

## GENDER STEREOTYPES IN IMAGES OF PHYSICAL EDUCATION TEXTBOOKS IN BRAZIL

*ESTEREÓTIPOS DE GÊNERO NAS IMAGENS DOS LIVROS DIDÁTICOS DE EDUCAÇÃO FÍSICA DO BRASIL*

*ESTEREOTIPOS DE GÉNERO EN LAS IMÁGENES DE LOS LIBROS DIDÁCTICOS DE EDUCACIÓN FÍSICA DE BRASIL*

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### Keywords

Sexism.  
Book illustrations.  
Basic and Secondary Education.  
Sports.

**Abstract:** This study examines whether or not Brazilian Physical Education textbooks contain images of gender stereotypes. It looked at 929 photographs of textbooks published between 2006 and 2012 to be used by Basic and Secondary Education students. Content analysis was conducted through an ad hoc adaptation of an instrument used in previous studies. Results show a slight predominance of the male representation over female, and many images of mixed groups. Images partially reproduce hegemonic patterns linking physical activity with gender. Men are associated to sports while women are linked to fitness activities. The competitive environment and elite sports are accessible to both men and women and there is no relation between gender and the use the sports space.

### Palavras-chave

Sexismo.  
Ilustrações de livros.  
Ensino fundamental e médio.  
Esportes.

**Resumo:** Este estudo analisa se existem estereótipos de gênero nas imagens de livros didáticos da Educação Física brasileira. Foram analisadas 929 fotografias de livros publicados entre 2006 e 2012 e destinados a estudantes do ensino fundamental e médio. Para a análise de conteúdo se utilizou uma adaptação ad hoc de um instrumento empregado em investigações precedentes. Os resultados mostram um ligeiro predomínio da representação de homens frente à de mulheres e muitas imagens de grupos mistos de homens e mulheres. As imagens reproduzem parcialmente os padrões hegemônicos que vinculam o tipo de prática corporal com o gênero. Os homens se associam com os esportes enquanto as mulheres se vinculam às atividades de fitness e condicionamento físico. O âmbito competitivo e os esportes de elite são acessíveis tanto para homens como para mulheres e não existe vinculação do uso do espaço esportivo em função do gênero.

### Palabras clave

Sexismo.  
Ilustraciones de libros.  
Educación primaria y secundaria.  
Deportes.

**Resumen:** Este estudio analiza si existen estereotipos de género en las imágenes de los libros didáticos de Educación Física brasileños. Se analizaron 929 fotografías de libros publicados entre 2006 y 2012 destinados a estudiantes de Enseñanza Fundamental y Media. Para el análisis de contenido se utilizó una adaptación ad hoc de un instrumento empleado en investigaciones precedentes. Los resultados muestran un ligero predominio de la representación de hombres frente a la de mujeres y muchas imágenes de grupos mixtos de ambos sexos. Las imágenes reproducen parcialmente los patrones hegemónicos que vinculan el tipo de actividad física con el género. Los hombres son asociados a los deportes, mientras que las mujeres son vinculadas a las actividades de fitness y preparación física. El ámbito competitivo y los deportes de élite son accesibles tanto para hombres como para mujeres y no existe vinculación del uso del espacio deportivo en función del género.

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## 1 INTRODUCTION

In recent years, textbooks were published that discuss Physical Education contents regarding their teaching in schools. This study analyzed the “public Textbook” in the Brazilian states of Paraíba and Paraná; the “Lessons from Rio Grande. Curriculum benchmarks. Student’s notebook”, of the state of Rio Grande do Sul; the “Students’ notebooks” of the state of São Paulo; and the “Body Culture Collection” by Ícone publishing house.

The school textbook is a working tool for teachers, a facilitating teaching tool for students to assimilate knowledge, and a material resource with formal specificity (MARTÍNEZ, 2002). Textbooks contain images that play an educational role. The images published in textbooks carry a hidden curriculum (ACASO; NUERE, 2005). The amount of information that reaches students through images and that filters into collective consciousness without previous reflection makes iconic language into a powerful way for reproducing stereotypes. Imitation is fundamental for existence, control and direction of the social. Beliefs are gradually deposited in individual consciences, thus constituting the bond required for the emergence of a collective consciousness. The effect of photography is an excellent analogy of that process because it can dissolve the polarity between reality and its reproduction, erasing the opposition between substrate and representation (NOCERA, 2006).

