16th World Congress of International Association of Physical Education and Sport for Girls and Women

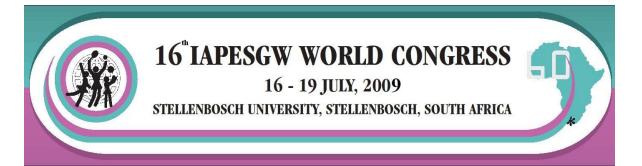
"PRACTICE AND RESEARCH IN PHYSICAL EDUCATION AND SPORT IN THE SPIRIT OF UBUNTU"

16 - 19 JULY 2009



University of Stellenbosch Stellenbosch SOUTH AFRICA

"Celebrating 60 years of International Commitment"



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President's Welcome

On behalf of the IAPESGW Executive Board, welcome to the 60th Anniversary World Congress, held in Stellenbosch, South Africa. This is truly a remarkable milestone for the organization and its members...60 years of international commitment to girls and women through physical education and sport. This congress would simply not have been possible without the capable leadership of the Local Organizing Committee. Please extend a warm-hearted expression of gratitude to the committee when you see them over the next few days.



This is the second time that IAPESGW has held its quadrennial world congress in South Africathe first in 1977 and the second in 2009. National policies and governance have changed dramatically over a little more than three decades in South Africa. The warm hospitality, remarkable leadership despite moments of challenge, and unflinching dedication to rights of girls and women through physical education and sport, however, have remained constant, vigilant, and synchronized with the core values of IAPESGW.

The Executive Board, in its leadership style, its future planning and initiatives, and this world congress, has endeavored to act in the spirit of UBUNTU. This congress is a particularly special one, as the association proudly honors its past while framing its future through congress themes in physical education and sport set forth by the Executive Board: lifelong learning, science and technology, diversity, and leadership. Please join us in this historic celebration by honoring those who have come before us, by making a difference while participating in the world congress, and by creating a future through association initiatives. By focusing on kindness and gratitude, empowerment and service to others, social justice, vision and mission with action, and worldwide networks involving all sectors of societies, we can create a future where girls and women integrate global transformation through physical education and sport.

Use this world congress to continue to transform the quality of life through physical education and sport in the spirit of UBUNTU!

All the best,

Darlene A. Kluka, Ph. D., D Phil, IAPESGW President (2005 - 2009)

Sarleneaslens

LOCAL ORGANISING COMMITTEE

Doreen SOLOMONS (Chair)

Alrine RODGERS Omega Institute

Elmarie TERBLANCHE University of Stellenbosch

Liz BRESSAN University of Stellenbosch

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Mee Lee LEUNG Hong Kong

Lynn EMBRY Australia

Paola WOOD South Africa

Congress Website and Book of Abstracts Sálmar Burger, University of Pretoria **Parallel Session 1: Sport Science and Technology**

PERCEPTIONS OF BOTSWANA FEMALE ATHLETES ABOUT HIV/AIDS AND SPORTS: A QUALITATIVE ANALYSIS

ABSTRACT ID162

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Introduction

HIV/AIDS is the leading cause of morbidity and mortality in Sub-Saharan Africa. Despite the importance attached to HIV/AIDS education and prevention in public health, very few studies have examined issues related to the pandemic among sports women. This study was therefore designed to investigate the perception of 407 sports women, who were drawn from secondary schools, tertiary institutions and national sport federations in Botswana.

Methods

The athletes, who were aged 15-30 years, participated in the following sports: athletics, netball, soccer, softball and volleyball. Data were collected using questionnaires and structured interviews. Results were analysed qualitatively.

Results

Many of Botswana sports women have misconceptions about mode of transmission of HIV. They commonly believe that sporting environments promote sexual promiscuity and that athletes are more sexually involved than non-athletes. Some of the female athletes admitted that they were at risk of contracting HIV in future. The athletes admitted that they would not feel comfortable competing against HIV positive sports women based on the fear that they might be infected. Among the athletes, preferred HIV prevention methods include undergoing HIV test, being faithful, having one sexual partner and condomising.

Conclusion

The findings have practical implications for designing HIV/AIDS education and prevention strategies as well as policies targeted at sport persons are discussed.

NUTRITIONAL STATUS OF SOUTH AFRICAN WOMEN BETWEEN THE AGES 18 AND 22 YEARS

ABSTRACT ID138

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Introduction

Osteoporosis - characterized by low bone mass and structural deterioration of bone tissue, leading to bone fragility and an increase risk of fracture - is a disease affecting many millions of people around the world, especially women. An appropriate supply of calcium and vitamin D to bone is essential at all stages of life. During childhood and adolescence bone formation is dominant as bone length and growth increase with age, ending in early adulthood when peak bone mass is attained in females. Osteoporosis induced fractures cause a great burden to society, as it is expected to rise to 6 million cases worldwide by 2050. Iron deficiency is the most common and widespread nutritional disorder in the world, affecting a large number of children and women in developing countries. Two billion people, which is 30% of the world's population, are anaemic - many due to iron deficiency.

Objective

The aim of this study was to determine the nutritional status of a representative group (n=51) of young South African women, between the ages of 18 and 22 years.

Methodology

A 24-hour recall combined with a food frequency questionnaire was completed by the participants. The dietary information obtained was processed using FoodFinder3 to obtain the nutrient intake of the population and results were statistically analysed by SAS statistical to compare regular intake to the standard RDA recommendations.

Results

The total energy (kJ) intake in females (9551.94;4937.41) indicated no significant difference (p>0.05) when compared to the RDA of 9205 for the same age group. There were no significant difference (p>0.05) found in the % total protein energy intake and the % fat intake consisting of SFA (saturated fatty acids). However the total % fat energy intake was significant (p<0.05) higher in the females (3.67;11.61), whilst the MUFA (monounsaturated fatty acids) and PUFA (polyunsaturated fatty acids) intake also showed a significant difference (p<0.05). The CHO (carbohydrates) energy intake was significant lower (p<0.05) in females (-3.14;10.99). Results for the analysis of mineral intake (Ca - Calcium, Fe - Iron) compared to the RDA, reported significant lower (p<0.05) Ca (-546.21;477.17) and Fe (-2.7969;6.7131) intake in females.

Conclusion

Results indicated that the fat intake of women are significantly higher than the RDA, while lower values than RDA were found for CHO, Ca, Fe, Biotin, Vitamin D and Vitamin E. This can lead to women being overweight and increase their risk for obesity and heart disease later in life. An increased risk of osteoporosis and Fe-deficiency anaemia can be prevented with adequate intake of Ca, vitamin D and Fe intake in the form of food or supplementation.



AN EPIDEMIOLOGICAL STUDY OF PHYSICAL ACTIVITY PATTERNS AND WEIGHT GAIN IN PHYSICALLY ACTIVE AND SEDENTARY PREGNANT WOMEN IN PRETORIA

ABSTRACT ID241

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Introduction

Physical activity is very important for health and wellbeing in all populations (Dubnov et al., 2003; Li et al., 2003; Shin et al., 2004; Ignarro et al., 2006). Physical activity during pregnancy has been investigated for the potential benefits for the mother-to-be; including weight-control (Wiswell, 1996, Brown, 2002; Lumbers, 2002; RCOG, 2006;).

Aims

To describe the physical activity patterns of pregnant women in Pretoria and examine the related weight gain differences of physically active and sedentary pregnant women.

Methodology

Gynaecologist's and prenatal class participants in their second and third trimesters of pregnancy were also encouraged to take part in this questionnaire-based study. The inclusion criteria for the study were (a) Pregnant women between ages 22-38 years old; (b) BMI values between 18.5-29.9 kg/m²; (c) Second and third trimesters of pregnancy; (d) Physically active and sedentary women. Participants were excluded from the study if they (a) Had Diabetes mellitus (b) Had a BMI <18.5 kg/m² or >30 kg/m²) (c) Were elite or national sport team members (d) Were heavy smokers or drinkers (Ochsenbein- Kolble et al., 2006; ACSM, 2006). Seventy-eight pregnant volunteered to anonymously participate in the study. This epidemiological cross-sectional study utilised a modified EPAQ-2 questionnaire to investigate physical activity patterns of pregnant women in Pretoria and the BMI of each participant was calculated (Thomas & Nelson, 2001; Heyward, 2002, Medical Research Council, Copyright 2003-2008). The weight-gain of these pregnant women was calculated to determine possible associations with physical activity level. Activity levels of pregnant women in their second and third trimester were compared, to investigate how the progression of pregnancy affects this variable.

Summary of results

The mean, range and standard deviations were used to describe the results. Non-parametric statistics were used in order to determine whether or not the investigated associations existed. The Chi-square test was used in this case to test the relationship on the 10% level of statistical significance (Hair et al., 1998). Of the pregnant women (n=78) who participated in the study; 31 (39.7%) were in their second trimester and 47 (60.3%) from third. 30.8% were relatively inactive, 52.6% relatively active and 16.7% very active. 45.5% of the pregnant women's weight-gain was within the recommended weight-gain range as prescribed by the American Pregnancy Association (2008), while 28.6% and 26.0% were below and above respectively. Non-parametric statistics revealed no association between trimester and activity level; however, at the 10% level of significance, one existed between physical activity level and weight-gain: very active pregnant

women tended to fall below the recommended weight-gain ranges while relatively inactive pregnant women tended to be above. Over half the pregnant women were relatively active and just under half fell within the recommended weight-gain ranges. The pregnancy trimester did not affect the level of physical activity of pregnant women in this study, this is in contrast to findings by other researchers (Clarke & Gross, 2004; Evenson et al., 2004; Duncombe et al., 2007) while; physical activity had a positive effect on weight-gain during pregnancy. Moderate activity is recommended for optimal weight-control benefits (Ezmerli, 2000; Rooney & Schauberger, 2002).

Conclusion

The current study supports the findings by Rooney & Schauberger (2002). and concludes that leading a moderately active lifestyle during pregnancy can have weight-control benefits. Physical activity patterns amongst pregnant women have been found by current research to decline as pregnancy progresses (Duncombe, 2007). The current study did not support these findings as no relationship was found between the trimester that a woman is in and her physical activity level. The cross-sectional study design may have been a limiting factor.

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Parallel Session 2: Sport Science and Technology

DIABETES: A GLOBAL COMMUNITY EPIDEMIC

ABSTRACT ID174

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Approximately 200 million people live with diabetes globally. By the year 2025, the number will reach 333 million, with estimates of 360 million by 2030. It is estimated that 3.8 million deaths occur each year from diabetes. According to the World Health Organization, the top 10 countries include India, China, USA, Indonesia, Japan, Pakistan, Russia, Brazil, Italy and Bangladesh. International Diabetes Federation (IDF) indicates that type 2 diabetes now affects 6% of the world's adult population, with the Western Pacific and Europe having the highest numbers. According to Silink (2007), generations of leaders have largely ignored diabetes for 50 years. The U.S. Centers for Disease Control and Prevention (Atlanta) predicts 1 of every 3 children born in 2000 will be diagnosed with diabetes. Less than 20 years ago, type 2 diabetes accounted for fewer than 3% of new diabetes cases among children. Forty-five percent of new diabetes cases among adolescents worldwide are type 2. IDF (2008) reports that over 200 children are diagnosed with type 1 diabetes daily. The reality is that many children in these countries die soon after diagnosis. Research funding, diabetes awareness, educational programs, access to medications and supplies, and programs that provide fitness and weight management are necessary to fight the diabetes epidemic. Women, as nuclei of families, must advocate for programs provided to children of the world that allows them to develop fitness and sport skills for a lifetime of health and weight management. The IDF predicts the rate of diabetes will rise by 45% in developed countries, but by 200% in developing countries. A logic model will be presented that proposes unification of women in sport groups to raise awareness of diabetes and utilize physical activity and other health-related programs as vehicles for social change.

CREATING EQUITABLE MOTIVATIONAL LEARNING CLIMATES FOR ALL LEARNERS: AN OVERVIEW OF HIGH AUTONOMY PHYSICAL PLAY ENVIRONMENTS (HAPPE)

ABSTRACT ID348

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Introduction

Introduction. With the growing concern for health trends world-wide, efforts to create educational experiences that promote life-long engagement in physical activity are desperately needed. Research has shown that high autonomy physical play environments (HAPPE) result in better learning and create more equitable learning opportunities for females, individuals with disability, and learners with motor delays than traditional, teacher driven programs (Ames, 1992a, 1992b; Duda, Olson, & Templin, 1991; Papaioannou, 1995, 1998; Valentini & Rudisill, 2004a, 2004b). HAPPE (or mastery motivational climates) incorporate a systematic instructional approach that uses student-centered instruction to target both the motivational level of the student and the processes of learning. It is a type of climate where the primary emphasis is on the autonomy of the child. The teacher facilitates an instructional environment in which learners are given the opportunity to navigate their own learning that they deem appropriate for their level of development. The focus of a HAPPE is directed toward the process rather than on the product or outcome of learning. Implementation of high autonomy programs have important implications for practitioners who are faced with a growing need to provide instructional environments that accommodate all learners exhibiting varying degrees of ability levels. This presentation will provide an overview of achievement motivation theory, the theory underlying HAPPE; empirical evidence supporting the use of HAPPE in promoting equitable learning opportunities for learners; and strategies to implement HAPPE in physical education settings. A series of studies investigating the influence of HAPPE on learning, physical activity engagement, and motivation conducted at Auburn University's Motor Behavior Laboratory over the past 12 years will be reviewed. Particular attention will be paid to research findings pertaining to learning equity in physical education settings.

Methodology

Participants (N=41) 3 - 5 year old children enrolled in a head-start preschool program in rural Alabama were randomly assigned to a HAPPE intervention group (n=13) or Comparison (n=28) group. The HAPPE intervention consisted of 24 sessions (35 min each session) during a 12-week period. The Comparison group participated in the same amount of unstructured recess. Fundamental motor skills were assessed with the Test of Gross Motor Development-2nd Edition (Ulrich, 2000) prior to and after the intervention.

Results

A 2 (Group) x 2 (Gender) x 2 (Pre-Post-Intervention) ANOVA with repeated measures on the last factor was conducted for locomotor skills for each intervention. The results indicated that males (Pre-M=9.00, SD=1.07; Post-M=13.20, SD=.88) and females (Pre-M=6.50, SD=.844; Post-M=11.86, SD=.70) in the HAPPE intervention group both equally benefited from the program (p < .001). Participants in the Comparison did not show improvement in motor skill

learning over the intervention period.

Discussion/Conclusion

The results suggest that learning was significantly different from pre- to post-HAPPE intervention. However, males and females did not differ in the amount of change that occurred. These findings suggest that HAPPE promotes equitable learning opportunities for males and females as well as a variety of other promising outcomes.

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INFLUENCE OF DAILY MATERNAL PHYSICAL ACTIVITY IN IRAN ON PREGNANCY OUTCOMES

ABSTRACT ID198

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Introduction

Occupational and daily activities are suspected of having adverse influence on outcomes of pregnancy. Some epidemiological studies have observed a significant effect of some occupational conditions on fetal growth, including long hours of standing (Henriksen, Hedeggaard and Secher 1994), and lifting loads (Armstrong, Nolin and McDonald 1989). However, some studies showed no effect (Hatch, et al. 1997).

Aim

The purpose of this study was to evaluate the relationship between maternal exercise before and during pregnancy, energy expenditure and biomechanical load of daily activity during third trimester of pregnancy with birth weight and Apgar score.

Methods

Prospective study involved 115 pregnant women from a prenatal health care in Iran (Shiraz), ages 23 ± 4.2 from a prenatal heath care center. Information on daily physical and exercise activity and posture were collected using a personal interview during third trimester of pregnancy. Interview questions included duration and maternal posture of every kind of daily activities (lying, sitting, walking, running, lifting loads, standing and bending) during third trimester, exercise activity before and during pregnancy. Energy expenditure and biomechanical load for every kind of activity were accounted using duration of every kind of daily activity and related formula. Birth weights and Apgar scores were obtained from midwives, physicians and obstetricians. Spearman test were used for analysis of data.

<u>Results</u>

Findings of this study indicated that there was a significant positive relationship between maternal daily exercise activity before and after pregnancy (p=0.000); maternal daily exercise activity before pregnancy and birth weight (P=0.019); duration of lying or sleep position and Apgar score (p=0.002); maternal daily exercise activity during pregnancy and birth weight (p=0.030). There were no significant relationship between birth weight and biomechanical load or energy expenditure of daily activity. There were negative significant relationship between Apgar score and energy expenditure of daily activity, duration of standing and sitting posture.

Conclusion

our findings indicated that maternal exercise activity before and after pregnancy is positively related to birth weight, and maternal posture or energy expenditure must be considered cautiously modified regarding to Apgar score.

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EVALUATION OF PHYSICAL PROFILE OF FEMALE JUDOKAS SCHOOL AGE

ABSTRACT ID266

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Introduction

Advances in knowledge, technologies and techniques in training, are contributing to a notable improvement in the assessment of the athlete. This is providing a solid basis for analysis, monitoring and evaluation of the teaching process - learning and training (Bompa, 2003). The analysis of athletes in training age is of vital importance to try to make the training process is consistent, logical and appropriate to women. In a sport such as judo approaches have been carried out in different categories, although less aimed at school age (Little, 1991, Taylor and Brassard, 1981). Therefore, the objective of this study is to determine the physical characteristics of the female judokas of school age and their class differences as to contribute to a coherent and sustainable training.

