



## PHENex Journal/Revue phénEPS

**PHE/CUPR Forum Abstracts  
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### **Sport Academies and the Physical Education Curriculum**

**Daniel Balderson**

The delivery of amateur sport across Canada has changed dramatically over the past 10 years (Way, Repp, & Brennan, 2010). Prior to this change, sport instruction and competition was delivered by either community sport organizations (e.g., minor hockey association) or school-based sport organization (Provincial school athletic association). Today, sport instruction and competition has found its way into schools, during typical school hours in the form of Sport Academies (also called Sport Schools). In Alberta alone, there are currently over 80 sport academies (Balderson, 2011), found in rural and urban communities across the Province. This number has grown from one operating sport academy in 2004. Similar numbers and growing trends are present in other parts of Canada as well (Way, Repp, & Brennan, 2010).

Most Sport Academies revolve around one sport and provide students with the opportunity to compete or train at a high level while they complete junior high or high school. Students enrolled in an academy program typically take core academic classes in the mornings and then participate in their sport in the afternoon. Course credit is often provided for students during this time.

This presentation will examine the growing phenomena of Sport Academies across Canada. Results from a survey in which Academy personal were asked specifically to describe how students receive course credit during academy time will be discussed. Findings indicate that physical education credit is often awarded for academy enrollment. Implications for the profession in relation to the general growth of sport academies and the effects on physical education programming will be evaluated.

### **Issues of program fidelity and the erosion of teacher candidates' perceptions of the Daily Physical Activity initiative**

**Joe Barrett**

In 2005, the Ontario provincial government introduced the Daily Physical Activity (DPA) policy/memorandum. It was mandated that all students, in publicly funded elementary schools, would receive 20 minutes of physical activity during instructional time in addition to regularly scheduled health and physical education (HPE) classes. With DPA as part of the mandated provincial education programming, physical and health education teacher education faculty have a moral obligation to provide instruction, training, and experiences that capably prepare elementary teacher candidates to deliver effective DPA/HPE programming. The purpose of this quantitative longitudinal study was to describe and analyze changes in teacher candidates' perceptions of the DPA initiative during a mandatory teacher education practicum. In one southwestern Ontario faculty of education, teacher candidates' perceptions were repeatedly measured utilizing a pre- and post-practicum questionnaire. One hundred and twenty-eight

teacher candidates had complete data. Descriptive and inferential data analyses revealed evidence of significant relationships between practicum school DPA program fidelity, pre-practicum expectations, and declines in teacher candidates' perceptions of DPA. The results add to the emerging body of empirical evidence examining DPA in the Ontario context. A discussion addresses the implications for policy makers, teacher educators, teachers, and elementary students in Ontario.

### **Building blocks of a healthy school environment: Concepts, papers and consensus building**

**Rebecca Bassett-Gunter**

A vision for Canada across many agencies is that all children and youth live healthy, physically active lives. Thus, the development of “key indicators for health promoting schools” has been identified as a National priority to support Canadian schools in becoming “health promoting schools” (HPS). It is necessary that an evidence-informed understanding regarding HPS' concepts and underpinnings are established. The purpose of the current project was to develop a series of communication documents that help people at various levels understand a) the core components of HPS, b) the processes for creating and evaluating a HPS environment, and c) a common communications language regarding HPS.

A steering committee consisting of key policy, practice, and science stakeholders was assembled to guide development of the project. The communication documents were created based on 3 fundamental processes working in collaboration with the steering committee: 1) search/identify and select key documents, 2) review selected documents, 3) seek expert input and consensus iteratively throughout the development of the documents. Key informant interviews were conducted with individuals with history and knowledge of the evolution of HPS. A preliminary literature search was conducted (guided by steering committee and experts) to establish a list of documents for review. A targeted review was then conducted to examine existing literature (i.e., peer-reviewed and other) surrounding HPS terminology and concepts, as well as core components and processes for HPS. A concept paper was developed through an iterative process with the steering committee and expert panel. Consensus building activities will be undertaken to work toward agreement across project stakeholders. Two condensed versions of the concept paper were established using plain and accessible language to ensure ease of use across various levels. When complete (March 2012), this project will result in comprehensive, evidence-informed, and consensus-based communication documents to inform Canadian practice, policy, and science surrounding HPS. The documents will outline core components and processes for developing HPS, while simplifying the communication language regarding HPS. The processes employed will facilitate consensus building and encourage confidence in the document and thus, fill a gap in establishing healthy school environments in Canadian schools.

### **Exploring Teacher Dispositions for teaching Inventing Games**

**Joy Butler**

**Tim Hopper**

This presentation will report the findings after one year of a research study called ‘Situating Ethics through Inventing games: Teacher Perspectives and Student Learning.’ We are investigating how Inventing Games (IG), a physical education (PE) program where groups of students create their own games, might support the development of principles of ethical actions in students as they learn collaboratively. IG is an extension of the Teaching Games for Understanding (TGfU) curriculum model, which can move PE pedagogy further into

democratized learning whilst sharing TGfU's constructivist epistemology within a complexity thinking perspective framing learning as a collective and emergent process. In this study, communities of practice composed of teachers and researchers are building upon and codifying established common self- and group-reflective processes, exploring individual value orientations, and identifying the skills and dispositions necessary for the effective implementation of IG. Although the study is primarily focused on an examination of situated ethics and how these influence student interaction and decision making during game play, we are also investigating the dispositions and teaching perspectives needed to teach the IG approach.

Teachers took a Teaching Perspectives Inventory (TPI) at the beginning of the study and a year later. The TPI comprises 45 questions on-line and generated awareness and discussion of variations in teaching approaches and beliefs, as well as providing a way to collect repeated measures on any changes in beliefs as a result of the IG initiative. We used the TPI to construct baselines of participating teachers' beliefs and values about learning and teaching games. The TPI identifies, through reflection and dialogue, teachers' (1) biases in actions (how we teach), (2) intentions (what we are trying to accomplish), and (3) beliefs (why we consider that important or justified). We followed the TPI in the first year with an in-depth interview based on a set of questions design to help teachers reflect on their TPI results and probe more deeply into their values about teaching, learning and knowledge. In the second year, we replaced the interview with an on-line survey (using surveygizmo) using the same questions as the interview questions. By using repeated measures of the TPI and the survey, we plan to map any changes that occur in teachers' beliefs about teaching games as they evolve in relation to the IG program over the course of the research program.

### **School-based Core Measures and Indicators (CIM) for youth physical activity and sedentary behaviours**

**Antony Card**  
**Doug Gleddie**  
**Michael King**

There are multiple surveys in Canada that collect data on physical activity and physical education in schools. Establishing longitudinal or cross-sectional trends through comparative analysis is difficult or impossible without the use of identical survey questions. Researchers from the University of Alberta, Memorial University of Newfoundland, supported by the Canadian Partnership Against Cancer (CPAC) and the Propel Centre for Population Impact at the University of Waterloo, have determined a minimal Core set of Measures and Indicators (CIM) for Youth Physical Activity and Sedentary Behaviours at both the school and individual levels. The process of determining the CIM for Youth Physical Activity involved an extensive process of consultations with experts and those who make or use evaluation or surveillance data. Parallel processes were conducted for CIMs in tobacco control and healthy eating. When the same measures are used across surveillance and evaluation data collections, and the same indicators are reported, our knowledge of what policies and programs are effective should increase, leading to more coordinated efforts and positive change.

The school level measures have been determined as: the proportion of students in school by grade who participate in the equivalent of 150 min of PE/five-day week over the school year; the school offers opportunities for DPA during instructional/non instructional time outside of PE; the school community engages the whole school community to support and participate in physical activity (school culture); the school community and its partners work together to support/enhance

PA opportunities for students; and the proportion of students who participate in school organized non-curricular PA. The individual level indicators are: the proportion of youth who accumulate 13000 steps per day; the proportion of youth who limit their recreational screen time to no more than 2 hours per day; the proportion of youth that usually participate in organized sport or physical activity in the school setting (i.e. intramurals, interschool sport); the proportion of youth who participate in organized sport or physical activity in community based settings (outside of school related activities); and the proportion of youth spending time in unorganized sport/PA indoor and outdoor (active play).