Making and implementing textbooks in school Physical Education (sPE) require prior analysis of materials (BOTELHO; NEIRA, 2014).

This article is the result of a research aimed at analyzing gender stereotypes in images of Physical Education textbooks published in Brazil between 2006 and 2012 and used by elementary and secondary education students.

## 2 THEORETICAL FRAMEWORK

### 2.1 Physical Education and gender stereotypes

Stereotypes are preconceived generalizations about personal attributes or features in different social groups (COLÁS; VILLACIERVOS, 2007). Gender is precisely conceptualized as a core constitutive element of social relations between sexes. Genre is a symbol of sexual difference that plays a key role in the organization and distribution of power (Scott, 1996). Female and male, far from being a binary reality essentially associated to each sex, is “[...] the best founded of all collective illusions”, which works by imposing attributions to each sex and contributes to an interested distribution of power (BOURDIEU, 2008, p. 232).

Gender stereotypes are highly visible within the body culture of youth and adolescents (COLÁS; VILLACIERVOS, 2007). Youth’s attribution of specific physical activities to men and women and the identification of competition as a male field (BLÁNDEZ; FERNANDEZ; SIERRA, 2007) are some of its manifestations. Sports can be classified as having male characteristics – football, weightlifting – or female characteristics – synchronized swimming, dancing (MELO; GIOVANI; TRÓCCOLI, 2004).

These stereotypes may be conditioning different body practices for men and women. The study by Salles-Costa *et al.* (2003) on physical leisure activities by administrative personnel of a university in the state of Rio de Janeiro found that women practice walking, gymnastics,

dance and hydrogymnastics. Men practice football, running, tennis and weight training. In Spain, Martin *et al.* (2009) present similar data. Women practice activities such as aerobics, body expression, dancing, and swimming while men are more likely to practice sports – football, cycling, swimming and tennis – that work as normalization devices for heterocentric masculinity and a view on the body as a (re) productive performance machine (VIDIELLA *et al.*, 2010). Gender inequality associated with the sports field also extends to adventure activities and sports identified as men-only, where female presence is scarce (SCHWARTZ *et al.*, 2013).

The use of space and the body practices experienced in sports are also susceptible to gender-related differences. Vilanova and Soler (2008) point out that the urban design of public space in Spain does not take women's needs into account and encourages reproduction of stereotyped behaviors in its use and low presence of women in it. Thus, in Spain, women are the main customers of gyms – indoors spaces – while men are the majority of the public at stadiums and parks – outdoor facilities (MARTÍNEZ DEL CASTILLO, PUIG, 2002). Studies conducted in Brazil also found gender differences in the occupation of school space for physical activities and also in the schoolyard. Boys take up larger spaces for team sports while girls use smaller spaces next to the building (ALTMANN, 1998; WENETZ; STIGGER, 2006).

## 2.2 Gender research in school Physical Education (sPE) textbooks

Analysis of sPE textbooks is very scarce (BOTELHO; NEIRA, 2014). In Brazil, gender studies on textbooks focus on analyzing other subjects like Science, History, Math, Foreign Languages, among others. Research on sPE textbooks has not been found.

A study by Oliveira (2008) examined 37 Foreign Language textbooks, and concluded that the illustrations examined showed higher incidence of male than female images.

Similar data were found by Casagrande and Carvalho (2006) in their analysis of 18 Math books for 5<sup>th</sup> and 6<sup>th</sup> grades. The authors found that the representation of boys is more frequent than that of girls.

Pires (2004) analyzed illustrations in 4<sup>th</sup> grade Portuguese textbooks used in the 1980s, and in 1998-2002. The author found that most books analyzed give greater visibility to the male gender, both in texts and illustrations.

To analyze the gender perspective in sPE manuals, we took previous studies conducted in Spain as references. Those studies examined gender stereotypes present in images of textbooks published in Spain for 6-12-year-old students (MOYA-MATA *et al.*, 2013) and 12-16-year-old (GONZÁLEZ, 2005; TÁBOAS-PAIS; REY-CAO, 2012).

In the analysis of primary education textbooks, Moya Mata *et al.* (2013) found that the category most often represented was mixed group (38.8%), followed by men (26.7%) and women (23.3%).

The investigation conducted by Táboas-Pais and Rey-Cao (2012) revealed that nearly half (49.49%) of photographs published in secondary education textbooks depict almost only men. This finding is consistent with research by González (2005), which highlighted inequality between men and women in those materials.

