



(Re)Introducing Girls to Sport and Physical Activity



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Introduction: ICOACHGIRLS

Research shows that women and girls face multiple challenges to participate in sport and physical activity. For example, the gendered nature of sport, a lack of female role models and unequal provision all hinder girls' ability to participate. Girls in the EU across a broad range of sports and countries, are four times less likely than boys to engage in organised sport (Emmonds et al., 2021). By not participating, girls are missing out in all the potential physical, mental, social and professional benefits of regular physical activity. Importantly, early negative experiences of sport, physical education and physical activity during the primary school years contribute to girls' lower levels of activity.

ICOACHGIRLS (ICG) is an Erasmus+ funded project, which is part of the larger [ICOACHKIDS](#) (ICK) family. ICOACHGIRLS has two key objectives:

- 1) To increase physical activity and sport participation among primary school age girls
- 2) To increase the number, competence and confidence of female coaches.

The key targets linked to these objectives are as follows:

Objective 1:

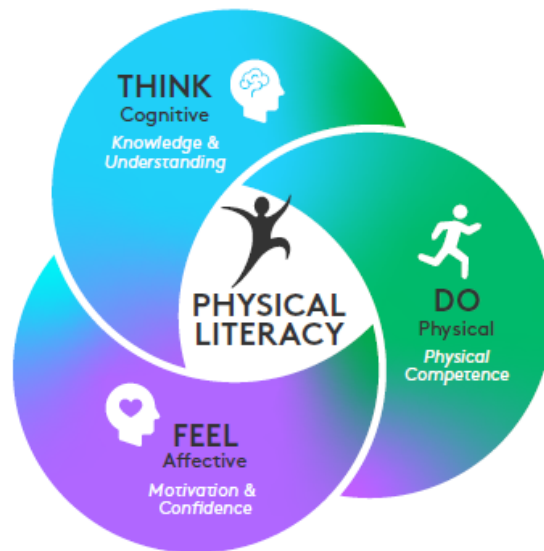
- Creation of 35 'Girls Play Centres' across 6 countries
- 1050 primary school age girls attending the sessions
- 350 sport and physical activity sessions delivered
- 95% satisfaction among girls and parents
- 50% of girls transitioning into regular physical activity on completion of the 10 week programme

Objective 2:

- 70 Head Coaches appointed to run the 'Girls Play Centres'
- 350 newly qualified or new-to-coaching female coaches completing a 'Come into Coaching' course and attending the 'Girls Play Centres' to receive mentoring from Head Coaches
- 95% satisfaction among Head Coaches and mentee coaches
- 95% of coaches improve their coaching competence
- 80% of coaches improve their confidence to lead coaching sessions



We recognise that long-term participation is crucial for girls to receive the benefits of sport and physical activity as outlined above. Therefore, through the delivery of the play centres, we will aim to support girls in developing their physical literacy. Physical literacy encompasses three inter-connected domains: cognitive – knowledge and understanding; affective – motivation and confidence; and physical – competence (Sport Ireland). ICOACHGIRLS will aim to positively influence primary school age girls across these three domains and support them to become more physically active over the long term.



Physical Literacy Domains (Reproduced with the permission of Sport Ireland)

(Re)Introducing Girls to Sport and Physical Activity

Hi Coach!

This guide is designed to support the creation of the ICOACHGIRLS programs to (re)introduce girls to sport and physical activity, by providing 10 'girls in sport' elements for delivery partners to consider. The elements are not meant to be overly prescriptive rules – they are purposely generic as they are meant to be applied in relevant ways across national and local contexts. However, the overarching elements should be considered in the design of ICOACHGIRLS programs.

The elements are aligned with the ICOACHKIDS PLEDGE¹ and structured around the Youth Sport Compass², a tried and tested framework for youth sports which provides direction on how to create a positive and safe sports climate. The Youth Sport Compass is built on four evidence-based pillars³: the development-oriented, the motivational, the caring and the socially-safe climate. All four pillars must be considered to achieve the best climate in youth sport.

In this guide, each element is introduced and explained, and brought to life with some practical recommendations. In brief, the 10 Girls in Sport elements are:

DEVELOPMENT-ORIENTED

1. Focus on competence
2. Provide non-competitive activities

MOTIVATIONAL

3. Provide high support
4. Offer a variety of activities and variations
5. Use role-models

CARING

6. Promote friendships and social connections
7. Help coaches to understand girls' needs

SOCIALLY SAFE

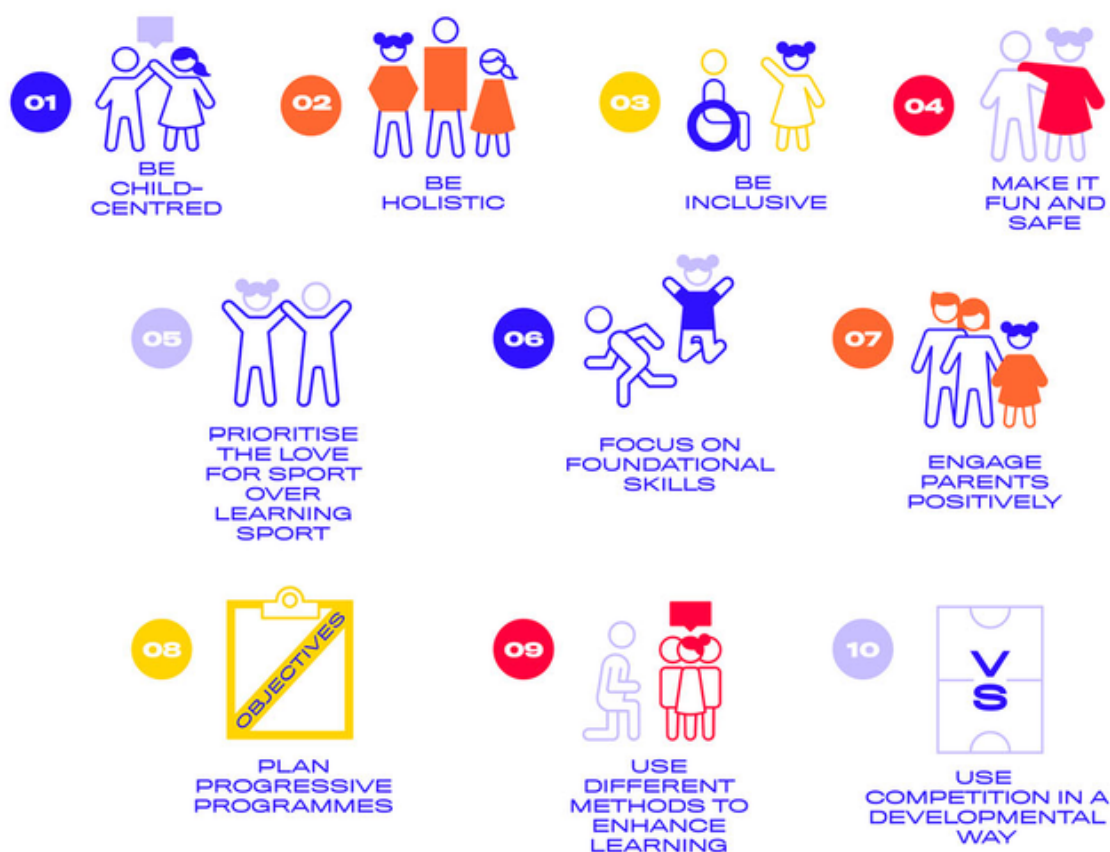
8. Create a positive, inclusive and welcoming environment
9. Provide girls only opportunities
10. Be aware of issues related to body image and act accordingly