The session will provide a summary of the consultation process, an overview of the school-based CIM for Youth Physical Activity and Sedentary Behaviours, and the results of the pilot testing that aimed to establish validity and reliability.

**AND THE SURVEYS SAID ... results of a 4 year longitudinal study that examined the impact of the Manitoba policy of mandatory PE/HE**

**Catherine Casey  
Kathy Isaac**

An examination of the impact of the Manitoba policy of mandatory PE/HE for Grades 11 & 12 was the focus of this study. Various stakeholder groups were involved in this 4 year (CIHR funded) longitudinal study including individuals from the following organizations: Cancer Care Manitoba, Manitoba Ministry of Education, citizenship and Youth, Universities of Manitoba, Waterloo, PEI and Alberta, Manitoba Regional Health Authorities and Manitoba Institute for Child Health. Data collection is complete and we are currently in the final stages of data analyses. The results will be made available in 2012.

In September 2008, the Manitoba Ministry of Education Citizenship and Youth implemented a province-wide mandatory physical education/health education (PE) policy in secondary schools designed to increase regular PA. The policy extends Manitoba (MB) secondary school (grades 9-12) graduation requirements from 2 to 4 PE credits, mandating PE for grades 11 and 12 for the first time in Canada. The new grades 11 and 12 PE curriculum includes 3 components including a core, flexible, and PA practicum. The PA practicum requires a minimum 50% of the 110 credit hours focused on participation in PA. Schools can offer the PA practicum through in-, out-, or a combination of in- and out-of-class time. The out-of-class physical activities eligible for credit include a variety of home, school, and community possibilities tailored to meet students' needs, interests and opportunities.

The primary aim of the study was to determine if a province-wide policy mandating PE/HE in Grades 11 &12 increases PA levels of adolescents.

Secondary Aims included an assessment of the dose and fidelity of policy implementation and an identification of student populations and contexts where the policy is effective or ineffective.

Research Questions included:

- Does the PE/HE policy increase students' PA levels?
- What student factors relate to the effectiveness of the policy for increasing MVPA levels in students?
- Does the school environment influence the effectiveness of the policy?
- What school stakeholder-identified factors facilitate or inhibit the policy?

Methods of data collection included the Youth Health Survey (N=345 schools, ~50,000students: 2008 & 2012); Accelerometer Data Collection: 2008 - 2011 (32 randomly selected schools: ~ 25 students from each school); School Health Environment Survey 2008 - 2011 (completed by

PE/HE Department Head and one school Administrator in the 32 randomly selected schools) and interviews with teachers at accelerometer schools: 2010, 2011, 2012 (qualitative data).

### **What do the next generation of physical education teachers really think?**

**David Chorney**

This research focuses on data collected over the past five years that highlight PE undergraduates' responses to questions that pertain to many aspects of teaching physical education. Specifically, this session will report findings as to why physical education majors' opinions and attitudes change regarding teaching physical education as they gain experience during their respective PETE programs and are able to synthesize their learned theory with their lived practice.

In addition to utilizing the theory and findings of Lortie's (1975) "apprenticeship-of-observation model" significant other research was used to guide this study. A combination of qualitative and quantitative approaches was utilized. Pre-course surveys, post-course surveys, as well as post-field experience surveys were developed and administered to physical education majors attending three universities in western Canada with well-respected PETE programs.

Many questions from the surveys yielded significant findings that indicated change in the beliefs and perceptions of pre-service PE majors' do occur, as they progress through their PETE programs. Of key interest are the findings that emerged as a result of the time spent in schools by the pre-service teachers and the notion that significant maturity and reflection does occur because of an intensely focused physical education field experience at the conclusion of a PETE program.

Of key importance within this study was looking at how and why students majoring in physical education change in their beliefs, and attitudes of what it means to be an effective teacher of physical education as they progress through their PETE program. This study shows what changes do occur through the use of rich qualitative data as well as valid empirical data.

### **Pre-service elementary classroom teachers' experiences of Health and Physical Education in the practicum**

**Tim Fletcher**

The practicum is considered an essential component in the process of learning to teach; Behets and Vergeuwen (2006) recognized the practicum as the critical element in teacher education programs. Yet not all practicum experiences provide pre-service teachers with quality opportunities to improve their teaching and their learning about teaching (Darling-Hammond, 2006). While the practicum experiences of PHE specialists have been well documented, few have considered the PHE practicum experiences of classroom teachers. One of the reasons for this is that not all institutions require any PHE-related observation or teaching in the practicum (Graber et al., 2008). As part of a larger mixed-method study, ten pre-service elementary teachers at Windermere University (a pseudonym) were interviewed throughout one academic year. The teacher responsible for teaching PHE in the school in which student teachers were placed impacted the extent and nature of any observations of PHE teaching. For example, Andrew was only able to observe one PHE lesson being taught by a classroom teacher and only after he specifically requested to do so. Natasha and Jane were able to observe a specialist PHE teacher's practice and both commented on the strict nature of the teachers. Other pre-service teachers who were placed in schools with PHE specialists revealed that at least some of the responsibility for teaching PHE rested with the classroom teacher. When classroom teachers were responsible for teaching PHE, modeling of practice tended to be poor or inadequate. As

well as poor instruction, little was demonstrated regarding, for example, effective planning or assessment. Several participants revealed that PHE maintains a fairly low place on the curriculum ladder, with several teachers using it as a bargaining tool with pupils. In schools where pre-service teachers felt PHE was valued, they perceived it be valued based on the school's involvement with extra-curricular sport. If practicum experiences are to be deemed successful, pre-service teachers need to be exposed to exemplary practice and be provided with opportunities to practice teaching across a variety of subject areas. For teacher education to have a lasting effect on its graduates, strong experiences of teaching, learning, and schooling are needed across all aspects of the program.

**The varied topographical landscape of Physical Education Teacher Education (PETE) in Canada: Sharing unique perspectives.**

**Nick Forsberg  
Rick Bell  
Ellen Singleton  
David Chorney**

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Of importance was the examination of how and why students majoring in physical education change their beliefs and attitudes of what it means to be an effective teacher of physical education as they progress through their PETE program. This study shows what changes occur through the use of rich qualitative data as well as valid empirical data.

**Analysis of physical education curriculum across Canada:  
Themes, trends, and implications**

**Nancy Francis  
Jenna Lorusso**

The purpose of this research was to analyze the learning outcomes in K- 12 Physical Education curricula from all Canadian provinces and territories to identify commonalities and differences. Data collection involved the qualitative reorganization of each provincial / territorial curriculum by grade into three categories: fitness skills, living skills and movement skills. Data analysis included frequency of each learning outcome per grade and province, as well as frequency across grades.

Quantitative and qualitative data will be presented to reveal interesting findings. For example, similarities and differences will reveal contemporary trends in comparison to traditional learning outcomes. Holistic learning is emphasized in most contemporary elementary school curricula where some secondary curricula have not changed in over fourteen years.

Questions will be raised regarding the pedagogical and curricular implications for physical education teacher educators. For example, the learning outcomes in the primary division curriculum focus on behavioural and relational living skills; while the intermediate learning outcomes focus on independent thought and leadership. Do our University physical education curricular models reflect current curricular content? Does the pedagogy employed by professors serve as an exemplar for these progressive learning outcomes?

References include all of the PE curricula from K- grade 12 in all provinces/ territories in Canada.

