

Ep. 13: Girls Who Get In the Game

[00:00:00] **Trudy Hall:** I am Trudy Hall, your host for On Educating Girls, a podcast produced by the International Coalition of Girls Schools. Like many around the world, I was mesmerized as Serena Williams, having announced her impending retirement from tennis, a sport she had dominated since her first singles title in the US Open in 1999

[00:00:32] took to the courts one last time at the US Open in early September. How does a female athlete, one who has ranked as the number 1 tennis player for weeks on end, one who has won 23 Grand Slams, end her tennis career? The world watched in amazement as she powered her way to the finals in impressive Serena fashion.

[00:00:54] No surprise, And, when one goes back to Serena's earliest beginnings, we understand why we should not be surprised. Introduced to competitive sport at a young age, she, like many girls, found a happy, satisfying sense of self with a racquet and ball in hand.

[00:01:12] **Martha Perry:** Yeah, I would say for me, it would last one moment and I think something that has been hugely impactful in my life is thinking of a coach I had at the provincial level when I played rugby and his focus on the notion of team, um, outside of just on the field, very much focused as we traveled, as we prepared for tournaments or games.

[00:01:34] He was equally focused on how we were building team outside of the actual match, um, as much as in the match. So that has stuck with me in everything that I do and just really important and a real lesson.

[00:01:48] **Tilly Rigby:** I guess it's similar to what Martha said, that a teammate of mine who, when I was a first year at Tufts, since she was a senior, she said, she told me we were sitting down one day and she said, at the end of the [00:02:00] day, no one, you're not gonna remember which matches you win or lose.

[00:02:03] You're gonna remember the memories you make with your teammates and the experience. And I think that just, it like now always I'm thinking like, how can I be a better teammate? Like I'm staying in the moment and enjoying, like traveling with the team, like time off the court and on the court. But it makes you think of the big picture and who you are as a person, as well as an athlete.

[00:02:21] **Trudy Hall:** Did you know, 61% of girls who have a GPA of 4.0 play on a sports team? Girls who report the highest levels of sadness and depression are 27% less likely to be on a sports team. Girls who play on an athletic team are more likely to have a healthier lifestyle—eat breakfast, work out regularly and get at least 7 hours of sleep a

night, and they are 14% less likely to report a fear of speaking up out of concern for not being liked. And later in life the benefits of sports participation are still valuable

[00:02:48] 96% of female CEOs give credit to their sports team participation in high school as a time when they honed valuable leadership skills. All of these [00:03:00] data points have been documented by the women's sports foundation. Today's episode is not about proving that girls benefit from sports. Instead today, we want to empower the adults and girls' lives with the information they need to get the girl in their life, off the sidelines and into the game.

[00:03:18] **Video clip:** When parents are asked, what do you want for your child when they're older? They could often say confidence or resilience and both of these qualities can be gained from playing sport. You just have to find the right one for you. The one that brings you joy and the one that you resonate with.

[00:03:37] **Trudy Hall:** My guests today hail from Canada, two women committed to the notion that sports participation has incredible transformational power in the life of a girl—particularly in the life of a teenage girl. They represent several generations of athletic involvement, providing testimony to the long-lasting impact of high school sports.

[00:03:56] On a girl's trajectory through life. The first is Martha Perry, an alum ('85) of St. Clements School in Toronto, who has served as the head of school there since 2010. Martha was an athlete while at St. Clements, and even held the role of Sports Captain for the School in her final year. Well beyond high school graduation, she played rugby for the Ontario Provincial Team, before transitioning to educational administration.

[00:04:21] My second guest is Tilly Rigby, a more recent alum of St. Clements, who was also Sports Captain of the School while a student. In fact, Martha was the head of school when Tilly attended St. Clements. Currently a senior at Tufts University, she is Captain of the tennis team. She and her partner won the NCAA Division III doubles title this past season. She was also recently honored as the recipient of the Intercollegiate Tennis Association's (ITA) Arthur Ashe Jr. Leadership & Sportsmanship award for the 2021-22 season. Hi Tilly, hi, Martha. I'm really looking forward to this conversation.

[00:04:57] **Tilly Rigby:** Hi. Yeah. Thank you so much for having me. [00:05:00]

[00:05:00] **Martha Perry:** Thanks, Trudy. Really excited about this.

[00:05:02] **Trudy Hall:** Now both of you are active in sports early in school, so let's start by giving our listeners a little bit of your athletic history and let's just keep it to your preteen and teen years just, just stay there. And Martha, when did you have your first experience with team sports?

