. Must be offered by, or in partnership with, the agency that offers the Becoming an Outdoors-Woman workshop.
2. No further opportunity or one-day workshop may be called specifically Becoming an Outdoors-Woman or BOW. This prevents confusion by people registering for a one-day workshop who thought they were getting the 3-day BOW. Use “sponsored by the same agency that brings you BOW” or “in conjunction with the Becoming an Outdoors-Woman program” or a similar identifying phrase, to take advantage of BOW’s good publicity.
3. Balance your Beyond BOW offerings in the same manner as the BOW workshop. That is, overall events during the year should be approximately 1/3 Fishing, 1/3 Shooting/Hunting, and 1/3 Non-harvest classes.

Here are a few examples of courses that are offered in Beyond BOW programs:

- Sporting Clays Workshop (1 day)
- Fly Fishing (weekend)
- Upland Game Bird Workshop (1 day)
- Boundary Waters Canoeing (4 days)
- Camping/Rock Climbing (weekend)
- Advanced Bowhunting (1 or 2 day)

- Motorboat Handling/Fishing (1 day)
- Horseback Pack Trip (weekend)
- Outdoor Photography (1 day)
- Sea Kayaking/Salt Water Fishing (weekend)
- Rifle and Handgun Workshop (1 day)
- Multi-topic (Several options, participants choose one)

### **BOW Field Days**

Mini-BOW sessions or BOW TOO (taste of outdoors) field days are good ways to introduce the Becoming an Outdoors-Woman program to new audiences. These workshops are usually a smorgasbord of shorter offerings, for example six selections in the morning and six in the afternoon, with participants choosing one each time period.

You can tailor a BOW TOO for a specific audience and target your marketing toward them. Examples of groups you could approach include:

- Personnel in your state or provincial natural resource agency
- Employees of a large company (insurance, manufacturing, hospital) in your area
- Women's organizations. For example, Wisconsin has a Society of Women Engineers, Association of Women in Agriculture, Wisconsin Women Entrepreneurs, Wisconsin Women's Council, and more.

A BOW field day is a great way to give a new audience a taste of the outdoors. Below is a sample schedule that keeps the 1/3 hunting and shooting, 1/3 fishing,

1/3 non-harvest components of the regular BOW workshop. This agenda offers two concurrent sessions, six activities per session. Each session is 2-1/2 hours long and participants choose one activity from each session, for a total of two activities. Such a field day could be offered for as little as \$30, depending upon sponsorship support.

9:00 a.m. Welcome and introductions of instructors and staff

9:15 a.m. Concurrent sessions  
Beginning Shotgun  
Flat-water Canoeing  
Archery  
Basic Fishing Skills  
Camping  
Fly Tying

11:45 Lunch

12:45 p.m. Concurrent sessions  
Beginning Shotgun  
Flat-water Canoeing  
Archery  
Basic Fishing Skills  
Camping  
Fly Tying

3:15 Wrap-up and Door prizes

## Chapter 7 - LOCATING GREAT INSTRUCTORS

Just as the Becoming an Outdoors-Woman program strives to provide balanced programming in a non-threatening atmosphere, it also strives to provide balanced instructional staff. We have rejected the idea that the staff should be all female. Just as we seek to build coalitions in the outdoor community to sponsor these programs, we also seek to avoid creating an isolationist program. The challenge is to find instructors, male or female, who:

- Are passionate about their subject and able to convey enthusiasm
- Are proficient in the skill
- Are excellent teachers
- Are sensitive to the needs of beginners
- Will relate to the participants in non-sexist ways
- Are supportive of the Becoming an Outdoors-Woman philosophy.

The planning team, if you have one, can be helpful in this regard (see Chapter 4). Team members should brainstorm class topics as well as potential instructors. Agency staff may be good instructors themselves or resources for finding instructors. Often, people who are good at certain activities but have never taught before nor worked as resource professionals make excellent instructors. **Personality, passion, and patience are essential.**

## **What to Avoid**

- **The Swelled Head**

Don't choose anyone, male or female, who is more interested in showing off personal proficiency than in teaching. Participants can spot that type of attitude a mile away and are put off by it.

- **The "Condescender"**

If a prospective instructor tells you he would be glad to "help the little ladies out," be wary. Participants are adults who want to be treated as equals, who happen not to know a certain skill. The condescender may cause hostility in the group.

- **The Preacher**

Anyone who has an ax to grind with the anti-hunting or non-hunting community should grind it elsewhere. This workshop should not be a political forum. Preaching won't convert anyone, but will severely affect your program success.

- **The Salesman**

An instructor who is pushing his/her own agenda or product should be avoided. Instructors should acknowledge other versions/techniques and products dealing with their subject matter. Don't let them sell their preferences!

As you plan your workshops, well-meaning volunteers will come forward and offer to teach. Some of these are looking for honoraria, others are truly

altruistic. You should evaluate them as you would any other instructor candidate and fit them into your program as appropriate and where needed.