### **Putting critical in pedagogies:**

#### **Tangible ways of addressing physical education's exclusionary culture**

**Joannie Halas**

**Erin Carter**

**Sopear Chinn**

The prevalence of whiteness and a lack of racial diversity have significantly influenced pedagogical practice and knowledge production within Canadian faculties of Kinesiology and Physical Education (Douglas & Halas, 2011). As a result the values, practices, and emphasis of physical education reproduces and maintains a racial hierarchy that establishes an implicit and explicit criteria for exclusive membership and normalizes the prevailing (white) cultural character common to higher education institutions. This racial hierarchy is of significant concern since 20% of the current population, and this number is growing, identifies as a racialized minority or Aboriginal, i.e., one in five Canadians. Despite the recognized need for more critical pedagogies and practices in Kinesiology and Physical Education (Kin/PE) that disrupt the current hegemony of whiteness, Canadian pedagogy professors speak of a lack of expertise and confidence to talk about issues pertaining to race and diversity, and also fear offending people if they were to do so (Douglas & Halas, 2011). Arguably these fears and reservations are not only limiting the evolution of the field, but they are normalizing the experiences, histories, and worldviews of the racial majority. Increasingly there is a need for more ideas and strategies that support faculty in moving beyond fear and familiarity, towards engaging with critical pedagogies that recognize Canada's racialized, ethnically diverse population. In response, drawing upon our own experiences as critical scholars in physical education and building upon the work of others (Culpan & Bruce, 2007; Fernandez-Balboa, 1995, 2005, 2009; Flory & McCaughtry, 2011), including anti-racism scholars outside our field (e.g., Tatum, 1999) this paper offers a variety of ideas and strategies for embracing critical pedagogies and practice. By drawing on the social justice work of others, we envision a more equitable and just field. To this end, our hope is not only to engage in dialogue about critical pedagogies and practice in Kin/PE but our hope is also to inspire action.

## **Teachers' confidence in delivering Alberta Physical Education Curriculum**

**Nathan Hall**

**Clive Hickson**

**Nancy Melnychuk**

Researchers have shown an interest in the confidence and self-efficacy of physical education teachers, however the majority of this research has focused on pre-service teachers and generalist teachers that have to teach physical education (Morgan & Bourke, 2008). To date there has been very little research that has focused on the confidence of physical education teacher specialists. Consequently, this presentation discusses some recent original research in which physical education teacher specialists discussed their confidence in delivering a prescribed physical education curriculum.

The sample was composed of twelve physical education specialists who varied in age, gender, and years of experience teaching physical education. They were all presently teaching physical education in the province of Alberta. The grade at which the participants were presently teaching ranged from Grade 7 - Grade 12. This was a purposive sample that was collected using the snowball effect (Patton, 1990; Trochim, 2001). Data was collected through one-on-one, semi-structured interviews.

Many of the teachers believed that they were extremely confident in their ability to deliver the Alberta Physical Education curriculum. That said, several of the participants indicated specific parts of the curriculum that they were less confident in delivering. Some of the reported reasons for this lack of confidence were: lack of experience with regards to teaching a specific outcome; not enough time in the year to address all the specific learning outcomes. These findings suggest that for even some of the most experienced teachers there are self-confidence issues that exist when it comes to delivering the full curriculum. In addition to these findings participants also discussed their confidence with respect to improving the physical skills of their students. Although many of the teachers suggested that they were confident in their ability to improve the physical skills of their students, there were some participants who suggested otherwise. For example, two participants indicated that they were not completely confident that all their students improved their physical skills over the course of a year. Other participants also mentioned that their confidence for improving student's physical skills was sometimes dependent on their own confidence to teach specific activities. Many of the participants in this research suggested that their personal background and athletic experience did influence their confidence to teach certain activities. More specifically, many participants indicated being more confident at teaching activities they had lots of experience with.

## **What motivates the motivators: Preliminary design and data**

**William Harvey**

**Shawn Wilkinson**

**Michael Cicchillitti**

It has been suggested, in some sport and exercise psychology circles, that Physical and Health Education (PHE) teachers do not know how to create student-friendly teaching environments which, in turn, may lead students to feel controlled (i.e. perceptions of low autonomy), poorly motivated, with resultant low rates of physical activity participation. Yet very few researchers have formally explored the motivational factors that drive PHE teachers to teach. It seems ironic that sport and exercise psychology researchers may make recommendations for PHE teachers to create autonomy-supportive environments without usually speaking to the teachers to gain their



unique perspective. For example, PHE teachers may feel unmotivated to use the recommendations and perceive the research suggestions and provincial Ministry of Education curriculums as controlling, resulting in perceptions of low autonomy and motivation to improve their teaching practices! A sequential case study design will be described as a unique opportunity to explore the experiences of elementary and high school level PHE teachers. Preliminary results from the semi-structured interviews of six PHE teachers will be presented. The teachers have been sharing positive stories about Relatedness evident in their own childhood physical activity experiences as well as their love of teaching children and the job. They have also shared ambivalent feelings about spending much time in extracurricular activities and coaching because they expressed a lack of autonomy in their choice of these assignments. Similar ambivalent feelings are emerging with teacher competence as the participants have described being able to perform their jobs but feel unprepared from their university training and devalued in their eyes of their teaching peers. Future transitions in the research study and process will be discussed.

**Physical education and physical activity in schools:  
Perspectives of school and district policy makers**

**Julie Jahn**

Background: In both the U.S. and Canada, policy has been recently identified as a key means by which to impact local, state, and national challenges surrounding school Physical Education and youth physical inactivity. For example, NASPE's 2010-2012 Strategic Plan states it intends to "support the development of public policy that advances physical education, sport, and physical activity in the U.S." (NASPE, 2010). Knowing this, school and district policy-makers would then seem a natural choice of partners when looking to conduct school-based Physical Education and physical activity policy research. However, there is a very limited amount of research in the area of what school administrators think of physical activity-related policies and recommendations as well as what they actually do with physical activity-related policies and recommendations. No studies to date currently target school administrators exclusively in order to investigate their perspectives on Physical Education and physical activity-related policies and practices. The question remains: if these individuals are ones who influence schedules, budgets, and what initiatives take place in schools, how come we aren't paying more attention to what they know or don't know?

With this major unknown in mind, the purpose of this inquiry was to investigate the Physical Education and physical activity knowledge of several key school administrators. Participants included twelve Physical Education program, school, and district-level administrators from two school districts in southwest United States. Data were collected using two interpretive strategies, including an in-depth interview series with each participant and artifact analysis of relevant Physical Education and physical activity policies at the local, district, state, and national level.

Results indicated that all levels of administrators in this study had a very limited to no knowledge of most relevant local, district, state, and national level current policies and recommendations in Physical Education and physical activity. Other emerging themes included a frustration due to lack of policy communication between teachers, administrators, and other Physical Education professionals, as well as a desire to be better informed of important Physical Education and physical activity policies.

Based on the lack of knowledge of policy expressed in this study, those who are well-versed in Physical Education and physical activity policies need to better communicate current policies

with those individuals who make decisions related to the quantity and quality of both Physical Education and physical activity opportunities in schools.

**Is pedagogy the missing link between Physical Literacy and Long Term Athlete Development?**

**Ashley Johnson**

**Nancy Francis**

The Canadian Sport Centre and PHE Canada collaborated to develop The Long Term Athlete Development model which recognizes the paramount role of physical literacy as foundational for individuals to acquire the skills, knowledge and attitudes requisite for lifelong physical activity (PHE Canada, 2009). Designed to facilitate more effective programming in each of sport, education, and recreation, this initiative achieved international attention at the PL Conference in June 2011 in England (Whitehead, 2011). However, its true impact is unknown. Precipitated by a perceived lack of pedagogical sophistication by a Community Program Director, this qualitative inquiry will investigate the role of pedagogy in each of sport, education, and recreation through narratives from an array of children, parents, coaches, teachers, and recreationists. Upon completion of data analysis, themes will be addressed in relation to what constitutes a quality experience in physical activity settings. The role of pedagogy will be explicated with solutions offered to unite the goals and means to reach these goals within each sector.