Materials and methods

We selected 72 female judokas (36 cadets and 36 children) all participants in the Spanish Championship Judo School. They were valued on the same day and under the same conditions, the size, weight, percentage of body fat, the Body Mass Index (BMI), the maximum strength of upper limbs by means of a hand dynamometer, the explosive power than the train through a platform of strength and flexibility through a finger test plant. Statistical analysis was performed using the SPSS 15.0 software package for Windows, by calculating the average values and standard deviation of each variable. It also conducted a comparative analysis of a factor ANOVA to identify significant differences between categories, where $p \le 0.05$.

Results

In Table 1 shows a summary of the results.

Table 1. Summary of the valuation of female judokas

	Children	Cadets	Overall	Asset p	Sig.
	(n=36)	(n=36)	(n=72)		
Weight (Kg)	$53,13 \pm 11,68$	$60,43 \pm 14,16$	$56,78 \pm 13,40$,020	*
Percentage of body (%)	$23,48 \pm 7,54$	$25,71 \pm 7,46$	$24,60 \pm 7,53$,210	NS
BMI	$20,55 \pm 3,75$	$22,65 \pm 4,66$	$21,60 \pm 4,33$,039	*
Flexibility (cm)	$4,06 \pm 6,67$	$5,81 \pm 8,71$	$4,93 \pm 7,75$,341	NS
Maximun strength (kg)	$24,78 \pm 8,15$	$28,31 \pm 6,16$	$26,55 \pm 7,39$,042	*
Max. peak strength (")	$1,89 \pm 1,41$	$2,08 \pm 1,32$	$1,99 \pm 1,36$,554	NS
High jump (mm)	$314,03 \pm 162,05$	$247,92 \pm 111,43$	$280,97 \pm 142,04$,048	*
Time jump (ms)	$484,58 \pm 121,64$	$432,83 \pm 96,25$	458,71±111,98	,049	*

Conclusions

We conclude that the judokas cadets get higher values in variables related to the strength of both upper and lower limb, revealing take account of these differences for the planning of the training



loads of these age ranges.

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EFFECTS OF HIGH AUTONOMY PHYSICAL PLAY ENVIRONMENTS (HAPPE) ON SKILL DEVELOPMENT AND PERCEIVED COMPETENCE IN GIRLS

ABSTRACT ID299

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Introduction

In terms of a child's overall growth and development, their motor skill ability and self-perception are critical. Basic fundamental motor skills are the building blocks for more advanced movement and contribute to successful engagement in various forms of sports and physical activities (Clark, 2007). Perceived competence plays a role in motivation and supports one's persistence toward a specific task (Ulrich, 1987). School-based movement programs are environments that promote movement and activity, which ultimately has an effect on motor skill learning and self-confidence. Low autonomy (LA) and high autonomy (HA) instructional climates have received much attention (Robinson et al., in press). In LA climates, the learning environment is characterized by the teacher's control and direction over organization and decisions where students follow the guidance and directions of the instructor (Rink, 2006). In contrast, HA climates shifts control to the learner who independently navigates through a planned learning environment built on the TARGET structures (Ames, 1992). This presentation will provide an overview of HAPPE, focusing specifically on the underlying theory of HAPPE, empirical evidence that supports the use of HAPPE, and the practical application of HAPPE in movement settings. Additionally, data will be presented that examines the effect of two 9-week instructional climates, LA and HA, on object control (OC) skill development and perceived physical competence (PPC) in preschool-age girls.

Methodology

Participants (N=54) were randomly assigned to a LA, HA, or Comparison (free-play) group. The LA and HA groups participated in 18, 30-min OC motor learning sessions and the Comparison group participated in the same amount of unstructured recess. OC skills were assessed with the Test of Gross Motor Development-2nd Edition (Ulrich, 2000) and PPC was assessed with the Pictorial Scale of Perceived Competence and Social Acceptance (Harter & Pike, 1984) at pretest, posttest, and retention test. Two separate ANOVAs with repeated measures were completed to assess the Treatment X Time interaction for OC skills and PPC.

Results

In terms of OC skill learning, a significant Treatment X Time interaction (p < .001) was present supporting that both OC instructional climates were effective in improving OC skills over time, while the Comparison group resulted in no changes. For PPC, a significant Treatment X Time interaction (p < .001) was present indicating that HA participants reported significantly higher PPC scores over time, while no positive changes were present in LA and Comparison participants. Discussion/Conclusion. Findings support that developmentally and instructionally appropriate climates promote motor skill learning in girls. However, HAPPE appear to promote greater psychological benefits related to achievement motivation in girls. The findings support the need for "planned" and HAPPE in early learning program.

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THE RELATIONSHIP BETWEEN THE SELF-EFFICACY, INTERNAL AND EXTERNAL IMAGERY ABILITY WITH TABLE TENNIS ATHLETES' PERFORMANCE

ABSTRACT ID321

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Introduction

The Purpose of This Research is Investigation The Relationship Between The Self Efficacy and Internal and External Imagery Ability With Athlete Performance in ellite Women Table Tennis Players Under 21 Years old 1385 National Championship. The Samples Selected Are 32 Athletes Having Played in National Championship. The Method of this research is descriptive and correlation. The main means used this research are two attached questionnaires: 1. Bendora self-efficacy (PSE) 2. Gold and Weinberg's internal and external imagery ability. Performance Evaluation of athletes was drawn from determining the rate of athletes. It is aimed to assess this relationship by using correlative descriptive and interfere ting static's factors of spearman method.

Result

This research show that there is a meaningful relationship between self- efficacy and internal imagery ability with performance. And there is no evident of relationship between external imagery with performance.

INFLUENCE OF BODY COMPOSITION ON THE PREVALENCE OF POSTURAL DEVIATIONS IN 11 TO 13 YEAR OLD BLACK SOUTH AFRICAN CHILDREN IN THE NORTH WEST PROVINCE

ABSTRACT ID228

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Introduction

Prolonged poor posture induces abnormal stress on supporting structures of the spinal column and can cause chronic back pain, which usually develops while standing, walking or doing other activities of daily living (Riegger-Krugh & Keysor, 1996; Norris, 2000). Children in rural areas are exposed to hard physical labour and food intake in rural areas is mostly unbalanced or inadequate. Research on Black South African children living in rural areas which focuses on the prevalence of postural deviations and the influence of body composition on the prevalence rates for postural deviations will provide an opportunity to understand the role of undernutrition and malnutrition in the normal development of posture in rural children and the importance thereof. The aim of this study is to investigate the influence of body composition on the prevalence of postural deviations in 11 to 13 year old Black South African children in the North West Province.

Methodology

The age group selected was based on the idea that early recognition could lead to preventive measures for more serious conditions. The sample (n = 168) consisted of 47 eleven year olds, 58 twelve year olds and 63 thirteen year old school children. Of the total number of students examined (168), 79 were boys, and 89 were girls. Anthropometric (BMI and percentage body fat) and body posture measurements were performed (ISAK, 2001). A posture grid and the New York Posture test (Magee, 2002) were used for all postural assessments.

Results

In boys, Spearman Rank Order Correlations demonstrated a statistical significant (p<0.05) association between protruding abdomen and BMI, and also for the association of winged scapulae and protruding abdomen with percentage body fat. A large practical significant difference ($d\approx0.8$) in BMI and percentage body fat was demonstrated between the different categories of winged scapulae and lordosis. In girls, Spearman Rank Order Correlations demonstrated a statistical significant association (p<0.05) between BMI and percentage body fat with winged scapulae, protruding abdomen and flat feet. A large practical significant difference ($d\approx0.8$) in BMI was demonstrated between the different categories of winged scapulae and flat feet and also in percentage body fat with regards to the different categories of flat feet. In summary the findings suggest that, winged scapulae and lordosis in boys, and flat feet in girls, are the postural deviations with the strongest association with BMI and percentage body fat.

Conclusion

The findings suggest that winged scapulae and lordosis in boys and flat feet in girls are the postural deviations with the strongest association with BMI and percentage body fat. If a clear association can be established between body composition and postural deviations, screening can be implemented in schools to identify those children at risk for developing problematic postural deviations. In the researchers' opinion this study illustrates the need for further investigation of more profound studies investigating factors such as BMI and percentage body fat.

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EVALUATION OF A CYCLIC-PROGRESSIVE PHYSICAL TRAINING PROGRAMME FOR FEMALE SOLDIERS DURING BASIC TRAINING

ABSTRACT ID224

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Introduction

Physical Training (PT) forms an integral part of the physical preparation of South African female military personnel. The Basic Training (BT) course is completed by new recruits to equip them with the physical capability and skills needed for effective task execution (Gordon et al., 1986; Jordaan & Schwellnus, 1994; Knapik et al., 2005). A standardised PT programme is followed during BT (DOD policy on PT, Department of Defence Instruction: SG no 00006/2000; Jones, Cowan, & Knapik, 1994; Jones & Knapik, 1999; Trank, Ryman, Minagawa, Trone, & Shaffer, 2001; Knapik et al., 2004). Recent efforts to counter negative effects of PT during BT have focused on modifications in the PT Programmes (Knapik et al., 2003; Knapik et al., 2004; Knapik et al., 2005; Dyrstad, Soltvedt, & Hallen, 2006). A new cyclic-progressive PT programme for BT in the South African military was developed.

Aims

To determine the effectiveness of a new cyclic, progressive PT programme during twelve weeks of BT by comparing the changes in the fitness components evaluated by the Standardised PT test (DOD policy on PT, Department of Defence Instruction: SG no 00006/2000).

Methodology: A historical control group (CG, n = 111) that implemented a traditional PT within BT was compared to an experimental group (EG; n = 83) that followed the new PT programme. The Standardized Physical Fitness Test (2.4km run, 2-min sit-up and push-up test, 10x22m shuttle run test and 4km walk) was taken at the beginning, the fifth week and the end of BT. Both cohorts completed 48 periods of PT consisting of 40 minutes each, over the twelve week period (DOD policy on PT, Department of Defence Instruction: SG no 00006/2000). The traditional PT programme included warm-up, stretching and calisthenic exercises and group long distance training with little progression. The new cyclic-progressive PT programme incorporated a 10% weekly progression (Heir & Eide, 1997; Rudzki & Cunningham, 1999; Kaufman, Brodine, & Shaffer, 2000; Heyward, 2002; Rosendal, Langberg, Skov-Jensen, & Kjaer, 2003; Armstrong, Rue, Wilckens, Frassica, 2004; Knapik et al., 2004) and 'Pole PT' exercises, introduced from the fifth week of BT (Fleck & Kramer, 1997; Jones et al., 1993; Knapik et al., 2005; Heyward, 2002 Wood & Krüger, 2007).

Summary of results

The mean, range and standard deviations were used to describe the results. T-tests for independent samples to test for statistically significant differences between the two groups on all measurements taken were used whilst the Friedman's rank test for k correlated samples determined statistical difference between the measurements obtained during the Pre-test and two consecutive Post-tests (Hair et al., 1998). Differences were accepted as significant at the 5% level of probability. The female soldiers in the EG initially scored significantly (p < 0.05) poorer in all the components of the fitness test, however no significant difference in all components was found at the 5th week

of BT with the EG showing an improvement. At the end of BT the CG performed significantly better than the EG except in the push-up test (p = 0.13). Discussion: Despite the EG starting BT with a poorer cardiovascular fitness level they had a 21.6% improvement in aerobic capacity (2.4km run), compared to the 5.4% improvement shown by the CG, 20.0% of the improvement in the EG was seen by week five of BT. Both the EG and CG had significant increases in the amount of sit-ups and push-ups over 12 weeks however the EG showed its greatest improvement by the 5th week whilst the CG showed steady increase until the end of the 12 weeks of BT. The lack of final significant improvement in both the CG and EG anaerobic component suggests that both programmes provided insufficient stimulus to elicit an improvement in the anaerobic component. The decrease in performance by the EG at the end of BT may be attributed to a lack of motivation as the test was completed for research purposes only whilst the results obtained for by the CG contributed to their final mark for BT.

Conclusion

The new cyclic progressive PT Programme yielded superior cardiovascular and upper body muscle strength and endurance changes but not abdominal strength and anaerobic capacity changes with the greatest improvements achieved by week five of BT. The new PT programme should be amended to introduce the pole PT earlier; include more abdominal muscle strength training and incorporate interval and Farlek training to develop anaerobic capacity.

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Parallel Session 3: Sport Science and Technology

SHARED VALUES AS AN ANTECEDENT TO INCREASED PERFORMANCE ON WOMEN'S COLLEGIATE ATHLETIC TEAMS

ABSTRACT ID328

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Introduction

Increasingly, coaches of NCAA Division I women's rowing programs are becoming scrutinized for their competitiveness. In past years, women's rowing has been a "helper sport" for athletic departments wishing to achieve gender equity and offset the number of males participating in sports such as football. With over 86 Division I universities now participating in women's rowing, the focus has begun to shift to competitiveness as opposed to keeping a certain number of women on the team for equity's sake. It is imperative for coaches to have a body of literature from which to draw key variables that impact their team's performance. A study was conducted using 22 coaches from these programs. Each coach completed the Leadership Scale for Sport (LSS) using online survey software and 5 of these coaches were subsequently asked to participate in a follow-up phone interview. A key finding of the qualitative portion of this study was the idea that women on the most competitive teams subscribed to an idea of shared values. Three components define this concept of shared values- athlete accountability, reciprocal trust, and equality. Each of the interviewed coaches (those deemed most successful among the 22 participating coaches) contributed to this definition. This paper will provide a clear definition of the idea of shared values as an antecedent to increased performance and will elaborate on the meanings of each of the three components critical to this definition. Findings from this research will encourage athletic administrators and coaches of women's sports to implement techniques for achieving greater continuity among athletes' values to achieve greater overall success.

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PREVALENCE OF DEPRESSION AMONG PHYSICAL EDUCATION AND NON-PHYSICAL EDUCATION FEMALE STUDENTS IN SHIRAZ UNIVERSITY- IRAN

ABSTRACT ID150

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Introduction

Depression, a sense of sadness with psychomotor retardation and worry, is one of the most common psychiatric disorders which can be seen in students.

Purpose of Research

The aim of this study was to find out the prevalence of depression among physical education and non-physical education female students in Shiraz University in 2008.

Methodology

The study samples were selected from physical education and non-physical education students in Shiraz University. The present research was a descriptive comparison and on 197 students as the subjects of the study. Depression symptoms were measured with Beck Depression Inventory (BDI). Also, a questionnaire including personal data was used.

Analysis and Results

The results of this study indicated that: reliability coefficient of questionnaire was 0/77.we also found mild depression in 17/3 % of the subjects, moderate depression was observed in 20/3 % of the students and severe depression in 7/6 %. Moreover, there was no significant difference between Beck score and field of study, age, level of education, athletic experience and type of sport. However, there was a significant difference between Beck score and marital status of the subjects (p=./048) and psycho-somatic problems (p=0/0001).

Conclusion

This study showed there was no significant difference between mean Beck scores of physical education and non-physical education students. Usually, married people have comparatively low depression rate, because they are for several reasons, emotionally less damaged by stressful experiences than not married people. We suggest that high proportion of students need psychiatric help. The high rate of depression in this population is attributable to a culturally specific tendency. Also the BDI can be a useful screening tool for detecting cases of psychological depression. Our results support the results of previous studies.

Parallel Session 4: Sport Science and Technology

THE IMPORTANCE OF LEISURE TIME PHYSICAL ACTIVITY PARTICIPATION IN TURKISH LOWER CLASS WOMEN'S LIFE

ABSTRACT ID191

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Introduction

Researchers studying women's leisure and physical activity are beginning to move outside Western societies lives (e.g., Arab-Moghaddam et al.2007; Livengood & Stodolska, 2004; Taylor & Toohey, 2001/2002). Additionally, in recent years, although there has been an increase in women's physical activity participation in Turkey, there are limited number of studies which investigates the place of physical activity participation in women's life. This study aimed to contribute to the growing body of knowledge about leisure-time physical activity (LTPA) by examining the place of physical activity in the lives of Turkish women in Ankara, the capital city of Turkey. Therefore the purpose of this study is to investigate the importance of physical activity participation as a leisure activity in the lives of Turkish lower class women.

Methodology

The sample of this study consists of 20 middle-aged women who were participated in physical activities in Ladies Locals in Ankara, Turkey. These women are coming from lower class families in the traditional segments of Turkish society. Ladies Locals are community centers supported by the Municipality of Ankara. These locals are only for women and most of the members come from lower and lower-middle class families. Data were collected by individual interviews and analysed by content analysis.

