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**Éducation physique et santé- EPS Canada  
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Forum du conseil de recherches- Sélection de résumés de présentations d'étudiants gradués**

**Sparring with femininity: An urban ethnography of mixed gender/martial arts afterschool youth programming**

Emma Balazs & Jordan Koch, PhD, McGill University, Montréal, Québec

This presentation explores how a group of teenage girls conceived of, and negotiated, a sport-for-development program centred upon the traditionally masculine pastime of mixed martial arts (MMA). Much of the literature on MMA has focused on a narrow scope of contexts; i.e., amateur-to-elite level male athletes from middle-class backgrounds (Channon, 2013; Channon, 2014). Our presentation will expand this literature, as well as the broader scholarship on sport-for-development, by considering the experiences of a culturally diverse group of female beginners from low-income/working class backgrounds. The research setting is a local non-profit dedicated to providing free afterschool programming for low-income youth aged 11-18 years in Montréal, Québec. In the Spring of 2018, a male staff member from this organization initiated a comprehensive MMA program that includes Brazilian Jiu-Jitsu, kickboxing, and self-defence training. The MMA program – held on a twice-weekly basis and attended by both males and female participants – has been surprisingly popular among teenage girls. Our urban ethnography, thus, shines a critical light on the role(s) this sport program plays in the lives of teenage girls within an increasingly divided urban context.

## **L'influence de la composition corporelle, de la condition physique et de la pratique d'activité physique sur les fonctions cognitives et le rendement scolaire des adolescents : une étude longitudinale**

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L'objectif de cette étude était de déterminer si les différents facteurs associés à la pratique d'activité physique peuvent expliquer les variations observées dans les mesures des fonctions cognitives et du rendement scolaire des élèves du secondaire en utilisant un devis longitudinal. Pour y arriver, 185 adolescents (âge moyen :  $13,1 \pm 1,0$  ans) ont complété un suivi d'une durée de trois années scolaires. La composition corporelle (tour de taille, indice de masse corporelle, pourcentage de gras), la condition physique (endurance cardiorespiratoire, force musculaire et endurance musculaire), les habitudes de pratique d'activité physique (durée, intensité et la nature des activités) de même que les FC (capacité d'attention et mémoire de travail) et le RS (résultats scolaires en sciences, mathématiques, français et moyenne générale) ont été évalués à chacune des trois années. Les résultats des analyses indiquent que, chez les filles, l'endurance cardiovasculaire et l'endurance musculaire présentent un lien positif avec le RS. De plus, l'endurance cardiovasculaire, la force et l'endurance musculaires de même qu'une meilleure composition corporelle semblent être positivement associées avec les FC. Chez les garçons, de meilleures endurance cardiovasculaire et endurance musculaire de même qu'un plus faible pourcentage de gras semblent être associés avec un RS plus élevé. Une plus grande force musculaire et une meilleure composition corporelle semblent également être corrélées avec de meilleures FC. Cependant, les associations observées entre les facteurs liés à la pratique d'activité physique et les FC et le RS sont faibles et ni la composition corporelle, ni la condition physique, ni les habitudes de pratique d'activité physique ne permettent d'expliquer les variations sur trois ans des FC et du RS des adolescentes et des adolescents de notre échantillon. Ainsi, les facteurs liés à la pratique d'activité physique ne semblent pas influencer les FC et le RS des adolescentes et des adolescents de notre échantillon.

## **Using discussion to inform action: Formative research on nature-based physical activity as a means of fostering relatedness for girls in physical and health education**

Jennifer Gruno & Sandra L. Gibbons, PhD, University of Victoria, Victoria, British Columbia

This presentation shares formative research that will be used to increase the fidelity of a larger project designed to incorporate nature-based physical activity (NBPA) in physical and health education (PHE) as an avenue for fostering relatedness among girls and young women. NBPA suggests physical activities that can be done in natural areas that require little specialized equipment, can be done by the majority of youth, are cost-efficient and can be implemented by teachers on a regular basis. The design of the larger project is grounded in the self-determination (SD) theory of motivation (Deci & Ryan, 1985, 2000). This theory suggests that motivation to engage in a particular behaviour is influenced by an individual's need for autonomy, competence, and relatedness. This particular study focuses on relatedness as several studies have reported that relatedness supportive strategies are particularly important for girls in PHE (Eime et al., 2013; Pfaeffli & Gibbons, 2010; Sammet, 2010; Shen, McCaughy, Martin, Fahlman, & Garn, 2012). The goal of the larger project is to design a theoretically grounded intervention that is both robust and adaptable to unique circumstances of individual schools. The first step of the formative research was to hold an all-day planning session with teachers and other stakeholders in Victoria (n = 29). Participants consisted of elementary, middle school, and high school teachers. They were from a wide range of school contexts including rural and urban, school population, socio-economic, timetable structures, and cultural. In this presentation, the authors describe how the concept of relatedness was used to help these PHE teachers identify a wide range of NBPA curriculum actions and instructional strategies, with the goal of then implementing them, to address the motivational needs of their students.

