

PHE / CUPR Forum Abstracts
Resumes du CPCU
Banff, Alberta
2009

Within the Game

**Mauro Andre
Brock University**

**James Mandigo
Brock University**

The current study discusses games within physical education programs as an important tool to promote life skills development (e.g., communication, cooperation). Through a literature review, a review of historical events and life experiences, an ethnography was done in order to provide a better understanding of the major advantages and difficulties while conducting such approach. The research analyzed its content based on the concept that games offer a common language that allows the communication among different people regardless their origin, culture, race or history (Freire, 2005). The ping pong tournament that allowed Americans into the Chinese territory in 1971 which was subsequently known as “the ping pong democracy” is a good example to illustrate this point of view. Sport history is also discussed to provide a context to better understand the potential negative impact of games when competitiveness is taken to the extreme. This seems contradictory to physical education as an educational discipline whereby it plays a role to encourage students to think about their own attitudes while engaged in physical activities. For example, the development of life skills through games can be viewed through such an educational lens. Life skills can be viewed along a continuum from an introspective perspective that focuses on self esteem to the promotion of communication and democracy among peers. This presentation discusses the constraints placed upon games and the tension that often exists from an educational perspective of the role that they play within physical education to foster the healthy development of groups and individuals.

Supporting First Year PE teachers - Analysis of a PE Teacher Induction Program

**Dominique Banville
George Mason University**

**G. Linda Rikard
George Mason University**

Data show that 46% of all teachers in public schools in the US will leave the profession within their first five years of teaching (Ingersoll, 2003). This data refers to teachers from all disciplines including physical education (PE). To address these problems school districts have developed teacher induction programs (TIP) that show promising results. A literature search revealed a range of TIP based on the general population of teachers, but limited information exists specific to PE TIP; only one program was found that specifically targeted PE teachers. The purpose of this session is to examine a PE TIP using four of the most critical characteristics of effective TIP: (1) Mentoring Process, (2) Support Network, (3) Seminars, and (4) Documentation and Assessment of Teacher Growth (Smith and Ingersoll, 2004; New Teacher Center, 2007). Results show that the PE TIP incorporates some characteristics deemed critical for maximum impact such as seminars, and support system, while falling short on others such as having no accountability system to evaluate teacher growth. While this lack of evaluation may alleviate some anxiety

on already stressed first year teachers, the reality is that without accountability, both leaders and teachers are left without a real sense of the true impact of the TIP on teacher development and student learning. In these days of high accountability and tight budgets, concrete evidence of the impact of such programs on teachers and students is critical to show outcomes of TIP and justify the expenses and future funding of these programs.

Using Student Assistants In Elementary School Physical Education Classes: An Action Research Study

**Stephen Berg
Grant MacEwan College**

**Graham Fishburne
University of Alberta**

The purpose of this action research study was to investigate the experiences of elementary school generalist trained teachers, students, and student assistants when student assistants were used in physical education classes. The following questions were used to frame the research study: 1. What are the opinions and thoughts of elementary trained generalist teachers, students, and student assistants when student assistants are used in physical education classes? 2. Can student assistants be used effectively in an elementary school physical education setting? 3. According to teachers, students, and student assistants, what are the perceived benefits and limitations of using student assistants in an elementary school physical education setting? 4. When using student assistants, are the experiences and perceptions of teachers, students, and student assistants consistent between an upper elementary and lower elementary school physical education setting? Using Herr and Anderson's (2005) outsider in collaboration with insider action research methodology, the study utilized the combined efforts of all participants involved to implement the use of student assistants into physical education classes. Data was collected through experiencing (observations and field notes), enquiring (interviews), and examining (journals, videotapes, photographs) (Mills, 2003). Analysis and coding of the data revealed the following themes: (A) teaching responsibility; (b) self-esteem; (c) relationships; (d) enjoyment; (e) active participation; and (f) teacher functions. From this, it was hoped that a deeper understanding would add to the knowledge base of how student assistants could be utilized to help teachers effectively deliver elementary school physical education programs.

Making it Up as We Go Along: Co-constructed Constraints to Enable Learning in Games Education

**Joy Butler
The University of British Columbia**

As noted by Davis et al. (2008), constraints on complex systems maintain stability whilst allowing openings for possibilities to emerge that take advantage of natural energy within the environment (e.g., the desire to play with others in a structured game). Constraints are proscriptive, not prescriptive, in that they do not dictate what must be done, but limit options, offering considerable freedom inside set constraints or rules. Usually teachers determine the constraints of a lesson. However, in an educational program called Inventing Games, the students create the enabling constraints as they design their games, addressing problems as they arise. In an action research project conducted in Fall 2007, a 6th grade teacher taught an Inventing Games unit, informed by the conditions of complexity noted above, to a 6th grade class. Twelve of these students, six at the 'experienced games' level and six at the 'inexperienced games' level, were interviewed and video-taped. We compared the two groups in terms of

the complexity of the game structures they invented, the way in which they related to each other during the process of invention, the constraints they imposed on themselves, and their analysis of the rules they had created. Interestingly the students unfailingly chose constraints appropriate to their developmental levels. For example, the 'inexperienced' group created a rule that prevented the opponents from crossing the mid-way line, allowing offensive players the time they needed to aim and set up offenses without interference from the defense. This presentation presents other such findings and explores their relevance in games education.

TGfU's Inventing Games, Chaotic or Controlled?

