



## GUIDING QUESTIONS

- 1 What is a major goal of the Cultural Studies model?
- 2 What does it mean to be a critical consumer of sport?
- 3 There is a practical and a cognitive component to the model. What are the three major strands of the model?
- 4 Which of the NASPE Content Standards (2004) does this curriculum best support?
- 5 In what ways are the literate sportsperson in the Cultural Studies model similar to and different from the literate sportsperson in Sport Education?
- 6 Why might there be an interest in the Cultural Studies curriculum approach to physical education among contemporary youth?
- 7 What are some different types of assessments to be used in a Cultural Studies model?
- 8 The Cultural Studies model requires a significant shift in thinking about and planning of a physical education curriculum. What arguments could you make in support of such a shift of focus in the curriculum?
- 9 Describe one assessment that would align with each of the three strands of the model.
- 10 Debate the following statement: Physically educated students should be critical consumers of sport.
- 11 How is Cultural Studies different from Sport Education? In what ways are they similar?

# Cultural Studies Curriculum in Physical Activity and Sport

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## Overview of the Model

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It has been exciting in recent years to see the positive and enthusiastic development of and experimentation with different K–12 curricular models in physical education. The co-editors of this textbook realized correctly that major curricular initiatives have gained the attention of physical education teachers and teacher educators who are looking for curricular models that better reflect and address contemporary American life, and the needs and interests of adolescents educated in a diversity of school contexts. These exciting curriculum models are described in other chapters in this textbook and include Sport Education, Adventure Based Education, and Outdoor Education, among others.

In the models presented in this textbook, there has been little consideration of physical education as a place for young people to develop as literate and critical consumers of sport, physical activity, and the **movement culture**. The **Cultural Studies (CS) curriculum** model described in this

**movement culture** The infrastructure, norms, practices, policies, and values associated with sport, recreation, and physical activity at the local, national, and international levels.

**Cultural Studies (CS) curriculum** Involves the practical and cognitive involvement of students in learning not only how to participate in sport and physical activity but also in learning how sport and physical activity contributes positively and negatively to individual well-being and to group, community, and national cultures.

chapter is quite different from the curricular experiences of most U.S. physical education teachers, and the other models presented in this textbook. As one effort to reflect the local regional needs and interests of children and youth from a range of backgrounds and populations, the CS approach to curriculum in physical education attempts to encompass an integration of practical and cognitive student involvement in sport and physical activity.

A key prerequisite of the CS approach is the use of a physical activity component in conjunction with a critical investigation of physical activity and sport in society. To this end, our work to date has employed Sport Education for this purpose (Siedentop, Hastie, & van der Mars, 2004), but other curricular approaches might also be considered, such as a Sport for Peace unit (Ennis et al., 1999), a Sport Education/Teaching Games for Understanding hybrid unit (Hastie & Curtner-Smith, 2006), or the approach to physical education taken at senior level in syllabi in Australia (Queensland Board of Senior Secondary School Studies, 1998), New Zealand (New Zealand Ministry of Education, 1999), and the United Kingdom (Oxford Cambridge and RSA [OCR], 2008).

The CS curriculum approach (Kinchin & O’Sullivan, 1999) is to develop students as literate and critical consumers of sport, physical activity, and the movement culture. A key goal of CS is the development of student-as-critical-consumer. We want students who are informed, watchful, and have the knowledge, skills, and confidence to critique physical activity provision and presentation on local and national levels.

We want students who can question and challenge the status quo related to access and influence of the physical activity and sport infrastructure. We want students who can unravel the hidden agendas and complexities and make known/public who is potentially being oppressed and silenced in the physical activity, sport, and movement culture. We want students to see themselves as part of diverse cultures and to be able to both connect school-to-home learning and reflect critically upon this learning. We also hope for students to be **Cultural Studies connoisseurs** (Eisner, 1985) of local and national physical activity and sport infrastructure and cultures. These are huge challenges requiring “risk-taking” students who will also *act*. Several learning experiences enable students to present, defend, and act where appropriate on their ideas related to issues of social justice in sport and physical activity. The learning experiences include journal writing, student presentations, in-class discussions, and action

**Cultural Studies connoisseurs** Students who have heightened awareness or educated perceptions of the nuances; educated perceptions allow students to illuminate, interpret, and appraise physical activity, sport infrastructure, and sport cultures.

research projects or community mapping. The CS materials shared here have been designed, implemented, and revised by four teachers in three school districts in Ohio, when the lead author and two of her graduate students at the time approached some high school teachers with these ideas. This approach has also been implemented with adolescent girls in an Irish secondary school (Enright, 2007; Enright & O'Sullivan, in press). Early experiences with implementation of the curriculum have been shared at an American Association For Health, Physical Education, Recreational and Dance (AAHPERD) national convention (O'Sullivan, Kinchin, Kellum, Dunaway, & Dixon, 1996) and more recent experiences shared at the British Educational Research Conference (Enright). Although the curricular model has been designed for and delivered to high school students, it has potential application, with modifications, for middle school programs and students. Indeed, some work by Kim Oliver and her colleagues (Oliver, 2001; Oliver, Hamzeh, & McCaughtry, in press; Oliver & Lalik, 2001, 2004) with middle school students in the southern United States and with high school students (Knop, Tannehill, & O'Sullivan, 2001) aligns well with the goals and objectives of this curricular approach. This curriculum model is a work in progress. It is a response to changing cultural and social circumstances of our times where cultural diversity and identity are becoming increasingly significant. Teachers may not believe it is their responsibility to shape the curriculum to address serious social and ethical issues in sport and health. Curriculum development specialists may not view physical education as a place for discussion and critique of the public health agenda for the nation (such as trends in overweight and obesity and the principles of personal responsibility for one's health and wellness) or of the role of sport in contemporary culture, but as we shall shortly set out, some settings have included this content within their schemes of work/syllabi.

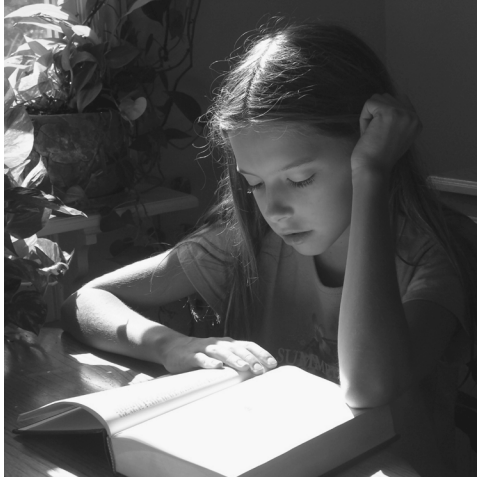
The above may be reasons enough for physical education teachers, curriculum developers, and teacher educators to reject the ideas described in these pages. However, we hope some readers will find the ideas exciting and thought provoking and will want to experiment with some of these ideas in their physical education classes and programs. In New Zealand and Australia, such a sociocultural perspective "now underpins most syllabuses . . . and may include classroom based lessons where students explicitly learn about physical activity, exercise and sport" (Wright, 2004, p. 10). Hopefully, U.S. teachers who experiment with these ideas will provide us with feedback on their efforts. The second author of this chapter focused his doctoral dissertation on implementing the Cultural Studies approach within an urban high school physical education program. The research focused specifically upon the perceptions of students and the extent to which students could engage with issues of gender, the body, and media influences in sport during a Cultural Studies unit (Kinchin, 1998; Kinchin & O'Sullivan, 1999, 2003). Data from the study indicate that the

Cultural Studies unit offered a very relevant and meaningful examination of sport in society for some students (Kinchin & O'Sullivan, 2003).