Results

Three significant themes were emerged from the women's interviews: stress reduction, sense of private space, and to be out of home. These women frequently expressed the value of physical activity participation for their psychological health. Stress reduction was clearly identified by many women who suffered from depression as a primary goal of their physical activity participation. For example, women who emigrated from rural areas to the city of Ankara felt alone at home and they may begin to appreciate the role of physical activity for their lonely and stressful lives. In addition, they expressed that one of the most positive aspects of participating in physical activity was the sense of doing something valuable for them. Another emerging theme is leisure time physical activity is perceived by these women just a way to go out or to escape from home. For these women LTPA was seen as an opportunity for escape from child care and household responsibilities and socializing with friends.

Conclusion

The data from this study provided for a further understanding of Turkish women's physical activity in the context of their everyday experiences. Particularly concerns about family responsibilities and childcare directly affected the perceived benefits of physical activity in the lives of women. As a result, these Turkish women described LTPA participation as a way to escape their stressful family lives and to have a private space.

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MEASUREMENT OF BURNOUT AMONG PHYSICAL EDUCATION TEACHERS IN IRAN

ABSTRACT ID230

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Introduction

Maslach and Jackson (1986) conceptualized burnout as encompassing three components of emotional exhaustion, depersonalization, and reduced personal accomplishment. Emotional exhaustion refers to the feelings of being emotionally drained by the intense contact with other people, depersonalization refers to the negative attitude or callous responses toward people; and reduced personal accomplishment refers to a decline in one's sense of competence and of successful achievement in working with people (1).

In Iran, many researches were done on occupational burnout but no research was done on physical education teachers' burnout. The present study attempted to investigate the amount of burnout among physical education teachers in Shiraz (a city in Iran) and its relationship with certain background characteristics.

Method

Secondary and high school physical education teachers in Shiraz were the statistical society in this research. These teachers were requested to complete anonymously Maslach burnout inventory (MBI) with some demographic information. The data were provided by 156 teachers (71 men and 85 women). 112 people (71.8%) were married and 44 people (28.2%) were single. 71.2% of the participants were graduated in physical education. Half of them were teaching in high schools. Most of the participants (48.1%) had B.A. degree. The employment status of 81.4% of participants was permanent. 35.9% of the participant had more than 20 years of work experience and 17.3% of them less than 5 years. All participants were assured that the data would be kept confidential and would be used for research purposes only.

In responding to the MBI, participants were requested to evaluate each item in terms of the frequency of their feelings ranging from 0 (never) to 6 (every day). High scores on the first two scales and low scores on the last scale are indicative of burnout.

Descriptive statistic was used to describe the statistical sample and to measure the amount of burnout. Chi square test was used to assess the relationship between burnout components and certain background characteristics.

Results

The interpretation of MBI scores is shown in table 1.

Table.1

Burnout	high	mid	low
Emotional exhaustion	More than 30	18 to 29	Less than 17
Depersonalization	More than 12	6 to 11	Less than 6
Personal accomplishment	More than 40	34 to 39	Less than 33

Data analysis in the present study showed that the average of emotional exhaustion in the participant was 10 (low), the average of depersonalization was 2.5 (low) and the average of personal accomplishment was 34.6 (mid).

The results of chi square tests to assess the relationship between burnout and some background characteristics are shown in table 2.

Table, 2

Burnout components	Emotional exhaustion	Depersonalization	Personal
Background characteristics			accomplishment
Age	0.523	0.385	0.08
Marital status	0.85	0.289	0.225
Work experience	0.692	0.784	0.067
Academic degree	0.43	0.652	0.111
Employment status	0.699	0.492	0.047 *
Gender	0.348	0.145	0.87

No significant relationship was found between burnout and background characteristics except for personal accomplishment and employment status which is indicated with a star (*). (P<0.05)

Discussion

In the present study the amount of emotional exhaustion and depersonalization in the physical education teachers in Shiraz were at the low level and personal accomplishment was at the mid level. Nagy and Nagy (1992) viewed the emotional exhaustion at high level and personal accomplishment at low level in teachers. (2) Togia (2004) reported the emotional exhaustion and depersonalization at low level and personal accomplishment at mid level in librarians. (3)

In this research we did not find any significant relationship between burnout and age and years of work experience neither did Togia (2004). But Sari (2004) reported relationship between burnout and work experience. (4) We found that employment status has a 3% effect on personal accomplishment but Togia (2004) reported that employees with short term contracts had higher level of emotional exhaustion. We did not view any relationship between burnout and gender but Sari (2004) did.

Since any significant relationship between burnout and some background characteristics was not reported in most researches, we can say that personality characteristics and organizational and environmental factors might have more influence on burnout especially in occupations related to physical education because of its unique nature and close connection with the environmental factors.

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PREVALENCE AND PATTERN OF BODY MASS INDEX AMONG UNIVERSITY OF IBADAN UNDERGRADUATE STUDENTS

ABSTRACT ID320

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Introduction

Body mass index is a reliable indicator of body fatness for people (Meiz et al, 2002). It does not measure fat directly but research has shown that BMI correlates with direct measures of body fat such as underwater weighing and dual energy x-ray absorptiometry (Meiz et al, 2002). According to the World Health Organization (1997) a BMI below 18.5 is considered underweight; 18.5-24.9 is acceptable; 25-29.9 is overweight and BMI above 30 is considered obese. Excess body weight during midlife including overweight is associated with increased risk of death (Adams et al, 2006). Garrow (2000) proposed a simple definition of overweight and obesity as a condition in which body fat stores are changed to an extent which impairs health and they occur when there is an imbalance between energy intake and expenditure (Skidmore & Yarnell, 2004). Obese patients are at risk of death mainly from diabetes, coronary heart disease and cerebrovascular accident (Kumar and Clark, 2006), all of these resulting from associated conditions like insulin resistance, hyperglycemia, dyslipidemia, and hypertension (Pi-Sunyer, 2000). Increased body weight is one of the most prevalent cardiovascular risk factors in western countries (International obesity task force, 2004). The greater the obesity the higher the morbidity and mortality rates (Kumar and Clark, 2006). The CDC (2007), reported that since the mid seventies the prevalence of overweight and obesity has increased sharply for both adults and children and environmental factors, lifestyle preferences and cultural environment play a pivotal role in the rising prevalence of obesity more in industrialized countries than in developing countries (Luke et al, 2002). In many of the urban centres of the developing countries like Nigeria, a change in lifestyle due to increased affluence and sedentary lifestyle has been observed and it has been shown that such changes are important factors in the global epidemic (Ben-Bassey, Oduwole, & Ogundipe, 2007)

Methodology

Ethical approval of the joint University of Ibadan/ University College Hospital Institutional review committee was sought and obtained before commencing this study. Eight hundred and five (418 (51.9%) males and 387 (48.1%) females) undergraduate students resident on the campus were randomly selected from the list of students obtained from the halls of residence. Consent was sought and obtained from each student before they were allowed to participate in the study. The Seca weighing scale manufactured by Vogel and Halk Gmbh & co. Germany was used to measure body weight. Weighing scale is calibrated in Kilogrammes from 0-150 kg. The Seca height scale manufactured by Vogel and Halk Gmbh & co. Germany was used to measure height of participants. The height scale is calibrated in centimetres from 60-200 centimetres. Body mass index was computed using formulae (W/H2) with unit of measurement in (Kg/m2). Age was recorded to the nearest birthday.

Discussion

This study showed that 7.0% of the University of Ibadan undergraduate students belonged to underweight category, 79.9% belonged to normal weight category, 11.6% belonged to overweight

and 1.6% belonged to obese category. Though the proportion of students with normal weight is high, the high proportion of females students in the overweight and obese category (62.4% and 84.6%) respectively raises some concern. This showed that females are more affected by the problem of overweight and obesity. This is confirmed by Adderly-Kelly, (2007) who observed that 42.8% (24.3% overweight and 18.4% obese) in a predominantly female health science college students group were overweight and obese. Adderly-Kelly, (2007) in agreement with this study obtained a positive relationship between age and BMI.

Conclusion

The outcome of this study indicated that overweight and obesity exist predominantly among the female undergraduate students. Age was positively correlated with BMI.

Relevance

Obesity is known to be associated with many health problems. Health care providers should screen for obesity among undergraduate students particularly females using BMI. This research has relevance to health promotion by policy formulation that will encourage undergraduate students to be more actively involved in physical activity and sports with the aim of preventing lifestyles that encourages overweight and obesity.

Purpose of research

The aim of this research was to determine the prevalence and BMI pattern among University of Ibadan undergraduate male and female students and relationship between age and BMI.

Analysis and results

Descriptive statistics of percentages and bar chart was used to describe prevalence and pattern of BMI for both male and female students that participated in this study. Inferential statistics of Pearson product moment correlation was used to determine relationship between age and BMI. Table 1 shows the distribution of male and female participants in the various classes of BMI.

TABLE 1: DISTRIBUTION OF THE MALE AND FEMALE PARTICIPANTS IN THE VARIOUS CLASSES OF BMI

	UNDERWEIGHT	NORMAL WEIGHT	OVERWEIGHT	OBESE
	< 18.5	18.5-24.9	25.0-29.9	> 30
GENDER				
MALE	29(51.8%)	352(54.7%)	35(37.6%)	2(15.4%)
FEMALE	27(48.2%)	291(45.3%)	58(62.4%)	11(84.6%)
TOTAL	56(100%)	643(100%)	93(100%)	13(100%)

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HEALTHY LIFESTYLE: AN ASSESSMENT OF PHYSICAL ACTIVITY LEVELS AMONG ZIMBABWEAN WOMEN

ABSTRACT ID344

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Abstract

Physical activity has become an important component of a healthy lifestyle. Recently the World Health Organisation initiative 'Healthy People 2010' seeks to increase the proportion of females who engage regularly, preferably daily, in moderate physical activity for at least 30 minutes per day from 29 percent in 1997 to 50 percent. The challenge to increase the number of women taking part in moderate physical activity is even greater, particularly with Zimbabwean women working as carers and nurses in UK whose duties leave them with no time and energy to take part in moderate to vigorous physical activities. As such the physical activity assessment exercise was conducted to determine the physical activity levels among the selected group of women to help us develop opportunities that directly lead to the increase in levels of physical activity, with particular reference to those women who are not currently taking part in physical activity.

A self-assessment questionnaire was completed to provide an estimate of the physical activity levels among a group of Zimbabwe women (N=82, mean age 47 years). The physical activity levels were assessed against Physical Activity Guidelines for adult women. The results of the study showed that few women participated in adequate regular physical activity to receive the desirable cardiovascular health benefits: nearly 54% perform some activity at levels that are insufficient to gain cardiovascular health benefits. Only 10% of women report regular, sustained physical activity. It was concluded that whilst some women may have engaged in sufficient physical activity, the majority engaged in insufficient activity to satisfy the major Physical Activity Guidelines. Possible opportunities for the women to increase physical activity levels were explored through focus groups and implemented.

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HEART RATE OF COMPETITION IN YOUNG FEMALE TENNIS PLAYERS

ABSTRACT ID265

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Introduction

Tennis is characterized by being an intermittent sport, with intervallic efforts of moderate and high intensity, provoked by repetitive, short actions of high intensity, where the heart rate (HR) pass of low to discharges in a few seconds (Bergeron et al., 1991; Ferrauti et al., 2001; Torres et al., 2003; Kovacs, 2007). The HR average has been around $140 - 160 \, \text{lat} \cdot \text{min}^{-1}$ (Ferrauti et al., 2001; Smekal et al., 2001, Kovacs, 2007). But this information is scanty in the young tennis players. Therefore, the aim of this study is to value cardiorespiratory aspects as maximum consumption of oxygen (VO_{2max}), and HR in the competition of tennis, for with it to contribute to a better knowledge of the cardiac exigency in the young female tennis players.

Method

This study analysed a group of 10 female tennis players (15,6 \pm 0,87 years; height 164 \pm 0,19 cm; weigh 58,77 \pm 2,08 kg) all of regional and national category. In the laboratory, maximal oxygen uptake, maximal heart rate and heart rate during anaerobic threshold were determined in all players (treadmill Powerjog GXC 200). Afterwards, between 3 and 7 days, all female players participated in an official competition, where to determine total play time, real play time and rest time. Heart rate was monitored throughout the match and stored every 5 seconds (Polar, Electro Oy), and timing distributions of rally and HR evolution through the match were evaluated.

The obtained data were treated with the statistical analysis software SPSS 15.0. All the results were expressed in means and standard deviations.

Results

The results show a VO_{2max} of $40,69 \pm 2,45$ mL·kg $1 \cdot min^{-1}$; a maximum HR of $197,11 \pm 2,20$ lat min^{-1} ; as well as a HR in the anaerobic threshold of $169,3 \pm 2,71$ lat·min⁻¹. The average duration of the matches was: total match time of $99,66 \pm 18,55$ min.; real play time $30,00 \pm 5,93$ min. and rest time $69,66 \pm 9,60$ min.

Table 1 show the mean the HR along of the game, as well as, what it represents with regard to the maximum HR determined in laboratory.

Tabla 1. Herat Rate al	long the matchplay	Tabla 2. % of HR represent o	f real maximum HR
	Total game		Total game
HR min (lat·min ⁻¹)	$112,66 \pm 2,58$	HR min % de HR max	$57,21 \pm 1,49$
HR med (lat·min ⁻¹)	$158,44 \pm 1,98$	HR med % de HR max	$80,82 \pm 1,46$
HR max (lat·min-1)	$191,11 \pm 2,18$	HR max % de HR max	$97,01 \pm 1,18$

Conclusions

The medium HR in individual tennis match play, represent the 80% of maximum HR, with a relationship of work to rest time of 1:2-1:3, indicating the aerobic character of this activity. It was



concluded the necessity of considering the cardiovascular and structural implication of the individual tennis game in adolescent age, for a better individualization of the sport training

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REGRESSION ANALYSIS OF CRITERION VARIABLE FOLK DANCES IN THE LATENT SPACE OF MOTOR VARIABLES

ABSTRACT ID143

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Abstract

This work represents the research, which evolves the significance and the productive values of motor abilities to the level of implementation of complex structure of Folk dances.

Methods

The research has been applied on the sample of 121 students, from second and third grade of Faculty of physical education and sport that have successfully passed the Dance exam. Measuring is being done by using 24 variables of motor abilities and 4 variables for estimation of the success in performing of Folk dances. In the aim of establishment the influence largeness of predictor group of variables on criteria variable, was used a regression analysis. Which is pointing at the middle but significance multiply relation of predictive system (motor abilities) and criteria variable (Folk dances).

Summary of results

The (R Square) 61% of mutual variables were explained by predict system, while the connection of cumulative predict systems of variables with criterion, i.e., coefficient of multiple correlation amounts (RO). 79, which are represents a real significant value. Such connectivity is very significant on the level (Sig.). 00. The other 39% in explanation of common variability can be ascribed to other characteristics of examinees, which were not included in this research. According to the analysis of individual isolated latent dimensions in space of motorical variables, it can be seen that the largest and statistically important influence on criterion variable Folk dances, has first isolated latent dimension (FAK-1), which is define as general factor of motor abilities (Beta).68, than third isolated latent dimension (FAK-3), which is define as factor of balance (Beta).18. Second isolated latent dimension FAK-2), which is define as factor of explosive strenght (Beta). 16, and which is significant on the level Sig = or < .05. Forth and fifth isolated latent dimension, which are defined as (FAK-4) factor of frequency of movement and (FAK-5), as single factor, does not have a statistically significant influence on criterion variable Folk dances.

Conclusion

By abstracting the results of this research work, the new problems are opened, so that this, though finished research, in no way does pretend on claim that everything is said and done.

The results of this research enable the formation of the base, which provides the possibility for more complex and quality evaluation and comparison of these, and other characteristics as well, the population of all structures from students to high rated competitors.

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GENDER TYPING OF SPORTS: ITS EFFECTS ON FEMALES SELF CONFIDENCE AND PERCIEVED ABILITY TO PLAY SOCCER

ABSTRACT ID336

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Introduction

With the present prestige attached to success in sports, especially national and international soccer competition at various levels, large number of children are participating and interest have continued to rise in sports. However the rise of interest in active participation in Soccer among girls have been very slow even though soccer have been acclaimed as the most popular game in Africa. One therefore wonders why girls are left out. Could there be any link between perceived gender typing of the game, and the confidence to participate and achieve in it?

Relevance

In finding answers to the above questions, this study was carried out to provide necessary information about the hindrances to girls' participation in soccer. With the result obtained, necessary steps towards increasing girls self confidence and attracting them into participating and benefiting from sports in general ,and soccer more specifically were made.

Aims & Purpose of Research

Identification of the hindrances to girls' participation in soccer and proffer solutions.

Methodology

Subjects for the study were three hundred and eighty four (384) Nigerian girls with age ranging between 10 and 18 years. They were administered with a questionnaire specially designed for the study to determine whether their perception of soccer still reflect the historical ideal of gender typing of sports .Also. Information on self confidence and perceived ability to play the game were sought. The responses were statistically analyzed.

Analysis & Results

98 percent responded that soccer was a mans game. In measuring self confidence using success predictions 91 percent of the girls stated that if paired with boys, the boys will play better because they have better ability to play the game and they have confidence that the boys will win the game. Responding to why many girls do not play soccer, 69 percent said that they were afraid of getting hurt. Prominent among their fears is the injury to their breast.