### **What to Look For**

The Becoming an Outdoors-Woman program is usually sponsored by a state or provincial natural resource agency. The instructors you choose should know about policies and regulations and should be good representatives for that agency.

Look for versatile instructors. Many people have a particular specialty; but if one of your instructors suddenly has an emergency or backs out, it is good to have someone already on board who can teach another topic in a pinch.

Many sessions are team taught. This helps lower the student/teacher ratio and brings additional talent to the course. Determine how you will designate and approve instructors and work with them to establish how classes will be taught. Encourage team teaching, including mixed gender teaching teams. Try to ensure that people you choose work together well.

Becoming an Outdoors-Woman is an international program. Network with other coordinators to find instructors. By using instructors from other states, you bring outside expertise to your workshop and provide national exposure and regional flavor to your program. Don't forget about using other coordinators as instructors, too. We all benefit from working with other states' workshops.

## **Hints to Help Instructors**

It is useful for your instructors to know about the site. If you can, arrange an instructor site visit prior to the workshop. If that isn't possible, you should at least be able to provide a map and site layout.

Some states have developed curriculum outlines for their instructors. Although each instructor brings an individual personality and style to a class, outlines can help ensure that everyone's goals for the session are met.

Don't over-schedule your instructors! Teaching every session is very draining. Besides, your instructors may want to observe or take part in other classes.

Not every state can offer honoraria to its instructors. Many programs have found willing volunteers. If you can help with travel expenses or some supply or equipment costs, that's great. Keep in mind the precedent that may be set by offering honoraria.

Make it clear when you designate instructors what their responsibilities are in providing supplies and equipment. You've got a problem when the class starts and the instructor says "I thought you were bringing the fly rods!"

## **Guts, Guts, Guts**

Go with your gut feeling about instructors. You should have first-hand knowledge of their teaching ability or trust the person who recommended them. If instructors don't feel right to you, they probably won't work for your participants either.

Know when it's time to retire an instructor. If, after gentle retraining, a person still is not offering a course the way you want it taught, let him go.

Another reason for retiring an instructor might be that the person doesn't understand her or his role in your program. Sometimes certain instructors begin to feel proprietary about the program after a few years. These people may demand certain teaching spaces or time slots. They may expect you to fetch and carry for them or they may create dissention with other instructors. You don't need this and neither does the program. If an instructor is causing work for you instead of making your life easier, it's time to re-think her value as a teacher.

There are plenty of good instructors out there and you want the best for our participants.

The following is a sample confirmation letter to send to instructors.

## **SAMPLE INSTRUCTOR CONFIRMATION LETTER**

March 13, 2009

Dear Judy,

Thank you for sharing your skills by teaching at the Wisconsin Becoming an Outdoors-Woman Summer BOW, August 24-26, 2007 at Treehaven Field Station in Tomahawk. You are scheduled to teach the following class(es):

**Friday, August 24**

**Session I – Basic Fishing (assistant is Mark – you are lead instructor)**

**Saturday, August 25**

**Session II – Chainsaw Safety (co-teach with Les)**

**Session III – \*\*\***

**Sunday, August 26**

**Session IV – Archery/Bowhunting (co-teach with Diane and Kelly)**

Enclosed is a workshop brochure with the schedule of events and a map to Treehaven. Feel free to photocopy the brochure and pass it on to potential participants. This will help spread the word about BOW!

We will pay you an honorarium of \$150. Additionally, all lodging and meals will be covered. Treehaven will provide sheets, pillows, and woolen blankets.

You are considered a temporary employee of the University of Wisconsin Stevens-Point while teaching at the BOW workshop. Instructors are covered by liability insurance through UW-Stevens Point.

I have enclosed a couple forms for your information. Please complete and return the INSTRUCTOR NEEDS FORM (postage-paid return envelope enclosed) no later than August 10, 2007.

Please also take a minute to read the TEACHING TIPS AND REMINDERS. Most of our instructors have seen at least one version of the reminders, but this one is new and improved, so please read ☺. If you need duplicating of handouts for your sessions, you may e-mail a file or US mail a hard copy of the documents. Also, if you have special instructions for your class participants, please notify me so I can include them in pre-workshop communications from the BOW office.

If you have any questions or concerns, feel free to contact me.  
Sincerely, Coordinator

## **Chapter 8 - WINNING EVENING PROGRAMS**

All work and no play makes for a boring workshop. It is important to build in some time for social interaction and to ensure that the participants have fun as well as gain knowledge. There are a number of objectives that can be met during the evening programming:

- Women can network and make contacts that help them continue activities beyond the workshop.
- Club and industry sponsors can make contact with participants and recruit members/customers.
- *Esprit de corps* and a sense of group can be created.
- Role models can be introduced.

The following are some suggested evening activities:

### **Becoming a Fish and Game Gourmet**

This has been done before dinner during the social hour. Instructors and planners have prepared fish and game dishes that were served as appetizers. Participants have an opportunity to taste well-prepared wild food, knowing that they will have a regular meal afterward. You can serve cheese and crackers with the wild game to accommodate vegetarians (you will have some at every workshop) and more timid eaters.

