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What's sex got to do with it?

Seeing beyond the tensions in health and physical education

**Erin Carter
Lakehead University**

A growing number of scholars in the field of health and physical education (HPE) in higher education have argued that we are at a critical point in the field's history, where serious reconsideration and reinvention is required. This call for HPE reform in higher education, both in theory and practice, is what inspired this study. Through a yearlong critical autoethnography and discussions with scholars who are calling for reform, I explore my storied self as person, student, and teacher in HPE. In the course of exploring the storied potential within HPE, I argue that becoming deeply conscious of one's attitudes and actions is a worthwhile journey for all those working and who plan to work within HPE because it can open up opportunities for understanding the historical, social, and political contexts that have and continue to inform HPE in higher education

Medical Careers Exploration Program

**Catherine Casey
University of Manitoba
Frank Deer
University of Manitoba**

The Medical Careers Exploration Program was developed to meet the needs of both the medical community and the Aboriginal population. Currently, medical personnel are at a critical level not only in Manitoba but also in Canada. As the population ages, qualified medical professionals within the Winnipeg Community are either retiring or choosing to practice outside of Manitoba and in some cases across the border. Fortunately in Winnipeg, we have the human resources to replenish our diminishing pool of medical professionals.

The Aboriginal population is one of the largest underutilized human resources within Winnipeg. The purpose of the Medical Careers Exploration Program is to demystify the healthcare system and promote healthcare careers to the Aboriginal population. The program will not only meet the needs of the medical community, it will also promote the economic growth of our underutilized Aboriginal population.

High School students will be exposed to several programs within the Pan Am Clinic including, but not limited to: Surgery, Radiology, Physiotherapy, Casting, Nursing, Sports Medicine, and Research. Students who enroll and complete the program will receive credit towards their High School graduation. This program will not only give the Aboriginal population better access to the pursuit of healthcare careers, it will provide the Aboriginal population within Winnipeg more medical professionals from their community. Again, this initiative will stimulate economic growth in our community as well as attract and retain highly qualified medical personnel.

Real People/Deep Learning

**Maureen Connolly
Brock University**

Learners need chances to practice the skills they will need in their professional lives. Self-evident as this statement seems, here is another: learners need chances to practice the skills they will be assessed on. These statements form the core of my project. PHETE subject matter and the professional standards of practice many of our graduates will be working under lend themselves to, and may even require, practical and applied knowledge and skills involving interaction with, assessment of, programming for and monitoring of humans—real people, with real bodies, performing real movement. We propose developing and describing learning experiences based on problem-based and/or service-based learning which allow students to work with real people within the context and parameters of the course assignments. Further, we wish to track, analyze and reflect upon the students' engagements with their "clients" and provide evidence, insight, suggestions and recommendations that will:

- a) Support our intentions to continue to use these signature pedagogies within broader post-secondary curricula
- b) Support our intentions to refine and improve the features of these pedagogies in my own contexts
- c) Support other colleagues' interest in including these "radical" applications of knowledge and skill in their courses
- d) Have an impact on our own (and, hopefully, others') curriculum planning, course planning and forms of assessment

Pre-Service Physical Education Teachers' Implementation of "TGfU Tennis": Assessing Elementary Students' Game Play Using the GPAI

**Andrew Foran
St. Francis Xavier University
Daniel Robinson
St. Francis Xavier University**

This paper reports on a study of upper elementary students' learning of three games components (base, decision-making, skill execution) as a result of their participation in an after-school tennis program called "TGfU Tennis". Utilizing the Teaching Games for Understanding (TGfU) model, pre-service physical education teachers taught students (n = 54) from three separate schools. Video-recorded game play of 19 upper elementary students before and after tennis instruction was analyzed using a Game Performance Assessment Instrument (GPAI). Results indicate that mean indices for all three game components

increased significantly between the baseline and post-intervention assessment dates.

Physical Education Curriculum Across Canada

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University of Alberta

As many provinces across Canada are proposing revisions to their health and physical education curricula, the challenge will be to understand how certain discourses influence curriculum development. In addition, physical education researchers and curriculum experts will need to consider many questions: What should future goals of physical education be? What role does physical education play in the current health crisis among children and youth? Is there a philosophical shift that needs to take place? What insight and wisdom should be provided to curriculum writers as they begin revisions to physical and health education curriculum? This paper will examine present circumstances of physical education curriculum in Canada by reviewing the goals and curricular organizers of each province/territory, comparing the provincial instructional requirements for health and physical education, analyzing key themes of current programming and discussing historical roots in contemporary practice.

Physiological Functioning to Embodied Competence:

A Curricular Inquiry into the Acquisition of Somatic Awareness.

Rebecca J. Lloyd
University of Ottawa
Stefanie Partridge
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Courtney Beaulne
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Stephen Smith
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Somatic awareness, sometimes referred to as ‘animate consciousness’ and ‘corporeal sensibility,’ provides an expanded sense of health and physical education (HPE) purposes and practices. Often associated with somewhat sedentary meditation postures and positions, we are interested in its application to physiological functioning, kinesthetic feeling, aesthetic form and energetic flow. The particular acquisition of such awareness was explored, with the support of SSHRC, within the context of a school-based, ‘JungleSport’ program that invited children to climb, curl, and twist their ways to new levels of becoming physically educated. Intermediate-level children were observed as they participated in the program, with thick descriptions of their movement experiences recorded. This data, analyzed according to the functioning, feeling, forming and flowing registers of somatic awareness, supports an emergent curricular and pedagogical model of HPE. It is indicative of component activities and practices that are inherently physically motivating and health sustaining.

**Health Education and Interactive Drama:
Findings from a Service Learning Project**

Daniel Robinson
St. Francis Xavier University
Matt Meyer
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This presentation highlights findings from a recent study in which pre-service physical education (PE) teachers implemented Interactive Drama (ID) as a pedagogical practice to engage adolescent students (ages 13-16 years) in meaningful learning opportunities related to particular health education curricular outcomes. The study was part of a Service Learning Project (SLP) within a secondary physical education curriculum and instruction course at a Canadian University. During the SLP, pre-service PE teachers (n = 21) engaged adolescent students (n = 162) in ID presentations and discussions. After completion of the SLP, pre-service PE teachers shared their perspectives of ID as a pedagogical practice capable of meaningfully engaging themselves and their students within health education. Applying case study methodology, the researchers examined pre-service PE teachers' written responses to a post-SLP survey. Three primary themes were identified through the data analysis; these were *enabling teachers*, *engaging students*, and *real-life connections*.

**PHETE Sharing Circle: A Roundtable Response to Emerging Pedagogical
Issues and Ideas in Physical and Health Education**

Discussant, Joannie Halas
University of Manitoba

The PHETE Sharing Circle is an open invitation for scholars to join a communal dialogue on emerging issues within physical and health education. All participants are welcome to raise issues, share ideas, and respond collegially within the circle, which is organized as a respectful acknowledgement of the important pedagogical contributions of Canada's indigenous peoples. This year's roundtable discussion will be guided by Joannie Halas and will open with the question: is culturally relevant physical and health education possible within a teaching profession that is predominantly white?