We start this guide by considering what we have learnt from the previous ICOACHKIDS projects and introduce the ICK Pledge and the Youth Sport Compass.



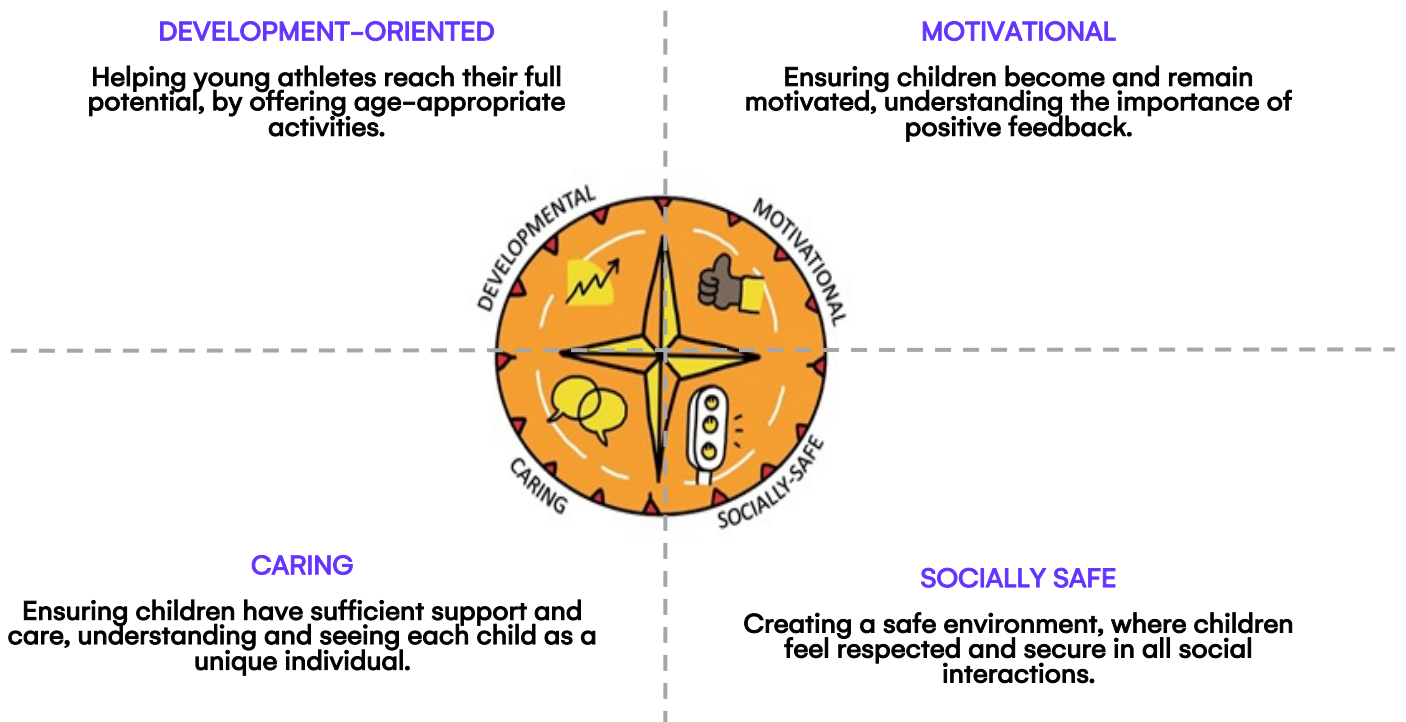
The ICOACHKIDS Pledge

The [ICOACHKIDS Pledge](#) contains 10 golden principles that will help coaches ensure that sport is a positive experience for young people. Each of these principles are tried and tested, research informed and advocated for by coaches! This is a great starting point to consider how you work with young people from all backgrounds. To read more about the pledge, check out the [ICOACHKIDS website](#) or watch this [short video](#).



The Youth Sport Compass

The Youth Sport Compass is another great tool to help us think about how to support children in appropriate ways. By considering our practice across the four corners, we can ensure we create a positive environment where children can thrive.

