



**Physical and Health Education Teacher Education Abstracts
Canadian Society for the Study of Education Conference
Société canadienne pour l'étude de l'éducation
Carleton University, Ottawa, Ontario
2009**

Investigating Manitoba's new policy for mandatory physical education for grades 11 & 12

**Catherine Casey
University of Manitoba
Erin Hobin
University of Waterloo**

In the spring of 2008, 325 Manitoba secondary schools (~65,000 students) participated in baseline data collection for an evaluation designed to measure the effectiveness of a provincial policy for mandated high school PE by completing a Youth Health Survey on various health topics including perceptions of their own physical activity. A PE teacher and an Administrator from each of these schools also completed a School Health Environment Survey. Additionally a subsample (~700 students) from 34 schools participated in the evaluation by wearing an accelerometer for seven days. Results from preliminary data analyses of this four year longitudinal study were presented.

Technology as a motivational tool in today's physical education classroom

**David Chorney
University of Alberta
Thelma Gunn
University of Lethbridge**

A motivating and well-planned physical education program can increase student participation in moderate to vigorous physical activity and help school-aged students gain the knowledge, skills, and attitudes required to engage in lifelong physical activity. This study was intended to focus on the use of heart rate monitor technology by students in select secondary and middle school physical education classes in two separate school settings to determine if any physical and/or attitudinal changes occurred during their time in both elective and mandatory physical education classes. The intent of this study was to collect data on a semester and yearly basis to analyze both the quantitative and qualitative data over a longitudinal time frame.

The impact of a preservice program on elementary teachers' attitudes toward teaching physical and health education

Tim Fletcher

OISE

The elementary school years are a crucial time for children to develop the skills and attitudes necessary to lead a healthy, active lifestyle. Thus, the role of physical and health education (PHE), and teachers of PHE, in elementary schools is of tremendous importance. This presentation outlined a doctoral study investigating the impact that one teacher education program had on preservice elementary teachers' attitudes toward teaching PHE. Aspects outlined in the presentation included: the research problem; the bodies of literature from which the research questions were drawn, and a proposed methodology.

Nutritional knowledge, habits and body image of adolescent females

Sarah Gray

Brock University

The study analyzed the differences in nutritional knowledge and eating habits, between adolescent females who took nutrition education in high school and those who did not. Students were divided into three groups: those who had not taken nutrition education, those who had taken health and physical education past grade 9, and those who had taken another course 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. Findings from the study demonstrated that exposure to nutrition education does increase nutrition knowledge. Significant differences in eating habits and body image were found only in those participants who continued to enroll in physical education.

Critical autoethnography as a teaching tool in physical and health education teacher education

Joannie Halas

University of Manitoba

Heather McRae

University of Manitoba

We all have multiple identities; identités qui sont influencé par notre âge, sexe, classe socio-économique, race et/ou patrimoine, sexualité, langue maternelle, corps (taille, forme, couleur de peau, habiletés, compétences), etc. In this presentation, we share our experiences using critical autoethnography as an assignment for third year undergraduate physical education students. Dans cette présentation, nous partageons nos expériences ayant utilisé une auto-ethnographie comme devoir pour une classe de troisième année d'étude au niveau universitaire. Through writing, reflection and analysis, students were asked to discuss how their experiences and various positions of power, privilege and marginalization have (or have not) prepared them to work with diverse populations.

Policing bodies in the shadows: The locker room as a masculine heterotopia
Michael Kehler, University of Western Ontario
Michael Atkinson, Loughborough University

The authors drew from a qualitative study that examined why some adolescent high school boys were reluctant to participate in grade nine health and physical education classes. They explored interactions, classroom observations and interview accounts to better understand locker rooms as a space where bodies, images, and actions are targeted and labeled as masculine and unmasculine. They argued that the locker room, as an enclave of competing and overlapping masculinities, is one of the most unforgiving, popular, and yet unregulated social zones where codes of hegemonic masculinity are (re)produced among boys (see Crossett, 1990), and alternative masculinities routinely punished.