Joy Butler
University of British Columbia

Emma Russell
UBC PETE Association

Teresa Gomm
UBC PETE Association

Shawn Anderson
UBC PETE Association

The purpose of this presentation is to outline the responses of secondary pre-service teachers to a series of Inventing Games workshops. Inventing games is an educational program in PE that places a strong and deliberate emphasis on students working collectively in a democratic manner to make decisions and negotiate differences. The teacher's role is to guide students through a number of stages identified in a curriculum outline developed by Butler. This uses a series of questions and criteria to help students develop games from conception to completion. Within these stages, students create rules, develop concepts and strategies, develop drills which enhance their game play and understanding of situated skills, and teach their game to their peers. The Inventing Games workshops were presented to two different pre-service teacher PETE classes from the same Canadian post-secondary institution over two years. At the end of each series of workshops, the participants were asked to fill out a response sheet called "3-2-1". While responses to all three questions were identified and reported, greater attention has been paid to the second for the purposes of this presentation. Pre-service teacher concerns raised in the questions were clustered into the following areas: classroom management, inclusiveness, structure, and democratic process. We conclude by proposing adaptations to the inventing games curriculum outline. We situate our analysis within a framework of constructivist learning theory and use social critical work as our theoretical framework.

Investigating Manitoba's New Policy for Mandatory PE for Grades 11 & 12

Catherine Casey
University of Manitoba, Faculty of Education (CTL)

Erin Hobin
University of Waterloo

In September of 2009, the Manitoba Ministry of Education Citizenship and Youth (MECY) implemented a mandatory physical education/health education policy in secondary schools, which was designed to increase regular physical activity. The policy will extend Manitoba secondary school (9 – 12) graduation

requirements from two to four credits, mandating PE for grades 11 and 12 for the first time in Canada. In the spring of 2008, 325 Manitoba secondary schools (65,000 students) participated in baseline data collection for an evaluation designed to measure the effectiveness of the provincial policy for mandated high school PE by completing a Youth Health Survey on various health topics including perceptions of their own physical activity. A subsample (~700 students) from 34 schools participated in the evaluation by wearing an accelerometer for 7 days, in order to obtain an objective measure of their physical activity. Highlights from the initial part of this 4 year longitudinal study will be presented, including how the surveys and accelerometers were used in the analyses for: a) providing teachers and school administration with valuable information for PE program/curriculum design; and, b) assisting individual students to better understand their own physical activity patterns.

Is Personality the Key Characteristic for Wanting to Become a Physical Educator?

David Chorney
University of Alberta, Faculty of Education

Several factors influence a person's career choice. Batesky, Malacos, and Purcell (1980) explored why some students select physical education as their major and whether personality differences influence this preference. In a previous study, Ruffer (1976) generalized that the male undergraduate physical education majors in his study were enthusiastic, adventurous, and controlled and that the female physical education majors were tough minded and adventurous and had high levels of intelligence, ego strength, and dominance. It is possible that, along with personality traits, experience in schools and success in physical education classes in schools may also be factors in the choice of physical education as a teachable major for students who are entering education. This presentation will highlight one of many themes that has emerged out of a longitudinal research study by the presenter. The overall research question examines the beliefs, attitudes and perceptions of undergraduate students enrolled in different Faculties of Education as physical education majors. Specifically, the study will focus on the reasons why undergraduate students, enrolled in teacher education programs, choose physical education as their major subject of specialization and what, if any, changes occur in their thinking as they move through their respective teacher education programs. The information gained from this research may help improve teacher preparation as well as inform both novice teachers and those with extensive experience in the professional teaching ranks.

A History of Physical Education in Manitoba

David Fitzpatrick
University of Winnipeg

Joannie Halas
University of Manitoba

The development of physical education over the past 130 years in Manitoba tells a story of professional leadership, political decision-making, and economic factors. A review of historical documents indicates that physical education's place within the overall school curriculum has been influenced by many interconnected events over time. From the early physical educators who passed on a colonial British focus on formal exercises and training to individual directors of physical education who advocated for a more holistic interpretation of the benefits of physical activity/fitness, physical education as a subject has evolved into a complex, multi-activity discipline with many perceived health and well-being outcomes. These perceived benefits have been studied by a number of Manitoba researchers who have endeavored to address critical issues affecting the delivery of physical education in the schools. Throughout,

educational policy brought forward by various provincial governments has impacted on the status of physical education within the curriculum. Political decisions have been heavily influenced by the economic realities of the times; as Vogel (1991) states, "in times of budget crunches and deficits, physical education is often the first program to feel the ax" (p. 156). Contrary to national and international trends, in 2008, Manitoba legislated K-12 physical and health education for all schools. The aim of our historical overview is to show how a convergence of professional and political leadership, supported by local research, has contributed to Manitoba's strong delivery of physical education in today's schools.

Mindfulness in Physical Education Practice

**Nancy Francis
Brock University**

**Chunlei Lu
Brock University**

Despite the benefits of integrating mindfulness into school based physical education, minimal progress has been observed (Bain, 1995; Lu, 2008). In absence of mindfulness, traditional physical education still emphasizes the 'physical' through skill based, sport and fitness oriented curricula. With origins in military preparedness and 'body as machine', these curricula reinforce a body-mind dichotomy and ignore each student's subjective experience, resulting in a disregard of true holism. No longer focusing upon mere skill acquisition, cognitive content, social skills, or providing 'experiences' for students, it is time for educators to include both philosophical values and practices of both the Eastern and Western worlds (Hellison & Templin, 1991; Lu, 2004). Primarily rooted in Eastern philosophy in concert with Western phenomenology and existentialism; the researchers present concepts of mindfulness, simplicity, holism and connectedness to encourage scholars and professionals to ponder the benefits of incorporating them in their physical education praxis. Teachers are encouraged to examine their pedagogical and curricular constructs to facilitate for their students, an appreciation for embodied learning, embodied experiences of a complex nature, that incite students' awareness for mindfulness, simplicity, holism, and connectedness to self (intrapersonal), other (interpersonal), and nature. Each of these elements is described as it could be incorporated into the physical education class through subtle adjustments in content, through the teacher's discourse or in more profound ways which ultimately affects the students to engage in the world in much healthier ways. These elements must be viewed as potentially harmonious within our current physical education praxis. This is precisely the ancient wisdom for our modern times.