Enright and O'Sullivan (2007, 2008) carried out a 2-year participatory action research (PAR) project with disengaged students in an urban post-primary school in Ireland. The aim of the project was to work with the students to understand and transform barriers to their physical education engagement and physical activity participation. The PAR project was initially focused on the engagement of one class of teenage girls as physical education curriculum designers and evaluators (Enright & O'Sullivan, 2007). The project extended to a further two classes and to the design and evaluation of an after-school physical education club in the second year (Enright & O'Sullivan, 2008), thereby challenging formal physical education learning boundaries.

Traditional physical education programs in the United States have tended to focus on the development of fundamental skills, sport skills, and tactical development of game play, with a growing interest currently in health-related physical activity. American high school physical education programs in the past have focused almost exclusively on competitive team sports and fitness activities that are described in most school district courses of study as lifelong leisure activities. There has been a focus in recent years on student engagement in moderate to vigorous levels of physical activity, with a broadening of curricular offerings moving us away from a program dominated by games and teacher interests and expertise. The newer curricular models described elsewhere in this text expand upon the goals of physical education in positive and important ways. However, the perspective that physical education's role is also in developing critical and literate **consumers of sport and physical activity** in the local (school and community) and national cultures has never been considered an important task of American schooling. This seems particularly curious to us given the prominent role of sport and fitness/wellness in multiple facets of contemporary American society such as the media, schooling, economics, politics, and public health. The ideas presented here are different from how physical education teachers experienced physical education in school, or during their teacher preparation programs. Hence, we suspect this CS approach to physical education curriculum planning will be most challenging to physical education teachers. The basic contexts to understanding or appreciating this approach to the subject matter has probably not been a part of their experience or professional preparation.

**consumers of sport and physical activity** Students are educated not only to appreciate the intrinsic benefits of participation in health-enhancing physical activity but also to exercise critical judgment when evaluating the role and function of sport and physical activity in their lives.



A CS approach to a physical education curriculum encourages students to consider and question their experiences in school physical education classes. It also allows for the opportunity to review their involvement (or lack of involvement) in physical activity outside of school and question taken-for-granted assumptions about sport, fitness, health, and physical education in their school, community, and today's society (e.g., the so-called obesity epidemic). Such assumptions have received significant attention globally (Kirk & Tinning, 1990; Wright, Macdonald, & Burrows, 2004). Such a curriculum approach offers a potentially exciting complement to the practice of physical education in American high schools for some teachers and students.

For many adolescents (more boys than girls), sport and physical activity play a central role in their lives, yet all too many students (more girls than boys) are disenfranchised from the joys and benefits of physical activity. The CS approach to high school physical education attempts to offer physical educators an opportunity to help students appreciate and critique the role of physical activity and sport in their own lives, and the life of their schools, their community, and the wider society. The curriculum attempts to make meaningful connections between what occurs in the name of physical education in school, and the access to or engagement with sport and physical activity, or lack thereof, in students' lives and the lives of members of other communities.

### **Characteristics of the Model and Unique Contributions**

A CS unit includes a practical and academic component. It attempts to encompass an integrated and sustained practical and academic engagement with sport and physical activity, and examines what these physical activity experiences mean to young people, their school, and their community. The first component

of the CS curriculum includes a focus on a specific physical activity. Teachers choose specific physical activities (games, track, aquatics, outdoor pursuits) as the foundational content of the curriculum. For the purposes of this chapter, this practical component of our model utilizes Sport Education to structure and deliver the content, but as we have indicated other models of learning and teaching may be equally suitable, particularly given a number of Sport Education variants do exist within the literature. The Sport Education model provides students with opportunities to engage in the practice of sport (see Chapter 11 by van der Mars and Tannehill), and the model complements several of the curriculum goals of the Cultural Studies model. The second component (a classroom-based component) engages students in a discussion and critique of several contemporary social issues in sport, health, and physical activity, through public presentations, private journals, class discussions, and group projects. Students can undertake some of this classroom-based work in their sport education “teams,” which enables the established group structure to be retained and developed in contexts outside the physical activity setting (thus enabling affiliation and membership to be further enhanced). The goals of this component are for students to recognize the role and meaning of sport and physical activity in their lives, and in the wider community in which they live. It also allows for a space to discuss who has access to physical activity and sport cultures, and who benefits from opportunities and access provided to physical activity experiences. The CS approach aligns with some of the key objectives of the sport education experience: students should develop as both literate and critical sportspersons. A literate sportsperson would be “a more discerning consumer whether fan or spectator” (Siedentop, 1994, p. 4). Classroom experiences are designed to help students become aware of factors that support or inhibit their own and others’ access and interest in physical activity and sport. The classroom-based activities provide students with chances to critically question the place of sport and physical activity in their lives and in the wider society.

In addition to following a season of sport education, students gain an appreciation of sport and physical activity from social and cultural perspectives (Kinchin, 1997). In schools where we experimented with the model, the teacher presented the historical and geographical roots of a specific sport. The students had opportunities to consider the role of sport (in our case, the sport of volleyball) in their lives and the lives of their family, friends, school, and local community. Students researched possibilities for sport and physical activity in their school and community, and considered that what influenced access to and interest in sport for themselves, their friends, and neighbors was a function of their gender, race, or class, or other family circumstances. Students discussed the availability of sport at their school, and debated the appropriateness of a school serving a small percentage of the school population by their use of school facilities during non-instructional time for physical activity (i.e., full court bas-

ketball played during open gym). They engaged in discussions on gender and body image associated with the role of sport in society, and how sport and physical activities are used at times to both support and oppress different groups of males and females (Kinchin, 1997). Physical education provides a suitable backdrop to debate many issues (issues of gender, body image, access to physical activity and sport facilities, and instruction), especially when discrimination in wider aspects of sport, as perceived by students, mirrored that in other contexts such as the school or community. These issues were appreciated by some students as topics for discussion during physical education curriculum time. The following provides an example of where students could see a connection between access to opportunities for physical activity in and out of school (referring to lunchtime “open gym” basketball):

*Jaimee: Right now there are probably all guys out there [in the gym] playing basketball.*

*Teresa: If there is a girl out there, she is probably having a hard time trying to play.*

*Jaimee: If she [points to Keesha] was out there . . . I mean you should see the way she dribbles.*

*Keesha: If I do play with the boys, they say ‘pass it to the girl.’ Why can I not be just another player instead of being ‘the girl.’ I don’t like that.*

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## Philosophy of the Model

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Some scholars have lamented the lack of substantive change between today’s curriculum offerings and practices in physical education (particularly at the secondary level), and those of previous decades (Steinhardt, 1992). Although scholars concur on the need for radical and extensive change to high school programs (Capel & Blair, 2009; Kirk, 2005; Locke, 1992; Rink, 1993; Siedentop, 1994; Tinning & Fitzclarence, 1992), until recently, few have engaged in researching the process of and/or impact of curriculum change on school programs, teachers, or students (Ennis et al., 1997; Glasby & MacDonald, 2004; Jewett & Bain, 1987; Oliver, Hamzeh, & McCaughtry, in press; Sparkes, 1988).