## **In(di)visible: Inquiring into being “othered” as a means to teach social justice in PHETE**

Lauren Hennig & Lee Schaefer, PhD, McGill University, Montréal, Québec

The goal of PE is to increase student confidence, competence, and motivation to lead physically active lifestyles. Research has shown physical health education teacher education (PHETE) students tend to be sexist, elitist and unsympathetic towards social issues. Currently, a gap in culturally responsive and socially just forms of physical education (PE) that bring attention to racism, colonialism, sexism, heteronormativity, and other social issues requires greater acknowledgement from researchers. The purpose of this study was to (a) better understand how PHETE students might be engaged to take on a critical agenda that would increase their willingness to teach in culturally responsive ways, and (b) engage in more socially just forms of PE. Using autobiographical narrative inquiry, students confront and explain their reactions to dominant discourses that have shaped their identities and think critically about how their own experiences may be different than the students who will be in their future classes. Drawing on four preservice teachers' narratives, the author illustrates how a different starting point in teacher education may enrich and shape beginning PE teacher's capacity to teach in socially just ways. The participant accounts challenge the work of those critics who have long assumed that critical pedagogies are most appropriate for teaching preservice teachers about matters of social justice. The finding that these preservice teachers are capable of understanding and engaging in social justice issues, despite social privilege should be of interest to teacher educators because it constitutes a call for change. This method of inquiry allows for the examination of tensions and shifting identities that are lived by preservice teachers (Casey & Schaefer, 2015), impacting their conceptions of teaching and learning.

## **‘Sex Ed’ in the True North: An analysis of sexual health education outcomes within Canada’s Elementary Health Education Curricula**

Vikki MacLaughlin, Jason Poole, & Daniel Robinson, PhD, St. Francis Xavier University, Antigonish, Nova Scotia

There continues to be much concern about Canadian students’ access to sexual health education within their schools’ health education programs. This concern continues in a largely unique national context—one in which health education curricula vary across all territories and provinces. At the same time, UNESCO (2018) has recently published its updated *International Technical Guidance on Sexuality Education*. These guidelines provide key concepts, topics, and technical guidance about sexual health education outcomes (SHEOs) that are advisable for students in all grades, including for those students in grades kindergarten/primary through six. Given this context, we have found a need to complete and offer a critical analysis of SHEOs within all of Canada’s elementary health education curricula. Using the UNESCO (2018) framework, we collected, categorized, and analyzed all of Canada’s elementary health education curriculum learning outcomes. The intent of this analysis was to identify to what extent territories’/provinces’ health education curricula address UNESCO’s suggested SHEOs. Of the 3,202 SCO, 689 are specific to sexual health education. While almost one quarter of Canada’s health education outcomes may be related to sexual health, there are some regional outliers at both ends. That is, sexual health education is given considerably more or less of a focus within some territories/provinces. Streams/themes throughout the health education documents also differ greatly with only some territories/provinces having some that are specific to sexual health. The formal categorization of all SHEOs from across Canada has led to the discovery of some observations worthy of discussion. With all territorial/provincial jurisdictions controlling and organizing their own education systems, differing levels of (in)adequacy regarding UNESCO’s (2018) key concepts can be seen. It is clear that some jurisdictions ascribe different attention to different topics in their education programs. We offer a focused discussion of our most important findings.