This has been most fun when instructors have actually prepared their delicacies while socializers mingled. However, this is very energy intensive on the part of instructors.

We offer two suggestions. Make sure you check with your state resource management agency to be certain you have complied with state regulations. Wisconsin, for example, requires a permit when game and fish are served. Also, serve only the highest-quality fish and game. Know your source. You want your participants to have a positive experience.

### **Clothes that Work**

One of the barriers to participation of women in outdoor activities is the lack of suitable clothing and equipment. The outdoor fashion show is a great way to present ideas that will help women overcome this barrier. We have asked instructors to model outfits that they really wear while participating in outdoor activities. Try to get a variety of activities represented.

Recruit one of your team members to the job of emcee. Get a ham! This will make the program more fun. Then introduce each model and describe what she is wearing and why she chose it.

Suppliers may offer you free equipment and clothing for your personal use. Our policy is to refuse these offers. If you have paid the full price for your products, you don't need to be afraid to tell your audience where you obtained it. On the other hand, do take advantage of local stores who may be willing to loan you wonderful clothing and equipment for the event.

#### **Hints for the Fashion Show:**

- Don't try to do too much. Keep the time under an hour.

- Don't be repetitive. You don't have to show every variation on a theme. A dozen outfits is plenty.
- Add fun and lively music to the intro and finale. Don't play it while outfits are described or it can drown out descriptions.
- Have participants create outfits based on outdoor dressing principles they learned at the workshop. Have them model and narrate the show.
- Include shy participants as models and watch them blossom.

### **Adventure Talks**

If any of your instructors or planners have done adventurous outdoor excursions, an evening illustrated presentation might be appropriate. This could be the main program or could be an optional late-night program.

A “Day in the Life” of a female game warden is always intriguing for the participants, and it gives another connection to the BOW program for your agency.

Screen your evening talent as you would any instructor. Just because someone has had an adventure does not automatically make her an inspiring speaker.

### **Skills Round Robin**

Women often are interested in finding out about an activity they have not taken as a class. Evening programs provide an opportunity for a taste of a variety of skills.

Recruit 6-10 instructors to provide 5-minute skills stations that can be visited in a round robin fashion. Encourage instructors to show a skill that they are not teaching. For example, your fishing instructor may demonstrate knife sharpening. Your camping instructor may do a knot-tying station. Other stations might be ammunition reloading, fly tying, game calling, t-shirt printing, wild edible information, and many, many others.

### **What to Avoid in an Evening Program**

- Anything political.

This would include any hint of discussion about hunters vs. anti-hunters. Discussions about outdoor ethics can also become heated.

- Too much emphasis on hunting and fishing.

You will have participants who are not interested in one or both of these categories. Since your planners probably are, it is easy to have a skewed evening program. Part of the audience will feel left out.

- Lecture only.

Activities, interaction among participants, and participatory events are better than a long talk.

- A long program.

Give them a break and make later activities optional.

- Giving the floor to sponsors.

Sponsors obviously have reasons for helping you with your program. You will want to thank and introduce them. However, participants may feel that they

are being forced to listen to a commercial if sponsors are part of the program.

The best way for sponsors to get recognition at your workshop is to participate in teaching and socialize informally with participants. Also, encourage sponsors to contribute door prizes and have an exhibit.

### **Raffles and Door Prizes**

The evening program is an appropriate time for raffles and door prizes. If you sell raffle tickets, participants can buy them during the social hours on Friday and Saturday and you can hold the drawing after the Saturday evening program. This is a good way to raise money to support scholarships or equipment needs for your program. Be sure you comply with your state gaming regulations and agency policies in this area. Some states provide raffle tickets for all participants and sell additional tickets on an optional basis. This way everyone can participate regardless of economic situation.

Canvassing for door prizes can take a lot of energy. Delegating someone else to be in charge of this is a good idea. Although you may get a good number of donations, not everyone needs to get a door prize! Keep the door prize segments moving quickly by calling several names at a time and letting participants choose from prizes spread on a table. Door prizes can also be given out at different times during the workshop; i.e. as incentives to arrive at meals or classes on time, or to get evaluations turned in.

Silent and live auctions are good evening program fundraisers. Invite participants to bring outdoor-related items for these auctions. This will save you money and time, and the participants enjoy being part of the fundraising process.

### **Other Options**

The evening program is obviously a place where you can let your own creativity take over. Feel free to devise your own program.

Coordinators have found that participants enjoy seeing pictures of themselves learning skills. Have an assistant with a digital camera take pictures that can quickly be turned into a powerpoint that runs as people gather for a meal or evening program. Be sure to take facial close ups and try to get as many participants as possible.

You may want to have a campfire sing-along or a night hike and astronomy lecture. If you have night activities, remember that some participants may be as uncomfortable with darkness as with a firearm. Take care to make this a non-threatening activity.

Keep in mind that after an active day of outdoor activities, many of your participants will be tired. So evening programs should have an optional component, and **not be too long**.