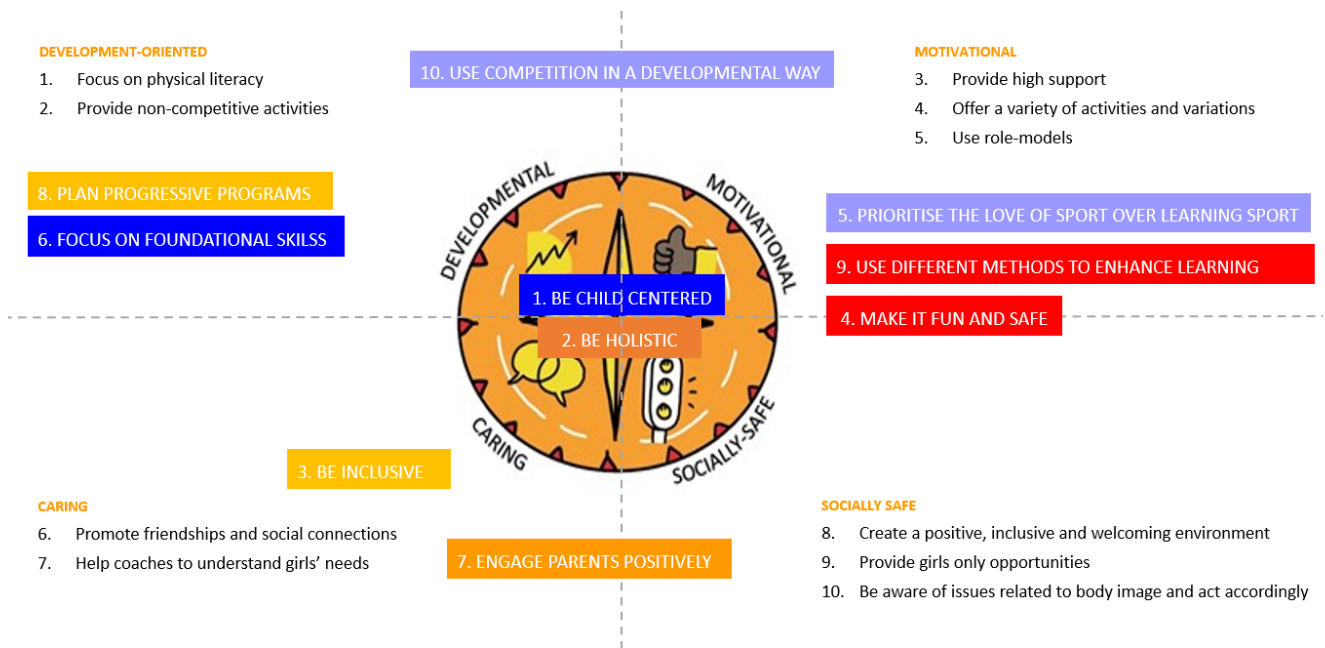


For more information, please see the following videos:

[The Youth Sport Compass](#)

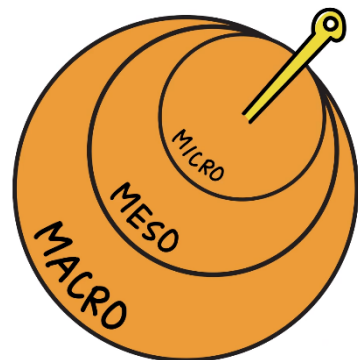
[The Making of the Youth Sport Compass](#)

Both the ICOACHKIDS Pledge and Youth Sport Compass offer fantastic insight into developing positive, inclusive and welcoming environments for all young people. However, we have also developed 10 specific elements which may be useful when coaching girls. These are not isolated, and should be considered with the ICK pledge and the Youth Sport Compass. The following image shows how the 10 elements align with both the ICK Pledge and the Youth Sport Compass.



It is also important to consider how practice works on different scales. Programs and their activities can target issues on different levels:

- **Micro level:** 'on the ground', what's happening on the playing field including children and coaches' interactions.
- **Meso level:** 'at the club', about the club policies and strategies, interaction with parents, coach recruitment, education, development and support.
- **Macro level:** policy-makers, sport association, (local) government.



We now turn our attention to the 10 specific girls in sport elements which will help you **(re)introduce girls to sport and physical activity**. This is not intended to be a prescriptive list, and as such they are purposively broad and generic. However, we do offer some illustrative examples across micro, meso and macro levels to bring these elements to life.

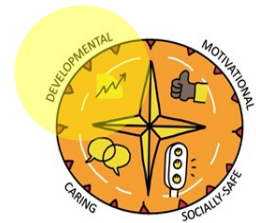
1. Focus on competence

Physical competence is one of the key aspects of physical literacy (alongside knowledge and motivation). Girls that are more skilled and perceive themselves as (highly) competent are found to have higher levels of participation, experience sport and physical activities as fun/enjoyable, and are more likely to continue participating in sport or physical activities. Thus, ICOACHGIRLS should focus on developing girls' fundamental movement skills to support their perceived competence. This should be backed up by encouragement and support from those around them, including coaches, peers and parents. Ideally, girls will feel competent across a range of movement and activity types.

Recommendations

MICRO LEVEL

- Acknowledge that girls have different needs
- Provide opportunities for learning
- Develop girls' fundamental movement skills/competence
- Emphasize development instead of performance/winning
- Help girls to understand the value of sport and physical activity



MESO LEVEL

- Educate trainers about motor learning and skill acquisition
- Educate parents about the value of sport and physical activity

MACRO LEVEL

- Promote physical literacy at local and national policy

2. Provide non-competitive activities

Although some girls thrive in competitive settings, others can experience competition as a barrier to participation. Reasons for this vary; for example, experiencing teasing due to low competence, embarrassment of not being picked for a team or feeling pressure to perform.

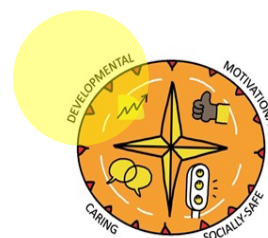
Providing non-competitive activities can support girls to start and/or maintain participation in sport and physical activities. The emphasis should be on development, fun and involvement instead on performance and competition. Highly regimented coaching, focused on performance and winning, can be experienced negatively by many girls.

Some sports and physical activities, like dance, horse-riding and skateboarding, might naturally provide this. However, every sport and physical activity should be customizable to a non-competitive format.

Recommendations

MICRO LEVEL

- Acknowledge that girls have different needs
- Provide non-competitive activities
- Emphasize development, fun and involvement
- Create a welcoming, non-competitive atmosphere



MESO LEVEL

- Educate coaches about non-competitive opportunities
- Be open for non-competitive activities and programs

MACRO LEVEL

- Promote non-competitive participation alongside competition

3. Provide high support

Girls who are supported by various people (e.g., parents, peers, teacher, and coaches) in various ways have more positive perceptions towards sport and physical activity, and are more likely to participate.

A positive context gives girls greater perceived competence, and thus allows them to capitalize on existing, or seek new sporting opportunities.

Parental discouragement can heavily impact girls' perceptions leading them to devalue and deprioritize sports and physical activity. This is especially important for adolescent girls from low socioeconomic status families.

In addition to this, girls like to participate in decisions about the activities and prefer a democratic, collaborative coaching style. Coaches should work together with them and ensure everyone has a voice.