The Cultural Studies model is similar in many ways to the content that is described in physical education<sup>1</sup> syllabi for senior high school students in Australia, New Zealand, and more recently in Ontario, Canada. New Zealand scholar, Lissette Burrows (2004) recently noted that:

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<sup>1</sup> We are using physical education here in its broad sense. In Ontario, the courses we are referring to are labeled Sport Science and Recreation and Physically Active Lifestyle.



*Curricular frameworks, at least in Australia, New Zealand, and the UK, are increasingly acknowledging that physical education must contribute to students' understanding of the diverse meanings and practices attached to physical culture . . . concepts like critical thinking, critical inquiry and problem-solving feature prominently in syllabus documentation, reflecting the now widespread educational interest in fostering students' capacity to learn how to learn and to engage with the proliferation of uncertain knowledge. . . . (p. 105)*

In New Zealand, students of health and physical education<sup>2</sup> explore:

*. . . how sporting experiences influence the development of people's physical and social lives. They investigate and critically appraise the educative value of sport and consider the effects of sport from social, cultural, and scientific perspectives. (New Zealand Ministry of Education, 1999, p. 44)*

In Queensland, Australia, senior physical education involves the study of physical activity and:

*. . . engages students as intelligent performers, learning in, about, and through physical activity . . . and engages students not only as performers but as analysts, planners, and critics in, about and through physical activity. (Queensland Board of Senior Secondary School Studies, 1998, p. 1)*

In England, Anthony Laker (2002) and David Kirk (1997) have argued that physical education programs must better reflect and contribute to the popular physical culture. The current **standardized examination courses** in physical education in England are made available to pupils ages 16 to 18 years. These courses offer specific content that focus on sociocultural aspects of physical education and sport. For example, the Oxford Cambridge and RSA Examinations (OCR) is one of the major awarding bodies involved in the development of these courses, which are studied at advanced level in English schools.

Physical Education is one such course that students can elect to follow (OCR, 2008). A review of the physical education syllabus in England makes

**standardized examination courses** Rigorous tests that analyze students' practical and cognitive knowledge of sport, health, and fitness as well as the natural sciences (e.g., physiology, anatomy, biomechanics) and the social sciences (e.g., psychology, sociology).

<sup>2</sup> Health and physical education are regarded as one subject in New Zealand, and teachers are certified to teach both areas. In recent years in the United States, we have seen a number of states discussing or implementing legislation that combines health and physical education teacher certification as one combined subject in schools.

explicit within its aims that students become “. . . informed and discerning decision makers” (p. 7). This syllabus includes a significant sociocultural element where learners are encouraged to critically evaluate contemporary key influences that might limit or promote young people’s involvement in physical activity (such as gender, race, age, or disability). In addition, this element stresses a critical appraisal of “. . . current product and consumer-focused influences” (p. 7) that might affect young people’s ability to become involved in physical activity pursuits. Summative assessment involves the external grading of two written papers that may require the student to interpret visual material, including photographs and diagrams.

The CS unit described in this chapter is about developing students’ intellectual curiosity about sport and physical activity on both a local and national scale. With the goals of the CS unit in mind, the extracts from students who have engaged in a unit of CS suggest many are able to talk about these aspects of our subject matter in quite thoughtful and encouraging ways. A Cultural Studies (CS) approach to physical education has not gained much attention or consideration in the United States. Some exceptions are Fernandez-Balboa (1997), Kinchin and O’Sullivan (1999, 2003), Oliver (2001), and perhaps Siedentop (2002). Siedentop alludes to critical literacy as a potential outcome of Sport Education, though other aspects of the model, rather than the literate sportsperson, are emphasized in his text and articles written about the model by other scholars.

We suggest that the inclusion of a CS component in the physical education curriculum could be divided into major content strands over the course of a school year or several years. Each strand could be tied directly to one or more physical activities. The first strand might focus on the Personal Dimension of Physical Activity and Sport. This strand provides opportunities for students to develop their personal biographies focused around physical activity, physical education, and sport since childhood, and examines the role of family, friends, and community in enhancing or inhibiting their levels of physical activity participation. In this chapter, we have provided examples of assignments that align with this objective. One of the culminating activities for this strand could be a poster display where students invite family, school, and community members to discuss their physical activity biographies. Such an exercise would indeed be relevant to the contemporary debates about obesity, youth physical activity levels, and childhood diabetes. It would also be an opportunity to learn how the adults spent their lives as children, and their physical activity levels as children. This strand is in alignment, for the most part, with Standard 5, though it sees personal choice and responsibility as just one factor in explaining interest and participation by children and young adults in regular physical activity.

A second strand of the curriculum could focus on sport and physical activity in the school and local community. What activities are available at the

**TABLE 12.1****Sport Coverage Assignment**

Purpose of assignment	Role of physical activity/sport in school culture.
Materials needed	Yearbook, student newspaper, or school bulletins.
Procedure to complete task	Review the last 10 (or more) years of the school yearbook and/or the last 10 issues of the school newsletter/newspaper to determine what physical activities are most promoted and supported at the school. Discuss your findings with your small group. What physical activities are given most coverage in text and in photos? What did you notice about how physical activity coverage changed over time in terms of type of activity, space allocation in the text, photos, gender, ability, and race/ethnicity? Prepare a summary of your findings for the class and your conclusions/recommendations related to equitable access to physical activity over time.

school and local levels, and who is recruited and attracted to these activities? Table 12.1 describes an assignment that provides students an opportunity to review sport and physical activity in their school and how it has changed over time. Students discuss what efforts are made to encourage all students to be active. One of our colleagues, an urban elementary physical education teacher working with the Columbus PEP grant, has addressed these kinds of issues in a creative way with his elementary students. He had his 3rd and 4th grade elementary students interview members of their family about their physical activity patterns as children and how the neighborhood supported such activity after school. The children learned that the two urban local parks, where the adults played after school as children, were now apartment blocks and a business plaza. They heard about how much easier it had been for these adults to walk to school and stay out in the evening playing on the street, something these children are not allowed to do because of parental safety issues. This strand is somewhat aligned to Standard 5 of the NASPE content standards in that the students are learning about their personal responsibility for physical activity, but it goes further in helping them see how changes in the environment around them impacts the potential choices they can make.