Solo and Solitude: Listening to the Silence Within

**Shannon Funk
Thom Collegiate**

This study investigated eight participants' perspectives of an overnight wilderness solo experience during a 21-day outdoor education university course. A hermeneutic phenomenological approach to research was used to explore each participant's solo experience. Data collection techniques included a pre-course questionnaire, pre-solo and post-solo interviews, anecdotal observations, and journals. The researcher was also a participant of the course and became acquainted with each participant personally. Participant comments were organized into positive and negative categories grouped into three themes: Challenges and Practical Issues; Contrast from 'Reality'; and Sense of Purpose/Expectations. The findings supported other research of wilderness solos. All participants identified at least one area of beneficial significance to them: personal, societal, and/or environmental, and all participants reached different levels or depths of meaning. There was a noticeable difference in participant 'readiness' or maturity. However, each

participant identified the overnight wilderness solo as a positive experience. Solo experiences can be implemented on a daily basis in different degrees. They can be used as a refocusing tool, for stress relief, and for a break from daily life. Children and youth can become more comfortable with themselves and spend time with themselves if solo experiences and solitude time are introduced early in life. Educators can reveal to students the value of solitude rather than use it as punishment. The benefits of solo, no matter its length or location, can have long-reaching effects on personal wellbeing.

Discussion to Action: Outcomes of Formative Research on the “Making PE Meaningful for Girls” Project

Sandra Gibbons
University of Victoria

Viviene Temple
University of Victoria

The authors will describe formative research results from the “*Making physical education meaningful for girls and young women: Implementation of a self-determination framework*”. The overall purpose of this project is to increase the meaningful participation of girls and young women in school physical education programs. Formative findings derived from one-day discussion and planning sessions with teachers and other stakeholders in British Columbia (n = 51) and Saskatchewan (n = 60) were used to guide the intervention development. Concepts drawn from self-determination theory of motivation (Deci & Ryan, 1985, 2000) provided the theoretical framework for the discussions. Self-determination theory proposes a three-part model to describe how motivation develops and its influence on behaviour. There are three antecedents – autonomy, competence, and relatedness that determine the state of motivation. The authors will describe how this formative research related to these antecedents informed the development of a resource manual to guide and evaluate the intervention. The aim was to ensure that the intervention was both robust and adaptable to the unique circumstances of each school. In this presentation the authors will show extracts of how teachers are currently using the manual to document the practice and change in practice.

The Battle River Project - Building Healthy Active School Communities

Doug Gleddie
Ever Active Schools

Shannon Horricks
Ever Active Schools

Schools are an important setting when trying to positively affect health behaviors of children and youth. The Health Promoting Schools Approach (HPS) provides a way to link health and education outcomes by including the instruction, supports and environment of the school setting as part of a foundation that allows for interaction and cohesion between home, school and community. The HPS approach is both ecological in nature and action research oriented. The Battle River Project seeks to answer the following question. How can the school environment and health outcomes (healthy eating, physical activity, mental wellbeing) of children and youth be positively improved when a HPS model, Ever Active Schools (EAS), is implemented with school district support? This quasi-experimental feasibility study features a partnership between EAS, the Battle River School District (BRSD) and East Central Health. Interventions will focus on the social and organizational levels with the end goal to positively affect student health outcomes. Evaluation will include capacity measures at the organizational and social level as well as both objective

and subjective measures at the individual level. Participant schools will be supported by both the district and EAS to facilitate the development of a healthy active school community. Limitations of the study include the short time frame (3 years), bare bones funding, limited human resources for school, district and EAS staff, concerns about long-term sustainability and staying true to action research principles of collaboration and partnership.

Applications for Mental Imagery in Teaching Physical Education

Nathan Hall
University of Alberta

Graham Fishburne
University of Alberta

Reported benefits of mental imagery use in motor learning and sports have lead to some support for imagery use in physical education. The purpose of this presentation will be to discuss the lack of empirical research to substantiate this. Mental imagery is a volitional experience that involves the use of one or more of the senses to create, or recreate, a particular skill or situation (White & Hardy, 1998). It is an acknowledged mental training tool that is supported by coaches and utilized by adult and youth athletes at all levels of competition (Munroe-Chandler & Hall, 2007). The benefits of using imagery to help acquire motor skills has been well documented in the motor learning and sport psychology literature over the years (e.g., Blair, Hall, & Leyshon, 1993; Denis, 1985; Feltz & Landers, 1983; McBride & Rothstein, 1979; Start & Richardson, 1964). Based on this literature there has been encouragement for the use of mental imagery in physical education settings (e.g., Anderson, 1997). However, there has been almost no empirical imagery research specifically targeting physical education. This presentation will reinforce the arguments for the use of imagery in physical education by providing key findings from imagery research regarding motor learning and sports that could have practical implications in the physical education setting. Following that will be suggested future empirical studies specific to imagery use in physical education along with a proposed model for this research.

Complexity Thinking: Creative Dance Creating Conditions for Student Teachers to Learn How to Teach

Timothy Hopper
University of Victoria

This paper uses complexity thinking (Davis & Sumara, 2006; Waldrop, 1992) to understand how creative dance, taught within a movement education frame (Boorman, 1973; Carline, 2005), is so successful at (1) teaching young children (ages 5 to 11) to dance; and (2) teaching novice student teachers to learn how to teach. Complexity thinking is difficult to define but endeavours to exist between chaos and order, between stability and instability, focused on "studying adapting, self-organizing systems...construed as the study of learning and learning systems" (p.104, Davis, 2004). Images from digital video clips, course materials and student teacher reflections will be presented to show the creative dance process and student teachers' responses to this material. The paper draws on a background of research reporting the success of the school integrated teacher education (SITE) approach (Hopper, Brown, & Rhodes, 2005; Hopper & Sanford, 2004; Hopper & Sanford, 2008). The presentation will conclude with how creative dance and SITE based courses create recursive tasks guided by the teacher, with refinements/adaptations (enabling constraints) that balance randomness and coherence, allowing for diversity and shared understanding, as the teacher encourages neighbour interactions between students that leads to decentralized control.