Discussion

Sex typing of soccer by girls as boys game appears to be a result of early socialization. This is evidence by the fact that boys are most of the time portrayed as strong and powerful individuals, the attribute associated with the game. This notion perhaps have influence on why the girls do not make soccer their choice of sport and their subsequent lack of confidence to play the game.

Conclusion

There is considerable evidence that girls lack self-confidence in their ability to play soccer. The lack of self-confidence can be associated with activity perceived to be sex-role inappropriate and injury prone. Recommendations which include the following were made: The use of positive



communication techniques that could build self confidence in them. Motivate the girls using role models who have attained success in soccer and also the establishment of soccer academy where they can achieve and enjoy the fun in playing the game.

THE USE OF INTERACTIVE COMPUTER-BASED RESOURCES TO ENHANCE MOVEMENT OBSERVATION, DESCRIPTION OF MOVEMENT, ASSESSMENT FOR LEARNING AND FEEDBACK, TO RAISE STANDARDS FOR LEARNERS IN SCHOOL

ABSTRACT ID170

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Introduction

The objective of this school-based research was to examine the possibility of producing computer-based resources which would enable trainee teachers to develop the learning and teaching techniques of observation, description and analysis of movement. Using this approach to teaching and learning, the intention was that trainee teachers would enhance their knowledge and understanding of children's motor patterns and thereby enrich their teaching, provide movement learning experiences that match learners' needs at various stages of development and raise standards for learners. A further objective was to produce resources which could be used both as distance-learning tools and as class or group teaching resources.

The outcome of the research was the production of two interactive CDRoms entitled 'Observing Children Moving' 'Observing and Analysing Learners' Movement', which have been found to help not only trainee teachers, but also teachers, sport coaches and other practitioners.

'Observing Children Moving' was designed for those working with children aged 3-7 years.

'Observing and Analysing Learners Movement' is for those who work with learners in the age range of 7-14 years. This age-range was selected, to take account both of the physical maturational developments of children through this age-range and to offer support for the transition-stage in their education for children in the United Kingdom, at the age of 11 years, when the majority transfer from primary to secondary school.

Parallel Session 5: Sport Science and Technology

PARTICIPATION OF THE GIRLS AND WOMEN WITH DISABILITIES IN ADAPTED SPORTS IN ANGOLA

ABSTRACT ID369

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Introduction

Adapted sports began in Angola in the late 1990s through the efforts of the Angolan Sport Association for Disabled, now known as the Angolan Paralympic Committee. Participation in adapted sports, based on gender, is still unequal in Angola. Compared to males with disabilities, females are involved to a lesser degree. Given these inequities, the purpose of this presentation is to: the historical trend of female with disabilities participation in adapted sports in Angola; suggest strategies for increasing the level of participation in sports by girls and women with disabilities; increase opportunities for women and girls with disabilities to get involved in sports, and promote sports initiatives for females with disabilities throughout the country and at all levels

RECREATIONAL ACTIVITIES TO PREVENT TEENAGER GIRLS FROM ALCOHOL CONSUMPTION

ABSTRACT ID168

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UPEL, Maracay, Venezuela

Introduction

The present study had as purpose a Plan of Action (Share) based on Recreational Activities directed the Teenagers for the Prevention of the Consumption of Alcohol in the Neighbourhoods Bolivar, Maracay, State Aragua. The study centred on the qualitative paradigm and one worked with the participative investigation-action. The involved actors were 1 representative of the Communal Council, 1 social community promoter, 1 teacher and 1 inhabitant of the community, the criterion used for his selection was the will to collaborate with the investigation. There was in use the technology of the participative community diagnosis and the informal interview, in addition there were in use the field notes and the information of the documents. The finds analyzed by means of the triangulation or crossing of the information, which allowed to demonstrate that the workshops provided technologies and strategies in the prevention of the alcoholism, which they considered to be a fundamental tool to offset the high index of violence and school desertion. The content possesses great relevancy and it allowed to clarify concepts, technologies and methods to approach the alcoholism and provided answers that avoid the institutional weakening and to improve the communication and the interpersonal relations between the members of the community and teachers - teenagers. It is recommended to continue by the recreational activities in the community by help of the teachers who are employed at the educational adjacent center to the neighbourhoods Bolivar to achieve the prevention to level macro. Likewise, to design new Workshops that strengthen the formation of the Civil Associations, Communal and Educational Councils in prevention of the alcoholism of the teenagers from the school and the community.

Parallel Session 1: Lifelong Learning

GAMES APPROACH TO PROMOTE SPORTS FOR COLLEGE FEMALES

ABSTRACT ID145

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Introduction

The primary purpose in teaching physical education is to provide the enjoyable, challenging and successful experiences. The traditional approach in physical education focuses on technical skills by using repeated drills. Learners easily lose their interests with the approach because there is not much challenge and they have to stand in lines and wait for their turn (Chatzopoulos, Drakou, Kotzamanidou, & Tsorbatzoudis, 2006). The games approach is developed in physical education to improve the learner's game performance by emphasizing tactical awareness as well as stressing intrinsic motivation (Bunker & Thorpe, 1982; Mitchelle, Oslin, & Griffin, 2006). Previous studies found the positive effects of the games approach on the learners' motivation (Allison & Thorpe, 1997; Brooker, Kirk, Braiuka, & Bransgrove, 2000; Bunker & Thorpe, 1982; Chatzopoulos, et al., 2006; Lawton, 1989; Oslin, 1996; Thorpe, 1992). However, there was very few studies conducted with college female students. More girls become inactive and drop out from organized sports as they get older compared to boys (U.S. Census Bureau., 2005). Therefore, the purpose of this study was to determine the effects of the games approach among female college students on game performance, skill developments, soccer knowledge, and motivation during the 10 sessions of the physical education soccer class. Especially, this study examined the different effects of the games approach on novices and experts.

Methodology/Methods

Twenty-five female college students (13 experts and 12 novices in soccer experience) participated in this study. Ten 50 minutes lessons were conducted in a physical education soccer class using the games approach. Game performance using Game Performance Assessment Instrument (Mitchell, et al., 2006), soccer knowledge, and technical skills using F-MARC Football Skill Test (Rosch, Hodgson, Peterson, Grof-Baumann, Junge, Chomiak, & Dvorak, 2000) were assessed before and after the 10 lessons as well as the intrinsic motivation using Intrinsic Motivational Inventory (Ryan, 1982) at three occasions.

Summary of Results

Both novices and experts significantly improved in game involvement. There were significant improvements in decision-making, support, and overall game performance with the experts while the novices showed the significant improvements in skill execution. In addition, the experts showed the significant increases on soccer knowledge. The novices were able to dribble faster at post test while there were no significant changes on other measurements of technical skill tests.

Both novices and experts showed the significant increases in their interests/enjoyments as well as value/usefulness scores at the second and third tests compared to the first test.

Discussion/Conclusion

Since previous studies showed the positive effects of the games approach with younger subjects, similar results were hypothesized with the older students. This present study supported the encouraging effects of the games approach with the collegiate females. Students are intrinsically motivated when they feel challenging, non-threatening, and learning (Thompson, 1998). Especially

with girls and women, they feel fun when they are interacting with friends, experiencing a lot of activities and learning, and feeling safe space (Tucker Center for Research on Girls and Women in Sport, 2007). Since the students practiced soccer in more game-like situation, they experienced interaction with their classmates. The participants for the class were only females, so they were provided a safe space to enjoy playing soccer. Moreover, as the results showed the improvements on various assessments, the subjects were bale to feel learning, especially with the experts. Thus their intrinsic motivation with both experts and novices was increased significantly. In conclusion, the games approach has great potential to promote sport effectively to college female students.

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PHYSICAL EDUCATION AS LIFELONG LEARNING: AN "ACTION" RESEARCH ENVIRONMENT WITH FEMALE STUDENTS

ABSTRACT ID244

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Introduction

Promotion of lifelong physically active living is the aim for most physical education programs across Canada (Luke, 2000). In Alberta, the most recent mandated Program of Studies and Guide to Implementation (2000) states the "aim of the Kindergarten to Grade 12 physical education program is to enable individuals to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle"(p.1). According to several researchers (Gibbons & Gaul, 2004; Park & Wright, 2000; Schofield et al., 2002; Olafson, 2002; Flintoff & Scraton, 2001), the challenge of providing meaningful physical education programs for adolescent women is worldwide. Findings indicate that addressing the needs, interests and abilities of secondary school female students through changes in physical education curriculum, instruction, assessment and programs may lead to their lifelong involvement in an active lifestyle.

Purpose

The purpose of this action research project was for female senior high school students to work collaboratively with their physical education teachers and a physical education teacher educator to develop and implement strategies for changing teaching practices, curriculum, and programming to enhance gender equity and to increase activity level and involvement of the adolescent females in the physical education program.

Methodology

Throughout one six-month semester, an university teacher educator and an urban, senior high school community were involved in a dynamic, ongoing cyclical process of collecting data, analyzing, reflecting upon and interpreting information, sharing insights and working collaboratively. The four stages of the recursive process focussed upon the interdependent and interrelated procedures of gathering information and gaining knowledge, analyzing and interpreting data in finding solutions, taking action and monitoring, and reporting to one another (Carr & Kemmis, 1986). Although a variety of data collection tools used by all participants (participatory observation, journal writing, conversation, and document analysis) provided information and insight for ongoing changes in course content and the learning environment, three semi-structured focus interviews (Creswell, 2005) with five groups of 6-8 Physical Education 10 and 20 female students provided a major source of data for the implementation of strategies.

Results

Four dominant themes emerged from the focus group interviews:

(a) A Warm, Nurturing and Encouraging Class Climate, (b) Boys Will Be Boys, (c) The Ideal PE Teacher, and (d) Choice, Variety and Lifetime Activities. Each theme had several underlying sub-themes. For example, some of the sub-themes relating to the Class Climate were: Picking Teams, Feeling Safe, Input from Students, Music Creates an Atmosphere, and PE is different.

Whereas, No Favouritism, Being Female, Knowledgeable, and Students as Helpers represent a few sub-themes associated with The Ideal PE Teacher.

Discussion and Conclusions

Findings indicate that female students want a voice in determining program content. They are interested in knowing about exercise, nutrition and the benefits of being active. A choice should be offered between competitive and leisure/health-oriented courses, in addition to choices of activities not experienced at the junior high school level. Students state that they are "tired of the same old volleyball and basketball units" and "still are no good at it." Most prefer single-sex classes because of male domination and the exclusion of females in sex integrated physical education classes. Students appreciate teachers who are open, empathetic and approachable, and learning environments that are relaxed and caring.

Through shared insights and collaborative action, changes occurred within the PE classes and the school program to make experiences more appropriate and positive for female students. For example, choice of co-ed or single sex PE 10 classes were offered, lifelong activities such as darts, cycling, and wall climbing were included, student-centered teaching styles and assessment practices were employed, and a wellness centre with a full time fitness instructor were hired.

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RAISING STANDARDS IN PHYSICAL EDUCATION (PE) & PHYSICAL LITERACY (PL) WITHIN PRIMARY SCHOOLS

ABSTRACT ID370

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Introduction

The paper focuses on the importance of providing adequate training and support to primary teachers to ensure that all children receive a positive PE experience and develop their PL skills from an early age.

Aims

The paper aims to generate and inform discussion on the following: (1) The importance of raising standards in PE & PL within primary schools (2) The need to persuade relevant government departments to provide adequate support and training to all primary teachers at initial teacher training (ITT) and during continuing professional development (CPD)

Discussion

The key strategic priorities for sport and physical recreation for Northern Ireland over the next 10 years are identified in Sport Matters: Strategy for Sport and Physical Recreation 2007 17. The strategy and related targets operate within a Lifelong Involvement in Sport and Physical Activity (LISPA.) theoretical framework for sports development. A number of essential phases at the early stages of a child's experience of physical activity provide the foundation of the LISPA model. These 3 phases Active Start, Fundamentals and Learning to Play and Practice collectively provide opportunities for the development of physical literacy (PL), which Sport NI defines as: "The ability to use body management, locomotor and object control skills in a competent manner with the capacity to apply them with confidence in settings which may lead to sustained involvement in sport and physical activity."

The concept of a general movement competence referred to as PL, continues to receive increasing acknowledgement in the lexicon of PE and sport and received explicit recognition at The Declaration of the National Summit on PE (January, 2005). A literature review commissioned by Sport NI in 200\$ identified the primary school as the principle site for the development of PL. However, considerable research over the last two decades indicates that the ability of primary teachers to develop PL is limited due to their own personal competence and confidence which can be attributed to insufficient training at ITT and CPD stages.

The need to create the role of the Physical Literacy Coordinator (PLC) to help reduce the inconsistencies that exist in the provision of PE and development of PL within the primary sector due to lack of teacher training was subsequently identified. Qualitative and quantitative data will demonstrate the unique rote that PLCs have performed in raising the; standards of PE and development of PL skills through the training and support they have provided to teachers. The valuable contribution that PLCs have made in up skilling a predominantly female workforce will also be highlighted.

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Parallel Session 2: Lifelong Learning

PHYSICAL LITERACY AND THE YOUNG CHILD

ABSTRACT ID367

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Abstract Introduction

The concept of Physical Literacy will be explored in the context of the young child, through adopting the definition of a physically literate individual as one who 'has the motivation, confidence, physical competence, understanding and knowledge to maintain physical activity at an individually appropriate level, throughout life'*.

Consideration will be given to children's physical growth, their movement development and the achievement of movement competence in the early years. The central importance of the provision of wide-ranging opportunities for children to increase their movement vocabulary, to enhance their movement memory and the quality of their movement, will be examined in relation to indoor and outdoor environments and the suitability of materials, equipment and resources. The often untapped potential of knowledgeable parents and carers to influence for good, young children's achievement, will be discussed, as will the catalytic effect of physically active play on the development of physical literacy in young children.

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DEMONSTRATING THE POWER OF ENGAGING SECONDARY AGED GIRLS IN THE PROCESS OF CHANGE ACROSS FAMILIES OF SCHOOLS THROUGH THE 'GIRLSACTIVE' INITIATIVE

ABSTRACT ID171

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Introduction

The Youth Sport Trust, the leading development agency for PE and School Sport in the UK, has recognised the issues and challenges associated with engaging and sustaining teenage girls' participation in PE and Sport for a long time now. Research, conducted by initially by Nike and the Youth Sport Trust and latterly by Norwich Union, indicates that where levels of boys' participation in sport is steady throughout secondary school, girls are disengaging with physical activity by the age of 16 and are five times more likely to do no sport at 16 than at aged 12. The research showed that girls do less sport as they get older compared to boys, with only 4% of 12 year old girls doing no sport, rising to 18% of 16 year old girls. This compares to 3.5% of boys aged 12 doing no sport, rising to only 10.5% at age 16. Since 1999 the Youth Sport Trust has championed the development and delivery of two key programmes that have supported schools to increase girls participation in, engagement with and enjoyment of physical activity and sport in and beyond school. Girls In Sport, first established in 1999 by Nike and the Youth Sport Trust aimed to increase girls' involvement in sport by equipping secondary school teachers and senior management teams with the appropriate skills and ideas to provide forms of PE and sport opportunities that would foster long term change in girl's sport involvement. Building from this in November 2006, Norwich Union joined forces with the Youth Sport Trust and Double Olympic Champion Dame Kelly Holmes to launch Norwich Union GirlsActive, an initiative designed to empower teenage girls to engage in the design and development of their own PE and Sport provision locally. The results have been significant and have led to the development of Regional GirlsActive 'hubs' of excellence, driving the development of young girls and women centred participation across the region, creating models of locally sustainable provision and expertise.

Methodology/ Methods

From an initial National Campaign which drew together over 600 girls and staff from over 170 schools, a 'call to action' from Dame Kelly Holmes was initiated which challenged these schools and their young people to take responsibility for 'making a difference locally' to their own PE and Sport experience but also that of their peers. This led to the development of a whole range of interventions and activities which were produced as case studies and resources for schools to share. Building from this seven Norwich Union GirlsActive Regional 'Hubs' of excellence have been established. The Regional Hubs which use the expertise of the local Sports College (designated schools with a specialism in PE and Sport) and the school sport partnership (designated families of schools driving the Government's PE and Sport strategy locally). The Sports College leads on High Quality PE and curriculum innovation work and the School Sport Partnership drive the implementation and innovation of an agreed regional delivery plan to increase girls' participation across the region.