A third focus of the curriculum could be to look at physical activity and sport in the wider society. Many of these issues will intersect with school and community issues, looking at sport and the media, sport and drug use, and sport and violence, as well as physical activity, health, and its intersections with race, ethnicity, and social class. Table 12.2 describes an assignment where

**TABLE 12.2**

**Percentage of Children Ages 9–13 Years Who Reported Participation in Organized and Free-Time Physical Activity During the Preceding 7 Days, by Selected Characteristics (Youth Media Campaign Longitudinal Survey, United States, 2002)**

Characteristic	Participated in Organized Physical Activity During Preceding 7 Days		Participated in Free-Time Physical Activity During Preceding 7 Days	
	%	(95% CI)*	%	(95% CI)
Sex				
Female	38.6	(±2.5)	74.1†	(±2.0)
Male	38.3	(±2.9)	80.5†	(±1.7)
Age (years)				
9	36.1	(±4.0)	75.8	(±3.1)
10	37.5	(±4.0)	77.0	(±2.7)
11	43.1	(±3.6)	78.9	(±3.0)
12	37.7	(±4.1)	77.5	(±3.5)
13	38.1	(±4.2)	78.0	(±4.0)
Race/Ethnicity§				
Black, non-Hispanic	24.1†	(±3.8)	74.7	(±4.6)
Hispanic	25.9†	(±4.0)	74.6	(±3.9)
White, non-Hispanic	46.6†	(±3.0)	79.3	(±1.7)
Parental education				
<High school	19.4†	(±4.8)	75.3	(±5.7)
High school	28.3†	(±3.4)	75.4	(±2.9)
>High school	46.8†	(±2.5)	78.7	(±2.0)
Parental income				
≤\$25,000	23.5†	(±3.7)	74.1	(±3.1)
\$25,001–\$50,000	32.8†	(±3.4)	78.6	(±2.5)
>\$50,000	49.1†	(±2.6)	78.3	(±2.0)
Total	38.5	(±2.0)	77.4	(±1.2)

\* Confidence interval.

† Statistically significant difference ( $p < 0.05$ ).

§ Numbers for other racial/ethnic populations were too small for meaningful analysis.

Source: Centers for Disease Control and Prevention. (2003). Physical activity levels among children Aged 9–13 Years—United States, 2002. *Morbidity and Mortality Weekly Report*, 52(33), 785–788. Retrieved February 25, 2004, from <http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5233a1.htm>

students review the barriers to participation in physical activity, and what actions could be recommended to improve physical activity levels in their school or community. In the work at our high schools, we found a portion of the student body eager and enthusiastic to engage in discussions of these issues. They are issues that are central to the health of the nation and the quality of sporting experiences at school, college, and professional levels. The intent of this strand includes many of the elements of Standard 6 (values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction). It also demands students ask questions about the local, national, and economic factors that impact differential equity of access to and benefits from engagement in physical activity over the lifespan.

### Relationship of NASPE Content Standards to Cultural Studies Curriculum

The Cultural Studies curriculum prioritizes Standards 3, 5 and 6 (see Table 12.3).

Standard 2, “Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities,” considers the application of knowledge to the learning and performance of motor skills. The CS curriculum probably stretches the NASPE standards in ways not envisaged by those who helped to write and revise the standards. We suspect some will see this as a problem of the curriculum model. Our view is that there are gaps in the standards that this model highlights that should be addressed

**TABLE 12.3**

#### NASPE Content Standards for Physical Education (NASPE, 2004) and Alignment with Cultural Studies Curriculum

Alignment	National K–12 Content Standards
M	<i>Standard 1.</i> Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
M	<i>Standard 2.</i> Demonstrates understanding movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
X	<i>Standard 3.</i> Participates regularly in physical activity.
M	<i>Standard 4.</i> Achieves and maintains a health enhancing level of physical fitness.
X	<i>Standard 5.</i> Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
X	<i>Standard 6.</i> Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

M = moderate alignment; X = strong alignment.

in a contemporary physical education program for reasons we described earlier. In the NASPE standards as interpreted to date, there is little to no “curricular space” for consideration of the role of sport and physical activity in students’ lives, or how individual, community, and societal factors enhance or inhibit personal and sustained commitments to lifelong healthy lifestyles. The CS model focuses on this aspect of physical education with the intent that such connections among school, home, and community life will encourage more active participation in physical activity. The model also recognizes aspects of school and community life that limit such participation, as well as discussion of action steps to resolve these issues. Such a goal is not easily aligned with the NASPE content standards. Using Sport Education as the format and structure for the delivery of physical activity, there is an alignment with Standards 3, 5, and 6, with some consideration to Standards 1 and 2 in helping students learn how to play, referee, and coach physical activities in the physical education program. The larger goal of understanding how society impacts the scope and nature of participation in physical activity is not a focus of any of the current NASPE standards. Perhaps discussions about this chapter may plant some seeds for further revision of the standards, or at least beg the question as to whether this should be a priority for physical education programs in American schools.

### **Benefits and Limitations of the Model**

There are at least three major benefits for teachers and students with a CS approach as part of a physical education program at the middle or high school level. First, many physical education teachers will see the relevance of “foundation courses” such as sociology, philosophy, psychology, and exercise physiology in their undergraduate major, and many will find teaching about the sociocultural dimensions of physical activity intellectually stimulating. Second, activities and discussions that allow students to connect their interests and involvement in physical activity outside of school will make for more meaningful physical education lessons. The following quote from the transcripts of Kinchin’s (1997) research describes an additional student perspective on the relevance of the CS assignments and class-based discussions during physical education to his life outside of his class and his high school.

*There is always going to be discrimination and there is always going to be problems arising . . . it is just when we were talking about the conflicts like the funding [of school sport] and the discrimination issues, sexual discrimination, racial discrimination [in sport] . . . I mean we also touched on sexuality. I mean these are problems that you deal with in everyday life. When you turn on the TV and there they are not just in sports but in the workplace. (High school student interview)*

Third, this curriculum has the potential to engage students in new ways with and about physical activity, and help them become more informed (i.e.,

literate) and critical consumers of physical activity and sport in their own lives, and become aware of the significance of sport in their community and society at large. This could provide those alienated from physical education with a chance to understand why, and perhaps get reconnected in other ways.

We would suggest there are three substantive limitations to the model given our experience with it, current realities of the American public school, and conversations with teachers who have pondered the relevance of the model for their physical education programs. The first limitation relates to allocated time for physical education in the American public school. Allocated time for physical education in middle and high schools has decreased in recent years. Daily enrollment in physical education classes dropped from 42% to 25% among high school students between 1991 and 1995 (Centers for Disease Control and Prevention, 2004). Consequently, there is increased pressure on teachers to maximize students' class time engaged in moderate and vigorous activity. Taking class time to discuss the role of sport in students' lives, and in the life of their school and community, may not be a priority for teachers. We suggest that time spent in such discussions may lead to a better understanding by students of the role of sport and physical activity in developing their own and others' healthy lifestyles. However, like many claims for physical education, we don't have any solid evidence to support this position. At this time, our claims are a leap of faith. The second limitation with implementing the model is teacher expertise. Although prospective teacher candidates take courses on the sociological, psychological, and biological dimensions of sport and exercise, there is little, if any, discussion in these college classes of the relevance of this content for K–12 students and programs. Because this model actually demonstrates an application of some of this coursework, and represents a link between theory and practice, it would be appropriate for physical education faculty to introduce this curricular model as a way of helping teacher candidates better see the relevance and application of this coursework. There are few, if any, opportunities in American schools to learn how to teach adolescents about these dimensions of physical activity. Discussion of concepts of health-related fitness, such as the fitness-based education curriculum as discussed in Chapter 13 would be an exception. Many physical education teachers who don't teach health have little to no experience teaching "academic" content in a classroom setting. A third limitation is access to classroom space. Schools in many districts lack adequate space to teach traditional physical education programs, and finding an alternate classroom space to accommodate debates, group projects, lectures, and classroom work would be quite challenging for teachers. It should be noted that we did not include the "lack" of alignment of the CS curricular model with the NASPE standards as a limitation. We would argue this is an important addition to the standards, not a limitation of the model.