Semestered or Non Semestered Physical Education: Does it Make a Difference?

Louise Humbert
College of Kinesiology

Josiah Boyd
University of Saskatchewan

Across Canada high school physical education classes are frequently provided for students through one of two scheduling options: (a) semestered physical education (PE class every day for half of the school year), and (b) non-semestered physical education (PE class every second day for the entire school year). To date, very little research exists that investigates the influence of the scheduling of PE on the physical activity levels, participation rates, and experiences of high school students. Using a mixed methods research design, this study investigated the effect of the scheduling of PE programs on the physical activity levels and experiences of two groups of high school students. This study was conducted in two phases. In phase one, Grade 9 students enrolled in two schools (n = 245), with one school offering semestered PE and one school offering non-semestered PE, completed an activity recall questionnaire. This questionnaire was administered three times (October, February, and May) throughout the school year. In phase two, students, teachers, administrators and central office staff from both schools/school divisions were asked to participate in group discussions to gain a better understanding of their experiences with each type of schedule. Results indicate that the non-semestered PE program appeared to encourage students to be more involved in structured physical activities. Non semestered physical education was supported by most students and key decision-makers with the chief objection being the logistical inconveniences that scheduling physical education year round presents.

Pretty Boys and Butch Girls: Examining the Development of Masculinities in Physical Education

Jeanne Kentel
Leeds Metropolitan University

This talk examines physical education from the perspectives of males who are not interested in what are considered to be masculine sports (e.g. football, rugby) and females who are. Critical ethnography is used as the theoretical basis for inquiry into the experiences of those encountering discomfort with the ways masculinities are developed in boys and girls through formal schooling. Specifically, this study asks the question, "Are boys who do not like sport and girls who do on the margins of mainstream physical education?" It further probes possible ways physical education might be reconceived in order to incite tolerance of gendered diversities and acceptance of masculine and feminine ways of moving and being in both males and females. Critical and inclusive pedagogies are discussed in ways, which are accessible to both researchers and practitioners in the field.

Competitive Sport as a Context for Development

Bethan Kingsley
University of Alberta

The purpose of the study was to examine processes and interactions that characterized positive developmental experiences in sport. A competitive and reputable U-17 girls' soccer team was chosen for the study through purposeful sampling (Patton, 2002). Seventeen players and three coaches participated. Based on an ethnographic methodology data were collected via observations and interviews. The data

were coded according to three procedures outlined by Seidel & Kelle (1995): a) noticing relevant phenomena, b) collecting examples, c) finding commonalities, differences and patterns. Significant events and underlying themes were recounted chronologically through a collection of vignettes. Results revolved around two prominent themes: Teamwork and leadership. These were closely related concepts that required players to demonstrate a wide range of developmental skills. Furthermore, teamwork and leadership took both desirable and undesirable forms. At the start of the season competition existed amongst the players at the expense of teamwork and leadership. As the season progressed the pursuit of a shared goal allowed the players to view each other as collaborators. At times, however, success on the field was prioritized above maintaining relationships off the field, requiring the coaches to intervene. In conclusion, teamwork and leadership included desirable and undesirable elements and coaches were often required to take an active and purposeful role to foster positive developmental experiences.

Daily Physical Activity: A Social Ecological Perspective

Jessie-Lee Langille
University of Alberta

William Harvey
Dept of Kinesiology & Physical Education
McGill University

Schools have been acknowledged as important settings to target public health strategies to improve the health behaviours of children and a key intervention setting for childhood obesity. As a higher-level strategy, Provincial governments and School Boards have created policies and guidelines that support school-based opportunities for physical activity (PA). In Alberta, physical education is part of the Core Curriculum and a recent provincial policy has mandated Daily Physical Activity (DPA). The purpose of this study was to provide insight on school-based physical activity by investigating how different levels of factors integrate and shape opportunities according to a Social Ecological Model. This was achieved by conducting interviews with 14 participants, which included representatives from the provincial (3) and municipal government (1), the Edmonton Public School Board (3), elementary school principals (3) and teachers (4). The interviews were analyzed according to the emerging themes and cross-case analysis was used to provide an in-depth investigation of the similarities and differences within and across levels of stakeholders. The results of the study provided context to the process of policy implementation at the school level. PA policies are challenged by the accountability of academic subjects and teachers have a significant bottom-up influence that impacts policy implementation and also a role to integrate support from the broader community. Therefore, the existence and intent of policies like DPA is limited if the overall culture of the school community is not supportive.

In Motion – Moncton

Roger G. LeBlanc
École de Kinésiologie et de récréologie, U-Moncton

Horia Iancu
École de Kinésiologie et de récréologie, U-Moncton

The Université de Moncton's School of Kinesiology and Leisure Studies and its Leadership Research Institute in partnership with the City of Moncton, both French and English school districts as well as both French and English Health Authorities along with various city workplace wellness committees have launched the "In Motion" strategy for the Province of New Brunswick. This work in progress paper

outlines the strategy's objectives of raising the level of physical activity for all Greater Monctonians from 5% to 10% in the next two years. Baseline study data will be presented along with detailed information on the group's structure and approach.

Exploring Kinesthetic Pathways to Flow Motion in Women's Varsity Level Volleyball

**Rebecca Lloyd
University of Ottawa**

**Jennifer Hall
University of Ottawa**

The purpose of this study was to explore a 'kinesthetic' approach to experiencing flow (Csikszentmihalyi, 2000) and 'flow motion' (Lloyd & Smith 2006a, 2006b), within the context of women's varsity volleyball. In contrast to traditional 'decision making' approaches offered under the umbrella of sport psychology where preference is given to the mind over the body, athletes were encouraged to explore the degree to which enhanced movement consciousness (i.e., the inner feel and sensation of movement, both in preparation and within game play) improved performance. The specific objectives of this study were to explore (a) various pathways to becoming more kinesthetically aware and (b) the extent to which enhanced kinesthetic awareness improved game play experience. The results of this study offer support for the development of a kinesthetic curriculum model that may be adapted to other contexts such as the experience of flow in daily physical activity and physical education offered in Canadian schools.