## **Chapter 9 - THE REGISTRATION PROCESS**

Due to printing costs, some programs announce the availability of registration materials by sending out postcards or emails. Applicants may then obtain registration materials online or by mail.

### **Designing the Brochure**

To design the brochure, you need to have the following information:

- Courses offered
- Sequence of courses
- Course description
- Dates and location
- Accurate description of the facilities
- Fee information
- What facility provides (e.g. bedding)
- How to register
- Workshop sponsors
- Scholarship availability
- Accessibility information
- Cancellation policy

Optional information may be added, including instructor details and level of activity for each session. The appendices contain examples of brochures.

**Important:** Be very careful that brochure descriptions are accurate and understandable to the uninitiated. Have someone who is unfamiliar with these

activities read the descriptions. For example, one participant did not know what reloading was. Another would have taken the muzzleloader course had she known what a muzzleloader was. Don't assume anything.

### **Registration**

Maintain a contact list. Don't promise people spaces in classes. Give everyone an equal opportunity to register. Some states give new participants priority over returning attendees.

Registration is a very labor-intensive process. You are encouraged to designate a registrar. The computer program you choose must be able to generate the following:

- Class rosters
- Workshop roster with classes assigned
- Name tags
- Emergency contact information
- Housing assignments
- Dietary restrictions or other needs
- Confirmation letters
- Contact info
- Other info (e.g. t-shirt sizes)

Process registrations and assign classes in the order received. Send out confirmation letters to participants; including class selections, needs specific to

classes they are taking, directions to the facility, gear to bring (bedding, water bottles, etc.).

### **Filled Classes**

The registration form asks participants for a second and third choice. When you design your program, you will want to design about 20 percent more spaces in each session than participants expected, so even the last participant to register gets a choice. You may limit enrollment in any course as needed, such as shooting and fly fishing, while allowing larger class sizes in others, such as firearm safety. The optimum class size runs from about 10 to 16.

If you do a good job of guessing what will be popular, you won't run out of space in any classes until you have registered more than half of the participants. Then it is a matter of plugging people into their second choices. Where you offer repeat courses in other sessions, you may be able to accommodate their first choices by flipping session selections.

Eventually, when you get to the last fifteen registrants, choices may become very restricted and even second and third choices may be full. Call each individual at this point and try to work out selections. This is labor intensive, but important to the satisfaction of the participant. By calling personally, you may simply be able to talk someone into eagerly taking a class that she never considered.

### **Registration Packets**

Registration packets may include the following:

- An updated schedule of events
- A map of the facility
- Floor plans of classroom buildings (optional)
- A name tag (may include individual's classes)
- An instructor list (optional)
- Sponsor list with addresses.

### **How to Survive Registration**

- Allow at least two hours
- Ask the camp to handle room assignments (optional)
- Have plenty of help (recruit volunteers)
- If participants need fishing licenses, sell them at registration (usually available online as well)
- Have everything organized at the registration table
- ***Do not allow anyone to switch courses!***

You can keep people moving along by having tables of publications or other information beyond the registration table. Participants should be able to see the flow of movement. Volunteers or past participants can help immensely by showing new participants where housing and classes are located.

Add a festive note to your registration process by holding registration in a wall tent, or by adding camo tablecloths to your registration tables.

## **Name Tags**

You may want to list the classes for which a person is registered on her name tag. Listing classes on the name tag serves two functions. It keeps people from attending classes for which they are not registered and it's a great conversation starter. Also, put the participant's home town on the tag. People are always interested in where others are from.

## **Other Items**

- **Cancellation policy.** State your cancellation policy in your brochure. Consider a penalty, perhaps \$100, for someone who cancels--you have put time into scheduling that person, and she may have kept someone else from their first-choice classes. After a certain date, no refund should be given but a participant may find her own substitute.
- **Liability sign-off.** Include a statement on the registration form that says participants understand the element of risk in outdoor activities. Although this will not afford much protection in case of a legal incident, it reminds participants to be careful. Some states also include a medical needs form with their registration to alert staff to potential problems.
- **Photo release.** Add a line on the registration brochure that is similar to this: "Participants understand that photos may be taken during the sessions and may be used in future support of the program." Professional photographers at your workshop may also have a release form for participants to sign.

- Lodging preference. Ask for roommate preferences on your registration forms. Otherwise, you will have people asking to change rooms once they get to the workshop. Also, many facilities have dormitories or cabins that can be designated "night-owl" or "early-to-bed." This consideration is much appreciated.
- Car pooling. You may want to add a line to your registration form asking if a participant's name can be released for car-pooling purposes.

### **The "Male" Thing**

We are often asked if men can register for this program. While our target audience is women, state agencies are equal opportunity programmers, so men are allowed to register. In fact, we have had at least one man registered for many of our programs. They have been polite and unobtrusive. They enjoyed the program and evaluated it highly.

You should evaluate the facility you have opted to use and make decisions about how you will handle housing individual men or mixed couples.