## Sample Unit of the Cultural Studies Model

The following Cultural Studies block plan (see Table 12.4) was designed for a high school physical education class. We studied the impact of the CS curriculum unit on these urban high school students (Kinchin, 1997). The physical education teacher helped design and pilot the initial ideas for this curricular approach. This was a second time for her to teach a CS module, but the first time for the students to experience this approach to teaching.

The goals of the 20-day integrated unit of volleyball incorporating both physical activity and Cultural Studies component were designed to:

1. Provide students opportunities to perform fundamental skills pertinent to volleyball (Standard 1).
2. Help students carry out appropriate volleyball strategy and tactics during game play, and exercise leadership through use of correct game rules, court etiquette, and non-playing roles such as referee, coach, and statistician (Standards 2 and 5).
3. Allow students opportunities both individually and as a group to gather information, share, and critique the position and role of volleyball within their immediate families, school, community, and wider society (Standard 6+<sup>3</sup>).
4. Expose students to unique events and customs associated with sport as a participatory activity organized on many levels, by using volleyball as an exemplar (Standard 6).
5. Address issues in contemporary sport such as the impact of sport media, gender, and how the sport body is portrayed by different entities, using the game of volleyball as the central focus for such discussions (Standard 6+).

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## Learning Activities and Assessments for Use with the Model

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Here we outline some examples of **assessments** that have been used during the CS unit and offer some examples of work completed by the high school students and physical education teacher candidates.

**assessments** Gathering information about students' abilities and understanding.

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<sup>3</sup> Extends Standard 6 in ways not necessarily envisioned or endorsed by NASPE.



**TABLE 12.4****Unit Plan for a Cultural Studies Unit Using a Sport Education Volleyball Season**

Practical (Sport Education) Element	Theoretical (Cultural Studies) Element
<p><b>Lesson One</b>  Welcome students  Provide an overview of unit  Form teams and determine student roles as in Sport Education curriculum</p>	<ol style="list-style-type: none"> <li>1. Students complete pre-unit survey instrument.</li> <li>2. History and development of volleyball (slide show using Powerpoint).</li> <li>3. Inform students of the final project: a 5-minute presentation on an element of sport of their choice. Students will be informed that the coming weeks will expose them to several issues in contemporary sport pertinent to volleyball. They may wish to apply one of these theoretical concepts to an activity of their choice.</li> <li>4. Hand out worksheet with some helpful guidelines for the final presentation.</li> </ol>
<p><b>Lesson Two</b></p>	<ol style="list-style-type: none"> <li>1. Discuss geography of volleyball; where the game is played and who tends to play, and who is most successful.</li> <li>2. World map activity: use pins to mark nations that play volleyball. Discussion: What do students notice about the distribution of the nations?</li> <li>3. Rules, terms, strategies: give out teacher-produced handout for quiz on 11/19.</li> </ol>
	<ol style="list-style-type: none"> <li>4. Homework #1: "Volleyball in the Community": students will design a volleyball flyer to advertise a volleyball camp in their local communities. The flyer should include a description of its purposes, location, and how it will be organized to ensure all who attend can participate with enjoyment. Limit to one page of written accompanying text. Due 11/12 when students will present their flyers in class.  Give out worksheet for students to help them complete this task.</li> </ol>
<p><b>Lesson Three</b>  Warm-up (stretching and circle drill)  Beginning volleyball skills, bump, set and serve; 3v3 team practice</p>	Remind students that flyers are to be brought to class tomorrow.

*Continued*

**TABLE 12.4****Unit Plan for a Cultural Studies Unit Using a Sport Education Volleyball Season—Cont'd**

Practical (Sport Education) Element	Theoretical (Cultural Studies) Element
<b>Lesson Four</b>	<ol style="list-style-type: none"> <li>1. Students present their flyers to peers in 1-minute presentations.</li> <li>2. The organization of volleyball: community, high school, college, and professional; provide data from the OSU Women's Volleyball Program 2009–2010 roster, and from the rankings of the top U.S. high school teams. Discussion: What are students' reactions to these data in terms of where volleyball is played and who plays?</li> <li>3. Hand out "Family Multiple Choice Quiz," on the history, rules, and terms of volleyball. Students have a family member complete quiz, and bring the item to class on 11/14.</li> </ol>
<b>Lesson Five</b> Warm-up: spike and the block 3v3 practice in teams	
<b>Lesson Six</b> Warm-up: dink and back set 3v3 practice in teams	
<b>Lesson Seven</b>	<ol style="list-style-type: none"> <li>1. Teacher-constructed written quiz (30 minutes).</li> <li>2. In teams, collate scores from family members' performance on the quiz. Use guiding questions worksheet to discuss and record responses.</li> <li>3. For those who finished brainstorm, respond to the statement: "Why is participation in volleyball as popular as soccer as a global sport?"</li> <li>4. Whole class discussion on family quiz reactions.</li> </ol>
<b>Lesson Eight</b>	<ol style="list-style-type: none"> <li>1. Volleyball in the Olympic games: history, discussion of medal winners, participating countries, and rise of success of the U.S.</li> <li>2. Atlanta 1996: The introduction of beach volleyball. Discuss most successful teams and players, and patterns of sponsorship and development of professional code in the form of a timeline.</li> </ol>

*Continued*

**TABLE 12.4****Unit Plan for a Cultural Studies Unit Using a Sport Education Volleyball Season—Cont'd**

Practical (Sport Education) Element	Theoretical (Cultural Studies) Element
<b>Lesson Nine</b> Warm-up: practice games 3v3; scrimmage 6v6 with other teams Offensive and defensive strategy	Watch segments of 1980 and 1996 Olympic volleyball videos.
<b>Lesson Ten</b>	<ol style="list-style-type: none"> <li>1. Volleyball and the sport media: students complete newspaper assignment of the coverage of sport (including volleyball) during the Olympic games.</li> <li>2. Discuss findings related to sports covered, athletes features by race, gender, and sporting activity.</li> <li>3. Homework: find an article/advertisement connected with volleyball from books, magazines, or the Web, and write a reaction to the piece (1/2- to 1-page maximum). Submit by 12/2.</li> </ol>
<b>Lesson Eleven</b> Scrimmage 6v6 Continue with offense and defense	Show Liz Masakayan performance tips video (10 minutes).
<b>Lesson Twelve</b>	<ol style="list-style-type: none"> <li>1. Volleyball and the image of the body: show snippet of beach volleyball (5 minutes). Show selected items from the Bud Light Men's and Women's Volleyball League (10 minutes). Class discussion: What do we notice about the appearance of the players? How are the players' performances described? Who endorses the players and the event and why?</li> <li>2. Refer to <i>Journal of Sport and Social Issues</i> 1992 article that summarizes differences in language used by commentators to describe men's and women's execution of volleyball skills in the Olympics. Were there differences or similarities in the data from the article and the earlier videos?</li> </ol>
<b>Lesson Thirteen</b> Introduce refereeing and line-judging roles as in Sport Education Practice calls and appropriate signals Practice how to umpire a game Use of red and yellow cards Practice in 6v6 structure with "duty team"	