Táboas-Pais and Rey-Cao (2012) also found that, in the photographs, men perform sports practice on most occasions, especially team sports such as football, basketball, and rug-

by. Women, in turn, practice non-sporting physical activities such as fitness or artistic activities. The data reveal male hegemony in competition, since men are often photographed in competitive situations while women rarely appear in them.

Regarding the images' level of professionalism, Táboas-Pais and Rey-Cao (2012) note that men appear in 69.2% of images of the practice of elite sports in sPE books, while women appear in 23.9%. Therefore, men are related with elite and high performance sports.

The general objective of this article is to analyze whether there are gender stereotypes in images of Brazilian Physical Education textbooks. The hypotheses of the study are: 1. Men's representation is higher than women's. 2. Women do artistic body practices, internalization or fitness and physical conditioning, while men play sports or bodily practices in nature. 3. Women practice individual sports, while men practice team sports. 4. Body practices performed by women are non-competitive while those performed by men are competitive. 5. Women appear indoors while men appear outdoors. 6. Women's level of practice is under that of the sporting elite, while men's performance is high.

### 3 METHODOLOGY

The study is empirical, descriptive and comparative, and employs content analysis (NEUENDORF, 2011) as its central research technique. Photographs published in sPE textbooks for elementary and secondary education are its sampling units.

#### 3.1 Sample

The sample includes 929 photographs belonging to 36 sPE textbooks published in Brazil. Sample selection was intentional or convenience-based. The study analyzed books intended for primary and secondary education students published between 2006 and 2012, to which access was easy. They included curriculum proposals of the states of Paraíba, Paraná, Rio Grande do Sul and São Paulo, and textbooks published by a private publisher – Ícone – Table 1. Photographs without human figures and those in which it was not possible to distinguish the *type* of body practice performed were not considered.

Of the total images published in the textbooks –  $N = 929$  – 104 images or 11.2% were excluded in accordance with established criteria. Therefore, for the description of the *sex-grouping* variable,  $n = 825$ .

Table 1 – sPE Textbooks in Brazil

TEXTBOOK	TITLE	YEAR OF PUBLICATION	SCHOOL LEVEL	IMAGES
Paraíba (PB)	Paraíba's public textbook	2012	Elementary school	65
Paraná (PR)	Paraná's public textbook	2007	High school	27
Rio Grande do Sul (RS)	Lições do Rio Grande. Referenciais Curriculares - Caderno do aluno	2009	Elementary school	111
São Paulo (SP)	Cadernos do aluno	2010	Elementary and high school	375
Editora Ícone (IC)	Coleção Cultura Corporal. Quatro volumes.	2008-2011	Elementary and high school	351

Source: Authors's data

### 3.2 Variables

The images were encoded by *sex-grouping* – conditions of appearance of people depicted in the image that allowed establishing biological differences between men, women, and men-women groups; the *type of body practice* – the different denominations of the body and/or sports expressions; the *scope of the practice* – the context where it takes place; *space* – physical environment where the activity is practiced; and *level* – level of dedication and/or professionalization. The independent variable of this study is *sex-grouping*.

Table 2 shows the definitions of indicators that operationalize each of the variables and which were applied in the content analysis instrument.