[00:05:18] **Martha Perry:** I would say it was my first year at St. [00:05:20] Clement school, a girl's school where I, um, there were regular seasons of sports and I launched right in with basketball in the fall, volleyball in the, in winter and softball in the spring. And that continued right through my time at St. Clement's from grade seven, till the end of my graduation time.

Trudy Hall: And Tilly?

[00:05:40] **Tilly Rigby:** I would actually agree. Once I got to St. Clements, I did a sport every term, I think cross-country in the fall, um, soccer or volleyball, and obviously tennis once I was old enough. And then I stayed with eventually it narrowed down to just tennis.

[00:05:57] **Trudy Hall:** And so, so we know that you were athletes, uh, in [00:06:00] your preteen years, but research tells us that, um, parents play a central role.

[00:06:05] Introducing their daughters to competitive sports, either through, you know, signing them up for an experience, role modelling or encouragement. Um, Tilly. Why don't you go first? Can you share what role your parents might have played in encouraging your athletic development?

[00:06:20] **Tilly Rigby:** Yeah, I think as well as signing me up, they just recognized how much I loved tennis.

[00:06:25] And I would beg them to let me practice more. I would come, they'd see me in a good mood after practice or, and I think they were very supportive of me. They actually encouraged me to start signing up for tournaments. And I think what people don't realize, and actually what I've talked a lot with my parents about is how big of a commitment it is from them too.

[00:06:41] Like my mom and I would rush from school to practice. She would pick me up two hours later. We'd spend the weekends like travelling, and playing in tournaments. And honestly, I don't think it's possible without having like. Parents involved in supporting you and like willing to like also make sacrifices for you to like, if you want to further your [00:07:00] involvement in sports, especially competitive sports.

[00:07:02] **Martha Perry:** You know, I, I think there's a generational difference. I will suggest I'm slightly older than Tilly. Um, but I would say my parents were encouraging always me of getting involved. And for me, it was very much at a high school level. So coming to watch games and that sort of thing, um, Inadvertently my mom out of interest in outta the community.

[00:07:23] My experience playing rugby at a very high level, um, only happened after university because of my mom, whether she wanted to, or not found a clipping in a

community newspaper about a women's team starting. And, uh, I don't know how serious she thought I would, um, take it, but it actually was the wonderful start to, uh, almost seven years of, of pretty competitive rugby. [00:07:45] So she, I have her to thank for that.

[00:07:48] **Trudy Hall:** This question's for Tilly. How did being a high school athlete impact the other aspects of your life? Can you talk a bit about how your identity as an athlete influenced your decisions about academics or extracurricular involvement?

[00:07:59] **Tilly Rigby:** Yeah, I think it played a huge part of my identity and who I became like I had to develop really good time management skills, obviously St. Clements is a difficult academic school. And I was, I wanted to take a full course load and be like equally involved in school as I was with tennis. So time management, a lot of independence, and I think just a good work ethic from tennis, but then I could apply to school, like all aspects of my life.

[00:08:28] Um, obviously in terms of extracurriculars, I was voted to be the sports captain in my final year. So my athletic involvement in the school obviously played a role in that, but I did make sure to stay involved in other things. And I had to be selective cuz I didn't have the time to do everything. But one of my favourite things.

[00:08:47] I did something called the global ideas Institute, which was researching a solution to food insecurity in the GTA. So very different from tennis, but I definitely made an effort to like expand outside of sports [00:09:00] also.

[00:09:01] **Trudy Hall:** And Martha, as a former athlete and an educator, who's committed to ensuring a healthy sports program for girls.

[00:09:07] What elements should parents be looking for? Is there a school philosophy that's key? Can you talk a bit about the coach's role and what sort of coaching girls benefit from?

[00:09:19] **Martha Perry:** Absolutely. Yeah, I think, I think it's imperative that our, students are active period. And I think we've seen that really even more so as a result of the global pandemic and the real sort of pausing of co-curricular activities and, and athletics.

[00:09:34] And I think that was quite a highlighting of the importance, both for physical health, but also mental health. Um, I think with perspectives, um, around schools, uh, I believe each school has its own athletic philosophy. St. Clement's is a pretty unique one in that our focus really is primarily on participation and skill building.

[00:09:55] So we're grades one to 12 in one building. Um, and we work and play [00:10:00] together and the key for us is getting as many people involved as possible. So

as a small school, that's something I think we're really proud of. Um, and so. You know, as kids start, and Tilly started in junior school, there were no tryouts.