Continued

**TABLE 12.4****Unit Plan for a Cultural Studies Unit Using a Sport Education Volleyball Season—Cont'd**

Practical (Sport Education) Element	Theoretical (Cultural Studies) Element
<b>Lessons Fourteen/Fifteen</b> Preparation for tournament in teams, individuals drills, 3v3 within teams, and scrimmage against other teams 6v6.	
<b>Lesson Sixteen</b>	Guest speaker: “Women and Minorities in Sport”
<b>Lessons Seventeen/Eighteen</b>	Student final presentation
<b>Lessons Nineteen/Twenty</b> Final culminating event	Students complete post-unit questionnaire

The nature of these exemplar assignments most closely sit with Standard 6, although we do acknowledge that this alignment is, at best, moderate. The growing interest in student voice (see Thomson & Gunter, 2006) potentially offers opportunities for students to engage in either individual or group-based research (recognizing the persisting group emphasis) in their own setting and spaces on matters related to physical education, physical activity, and sport and use data as a means for promoting debate, stimulating action, and advocating change. We hope these activities illustrate the range of ways in which students can engage with specific issues of gender, race, age, disability, and so on.

### Posters/Flyers

Students complete some projects, which are shared with peers either as individuals or as a team. In keeping with the theme of volleyball in the unit described earlier, students could design a flyer to advertise a volleyball camp in their local communities. The teacher provides the following prompts to support completion of the task and its assessment:

- When and where will the volleyball camp take place?
- What facilities are available?
- Who within your community can attend the volleyball camp? Why?
- What is the purpose of the camp? What will participants do at the camp?
- How will the camp be organized to ensure all who attend can play?
- What else can you include to make the camp appealing and attractive?

In the unit where this was done, the teacher gave credit to each student who completed and submitted a flyer with the basic components included. There is scope to offer extra credit in relation to appearance, creativity, use of technology, and when attention is given particularly to issues of equity and



inclusion. A refinement of the assignment could be to have the students design a flyer to motivate other students who are alienated from physical activity to participate in a camp. They would discuss how to appeal to those students (e.g., older, special needs, non-athletic, low-fit).

### Individual Presentations

High school students have also given short individual presentations during the CS unit. Students selected a particular aspect of sport within an activity of their choice, and discussed its position in their lives and society. The goal was to have students gather information about a topic and discuss, question, and critique the contribution of that aspect of sport/physical activity to their lives or to the local and national sport culture. This type of work could be viewed in support of Standard 6 of the NASPE content standards. Although the standard is focused on the intrinsic benefits of sport and physical activity, a Cultural Studies approach seeks to also look at some of the negative consequences of sport engagement or the lack of access for specific populations to parts of this infrastructure, and encourages students to do something about that in appropriate and practical ways. The following guidance was offered to students to assist in their preparation:

- What sporting issue did you choose to investigate?
- Why did you choose this particular activity? How does it relate to your life?
- Why did you choose this way of presenting?
- How did you react to what you found (positive and negative aspects)?
- What is the most interesting thing you found out and why?
- Does anything concern and/or surprise you? Why is this so?

In response to this task, students have given presentations on the following topics:

- Differential media coverage of men's and women's basketball
- The rules of basketball
- Women's gymnastics and the Olympics
- African-Americans and basketball
- Women's clothing and the Olympics
- The stresses of youth soccer
- Skateboarding

The task could not be revised to allow students to modify an existing game to appeal to “non-traditional” students (however one wanted to define this category of students), or to allow a new game to be created that would appeal to a broader range of students.

For purposes of assessment, Beach and Marshall's (1991) taxonomy was applied. This taxonomy represents a hierarchical framework setting out the range of responses that emerge when students engage in the reading and study of text (Carroll, 1994). Carroll indicated engaging with text suggests a reluctance among students to probe further, whereas judging the text points to a more complete critique where opinions are more sophisticated and analytical. The response levels by Beach and Marshall include: 1) Engaging, 2) Describing, 3) Explaining, 4) Interpreting, and 5) Judging, where writing can range from ‘Engaging’ (stating an emotional reaction in the absence of reasoning) to ‘Judging’ (critiquing action and thoroughly exploring issues with a view to hypothesis building). These ‘levels’ are more thoroughly set out in Table 12.5.

Beach and Marshall's taxonomy can allow a teacher to make some distinction between verbal presentations where students describe events and facts (e.g., the rules of a game) and those where students offer a more personal analysis and reflective critique of an issue (body image in sport). Here are some segments from high school student transcripts that illustrate the difference in the levels of analysis and critique:

*I am going to be talking about the rules of football. Football is played by two teams of eleven players each. The idea is to move the ball across the opponents' goal-line. This results in a touchdown. The team then attempts to kick the ball across the goal-line over a crossbar and between the two up-rights. This is called a field-goal. It is worth three points. The football playing field is a rectangle. It can be played on grass or Astroturf. The distance between the two end lines is 100 yards. (High school male)*

In contrast to this descriptive view of football rules, another student brought in a newspaper article, which set out efforts by one eastern state to curb inappropriate examples of competition within youth soccer. She provided a summary

**TABLE 12.5****Beach and Marshall's (1991) Taxonomy of Verbal Presentations**

Engaging (E)	Readers are engaging with the text whenever they articulate an emotional reaction . . . readers may simply state their initial emotional reaction without examining the reasons for that reaction (pp. 28–29).
Describing (D)	Readers describe a text when they restate or reproduce information that is provided in the text (p. 28).
Explaining (EX)	Why characters are behaving as they are (p. 30).
Interpreting (I)	When we make interpretations we are usually answering the question “What does this text say?” . . . a reader must first adopt a certain stance (pp. 32–33).
Judging (J)	We make judgments about characters . . . we may view their actions as appropriate/inappropriate, right/wrong . . . for a more thorough exploration of the issues involved that can lead to hypothesis building (p. 33).

of this article, and appraised the piece in light of her own experiences. The following transcript illustrates where the content of this presentation was more evaluative and reflective, and indicates some evidence of an ability to be an informed participant and critical observer of sport and physical activity:

*I am going to talk about reducing the pressure on youth under 12 that play soccer because from experience . . . it is not like a recreational sport. It is, you win, win, win and if you don't then you practice, practice. I can remember I also ran track when I played soccer. I would go from running about three hours of track and straight to soccer. If you did not win, you would practice more . . . it was crazy. In Massachusetts there is a youth soccer association where the President and three other guys . . . they don't want to have this type of competition . . . they have high drop-out rates or poor instances of sportsmanship and they decided that the problem is too much pressure from adults. Adults really don't know how hard it is to play a sport unless they have played it themselves. The problem lies with parents that have not played soccer. Soccer is a game and for youth players it should be fun too. We would go to a tournament and would play four games in a day. After the second game there is no way that you can give your all and they [coaches] expect you to win. I was not even having fun. We were so drilled at running. We were not even friends on our team; we were more like enemies. (High school female)*

Beashel and Taylor (1992) published a series of active learning sport assignments for teachers to use with British middle and high school students. These assignments were designed to provide a series of active learning experiences to help students learn about sport. The activities help students question, discuss, explain, and clarify issues related to the management, administration, and vocational aspects of sports. One set of assignments focused on the price of excellence, as in the drive and dedication to be a first class athlete at a young age, and the stresses and strains associated with these goals for parents, athletes, and their siblings. They could be substituted for this assignment.