**Table 2** - Categories System

Categories/indicators	Operational definitions
1.1. Sex-grouping	
1.1.1. Men	One or more people whose basic characteristic is being a man.
1.1.2. Women	One or more people whose basic characteristic is being a woman.
1.1.3. Group of men-women	Two or more people of both sexes.
2.1. Type of body practice	
2.1.1. Team sports	Team sports, in collaboration/opposition. E. g.: handball.
2.1.2. Individual sports	Sports where participation is individual and opponent sports. E. g.: swimming.
2.1.3. Artistic	Practices using the body as a means of artistic expression. E. g.: drama. Also those images that show facial expression or gesture as the fundamental object of the action.
2.1.4. Fitness and physical conditioning	Practices that improve strength, speed, flexibility or endurance. E. g.: stretches.
2.1.5. Physical and adventure activities in nature.	Practices such as surfing or trekking.
2.1.6. Other	Practices that are not included in any of the above indicators.
2.2. Scope	
2.2.1. Competitive	Practices within the scope of institutionalized competition. The presence of referees, a sports court with regulatory traits, numbered t-shirts or the presence of spectators can be signs of this context.
2.2.2. Other (non-competitive)	Areas of practice different from competition. It includes formal educational settings – class; non-formal education settings – training; informal settings – walks along the beach; utilitarian settings – shops; instrumental settings – exercise in a physical conditioning room; and theatrical settings – parades.
2.3. Space	
2.3.1. Outdoors	Activities located outdoors in spaces specifically intended to carry out body practices. E. g.: outdoors athletic tracks. Practices conducted in environments that have been little or not at all modified by human action. Indicators such as trees or a waterfall. Includes images made at a ski resort or camping areas.
2.3.2. Outdoors	Practices located inside buildings that are not intended for sports. Practices that take place inside buildings, with an area dedicated to different body practices. E. g.: a gym.
2.4. Level	
2.4.1. Elite	Famous individuals for the activity they perform – elite athletes, actors – or, through indicators such as public, sponsors, etc. E. g: Olympic Games, in a major theatrical performance or any show of general interest.
2.4.2. Non-elite	Individuals who are not famous for the activity they perform – elite athletes, actors – or indicators such as the public, sponsors, etc., for those who cannot find the action at the Olympic Games in a major theatrical performance or any show of interest general.

Source: Authors' data

### 3.3 Procedure

An adaptation of the system of categories proposed by Táboas-Pais (2009) was used. The operational redefinition of each category and system indicator was guided by literature review in order to optimize the work and take advantage of results of previous studies (NEU-ENDORF, 2011). Following the conclusions of the author's PhD thesis, the category *scope of practice* was expanded, specifying more contexts of practice. Preceding compilation of the data, the adequacy of the *ad hoc* category was confirmed, that is, its validity, reliability, objectivity and its practical usefulness. This process was organized in three phases:

a) *Pilot proof*. Made by the chief investigator to evaluate the credibility or validity of the instrument after the changes. A sample of 238 images that did not belong to the final sample analyzed was extracted through simple random sampling.

b) *Consultation with experts*. Three experts in content analysis helped in this task to corroborate the instrument's reliability. Their opinions were asked with respect to: adequacy of the system of categories to the object of study; completeness and mutual exclusiveness of categories; clarity in the wording of definitions; and minimization of observer subjectivity. The information was collected through a Likert scale, with values ranging from 1 – strongly disagree – to 5 – strongly agree – and complementary qualitative information. Most items were rated 4 or 5 by the three experts.

c) *Intercoder test*. Three experts in content analysis helped in this validation task. Observation and coding of images for intercoder test was conducted individually on 50 images. The selection criterion was that all indicators of the category system should be coded. The values obtained for Krippendorff's alpha –  $>.80$  – confirm the reliability of the category system. Once the coding of the study's sample was completed, 10% of the sample – 93 images – were coded by an outside coder and Krippendorff's alpha was calculated again to ascertain the reliability of the final coding. For this second reliability test, we conducted simple random sampling for the selection of images. The Krippendorff's alpha calculated also obtained high reliability –  $>.80$ .

### 3.4 Data analysis and processing

The images were analyzed by direct observation of textbooks. Photographs on which there was no doubt about the type of body practice represented in the image were coded by information supplied by the text that accompanied them. Statistical analysis was performed with SPSS 19.0 software. Univariate descriptive analysis and measures of association between the different variables – bivariate – were performed. Contingency tables and typified and corrected residues were employed; and Pearson's Chi-square test was applied, with a significance level set at 5%  $= 0.05$ .

## 4 RESULTS

Hypothesis 1. In the analysis of images – Table 1 – we note that representation of images formed exclusively by men – 38.6% – is the most common, followed by the indicator *groups of men-women* – 35.2% – and thirdly, images represented only by women – 26.2%. In the states of Paraná, Rio Grande do Sul and São Paulo, men are more represented – 75.0%, 55.8% and 50.9% respectively. Images formed by women have lower percentages – 15.0%, 38.4% and