[00:10:12] And so, you know, you'd see benches of 30, 30 girls sometimes at a basketball game and they'd all see the court. And as the students grow and, um, and access skills, as they get up to the senior teams, it's more competitive. And, and certainly, there are selections and, and cuts. I think the key for us is for students to understand the, not just the fundamentals about skills, um, for a particular sport, but also how to work as a team, how to understand how to lose, how to win, how to, um, commit to things.

[00:10:48] I think commitment is a hugely important focus as well. Um, I think in our communities, we have students who are incredibly enthusiastic about getting involved in everything. And [00:11:00] as Tilly spoke about making choices, that's actually a lesson in itself. So, um, committing to something really focusing in on doing a great job, but, uh, I'm passionate about the notion of participation and, and that also includes intramural. [00:11:14] So house sports and things, getting kids involved at every possible aspect to get them active.

[00:11:20] **Trudy Hall:** So, um, you know, in addition, Just sort of getting off the bench and into the game. Tilly, what advice would you offer to girls about how to best, um, actually or their parents about how to best encourage them through the ups and downs of the hard practice, the wins and the losses that, you know, Martha talked about, how to win, how to lose, what, from your perspective, what resonates?

[00:11:40] **Tilly Rigby:** Yeah. I mean, obviously, you can't, no matter what level of sport you're playing, you can't win everything no matter how good you are or who you are. And I think that's really important to recognize. Even just that you can't play well all the time, you're bound to have bad practices and bad matches. I used to, I used to attribute the bad days to, I would think, oh, [00:12:00] maybe I'm stressed at school.

[00:12:01] Maybe I'm not feeling well, tired. And then other times there's just like no good reason. And sometimes you just have a bad day and that's totally okay. So I think the advice I would give is just to recognize that ups and downs are natural. Losing is totally normal. And if you are going through a rough patch in your sport, like keep working at it.

[00:12:20] I'm a huge proponent of hard work that pays off. And I think I also learned to think about the big picture thinking things like, okay, maybe. You know, tennis for me, isn't going this well, or maybe I had a bad practice, but I'm doing, I did really well in my exam in school, or I have exciting things like with friends coming up.

[00:12:38] So I think finding small positives in other aspects of your life, especially when your sport isn't going too well just help you keep like mentally okay about it and stay engaged in your sport and you will get through it.

[00:12:54] **Trudy Hall:** um, that's it. Now it sounds like I wanna just sort of follow up with that because it sounds like that has become a [00:13:00] life philosophy for you.

[00:13:01] And so are, is it even possible for you to separate out how athletics influence that life philosophy? Cuz it sounds pretty impressive. And, and yet I, I have a feeling that the two are, um, intimately related.

[00:13:16] **Tilly Rigby:** Yeah, no, I think I've, I have been involved in sport for so long and competitive sport that as I've got older, even in high school, like from grade seven to grade 12, you're like learning so much about who you are and who you want to be.

[00:13:29] And I think some things I definitely learn on the tennis court and through sport and through going through like challenges in sport and other things I learned through going through the ups and downs of school and navigating like social relationships. And I do think they're honestly so intertwined that I can't separate.

[00:13:44] I think all the skills translate over for both of them and it just. Yeah, I guess it is my life alone, you know?

[00:13:52] **Trudy Hall:** Yeah. Um, and so Martha, we know that participating in high school sports has a huge, positive influence, [00:14:00] you know, Tilly just told us about that you yourself have experienced it. I have experienced it.

[00:14:04] Um, so for starters, we know a girl who's involved in sports is more likely to report having strong relationships with friends. Less likely to experience depression, more likely to say they're smart enough to pursue their dream career and less likely to wanna change their appearance. And I could go on and on. From your extensive experience, working with girls and girls' schools, what's contributing to these outcomes, and what's central to sports involvement?

[00:14:29] **Martha Perry:** You know, I, I, I think Tilly said it so beautifully. I think so much of this is around. Without realizing it it's through sport that you're navigating all of these amazing and important skills for learning and for life. So, um, as we talk about, you know, being in the moment of perhaps a challenging time, that could be on the court, it could be on the field anywhere and you can't hop off.

[00:14:53] You've gotta, you know, you've gotta work through that. Um, working with the team at times, these may not be your friends, but they're [00:15:00] people with whom you have a goal, and that is to be successful in a game or an event and you have to navigate it. And, you know, as we talk about learning, particularly increasingly, so

around learning how to learn, um, that platform - athletics is the one in which you're doing that.

