



PHENex Journal/Revue phénEPS

**Physical and Health Education Teacher Education Abstracts
Canadian Society for the Study of Education Conference
Société canadienne pour l'étude de l'éducation
University of Waterloo
May 27-30, 2012**

Reflective Journaling: Confronting Aboriginal Teacher Candidates' Health and Physical Education Practical Theory

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This paper will describe findings derived from research examining Aboriginal teacher education candidates' lived experiences as both teachers and students in health and physical education classrooms in northern Ontario contexts. The purpose of this research study was to explore how Aboriginal teacher candidates' confronted their own health and physical education practical theory (knowledge, attitudes, and values related to teaching health and physical education) through reflective journaling exercises. The nine study participants were enrolled in a teacher education program based in a university located in southern Ontario. Findings will preview the multiple interpretations of reality that exist for the participants and provide an overview of Aboriginal teacher candidates' reflective journey examining ideals, goals, and choices related to health and physical education pedagogy.

Examining The People And Learning Issues And Insights Within A Real People Deep Learning Research Project.

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After an academic year of data collection and analysis within the second year of a three year research project, the authors have several findings relating to journal writing and analysis (Freire, 1968, 1987; Connolly, 1996, 2008), small group dynamics (Lanigan, 2007), interpersonal skills and threshold concepts (Entwistle, 2008). At this mid-project stage, we wish to engage with our scholarly community and examine our student's and our own challenges (and triumphs) as they engage with real people in applied contexts within problem –based and service –based learning courses.

The Complexity of Gender and Ableism: Exploring the Teacher Attitudes Toward Gender and Physical Disabilities in General Health and Physical Education Classes

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The purpose of this study was to explore the attitudes of experienced secondary school health and physical education teachers toward the inclusion of females with physical disabilities. The theoretical framework adopted for this study draws on insights found in critical disabilities and gender studies. Seven individual semi-structured interviews were conducted. Three participants from the semi-structured interviews were asked to return to participate in a follow-up focus group interview. The findings of this study suggest that experienced teachers often ignore structural issues around gender and ableism while attributing the academic motivation for a female with a physical disability to an individual issue. Moreover, participants discussed the challenges to the successful implementation of inclusion for females with physical disabilities. For example, the experienced teachers in this study believed they were lacking in resources and the appropriate knowledge and preparedness needed to implement inclusion effectively. More specifically, they also highlighted that they simply had inadequate training on how to properly instruct students with physical disabilities, and that facilities for these students were not functional for them.

The Effectiveness of Secondary School Nutrition Curriculum and Policies

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This study analyzed the differences in nutritional knowledge, eating habits, and body image among adolescent females from grades 9-12. Students were divided into three groups: those who had not taken a nutrition education course, those who had taken health and physical education past grade 9, and those who had taken additional courses in which nutrition was a curriculum component. All participants completed three different questionnaires focusing on their nutritional knowledge, eating habits, and body image. Based on their questionnaire scores, some participants were interviewed to further examine their beliefs and practices. Furthermore, the study's results were compared to Ontario's new *School Food and Beverage Policy* to determine whether or not the policy is effective in meeting the nutrition education needs of Ontario students.

The Androgynous Bodymind: Conflicting Conceptions of Gender in Teacher Education

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The body can oft be seen as overlooked in educational milieus (Author 2005, 2007) and this is no different in the broader scope of teacher education. Data were generated through audio-taped conversations and image analyses. The participants were male and female teacher candidates in their final year. Results indicate that femininity appears to be the subverted binary and when men "do" femininity they tend to be regarded as different or somehow wrong. The participants indicated social pressure for males to be masculine. Does the same weight hold for females to be feminine? In what ways can equilibrium be accomplished particularly in teacher education? Whilst these participants have indicated that teacher education may be a milieu where

masculinities and femininities can be explored the links to equity and social justice remain blurred. I surmise if we, as teacher educators, can attempt to disrupt the gender order, just maybe, together with our co-learners we might contribute to a deeper understanding of equity in teacher education.

The Stories We Live By: Storytelling As Futures Research in Physical Education

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This purpose of this paper is to argue and illustrate how storytelling is a powerful tool to explore not only what we know but also how and why we know. By their very nature, “post” perspectives, such as poststructuralism and postmodernism, challenge taken-for-granted ways of thinking and open up spaces for new ways of “knowing” and “being” in the world. They help to provide a platform in which to critique existing knowledge and power dynamics, and serve to identify injustices occurring within the field (McLaren, 2003). Through narrative inquiry, we explore how our differing values and actions (regarding physical education) arise from the diversity within our human stories and how our different interpretations of the past and our competing visions for the future impact praxis within the field of physical education. In this paper, we endeavor to weave together our analytic voices of critique and truth, compassionate voices for social injustices, and personal voices of lived experiences within the field of physical education. We will explore how physical education contributes to social injustices enacted on and through the body, and why bodies have variably become privileged and oppressed within schools. We end with a discussion on places and spaces that create opportunities for reimagining [em]bodied education. . Questioning our own assumptions, paying attention to our own storied lives and the stories of our students, and reconnecting with the Earth is imperative as we look for ways to address the declining health of our children, our planet and ourselves. Storytelling has the potential to positively impact the future direction of physical education, so let us begin to tell more stories.

