

## Why is it necessary to change the physical activity representations in women?

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### Two hypotheses

- People has wrong representations about physical activity
- Women are a group at risk of sedentariness



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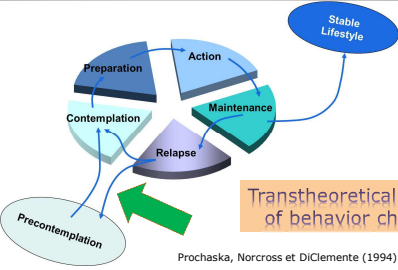
### Why the representations about PA?

## A REPRESENTATION IS A MENTAL IMAGE THAT SOMEONE HAS ABOUT SOMETHING



### Representations about PA are important because ...

- Determining variable for behaviour change




Transtheoretical model of behavior change  
Prochaska, Norcross et DiClemente (1994)

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### What to consider about representations on PA ?

- Definition – What is PA?
- Impact – What are the PA's effects?
- Recommendations – What to do?
- Self-analysis – Do I practice enough?
- Action – How can I do to reach the goal?



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### So, it is important to fight ...

- ... against wrong representations

Cloes (2012)

- ➔ Physical activity = sport
- ➔ Effectiveness = high intensity
- ➔ It takes time
- ➔ Weekend only
- ➔ It is expensive



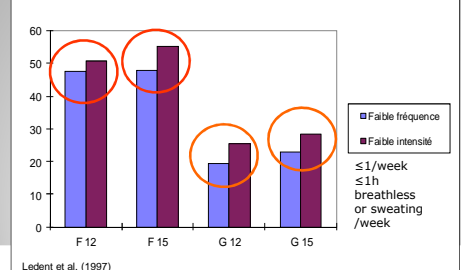
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### Physical activity in girls and women?

### Specific problems of girls?

- Overall finding
- At risk population for sedentariness



Ledent et al. (1997)

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### Specific problems of girls?

- Overall finding
- At risk population for sedentariness
- 52 PE secondary school level classes (1997-1998)
- 26 girls' classes: 76 students « + » and 70 students « - »
- 26 boys' classes: 68 students « + » and 63 students « - »

**Proportions of students involved in sport** according to gender and skill level (%)

	Girls « + »	Girls « - »	Boys « + »	Boys « - »
Competition	28.8	13.3	47.5	24.6
Leisure	31.5	41.5	25.4	31.1
Both	23.3	9.2	20.3	9.8
No sport	16.4	35.4	6.8	34.4

Piéron, et al. (2000)

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### Specific problems of girls?

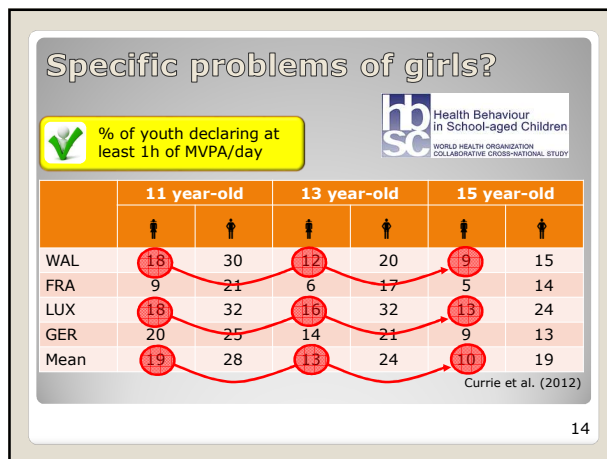
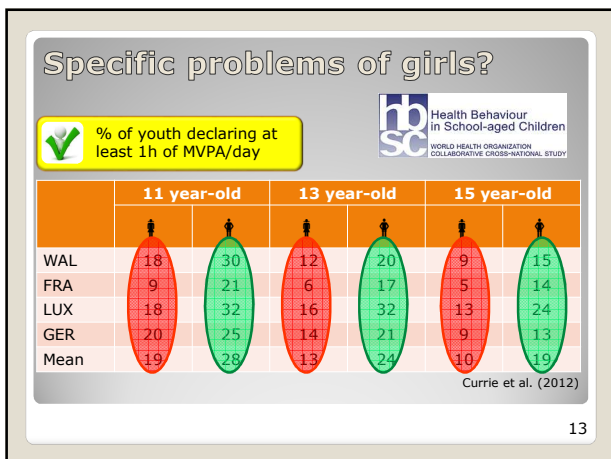
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**Frequency of sport activity** according to gender and skill level (%)

	Girls « + »	Girls « - »	Boys « + »	Boys « - »
1 time/week	6.7	30.0	5	17.9
2-3 times/week	48.3	45.0	34.6	48.7
4-6 times/week	31.7	22.5	48.1	25.6
Every day	13.3	2.5	11.5	7.7

Piéron et al. (2000)

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### Specific problems of girls?