### **The "Age" Thing**

Becoming an Outdoors-Woman brochures say "designed primarily for women, it is an opportunity for anyone 18 years of age or older, and is for you if...."

Why a minimum of 18 years? Why not take girls younger than 18?

International BOW cannot prevent your agency from accepting someone younger. But you will have a better workshop if you hold to the minimum age.

A participant under 18 years old would need to have a parent sign the liability waiver form for her. It is best to have each participant responsible for herself. Other legalities might include background checks on your instructors if allowing younger participants is the norm.

Sociological reasons are important. For many women, a BOW workshop is the first time they have done something purely for themselves. They are getting out of the “mommy” role, the “spouse” role, or just doing a completely new activity. Women have repeatedly noted this as a real freedom, a side benefit to learning skills. Many women participating may resent having a young person involved—they are taking this workshop with the understanding that it is an adult workshop.

When youngsters show up at a workshop, even peripherally, classes are disrupted. Women tend to focus on the youngster. They may take a break to quickly call home, and may even leave early because of guilt at leaving the family.

Fourteen to 16-year-olds may cause other disruptions. The mother is still in mother mode. You might be dealing with inevitable adolescent tensions.

A teen may feel as out of place as women may feel in a group of men. Socializing is a big part of the workshop. Picture 99 women watching what they discuss with each other so that one teenager doesn't hear something inappropriate.

Here is a report from one coordinator.

*“I did allow a mother to bring her daughter to a Beyond BOW fly-fishing weekend workshop, and while I know they had a good time together, it certainly changed the experience the mom had at the workshop. She really didn’t make any friends with the other women, and the two kept very much to themselves, although I could tell the mom was normally a very social person. She just felt too obligated to her daughter to mingle with the others.”*

When moms ask about bringing their daughters to a BOW workshop, suggest that it is something to look forward to—an 18<sup>th</sup> birthday present?

## Sample confirmation letter

March 13, 2009

Dear Kirsten,

Thank you for registering for the Becoming an Outdoors-Woman summer workshop at Treehaven Field Station, August 24-26, 2007. You are registered for the following classes:

<b>Session I</b>	<b>Fri 24<sup>rd</sup></b>	<b>1pm - 4:30pm</b>	<b>Fly Tying</b>
<b>Session II</b>	<b>Sat 25<sup>th</sup></b>	<b>8am - 11:30am</b>	<b>Fly Fishing</b>
<b>Session III</b>	<b>Sat 25<sup>th</sup></b>	<b>1pm - 4:30pm</b>	<b>Fur Slippers</b>
<b>Session IV</b>	<b>Sun 26<sup>th</sup></b>	<b>8am - 11:30am</b>	<b>Boat Handling</b>

All of the equipment needed for these courses will be provided for you. However, with a safety check from the instructor, you are welcome to bring and use your own equipment. You should come prepared for a variety of weather conditions. A list of suggested clothing items is included in this mailing. Most classes will be outdoors and hands-on! We will move indoors only if the weather becomes hazardous.

Registration is from 10:00 a.m. to 11:00 a.m. on Friday, February 23, 2007. Please arrive with ample time to register- this will ensure we remain on schedule for the rest of the day. Registration will be in Room 201. There will be signs and friendly faces to direct you to the registration area.

Linens, pillows and a wool blanket will be provided by Treehaven. *I have attached a map to Treehaven Field Station, an invoice for extra class fees (if applicable), suggestions on what to bring, and other important workshop information.* Please read all the attachments. If you have any questions regarding directions to the camp, or the workshop in general, feel free to contact me by phone at (715) 346-4681 or e-mail [pfarrell@uwsp.edu](mailto:pfarrell@uwsp.edu). Enjoy your summer and see you in August!

Sincerely,  
Coordinator

**If you are registered for a class that has an additional course fee you will receive an invoice along with this confirmation letter. Please return this invoice no later than August 15, 2007.**

## Chapter 10 - BUDGET AND FUND RAISING

### Time and Money: The Real Costs

This section addresses the questions "How much time is involved in running this program?" and "How much did it cost?" This information should be viewed as estimation only; costs and amount of time spent will vary.

#### Timeline

Depending upon how familiar you are with running conventions or workshops, certain parts of this process will not take as long. But many elements cannot be rushed. Be sure to allow yourself enough time. Because of the number of people involved (committee, speakers, participants), there are often time-consuming situations.

12 months before program	Convene planning committee, brainstorm agenda, choose date and location
9 months	Make on-site visit, work out contract with facilities manager
7 months	Line up instructors, finalize program
5 months	Develop, print, mail, email and post brochure
5 months – week of program	Register participants, send confirmation letters, maintain class lists
8 weeks, 6 weeks	
4 weeks	Check through program for any problems, send set-up to facility manager, finalize food service
2 weeks	Make one more check, contact instructors for last minute details or needs
1 week	Repeat check through! You'd be surprised what has slipped past you.

How much time is actually spent working on this? An estimate is that one person would work half time on it for four months, and the effort becomes full

time for the month before the program. Follow-up after the program is probably 1/4 time for a month --unless you start planning your next workshop right away.