Recommendations

MICRO LEVEL

- Actively encourage girls to join in
- Provide ample positive reinforcement
- Consult girls about their needs and preferences



MESO LEVEL

- Educate parents about the positive impact and importance of sport and physical activity
- Help parents to support girls

MACRO LEVEL

- Create programs that educate parents and help them to be supportive
- Use role-models for the parents to support their girls

4. Offer a variety of activities and variations

A broad range of activities appeal to girls. Programs that allow girls to sample various sports and activities increase the opportunities for girls to discover which ones they enjoy and feel competent in. The variety of activities can be based on the 'voice of the child', and giving girls a say in the activities on offer.

Girls are also more likely to stick with a particular activity when it is delivered in a varied, non-repetitive way (i.e., with different exercises). Girls like to learn new routines and improve their skill level while emphasizing fun and engagement rather than skill and competition.

Recommendations

MICRO LEVEL

- Provide a variety of activities and within activity variations
- Provide multi-sport and multi-activity programs

MESO LEVEL

- Educate trainers about variety and variations in sports and activities

MACRO LEVEL

- Provide education programs for coaches to be(come) creative within their exercises and training sessions
- Create programs with multiple sport opportunities
- Develop materials attractive to girls



5. Use role models

Girls can feel isolated in the context of sport and physical activity, and therefore may lose interest in participating. Existing stereotypes can be very difficult to overcome for girls in sport. As such it is important to have positive female role models that can inspire girls. For example, mothers or female family members participating in sport as athletes and/or coaches can be seen as role models for young girls. This can help inspire girls to begin, and to continue being active. Also, peers and other 'influencers' could be supportive role-models to girls. Since girls' preferences vary, it is recommended to use a diversity of role models to support all girls.

Recommendations

MICRO LEVEL

- Ensure sufficient female coaches that can act as role models
- Display images of women as sporting role models

MESO LEVEL

- Ensure a good mix of genders in the coaches' team and other volunteers

MACRO LEVEL

- Convey that you want more girls to be involved
- Promote girls' participation in any way possible
- Promote role models for girls locally and nationally



6. Promote friendships and social connections

Girls are more likely to take up and continue in sports and physical activity when they believe it to be a way of developing and maintaining friendships. Unsurprisingly, girls enjoy being able to socialize and play with their friends – this can be harder in a sport and physical activity context where it may be dominated by boys. Having other girls present helps to sustain their motivation for engagement. Having friends and connections makes it a lot easier; it makes it more relaxed or comfortable to do sports, and because they get to spend more time with friends, they look forward to the activities.

Recommendations

MICRO LEVEL

- Create time for socializing before, during and after your sessions
- Encourage co-operative play
- Encourage new relationships



MESO LEVEL

- Provide side events to support socializing
- Provide space and opportunities for social interactions

MACRO LEVEL

- Promote sport and physical activity as a way to make new friends

7. Help coaches to understand girls' needs

Many sport and physical activity contexts have been traditionally dominated by men, and therefore a more masculine culture has developed over time which may pay less attention to the needs of girls and women. This needs to be considered when aiming to increase the number of girls participating.

A successful program to promote girls' participation in sport and physical activity needs coaches that acknowledge girls have different needs compared to boys, have knowledge about these needs and act accordingly. A coach is an important, perhaps even the most important, link for girls to be inspired and feel connected to sport or physical activity.

Within this education, a strong emphasis should be placed on how to enhance girls' beliefs about their own competence to participate in sports and physical activity and strengthening their confidence to overcome barriers to participate in sports and other physical activities.

Recommendations

MICRO LEVEL

- Acknowledge that girls have different needs and act accordingly
- Interact with girls about their needs and wants

MESO LEVEL

- Educate coaches about girls' needs

MACRO LEVEL

- Create educational programs for coaches including girl empowerment



8. Create a positive, inclusive and welcoming environment

The atmosphere and culture within a certain sport or physical activity context is also crucial. Unsurprisingly, girls like to feel welcome and encouraged. It is very important for girls that everyone can participate and is seen and treated as equal. Negative experiences, for example teasing, bullying, or negative comparisons with boys, deter their desire to participate and could even lead to drop-out. Therefore, creating a positive, inclusive and welcoming environment is paramount. Everyone involved in the activity programme is responsible for creating and maintaining a positive environment where everyone feels welcome and included.

Recommendations

MICRO LEVEL

- Ensure the initial experience is overwhelmingly positive and friendly
- Ensure everybody feels welcome and encouraged
- Specifically show that girls are welcome
- Prevent teasing and bullying
- Be aware of stereotypes and reformulate/rethink them together



MESO LEVEL

- Include policies ensuring a positive and inclusive sports climate
- Include policies ensuring safeguarding in sports

MACRO LEVEL

- Create benchmarks for a positive and inclusive sports climate
- Create benchmarks for safeguarding in sports

9. Provide girls only opportunities

Exercising together with boys, especially during childhood and adolescence, is a common barrier for girls to participate in sport and physical activity. Many girls feel insecure and are discouraged by the negative behavior of boys (e.g., teasing, taunting, and name calling). Moreover, because boys tend to be encouraged to participate in sport more regularly, their competence is likely to be higher – thus girls may get sidelined and be excluded within mixed environments. However, highly competent girls have been shown to enjoy playing with boys, stating it was more fun as boys provided higher levels of competition. The opposite is true for the less confident girls – as the demographic of ICOACHGIRLS is girls who are inactive, they are likely to fit into this latter category. Thus, girls only opportunities in sports and physical activity is important within ICOACHGIRLS, to encourage more girls to start and stay in sports and physical activities.

Recommendations

MICRO LEVEL

- Acknowledge that girls have specific needs
- Create girls only opportunities

MESO LEVEL

- Educate coaches about girls' preferences and needs
- Promote girls only opportunities

MACRO LEVEL

- Promote girls only opportunities



10. Mitigate issues related to body image and act accordingly

Girls' body image and menstruation can be internal barriers to participate in sports and physical activity. Although some girls may take up physical activity to improve their body image, others do not participate due to body image concerns. Specific body-related concerns are related to breasts, body shape and size. Some girls feel that is impossible to look good and be active at the same time. Also, shyness, related to wearing sports clothing or swimsuits, has been identified as a barrier particularly for adolescent girls. Girls also mention feeling 'gross' and experiencing discomfort while menstruating, leading to increased self-consciousness and reduced participation.