[00:15:18] And so from my perspective, um, experience or not, I know that it. Such a wonderful conduit to learning that we hope like Tilly has suggested. Um, people see actually as, um, a way that they've learned how to navigate all sorts of other areas of life. So, um, I don't think I realized the benefit of my athletics until really I had time to look back on it.

[00:15:43] Um, and I certainly wasn't playing at a varsity level. Um, my athletics happened outside of school, but in terms of what I do now, as a leader, they have absolutely informed so much of what I do.

[00:15:58] **Trudy Hall:** Um, as a, as a former athlete, [00:16:00] I would have to absolutely agree with that though. And Tilly, as you hear Martha give her answer, what pieces of that resonate with you and what motivate motivated you to continue on with your athletic engagement in college?

[00:16:11] **Tillie Rigby:** Yeah, I think definitely sport, just as Martha said that it translates into so many other parts of your life. And I like my habits, like my time management skills, my even sleeping habits. And like, sometimes you have to make a decision like. Some days we have 7:00 AM practice and you can't stay up super late, even if it's on a weekend.

[00:16:32] And I think just having, for me, I love having a routine and like, definitely if you pursue sports at the varsity level or college level, you have a really strict routine. And that honestly helps me with like my schoolwork. It helps. It just helps me create my day and have a productive day. So I honestly knew that I wanted to continue it within the college, just because one of the, all these other benefits, I also still [00:17:00] loved the sport.

[00:17:00] So because I was able to do it in college, I, I, oh, I knew for a fact I wanted to continue it and look at going to the US.

[00:17:09] **Trudy Hall:** Can you talk a little bit about what the transition was like? Is there a difference between playing high school sports and college sports for you as a woman?

[00:17:16] **Tillie Rigby:** Um, so actually as soon as practices for us start the first day you move into school pretty much.

[00:17:23] So right away, I had 10 teammates and two coaches supporting me both on and off the court from the very first day. And I think because I had been balancing school and tennis for so long at St. Clements, I was confident with balancing school and

tennis once again at Tufts. I think the biggest change for me, in tennis, was that tennis switched from a very individual sport to a team sport.

[00:17:49] Which is amazing. And it's honestly for, I like love the change. And I think after doing tennis sort of individually, for seven years competitively, it was [00:18:00] like an incredible environment to be a part of and still be a part of.

[00:18:03] **Trudy Hall:** And, and so we know as positive as you have both been, uh, sports is not all roses and candy canes, and we have a short podcast, so we're not gonna be able to [00:18:14] dive into all of the elements of sports on this one. We'll have to come back for other conversations, but let's talk about some of the cautions that exist for girls. Martha, can you share signs that a girl's involvement in athletics might not be serving her and that some intervention or change is called for?

[00:18:30] **Martha Perry:** Yeah, this is such an important consideration. And I, you know, I think there are a few things. I, I think we want to make sure that, um, kids are interested in the sports. I worry sometimes about overscheduling, um, for the sake of keeping kids busy. Um, that's not to suggest that if someone finds a passion as Tilly has spoken, um, that they, they aren't willing to dive right in.

[00:18:55] But I think that overscheduling. The other thing that sometimes comes with hindsight, [00:19:00] um, less about one particular sport or tennis thing. I think there's also asking why a student is involved. There's, there's such a wonderful physical and mental, um, health approach to sports and sometimes that can have a shift, sometimes concerns around the image, body image can sometimes be tied to the sport.

[00:19:21] And so for me, um, where caution comes is making sure that wherever possible the athlete is being held in the middle and that the caring adults, coaches, parents, um, school staff have that as front of mind. And just making sure that the, you know, the physical and mental health is beneficial. I, I believe in athletics hugely. [00:19:42] I worry when I see someone stretched to a point that it's not, it's not been healthy for them.

[00:19:49] **Trudy Hall:** That, that makes good sense. And, and so Tilly, you know, from your perspective, working side by side with athletic peers in high school, and now in college, when did you see it go [00:20:00] wrong for a colleague or for yourself, and what got you through those moments? [00:20:04] Or what did you see others experience that you know was helpful for them?

[00:20:07] **Tilly Rigby:** Yeah, definitely. As Martha said, I think a big problem does come from over training and I think you see burnout in athletes. I've seen it happen to girls both in high and at the college level, and I know for them, like relying on your team and

any support system, you have to talk openly about how you're feeling about your sport and why like a lot of the time it's caused by.