Budget

Start the budgeting process by looking at the income and expenses you expect to generate. You also want to conservatively estimate the number of participants you can accommodate.

<b>Becoming an Outdoors-Woman Budget Worksheet</b>			
OUT		IN	
Site fee	\$\$\$\$	Registration fees	\$\$\$\$
Lodging		Donations:	
Meals/breaks		Scholarship \$	
Instructor honoraria		Equipment	
Travel expenses		Prizes/raffle items	
Van fees to ranges		Agency in-kind	
Shooting range fees			
Equipment rental			
Printing			
Postage			
Phone			
Advertising			
T-shirts			
Handout items			
Staff salaries			

The following is a hypothetical budget for 80 participants and 17 instructors, based on the usual “big” expenses. Your amounts will vary (see text below budget).

Site Fee (meals, lodging)	\$9500
Instructor Fee	\$3400
Travel Costs	\$600
Telephone	\$500
Postage	\$700
Printing	\$800
Program Materials	<u>\$1000</u>
	\$16,500

With 80 participants, you could charge about \$210 to break even. But you will want to build in some flexibility and/or profit, so you might figure on 60 participants, and charge \$250-\$275. Donations and in-kind can help with these costs as well.

Site fee for this workshop covered facility use, six meals plus snacks, two nights lodging, and linen service.

Instructor fees include honoraria and travel for any presenters whose travel is not covered by their agency. The above amount covers instructors at \$200 each (your figures will vary).

Travel costs include your first inspection of the potential site and travel expenses for yourself to the actual program. This may or may not be a factor for you.

Telephone. This includes nearly 300 phone calls per month for several months. Calls are made to committee members, instructors, site coordinators, and registrants. You will certainly reduce this if you use email communications.

Postage. This budget includes mailing brochures. You can reduce this by using a bulk rate or sending postcards (which may increase your timeline). Postage costs also include mailing news packets to the media. Web-based registration information reduces this even further.

Printing costs will vary depending on several factors. Do you send physical brochures at all? If you do, do you have in-house printing facilities? Do you want to use colored ink? Is your paper cost included or do you purchase paper separately?

Program materials. Costs to you might include duplicating handouts and buying supplies such as hearing protectors for the shooting sessions or turkey calls for the turkey hunting class. What materials are you providing and what do you require from your instructors? This can make a considerable difference in your costs. Be sure to clarify this with your presenters. Other fees can be rifle/shotgun range fees and equipment rental.

Registration. If your organization is unwilling to handle the time-consuming task of registration, you might find a camp or university outreach entity that will charge you for doing that. This could add \$10-15 per person to the fee.

## **What Do You Need?**

Usually, coordination time is not part of the workshop budget—many agencies support BOW activities as part of the coordinator's job. Most other expenses for BOW workshops can be paid through program revenue. Fund raising can, however, serve two functions: it can keep the cost to participants lower, and it serves to build partnerships that were discussed in Chapter 4.

The following are suggestions for donations you might want to seek:

- Sponsorship of social hours
- Equipment and ammunition for classes
- Game and fish for social hour or cooking class
- Scholarship money
- Printing/ mailing costs
- Advertising
- Sponsorship of instructors' expenses.

## **Where to Go for Help**

Over the years, a number of organizations have been very generous in supporting planning and implementation of this program on a national level. Since you will be trying to build a lasting local coalition, you should first focus your efforts on state and local groups. If your state has a local Safari Club Chapter or a Wildlife Federation or a coalition of conservation clubs, these are good places to start. Rocky Mountain Elk Foundation and National Rifle

Association have generous grant programs. Even local sports clubs will often sponsor \$100 - \$500 for scholarships.

### **Scholarships**

Some women may have difficulty paying the entire registration fee, and you might institute a scholarship program. The participant should be required to pay part off the fee. This ensures buy-in, sincere interest in attending, and fewer no-shows. For example, with a \$250 registration fee you might offer \$100-200 scholarships. You can advertise the availability of scholarships on your registration form or your website. You may wish to ask for a letter expressing need, and give first preference to single parents, students, or other low-income women. First-time participants should also be given preference, as should women from your own state/province. Some clubs or organizations will prefer to choose their own scholarship recipient, and should be invited to do so.

Do not in any way specifically identify scholarship recipients at the workshop. However, it is a good idea to note that donors' generosity has made it possible for several women to attend.

### **Door Prizes**

If you choose to offer door prizes, it works well to get Friends of BOW or volunteer groups to take this over as a task. Prizes are often distributed during the evening programs. Early bird door prize drawings are also a good way to get people to show up for group meetings on time.

### **Retail Suppliers and “Joe’s Sporting Goods”**

Local retail stores may be a good source of donations and gifts.

Sometimes a store will provide clothing or equipment either for raffle/auction or to use in a fashion show. Some retailers will give gift certificates or discount coupons to all participants. These are a big hit and good PR for the retailers.