It is important that everyone involved in girls and women's sport are aware of the challenges relating to body image that many girls face from childhood, and be ready to react in the appropriate ways. For example, encouraging and allowing conversations around these topics can be powerful. Moreover, ensuring that kit is appropriate and takes girls' needs into consideration can alleviate many concerns. Finally, ensuring the facilities are adequate and take into consideration the needs of girls and women is important.

Recommendations

MICRO LEVEL

- Encourage girls to be active
- Care for insecurities about body image and menstruation
- Involve girls in decision about sportswear (clothing and other material)



MESO LEVEL

- Provide girls' facilities (e.g., changing room, tray, sanitary towels)
- Educate coaches about girls' needs

MACRO LEVEL

- Create educational programs for coaches
- Create policies to institutionalize all the above recommendations

Other considerations

In addition to the 10 elements, we would like to address some issues that are important to create successful programs for the promotion of girls' participation in sports and physical activity.

First, it is recommended to use a **multicomponent strategy**. This entails a program focusing on more issues parallel to each other. It appears that the more 'green lights' that can be established, the higher the chances that girls will participate: the more of these elements that are addressed within your programme, the more likely it is to be successful.

Second, although it was intended to provide 10 general elements, it must be acknowledged that not all girls are the same. In practice, we deal with young and older girls with different contexts and backgrounds. Preferences and needs likely vary between different individuals and groups. For that reason, it is recommended to create **tailor-made approaches** to find the best solutions within a certain context.

Third, **marketing** has proven to be helpful to let girls make a first step to change their behavior. Perhaps co-operation is possible with influencing brands to inspire girls to become and/or remain active in sports.

As previously mentioned, this guide is designed to support the creation of the ICOACHGIRLS programs to (re)introduce girls in sports and physical activity, by providing 10 'girls in sport' elements. The elements are not meant to be overly prescriptive – they are purposely generic as they are meant to be applied in relevant ways across national contexts. When more information or guidance is required, please contact the project lead [Dr. Ruth Brazier](mailto:r.brazier@leedsbeckett.ac.uk):
r.brazier@leedsbeckett.ac.uk

Glossary of Terms

Elements — refers to particular elements which are specific to encourage more girls to participate in sport and physical activity

ICOACHGIRLS — A specific project within the ICOACHKIDS Global Movement, which recognizes that girls may face additional challenges to participate in sport and physical activity, and aims to support more girls in overcoming these barriers

ICOACHKIDS — A non-profit global movement to help kids get the most out of sport. The online platform gives youth sport coaches the knowledge and tools to share and learn from one another

Micro, Meso, Macro — different levels of impact from individual (micro), organizational (meso) and regionally/nationally (macro)

Physical Activity — refers to all movement and exercise that causes a person's body to work harder than normal. This can include sport, but also less organized activities such as walking, active play, skipping and jumping. It is recommended that children get at least 60 minutes of physical activity a week

Play Centre — refers to the specific activity centers which will be designed, delivered and evaluated through ICOACHGIRLS

Physical Literacy - Physical literacy is the motivation, confidence, physical competence, knowledge and understanding that enables a person to value and participate in physical activity throughout life

Principles — refers to the 10 principles in the ICK pledge

Sport — refers to organized games and activities in which teams or individuals compete within the boundaries of defined rules (e.g. football, basketball, cricket, netball etc.)

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The Making of This Guide

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Methods

Electronic database searches were conducted in PubMed and Springer Link. The search was limited to peer-reviewed systematic reviews published in English from January 2008 until the 1st of February 2023. Search terms for all databases were girls AND sport. Articles were included if they 1) were a systematic review, 2) focused on the participation of girls (4–18 years) in sports and 3) included information about factors promoting/facilitating and/or preventing/hindering sport participation. Articles that including children from all sexes/genders were excluded when results were not presented separately per sex/gender group. Furthermore, duplicate articles and articles without full-text access were also excluded. Titles, abstracts and full-text articles were screened by one researcher. In addition to the systematic search in databases, also the Dutch website <https://www.kenniscentrumsportenbewegen.nl/> was screened for additional findings from so-called professional literature or grey resources.

Results

The search in Pubmed and Sprinker Link yielded 55 and 230 hits, respectively. After screening 6 studies were included from Pubmed and 4 from Springer Link. The website <https://www.kenniscentrumsportenbewegen.nl/> yielded a web article (<https://www.allesoversport.nl/thema/beweegstimulering/sport-en-bewegen-voor-meisjes-wat-motiveert-en-wat-belemmert-ze/>) another 2 unpublished studies (master theses). See table 1 for an overview of the included studies.

First author (database)	Publication year	Studies included (n)	Age group	Focus
Allison (PM)	2017	4 (grey literature)	5–18	This systematic review aimed to assess the impact of physical activity interventions on secondary school-aged girls' (aged 11–18 years) participation in team sport and to identify potential strategies for increasing participation.
Camacho-Minano (PM)	2011	21	5–18	The aim of this study was to conduct a systematic review to describe the available evidence of PA interventions that targeted both young and adolescent girls.
Corr (PM)	2019	24	12–18	To synthesize evidence from qualitative studies relating to adolescent girls' perceptions of PA participation.

De Meester (SL)	2009	20	teenagers	This review was conducted to summarize the effectiveness of interventions to promote physical activity among European teenagers.
Hopkins (PM)	2022	36	5-21	The purpose of this systematic review was to identify factors associated with sport participation among adolescent girls and operationalize those factors into theoretical constructs to guide future research.
Laird (SL)	2016	89 (73 in meta-analysis; 16 in narrative synthesis)	12-18	To systematically review and meta-analyze the relationship between social support and physical activity in adolescent girls, exploring how different types and providers of social support might influence the relationship.
May (SL)	2020	9	0-19	This systematic review aims to address the gaps in prior research through 1) collating and synthesizing the findings of research conducted to date that has explored the barriers and facilitators to participating in PA and sport for Aboriginal and Torres Strait Islander children and adolescents and 2) evaluating the quality of the studies conducted.
Owen (PM)	2011	20 (17 in meta-analysis)	11-17	The objective of this systematic review is to assess the impact and design of school-based PA interventions targeting adolescent girls.
Pels (grey)	2016	n.a.	10-12	A qualitative study on the influence of prevailing discourses on the sports behavior of girls aged 10-12.
Pannen (grey)	2008	n.a.	8-14 (?)	A study of the exercise behavior of immigrant girls.
Somerset (SL)	2018	22	<18	"This systematic review asks, 'what are those barriers to children's participation in sport?'"
Suga (PM)	2021	10	5-10	The aim of this systematic review was to identify and summarize the effects of interventions designed to promote PA during recess in children between five and ten years old.