Each of the 7 Regional Centres have had to plan and submit action plans which will provide the basis of their work over the course of the academic year. Below summarizes the aims from the 7 action plans and the achievements that the 7 centres have made so far,

Increasing Girls participation in PE and Sport

- Increased Participation of 'semi sporty' girls in PE, OSHL, and School Sport
- Increased participation in 'semi sporty' girls in community based sport
- Continue to increase the range of activities on offer for girls in ALL Secondary Schools within the School Sport Partnership.
- Continue to give the girls ownership of the GirlsActive programme within their schools

Developing Girls Attainment and Achievement in and through PE

- Increase in the number of girls taking a GCSE or other level 2 qualification
- Increase in the number of girls attaining a GCSE or other level 2 qualification
- Increase in the number of girls taking an accredited award
- Develop a GirlsActive Leadership Programme

Empowering Girls

- Create a GirlsActive Steering Groups within school.
- Steering group to produce termly reports
- 2 reps from each steering group to meet termly with GirlsActive Co-ordinator
- All steering group members (80) to attend GirlsActive Team Building Day and produce annual action plan

Sharing good practice and innovation across other schools in partnership and region

- Development of innovation through GirlsActive to share and disseminate across other School Sport Partnerships
- Provide more exciting and innovative opportunities for target group to achieve accreditation for participation and learning in physical activity.

Summary of Results

The first year of the GirlsActive regional centres has been very powerful in getting schools and more importantly girls to drive change, below are some practical examples of how it is being achieved;

- Utilising Dame Kelly Holmes Visit to the regional centre as a way of engaging other secondary schools
- Exploring single sex PE lessons versus mixed sex PE lessons.
- Developing school changing rooms and PE kit to ensure it is more suitable for girls
- Survey/audits to find out more about girls' sporting habits/preferences.
- Regular GirlsActive events hosted by the regional centres, inviting schools from across the School Sport Partnership as well as across the region opportunity for girls to try new activities and develop their own GirlsActive work.
- All Regional Centres have GirlsActive Steering Groups established they have an identity
 within the school and a voice. GirlsActive Steering Groups are now spreading from the
 regional centre across the immediate School Sport Partnership and wider, through the work
 of GirlsActive.
- Broadening the offer of activities for girls has been a priority for the regional centres, taster sessions, come and try it days as well as establishing clubs within school and developing links

to local clubs for girls.

Currently there is one more school term of delivery remaining for the 7 regional centres, but so far the impact is as follows;

- 1667 Girls being reached within the 7 Sports Colleges
- Over 11,734 Girls reached through 7 School Sports Partnerships (SSPs)
- 198 schools have been reached through the work of the Regional Centres
- 246 teachers and schools have been reached through the work of the Regional Centres
- 12,884 girls have been reached through the work of the schools benefiting directly from the Regional Centres

Discussion / Conclusion

The Youth Sport Trust is committed to continuing to drive developments in supporting schools to engage more girls in PE and Sport. There has been a real shift change in the context around girls participation, recognising that some of the barriers, such as changing rooms and kit can be easily remedied, especially if the girls themselves are involved. The next academic year (09/10) will see the 7 regional centres expand to 9 and the focus will broaden to explore breadth of content around girls, for example;

- Competition
- Leadership and Volunteering
- Curriculum
- Delivery styles
- Family
- Under-represented girls

THE PLACE OF SINGLE-SEX PE EDUCATION IN MODERN MIXED-SEX EDUCATION SYSTEM IN TURKEY

ABSTRACT ID188

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Introduction

Although there has been a long-standing debate about whether single-sex or mixed-sex environment is better for students in many Western countries, mixed-sex environment is one of the taken-for-granted issues in Turkish modern secular education system. Further, there has been no consideration of the nature of PE in explaining differential experiences of girls in mixed-sex PE within the context of modernisation process of nonwestern country. Any debate about single-sex versus mixed-sex sometimes create tensions because they clash with Islamic requirements. In this study I aimed to explore Turkish girl's views on this issue by focusing on their mixed-sex PE experiences.

Methodology

Participants in this study consisted of 22 seventh grade girls and two PE teachers from two secondary schools. Data were collected using focus groups, semi-structured interviews and class observations. Data were analyzed using constant comparison technique.

Results

Although the main themes from the interviews covered are boys' domination in mixed-sex PE and devaluation of PE among girls, in this study I mainly focused on single- or mixed-sex PE preferences of girls. The comments of the girls we interviewed indicated that they deeply aware of the significance of gender composition of PE environment they are. There was almost an agreement among most of the girls that single-sex classes were more pleasant environments than mixed-sex classes for only PE. However, the general perception of male and female segregation is that it has a conservative meaning. They oriented to associate single sex environment with the context of traditionalism and modernism:

We are planning to enter the European Union. I mean we are living in a modern country. I think sex segregation is very silly thing (Individual interview, mixed-sex PE).

For PE is okay. But I am not sure that single-sex environment is good. I mean we are the same and we should be in the same environment, because we are living in a democratic country (Focus group, single-sex PE).

Their ideas about gender equality provide a context for understanding their views on single versus mixed-sex PE. In this context some of them called the single-sex environment as haremlik-selamlik (to occupy separate quarters in a house-Islamic tradition). For example, Ece do not want to be placed within feminine steretoyped beliefs and she against masculine gendered discourses in PE seetting by participating in boys' activities. She preferred mixed-sex PE based on her beliefs on gender equity. "Like a haremlik-selamlik? I think it should not be seperated. I mean it can be seperated because of physical differences. But if they accustomed us to be seperated, there will be a seperation in society as well. I do not want to live in a traditional country." But at the same time she said "...sometimes boys are hurting some girls or teasing and she is starting to cry and pervade. Perhaps, because of this reason, it might be helpful to be seperated."

Conclusion

As a conclusion, the findings illustrated that in the current context of concern with girls' mixed-sex PE experiences, the debate surrounding mixed and single-sex provision should be raised a range of issues related to religion, modernism and gender in Turkey. The results of this study suggest that there is another, less discussed side to the story of Turkish education system in its modernisation roots in the case of PE setting. Therefore, in Turkey, it is time to begin to question whether girls benefit from coeducation and whether more serious consideration should be given to the single-sex PE alternative.

INVESTIGATING THE CONCEPT OF PHYSICAL LITERACY IN THE PHYSICAL EDUCATION EXPERIENCES OF FOUR AND FIVE YEAR OLD CHILDREN

ABSTRACT ID270

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Introduction

Physical literacy is having the motivation, confidence, physical competence, understanding and knowledge to maintain physical activity at an individually appropriate level throughout life. (Whitehead. 2007)

The aim of the research is to investigate the concept of physical literacy and whether it is an appropriate conceptual framework for teachers of physical education at key stage one (5-7 year olds). In particular, the study focuses on increasing understanding of the extent to which physical literacy can be identified and experienced in this age group.

This paper reports on one case study within on-going research that tracks children's movement experiences in relation to physical literacy concepts. The curriculum programme 'Leap into Life' was devised to develop physical literacy with this young age group (DES. 2007). Laevers' (1994) well being and involvement scales and Gallahue's (2006) phases of development criteria will be used to ensure there are a range of abilities and aptitudes amongst the four children. The effectiveness of the Leap into Life programme to achieve what it claims will be evaluated alongside in-depth studies of these children.

Methodology/ Methods

A case study involving regular monitoring and assessing of the progress and experiences of four girls over a period of twenty weeks. A system of profiling was developed to enable observations to be captured and analysed quantitatively in the first ten weeks, including the use of photography. More qualitative observation and interview techniques were used in the later ten weeks. The range of respondents included children, teachers and parents.

Summary of results

Since the field work does not end until Easter 2009 the results cannot be predicted at the moment, but will provide an original contribution to a growing field of interest where there is currently little attention to evidence based evaluations of the concept of physical literacy and its incorporation in commercially available resources such as Leap into Life.

Discussion/Conclusion

Conclusions will summarise the case study investigation into the concept of physical literacy and its veracity in the development of young children's experiences. Using a programme designed to capture the concept of physical literacy provided a useful vehicle for the study, so the study also acts as a means of evaluating claims made in the aims and objectives of the curriculum package.

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ASPECTS OF SELF-CONCEPT OF WOMEN WITH HANDICAPS

ABSTRACT ID132

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Introduction

The self-concept can generally be defined as the cognitions of a person in respect of the individual abilities and capacities, for instance concerning the body, the emotions, the performance and the social integration (e.g. Deusinger, 1998). The self-concept is fundamentally influenced by the responses of other persons in the family, at the job, in sport clubs and in the public. In comparison with normal persons, especially girls and women with handicaps are confronted with manifold problems of personal acceptance and discrimination in specific private and public settings (e.g. Kemper & Treu, 2007; Kemper & Teipel, 2008). The present study focussed on the problems of perception and coping with the reactions of members of the family, of friends and of representatives in the society.

Method

The analysis of specific aspects of the self-concept of women with handicaps was conducted by means of a special form of qualitative methods. The procedure of a focussed interview was applied with 15 women with bodily and visual handicaps. The age of these handicapped women reached from 24 to 57 years. The 15 women with handicap comprised 4 winners in Paralympic Games in the sport disciplines handbiking, swimming, track and field and horse riding.

Results

The women with less obvious handicaps regarded themselves and their physical and psychological self-concept more positively evaluated by the family members, friends and acquaintances than the women with more severe and apparent handicaps. The women with early handicaps, who had been confronted with prejudices and discriminations of other persons at an early age, had learnt to cope with these negative reactions quite effectively. The women, who had become handicapped at a later age, had quite often experienced that their family members, friends and acquaintances had changed their behaviour in a more reserved and rejecting way than before the disability. Some girls and women had had to cope with a decreasing respect and a loss of the female identity. Some women with handicaps pointed out that their abilities and their independence were often assessed more negatively in the public and also in the field of sport than the capacities of the male persons with disabilities. That is why the body-related, emotional and social self-concept underwent a vast detrimental change. But especially some female high-level athletes with handicaps were quite convinced their own behaviour contributed a great deal to the change of the attitude of members of the society in a positive way.

Discussion

The reactions of lack of respect and obvious prejudices of several persons towards women with handicaps should be counteracted with specific pro-social information campaigns in the kindergarden and in elementary and secondary schools. Furthermore specific knowledge should be provided for advanced age groups in the media and in commercials in order to contribute to a more profound and respectful interaction between persons with and without handicaps. Besides, the

bodily and performance-oriented self-concept of girls and women with handicaps should be explicitly strengthened at school, in the job and also in leisure and high-level sport.

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LEARNING THROUGH INTERNATIONAL EXPERIENCE: YOUNG PEOPLE IN SPORT AND GLOBAL CITIZENSHIP. A CASE STUDY BETWEEN BIRMINGHAM UK AND SOUTH AFRICAN SCHOOLS

ABSTRACT ID226

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Introduction

This study evaluates the progress of one partnership since 2006, between two groups of schools in Birmingham, UK and South Africa, identifying the successes and challenges of an ambitious project.

The "Dreams and Teams" between the Youth Sport Trust (YST) (UK) and the British Council have linked 46 countries across 4 continents and 320 secondary schools. The aims are to develop curriculum links, school improvement, cross-cultural understanding, and local capacity through young leaders. The project links schools and young people across countries. The development of global citizenship is crucial to the future of our increasingly globalised world (Crick Report 1998, Hicks and Holden 2007, Schattle 2008). Since 2006 Birmingham, UK has linked twelve specialist sports colleges with rural schools in S. Africa. Reciprocal visits and planning have taken place exploring 'Fair Play' and games activities based on that theme. From 2008 fifteen schools will be involved from Birmingham UK and S. Africa. These links are also connected through the YST support for the South African "School Sport Mass Participation Programme" (SSMPP), driven by the South African Department for Sport and Recreation. This presentation tells of the links between Lordswood Sport Partnership in Birmingham and the Fezile Dabi SSMPP cluster in South Africa, and how they have collaborated to raise the profile of Girl's sport and physical education. This project has evolved quite significantly over time and one of the Birmingham Schools, Selly Park Technology College, have developed this project to truly embed the global dimension within the curriculum.

Methodology/ Methods

From the beginning of the project an evaluation was undertaken through the collection of a range of sources of evidence from which to make judgements on the successes and challenges of the project. Qualitative data allowed the subjective realities, changing reflections on experience and productive outcomes for managers, teachers and young people to be gathered, offering a wide range of data that could capture effectiveness, enrichment and learning (Robson, 2002, Harland et al 2000), Data included - the voices of young people on exchange visits, the voices of head-teachers and link teachers, artefacts such as a book, DVDs produced during visits and collaborative plans developed in partnership between Birmingham and South African schools. The introduction of a Global Citizen Passport has allowed pupils to gain recognition for their contributions as Global Citizens.

Summary of Results

Results focusing on achievements for project participants indicate that the young people who have exchange opportunities benefit in many ways from the experience in terms of broadening life views, recognising the opportunities and limitations they and others face and the importance of situation in life-chances. The learning at managerial and teacher level has involved acquiring inter-cultural sensitivities that accommodate differences in patterns of communication, overcoming assumptions and stereotypes and recognising the multiple reciprocal learning benefits that enrich participants at every level. The impact has been much wider than just those fortunate to go on exchanges or visits. The global dimension has given teachers opportunities to create contrasting learning environments across the curriculum.

Conclusion

The extreme nature of the gap between the advantaged Birmingham UK schools and under-resourced rural schools of South Africa, brought the greatest challenges to making sense of the experience. Through real-life encounters, stark recognition of differing priorities and situational factors contributed to enriching lives through the experience of knowing more about the lives of others. The breadth and depth of 'global citizenship' learning for both UK and South African participants exceeded expectations and was best evidenced through the reflective voices and artefacts of participants.

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BUILDING BRIDGES: SPORT, PE AND THE OUTWARD FACING SCHOOL

ABSTRACT ID157

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Introduction

In addition to raising student achievement and developing provision within the specialist subject(s), by focussing on community engagement, specialist schools in England and Wales seek to develop the entire community's capacity to learn. Through developing sustainable partnerships with their communities specialist schools are increasingly outward facing. The specialist school initiative, now in its 12th year, embraces the principles of the 'village college', a concept inspired by Henry Morris in the 1960s which places the school at the heart of the community. With a long tradition of community access in rural Cambridgeshire, Comberton Village College was already well-placed in 2001 to grasp the opportunities presented by sports specialist status.

Since then Comberton Village College has taken on additional specialisms in languages and vocational education, deploys a large team of Advanced Skills Teachers to conduct outreach work, is the hub site for the South Cambridgeshire School Sports Partnership and offers a wide variety of extended services. This paper provides a case study of an outward facing school and examines the lead role that PE and Sport has played in this process.

CAN CHILDREN'S INDIGENOUS GAMES CONTRIBUTE TOWARD DEVELOPMENTAL MOVEMENT SKILLS

ABSTRACT ID165

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Introduction

This study interrogated the impact of Children's Indigenous Games (IGs) on enhancing developmental movement skills relevant in varieties of games and sports performances. Varieties of motor fitness tests were carried out and the results compared with the performance scores obtained from IGs performance scores. The objective was to identify kinds of movements commonly experienced in IGs and components of motor fitness which would ultimately be contributing toward acquisition of related motor skills required in other games and sports.

Participants

203 children (Mean age 9.27, SD 1,322) from Camp and Tsiamo primary schools volunteered for the study. 93 boys (45.8% and 110 girls (54.2%) whose age range was 7-10 years were randomly selected from the student population after consultations with teachers and parents.

Assessments

Following a pilot study, participants were assessed in koi, diphiri and dibeke popular Batswana Indigenous Games among school age young children (7-10 years). Participants were also tested in vigorous physical motor abilities using components of motor fitness. Intra-subject variability was used to determine the best fit of their performances. At the end of the tests, verbal interviews were administered for each subject to establish their preference of the selected IGs as well as components of motor fitness.

Results

Current findings were similar to previous studies done elsewhere that no significant linkages were noted between movement abilities from components of physical motor fitness and those from IGs. Implications of these findings are discussed further.

Parallel Session 3: Lifelong Learning

PURSUING A METHOD THAT ENABLES ANYONE TO ENGAGE IN TRADITIONAL JAPANESE PERFORMING ARTS - PRACTICAL LESSONS IN TRADITIONAL ARTS COURSE OF THE DEPARTMENT OF MARTIAL ARTS, NIPPON SPORT SCIENCE UNIVERSITY

ABSTRACT ID306

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Purpose of the study

In Japanese elementary, junior high, and high schools, only Japanese folk music, among the traditional Japanese performing arts, is used for folk dancing as a part of physical education. In recent years, however, approaches to have students review and understand their own country's culture have been implemented as internationalization progresses. For example, traditional arts have been incorporated into the integrated learning periods in the elementary, junior high, and high schools, and the Agency of Cultural Affairs has been promoting Cultural and Art Experiential Activities by Children. Without missing this opportunity, we established the Traditional Arts Course in the Department of Martial Arts in 2000. The aim of study is to allow students to experience traditional Japanese arts while observing how they learn and understand the arts based on the course's curriculum using a method that enables anyone to engage in traditional arts.

Methodology

The Traditional Arts Course has been providing practical lessons in 1) Japanese dance, 2) ethnic dance, and 3) Japanese drumming. We studied and analyzed ways to introduce traditional arts, plays to be assigned to students first, and how skills developed in the next stages.

