

# THE 2018 TUCKER CENTER RESEARCH REPORT

# Developing Physically Active Girls



An Evidence-based Multidisciplinary Approach

# **Action & Access Antecedents**

### **Parents**

- · Reduce barriers
- · Value girls' PA
- · Emphasize intrinsic motives
- Be role models
- Support girls' efforts & provide access
- · Integrate with school & community PA efforts

## Peers

- · Support each other in PA
- Teach each other in PA
- Use respect, care, & inclusion
- · Accept all body types & identities
- Develop sport friendships

## **Physical Activity Leaders**

- · Follow curricular standards
- · Attain professional competencies
- · Be autonomy supportive & caring
- Employ effective training principles
- · Create task/mastery climates
- Support all identities & flexible gender roles

## Program Leaders

- · Offer structured to unstructured PA
- Hire professionally trained leaders
- · Create psychological, social, & physical safety
- Offer non-stereotypical activities
- Provide for gender-equitable leadership
- Strive for gender-equitable activity offerings
- · Incorporate girls' opinions in program design
- Include girl-specific and/or girl-separate PA

## Community Leaders

- · Design & create safe play spaces
- · Commit economic resources to girls' PA
- · Provide accessible, culturally sensitive PA
- · Advocate for policies to promote PA

# Girls' Agency & Optimal Context

# Girls as Committed Participants

- Value PA
- · Use leisure time for PA
- Find what is enjoyable
- · Encourage friends' PA
- Cross train at optimal intensity
- Practice to develop talent
- Know your rights
- Think critically

# rus Challenges

# Tucker Center for Research on Girls & Women in Snort

# **Asset Accrual**

# Physiological Benefits

- Cardiorespiratory fitness
- Muscular strength & endurance
- Bone health
- · Cardiovascular health
- Healthy body composition
- Healthy menstrual function
- · Chronic disease risk reduction
- Obesity prevention

# **Psychological Benefits**

- Motivation for continued PA
- · Knowledge about PA
- · Enjoyment & positive affect
- · Belief & value in PA
- Positive self-perceptions
- Mature moral development
- · Stress mgmt, mental & emotional health
- Optimal cognitive functioning
- Empowerment

## Social Benefits

- Positive gender construction
- · Positive and healthy body image
- Stereotype-free leadership & participation
- Critical literacy
- · Social & career capital, earning potential
- Supportive relationships with adults & peers
- · Learning from effective instructors
- Community involvement & engagement
- · Risk behavior prevention
- · Improved academic outcomes

### **Motor Benefits**

- · Performance-related physical fitness
- · Fundamental movement patterns
- · Motor skill competencies
- Movement literacy
- · Physical activity competencies
- · Physically active lifestyle
- Talent development

# An Evidence-based Multidisciplinary Model for Developing Physically Active Girls, 2018

Modified from Wiese-Bjornstal, D. M., & LaVoi, N. M. (2007). Chapter 5: Girls' physical activity participation: Recommendations for best practices, programs, policies, and future research. In M. J. Kane & N. M. LaVoi (Eds.), The 2007 Tucker Center Research Report, Developing physically active girls: An evidence-based multidisciplinary approach (pp. 63-90). Minneapolis, MN: The Tucker Center for Research on Girls & Women in Sport, University of Minnesota.