**The influence of healthy school practices on children's health behaviours**

**Sara Kirk**

**Jessie-Lee Langille**

**Paul Veugelers**

**Michelle Poirier**

**Erica Siba**

Physical inactivity and poor diets among children and youth is an increasing public health concern in Canada. The Children's Lifestyle and School Performance Study (CLASS I) provided insight on the reality of unhealthy behaviours among Nova Scotia children and the relevance to school stakeholders. Over the past five years, the Nova Scotia Provincial Government has demonstrated increased commitment toward improving the health of children through developing and implementing a range of health promotion policies and programs that influence schools. This investment provided an opportunity to explore the naturalistic impact of "what has happened" (in terms of policies, programs and practices) and "what are the benefits" on children's health and behaviours.

The objective of CLASS II is to investigate the impact of Provincial and School Board level healthy eating and active living policies and programs on school practices and diet, activity, body weights and other outcomes of relevance to children in Nova Scotia. With a similar number of schools and students participating in CLASS I and II, we will be able to quantify changes in nutrition, activity levels and body weights that have occurred in each of these schools between 2003 and 2011 and explain the factors associated with these changes. We will also relate these changes to changes in school practices and to Provincial and School Board policies and programs. The purpose of this presentation will be to provide an overview of the scope of CLASS II and provide preliminary findings of nutrition and physical activity outcomes in relation to school practices.

In spring of 2011, we successfully completed data collection in 272 schools across Nova Scotia using similar measures from the original CLASS research. CLASS II included representation from all seven regional school boards, the francophone board, the Mi'kmaw Kina'matnewey (Mi'kmaw Education Authority) and a number of private and independent schools. Data collection in schools consisted of surveys with Grade 5 students and their parents, growth and development measurements with students and a school-assessment tool.

CLASS II will help to inform how specific policies, programs and practices influence health and wellness of children. This presentation will aim to enhance our understanding on whether healthy school practices have influenced students' health behaviours in Nova Scotia. The results will help to inform what school-based strategies were effective in supporting healthier behaviours among students.

**Interdisciplinary explorations of becoming physically literate:  
Climbing, creative writing and confidence**

**Rebecca Lloyd  
Veena Balsawer  
Desiree Streit**

The new curricular outcome of becoming physically literate provides researchers, teachers and students alike with fertile grounds for re-conceptualizing what it means to become physically educated. An interdisciplinary education Function to Flow model that intertwines concepts from Sport & Exercise Science, Psychology, and Embodiment theories with curricular outcomes linking to Health and Physical Education, Language, Arts and Science & Technology school subjects was thus created to facilitate conceptualizations and assessments of becoming physically literate with an expanded understanding. Situated within a week-long JungleSport climbing program, secondary and intermediate school students were invited to complete a daily assessment-as-learning journal, inspired by the butler

model, as well as a creative writing activity. Focus group interviews as well as phenomenological observations revealed that the climbing, journal, and creative activities offered a possible pathway to cultivating an interdisciplinary understanding of becoming physically literate. Additionally, the intertwining of climbing and writing activities promoted feelings of confidence, an obvious asset to a vertical challenge-based learning environment.

**Exercise between two cultures: Healthy active lifestyles for Chinese-Canadians**

**Chunlei Lu  
Michelle McGinn  
John Sylvestre  
Kelly Chen  
Ling Liu  
Stella Han**

Concepts such as health, illness, and lifestyle are culturally constructed. Canadian health promotion programs, including school physical and health education, tend to emphasize Western values that may not be shared by all ethno-cultural groups in Canada. There is a pressing need to understand health perceptions and practice within different ethno-cultural groups, so that policies and programs can be best tailored to assist all Canadians in developing and maintaining healthy active lifestyles. Chinese-Canadians comprise one of Canada's largest and fastest growing ethno-cultural groups. Investigating Chinese-Canadians' beliefs and practices related to healthy

lifestyles can fill an important gap in the literature and inform culturally appropriate programs suitable for Canada's multicultural society and schools.

Quantitative-qualitative mixed methods involving interviews and questionnaires were conducted with 100 first-generation Chinese-Canadians across Canada. A mixed sampling strategy combined purposive sampling, snowball sampling in Chinese-Canadian communities, and open calls. Descriptive statistics and thematic analyses provide complementary information about the beliefs and practices of Chinese-Canadians.

Findings reveal cultural differences and conflicts between participants' perceptions and typical mainstream understandings about healthy active lifestyles. The blend of philosophical, cultural, and religious beliefs that characterize Chinese culture affect Chinese-Canadians' acculturation in health. Concepts such as qi and yin-yang are important features of a Chinese view of health that recognizes weak, stagnant, and imbalanced yin-yang qi as the source of health problems. These cultural beliefs continued to affect participants' health practice and their participation in health promotion programs decades after immigration. Participants reported diverse views on the relationship between health and fitness, yet most perceived physical activity as a component of a healthy lifestyle and a means to maintain and enhance health. They tended to integrate physical activities in their daily lives, but they generally gravitated toward certain preferred physical activities that were sometimes not as accessible or respected in Canada as they would have liked. Time and resources contributed to increased physical activity, while limited social networks decreased physical activity. There were evident gender-based differences in goals and practices related to physical activities, sports, and fitness, which they perceived as divergent from mainstream Canadians. Sources of information for participants about health and fitness included media (e.g., magazine, books, television, internet), friends, medical professionals, environmental surroundings (including community centres), schools, and family.

These findings can inform policy makers, health promotion providers, and school health and physical education teachers in developing culturally

### **The role of physical education to combat youth violence in El Salvador**

**James Mandigo**

**Pedro Ticas**

**John Corlett**

**Ken Lodewyk**

**Joanna Sheppard**

**Enrique Garcia**

El Salvador has the second largest homicide rate in the world (UNODC, 2011). Research indicates that one of the most cost-effective ways to break the cycle of violence is through school-based education. Effectively conceived and implemented, such programs provide a foundation for positive human development. When implemented ineffectively through poor pedagogy or antiquated techniques, the barriers that inhibit personal and social development are often perpetuated (Salas, 1997).

In 2007, an innovative three year physical education (PE) degree program was developed at one of El Salvador's largest teacher preparation Universities to address out-dated pedagogy being used in PE. The focus of this new program was to prepare future PE teachers to foster the development of life skills as a way to prevent violence. In 2010, the first graduating class received their degrees and entered the workforce as certified PE teachers. The purpose of this study was to examine the impact these graduates had upon the schools in which they currently

work and deliver PE programs.

Starting in January 2011, over 1200 students from 15 schools in El Salvador have taken part in the longitudinal study. The students are taught by PE teachers who are graduates of the PE degree program. The mixed-methods design tracks student exposure to violence and use of conflict resolution skills. It also employs interviews with students. Baseline and post-level data were collected throughout the school year.

Baseline data indicated that on average, students reported 11 instances of aggressive behaviours over a 7-day period with boys reporting significantly more instances of aggressive behaviours than girls. In addition, students in the focus groups talked about the importance of PE to foster teamwork and cooperation: "... it teaches us how to cooperate with others, and to share, and many other things like respecting others."; and, important conflict resolution skills: "... we learn respect, to have fair play and not to push others, not to get angry if there is a goal, it is just to have fun and learn." Such skills can be transferred to their everyday life because "...it teaches you how to survive in all those places that we think are impossible."

Post study data will be presented and compared to baseline data to examine the impact, if any, of the PE program throughout the year. Implications of such results will also be discussed as they relate to other countries and communities dealing with youth violence prevention strategies.