## Journal Writing

**INDIVIDUAL JOURNAL.** Journals have been used to enable students to reflect upon and share their views, attitudes, and beliefs about learning experiences presented in class. High school students have completed individual journals in response to particular aspects within the sport studies component of the CS unit (reacting to sporting advertisements), and with the Sport Education component (working in a team and as a team). Some questions in the high school volleyball CS unit included:

1. Today we learned a little of the history of volleyball. What was the most interesting thing you learned, and why was this interesting for you?
2. What do you like or dislike about the volleyball team you are on? Explain.
3. What reasons do you have why volleyball appears to be such a popular sport played by friends and families in yards and parks, and during vacations/holidays?
4. Look at the photograph of the female beach volleyball player. Write a reaction to this picture.
5. What pleased you most about the volleyball culminating event? What encouragement did you get from your team?

Of course the focus of the journal might reflect particular local/regional physical activity issues and interests.

Using Beach and Marshall's (1991) taxonomy presented above, Kinchin (1998) analyzed the content of student journal entries to report the range of responses following prompts provided by a high school teacher on topics related to body image, sport media, and the status of women's sport (via advertisements, written text, and photographs). The content of students' journal entries suggested high school girls were generally troubled by the nature of these items. One high school female student wrote the following response to an advertisement calling for male basketball players to practice with women:

*At first my reaction was anger because I thought they needed male basketball players to teach women how to play. Because of the*



*unfairness and inequality between men and women, it causes some immediate anger because I am so used to seeing men viewed as more athletically inclined than women.*

The extent to which boys acknowledged the challenges women face in sport was minimal. This was even more so from the higher-skilled male students. Indeed, the large majority of their comments reinforced some of the taken-for-granted assumptions about women in sport. One high school male student wrote on the issue of sport clothing and body image as follows:

*I think wearing skimpy outfits and being males' sex objects, I think is alright with me. That is the only reason I watch beach volleyball and gymnastics. I think nobody would watch that stuff if women were wearing long stuff like the men did.*

**GROUP JOURNALS.** We have had high school students complete some journal items as a team. The following is a group journal task that was used in one session:

*Group Journal Assignment: In your sport education teams, huddle around and look at the following short article. The athletes in this article claim their sport is not viewed legitimately. Who perpetuates this image of beach volleyball in our society? Is it correct? What other sports seem to face similar problems? Why is this? Has anybody on your team confronted a situation where they felt they were not being taken seriously in their sport, or were looked at in an unacceptable way? What were the reasons for this?*

*Captains: Write down a brief summary of the different reactions/experiences.*

*Equity officers: Be prepared to provide a 2-minute summary for other teams in the class.*

With a college-level class of physical education teacher candidates, Table 12.6 provided a rubric for guidance on the assessment of individual journal writing. The table includes an example of what might be written at each level.

### **Team Portfolios**

There is considerable potential for including student work produced during a Cultural Studies unit within a 'team portfolio.' Kinchin (2001) discussed how team portfolios were used in the context of a 15-day unit experienced by physical education teaching majors. These portfolios included many pieces of work (e.g., team philosophy statements, self-assessment of performance, player profiles, team emblems/shirt designs, sample journal entries, team photographs). As Kinchin (2001) indicates, teams can be assessed using a four-level rubric to set out the range of attainment in relation to key expected elements of the port-

**TABLE 12.6****Modified Rubric for Assessment of Journal Items**

Level	Criteria
0	The student does not write anything, or what is written does not make sense or is illegible. <i>I think that. *^%\$#@! It is OK. It is fun. ZZZZZZZZ</i>
1	The student's writing is descriptive in nature in response to a particular journal prompt. <i>We are having fun playing volleyball. Our team is playing well together. I have no comment really. I do not care about it that much.</i>
2	The student's writing includes description, but expands to attempt some justification/rationale/explanation for their views or reactions, which might be accompanied by an example from class or personal experience if appropriate. <i>Our team is very supportive of one another. We regularly warm up together and follow the directions of our team leaders and captain. I believe that this is because of the responsibility each person has in order for the team to play and practice effectively.</i>
3	The student's writing shows evidence of description, justification, and evaluation where they make judgements about the issue or actions of others. The journal item is scrutinized and thoroughly explored with the intention of being reflective/critical and analytical in their reactions. <i>My role is that of the coach. I have the responsibility of leading drills and assisting the captain in his/her duties. Coaching and teaching are very similar and both require knowledge of the game and how to motivate players. Today nobody is an island. Inter-dependency is so crucial to success in sports and in other areas of the work force. This inter-dependency is particularly critical in how we learn. We can learn from each other and not just from the instructor, and such an arrangement makes the situation learner-centered.</i>

folio and where students have gone beyond the minimum expectations. For example,

- **Level 1** is awarded for the non-submission of a portfolio.
- **Levels 2 and 3** are differentiated by the overall organization of the portfolio, the level of generality and/or specificity of the expected contents such as journal responses, the number of additional artifacts presented, and the quality of the presentation (hand-written). Some information may be missing. The significance of the items presented is either absent or implicit.

- **Level 4** meets all criteria related to expected content plus the inclusion of a set number of additional artifacts and journal/diary elements. The portfolio is organized, simple to follow, and presented in a neat and creative manner where the significance of the items in relation to the team is outlined.

### **Personal Sport Autobiography Assignment**

The task of this presentation is to allow students to take a critical look at their own personal sport history (or a small section of it in the form of a particular event), and write an account. The assignment would aim to be relatively brief in length (two to three double-spaced pages), and might be informed by the following guidelines:

1. As you consider your own sport history, what factors have supported your efforts to participate in physical activity/sports (home influence, school, etc.)?
2. What factors have prevented you from participating in certain sports that you would have liked to have played, and never got the chance (discuss your feelings about this)?
3. To what extent have the experiences set out within this mini-autobiography shaped your views on participating in physical activity?

This type of assignment is intended to help high school students “begin to understand how adult work and family roles and responsibilities affect their decisions about physical activity and how physical activity, preferences and opportunities change over time” (NASPE, 2004, p. 39). It goes beyond family to look at local and national infrastructure and policies that impact on such decisions. Such assignments add a different experience for students to achieve the NASPE content standards.

### **Community Mapping**

Every school is located in a community, and that community has a history and current resources that can enhance the learning experiences in physical education. Too often, we miss the opportunity to incorporate the community in enhancing students’ learning and their experience of active lifestyles. Physical education teachers should introduce students to the sport, fitness, and recreation programs and facilities that exist in and near the students’ local community so students can learn about and access these amenities and services during non-school time. The resources of the community can be used at various times to support and complement the physical education program. Community mapping promotes increased interaction between the school and the community, engaging teachers and students in systematic information gathering about use of the

community in the planning of your teaching and in optimizing the learning of your students (O'Sullivan, Tannehill, & Hinchion, in press).