PM = Pubmed; SL = SprinkerLink; grey = grey literature

Appendices

- 1. Guide 1 Executive Summary – English**
- 2. Guide 1 Executive Summary – Spanish**
- 3. Guide 1 Executive Summary – French**
- 4. Guide 1 Executive Summary – German**
- 5. Guide 1 Executive Summary – Dutch**
- 6. Guide 1 Executive Summary – Hungarian**
- 7. Guide 1 Executive Summary – Lithuanian**



(Re)Introducing Girls to Sport and Physical Activity

This guide provides 10 'girls in sport' elements for delivery partners to consider, situated in each of the quadrants of the youth sport compass.

DEVELOPMENT-ORIENTED

- 1.** Focus on competence: Girls that are more skilled and perceive themselves as (highly) competent have higher levels of participation. Thus, ICOACHGIRLS should focus on developing girls' fundamental movement skills to support their perceived competence.
- 2.** Provide non-competitive activities: Although some girls thrive in competitive settings, others can experience competition as a barrier to participation. Providing non-competitive activities can support girls to start and/or maintain participation in sport and physical activities.

MOTIVATIONAL

- 3.** Provide high support: Girls who are supported by various people (e.g., parents, peers, teacher, and coaches) have more positive perceptions towards sport and physical activity, and are more likely to participate.
- 4.** Offer a variety of activities and variations: Allowing girls to sample various activities increases the opportunities for girls to discover what they enjoy and feel competent in.
- 5.** Use role-models: Girls can feel isolated in the context of sport and physical activity, so it is important to have positive female role models that can inspire girls

CARING

- 6.** Promote friendships and social connections: Girls are more likely to continue in sports and physical activity when they believe it to be a way of developing and maintaining friendships
- 7.** Help coaches to understand girls' needs: A successful program to promote girls' participation in sport and physical activity needs coaches that acknowledge girls have different needs compared to boys, have knowledge about these needs and act accordingly.

SOCIALLY SAFE

- 8.** Create a positive, inclusive and welcoming environment: Unsurprisingly, girls like to feel welcome and encouraged. It is very important for girls that everyone can participate and is seen and treated as equal
- 9.** Provide girls only opportunities: because boys tend to be encouraged to participate in sport more regularly, their competence is likely to be higher – thus girls may get sidelined and be excluded within mixed environments
- 10.** Be aware of issues related to body image and act accordingly: Girls' body image and menstruation can be internal barriers to participate in sports and physical activity. Many girls do not participate due to body image concerns.



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(Re)introducir a las niñas en el deporte y la actividad física

Esta guía ofrece 10 elementos de "las chicas en el deporte" para que los socios de prestación de servicios los tengan en cuenta, situados en cada uno de los cuadrantes de la brújula del deporte juvenil.

ORIENTADO AL DESARROLLO

1. Centrarse en la competencia: Las chicas que son más hábiles y se perciben a sí mismas como (altamente) competentes tienen mayores niveles de participación. Por lo tanto, ICOACHGIRLS debe centrarse en el desarrollo de las habilidades de movimiento fundamentales de las niñas para apoyar su percepción de competencia.

2. Ofrecer actividades no competitivas: Aunque algunas niñas prosperan en entornos competitivos, otras pueden experimentar la competición como una barrera para la participación. Ofrecer actividades no competitivas puede ayudar a las niñas a iniciar y/o mantener su participación en el deporte y las actividades físicas.

MOTIVACIÓN

3. Proporcionar un gran apoyo: Las niñas que cuentan con el apoyo de varias personas (por ejemplo, padres, compañeros, profesor y entrenadores) tienen percepciones más positivas hacia el deporte y la actividad física, y es más probable que participen.

4. Ofrecer una variedad de actividades y variaciones: Permitir que las niñas prueben diversas actividades aumenta las oportunidades de que descubran lo que les gusta y en lo que se sienten competentes.

5. Utilice modelos de conducta: Las niñas pueden sentirse aisladas en el contexto del deporte y la actividad física, por lo que es importante contar con modelos femeninos positivos que puedan inspirar a las niñas.

CUIDADO

6. Fomentar las amistades y las relaciones sociales: Es más probable que las niñas continúen en el deporte y la actividad física cuando creen que es una forma de desarrollar y mantener amistades

7. Ayudar a los entrenadores a comprender las necesidades de las chicas: Un programa exitoso para promover la participación de las niñas en el deporte y la actividad física necesita entrenadores que reconozcan que las niñas tienen necesidades diferentes a las de los niños, que conozcan estas necesidades y que actúen en consecuencia.

SEGURIDAD SOCIAL

8. Crear un entorno positivo, integrador y acogedor: Como es lógico, a las chicas les gusta sentirse bienvenidas y animadas. Para las niñas es muy importante que todos puedan participar y sean vistos y tratados como iguales.

9. Ofrecer oportunidades sólo a las chicas: dado que se suele animar a los chicos a participar en el deporte con más regularidad, es probable que su competencia sea mayor, por lo que las chicas pueden quedar marginadas y excluidas en entornos mixtos.

10. Ser conscientes de los problemas relacionados con la imagen corporal y actuar en consecuencia: La imagen corporal de las chicas y la menstruación pueden ser barreras internas para participar en deportes y actividades físicas. Muchas niñas no participan debido a problemas relacionados con su imagen corporal.



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(Ré)initier les filles au sport et à l'activité physique

Ce guide fournit 10 éléments "filles dans le sport" à prendre en compte par les partenaires de mise en œuvre, situés dans chacun des quadrants de la boussole du sport pour la jeunesse.

AXÉ SUR LE DÉVELOPPEMENT

- 1.** L'accent est mis sur la compétence : Les filles qui sont plus habiles et qui se perçoivent comme (très) compétentes ont des niveaux de participation plus élevés. Ainsi, ICOACHGIRLS devrait se concentrer sur le développement des compétences fondamentales des filles en matière de mouvement afin de soutenir leur perception de la compétence.
- 2.** Proposer des activités non compétitives : Bien que certaines filles s'épanouissent dans un environnement compétitif, d'autres peuvent ressentir la compétition comme un obstacle à leur participation. Proposer des activités non compétitives peut aider les filles à commencer et/ou à maintenir leur participation au sport et aux activités physiques.