Physical Mindfulness: A Conceptual Framework and Curriculum Plan

**Rebecca Lloyd
University of Ottawa**

**Stephen Smith
Simon Fraser University**

The conceptual framework of 'physical mindfulness' offers a welcome alternative to the conceptual divide between daily physical activity (DPA) and physical education (PE). Instead of perpetuating the assumption that physical activity is a mere physical expenditure of energy, our model begins with an exploration of objective renditions of the physiological and anatomical capacities of movement and introduces aesthetic, kinesthetic and somaesthetic registers of movement. Each layer of the 'physical mindfulness' model will be explored in relation to activities, pedagogical practices, and theories relating to exercise physiology, movement education, somatic education, vitality and flow. In other words, the 'physical mindfulness' model provides a conceptual pathway from objective, quantifiable measures of physical performance to intersubjective, intercorporeal, qualitative indices of physical expression. The benefit in understanding and applying the 'physical mindfulness' model to DPA and PE is that it provides a tool for curriculum planning and assessment. Due to limitations of time, the practical component of this presentation will focus specifically on the planning, teaching and assessment of activities that foster the 'kinesthetic register' of physical mindfulness. Specifically, activities that cultivate breathing, balancing, timing and feeling will serve as illustrations of a curriculum of physical mindfulness that extends the present conceptualizations of PE and DPA.

Conceptualizing a Theoretical Model of Self-Regulated Learning in Physical Education

**Ken Lodewyk
Brock University**

It is useful for educators to understand how instruction might influence students' regulation of learning. Self-regulated learning is the process in which students manage mental (e.g., emotions, motivation, and beliefs), socio-cultural (e.g., nature of the task, social interactions), and behavioral (e.g., use of learning strategies) factors to attain their learning and performance goals. Critical assumptions stemming from self-regulated learning theory are that students are active agents in the learning enterprise and are, therefore, free to construct their own meanings, goals, and strategies for learning. While recognizing the futility of attempts to fully explain the learning process, this presentation will propose a general theoretical model of self-regulated learning for physical and health education. The model will particularly address the recursive mental processes that theoretically occur as students interact with a learning challenge, consider the conditions of various learning tasks, gauge their mental readiness to succeed on them, engage in operations that will help them succeed, generate products, and evaluate products relative to their standards for success. The model will also highlight the importance of socio-cultural factors, pedagogy, emotions, and how effectively students monitor and control internally and externally generated feedback. Finally, the presentation will report research supporting effective self-regulated learning and will recommend ways for physical and health educators to foster it in their students.

Confronting the Confusion Surrounding Physical Education and Physical Activity

**Chunlei Lu
Brock University**

**Amanda De Lisio
The University of British Columbia**

Confusion between the fundamental concepts (i.e., physical activity and physical education) is jeopardizing the implementation of quality physical education at both elementary and secondary school levels. Despite the effort of the academic community to broaden the awareness of each concept, an alarming number of people within the educational profession still reference each term interchangeably (AAHPERD, 2008; Fishburne & Hickson, 2005). The purpose of the presentation is to clarify the confusion surrounding physical activity and physical education in an attempt to further progress the understanding of, and identify the appropriate function of, each within a teaching-learning environment. The presentation will discuss the correlation and differences between physical activity and physical education from both theoretical and practical perspectives. Ultimately, by further clarifying the role of each, the presentation can support educators in the successful implementation of daily physical activity (DPA) and a quality physical education program in public schools.

The Development of a Physical Education Program in El Salvador as a Vehicle to Prevent Youth Violence

**James Mandigo
Brock University**

**John Corlett
Brock University**

El Salvador is a country with unique and daunting challenges. A toxic combination of poverty, guns, and gangs has resulted in one of the highest homicide rates amongst adolescents in the world (World Health Organization, 2002). The United Nations' Secretary-General 2006 Study on Violence Against Children reported that quality education is one of the best development investments due to its link to strengthened human capacity that supports development across all sectors. Quality Physical Education (PE) in particular can play a prominent role within schools to help foster the critical life skills needed to solve conflict peacefully. As a result, the Salud Escolar Integral program was created in partnership with a number of partners to create an infrastructure for PE in El Salvador as a way to address the prevention of youth violence. A key component of this program was the creation of a new undergraduate PE program at one of El Salvador's largest teacher development universities. The purpose of this study was to report on the impact of the new PE undergraduate program after one year. Results from a mixed-method longitudinal design suggested that students and faculty felt that through the PE program, they had a significant role in helping to create societal changes related to the prevention of youth violence, that students felt more confident and competent in their ability to deliver quality PE programs and they felt more connected to their community and more socially responsible through opportunities to apply their skills in schools across the country. Results are discussed in relation to their potential long-term impact within El Salvador and as a model for educational reform in other countries.

The Process of Becoming an Active School

**Lindsey Matsumura
Brock University**

**Nancy Francis
Brock University**

The terms 'comprehensive school health' (PHE Canada) and 'active schools' (OPHEA) are used to describe integrated approaches to health promotion which aim to reinforce positive attitudes and behaviours of students. The Ontario Health and Physical Education Association reported (2006) a paucity of research which investigates the process of a school becoming an Active School. Thus, this research is designed to provide a descriptive analysis of the process of becoming an Active School at two elementary schools located on the Six Nations Reserve in Ontario. Each school required a volunteer school advocate (i.e. parent or teacher) to lead a healthy schools committee (comprised of parents, teachers, staff, students and community members) formed to initiate and facilitate activities to support and sustain a healthy environment. The committee's purpose is to develop healthy initiatives and programs to increase awareness in physical education, physical activity and nutrition for the entire school population. In this action research, the researcher served as a participant-observer on the school committees to facilitate and provide resources when needed through weekly visits between October, 2008 and February, 2009. Data collection methods included observations, participant observations, document analysis, interviews and reflexive journaling. Thematic analysis was conducted once all data was collected. Results will offer insights regarding perceptions of health, the nature of volunteerism, 'building capacity' and the 'built environment' as well as cultural influences.