From Function to Flow: An Interdisciplinary Approach to Assessing Physical Literacy in Alternative Physical Activities.

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A ‘Function to Flow Interdisciplinary Education’ model that intertwines concepts from sport and exercise science, pedagogy, and psychology with curricular outcomes linking to various school subjects was created in response the first phase of a SSHRC-funded phenomenological study situated within an alternative physical activity program. Assessment-as-learning resources, based on the ‘Function to Flow Interdisciplinary Education’ model as well as the Ministry of Education’s curricular achievement chart goals, were offered to secondary, intermediate as well

as elementary students during the second phase of this study. Focus group interviews as well as phenomenological observations revealed that such resources including journal prompts as well as cross-curricular creative writing activities helped students and teachers understand how one might become physically literate through an alternative physical activity such as climbing. Expanded conceptions of physical literacy thus emerged.

A Proposed Visual Model of Physical Literacy for Physical Education

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A key aim of this study was to gather data on how to differentiate a potential physical education model of physical literacy from a more “sport-based” model being promoted by CS4L. One visual model that incorporates aspects of this definition of physical literacy has been developed by Canadian Sport for Life (CS4L). This is a movement to increase sport's contribution to Canadian society by providing a host of services that stress the importance of sport for all ages and stages to foster life-long health, active living, and sporting success. One visual model that incorporates aspects of this definition of physical literacy has been developed by Canadian Sport for Life (CS4L). This is a movement to increase sport's contribution to Canadian society by providing a host of services that stress the importance of sport for all ages and stages to foster life-long health, active living, and sporting success. Data was collected in three ways. First, an e-mail survey was sent to a variety of physical education experts across Canada ($n = 77$). Second, personal interviews were conducted with three other university experts in physical education teacher-certification, physical education, and/or Kinesiology. Third, three semi-structured focus group discussions (two in Ontario and one in Manitoba) were held each with 3-7 similar experts. The Physical Literacy Model for Physical Education that resulted from this study emphasizes life-long development of physical literacy with active for life as the central aim. The wide variation in maturation and development by age and the lack of credible cut-off age-points for various characteristics of such warrants the use of developmental clusters (early, intermediate, and mature) rather than age or grade levels.

Teachers’ responses to a body image curriculum: Rethinking messages about weight and size

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A Canadian teachers’ organization has produced an extensive curriculum which includes lessons intended to address issues of self-esteem and body image through learning activities and assessment rubrics. This curriculum was intended to be introduced primarily through integration into the language arts curriculum. After the teachers involved received in-service, a pilot of the curriculum was conducted in six schools in six district school boards across the province. The research team was invited to observe and interview teachers who were involved with the project. Forty-eight teachers across six schools volunteered for the research. Data sources include interviews, classroom observations, field notes and student artifacts from school visits. A team of researchers were contacted by the teachers’ organization that authored the curriculum and asked

to design research on the pilot program. The participants in the study were the teachers in six volunteering schools who had undertaken one day of professional development training and were then provided with the body image curriculum for grades one through eight. In general the body image curriculum was well-received. The teachers found the learning activities and assessments to be innovative and indicated that they generated more classroom discussions. These same discussions however, became a source of discomfort as the teachers indicated that they felt that they lacked the background to deal with some of the issues. Although the teachers generally saw the importance of the body image curriculum, they struggled with how to talk about body size when some of the students were above-average in size. This research indicates a need for continued research in the field of teacher development and body positive curriculum messages and approaches.

Pre-service Teacher's Experiences and Emergent Perspectives of Comprehensive School Health: A Continuum of 'Disciplinary' to 'Interdisciplinary' Understandings

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The purposes of this study are to: (1) Share teacher candidates' emergent perceptions of Comprehensive School Health, (2) Share teacher candidates' significant experiences of Comprehensive School Health on campus and practicum, (3) Improve the future structure and planning of professional development in teacher education with a focus on promoting interdisciplinary understandings of Comprehensive School Health. To gain a sense of 'what it was like' for pre-service teachers to experience the inaugural year of the CSH cohort, a phenomenological study was conducted to explore experiences, perceptions and understandings of CSH that emerged during their teacher training program. Results that emerged from this study serve two purposes: (1) in-depth analysis of teacher candidates' perceptions and experiences will further the development of the CSH cohort for future students. (2) lessons learned from structuring a teacher education program in this way, e.g., creating specialities for otherwise generalist teachers have the potential to contribute to the curriculum of teacher education at large.