MOTIVATION

- 3.** Fournir un soutien important : Les filles qui sont soutenues par diverses personnes (parents, pairs, enseignants et entraîneurs) ont une perception plus positive du sport et de l'activité physique et sont plus susceptibles de participer.
- 4.** Proposer une variété d'activités et de variantes : En permettant aux filles d'essayer diverses activités, on leur donne la possibilité de découvrir ce qu'elles aiment et ce pour quoi elles se sentent compétentes.
- 5.** Utiliser des modèles : Les filles peuvent se sentir isolées dans le contexte du sport et de l'activité physique. Il est donc important d'avoir des modèles féminins positifs qui peuvent inspirer les filles.

SOIGNER

- 6.** Promouvoir les amitiés et les liens sociaux : Les filles sont plus susceptibles de continuer à pratiquer un sport ou une activité physique lorsqu'elles pensent que c'est un moyen de développer et d'entretenir des amitiés.
- 7.** Aider les entraîneurs à comprendre les besoins des filles : Pour qu'un programme de promotion de la participation des filles au sport et à l'activité physique soit couronné de succès, il faut que les entraîneurs reconnaissent que les filles ont des besoins différents de ceux des garçons, qu'ils connaissent ces besoins et qu'ils agissent en conséquence.

SÉCURITÉ SOCIALE

- 8.** Créer un environnement positif, inclusif et accueillant : Sans surprise, les filles aiment se sentir accueillies et encouragées. Il est très important pour elles que tout le monde puisse participer et soit considéré et traité sur un pied d'égalité
- 9.** Offrir des opportunités aux filles uniquement : les garçons étant encouragés à pratiquer le sport plus régulièrement, leurs compétences sont susceptibles d'être plus élevées – les filles risquent donc d'être mises à l'écart et exclues dans des environnements mixtes.
- 10.** Être conscient des problèmes liés à l'image corporelle et agir en conséquence : L'image corporelle des filles et la menstruation peuvent constituer des obstacles internes à la pratique du sport et de l'activité physique. De nombreuses filles ne participent pas en raison de leurs problèmes d'image corporelle.



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(Her)introductie van meisjes in sport en lichaamsbeweging

Deze gids biedt 10 'meisjes in de sport'–elementen waarmee partners rekening kunnen houden, gesitueerd in elk van de kwadranten van het jeugdsportkompas.

ONTWIKKELINGSGERICHT

- 1.** Focus op competentie: Meisjes die vaardiger zijn en zichzelf als (zeer) competent ervaren, hebben hogere participatieniveaus. ICOACHGIRLS zou zich dus moeten richten op het ontwikkelen van de fundamentele bewegingsvaardigheden van meisjes om hun ervaren competentie te ondersteunen.
- 2.** Zorg voor niet–competitieve activiteiten: Hoewel sommige meisjes goed gedijen in een competitieve omgeving, kunnen anderen competitie als een belemmering voor deelname ervaren. Het aanbieden van niet–competitieve activiteiten kan meisjes ondersteunen om te beginnen en/of te blijven deelnemen aan sport en lichamelijke activiteiten.

MOTIVATIEF

- 3.** Zorg voor veel steun: Meisjes die door verschillende mensen (zoals ouders, leeftijdsgenoten, leerkrachten en coaches) worden gesteund, hebben een positievere perceptie van sport en lichaamsbeweging en zijn eerder geneigd om deel te nemen.
- 4.** Bied een verscheidenheid aan activiteiten en variaties: Meisjes verschillende activiteiten laten uitproberen vergroot de mogelijkheden voor meisjes om te ontdekken wat ze leuk vinden en waar ze zich competent in voelen.
- 5.** Gebruik rolmodellen: Meisjes kunnen zich geïsoleerd voelen in de context van sport en lichaamsbeweging, dus het is belangrijk om positieve vrouwelijke rolmodellen te hebben die meisjes kunnen inspireren.

CARING

- 6.** Vriendschappen en sociale banden bevorderen: Meisjes zullen eerder doorgaan met sporten en bewegen als ze denken dat het een manier is om vriendschappen te ontwikkelen en te onderhouden.
- 7.** Coaches helpen de behoeften van meisjes te begrijpen: Voor een succesvol programma om de deelname van meisjes aan sport en lichaamsbeweging te bevorderen, zijn coaches nodig die erkennen dat meisjes andere behoeften hebben dan jongens, kennis hebben van deze behoeften en ernaar handelen.

SOCIAAL VEILIG

- 8.** Creëer een positieve, open en gastvrije omgeving: Het zal geen verrassing zijn dat meisjes zich graag welkom en aangemoedigd voelen. Het is heel belangrijk voor meisjes dat iedereen kan deelnemen en als gelijke wordt gezien en behandeld.
- 9.** Bied alleen kansen voor meisjes: omdat jongens worden aangemoedigd om regelmatig aan sport te doen, is hun competentie waarschijnlijk groter – meisjes kunnen dus aan de zijlijn komen te staan en worden uitgesloten in gemengde omgevingen.
- 10.** Wees je bewust van kwesties met betrekking tot lichaamsbeeld en handel daarnaar: Het lichaamsbeeld van meisjes en menstruatie kunnen interne barrières vormen om deel te nemen aan sport en lichaamsbeweging. Veel meisjes doen niet mee omdat ze zich zorgen maken over hun lichaamsbeeld.



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Lányok (újra)bevonása a sportba és a fizikai aktivitásba

Ez az útmutató 10 "lányok a sportban" szempontot mutat be tanulságként központokat megvalósító partnerek számára, mely szempontok a youth sport compass modell minden egyes szegmensében fellelhetők.

FEJLESZTÉS-ORIENTÁLT

1. Kompetenciára összpontosítás: Azok a lányok, akik ügyesebbek és (kifejezetten) képesek tartják magukat, magasabb részvételi arányt mutatnak. Ezért, az ICOACHGIRLS programnak a lányok alapvető mozgáskészségeinek fejlesztésére kell összpontosítania, hogy ezáltal alátámassza a lányok által vélt kompetenciát.