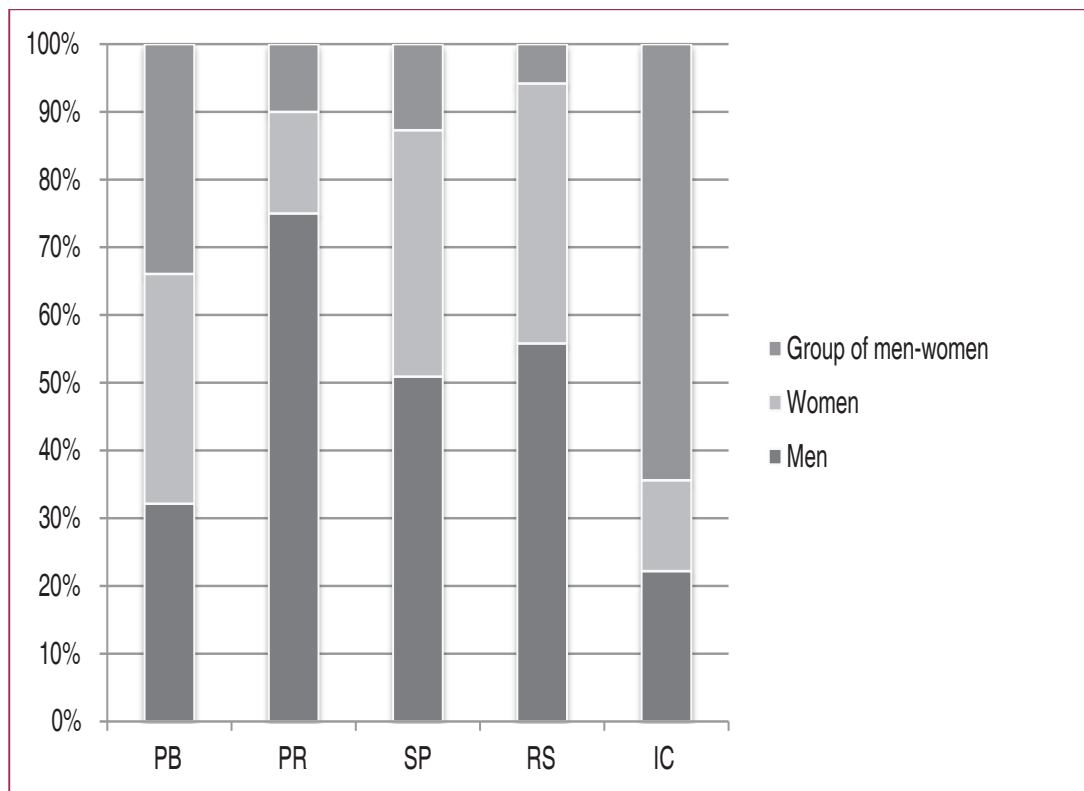
36.4% respectively – most notably in the case of Paraná. In the state of Paraíba, there is equal representation for the indicators *women* and *men-women groups* – 33.9% – and the percentage of *men's* images is 32.1%. At the publisher Ícone (IC), *men-women groups* have higher representation, with a 64.4% percentage. *Men* are represented at 22.2% and *women* at 13.4%. Globally, all textbooks represent images of *men* at a greater percentage than *women's* – Chart 1.

**Table 1** - Frequency and percentages of pictures in sPE books based on sex-grouping

Sex-grouping	N	%
Men	318	38.6
Women	216	26.2
Group of men-women	291	35.2

Source: Authors' data

**Chart 1** – Sex-grouping of subjects represented in the images of textbooks, according to State



Source: Author's data

Hypothesis 2 and hypothesis 3. Results in bivariate analysis show the relationship between the *type* of body practice represented in the images and the *sex* of subjects. Pearson's Chi-square test – obtained a significance level of .000, which confirms that the *type* of body practice represented in the images depends on the *sex* of the subject who practices it – = 112.087,  $df = 8$ ,  $p < .000$ .

Table 4 shows that 66.2% of images depicting *team sports* are exclusively of *men* while 16.9% are images of *women*. In *individual sports*, 47.5% of images represent *men* and 25.7% represent *women*.

The contingency table percentages reveal that images showing *sports* are related to a greater extent with males than with females. No picture related to the *physical activities in nature* and the female gender appears. In contrast, women are represented more frequently in *fitness and physical conditioning* activities. The percentages for *artistic* activities are very similar for both genders.

Table 4 shows that corrected residues ratify the relationship between the variables. The clearest examples are those relating *men* with *team sports*: 7.0 residual. This value indicates a positive relationship between being a *man* and practicing *team sports*. Residues also show a positive relationship between a *woman* and practicing *fitness and physical conditioning* activities: 5.0 residual. In contrast, we see a negative relationship between being a *woman* and playing *team sports* – value 2.6 – and between being a *man* and practicing *artistic* activities – value 3.7 – or *fitness and physical conditioning* activities – value 4.4.