Although larger suppliers and BOW sponsors such as Gander Mountain, Cabela's, Bass Pro Shops, and Academy Sports are often generous as well, your local partnership with “Joe’s” can bring a personal connection that your participants will appreciate.

### **Sponsors, Contributors, Donors**

Your planning team will need to determine what level of support constitutes sponsorship of your workshop. Many entities will be willing to help you out; you just need to ask. Help your sponsors contribute--give them specifics of what you need. Smaller contributors and supporters should be noted in a page in the registration packet. Since this program can be self-sustaining through program revenue, you don't need major fund raising. Rather, small contributions add to the program while providing the contributor a chance to be part of something very positive.

The appendices include examples of fund-raising letters and sponsor recognition sheets.

## **Chapter 11 - PUBLICITY AND MARKETING**

Very little paid advertising has been done for this program. Paid advertising is expensive and of questionable value. What fills this program is a combination of news stories and word-of-mouth.

The following are ideas for building your mailing list:

- Program websites are one of the best avenues for generating interest.
- Do prepare fliers for distribution at sports shows, women's expos, and teachers conventions. These should have a tear-off or mail-in section for those wishing to receive a registration brochure. Ask for email addresses for expedited registration notification.
- Take advantage of free ad space in newsletters to announce the workshop. Use local media such as your rural electric coop magazine.
- At about the same time that registration information is available, distribute press releases to all news outlets in the state. Note, you need to gear the release to the particular publication. (Samples are included in the appendices.)
- If you know journalists personally, you may want to enclose a press release in a personal letter to them, asking for help in getting the word out.
- Conservation/sports clubs, hunter education instructors, angler education coordinators, and university extension offices may be good resources for helping you reach new audiences.

Remember to use your agency information/education network. Agency personnel will be interested in the program themselves and willing to share information with others. Providing brochures and background will help agency staff if they are asked about the program. License sales agents are another site for disseminating workshop information.

The appendices include a sample news release, and examples of stories that have appeared in print about this project. Media coverage may help you build a mailing list for subsequent years.

You can expect post-workshop stories, but do attempt a pre-workshop feature article as well. You may want to highlight your agency coordinator or another woman in the agency who hunts or fishes, and lead into the workshop information from there. Both pre- and post-workshop articles are best offered in the Living section of the newspaper, rather than Sports.

### **Media Interview Tips**

Following are some questions commonly asked by reporters.

- Why are you putting on this workshop?
- Who do you expect to attend?
- Has anything like this been done before?
- How many women hunt and fish?
- Why don't more women hunt and fish?
- What do men think when women do these activities?
- Can men participate?

- Why do women participate and what do they get out of it?
- What is the history of the program?

If a reporter tries to stir up a male/female controversy, you can respond by saying that the question isn't an issue for this program. Men have been very supportive of this program, and husbands and boyfriends often encourage their wives and girlfriends to attend workshops.

### **On-Site Media**

The primary rule for media persons on site is that they must not interfere with the learning experience of participants. You may want to assign a staff person specifically to deal with media. That person can lead or direct media persons to classes that are having hands-on activities or exciting demonstrations at that time. If you have several TV stations, try to schedule them so they are not all at the same place at the same time. Designate yourself or another person to be interviewed, and make sure that person knows pertinent information that is likely to be asked.

Don't let media dictate your programming or change your classes--no retakes to get a better shot! Make sure they observe safety rules while at ranges. If they do wish to speak with participants or instructors, it should be during a class break.

Do inform participants ahead of time (usually in the registration brochure) that media may be attending. Give participants the opportunity to opt out of being photographed or interviewed.

Media are a wonderful source of program publicity if you use them wisely. But like anyone else involved with the program, they need to understand the goal of the workshop.

### **Reaching Under-served Ethnic Groups**

In the United States today, the percentage of minority population is rising, but BOW workshops do not yet draw an ethnically diverse audience. The majority of the workshop participants are white, with less than 10 percent minority participation. It is important that BOW program planners do their part to present the program as one that welcomes women from all ethnic backgrounds.

International BOW research investigated barriers to minorities in outdoor recreation. The most important barriers identified were lack of role models, feeling unwelcome, and lack of education.

Training minority instructors to teach for BOW can help break the first barrier. Minorities may be more likely to participate in BOW workshops if they see more people there who “look like me.” Having BOW instructors from different ethnic backgrounds provides role models to minority participants, and may create links to those ethnic communities.

Specifically target publicity to attract minority women from urban areas.

- Use photographs that include women of color in your publicity and brochures.

- Issue a specific invitation to the target community by giving a BOW presentation to a civic group or club with a high percentage of minority participation or a business with ethnically diverse employees.
- If you are presenting slides or computer-generated images, tailor your presentation to make sure you are showing images of the target audience you want to attract. For example, if are presenting to a local church group of mainly Hispanic membership, show images of Hispanic women participating in outdoor activities.
- Highlight the non-consumptive activities offered by BOW through your publicity and presentations. De-emphasize the firearms portion of BOW.
- Offer a one-day activity in an urban area and consider providing transportation to the event. This will remove the cost barrier for minority women who may also be low-income.
- Be careful not to make generalizations about specific races. Minority does not automatically also mean low-income.
- Recruit ethnically diverse instructors. Your natural resource agency should be able to recommend someone. Make sure it's not just tokenism. There are excellent minority instructors out there, and you should be able to find them.
- If possible, provide sensitivity training for instructors to understand cultural differences.