**Moving beyond biopedagogy to embrace regional and cultural components of health:  
The unique and privileged position of the "critical"**

**LeAnne Petherick**

**Natalie Beausoleil**

**Cora McCloy**

From a critical (health) pedagogy perspective, health education is being driven by a dominant medical imperative that focuses on children's health without significant consideration of how social determinants, such as gender, social class, ethnicity and place, mediate health and health practices. Raphael (2003; 2010) suggests that within dominant medical models, lifestyle 'choices' are problematically situated as both a threat to, and salvation for, future health. Using the social determinants of health model, we argue that place matters to the health 'choices' we make (Herrick, 2007) and that we need to take greater stock of regionally and culturally situated practices of physical activity, eating, and embodied learning in forging place-specific health education messages. Using empirical data from elementary students (n=123; ages=6-9) and teachers (n=13) we argue that the theory and practice of physical education should embrace, rather than shy away from, the complexity of regional and cultural components of health.

Narratives from Newfoundland—a region that has been identified as one of the most sedentary populations in the country—reveal the complexity of biopedagogical approaches to health. Focus group and interview data illustrate the complex ways students and teachers understand and practice health highlighting the importance and significance of regional and cultural ideas about health and social connectedness, and how these ideas shape individual and collective experiences and practices of health. Findings suggest that negating the relational and cultural aspects of physical activity and health through the adoption of largely de-contextualised, displaced, medicalised views of health and the body, limit possibilities and constrain understanding of everyday, emplaced health contexts. We further argue that health and physical education teachers are uniquely positioned as important points of articulation between, on the one hand, universalist and largely de-contextualised health pedagogy messages, and on the other, the situated, lived realities of the students and communities they work within

**Atlantic physical education teachers: A description of teachers and programs**

**Lynn Randall  
Dan Robinson  
Tim Fletcher**

One of the outcomes of a quality school physical education program is that students will have developed the skills, knowledge and attitudes to lead a physically active lifestyle throughout the lifespan. Research has suggested that this goal is more likely to be achieved when quality programs are delivered by qualified teachers. To date, there is a paucity of research related both to the physical education programs that are offered in Atlantic Canada and descriptions of those responsible for teaching physical education in Atlantic Canada. To address this dearth of knowledge, an on-line survey was sent to physical education teachers in the four Atlantic Provinces. The survey asked questions related to teacher background and various aspects of the programs they deliver. This presentation will provide some preliminary results of the survey. This information is important as the data may help shape future policy, provide direction to faculties of education, and may help direct future professional development efforts for teachers.

**Mi'kmaw Epistemology and education of the body: Culturally responsive pedagogy**

**Daniel Robinson  
Lisa Lunney Borden**

The objective of this research was to create knowledge about Mi'kmaw ways of knowing as they relate to the physical education of Mi'kmaw children and youth. Such historical and cultural knowledge was intended to allow for an understanding of culturally responsive skills, knowledge, and values related to the education of the body (especially with respect to culturally-preferred approaches to teaching and learning within physical education).

Data collection relied on focus group interviews with Mi'kmaw community Elders, school administrators, and physical education teachers. Using a set of guiding questions, interviews were semi-structured. This work aspired to the promises of a recently described Mi'kmaw methodology for culturally appropriate collaborative research—mawikinutimatimk (coming together to learn together).

Interviews were initially transcribed so that researchers could more easily complete a content analysis. In this process, repeated statements that possessed similar and/or significant meanings were highlighted with different codes and assigned a name or phrase based on visible content information. After several readings, the systematic coding process became deductive as the researchers searched for similar themes derived from the written responses.

Using a framework for culturally responsive physical education, responses were grouped into four separate categories (meaningful and relevant curriculum, teacher as an ally, understanding students' day-to-day cultural landscapes, and supportive learning climates).

The insights gathered from Mi'kmaw community Elders, school administrators, and physical education teachers have provided important contextual information essential for current and future physical education teachers of Mi'kmaw children and youth. Others working with other Aboriginal or Indigenous populations (e.g., American Indian) might similarly benefit from these findings.

**The lingerie football league: Garters, guts, and gridiron goddesses****Ellen Singleton**

Was it sport or entertainment when young women raced bicycles in the velodrome or played baseball in “a league of their own” during the Second World War? Is it sport or entertainment when young women play football in panties decorated with dangling garters, a push-up athletic bra, a hockey helmet, and a short, short football shirt over light shoulder pads? The Lingerie Football League is in its third year of operation. Five new teams joined the league in the fall of 2011, bringing the total up to twelve. Eleven teams are located in pro football towns across the USA, and the twelfth is located in Toronto. According to the Founder and Chairman of the League, Mitchell S. Mortaza, the LFL is scheduled to expand 2014. Although some dismiss this as simply a spectacle designed to attract (mostly) young men with too much time and disposable income, games in fact appear to attract spectators from a range of races, ages and classes, and while males are heavily represented, females are also present. Spectators are knowledgeable about the rules, and engaged in the action from the first kickoff to the final play. Are these games a form of exploitation? Who benefits? Who does not? Is lingerie football a sport that serves to empower young women by celebrating athletic strength and power, or a form of entertainment that exploits female sexuality to draw paying customers? The purpose of this presentation is to explore this most recent iteration of female “sport entertainment” as it has appeared in the United States and Canada.

**Voicing our understanding of ourselves as HPE teachers:  
An inquiry into the process of becoming a teacher****Carolyn Temertzoglou**

The time has come for a pedagogical turn, to re-think how we teach Health and Physical Education and the messages conveyed by our teaching. The purpose of this study is to build understandings of the ways in which pre-service health and physical education teachers construct, through the use of narrative inquiry, the personal, practical knowledge that they bring to their teaching and how they come to understand their role as HPE teachers. This study examines the experiences of eight pre-service health and physical education teachers and how those experiences inform and shape their attitudes towards physical activity and teaching and learning, keeping in mind that “the life experiences of their students they will teach are likely to be quite different from their own” (Knowles & Holt-Reynolds, 1991). It also explores the importance of using narrative inquiry, as a tool, by which pre-service HPE teachers reflect on the life experiences that construct their understandings of themselves as HPE teachers. In this study, narrative inquiry is used as a research methodology as well as an instructional method with pre-service HPE teachers. The questions of this study will focus on understanding the experiences of pre-service health and physical education teachers through the lens of narrative inquiry) What are the learning experiences (social, emotional, physical, intellectual, spiritual) of pre-service teachers who are engaged in Health and Physical Education programs? ii) In what ways do the pre-service Health and Physical Education teachers’ initial perceptions and attitudes towards teaching Health and Physical Education change? iii) What is the impact of the Physical Education Teacher Education (PETE) program in influencing the creation of the identities of pre-service Health and Physical Education teachers? Through the stories of eight pre-service health and physical education teachers, it is demonstrated, that this transformative process influences the development of their vision, which may be 1) deeply connected to significant lived experiences that are deconstructed and constructed through critical reflection and 2) the

concepts, physical and health literacy, may be key contributors to shaping their visions of HPE that are inclusive and equitable learning environments for all students.

**Keeping pace: The school environment and its potential to influence physical activity and dietary intake**

**Angie Thompson  
Laurie Wadsorth  
Michael Arthur  
Michelle Murton  
Xu Wang**

This presentation will share some of the findings from the Keeping Pace study. In addition to descriptive data regarding healthy weights, the level of physical activity, and dietary intake, this presentation will focus on the physical school environment and its potential for influence on the physical activity and dietary intake of students in elementary, junior, and secondary school. More recently attention has been given to the built environment and its influence on childhood and adolescent rates of overweight as well as regarding access and opportunity for physical activity and healthy eating. Keeping Pace is a surveillance study conducted in the school year of 2009 and 2010 with data collected regarding the dietary intake, physical activity, and the factors influencing them from boys and girls in grades 3, 7, and 11 in Nova Scotia. In addition to the physical activity and dietary intake data collected from 1862 students, information was gathered about the students' school's physical environment. Data was collected from 131 schools randomly selected from the province such that there were 43 elementary schools, 42 junior schools, and 46 secondary schools. Specific to dietary intake, the average number and distance of fast food restaurants and convenience stores were obtained. Further, the average number and content of vending machines was determined. Other data related to dietary intake to be shared includes findings regarding the percentage of students eating lunch at school, the location and time provided for lunch. Specific to physical activity, results will be presented regarding the frequency, time, and location of physical education, access to the gymnasium during times other than physical education, as well as information regarding active transportation and facilities/locations that allow for the opportunity to be physically active. The presentation will conclude with an interactive discussion regarding the realities of the school environment as well as the physiological and psychological impact of limiting access and opportunity for healthy eating and physical activity in children and youth.