## **Childhood physical activity engagement: A proposed bio-ecological framework**

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Childhood physical activity (PA) has long been regarded as an important aspect of healthy growth and development. Despite the evidence in support of PA, less than one-third of Canadian children meet Canadian PA recommendations (Cameron, Craig, Bauman, & Tudor-Locke, 2016; Colley et al., 2017). Many studies have identified factors associated with childhood PA (e.g., Sterdt, Liersch, & Walter, 2014), but few studies have focused on childhood PA engagement from a bio-ecological perspective. Accordingly, the aim of this review was to investigate the current literature surrounding childhood PA engagement and situate the frequently cited factors within a bio-ecological framework. Education resources information centre (ERIC) and SPORTDiscus databases were searched, using keywords for the main outcome of interest (i.e., physical activity participation, physical activity engagement) and corresponding factors (e.g., physical activity correlates, physical activity factors, physical activity determinants). Included studies were peer-reviewed and cited either children or adolescents as their participants. Studies published prior to 2013 were not included. Bronfenbrenner's bio-ecological model (Bronfenbrenner & Morris, 2006) was applied to group factors into either person, context, or time categories. This review found that sex, motivation, self-efficacy, knowledge and understanding, and physical competence were frequently cited personal factors. Frequently cited contextual factors included family, peers, and socioeconomic status. Technology usage and chronological age were the most commonly referenced temporal factors. Within Bronfenbrenner's bio-ecological framework (Bronfenbrenner & Morris, 2006), PA engagement varies systematically as a joint function of the sex, the motivation, and the physical competence of the child; the family, peer, and socioeconomic contexts in which the child is situated; and, the chronological age of the child and the extent to which the child interacts with technology. Future investigations may wish to test this framework and determine how personal, contextual, and temporal factors related to childhood PA interact. This framework may also serve as a basis for research into Physical Literacy development, an area that needs analysis (Longmuir & Tremblay, 2016). The results of such investigations may be of value to practitioners and policy makers tasked with designing interventions that target PA engagement in children.

## **“It’s for them”: Exploring physical activity opportunities for adolescents in the high school setting in Antigua**

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Despite the known benefits of physical activity (PA), the majority of adolescents worldwide are not attaining recommended PA levels (World Health Organization, 2018). The school has been recognized as a critical environment for providing opportunities for youth to engage in PA. However, no research has been conducted to assess the PA context in schools in Antigua. Thus, the purpose of this study was to explore the PA context (ie., opportunities, policies, physical environment) in the high school setting in Antigua to identify ways in which adolescents can be physically active while at school. Nine high schools were selected for study by the Antiguan Ministry of Education. Physical Education (PE) teachers and select grade 7 students from each school were invited to offer insight into the PA context. Nine PE teachers were interviewed to gain a better understanding of the current PA opportunities, associated barriers and facilitators for students to engage in PA, and to discuss how additional PA could be incorporated into the school day. Forty-eight grade 7 students participated in nine focus groups to discuss similar questions. A socioecological approach (McLeroy, Bibeau, Steckler, & Glanz, 1988; Stokols, 1996) was used to guide the development of the interview and focus group questions; this approach allowed for a comprehensive exploration of the individual, environmental and policy-level factors that can influence student engagement in PA opportunities. Data were analyzed using Braun and Clarke’s (2006) thematic analysis method. This presentation highlights themes that emerged (e.g. conceptualization of physical activity, barriers and facilitators to student physical activity engagement) from this qualitative exploration into this unique context. Findings have implications for informing local PA school policy and programming, and highlight future areas for collaborative research to ensure that this age group is provided with appropriate and sustainable PA opportunities within the school setting.

## **Inquiring into Indigenous knowledge: Implications for physical and health education teacher education**

Derek Wasyliw & Lee Schaefer, PhD, McGill University, Montréal, Québec

Historically the literature in Physical Health Education Teacher Education (PHETE) has been dismissive of Indigenous knowledges and omitted settler-colonial histories from its programming – a trend that remains intact despite the Truth and Reconciliation Commission (TRC) of Canada’s explicit Calls to Action to reduce the Indigenous/non-Indigenous gap in education and develop culturally appropriate educational programs. Moreover, the fact that PHETE has habitually privileged scientific discourses about the body and performance over social justice issues has further insulated PHE teachers from thinking critically about their craft and/or linking their subject matter to the significant role(s) it played in the advancement of broader settler-colonial agendas in Canada. Collectively, this has contributed to a professional environment in which PHE teachers often experience frustration, anxiety, and apathy in their classrooms, and, more importantly, the communities they serve feel increasingly alienated by the PHE curriculum. In response to the current shortcomings of culturally appropriate programs interwoven with Indigenous ways of knowing in Canada, this article presents a narrative inquiry into the experiences of two knowledge holder in Kahnawake. This study is rooted in a Deweyan theory of experience and works from a pragmatic ontology. Amelia and Philip, the knowledge holders within this study came alongside this work having an immense understanding of how wellness has been and continues to be conceived and negotiated in the community. Particularly, Amelia and Philip have deeply contextual and personal relationships with both the educational and political landscape within Kahnawake. The personal narratives of Amelia and Philip, along with the collaborative inquiry into those narratives, revealed three key threads: (a) Indigenous knowledges are diverse, multifaceted and complex (b) Indigenous knowledges are locally-grounded (c) Implications for PHETE are contextual and geographically diverse. The article concludes with recommendations for PHETE from Amelia and Philip from a Kahnawake perspective.