2. Biztosítson nem versenyszerű foglalkozásokat: Noha egyes lányok a versenyhelyzetben jól érzik magukat, mások a versengést a részvétel akadályaként élhetik meg. A nem versenyszerű tevékenységek biztosítása támogathatja a lányokat abban, hogy elkezdjenek és/vagy továbbra is részt vegyenek a sportban és a fizikai tevékenységekben.

MOTIVÁLÓ

3. Biztosítson kiemelt támogatást: Azok a lányok, akiket többen támogatnak (pl. szülők, kortársak, tanár és edzők), pozitívabban viszonyulnak a sporthoz és a fizikai aktivitáshoz, és nagyobb valószínűséggel vesznek részt a sportban.

4. Különböző tevékenységeket és lehetőségeket nyújtson: A különböző tevékenységek kipróbálásának lehetősége növeli a lányok esélyét arra, hogy kiderítsék, mi az, amit élveznek és amiben rátermettnek érzik magukat.

5. Használjon példaképeket: A lányok elszigeteltnek érezhetik magukat a sport és fizikai aktivitás kapcsán, ezért fontos, hogy legyenek olyan női példaképek, akik inspirálhatják őket.

GONDOSKODÓ

6. A barátságok és szociális kapcsolatok előmozdítása: A lányok nagyobb valószínűséggel folytatják a sportot és a testmozgást, ha úgy érzik ez egy módja a barátságok kialakításának és fenntartásának.

7. Segítsen az edzőknek megérteni a lányok igényeit: A lányok sportban és testmozgásban való részvételét elősegítő sikeres programhoz olyan edzőkre van szükség, akik elismerik, hogy a lányoknak a fiúktól eltérő igényeik vannak, ismerik ezeket az igényeket, és ennek megfelelően cselekszenek.

SZOCIÁLISAN BIZTONSÁGOS

8. Pozitív, befogadó és barátságos légkör kialakítása: Nem meglepő, hogy a lányok szeretik, ha szívesen látják őket és bátorítják őket. A lányok számára nagyon fontos, hogy mindenki részt vehessen, és mindenkit egyenrangúnak tekintsenek és kezeljenek.

9. Kizárólag lányoknak szóló lehetőséget biztosítsunk: mivel a fiúkat általában arra ösztönzik, hogy rendszeresebben vegyenek részt a sportban, a képzettségük valószínűleg jobb lesz – így a lányok háttérbe szorulhatnak és kirekesztődhetnek egy vegyes közegben.

10. Legyen tisztában a testképpel kapcsolatos kérdésekkel, és cselekedjen ennek megfelelően: A lányok testképe és a menstruáció belső akadályai lehetnek a sport és fizikai aktivitásokban való részvételnek. Sok lány nem vesz részt a testképpel kapcsolatos aggályok miatt.



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Mergaičių įtraukimas į sportą ir fizinį aktyvumą

Šiame vadove pateikiama 10 mergaičių įtraukimo į sportą elementų, į kuriuos turėtų atsižvelgti projekto partneriai ir kurie yra išdėstyti kiekviename Jaunimo sporto kompasu kvadrante.

1. TOBULĖJIMĄ ORIENTUOTA APLINKA

1. Dėmesys kompetencijai. Mergaitės, kurios yra labiau įgudusios ir suvokia save kaip itin kompetentingas, aktyviau dalyvauja sporte. Taigi ICOACHGIRLS turėtų sutelkti dėmesį į mergaičių pagrindinių judėjimo įgūdžių ugdymą, kad palaikytų jų suvokiamą kompetenciją.

2. Užtikrinti nekonkurencinę veiklą. Nors kai kurioms mergaitėms puikiai sekasi varžybų metu, kitoms konkurencija gali būti kliūtis dalyvauti. Ne konkurencinės sportinės veiklos organizavimas gali padėti mergaitėms pradėti ir (arba) tęsti sportą ir fizinę veiklą.

3. MOTYVUOJANTI APLINKA

3. Didelė parama. Tėvai, bendraamžiai, mokytojai ir treneriai teigiamai vertina sportą ir fizinę veiklą ir skatina jas būti aktyvioms, todėl tos mergaitės yra labiau linkusios įsitraukti į sportinę veiklą.

Offer a variety of activities and variations: Allowing girls to sample various activities increases the opportunities for girls to discover what they enjoy and feel competent in.

4. Siūlyti įvairių veiklų ir jos variantus. Suteikus mergaitėms galimybę išbandyti įvairias veiklas, jos turi daugiau progų atrasti tai, kas joms patinka ir kur jaučiasi kompetentingos

5. Pasitelkti sektinus pavyzdžius. Mergaitės, dalyvaudamos sporto ir fizinio aktyvumo veikloje, gali jaustis izoliuotos, todėl svarbu turėti teigiamų moterų pavyzdžių, kurie galėtų įkvėpti mergaites.

6. RŪPINIMASIS

6. Skatinti draugystę ir socialinius ryšius. Mergaitės yra labiau linkusios toliau sportuoti ir užsiimti fizine veikla, jei mano, kad tai yra būdas užmegzti ir palaikyti draugystę.

7. Padėti treneriams suprasti mergaičių poreikius. Sėkmingai programai, skatinančiai mergaičių dalyvavimą sporte ir fizinėje veikloje, reikalingi treneriai, pripažįstantys, kad mergaičių poreikiai skiriasi nuo berniukų, turintys žinių apie šiuos poreikius ir atitinkamai veikiančys.

8. SOCIALIAI SAUGI APLINKA

8. Sukurti pozityvią, įtraukią ir draugišką aplinką. Visai nestebina, kad mergaitėms patinka jaustis laukiamoms ir skatinamoms. Mergaitėms yra labai svarbu, kad jos dalyvautų, būtų matomos, kad su jomis būtų elgiamasi kaip su lygiavertėmis.

9. Suteikti galimybes tik mergaitėms. Kadangi berniukai paprastai skatinami reguliariai sportuoti, jų kompetencija gali būti aukštesnė, todėl mergaitės, sportuodamos kartu su berniukais, gali jaustis, kad joms nesuteikia tiek pat dėmesio kaip berniukams.

10. Žinoti su kūno įvaizdžiu susijusias problemas ir atitinkamai elgtis. Mergaičių kūno įvaizdis ir menstruacijos gali būti vidinės kliūtys joms dalyvauti sporte ir fizinėje veikloje. Daugelis mergaičių nedalyvauja perdėtu kūno įvaizdžio susirūpinimu.



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