**PHE/CUPR Forum  
Graduate Student Poster Presentation**

**Developing leadership skills through physical activity:  
A teaching personal and social responsibility model approach**

**Nick Beamish**

Manchester United is a program for underserved youth organized on the principles of Hellison's (1985) Responsibility Model. The program uses physical activity and mentoring opportunities to develop leadership, decision making and various life skills among participants. Eight-ten teenagers, one undergraduate student, and two graduate students meet weekly in an after-school activity context designed to facilitate life skill development. We anticipate that the physically engaging context will provide opportunities for the participants to engage in powerful experiences of reflection on action, and reflection in action, thus enabling development of these skills and their application across a variety of scenarios within their own lives. A unique variety of data collection techniques have been employed in an effort to empower participants within the research process. Visitors to this poster will gain a deeper understanding of Hellison's model and the applications of it by participating in physical and reflective activities used in the actual program.

**Examining the impact of *Everyone Jump Program* on the development of health literacy**

**Lindsay Cline**

The purpose of Everyone Jump is to raise awareness and knowledge of the importance of healthy eating and regular physical activity in the prevention of type 2 diabetes among students in Canada. To date, the Everyone Jump program has reached over 75,000 students across Canada. Program evaluation results over the past five years have been overwhelmingly positive. After five years of implementation, teachers and students continue to indicate a high level of satisfaction with the program. Despite the positive responses from teachers implementing the program, no data exists to date as to whether the program is making an impact on the health behaviours of the students.

A quasi-experimental, mixed-methods, pre-test post-test intervention design, measuring changes in healthy behaviours from participating in the Everyone Jump program was used in this study. A total of nine schools located across three school boards in Southern Ontario participated in the study.

A number of mixed-methods were used in this study. Baseline and post-intervention data was collected to measure types of physical activity, nutritional behaviours, and activity levels. Student learning was also assessed during the program and at the end of the program using post-study focus group interviews. The following is a description of each source of data collection:

Physical Activity Questionnaire for Children (PAQ-C): The PAQ-C was used to assess general levels of physical activity over a seven day period.

Nutrition Questionnaire – After School Student Questionnaire (ASSQ): The ASSQ questionnaire was used to measure the nutritional knowledge and application of this knowledge regarding food choices outside of the school environment.

Piezo™ Step/Activity Time Pedometers were used to measure both number of steps and activity time over a 48 hour period.

Student Learning Rubrics: Teachers assessed students' learning of physical activity and nutritional understanding as they related to the prevention of Type 2 diabetes using rubrics developed specifically for the Everyone Jump program.

Focus Group Interviews: Students took part in a focus group session where they were asked to communicate their experience in the Everyone Jump program as well as, if and how they have applied their knowledge outside of the classroom.

Results of the intervention study are presented and implications for effective diabetes education programs for children and youth are discussed.

### **The relationship between secondary school physical education and physical activity post graduation in emerging adults**

**Meagan Dargavel**

All secondary school students in Ontario must participate in at least one physical education credit in order to obtain an Ontario Secondary School Diploma (Ministry of Education, 1999). Physical education in Ontario is required and offered with the goal of students developing “an understanding of the importance of physical fitness, health, and well-being and the factors that contribute to them; a personal commitment to daily vigorous physical activity and positive health behaviours; [and] the skills and knowledge they require to participate in physical activities throughout their lives” (Ministry of Education, 1999, p. 2). After secondary school it is important for individuals to remain active for health benefits such as prevention of disease and premature death (e.g., Warburton, Nicol, & Bredin, 2006). However, from late adolescence into early adulthood declines are seen in physical activity (e.g. Zick et al., 2007). Bray and Born (2004) specifically found decreases in physical activity from secondary school to university, but currently little is known about individuals of comparable age who choose other career paths (e.g. college, apprenticeships). This decline may be related to the fact that individuals leaving secondary school are entering a transitional life stage called emerging adulthood (Arnett, 2000). During emerging adulthood individuals are exploring possible life directions and this can include post-secondary education. Changes in physical activity have been seen in other life transitions (e.g. Allender, Hutchinson, & Foster) but the transition after secondary school completion is in need of further examination. Trudeau and Sheppard (2005) state there is a need for more research on the influence of previous physical education on physical activity. There is currently a gap in the literature in describing how the amount or type of physical education may influence physical activity behaviour after students have completed their secondary school education. This poster presentation will include preliminary results from a Masters thesis aiming to understand how physical education taken during secondary school is related to the current physical activity level of emerging adults (18-25) who are currently enrolled in college or university. Specifically amount of physical education taken during secondary school and different types of physical education taken during secondary school will be examined.

### **Daily Physical Activity in Northern Ontario: Success stories from model schools**

**Marina DeMarco**

**Barbara Olmsted**

Daily Physical Activity (DPA), a health initiative, was implemented in elementary schools across Ontario in an effort to prevent the rising levels of obesity amongst school-aged children. This study examined the strategies used to implement the DPA program successfully by Northern

elementary schools, and how these strategies help contribute to the overall learning environment of the schools. Interviews of approximately 10-15 minutes were conducted individually with principals (N=4), teachers (N=5), and students (N=26) from two school boards in North Bay, ON. Participants were asked questions about specific DPA activities, participation and motivation levels, DPA resources, the importance of DPA, and specific barriers that were overcome. Questions were analyzed and examined and strategies were identified. The principal and teacher results were comparable in that DPA is important and has considerable influence on the learning behaviour of their students. Schools with the most success implemented DPA into their daily timetables and kept DPA consistent and fun for their students. Students found DPA exciting, and understand it to be important for their health. It is evident that a whole-school approach to DPA may alleviate the “chore” of implementing it; however the entire school community must be motivated to keep this initiative alive.

### **Exploring mindfulness for positive body image among children and adolescents**

**Breanne Drouin**

This presentation will explore the relationship between mindfulness and body image among children and adolescents. The concept of mindfulness, which refers to the state of being fully engaged in the present moment, has become a focus of research within the health and medical field, but has received little attention with the field of public education. The integration of physical activity programs can help individuals rediscover one's true self and help individuals live a more balanced life (Lu, Tito, Kentel, 2009). There are many benefits of engaging in mindfulness, such as developing a balance between subjective and objective knowledge in physical activity (Bain, 1995), learning to enjoy the process and not the product (Lu, 2004), enhance individuals learning (Soloman & Globerson, 1987), and deal with stress and mental health problems (Kabat-Zinn, 2003) and maintain overall well-being (Brown & Ryan, 2003). Further, mindfulness has also been shown beneficial in learning to accept oneself (Stewart, 2004) which has direct implications on body image of individuals, specifically of children and youth. Body image is a multi-dimensional construct that includes the emotional, cognitive, affective, and behavioural aspects. Negative body image has been linked to a number of potentially health-damaging outcomes such as dieting, physical inactivity, excessive exercise, disordered eating, negative effect, depression, and decreased self-esteem. Given these negative outcomes, using mindfulness activities with children and youth to help improve body image concerns would be beneficial. Further, one approach to improving body image that has consistently yielded a positive result is exercise. Three recent meta-analyses have examined the impact of exercise on body image (Campbell & Hausenblas, 2009; Hausenblas & Fallon, 2006; Reel et al., 2007), and have shown that exercise consistently leads to improve on body image variables across the lifespan. Recent research suggests that mindful activities such as yoga have a more significant impact on improving body image than traditional exercise types (e.g., aerobics and weight lifting). This research suggested that yoga may be associated with more positive body image compared to other types of exercise (Daubenmeir, 2005; Dittmann & Freedman, 2009; Neumark-Sztainer, Eisenberg, Wall, & Loth, 2011; Prichard & Tiggemann, 2007). Given these findings, further research is needed to examine the effect of mindfulness activities such as yoga and tai chi as a method to improve body image and self-acceptance of children and youth as a way to improve adherence, engagement and enjoyment of physical activity and physical and health education.