Strength - Musc. power  
Musc. and run endurance  
Balance - Flexibility  
Adiposity

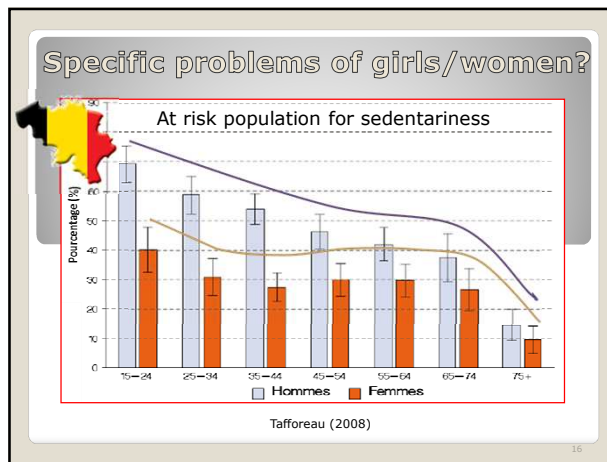
• Decrease of the fitness level (WAL)

Variables anthropométriques et motrices par âge et par sexe

Les flèches représentent une différence statistiquement significative au seuil de 5%.  
Les couleurs et l'orientation des flèches indiquent le sens de la différence.

Sexe	âge	TAI	PDS	BMI	PTR	PSS	SOM	DYN	EEL	FP	LOG	CNA	FLT	RSA	SBF	LL
Garçons	10															
	11	*	*													
	12	*	*													
	13	*	*													
	14	*	*													
	15	*	*													
	16	*	*													
	18	*	*													
Filles	10															
	11	*	*													
	12	*	*													
	13	*	*													
	14	*	*													
	15	*	*													
	16	*	*													
	18	*	*													

Heyters & Mairique (2004)



### Specific problems of girls?

• Origin

- Negative attitude
- Barriers

### Specific problems of girls?

- Negative attitude → low interest for physical effort
  - Cultural aspect
    - Physical activity = sport
    - Sport, it is 'viril' → boys (de Coubertin!)
    - Forbidden to show the body
  - Appraisal, affectivity, respect from important persons
    - Father going to watch his son playing football but not his daughter dancing in a ballet
    - Teasing/Behaviours ('Crying like a girl')
    - Greater attention for male performances (+++ records)

### Specific problems of girls?

- Negative attitude → low interest for physical effort
- Self-esteem problem, perception of own value
  - Women are less interested by competition (ego/task)
  - Priority to aesthetic aspects (society)
  - Level of competence/performance (hormones modification at the puberty → fat % decreasing performance and modifying appearance)
- Representations and believes from others
  - Female athletes are not elegant
  - Body transformation
  - Homosexuality

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### Specific problems of girls?


- Barriers
  - Discrimination
  - Sexism
  - Lack of specific activities
  - Lack of models (mothers + athletes)
  - Lack of opportunities of development
  - Ineffective parents' education
  - Prediction effect

ACAFA (2004)  
Rowland (1999)

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### How to fight ?

- Self-determination theory
  - Increase perception of autonomy
  - Increase perception of competence
  - Increase perception of interrelatedness
- Ego/task theory
  - Emphasize cooperation instead of competition
- Quality Physical Education/Sport
  - Fight against infectious physical educators
  - Increase the quality of PETE

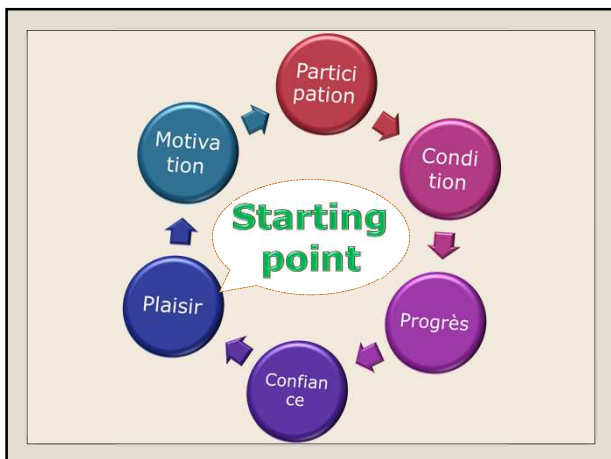


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### The PAMIA principles

- **P** - Foster play/pleasure: *give meaningfulness and increase pleasure*
- **A** - Foster achievement and learning: *70-80% («delicious uncertainty») through individualizing (levels +1 et -1; individual goals)*
- **M** - Foster movement: *propose activities situations that lead students to move, to expand energy*
- **I** - Foster interactions: *increase contact with others and with the environment*
- **A** - Foster autonomy: *give students opportunities to make decisions*

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\*Take home message

**Four key messages**

- Girls and women need to be as much physically active than males
- They should be supported to be active
- Their wrong representations need to be changed
- As well as those of the whole society as physical educators/parents/sports leaders

**Take a look on LTDA**

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*Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has*

Margaret Mead



**It's up to you, now!**

<http://hdl.handle.net/2268/189141>



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