School-University Partnerships to Improve Physical Education Teacher Education

**Nancy Melnychuk
University of Alberta**

**Daniel Robinson
University of Alberta**

The intent of this project was to provide opportunities for a physical education teacher educator and field experience associate to collaborate with junior and senior high school mentor teachers in improving teacher preparation in secondary school physical education. The sharing of expertise focussed on three areas in which pre-service teachers and their mentors have historically experienced a disconnect between university coursework and “real world” teaching; namely, planning, teaching and assessing. Prior to the nine-week field experience, six mentor teachers were invited to participate in a variety of three hour professional development workshops presented by groups of student teachers. The workshops, an integral component of coursework, emphasized the integration of theory and practice. The mentor teachers provided feedback within and following each workshop and the student teachers completed a questionnaire regarding the value of having the mentor teachers present. In the third week of the practicum, the teacher educator and field experience associate visited each of the three schools and conducted a focus group interview with the two mentor teachers and their student teachers. This process was followed again in the fifth week but this time focussed on assessment instead of planning. Then in the eighth week, all eight participants came together for an evening to discuss teaching and teacher preparation, to make recommendations for improving congruency between university coursework and school experiences, and to identify existing positive links in helping student teachers to bridge their in-course learning with their in-the-field teaching.

Student Teachers' Perceived Attributes for Teaching Physical Education: Past, Present and Future

**Nancy Melnychuk
University of Alberta**

**Daniel Robinson
University of Alberta**

Many secondary school physical education student teachers share typical characteristics and possess similar attributes that they perceive as contributing to becoming an effective teacher. The purpose of this study was to examine these perceptions in relation to their expectations for the final term of their PETE program. Over the past three decades, at the beginning of the Advanced Professional Term, every secondary school physical education student teacher completed a survey including these same three questions: What are the skills and characteristics that you possess to become a secondary school physical education teacher? What relevant participatory and instructional experiences have you engaged in? What are your expectations for this final term of your PETE program? Results from this investigation indicated that over the past thirty years, PETE programs have continued to attract and recruit similar types of individuals who, despite the decade of their teacher preparation, hold similar beliefs and perceptions. Of particular interest was the examination of the similarities and differences between genders and the decades. Three dominant themes emerged with findings indicating that student teachers may not be aware of issues concerned with educating postmodern youth within a global society. The acquisition of technical skills was of utmost importance with minimal regard for acquiring socio-cultural knowledge and understanding of their students. Significant findings and insights provided suggestions for PETE program reform.

Culturally Relevant Pedagogy and Intercultural Relationship Building in Sport

Heather McRae
University of Manitoba

In the past two decades, sport has been recognized for its complementary role in building strong, healthy and safe communities. The United Nations sport for development and peace (SDP) movement helped popularize this holistic definition of sport. Yet, despite Canada's influential role within the movement (e.g., foreign aid), SDP programs do not operate in Canada. Aboriginal communities and advocates have argued that sport is a basic human need and that more attention and resources are required to build a strong grassroots foundation for sport in Aboriginal communities. Sport Canada's Policy on Aboriginal Peoples' Participation in Sport (2005) supports such calls, yet there is an absence of scholarly literature that addresses the design and facilitation of culturally-relevant sport programs for Aboriginal youth and communities. SDP researchers stress that contextually-relevant program planning and pedagogical strategies are critical in cases where the cultural, economic and social background of sport organizations differ from the communities in which they operate. For sport programs that serve a large number of Aboriginal youth - but are not grounded in Aboriginal cultural practices - research findings suggest that a colour-blind or culturally "neutral" approach to sport may negatively impact upon the participation and positive engagement of Aboriginal youth. My presentation will provide an overview of culturally-relevant sport pedagogy and intercultural relationship building in sport. In particular, I will examine successful pedagogical practices and strategies that sport facilitators (e.g., coaches, volunteers) have used to create positive sport experiences for Aboriginal youth.

Continuing Learning of Experienced Physical Education Teachers in Ontario High Schools.

Robin Moore
University of Ottawa

The study established the ways experienced physical education (PE) teachers choose to learn through out their career, and identified what influences the choices they make regarding their learning. Research on the continuing learning of experienced PE teachers was sparse, until recently when researchers Armour (2004 & 2007), O'Sullivan (2006 & 2007), and Rovigno (1997, 1998) began to address this gap. The current study will add breadth by providing a Canadian perspective. Another uniqueness of this study is the use of workplace learning theory, which addresses not only the individuals' learning process but also the impact of their external environment. 12 (5 male, 7 female) secondary PE teachers with between 6 and 29 years teaching experience participated in 1 of 3 focus groups and an individual interview. Illeris' (2004) model for learning in working life provides a holistic view of learning in the workplace to help guide data analysis. The results indicate that the participants learn in a variety of formal, nonformal and informal ways. Further, these PE teachers' attitudes, motivation, available time, years of experience, personal lives, trust in the disseminator, and the organization of each PE department largely influenced their choices of learning. This indicates that experienced PE teachers' participation in learning is a multi-dimensioned individual adventure. On a regular basis the participants seek out additional learning to augment what is offered to them by the school and school board, they view learning as part of their job and as critical contributor to them being the best teachers they can be.