**Physical education curriculum: Focused on wellness and guided by wisdom****Michelle Kilborn**

It is clear that we are at a crossroads as to the role physical education curriculum plays in enabling students to live healthy active lifestyles. Research suggests that the current sport-based curriculum model does not meet the needs of contemporary youth as many students feel a lack of connection to sport as being central to their lives (Dyson, 2006; Humbert, 2006; Kirk, 2010). This is a significant concern when we also consider the declining rates of physical activity habits among adolescents (Canadian Fitness & Lifestyle Research Institute, 2010) and the low percentage of adults that continue to participate in school taught physical activities (Kirk, in press). Many physical education scholars agree that the field of physical education needs considerable reform (Bain, 1995; Devis-Devis & Sparkes, 1999; Fernandez-Balboa, 1997; Kirk, 2010; Lawson, 2009). Furthermore, there is a call for a more wellness-oriented approach to physical education curriculum and pedagogy where “health becomes part of students’ lives, not a set of scientific facts” (St. Leger, 2004, p.405) and where we focus on living life in the world, connected to the self and each other (Smith, 2010).

This presentation will outline my proposed doctoral research that takes into consideration the potential of wisdom-guided curriculum and pedagogy to transform the current sport-based approach to physical education curriculum to a more holistic, wellness-oriented approach (Alberta Education, 2009; Lodewyk, Lu & Kentel, 2009; Quennerstedt, 2010). This research program will consider the historical, social and cultural experiences of physical educators and look inquiringly at the underlying principles that guide what they think, how they teach and why they do what they do (Greene, 1984). This mindful process will tap into physical educators’ subjective knowledge about themselves and challenge the distinct subject-object, body-mind dichotomy that is a dominant part of the technocratic discourse of physical education. By challenging this dichotomy, we open the door to wisdom traditions, shifting our attention away from “concepts and forms of rationality...and inviting us to consider the very manner of our living” (Smith, 2008, p.2). This study addresses three main questions: How do wisdom tradition practices impact physical educators’ way of being a teacher? What are the characteristics of a wisdom-guided physical education curriculum? What role does a wisdom-guided physical education curriculum have in promoting wellness in children and youth?

**The future of physical education in higher education****Jenna Lorusso**

There is an abundance of literature describing the conflicts currently plaguing Physical Education in higher education (Block & Estes, 2011; Kirk, 2010). These conflicts pervade not only the Canadian context, but also the North American and international context (Lawson, 2007). Although these conflicts began as long ago as the 1960s, they remain salient today, and unfortunately appear as though they will continue into the future (Kirk, 2010). Much literature forecasts that without radical reform there will be a decline and eventual demise of Physical Education in higher education (Kirk, 2010). Fortunately, systematic study of the future can help to prepare a field to meet the challenges of the uncertain future successfully (Kirk, 2010). This master’s thesis investigated the probable and preferable futures of the Physical Education degree program in higher education. Specifically, this research examined the future of the Physical Education degree program in terms of its mission and purpose, core curriculum, and faculty location within the university. The research method involved an examination and analysis of the history of Physical Education as well as interviews with key experts in the field through the

Delphi technique. This poster presents preliminary findings of what experts believe to be the probable and preferable futures of the Physical Education degree program, as well as their recommendations for achieving a preferable future.

### **Examining the continued participation of young adult females in physical activity**

**Jane Lovett**

Despite the overwhelming amount of well-documented benefits associated with participation in physical activity, society has plunged into an epidemic of sedentary behavior (Sherwood & Jeffery, 2000). The majority of current research focuses on defining the determinants of inactivity, and understanding the prevalence of sedentariness in our society. Perhaps a more proactive approach would be to examine the determinants that influence and motivate participation in physical activity (Frederick & Ryan, 1993). Understanding exercise behaviors that illuminate why active adults continue to engage in physical activity may help to shed light on effective intervention strategies for the promotion of physical activity. In particular, there is a great need to understand why young adult females continue to engage in physical activity, as research has shown that physical activity participation declines with age, with females experiencing a greater decline than males (Sherwood & Jeffery, 2000). Therefore, a systematic review of literature was conducted to examine the motivators of continued physical activity in young adult females aged 20 to 30, including: perceived health benefits, body image, and self-efficacy; as well as the influences of their participation, including: variability in physical activities, social influences, and supports. Interviews with young adult females will also be conducted and analyzed to reinforce or refute literature findings. This poster will present the preliminary findings of this research, which will inform a Master's thesis on the continued exercise behavior of young adult females.

This research presents preliminary findings of a systematic literature review and interviews investigating the continued participation of young adult females in physical activity.

### **Successful school-based research: Lessons learned from a provincial study**

**Michelle Poirier**

**Jessie-Lee Langille**

School-based research is fundamental for providing valuable evidence to improve school health policies and practices. In 2011, the Children's Lifestyle And School-performance Study (CLASS) II was conducted in 272 schools with over 5500 Grade 5 students in Nova Scotia. The purpose of this poster is to provide an overview of the intersecting themes as they are associated with successful school-based research: (1) building relationships, (2) connecting to the school educational mandate, (3) being flexible, (4) sharing benefits, and (5) credibility.

Relationship building began well before data collection for CLASS II. Through existing relationships from the original CLASS project, connections were strengthened with provincial government and school board level stakeholders. With support from these new relationships, the research team also developed relationships with school stakeholders, including principals and Grade 5 teachers. Teachers were essential in supporting data collection as they contributed to the success of the classroom visits as they helped to support data collection in a variety of ways.

Connecting to the educational mandate of schools was very important in conducting school-based research as it often impedes with instructional time. Connecting the research activities to educational goals and outcomes is an important aspect of planning and conducting research. This also enhanced the relationships with school principals and teachers.

Flexibility was also vital for success in the planning, scheduling and implementing data collection and helped to foster relationships that had been developed with school stakeholders. Specifically, it was critical to be aware of the political climate of each school board and individual school schedules, including, holidays, professional development days, and specialty periods. Flexibility helped to minimize disruption in schools while still meeting the needs of CLASS II.

The benefits of participating in the project were clearly defined to school principals and helped to further nurture relationships. Each school was given an individual (confidential) report on their school's results. Additional benefits of taking part included the provision of a health education lesson plan for teachers and a classroom prize draw for students that returned their consent form (regardless of participation). Identifying how the benefits and findings would be shared was also important to building relationships and ensuring credibility in the research. Materials were professionally developed and all communication and conduct adhered to a methodological standard to assure further credibility. Together these themes provide a framework for future school-based research and correspond with literature on other school-based research.

### **Physical education teachers' beliefs about essential resources needed to effectively include students with disabilities**

**Aimee Pritchett**

The purpose of the study was to find what resources physical education teachers believe they need to successfully teach an inclusive class. The experience of physical education teachers (n=10, 5 males and 5 females) who currently teach or have taught elementary and middle school aged students were gained using semi-structured interviews. Semiotic clustering was used to analyze the data. Five themes emerged from the data which are: (a) the need for education for adaptations; (b) need for more adaptive equipment; (c) the need for more relevant in-services; (d) the importance of networking, and (e) the interest for visual support. The participants expressed why these resources are important to an inclusive physical education class as well as limitations in receiving the resources.