- In your marketing efforts, highlight the family. Many of the activities BOW offers are activities women can take home and share with their children.
- Try networking with churches, your local YMCA, Boys and Girls Clubs, Extension programs, and civic organizations in your area.

### **Reaching Women with Disabilities**

Women with disabilities perceive some similar barriers to those felt by women from minority groups. For example, these women said they did not feel the BOW brochures “meant them.” Changing publicity brochures and websites to include pictures of women with physical limitations can overcome this barrier.

In addition, women expressed concern with their physical safety, and whether they could get hurt participating in certain activities. You may want to identify the level of fitness needed in your class descriptions. Instructor training to help your instructors deal with people with limitations will help. The best course is to talk frankly with the potential participant. Ask her what she needs. Will she need additional time, or personal assistance? Will she want to bring an attendant to help? Does she need an interpreter?

Coordinators often express concern about additional costs added by having women with disabilities at a workshop. ADA advises that you make reasonable accommodations. That is, you are not expected to bankrupt your program to accommodate a participant. You are, however, expected to help her find courses she can participate in. Adaptive equipment may be available from local sports clubs or independent living consultants. You should make every

effort to find a facility that can accommodate someone with physical limitations. For a participant who is hearing impaired, costs may be borne by the state social services agency. You might also let the participant know that you cannot pay the interpreter, but offer the interpreter a free registration at a subsequent workshop.

Remember, many women have invisible disabilities—arthritis, diabetes, asthma, cancer. These women can all participate in BOW, and women with more visible limitations can participate as well.

### **Other Publicity and Marketing Ideas**

Many states and provinces have conducted publicity campaigns to draw attention to their BOW program and to reach new audiences. Here are a number of ideas coordinators have generated.

- Glossy tri-fold brochures, posters
- Newsletters and brochures that expand on the program description
- Distribution at libraries, coffee shops, laundries, beauty salons, YMCA
- Booth at Sports Shows, Women's Expos, State Fair
- Logo and pictures on program's equipment trailer
- Making presentations to specific groups
- Ad in the hunting/fishing regulation booklet
- Direct link on agency's website to Education/BOW
- Tie in to STEP OUTSIDE® publicity
- Inserts in utility bills

## **Chapter 12 - EVALUATING YOUR EFFORT**

It is important to evaluate your program to determine where you were successful and where you need to make changes in future years. The following are examples of information you might like to have:

- What are the demographics of participants?
- What skills did they have before attending?
- Were they satisfied with the facilities?
- Were they satisfied with the registration process?
- Were meals adequate?
- Did the program meet their expectations?
- Why did they attend?
- What did they suggest for future programs?
- How did they hear about the workshop?

In addition to gathering demographic information, ask participants to evaluate each course and the program as a whole. Samples of evaluation forms are included in this chapter.

In addition to participant evaluations, you may want to ask instructors to provide critiques. Also, the planning committee will want to hold a debriefing session.

### **Long-Term Evaluation**

One BOW research project determined that participants do tend to continue activities they learn at the clinics, and that their attitudes toward those

activities are more positive after attending. Other research investigated license and park sticker purchases by BOW alumnae.

Your agency may want to add items to the evaluation form that will help future planning: Do participants currently have a hunting or fishing license? How often do they use state-run facilities such as parks or wildlife areas? A follow-up to participants a year or so after a workshop could ask whether the person did subsequently purchase a hunting or fishing license and whether she also bought clothing and equipment for those activities.

The appendices include a sample session evaluation form, workshop evaluation, and evaluation by instructor.

### **Chapter 13 - A SUMMARY OF DO'S AND DON'TS**

- Do try to find a facility that will book your group exclusively. Mixing with another group could detract from the social aspects of your program.
- Do provide maximum hands-on learning experiences.
- Do try to provide a balanced variety of course selections in each session.
- Do develop a realistic budget and time line.
- Do provide financial assistance for students, single parents and others who need it.
- Do make sure you have all your liability bases covered.
- Do use the term angler as an inclusive term for folks who fish.
- Do provide packets of take-home materials and small gear items to help participants continue their skills after the clinic.
- Do orient instructors to the conditions and your expectations ahead of time.
- Do obtain the best instructors for women, regardless of their gender.
- Do look for female role-model evening speakers.
- Do have a weather emergency contingency plan and ask your instructors to have a B Plan.
- Don't slant the evening programs too heavily toward hunting and fishing.
- Don't use this program as a political forum.
- Don't try to prevent men from registering for the program.
- Don't allow male bashing.

## **APPENDICES**

Brochure examples, registration form

Articles, sample news releases

Instructor Top 10

Evaluation Forms, sample letters