Results

At first, we describe the result of the classical Japanese dance. It is currently difficult for many people to put on a kimono, the traditional Japanese ethnic costume, by themselves because the kimono is usually not worn except on auspicious occasions. The Japanese dance class, therefore, first teaches students how to put on and fold a kimono. The class also teaches students how to bow while sitting straight with their legs folded under the body in order to show courtesy at the beginning and end of lessons. Then, students learn how to move a folding fan, which is the most important item in Japanese dance. They have to finish these stages before starting to practice dancing. The first performance they are assigned is Kojo no Tsuki, a Western-style school song. All Japanese know the song about the sight of an old castle and prosperity and the decline of the past imagined by a person. The educators chose this song because of its slow tempo and clear rhythm and designed the dance in accordance with the lyrics incorporating basic techniques of the folding fan as well. After mastering this song, students move to traditional Japanese songs and shamisen music, such as Mangetsu and Fukagawa. These songs reflect the atmosphere of ordinary people back in the Edo period (1603-1867) and provide students with opportunities to become familiar with the lifestyle of that time.

Summary

As for Kojo no Tsuki, it became clear through experiments and video analysis that large differences in waist stability, posture, and folding-fan use were observed depending on the years of experience.



However, it was also verified that this song enabled even beginners to become familiar and learn about the characteristics of Japanese dance earlier because students can dance this Western-style piece slowly while understanding the lyrics. We also analyzed other two practical 2)3) lessons in the same way. It therefore can be said that this traditional arts course curriculum provides a very effective method allowing anyone to master traditional performing arts in a limited time. This course requires them to do an annual performance. Juniors are required to perform abroad Japan, while seniors in their last year need to perform the graduation study presentation. This time, students chose and demonstrated performances from among what they had learned step-by-step so far.

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Parallel Session 4: Lifelong Learning

DANCE LEARNING MODEL FOR CREATIVE DANCE EDUCATION II -PRACTICES AND RESULTS AT A COLLEGE AND A UNIVERSITY OF PHYSICAL EDUCATION

ABSTRACT ID305

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Introduction

Nippon Sport Science University and Japan Women's College of Physical Education are universities for health and physical education teacher training. In both universities, the dance learning model for creative dance education was incorporated into dance class and has been practiced as a unit. The themes are organized so that students can gradually create dance based on the basic themes under the Pillar of Themes, an integrated unit of image, body, movement, and group composition, which are basic for the themes devised by Chiyoe Matsumoto. At the previous Canada Conference, we could confirm the effectiveness of the dance learning model for dance creation by attempting new themes for students experienced in dance. This time, we decided to attempt forms characteristic of traditional Japanese arts and themes taking advantage of folklore with students from both universities.

Purpose

Through the Pillar of Themes, we focus on themes that take advantage of the forms of Traditional Japanese arts. In addition, we clarify the kind of image that the students hold in mind through class practice and the way they expand their creation and connect the experience of discovery, and understanding of the new movement and use of the body.

Method

We had students do four themes, (i) low center of gravity (ii) grand circle-small circle (iii) jo ha ku: the time change to heat up gradually; and (iv) the style of Noh plays: two Noh songs having different tunes ("Oshirabe, and "Chu no Mai"). After that, we analyzed and classified the images the students gained from the themes, features of the movements, and influence on the works, based on the responses of the students to the questionnaire and the video.

Result and Discussion

Regarding the theme of low center of gravity, there were comments sensing the state of mind such as "I calmed my mind and tried to express strength." In addition, regarding the theme of grand circle-small circle, there were comments such as "Through the change in the use of space, I could see the images and conditions beyond the distance," and we confirmed that the students had understood the object of this theme through individual expressions and group and space changes. Furthermore, regarding the theme of jo ha ku, there were comments such as "I could imagine the situation and movement of the gradual mood elevation," and we considered that the students had understood the features of the time change to heat up gradually and the movement derived from it. Regarding the theme of a Noh play, we utilized two songs which have different rhythms from the western music and "Ma (gap)." Regarding "Oshirabe," there were comments that the mind was clear,

including "Mental concentration and focusing." Regarding "Chu no Mai," there was a variety of movements focusing on jumps, rotational movements and poses to make the body axis inclined like one of the Kabuki performances called "Mie." There were comments common to all four themes, such as "There were many unique works," and we found that various expressions were created through the themes. Similarly, we could confirm from the video the ingenious expression of movements fitting the theme.

Summary

We confirmed that various movements and images had spread, through the four themes. This means that these four themes match the object of the dance learning model. Taking into consideration the results, we'll practice the four themes and demonstrate the work based on Japanese folklore, "The Grateful Crane."

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CASE STUDY ON DANCE-CREATION PROCESSES

ABSTRACT ID365

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Introduction

Creation of dances is innately a field where each person must wait for inspiration and achievements; it cannot be taught. In dance education, however, it is necessary for instructors to know the common dance-creation processes and provide students with instruction and support to elicit inspiration and creativity by encouraging each one's proactive action. In order to realize this, close analysis of the creative processes and establishment of the curriculum based on it are needed. This case study, which provides budding dancers with an experimental opportunity to create dance, aims to clarify the characteristics of the creative processes through introspection and video analysis of the dancers, such as what happens inside the dancers during the processes and what kind of factors inter-relates each other and how the creation of short movements affects the creation process, and obtaining basic resources for dance-creation instruction.

Methods

Two tasks (one is music and the other is word "black") were assigned to five test-subject dancers. Each subject was asked to perform five short movements immediately after hearing the tasks. They were then asked to freely create a two-minute dance in 15 minutes and present the work they created. Their work-creation processes and presented works were recorded on video. Right after the presentation, while watching the video, the creators orally reported the mental and physical situations during the processes of creating the dance. These introspective statements were analyzed to study the characteristics of each subject's creative process for each task as well as to check the overall characteristics of their creative processes. In addition, the recorded video was analyzed. The experiment was conducted on March 8 and 9, 2005.

Summary of results

- 1. The five short movements of each subject created right after hearing the tasks seemed to be an improvisational realization of movements instantly and intuitively linking the tasks with their impressions. During the subsequent creative process, functions promoting the generation and establishment of overall movement were recognized.
- 2. By summarizing each dancer's introspection, we found six major factors during the creative processes: concept (idea/theme), image, generation of movement, composition, self-evaluation, and mental situation.

Awareness of the concept was observed during the processes where everyone tried to achieve some consistency in their work. Image plays a leading role in generating movements by being an objective to be achieved. It also plays a role as a criterion for self-evaluation. We also found interaction where images generated movements and movements adversely fixed and developed the image. The subjects showed a tendency in common to focus on the larger overall framework, such as the "beginning" and the "end" in creating movements. They developed the structure and flow in accordance with the work by connecting and repeating the movements, and changing the

movement-quality and placement of the climax and impacts. They self-evaluated their movements and performance, but the frequency and method differed among individuals. Mental states of hesitation, conflict, upset, anxiety, and concentration were observed during the processes.

Discussion / Conclusion

As seen so far, and by looking at the introspection, we know that there are six factors and all of which are interrelated. It can be said that the process of creating dance is equivalent to the process of all human activities where all of your senses, thoughts, emotion, and movements are integrated. In creation instruction, you need to identify the personal characteristics and creative method of each individual and give instructions and support according to these features. Additionally, you need to let students understand the factors and methods of development in the creative process not simply as a concept but by linking them to actual creative activities.

PERFORMING AND TEACHING INDIAN DANCE: FROM SOUTH INDIA TO ENGLAND: CREATIVE APPROACHES TO BEING AN ARTIST-IN-EDUCATION

ABSTRACT ID242

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Introduction

Chitraleka Bolar has worked as an artist across professional dance, dance-in-education and training in community venues in England for thirty years. Her style is classical Bharatanatyam which is rooted in Hinduism, a dance form that moved from Temples to Theatres in its long history. Born and raised in Kerala, South India, Chitraleka has lived in England since 1978. She has developed a strong reputation as a performer and choreographer and also as an artist in education with her company 'Chitraleka Dance Company' increasingly prioritising training and education work in recent years.

Methodology/ Methods

In reflecting on life experience, arriving in a new country, unable to speak English but being highly capable as an established Indian dancer, Chitraleka worked hard to become a highly acclaimed artist in her field in England. In 1999 she officially established a Company and developed skills in delivery of Indian dance in creative ways to make the technical and artistic aspects of the art form accessible to people of all ages, from nursery schools to higher education, to people with learning difficulties and those in community dance contexts. Through a DVD / Lecture demonstration and workshop situation, Chitraleka will share some of her experiences, reflections, techniques and teaching processes.

Summary of Results

In the process of democratising the arts in England and often as an essential requirement of funders, artists are increasingly required to contribute to developing understanding and awareness of their art form in education and community contexts. Very little training has been available to help in making the transition from Artist to 'Artist in education'. Many have, like Chitraleka, learned through experience and this is one opportunity to share the experiences of a professional artist.

Discussion / Conclusion

Many people, like Chitraleka, find themselves in diaspora communities and find ways to develop, extend and create new and changing identities. Using the arts as a medium to both protect cultural heritage and share that heritage in a multi-cultural society has been a challenging but worthwhile journey.

THE LIFESTYLE OF JAPANESE COLLEGE WOMEN AND AN ANALYSIS ABOUT THE DESIRE TO BE THIN AND BEAUTIFUL

ABSTRACT ID140

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Introduction

The desires to be thin beauty ideal are often observed among young females who are not classified into "obesity" or "over weight". National Health and Nutrition Survey reported that approximately 20% of females in their 20s are classified into "low body weight". College women are most affected by poor body image as fashion models or TV idols and are most likely to diet. The aim of this study is to clarify body awareness of female college students and factors influencing their perceptions on body shape.

A survey using the Body Shape Questionnaire was carried out on 570 female college students in the Kanto area with Tohoku and Kansai area from April to May, 2008. The data of height and weight were used from body measurements at the annual medical examination conducted by each colleges and BMI was calculated by the collected data. The Body Shape Questionnaire included ideal height, ideal weight, birth weight, family history of obesity, alcohol intake, smoking, dietary habits, exercise habits, dieting experiences, etc. The valid responses were 473.

More than 50% of college women have a breakfast every morning, while more than 60% of them have no exercise. Their ideal height and weight were 161.5cm±4.69, 46.4kg±4.85 and their ideal BMI was 17.8kg/m2±1.72, although their real height and weight were 158.6cm±5.31, 51.1kg±6.59, and their real BMI was 20.3kg/m2±2.24. Thus, college women's ideal body shape was thin and about 70% of them desired to be less than 18.5 of BMI. More than 30% of them indicated the tendency of their father's obesity. It is essential to educate students about obesity and appropriate body shape image in order to build an approximate lifestyle and enjoy their healthy student's life.

EXPLORING THE LIVES OF WOMEN TEACHER-TRAINEES OF PHYSICAL EDUCATION IN AN ISLAMIC, ARABIC COUNTRY: CASE STUDY OMAN

ABSTRACT ID223

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Introduction

The study explored life experiences of women initial teacher trainee students in physical education (ITTPE) at Sultan Qaboos University (SQU), the only degree level provision of its kind in the Islamic, Arabic country of Oman. The study built on literature that acknowledges the growing importance of 'intersectionality' (Scraton 2001, p.171, Benn 2005, p.200), for example in embodiment of religion, culture, ethnicity, and its impact on participation in physical education and sport (Coakley 2007). The study explored the backgrounds, motivations, aspirations, religious, socio-cultural and familial influences on the lives of the women. Focus was on the significance of the opportunity to attend such a prestigious university in the capital city of Muscat for four-years of their lives, many entering from and returning to remote communities in challenging situations. Knowledge of context was crucial to conducting and interpreting the study (Bennett 1998, Waljee 2008), for example the rapid but different stages of modernization in Oman, diverse regional, climatic and topographical challenges, and an education system for all that only started in 1970, with first physical education degree graduates from SQU in 1996.

Methodology/ Methods

The study was underpinned by an interpretive paradigm based on a worldview of subjective and multiple realities (Robson, 2002). During a three-month period of research: observations were carried out on campus and in schools; questionnaires were conducted with total population of ITTPE (n = 96) women trainees (70% returned, n = 68), year three and four ITTPE men (n = 53) (100% returned) and non-PE teacher-trainee men (n = 54) (100% returned). Twenty interviews were conducted with women ITTPE students and contextualising interviews with university physical education staff (two women, one man), ten women teachers of physical education now working in diverse regions of Oman and three Ministry officials (Education and Sport). Analysis was quantitative and qualitative, synthesised to recount chronologically presented experiential narratives: 'early lives: religion, culture, family and schools', 'entering, encountering and experiencing university life', 'aspiration and the reality of the career'.

Summary of Results

Students were strongly influenced by transmission of Omani culture, and religious practices, for example adherence to strict Islamic requirements for modesty and gender segregation in physical activity. Education was highly valued, as was professional training, supported by the ruling Sultan, for both men and women in pursuit of contributing towards building the country. The status of SQU ensured Omani families encouraged young men and women to leave home to study. As a learning environment the campus design supported Islamically and culturally preferred sex-segregation and concern for modesty in terms of the control of students' movements and

accommodation, for example in provision of separate and private sports facilities for men and women. Giving high status to the subject of physical education at SQU by offering subject training and equal provision for men and women, was helping to counter the fragility of the subject and women's sporting role in Omani society, particularly in more rural and inaccessible regions of the country. Differences between university and school-based physical education created both opportunities and concerns. In reality the physical education teaching profession (for women) in Oman faces many challenges in terms of cultural attitudes, lack of suitable facilities, resources and motivation. Students recognised that SQU offered a safe space, and for many the only space in their lives, to gain new experiences, body confidence, independence, presentation and social skills, maturity and responsibility, most would return home to teach in local schools on completion of their course.

Discussion / Conclusion

Discussion encompasses issues of religion, gender and culture offering rare insight into the fragility of women's opportunities in the realm of physicality where strongly embodied religious and cultural bodily control, particularly around gender segregation, exists. Rapid processes of modernization are impacting differently across Oman and this differentiation is reflected in the diversity of women's experiences, before, during and after SQU.

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PHYSICAL LITERACY, CAPABILITIES AND INTELLIGENCES

ABSTRACT ID123

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Abstract Introduction

This paper will consider the concept of physical literacy in the context of Martha Nussbaum's work on human capabilities and Howard Gardiner's theory of human intelligences. Nussbaum (2000) has identified ten human capabilities described as 'what people are capable of doing and being'. These are Life, Bodily Health, Bodily Integrity, Senses, Imagination and Thought, Emotions, Practical Reason, Affiliation, Other Species, Play and Control over one's Environment. She asserts that developing these capabilities is concerned with ensuring quality of life. Furthermore she suggests that in the absence of any capability the individual would not have achieved a fully human existence. Gardiner (1993) identifies seven 'intelligences', being Linguistic, Logical-mathematical, Spatial, Musical, Bodily-kinesthetic, Interpersonal and Intrapersonal. He describes an intelligence as a biopsychological potential. All members of a species have the potential to exercise each of these intelligences. The writings of Nussbaum and Gardiner will be discussed and considered critically in relation to the human potential to be physically literate. The justification for aligning physical literacy with Nussbaum's capabilities will be supported on the grounds that capabilities are seen as potential modes of expression available to all and that in nurturing these capabilities individuals must be respected as ends in themselves and not as means to other ends.

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PHYSICAL LITERACY:- QUESTIONS, ANSWERS AND DEBATE

ABSTRACT ID122

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Abstract Introduction

The concept of physical literacy is now receiving international recognition, with a number of programmes, world wide, being developed specifically to achieve this end. Alongside this development there has been considerable debate concerning aspects of the concept. The paper will present a series of challenges to the concept and will set out how these can be countered. Issues to be discussed will include:-

Is there a need for a new term?

A new term was needed to define, clearly, the fundamental goal of all work in the area of
physical activity. The term needed to look beyond pure physicality and to be within reach of
every individual.

Is physical literacy the appropriate term?

• The concepts of movement education and physical competence were both rejected, the first as movement is a term that stretches way beyond human movement, the second because there is more to being physically literate than just being physically competent.

What is the relationship between physical literacy and physical education?

• Physical literacy is a goal shared by all practitioners working in the field of physical activity, while physical education labels a school curriculum subject.

Is physical literacy true to its monist roots? Does the inclusion of 'physical' in the term, have overly dualist connotations?

• Notwithstanding the dualist connotations of the term 'physical', monism should not be seen to reject the notion of different dimensions of a person. In line with Monism, physical literacy views the individual as a single unit, with each dimension making a significant contribution to the whole.

Does the reference to competence make physical literacy an elitist concept?

A significant attribute of physical literacy is the effective deployment of an individual's
embodied dimension, as far as is possible within that individual's potential. Comparison
with others is inappropriate, as is the need to be taking part in physical activity at a high
level

How can it be possible for everyone to be physically literate?

• Every individual can reach their own potential in respect of physical literacy. There is no single standard for all to achieve.

How can physical illiteracy be described?

- Physical illiteracy can best be described as a loss of motivation both to be physically active in every day life and to be involved in any form of physical activity context.
- This is often accompanied by a low self esteem in respect physical capacities and a situation in which the individual is far from reaching their potential in respect of this human capability.

Is physical literacy a 'middle class' concept?

• Physical literacy is not a middle class concept but a human capability from which all can accrue significant benefit.

Can one be physically literate purely through an intellectual grasp of the concept?