[00:20:30] You're either doing, you can have physical burnout and it's representing itself in injury, like constant injuries or just like mental burnout and you're not really loving your sport anymore. And usually, that's happening when they're putting too much emphasis on like winning and being the best. And I think once they like lean on other people to figure out why they're putting so much pressure on themselves and why they're in that situation, usually, they can find the time to

[00:20:56] Enjoy their sport by like, whether it's focusing slightly less [00:21:00] on it for a little bit or focusing on other things, I think that's helped them a lot.

[00:21:03] **Martha Perry:** And if I could just add something that Tilly said earlier, that I so valued was not tying your personal worth to success. You know, Tilly, you articulated so well about how you've come to realize that sometimes you're just gonna have a bad day and sometimes you are going to lose.

[00:21:21] And, um, and I think as the adults in our, you know, in, uh, in our kids' lives or teammates, when you get hired to varsity level, Making sure that we're modelling that and encouraging that sort of healthy attitude, I think is imperative. Um, the win at all costs, the costs are high. And I think particularly when we talk about kids, you wanna leave with a love of athletics.

[00:21:46] I may not have played at a very high, competitive level as a student, and yet what an impact athletics have had on me as a person and how I now lead and engage with people.

[00:21:56] **Trudy Hall:** Well, I love that you've both added, you both picked up on that theme of how to [00:22:00] lose, but also how to win. And I'm guessing you would both agree that you balance that on the other side as well.

[00:22:06] There's a way to win that also encourages your opponent and leaves you feeling better about the win. Would either of you wanna comment on that?

[00:22:15] **Martha Perry:** I can first Tilly if you want, I have to fully disclose that I am a highly competitive person. Um, and people tease me, you know, even when it comes to fun games and things.

[00:22:24] Um, that being said, I think, as a result of, um, just taking stock of a space or, um, amongst people being aware of how some might be feeling, um, you know, when, when, you know, when we win, if the other team. You know, is feeling not so great about things. I think it's important to honour that feeling because it very well could be you the next time.

[00:22:48] And so I, I just think that's really, again, good people skills and good, um, empathy. I think we must be empathetic at all times when we're working with people, be it our own team or those [00:23:00] with whom we compete.

[00:23:01] **Tillie Rigby:** I agree with everything Martha said. I also do think for me, I've recognised, especially being on such a close team where we do talk like openly about how we're feeling.

[00:23:12] And obviously tennis is still a sport where not everyone plays the same amount. Some people won't play any matches. And I think I've been fortunate to be in a position on my team where a lot of my teammates feel comfortable coming to me with concerns and how they're feeling. So I think I've really been able to gain perspective of [00:23:30] how other people might be feeling in certain situations and then keeping that in mind.

[00:23:34] **Trudy Hall:** Um, I like, again, uh, Tilly that you've emphasized that you really, one of the positive elements that parents should look for is this, uh, positive team culture. Um, you've talked a lot about that and I, and I thank you for doing that, cuz I think that's another piece of it.

[00:23:49] Um, for a parent to listen to how their daughter is talking about the team culture is pretty important. So let's, let's dream for a little bit. Let's, uh, go out into the, into the future. America is celebrating [00:24:00] the 50th anniversary of title IX, and that was the legislation that was designed to pave the way for equal access to girls.

[00:24:07] Uh, to girls for athletic opportunity. So much progress has been made. I'm sure we were all. Glued to the screen when Serena Williams was, um, having her final tennis match. But we also know that, uh, more can be done to ensure access, uh, to the benefits of athletic participation, Tilly in your dream world, what do you hope is gonna be true in years to come?

[00:24:27] **Tilly Rigby:** Yeah, I think there have been huge strides towards equality in sports. Obviously, things still need to be addressed like you, uh, equal pay, a lack of, I there's still like a lack of investment and engagement in girls sports and honestly, still, so many negative stereotypes and just social norms still exist that I think steer girls away from sports more so than boys.

[00:24:51] Um, so in a dream world, none of these would exist. None of these barriers would exist and all female athletes would be able to get the recognition [00:25:00] they deserve and by doing so, just encouraging younger girls. Letting them know that they can and should be getting involved in sports too.

Trudy Hall: Martha, you wanna pile on?

[00:25:08] **Martha Perry:** Yeah. I mean, I exactly what Tilly's saying. And I think like everything in the world and in society, it's about modelling. And so, you know, when we see the remarkable fights that many of our professional athletes have been doing around pay equity and, um, I mean, that's sort of at the top level, but those who aspire to.