**Table 4** – Contingency table for the variables of sex-grouping and type of body practice

Type of body practice		Sex-grouping		
		Men	Women	Group of men-women
<b>Team sports</b>	Frequency	86	22	22
	% Type of body practice	66.2%	16.9%	16.9%
	Corrected residues <sup>a</sup>	7.0	-2.5	-4.8
<b>Individual sports</b>	Frequency	131	71	74
	% Type of body practice	47.5%	25.7%	26.8%
	Corrected residues <sup>a</sup>	3.7	-0.3	-3.4
<b>Artistic</b>	Frequency	39	38	75
	% Type of body practice	25.7%	25.0%	49.3%
	Corrected residues <sup>a</sup>	-3.6	-0.4	4.1
<b>Fitness and physical conditioning</b>	Frequency	12	39	27
	% Type of body practice	15.4%	50.0%	34.6%
	Corrected residues <sup>a</sup>	-4.4	5.0	-0.1
<b>Others</b>	Frequency	52	47	92
	% Type of body practice	27.2%	24.6%	48.2%
	Corrected residues <sup>a</sup>	-3.7	-0.6	4.3

–  $X^2 = 112,087$ ,  $gl=8$ ,  $p<.000$

<sup>a</sup> Correct residues over 1.96 – absolute value – indicate that there are more cases of those which the cell should contain when variables were independent if it is positive and fewer if it is negative.

Source: Authors' data

Hypothesis 4. The statistical test  $X^2$  for the variables obtained a p-value of .000, which confirms that the scope or context where the image is located depends on the *sex-grouping* of the subject represented –  $X^2 = 137.339$ ,  $gl=2$ ,  $p < .000$ . The statistical test  $X^2$  revealed that with a significance level set at 5%, there was statistically significant dependence between variables *sex-grouping* and *scope of practice* in all states and the publisher analyzed. Table 5 shows that institutionalized competition features 45.6% of *men*, 35.8% of *women* and 2.2% of *groups of men and women*. Corrected residues show a positive relationship between being a *man* and body practices in *competitive environment* – 8.8 residual. The relationship between being a *woman* and activities related to *competition* is also positive, but to a lesser extent than *men's* – 3.2 residual. The relationship between *mixed groups* and *competitive scope* is negative – residue 11.5.



Table 5 – Contingency table for variables sex-grouping and scope of practice

Âmbito of practice		Sex-grouping		
		Men	Women	Group of men-women
Competitive	Frequency	115	58	6
	% of scope	45.6%	35.8%	2.2%
	Corrected residues <sup>a</sup>	8.8	3.2	-11.5
Others – non-competitive	Frequency	137	104	264
	% of scope	54.4%	64.2%	97.8%
	Corrected residues <sup>a</sup>	-8.8	-3.2	11.5

$$-X^2 = 137.339, \text{gl}=2, p < .000$$

<sup>a</sup> Correct residues over 1.96 – absolute value – indicate that there are more cases of those which the cell should contain when variables were independent if it is positive and fewer if it is negative.

Source: Authors' data

Hypothesis 5. The analysis of the Chi-square test  $X^2$  for variables *space* and *sex-grouping* showed an associated value of .836, confirming that both variables are independent at a 95% confidence level. The probability of a subject appearing in an *outdoor* or *indoor* space is independent of his or her sex.

Hypothesis 6. Statistical analysis of Pearson's Chi-square test –  $X^2$  – was applied to variables *sex-grouping* and *level*. We obtained an associated value of .000 –  $X^2$  – = 70.651,  $df=2$ ,  $p < .000$ . There is a statistically significant relationship between the *level* which involves the practice of sports and the *sex-grouping* of the subject who practices it. Table 6 shows that the sports elite include 24.8% of *men*, 21.9% of *women* and 1.4% of *groups of men and women*. The corrected residues shown in Table 6 indicate that the number of images depicting *men* in high-performance activities is higher than would be expected if the variables were independent – 5.6 residue. The same is true for *women* – 3.0 residue.