Beliefs about epistemology, need for cognition, and formal games instruction in university physical education majors

Ken Lodewyk
Brock University

Epistemology is the study of individuals' views of the constitution, origin, changes, and justification of knowledge and how these influence learning and cognition. Need for cognition refers to one's use and enjoyment of using cognition to complete a task. Each has been associated with many academic outcomes. This study exposed relations among such beliefs and preferences for utilizing direct or indirect models of instruction such as Sport Education, Inquiry-Based Learning, and Cooperative Learning for teaching formal games to approximately 300 university physical education majors. Ensuing discussion highlighted relevant implications for practitioners, scholars, and future research.

**Culturally relevant sport and sport for development and peace:
 Sport educators as allies in indigenous communities**

Heather McRae
University of Manitoba

Sport is not a neutral social space. Culturally relevant sport programs are critical in cases where the cultural, economic and social background of sport organizations differ from the communities in which they operate. Where sport programs serve a large number of Aboriginal youth but adopt colour-blind or culturally "neutral" pedagogical strategies, research indicates that the participation and positive engagement of Aboriginal youth may be negatively impacted. My presentation outlined research gaps regarding the design and facilitation of culturally relevant sport programs for Aboriginal youth, and emerging research and future directions regarding successful pedagogical practices for sport educator allies.

Student perceptions of physical education classes: A collaborative project**Joanne Pelletier****Laurentian University**

The teacher educator and the pre-service teachers utilized an action research model to collaboratively define a problem, take action and reflect. Data consisted of actual student perceptions by junior intermediate students. Our analysis of student perceptions as a result of our teaching practice provided a context for pre-service teachers to better understand the benefits of developing an inclusive teaching practice.

Resisting the saviour subjectivity and rethinking health moralisms:**Physical educators' negotiation of healthy active living****LeAnne Petherick****Memorial University of Newfoundland**

Schooling is constituted by power/knowledge relations and fundamental to the production of knowledge is the teacher. The discourses and practices of health and physical activity seem to be governed by current pedagogy of healthy active living. With a reinvigorated emphasis on 'healthy living' pressures to help students save themselves from ill-health influence how teachers view themselves. The teaching expectations construct physical educators as not only physical activity experts, but also health experts. Gymnasiums, health classrooms, and school sports become spaces for physical educators to establish their professional responsibility and to (re)produce their multiple and shifting subject positions (i.e., coach, teacher, health expert, social worker, counselor, sport expert, nutritionist, jock, etc). Using ethnographic data I suggested that power relations and cultural meanings about health are written on to the bodies of educators and manifest in their discursive practices of surveillance and care.

Who am I? The change in athletic identity between freshman and senior year Human Kinetics students**Brendan Smith****St. Francis Xavier University****Peggy Gallant****St. Francis Xavier University**

Athletic identity is defined as the degree to which an individual identifies with the athletic role. This study examined the differences in athletic identity between freshman year and senior year human kinetics students who were no longer involved in competitive sport but were during their high school careers. Athletic identity was measured using the Athletic Identity Measurement Scale (AIMS) and analyzed under a multidimensional factor as opposed to a single-dimensional factor; data was collected from a freshman (n=35) and senior (n=35) Human Kinetics class. Three members of each sample group were recruited for follow up one-on-one interviews with thematic analysis used to analyze the data.

**Interventions in school may reduce health illiteracy:
Internship in South Africa in health promotion and health literacy**

**Linda Thomas
Brock University**

There is a world epidemic of obesity, AIDS, heart disease, diabetes, and lifestyle diseases. Lifestyle diseases are preventable. A growing body of literature indicates that health illiteracy has contributed to this dilemma. Limited health literacy has also been associated with inadequate health education within the school system. The Canadian Council on Learning defines health literacy as: "Skills to enable access, understanding and use of information for health." The South African internship compared health literacy in South Africa and Canada. The World Health Organization mandate is to improve physical activity, nutrition and health status across the globe.

To become a member of *Physical and Health Education Teacher Education (PHETE)*, which is organized within the Canadian Association for Teacher Education of the Canadian Society for the Study of Education, go to the CSSE website at: <http://www.csse.ca/>

The PHETE Representative: Joannie Halas, PhD, University of Manitoba

The 2010 Congress of the Humanities and Social Sciences will be held at Concordia University, Montreal, May 28-June 4, 2010. Hope to see you there!