### **Coaches teaching physical education on the side**

**Lee Schaefer**

“Everyone just thinks we don't do any planning or marking, all of these things that our status as a teacher is lower. We are there to be coaches and we also teach PE on the side” (Shane, Con 2, p 19). This quote above speaks to a beginning physical education teachers feeling surrounding the marginalization of PE within his school. Macdonald (1995) denotes that physical education teachers take on a proletariat status within the education system. Ideologies which permeate our schools and society have created a reality for physical education and physical educators which promote a deskilling of physical educators and results "in teachers losing control over their own labor and in teaching as a "professional" activity being undermined (Macdonald & Tinning, 1995, p. 101). Although it could be argued that physical educators and other subject area teachers are attempting to increase their status, Apple (2004) believes that these ideologies, which promote marginalization, are so engrained in our school systems that they become the status quo. Macdonald (1999) in her literature review on teacher attrition denoted that physical education teachers leave the profession more often than other subject area teachers, and felt that the proletarianization of the subject area may play a part in this. In this study, through the

methodology of narrative inquiry, I worked with two beginning physical education teachers who had left the profession in their first five years of teaching, to try to better understand how teaching a subject area at the bottom of the hierarchy in schools shaped their experiences of leaving the profession. I was also interested in whether or not these physical education teachers were aware of the ideologies that play a role in marginalizing physical education.

### **Student, parent and teacher perceptions of the food environment in elementary schools**

**Erica Siba**

It is important to have a school environment that supports healthy eating so that children can begin to develop these habits early in life. The school environment includes such things as classroom education, policies and programs, promotion and advertising, modelling, and community partnerships. This study explores how students, parents and staff perceive the food environment in their school and how this environment influences the eating behavior of students. It also explores how supportive the three groups are of the Food and Nutrition Policy for Nova Scotia Public Schools. The overall objective is to identify barriers and facilitators for making healthy eating choices, using an approach that recognizes the multiple influences on food choices. Through a multi-level framework that engages two key stakeholder groups within the school, the study also aims to identify factors that both support and prevent health promotion activities in elementary schools.

This is a case study of one elementary school using semi-structured interviews with parents and school staff members, and focus groups with grade five students. Data collected will be analyzed using a grounded theory approach. Grounded theory recognizes that individuals interpret experiences differently, and this method allows varying constructions of the school environment to emerge from the data. Interview and focus group scripts include open ended questions to determine how these three groups view healthy eating, how they decide what to eat in different situations, and the factors that influence this decision making process.

Data collection is in process. The results to be presented will include major themes that emerge from the data related to the factors that influence eating habits for children and youth in schools, particularly in relation to the Food and Nutrition Policy for Nova Scotia Public Schools.

Conclusions: The aim of this study is to recognize areas for improvement in the school food environment, so that policy makers and school boards can use this knowledge to create a more comprehensive approach that better supports healthy eating behavior in students. The results may also speak to the current levels of health education that students are receiving about nutrition and making healthy food choices.

### **The influence of self-determined motivation on students' experiences and enrolment in High School physical education**

**Lauren Sulz**

There is increasing cause for concern about the health of Canadian adolescents. For example, despite the well-established benefits of physical activity during adolescents, the prevalence of inactivity among Canadian adolescents remains high. Comprehensive whole-school health models have been identified as a promising strategy for the promotion of health among adolescents. Health Promoting Secondary Schools (HPSS) is a whole-school health model focused on changing the school environment, curricula, and policies to support healthy practices among high school students. HPSS is a choice-based model shaped 'For Youth with Youth' that allows schools and students to create individualized action plans that will facilitate change at the

school and individual levels. The model is driven by self-determination theory of motivation, is flexible, and can be tailored to meet the needs of the individual schools. Through its four 'Action Zones' – school environment/culture; community partnerships; students support; and teaching and learning (physical and health education) – the model acknowledges, empowers, and encourages youth to improve and build their capacity to be agents of positive change. This presentation will focus on the physical education component of the HPSS Teaching and Learning Action Zone. HPSS Physical Education is a flexible and innovative grade 10 curriculum designed to enhance the motivation of students during physical education class time, promote positive student experiences in physical education, and increase students' enrolment in elective physical education programs. Teachers were given a resource binder that included instructional strategies and example of effective activities associated with the three self-determination theory concepts – autonomy, competence, relatedness. To evaluate HPSS Physical Education, a two-arm randomized comparison trial (five intervention schools; five control schools) with a mixed-method concurrent research design and parallel quantitative and qualitative data collection strategies was used. Quantitative methods were used to determine the impact of HPSS Physical Education on: (1) students' level of self-determined motivation in physical education; (2) students' perceived autonomy, relatedness, and competence towards physical education; and (3) students' enrolment in grade 11 elective physical education. Questionnaires were administered to participating students in both the intervention and control schools (N = 512) two times during the school year (pre and post intervention). Qualitative methods (focus group interviews) were used to gain an in-depth understanding of the experiences of students in a physical education class grounded in self-determination theory. Results from this study are in progress and will be available on conference date.

### **Physical activity among Canadian children on school days and non-school days**

**Kerry Vander Ploeg**

**Paul Veugelers**

Schools are frequently cited as a favorable venue to promote physical activity (PA), however little data exist describing times when students are least active. Our objective was to overcome this limitation and describe time periods when students are least active.

We used a cross-sectional design to assess patterns of PA in 923 grade 5 students (mean age: 10.9 ( $\pm$  0.4) years) from 30 schools in Alberta, Canada. Students wore time-stamped pedometers for 9 consecutive days, providing 7 full days of data. We compared step counts adjusted for non-wear time between school days and non-school days as well as during school hours and after school hours.

689 (75%) students provided complete data. The average daily step count was higher on school days (boys 13,476  $\pm$  4,123 step/day; girls 11,436  $\pm$  3,158 steps/day) than non-school days (boys 11,009  $\pm$  5,542 steps/day; girls 10,256  $\pm$  5,206 steps/day). More steps were also taken during school hours than non-school hours (boys +206  $\pm$  420 steps/hour  $p$  <0.001; girls 210  $\pm$  347  $p$  <0.001 steps/hour).

PA levels of children are below Canadian recommended levels for optimal growth and health. Health promotion should emphasize PA particularly among girls, outside school hours, and weekends.



### **The professional experiences of Cegep physical and health education teachers**

**Shawn Wilkinson**

There is mounting interest in the successful factors involved with the effective teaching of physical and health education (PHE) as these professionals are key proponents of health, well-being, and physical activity promotion for our youth. The purpose of this study was to better understand the roles and responsibilities of the cégep PHE teacher by exploring their professional lives. The rationale for this study included: (a) a perceived need for qualified PHE specialists at the college level, (b) a wish to explore the experiences of PHE specialists who influence cégep students, a population who may be in jeopardy of at-risk health behaviours, and (c) few undergraduate university programs and graduate provincial course offerings that were focused uniquely on PHE at cégep. This qualitative case study explored day-to-day teaching practices, teacher perceptions about the instructional knowledge needed for teaching cégep students, and individual teacher motivation for teaching PHE to young adults. Semi-structured interviews were conducted with 10 PHE teachers from different cégeps across Québec (both English- and French-speaking). Results showed four main themes emerged from thematic analysis. The participants elaborated on their job history, personal background and their motivation for teaching in the Pathways to Teaching theme. Details emerged about the participants' specific institution and their mandated responsibilities in the Cegep PHE Teacher Career theme. Forms of teacher evaluation and preparation were outlined by the participants, including their student-centered goals, in the Focus on Education Outcomes theme. Finally, the participants provided their viewpoints on teaching in general, their likes and dislikes at the cégep level, and perceived qualities of the professional cégep PHE teacher in the Insider's Perspective theme.