Table 6 – Contingency table for the variables sex-grouping and level

Level		Sex-grouping		
		Men	Women	Group of men and women
Elite	Frequency	74	46	4
	% elite	24.8%	21.9%	1.4%
	Corrected residues <sup>a</sup>	5.6	3.0	-8.4
Non-elite	Frequency	224	164	287
	% elite	75.2%	78.1%	98.6%
	Corrected residues <sup>a</sup>	-5.6	-3.0	8.4

$$-X^2 = 70.651, \text{df}=2, p < .000$$

<sup>a</sup> Correct residues over 1.96 – absolute value – indicate that there are more cases of those which the cell should contain when variables were independent if it is positive and fewer if it is negative.

Source: Authors' data

## 5 DISCUSSION

Brazilian textbooks represent male models and groups of men and women almost equally in their images. Women's presence remains lower than men's, although there is higher representation of women than in previous studies. Casagrande and Carvalho (2006), González (2005), Oliveira (2008) and Pires (2004) showed a higher frequency of appearance of men in textbooks than those found in this study with sPE textbooks. This research supports the greater

presence of men found by Táboas-Pais and Rey-Cao (2012) in the photographs published in sPE books in Spain. Still, the percentage of female presence in this study was considerably higher, since these authors revealed that about half of the photographs represented exclusively men. Data presented by Moya-Mata *et al.* (2013) were not confirmed in this study, which found higher presence of mixed groups in the books analyzed.

There are differences within states. Paraná, São Paulo and Rio Grande do Sul represent mostly men in the images of their books. The state of Paraíba shows men, women and mixed groups equally. The private publisher Ícone depicts images representing groups of men and women performing joint activities in more than half of its photos.

Textbooks reproduce traditional stereotypes on the attribution of a type of body practice to each gender. What is expressed in images coincides with the beliefs of teenagers placing men in team and opposition activities, and women in individual activities (BLÁNDEZ; FERNANDEZ; SIERRA, 2007), and with the analysis of Spain's textbooks (TÁBOAS-PAIS; REY-CAO, 2012), which showed the same association.

The link of "physical and adventure activities in nature" with men and artistic activities with women was not found in this study. The results differ from that described by Táboas-Pais and Rey-Cao (2012) in sPE textbooks in Spain. Also, these data do not coincide with the highest rates of female practice in artistic and expressive activities (MARTIN *et al.*, 2009; SALLES-COSTA *et al.*, 2003).

As for the scope of practice, the results indicate that textbooks do not reproduce the traditional stereotypes that link men to the scope of institutionalized competition and women to other areas outside the competitive environment.

The competitive scope is no longer a delimited ground for the male world and becomes an open field for both men and women. These data contradict the results found by Táboas-Pais and Rey-Cao (2012). Sportiness and the utilization of body culture seem to be extending to women. The majority presence of groups of men and women in non-competitive contexts can be explained by the regulatory impossibility of participation in competitive sports, since mixed representations are contextualized in non-competitive scopes.

Regarding the space for practice as a function of gender, the results of this study do not agree with the literature reviewed regarding the sports-related use of public space based on gender (MARTÍNEZ DEL CASTILLO, PUIG, 2002; VILANOVA; SOLER, 2008). In all textbooks, genre and space for practice are independent of each other – results that differ from data provided by Táboas-Pais and Rey-Cao (2012) when they analyzed stereotypes in Spanish books.

Finally, with respect to the level of practice, the results of this investigation do not coincide with the data obtained by Táboas-Pais and Rey-Cao (2012). Those authors found that in sPE textbooks the sporting elite's practices were related to the male world. Data from this study show that activities with a high level of professionalism are represented by both men and women.

## 6 CONCLUSION

Images of sPE textbooks show a slight predominance of men's representation over that of women and many images of mixed groups of men and women.

Images in Brazilian textbooks partially reproduce hegemonic patterns that link the type of body practice to gender. They convey hegemonic masculinity associated with sports, both collective and individual, while femininity is linked to *fitness and physical conditioning* activities.

Other less obvious stereotypes, such as the link between men and physical and adventure activities in nature, women and artistic activities, are not reproduced in the images of textbooks.

The images show that both the competitive scope and elite sports are accessible to both women and men, differently from the traditional stereotype that sees the world of competition and high performance as reserved for men.

The traditional stereotype that links the use of the sports space a function of gender is not reproduced in the images of Brazilian textbooks.

This study examines only Brazilian sPE textbooks. It would be interesting to contrast differences and similarities in the reproduction of gender stereotypes in other countries.

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