 No. While there is a great deal of valuable knowledge and understanding that is relevant to being physically literate, motivation to participate in physical activity is the key attribute in being physically literate.

Discussion and debate will be encouraged at the end of the paper.

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FACTORS RELATED TO LEISURE TIME SPORT ACTIVITIES OF FEMALE STUDENTS IN SHIRAZ UNIVERSITY

ABSTRACT ID222

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Abstract Introduction

Scheduling for increasing sport participation of all peoples, especially women, needs information about facilitators and barriers of sport participation for all levels and groups of society. Aims: The purpose of the present study was recognizing effective factors on female students leisure time sport activities and evaluating association between sport participation and family, university and school supports, religious beliefs and facilities.

Method

For this purpose 300 students of Shiraz University were selected through simple random method and at last with exclusion some participants our evaluations were made on 196 subjects. The instrument used in this study was a questionnaire provided by the researcher. Its validity and reliability was evaluated and proved and fulfilled by participants.

Results

Our findings indicated that leisure time sport participation of students were as follow: 54.9% never, 15.9% frequently, 11.3% most of the time, 9.2% sometimes, and 8.7% a few. The major reasons for not participation in leisure time sport participation were as follow: shortage of time(49.4%), shortage of facilities(19.5%), culture and traditions (18.8%), school or university support(8.4%), religious beliefs(1.9%), hijab(1.3%), and shortage of information through media(0.6%). Using Pearson statistical test indicated that there were significant relationship between family, school, and university support and participation in leisure time sport. There were no significant relationships between other variables including religious beliefs, hijab, cultures and traditions and participation in leisure time sport.

Discussion

According to findings we can conclude that most of students never participate in leisure time sport, and the most important reason is shortage of time. Also, the most important related factors are family, school, and university supports.

Conclusion

it seems that families, schools and universities must cooperate to have proper schedual for providing enough time and facilities for leisure time sport activities. May be increasing competitions between students for entrance exams of universities in all levels are effective factor, however it needs future research.

IAPESGW IN OMAN: THE INDIVIDUAL AND COLLECTIVE EFFECTS OF NEGOTIATING AN INTERNATIONAL DECLARATION TO INCREASE PARTICIPATION OF MUSLIM WOMEN IN SPORTING ACTIVITIES - "ACCEPT AND RESPECT"

ABSTRACT ID237

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Introduction

In February 2008 an international study week was held under the aegis of IAPESGW, generously hosted by Sultan Qaboos University, Oman. The focus was on increasing knowledge and understanding of diverse experiences of Muslim girls and women in the field of physical activity. This followed increasing understanding of the challenges of negative stereotypes, increasing Islamophobia, inappropriate western academic frameworks of interpretation and requests from members to join Muslim women to improve the situation (Allen & Nielson 2002, Hargreaves 2000, Benn and Ahmad 2005, Tinning 2006). Participants came from Bahrain, Bosnia and Herzegovina, Denmark, Egypt, Iran, Iraq, Malaysia, Morocco, Oman, South Africa, Syria, Turkey, the United Arab Emirates and the United Kingdom.

Methodology / Methods

Through the project multiple and diverse ways in which Muslim girls and women negotiate their life and sporting experiences were shared through presentations and discussions. This process increased the sensitisation of all participants to different realities of women's lives across relatively stable and unstable countries with different social, religious, political and economic situations. The study moved from listening and exchanging realities to seeking a consensus way forward for an international declaration and developing individual and collective plans that would make a difference. The process, discourses and effects on participants were captured through an interpretive approach to understanding events and outcomes including interviews and written reflections of participants. Theoretically the project is located in situated ethics, between absolutist universal human rights arguments for equality and cultural relativist arguments which emphasise the necessity to respect cultural preferences. Henry (2007, p317) in his analysis of postmodern ethics in a world of instability and uncertainty discusses a 'situated ethics' approach where "... absolute standards are rejected in favour of the requirements of a particular situation." The intersectionality of factors such as gender, ethnicity, religion and culture, led to a challenging road to the final consensus declaration.

Summary of Results

The declaration achieved, 'Accept and Respect', reflected negotiated consensus. The outcome captured the diversity of views that would strengthen the voices of Muslim and non-Muslim women to be able to choose sporting arenas that reflected personal preferences in requirements for dress codes and gender organisation. The experience acted as a catalyst for participants to pursue

personal and collaborative action plans devised during the study week.

Discussion / Conclusion

In a global context of tensions between 'Islam and the West', 'global north and global south', 'developing and developed countries', this project aimed to redress negative stereotyping and marginalisation by furthering understanding of diversity and seeking collaboration on ways forward. The outcome declaration "Accept and Respect" was a major achievement. 'IAPESGW in Oman' represents just one step on the road to a more inclusive world and there is recognition of the limits and need for the continuing dynamic of the process: "... consensus has limits and ... some groups will almost invariably stand outside the consensus achieved, but that consensus is an on-going constructer upon mutual respect and dialogue" (Henry, 2007 p319). The trust and consensus achieved and ongoing energy for related research and dissemination to increase women's participation in physical activity will be shared through this plenary.

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Parallel Session 5: Lifelong Learning

THE MOTIVATION AND INSPIRATION FACTORS: A GAME PLAN FOR WORKING WOMEN IN MALAYSIA

ABSTRACT ID248

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Introduction

It has been long established that sports are very much male-dominated activities. However, in a moderate Muslim country like Malaysia, women are privileged in having much awareness of the importance of sport participation as well as freedom to actively participate in various sport activities. This paper is based on research carried out in Malaysia with the aim to explore the motivations of working women who participate in competitive sports and how long term sustainment of such habits can be supported.

Methodology

This research was carried out during the July 2008 Malaysian Inter-Varsity Staff Games. This is a multi-event sporting competition that is held annually as a platform for employees of all twenty public universities in Malaysia to enable representation of their respective university in sporting competition. A sample of 306 female athletes, aged between 18 and 52 years participated in the survey-based research. The study was evaluated with descriptive statistical analysis.

Summary of results

In response to the question on what motivates them to compete in sports, thirteen motivation factors were listed. The highest motivation factor cited by the respondents was 'playing sport is my hobby' while the lowest factor cited by them was 'playing sport makes me feel important'. An open-ended question was asked with regard to what would inspire the respondents to continue participating in the future. The five most popular factors cited by the respondents were: to be given more opportunities; encouragement from husband/boyfriend; availability of free time; structured training programme; and to be considered for job promotion.

Conclusion

Findings of this research should not only help sports' and/or women's organisations but more importantly, they will help employers to understand the motivations and further needs of female employees who represent their institution by competing in sports at national inter-varsity level. This paper ends by presenting several recommendations on what can be done by the university authorities to provide more support to their female employees who are keen to continue participating in competitive sports.

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OMANI PHYSICAL EDUCATION STUDENT TEACHERS' INTENTION AND PRACTICE OF COOPERATIVE LEARNING STYLES

ABSTRACT ID229

AL-RAWAHI, Nasser

Sultan Qaboos University (Oman)

Abstract Introduction

The main porpuse of this study is to explore the relationship of Omani physical education student teachers' beliefs and their practice toward implementing diffrent teaching styles.

What do Omani student teachers know about teaching styles?

What is the relationship between their beliefs and practice?

What are the main constrains that affect student teachers to implement teaching styles?

Questionnaire

Observation

Parallel Session 1: Diversity

DIVERSITY, DISABILITY, DANCE - CREATIVITY IS NEEDED FOR PERSONAL DEVELOPMENT

ABSTRACT ID148

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Diversity

When thinking and talking about diversity it can mean many different things - depending on the context. There is bio diversity - it is described as the variation of life forms within a given ecosystem. There is gender diversity - it is dealing with differences between the sexes, respective gender variance. Another use can be found when discussing cross cultural matters. There we talk about cultural diversity. It is a political concern to develop diversity management in all fields of business, public life and culture, and often the disability diversity is left out in planning and recommendations. It seems to be difficult to think about all that in the sense of "planning and implementing organizational systems and practices to manage people so that the potential advantages of diversity are maximized while its potential disadvantages are minimized." (Cox 1993, p. 11) Clutterbuck clarifies: "At one extreme, diversity can be seen as a means of overcoming injustice - righting wrongs - and at the other as a means of enhancing individual and group contribution to the organization's goals." (Clutterbuck 2002, p. 55).

Disability

In the context of disability the antagonism "normal - abnormal" or "healthy - disabled" is used in the (ambiguous) discussion. Disability and physical activity is another common place of misconception. People who cannot move, who are restricted in their mobility or in other (mental) abilities are not rated as "normal" - and they are different. But in the recent years more and more a culture of diversity is developing in the frame of pedagogy, social care and in the field of adapted physical activity. In order to argue for my motivation to address this topic I have to admit that within the growing discussion of managing heterogeneous groups of people in sport and physical activity the perception of dance of/with people with a disability is still a marginalized issue.

Dance

We should not talk about "disabled dance" because this would mean that the activity is unable to be executed. But it has to be highlighted that individuals of all abilities, considering their manifold ways of expression, may be encouraged and educated to dance. This can happen in the frame of cultural rites, religious contexts, artistic performances, or within a community offer, a dance class or even just a party. It is a question of using personal resources, one's own creativity and the ability of expression. According my knowledge, only a few studies have been carried out about the influence of dance on disabled people. The results of the given examples suggest that dancing is a unique activity which is integrating the whole person (Mahler, 1980) as well as it is enhancing self esteem and the ability to relate to others (Dinold, 2000, p. 243). A very recent work about of heterogeneity and diversity within a group of dance participants reports that this precondition does not hinder a successful group intervention (Stumvoll 2008).

Creativity

Creative, critical and inclusive thinking seems to be the requirement for designing manifold opportunities of dance or other physical or/and artistic activities for and with individuals with a disability in the sense of diversity management. The presentation will refer to examples of good practice when diversity, inclusion and creativity get the space to support personal development.

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THE ANACHRONISTIC GENDER-SPORT IMBALANCE: THE "GLASS ESCALATOR" OR, BEYOND THE GLASS CEILING

ABSTRACT ID332

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Introduction

We've come a long way since the 1952 Helsinki Games, where women represented only 10 percent of the Olympic athletes. At the 2008 Olympics in Beijing women represented approximately 43 percent of the total athlete delegation, up from 41 percent in the Athens 2004 Olympics. However, the "glass escalator" (Williams 1992, 1995) is not yet gender inclusive since women are exceedingly under-represented in all sport governing bodies (SGBs), primarily in the executive bodies of national and international sport organizations and institutions, such as the IOC. Researchers argue that men ride up the "glass escalator" when they enter predominantly female professions, as opposed to women who confront the "glass ceiling" and the "sticky floor" (Kimmel 2004) when they enter predominantly male professions. Taking their gender privilege with them, men experience positive discrimination (the glass escalator) when they enter female dominated social spheres, in other words they are socialized, encouraged, supported and promoted up the ladder even faster than their female counterparts. The first part of this study examines to what extent gender personification, the structurally secured and enforced gender segregation system continues-extends beyond the competitive sport expression, defeating the advocated values of social equity. In exploring the interrelation of social theories, anachronistic 'biologistic' approaches and gender-based ideologies that established gender stereotypes and gender segregation in competitive sports, this paper renegotiates sport identity and corporeality in ways that reflect the processes of change in the construction of new sport identities: e.g. gender fluidity, men's participation in women's sports, respect for diversity, normalizing bodies and identities, 'bionic athletes', 'naturality' versus artificiality, emerging technologies used to enhance performance in competitive sports. (Miah 2005, et al.) Current discussions on the gender subject, no longer focus exclusively on the biological gender (sex), as an analytical category, but on the social gender (Kimmel 2004, McNay 2000) which formulates, defines and redefines identity, according to evolving socio-cultural interpretations. In the new theoretical framework, gender identity and corporeality are being rediscovered and are under reconstruction, namely viewed as linguistic conceptions, socio-cultural manifestations, transformable meanings and evolving elements of change. Such an example is men's participation in rhythmic gymnastics (Tsopani et al. 2006, Kamberidou, Tsopani, Dallas, Patsantaras 2009), despite gender stereotypes that depict the sport as unacceptable for the image of 'masculinity', including the male body aesthetic. In light of the growing participation of men in the competitive sport of rhythmic gymnastics- on national and international levels- in Japan, Australia, Canada, the US, Russia, Greece and Italy, the second part of this study presents the gender views of the internal environment and the external environment of women's rhythmic gymnastics. Two hundred and ninety-nine (299) participants from around the world-rhythmic gymnasts, judges, trainers/coaches, members of the technical committee of rhythmic gymnastics (MTCRG), as well as parents, journalists and an international audience-responded to a closed questionnaire during the 20th World Championship of RG in Budapest. According to the results, an overwhelming majority of the respondents-mostly women- support the official recognition of men's rhythmic gymnastics. Specifically, 94,3 percent (internal environment) and 82,6 percent (external environment) are in favour of the official participation of men. Additionally, the majority of the respondents (60,5 percent) are in favour of the participation of men in mixed group and in mixed pair competitions! Such a possibility could have a catalytic effect on the gender segregated sport system. The exclusion of men from rhythmic gymnastics, on the competitive level-as that of women in the past-is inconsistent with prevailing social values on gender equality and gender equity. Genetic personification in sports or exclusions based on genetic characteristics are a contradiction to the value system of sports (Olympic Charter, rule 2, paragraph 5, July 7, 2007). In view of changing interpretations concerning sport identity, the socially constructed and historically specific nature of gender and corporeality need to be renegotiated.

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MANIFESTATIONS OF PHYSICAL ACTIVITIES OF INDIGENOUS WOMEN IN BOLIVAR AND AMAZONS STATES OF VENEZUELA

ABSTRACT ID351

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Abstract Introduction

The present investigation has as fundamental objective to determine the physical activities of Venezuelan indigenous women of the ethnics that live in the Bolívar and Amazons states in Venezuela. The research is based on a qualitative investigation of type ethnographical, supported in a documental inquiry. The technique used is the participant observation, the interview and the anecdotic registrations. According to the Venezuelan Indigenous Census of 2001 they registered 32 ethnics, with a variety of more than 30 autochthonous languages and located in 48 municipalities. According to the data the 230.54,210 inhabitants that has the country, 536.863 people belong to an indigenous town (in others words 2, 3% of the total population's). The indigenous population is 178.343(28%), and the most numerous towns are: the wayúu with (60, 5%), the yanomamy with (12, 178.343(28%)), and the most numerous towns are: the wayúu with (60, 5%), the yanomamy with (12, 178.343(28%)), and the most numerous towns are: the wayúu with (60, 5%), the yanomamy with (12, 178.343(28%)), and (12, 17823%) the warao with (7, 4%), the pemón with (5, 6%), the kjariña with (3, 4%), the Hivi with (3, 4%)0%), the piaroa with (3, 0%) and the anu with (2, 3%). The other towns have a smaller representative 2% of the whole indigenous population. For this investigation we took the 18 Bolivar's ethnic and the 19 Amazons ethnic. Specifically, we select the Pemon and Hiwi located in both states. The advances stand out that trere is few bibliographical registrations related with the physical activity of the indigenous women in Venezuela. The indigenous woman's participation is limited to the culture of the ethnics and it is associated to the daily routines of survival and to the work.

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Parallel Session 2: Diversity

KNOWLEDGE OF THE OLYMPIC MOVEMENT: GENDER DIFFERENCES OF SPORT STUDENTS AT SELECTED SOUTH AFRICAN UNIVERSITIES

ABSTRACT ID234

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Introduction

South Africa's political and spiritual past was characterised by discrimination enforced through an Apartheid Government Policy. When the African National Congress (ANC) came into power in 1994, it established a democracy that ended all forms of discrimination. Gender as element, amongst others, would no longer deprive an individual of the right to realise his or her citizenship. In order to be successful, sport administrators and managers need knowledge and value systems to guide the successful transfer of moral reasoning to young athletes. It is assumed that students (both male and female) enrolled in Sport Science, Sport Management and Human Movement Sciences degree programmes have been exposed to the ideals and knowledge base of the Olympic Movement in either formal education systems or in sport programmes.

Problem Statement

This assumption has never been tested empirically in South Africa. It is, therefore, hypothesised that future decision makers in the South African Sport Industry are inadequately equipped to transfer knowledge and moral reasoning skills in terms of the philosophy of the Olympic Movement to sport participants.

Objectives of the Study

The primary purpose of the study was to collectively determine the status of knowledge on the Olympic Movement and compare gender differences between male and female sport students. The resulting role of educating aspiring sport managers is also investigated. A secondary objective was to formulate didactical guidelines for educational institutions to facilitate the transfer of knowledge on the Olympic Movement.

Methods and Procedures

The Olympic Movement Questionnaire as developed by Telama, Naul, Nupponen, Rychtecky and Vuolle (2002) was used as a research instrument. A total of 621 (n=621), students studying at two South African universities in Sport Science, Sport Management and Human Movement Sciences were selected as respondents. Gender representative is 51% male (n=365) and 49% female (n=256). The status of knowledge regarding the Olympic Movement was evaluated in terms of history; ideals and symbols and current events, using 10 questions. Thematic and descriptive statistical analyses were done.