New Brunswick Youth Surveillance

Lynn Randall
University of New Brunswick (Education)

Bill Morrison
Patti Kirby
Monique Allain
Lynn Randall
Health and Education Research Group (HERG)

In 2006 the Province of New Brunswick unveiled a new provincial wellness strategy with four goals: to increase healthy eating, to increase physical activity, to enhance mental fitness and resiliency and tobacco free living. The focus of the strategy was on New Brunswick children and youth. One of the five strategic directions that provide a foundation to the provincial strategy is to conduct surveillance, research and evaluation. In 2006 the New Brunswick Department of Wellness, Culture and Sport entered into a partnership with the Health and Education Research Group (which includes UNB Faculty of Education and the Université de Moncton working in collaboration with the University of Waterloo) to conduct a province wide initiative to survey students health knowledge, attitudes and behaviours (healthy eating, physical activity, mental fitness, and tobacco use). In the school year 2006-2007, the NB Student Wellness Survey was administered to almost 40,000 students, both Francophone and Anglophone, at the grade 6-12 level. Results were presented in the context of five themes. These included: tobacco and other problem substance use; mental fitness; social relationships and influences; environments; and healthy weights and lifestyles. The intention of this presentation is to highlight findings within each theme and to discuss the knowledge translation activities related to this initiative which include individual wellness feedback reports, district reports, provincial fact sheets, district and school level workshops and development of curriculum connectors.

Understanding Male Students' Physical Education Attitudes

Dan Robinson
University of Alberta

Many relatively recent investigations into students' physical education (PE) experiences, beliefs, and feelings have focused primarily on female students (see Brown, 2000; Fenton, Frisby, and Luke, 1999; Gibbons & Gaul, 2004; Robertson-Wilson, Baker, Derbyshire, & Côté, 2003). To this, Humbert (2006) has rightly recognized "it is unfortunate that little is known about the thoughts, feelings, and attitudes of young men regarding their physical education experiences" (2006, p. 4). In an effort to address this lack of information, a recent mixed methods case study provided some important information about a cohort of male students. Through the use of a culturally adapted survey with a single critical incident question, male students in grades 4 through 10 (n = 231) were able to share some personal information related to their PE attitudes. Further, follow-up focus group interviews with purposely-selected male students (n = 28) who had the most negative PE attitudes and experiences were also conducted. Results revealed information about male students' PE peers (related to "sportsmanship," competitiveness, and "failure-finding"), PE teachers (related to picking teams, punishment, and playing favourites), PE structure (related to segregation, assessment, movement activities, and student choice), and valuing PE (related to perceived importance and perceived benefits). A discussion outlines some insights and conclusions for male students and PE, with an emphasis on current implications and potential recommendations.

Interprofessional Collaboration in a Pre-Service Practicum

**Twyla Salm
University of Regina**

Interprofessional collaboration has been promoted as an essential practice to improve conditions for youth and their families in school communities that are challenged by poverty, social exclusion and inequities. Since schools are often the hub of a coordinated network of service providers, the U of R launched an IPE experience designed to build collaborative competencies and explore ways IPE might foster deeper understandings of the determinants of health and the concomitant influences they have on health and the cause of disease. This multi-case study explores the experience of seven cohorts of pre-service professionals from the faculties of Education, Nursing, Justice Studies, Kinesiology, and Social Work who engaged in a fourteen week, full-time interprofessional internship in inner-city schools. Numerous forms of data were collected from 45 students and several school personnel throughout the semester including video-taped, bi-weekly seminars, student journals, field notes, individual audio-taped interviews and a non-standardized questionnaire. This paper discusses a model for creating an interprofessional practicum for pre-service human service providers working in school communities to improve health and social conditions. Each of the seven cohorts demonstrated a high level of interdependence. Concerns emerged around the authenticity of the practica because most students were neither mentored by in-service professionals in their field, nor did they witness significant collaboration amongst school based service providers. Initially, the students focused on individual biomedical and behavioral risk factors; however with guidance they became increasing more adept at assessing how societal conditions impact health which ultimately transformed the practica.

Between a Rock and a Hard Place: Beginning PE Teacher Identity Negotiation

**Lee Schaefer
University of Alberta / D.S. Mackenzie School**

As a third year teacher I watch many peers, my age, leave the teaching profession. A large portion of my undergraduate education class is no longer teaching. These were young people that were passionate and excited about becoming PE teachers, and now they have moved on to other professions. This attrition of young teachers is why my area of interest lies in beginning teacher identity. I want to inquire in to the types of tensions, pressures, barriers and stereotypes that inform the apparent shift in identity. I am specifically interested in looking at this information through a narrative inquiry lens. I believe that by inquiring in to the stories of these young teachers we may be able to begin to understand the identity change that is apparent. These stories may also enable us to better understand how to prepare these beginning teachers for what lies ahead. Through this presentation I hope to inform fellow colleagues, as well as gain insights from their experiences as educational researchers.

Active Outdoor Living (AOL): Collaboration Through Service Learning

Amanda Stanec
St. Francis Xavier University

Andrew Foran
St. Francis Xavier University

Bosire Mwebi
St. Francis Xavier University

This presentation focuses on a community service learning program titled Active Outdoor Living (AOL). The three-fold purposes of AOL include: (a) developing positive attitudes among grade 7 students toward active living outdoors during the winter months; (b) providing leadership opportunities for grade 11 students who mentored grades 7 throughout the outdoor activities; and (c) engaging preservice teachers in a service learning experience as they mentored high school students. Data collected in order to evaluate and modify the program will be presented along with plans to offer this initiative throughout additional seasons of the year.