[00:25:26] Those opportunities. That to me is huge. Um, and I think the other thing is really normalizing athletics for, um, all people and all body types. And, um, you know, often we see people who. Um, have seen a, a, you know, sort of standard image of an athlete. And I, I don't think an athlete has to look any particular way.

[00:25:47] So I think at all levels, when we think about the impact that can happen really young around, um, girls sort of perceiving images of how they should be and how they shouldn't. Um, I [00:26:00] actually think we are afforded as girls school, such a wonderful opportunity to get kids engaged so early in athletics and to take away some of those, um, societal [00:26:10] framed norms. So I think that's key.

[00:26:12] **Trudy Hall:** Nice visions both of you. Um, I, I hope I live to see that world. So finally, um, after our conversations, we always like to leave parents with some quick, good solid advice or resources. So, you know what, two to three things do you each think parents should know as they encourage their daughters to [00:26:33] enter the arena? Um, and so Tilly I'm gonna go to you first on this one, um, just quick and easy and concise. What do you think parents should know?

[00:26:44] **Tillie Rigby:** I think at first, early on. I think it's really important to just encourage involvement in a variety of sports. Like, I don't think it's, you should select one and say, oh, my daughter is gonna be really good at this sport, cuz it just doesn't happen like that.

[00:26:58] And honestly, if they're in a, [00:27:00] if they don't get to choose which sport they're naturally drawn towards, they're not gonna have fun and it probably won't be worthwhile for them. And that brings me probably to my second point, which is, especially at the start again, making sure they're having fun. And we mentioned team culture earlier, but different teams and coaches have different ways of doing things and different philosophies.

[00:27:21] And it, it doesn't seem to be working for a child that it doesn't mean the sports wrong. Like, don't be afraid to go somewhere else or look at a different team or coach where maybe your daughter will have so much more fun. And build a stronger relationship with the coach and team, because that's really important.

[00:27:40] And then my last advice would just be, as I've said, many times, just to think of the big picture, like 10, your sport is important, especially as you get older, if you do

choose to pursue it competitively, but school is I've like school is really important. Social skills are important and just life skills are important.

[00:27:58] And [00:28:00] you do learn those things, playing your sport too, but. Make sure it's not all about your sport and you're enjoying everything else also,

[00:28:07] **Trudy Hall:** Pretty solid advice. Okay. Martha, Martha, you, you clearly do a good job up at St. Clements. You've got pretty articulate students.

[00:28:17] **Martha Perry:** so, well, you know what I mean, Tilly brought all of this to the school too.

[00:28:21] So, you know what I, I mean, I would echo all of that. I would say, um, as the adult in our kids' lives, We need to model that healthy balance between engagement and, um, winning and losing. And, um, I think Tilly is absolutely right. You know, allow kids to find their interests and their passions. I think, you know, make sure that you're encouraging commitment, but also not forcing something that may not feel right.

[00:28:47] Um, and, and the other thing I, I would say, and this, sometimes I worry about saying this is, remember your child is a different individual than you are. So, you know, my passion was basketball and rugby. That doesn't mean my [00:29:00] child's passion is going to be that same thing so how do we, um, you know, ensure that we're providing opportunities for our kids, um, encouraging them and encouraging 'em through the tough times too?

[00:29:12] I think we've heard that today is that, um, sport has so many wonderful, wonderful ways to learn lessons. And so how are we the facilitators of our, in our case at St. Clements of our girls learning and engagement?

[00:29:26] **Trudy Hall:** Thank you both. Um, as, as I predicted, uh, when we started this conversation, um, having you both has added real value for our listeners and I, I love the balance that you both bring to this.

[00:29:36] I love the fact that you're talking about, um, students, you know, being guided to their choice and living out their dreams. And I like the advice that you've given to parents, which is, keep it in perspective, keep it balanced, uh, model, um, for them attitudes about winning, about losing about life. Um, and I bet that any parent listening today, Tilly would hope that their young daughter [00:30:00] would become a young woman, just like you.

[00:30:02] So, thank you very much for offering up your experience, cuz I think it's been, it's really heartwarming to hear, um, how you proceed through life and how you've dealt with, um, your life, uh, using athletics as a vehicle to success. Thank you. This has been *On Educating Girls*, a podcast produced by the International Coalition of Girls

Schools to address real issues that impact the lives of girls we know. As always, we welcome your thoughts and suggestions as we create content that you find useful. Perhaps you have a topic that you want us to discuss in a future episode? Please send comments and questions to podcast@girlsschools.org and join us next time as we share insights and resources. Thanks for listening; it is important to the girls in your lives that you do!