

THE 2007 TUCKER CENTER RESEARCH REPORT

Developing Physically Active Girls

An Evidence-based Multidisciplinary Approach

COLLEGE OF EDUCATION + HUMAN DEVELOPMENT

University of Minnesota

Driven to Discover™

Action Antecedents

Parents

- Reduce barriers
- · Value girls' PA
- · Emphasize intrinsic motives
- · Be role models
- Support girls' efforts
- 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
- · 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 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 airls' PA
- Provide accessible, culturally sensitive PA
- · Advocate for policies to promote PA

Optimal Context

PHYSICAL ACTIVITY

Girls as Committed Participants

- Value PA
- Use leisure time for PA
- Find what is enjoyable
- · Encourage friends' PA
- Cross train
- Commit to deliberate practice for talent development
- Train at optimal intensity

So change

Health Outcomes

Physiologic Benefits

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

Psychologic Benefits

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

Social Benefits

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

Motoric Benefits

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



An Evidence-based Multidisciplinary Model for Developing Physically Active Girls

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.