### **Additional Learning Activities Appropriate for the Model**

There are several other learning activities that would be appropriate for this curricular approach. Activities and assignments related to Sport Education have been described in Chapter 11, and are not the focus of this chapter. This section of the chapter will focus on activities that enhance students' sport literacy and critical consumer skills. The first is the analysis of sport coverage in the school. In this activity (see Table 12.1), students work in small groups (could be the Sport Education teams) to understand the role that physical activity plays in the life of their school, as portrayed in the school media outlets. The goal will be for students to develop an awareness of not only which sports and physical activities are featured in the students' media guides, but also how that presentation has changed over time, in terms of the types of physical activities that are allocated space and the interaction of race, ethnicity, and ability in these text and photographic representations. A second activity (see Table 12.7) has students review data from the Centers for Disease Control and Prevention data set (2003) on barriers to young children's participation in physical activity as perceived by their parents. Students are asked to summarize the key findings, to determine to what degree students in their class would agree with these barriers to activity, and make recommendations that could be implemented in their school to minimize these barriers. A third activity involves an analysis of the school sports program, in terms of the budget allocated to different physical activities at the school and the number of students who are participating in those activities (see Table 12.8). Students share their analysis of the school's physical activity budget with their peers.

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## **Disadvantages and Cautions to Teachers in Development of the Model**

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For many physical education teachers, especially those who are not health teachers, the ideas presented here subscribe to a different role for the physical education teacher. Those teachers who would enjoy the opportunity to discuss contemporary issues of sport and physical activity with their students would be most quickly drawn to this curricular model. There are four cautions we suggest as you think about implementing some of the ideas presented in this chapter. First, develop and deliver one unit for one class initially. You need student buy-in to such a different model, so choose a class you feel would be most receptive to these experiences. Second, balance the class time with a focus on

**TABLE 12.7**

**Percentage of Parents of Children Ages 9–13 Years Who Reported Barriers to Their Children's Participation in Physical Activities, by Barrier and Selected Characteristics (Youth Media Campaign Longitudinal Survey, United States, 2002)**

Characteristic	Transportation Problems		Lack of Opportunities in Area		Expense		Lack of Parents' Time		Lack of Neighborhood Safety	
	%	(95% CI)*	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)
Sex										
Female	26.9	(±2.7)	20.8	(±2.3)	47.5	(±3.2)	22.8†	(±2.2)	17.6†	(±2.3)
Male	24.4	(±2.6)	19.5	(±2.0)	45.8	(±2.7)	19.2†	(±2.4)	14.6†	(±1.9)
Age (yrs)										
9	25.6	(±3.7)	20.5	(±3.1)	46.3	(±3.3)	20.3	(±3.6)	16.9	(±2.9)
10	26.2	(±3.5)	19.2	(±3.5)	46.4	(±3.9)	21.6	(±3.4)	18.0	(±3.4)
11	26.1	(±4.3)	21.1	(±3.1)	46.0	(±4.6)	20.7	(±3.2)	16.9	(±3.6)
12	24.9	(±3.0)	20.0	(±3.7)	49.0	(±3.6)	20.8	(±3.2)	15.9	(±3.0)
13	25.2	(±3.1)	19.8	(±3.5)	45.4	(±4.2)	21.5	(±3.1)	12.4	(±2.7)
Race/Ethnicity‡										
Black, non-Hispanic	32.6†	(±4.8)	30.6†	(±5.7)	54.9†	(±6.2)	23.3	(±5.6)	13.3†	(±3.3)
Hispanic	36.9†	(±5.8)	30.8†	(±3.6)	62.3†	(±5.5)	23.3	(±4.7)	41.2†	(±5.8)
White, non-Hispanic	18.9†	(±2.3)	13.4†	(±2.1)	39.5†	(±2.5)	19.1	(±2.1)	8.5†	(±1.5)
Parental education										
<High school	42.7†	(±7.2)	36.7†	(±6.2)	65.9†	(±7.7)	27.3	(±6.6)	42.9†	(±7.3)
High school	32.3†	(±3.6)	23.8†	(±3.7)	54.8†	(±4.3)	20.5	(±3.1)	18.2†	(±3.4)
>High school	19.3†	(±2.0)	15.4†	(±2.2)	39.2†	(±2.5)	20.0	(±2.4)	10.2†	(±1.5)
Parental income										
≤\$25,000	44.5†	(±4.7)	35.6†	(±4.4)	70.6†	(±4.6)	25.6†	(±3.5)	29.4†	(±4.0)
\$25,001–\$50,000	28.9†	(±3.9)	21.9†	(±3.2)	53.6†	(±3.4)	20.4	(±3.1)	17.8†	(±3.1)
>\$50,000	14.4†	(±2.1)	11.5†	(±2.3)	30.8†	(±2.6)	19.0†	(±2.6)	8.6†	(±1.6)
Total	25.6	(±1.9)	20.1	(±1.7)	46.6	(±2.0)	21.0	(±1.6)	16.1	(±1.4)

\* Confidence interval.

† Statistically significant difference ( $p < 0.05$ ).

‡ Numbers for other racial/ethnic populations were too small for meaningful analysis.

Source: Centers for Disease Control and Prevention. (2003). Physical activity levels among children aged 9–13 years—United States, 2002. *Morbidity and Mortality Weekly Report*, 52(33), 785–788. Retrieved February 25, 2004, from <http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5233a1.htm>

**TABLE 12.8****Sport, Status, and Access**

Purpose of assignment	Understand the relationship between physical activity and the economy.
Materials needed	Your school's athletic department's budget for a fiscal year; student participation data for school sports for same year.
Procedure to complete task	In small groups, review the budget and participation data for your school. Discuss your findings in small groups. Prepare graphs showing how the budget was distributed, and its relationship to enrollment. Discuss access to participation from an equity perspective.
Rubric	

physical activity and integrating a discussion of the topics with the specific physical activity content focus. Third, choose a sport you are familiar with, and that you view as one of your teaching strengths. We chose volleyball simply because it was a content our teaching colleagues felt most comfortable with, because they had been longtime coaches and/or participants in the sport. Fourth, be prepared with a clear rationale for this curricular approach to your students, especially high school students, who will want to know the value of this for them. Their ownership of the content ensures meaningful engagement with the content. We suggest that you begin with in-class work assignments and work up slowly to out-of-class assignments (homework). We would recommend work that engages with local and regional issues and allows students opportunity to examine and debate these issues from a range of viewpoints. There is certainly no reason why students couldn't be encouraged to locate particular sources/prompts and bring them to class (e.g., local newspaper articles). Don't overuse the journaling activity. We found that asking students to write in their journal once or twice a week in a 5-day-a-week unit was about the limit of what they were willing to do if we wanted quality and reflective entries.

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## Summary

In summary, we would like to suggest that students are interested in the diverse world around them, and in interacting with that world in constructive and meaningful ways, if we present materials and information to them in forms that connect to their lives. Educating students to see themselves as part of this diversity and to be critical and reflective of their health and the sporting culture is an important part of their education. We think this is an exciting curricular model to engage them with these issues.

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