Classroom Generalists' Perceptions of Implementing Physical Literacy Concepts in Their Classes

Amanda Stanec
St. Francis Xavier University

In Canada, rates of obesity among children have more than doubled in past decades, the most recent estimates indicate that about 30 percent of children are overweight or obese (Dietz, 2004; Tremblay, Katzmarzyk & Williams, 2002). International surveillance work indicates that Canadian school-aged youth are among the most obese in the world (Janssen et al. 2005). One logical form of action would be increasing physical activity among school-aged Canadians during the school day as part of the Comprehensive School Health Model (CSH). In Nova Scotia, physical education is primarily delivered by physical education specialists. Research has concluded that the isolation encountered by physical educators is a unique contributor to teacher burn out among this group of professionals (Fejgin, Ephraty, & Ben-Sira, 1995). Perhaps to combat teacher burn out attributed by isolation, more collaboration should occur between classroom teachers and physical education specialists. Such collaboration may also improve the effectiveness of the teaching and learning pillar within the CSH model. While physical educators have been documented as successfully incorporating other disciplines into their teaching, it makes sense that the notion of physical literacy is brought into classroom learning as well. Therefore, the purpose of this study is to explore elementary classroom generalists' perceptions of implementing physical literacy into their classrooms in attempt to enhance the teaching and learning pillar of the CSH model and to combat teacher isolation among physical educators. During this presentation, results of this qualitative study will be presented and suggestions for future work will be discussed.

A Student's Choice: Factors to Enrollment Intention in Elective Physical Education

Lauren Sulz
University of Victoria

School-based physical education is a critical setting for the promotion of physical activity and health among adolescents. However, enrollment in physical education significantly decreases when physical

education becomes an optional subject. The purpose of this study was to identify perceived barriers and facilitators to intention to enroll in elective physical education among female and male adolescents using focus group methodology. Grade 10 adolescents with either an intention to enroll or no intention to enroll in grade 11 physical education participated in a focus group interview. Focus groups were separated based on gender (female/male) and intention to enroll in elective physical education (intention/no intention). Following the completion of the focus group interviews barriers and facilitators were categorized as individual (e.g., intrapersonal) or social environmental (e.g., interpersonal, institutional, community).

Findings revealed several factors that influenced students' enrollment intention. Factors reported by participants differed between gender and intention. These differences between females and males and between participants who were intending to enroll and participants who were not intending to enroll had consistent overarching themes. At the individual level (i.e., intrapersonal) four factors were associated with enrollment intention: past experience, self-efficacy, personal choice: scheduling, and knowledge. Several social environmental factors (interpersonal, institutional, and community) were also reported. These included parents, friends, teammates/ coaches, teacher, course curriculum, and activity opportunities within the community. By understanding what hinders and/or promotes students' enrollment in elective physical education, specific barriers and facilitators can be targeted, which in turn should increase intention and actual enrollment in elective physical education programs.

Play Around the World: A Cross-cultural Service-learning Course

**Jane Vallentyne
University of Alberta**

The University of Alberta, along with numerous post-secondary institutions is affirming the centrality of international engagement and the commitment to global citizenship education in its mission statements (U of A, 2007). An understanding of theoretical constructs related to the social, political and economic impacts of individual and collective actions within our increasingly globalized world, although important, is not sufficient to change the ways in which students interact with others in this world. Processes of inquiry, advocacy, reflection and critical thinking are needed to challenge and rework the ways in which we come to understand and make sense of our human world. Transformative learning theory (Mezirow 1995) identifies the requirement of an 'activating event' that exposes the limitations of student's current knowledge/approach as one of the essential elements. The Play Around the World (PAW) program at the U of A is a cross-cultural service-learning course which uses transformative learning theory, along with the social technology of contemplative dialogue to broaden the world view of students. During their 3-month placement in Thailand, students are provided with numerous 'activating events' which, through facilitation and course assignments are used to help them articulate assumptions, and critically reflect upon consequent conclusions. Critical discourse within learning communities and with instructors and leaders has students examine alternative ideas and perspectives, test them out, and come to reconstruct how they want to show up in the world.

Pedagogy for the Moving Body: Establishing a Community of Inquiry for Studies in Human Movement

Aniko Varpalotai
University of Western Ontario, Faculty of Education

Ellen Singleton
University of Western Ontario, Faculty of Education

The purpose of this presentation is to introduce to PHE Canada and particularly CUPR members a new textbook of collected essays edited by Ellen Singleton and Aniko Varpalotai, the editors of *Stones in the Sneaker: Active Theory for Secondary School Physical and Health Educators* (The Althouse Press, 2006). While *Stones in the Sneaker* is intended for preservice and undergraduate students, this new textbook is comprised of a collection of essays suitable for graduate students in Education, Kinesiology and Health-related disciplines by noted Canadian theorists exploring conventional and unconventional pedagogical conceptions of the physically active body. Chapters generally include philosophical inquiry and discussion about the pedagogical implications of discourses and meanings of gender, sexuality, race and class attributed to the physically active body. A common thread weaving through this publication is a critical examination of the ways in which contemporary health and physical education pedagogy may be viewed as a community of inquiry (Gregory, 2002). Human movement studies are identified with well-organized and established fields of study such as sport sociology, psychology, history and philosophy; and sport science approaches including motor learning, physiology of exercise, biomechanics and health studies. Our concern is that among these, nothing identifies human movement studies with pedagogy as an academic field of inquiry. During this presentation we will describe the authors and chapters as we discuss our conception of a 'community of inquiry' for pedagogical studies in physical and health education and the implications this may hold for students from Kindergarten to the Ph.D., and beyond.

Exploring Service Learning in Physical Education

Shawn Wilkinson
Dept of Kinesiology & Physical Education
McGill University

Service learning is a relatively new phenomenon in physical education. The purpose of this presentation is to: (a) provide a review of the literature about service learning in physical activity service delivery, (b) briefly describe a current psychosocial-physical activity service learning project at the Choices in Health, Motivation, Action, Motivation, Pedagogy and Skills (CHAMPS) physical activity lab of the Douglas Mental Health University Institute and (c) initiate a dialogue about the potential research questions and practical implications of this type of collaborative and multidisciplinary project.