Results

Collectively, aspiring sport managers demonstrated only 45% of the baseline knowledge regarded as significant for practitioners in their field. With regards to gender differences male sport students achieved a higher percentage (47.7%) than their female counterparts (43.3%). It can be argued that

aspiring sport managers should be well-acquainted with the basic principles and philosophy of the Olympic Movement as guideline for ethical governance. Superficial knowledge of these underlying principles impacts negatively on managerial performance. Results also suggested that schools and universities fail to adequately educate students about the Olympic Movement.

Conclusion

The research is relevant as it provides evidence that tertiary education programmes are only partially able to transfer knowledge of the Olympic Movement. This is supported by the findings that very little information about the Olympic Movement and Olympism is included in school and higher education curricula. Consequently, aspiring sport scientists have insufficient background knowledge of the Olympic Movement. This may have serious ramifications for management in general and specifically for female sport students regarding gender equity.

Recommendations

The lack of knowledge of the Olympic Movement might be improved by designing and implementing a historical-philosophical paradigm in the school subject, Life Orientation (a South African construct), and its continuation in tertiary Sport Science and Sport Management degree programmes. This could empower sport managers to acquire and apply their knowledge of the Olympic Movement to influence decision making in sport.

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"I AM DANCING BETWEEN DIFFERENT CULTURES" -PARTICIPATION OF YOUNG MUSLIM WOMEN IN GERMAN SPORTS

ABSTRACT ID166

CACHAY, Christa

Germany

Abstract Introduction

Muslim girls and women continue to be greatly underrepresented in organised sports in Germany. Nevertheless, over the past few years there have been quite a number of highly successful female Muslims in sports, especially in the martial arts like karate, taekwondo and combat sports like boxing and kickboxing, as well as in football. How do these two phenomena, i.e. abstinence from sport by the majority but great sporting commitment among a small minority, fit together?

Against a backdrop of selected socialisation and identity theories this contribution looks into the question whether - and, if so, to what extent - such involvement in sport has any effects on how young people cope with the development tasks of adolescence and whether these effects influence identity-building processes in these young women. This hypothesis is examined empirically by means of qualitative interviews with young top-level Muslim sportswomen from a variety of sports. On the basis of the results the thesis will then be put forward that sport is able to further the building of a specific identity which combines elements of different cultures and is also able to increase the satisfaction of these young women with life in their host country. In this sense sport, too, makes a contribution towards improving integration in the host society.

FEMALE, SPORTY, BEING ON THE BALL!

ABSTRACT ID139

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Abstract Introduction

In 2006 the State Department of Social Issues, Women, Family and Health started an initiative to implement a plan of action with the goal of creating equal opportunities for young women in the field of sports. While the number of young girls and boys in organised sports indicates an equal representation of both sexes, the participation of women aged 16 to 26 is drastically lower than of their male peers'. However, participation in sports varies depending on circumstances such as education, national or cultural background or social environment. Especially young women with a migrant as well as a low educational background are rarely members of a sports club. (Frohn, 2007, 109). The initiative of the State Department will install special groups within sports clubs via school programs which give those young women the opportunity to continue with a recreational sports program after their school career.

Methods

Beginning with the school year 2008/2009 four good practice projects have been set up with special didactical aims. In order to motivate young women in their senior year to carry on their recreational sports participation, several aspects are stressed by the teachers: referring to former experiences, supporting competences, offering appreciation, strengthening social relationships, opening new spaces, mastering new situations. Team sports, fight situations, dancing (and much more) in all possible variations are examples of activities within this educational process. As a long-term project, the evaluation will look at the continuous participation in sports, gathering information at four particular points (from 0ctober 2008 until June 2010). The female teachers involved in the initiative are also part of the evaluation design.

Summary of Results

Since the project started just recently, only the results that were collected during the first evaluation period can be presented. Biographical information as well as attitudes towards sports in general are part of questionnaire 1 (October 2008); attitudes towards the program and the evaluation of the program will be obtained in guided interviews (point 1 January 2009).

Discussion

The young women taking part in the project represent the target group. So far, the participation in the sports program is consistent. The presented subject matter will be discussed also on the basis of the acceptance of the young women participating in the project. The initiative will be part of a long-term cooperation between schools and sports clubs with the goal of motivating young women for a continuous commitment to exercise and sport

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RESEARCH INTO PRACTICE: NEGOTIATING SPACES FOR EMBODIED FAITH TO IMPROVE INCLUSION OF MUSLIM GIRLS IN PHYSICAL EDUCATION: CASE STUDY - BIRMINGHAM, ENGLAND

ABSTRACT ID236

MILES, Helen; BENN, Tansin; DAGKAS, Symeon; JAWAD, Haifaa

University of Birmingham, England, School of Education and School of Theology and Religion

Introduction

Theoretically the study was located in critical pedagogy which challenges schooling processes that present barriers to inclusion (Kirk 2000). The aim of the research was to provide evidence to underpin practical guidance for schools that clarified distinctions between religion and culture, highlighted good practice in terms of inclusion, and provided recommendations on areas of greatest concern regarding the inclusion of Muslim girls in physical education. Birmingham is England's second largest city with a diverse and growing Muslim population. The largest ethnic minority group is of Pakistani and Bangladeshi heritage many of whom are amongst the most disadvantaged in the city suffering structural and material deprivation and poverty in education, housing, and health (Abbas 2005, Afridi 2007). In response to increased parental withdrawal of Muslim girls from physical education in 2007 - 2008 the local education authority commissioned a collaborative project between the authority and the University of Birmingham. Tensions had occurred where 'embodied faith' or the religious preferences for body modesty, for example in dress code and gender groupings, were not being met in school policies and practices. The context of the issue was significant, in a democratic country that espouses religious freedom and allows the wearing of religious symbols in public life.

Methodology/ Methods

A team of eight researchers conducted the data gathering including advisors, subject and religious scholars and teachers. Case studies were conducted in eight schools including primary, secondary and Muslim schools and interviews with head teachers, teachers of physical education, parents and pupils. Four focus group interviews were held with young people in Madrassas (supplementary schools for the Muslim community). Questionnaires were sent to all four hundred and two city schools and twelve Madrassas. In addition, consultation and wider interviewing was conducted with leaders from the Muslim Council of Britain (MCB), the national subject association for physical education (afPE), the national dance teachers association (NDTA) and city leisure services providers.

Summary of Results

Results reflected diversity of experiences amongst schools and communities of the city. Uncertainties and tensions arose where resources were limited and demands were multiple and where control lay beyond the school, for example in the use of local public swimming pools. There were some unhelpful misunderstandings between the local Muslim community and those responsible for schooling practices, for example: of the Islamic position on support for engagement in physical activity with due regard for modesty; the statutory nature of entitlement to physical education for all children in England; and the educational intentions and value of some areas of activity such as dance. There was much evidence of success at including Muslim girls in physical education where communication between schools and local community was good and schooling

practices were flexible and sensitive to the needs of Muslim children.

Discussion / Conclusion

The necessity to focus on production of guidance for schools synthesised results into three sections: clarification of Islamic and cultural requirements; aspects of good practice - relevant features common to successful schools; and a final section focusing on areas of greatest concern with positive recommendations built on good practice evident in the city. The national association brokered free access to all schools that wanted to download the guidance, and responses have been monitored. The process of collaboration provides an interesting model of problem-solving which has raised much interest both nationally and internationally. The work of negotiation to seek ways forward at the sensitive interface of faith and schooling practice necessarily remains one in process, responding to ongoing changes in diversity patterns and resources to manage the challenges of schooling in an increasingly globalised world.

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THE WOMEN'S ISLAMIC GAMES: AN EXPLORATION OF BRITISH MUSLIM WOMEN'S EXPERIENCES OF COMPETITIVE SPORT

ABSTRACT ID204

AHMAD, Aisha

The University of Birmingham, Departments of Education and Theology, Birmingham, United Kingdom

Introduction

This paper presents the findings of research exploring the sporting experiences of representatives in the British Muslim Women's Futsal Team (BMWFT) and their involvement at the Women's Islamic Games (WIG) 2005, held in Tehran, Iran. As a committed member of the BMWFT this research offers a unique 'insider' perspective into the training, competition and post competition phases of the games. Grounding this study within a social constructionist (Burr, 2003, Gergen and Gergen, 2003) and Islamic feminist (Odeh, 2003, Ahmed, 1992) framework enabled critical understanding of the interlocking discourses which shape the sporting experiences of British Muslim women. Despite the success of feminist movements in sport some groups remain marginalised from mainstream opportunities (United Nations, 2007:15). There are local (BASS/UoB 2008) and international efforts (Benn and Koushkie 2008) to improve opportunities for Muslim women, the latter operating under the aegis of IAPESGW. Opportunities remain small and the WIG offered a special chance to British Muslim women interested in international competition held under Islamic regulations of sex-segregation and in all-female 'safe' environments.

Methodology/Methods

Research involved a multi method approach (Denscombe, 2003) within a predominantly interpretivist paradigm (Burgess, 1988). Data collection spanned four years and included participant observation (Burgess, 1989), forty-two semi structured questionnaires (Oppenheim, 1999) and sixteen semi structured interviews with participants, coaches, observers and organisers at the WIG 2005 (Hargreaves, 2000, Hashemi, 2004). Documentation on the WIG 2005 and the British involvement in the games was also collected, including newspaper/magazine articles, radio footage, television coverage and publications at the WIG. Critical discourse analysis, both quantitative and qualitative was employed to deconstruct and interpret data (Potter and Wetherell, 1992).

Summary of results

Findings revealed subtle forms of power relations in sport and also within wider structures of society. British Muslim women's experiences of sport were understood in terms of the different discourses of power, including discourses of sport, hijab (headscarf), Islam, culture and the challenges facing these British Muslim women. The BMWFT found an avenue in which they could continue to be 'visibly Muslim' and compete in sport. Their early childhood experiences of sport shaped their involvement in competitive sport, where both the school and family structures were influential (Greendorfer, 1992). Data also revealed patriarchal influences, for example, the importance attached to male approval in legitimising involvement in football.

Results highlighted 'relative power' being exercised by the BMWFT and also the WIG in general (Fairclough, 1999, Foucault, 1981, Townley, 2005). Within wider structures in society the BMWFT

were positioned as an ethnic minority, and a marginalised group, therefore positioning them as powerless. However, this small group of women exercised relative power and challenged this position in their choice to compete in sport and in the WIG. Some of the women who observed hijab (headscarf) illustrated a contradictory image to the heavily veiled oppressed Muslim woman, which often forms the dominant stereotypical image of Muslim women in the West, fuelled by media coverage after the terrorist attacks (Bullock, 2007).

Discussion/Conclusion

Conducting 'gender conscious ijtihad' (re interpretation of Islamic texts using a more gender sensitive approach) became a powerful tool for women's liberation in Islam (Fernea, 2004, Mernissi, 1991, Moghadam, 1994, Moghissi, 1999). In this study key Islamic texts were investigated in light of references to women's involvement in sport, dress codes and sex-segregation. Islamic feminist theorists offer a critical understanding of dominant 'Islamic' discourse, which involved the reinterpretation of holy texts that have for centuries been interpreted by men in favour of men (Bahlul, 2000). This new understanding of Islamic text placed the BMWFT in a powerful position within Muslim communities, in challenging these dominant male interpretations of religious text. The BMWFT had to travel to Iran funding their own flights, to find a space which was compatible with their religion and love for sport (Benn and Ahmed, 2006). This highlights the extent of current sporting opportunities for Muslim women in the UK, where they had limited funding and facilities; pointing to the UK's limited sporting infrastructure, which failed to facilitate the needs of these British Muslim women. The research highlighted religious discrimination as an emergent factor intertwined with class (Bourdieu, 1988) and race (Carrington and McDonald, 2001, Chappell, 2002) inequalities in sport, and the need for more extensive research into the experiences of British Muslim women in sport.

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BEHIND THE CURTAIN: UNDERSTANDING PHYSICAL TRANSITION AND THE TRUTH BEHIND POLITICS, POLICY DEVELOPMENT, AND ITS IMPACT WITHIN ELITE SPORT

ABSTRACT ID221

WORLEY, Kristen

Canada

Abstract Introduction

In this presentation, I explore the impact of being born as a gender variant child, my journey toward a complete physical transition, and my life as an elite professional gender variant athlete. I critique the "Stockholm Consensus", which was presented to the International Olympic Committee's (IOC) Medical Commission in Spring 2004, as a means to allow transgendered athletes to compete in all levels of sport. I explore critically why the IOC felt the need to develop this policy and its ramifications for the international sporting community. To conclude, I articulate how policy ought to be supported scientifically, rather than premised in moral and political beliefs, which can have tremendous repercussions on athletes and athletics at all levels of the sporting community.

SOME ATHLETIC CONCEPTS RELATED TO FEMALE MEMBERS FOR SOME OF AL-FATAT CLUBS IN IRAQ

ABSTRACT ID262

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Abstract Introduction

The research aimed at getting acquainted with athletics concepts for the members of Girl Athletic clubs in Iraq as well as knowing the fields where the athletics concepts Are elevated. The researcher assumed that the members of Girl athletics clubs in Iraq have high ratio of concepts .these concepts differ to the physical education fields. The research sample included members of Girl clubs in Erbil ,Douhok ,Mosul ,Kirkuk Basra , Kerbela and Misan . The researcher concluded that the members of Kirkuk club gained the first rank in measuring of athletics concepts then than the members of Basra ,Misan and Mosul club which is in the last rank. The physical education field and psychological aspects occupied the first rank at the most important fields, while the physical education field and the social and economic aspects occupied the last rank. The researcher recommended to plant the athletic concepts in members of Girl Athletics clubs and encourage women to practice athletics activities continuously together with increasing consciousness of physical education concepts for the members .

SYSTEMATICALLY DEVELOPMENT OF A LEARNING OUTCOME ON HEALTHY LIFESTYLE IN A SCHOOL-BASED LIFE-SKILL PROGRAMME FOR SOUTH AFRICAN YOUTH

ABSTRACT ID179

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Abstract Introduction

Adolescence is a complicated developmental stage regarding physical, cognitive, social and psychological development. High risk behaviour, including suicide attempts and physical inactivity is a key problem in South Africa. This study describes the evaluation of two modules of a school-based life-skills programme developed systematically to prevent high risk behaviour and promote personal health. A participatory action research design was used since the inception of the study.

Methods

A matched control study was done with a study group and a control group of schools. Educators found the training and the programme positive in gaining confidence and appreciated the content, activities and material - both with planning and delivery of the lesson.

Results

The primary result of this study is that Today's Choices' modules on nutrition, physical activity and stress reduction had no effects on learners' behaviour with respect to the consumption of fruit and vegetables, fruit drinks, physical activity and suicidal thoughts, except for a significant difference in learners attending more physical exercise classes in an average week in the study schools. The module specific evaluation did not show a statistical significant increase between pre and post scoring for the modules in the study schools. However, the module on stress management's difference in post test score between study and control group was statistically significant.

Conclusions

Evaluation should not solely focus on changes in knowledge and behaviour, but should also include social cognitive correlates of the targeted behaviours. Fruit intake for example is not only dependant on the intention to eat more healthily but also on financial means. This is also true for facilities at the schools. Educators often lack the competence, commitment and confidence to teach these topics in a new subject and learning area. The program should be improved, needs more time and community embedding to have effects.

Parallel Session 3: Diversity

RETIRED WOMEN ATHLETES AND SOCIAL POLICIES: THE CASE STUDY IN TURKEY

ABSTRACT ID301

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Introduction

In recent years, there has been an increase in the level of women's participation in types of competitive sport that have been traditionally limited to men (such as teakwando and weight lifting) in Turkey. Although women athletes have important athletic achievements in many international competitions, they do not receive enough governmental support in their sports career. Because of this, many successful top-level women athletes retired from their active sport life. In this study we wanted to understand the social policies which have an impact on women athletes' sports career and on their life after the retirement.

Methodology

The sample of this study consists of retired top-level women athletes who won gold, silver and bronze medals in the World and Europe Championships and Olympics in their sports career. Data were collected with individual interviews. Semi-structured interview questions were used. In the interviews women athletes were asked about the social support from their environment and government during their sports career and after their retirement.

Results

The findings of this study indicated that governmental support is very important for women during their sports career and after their retirement. For these women to continue participating in sport is dependent on the social policies related to education, training, occupation and social life. Although they had occupational and educational opportunities because of their sporting success, they did not get any governmental support after the retirement. They thought that retired women athletes should be benefited from several social policies such as financial and health insurance and new career opportunities.

Conclusion

The comments of the top-level women athletes participated in this study demonstrated that promoting social policies is important for women athletes during their sports career and more importantly after their retirement in Turkey.

WOMEN AND SPORT DEVELOPMENT IN TANZANIA

ABSTRACT ID149

MARWA, Devota John; MHANDO, Lina Madina

Tanzania

Abstract Introduction

This study is designed to trace the history and development of women in sports and recreation in Tanzania and set strategies towards improvement. The purpose of this study is to encourage women and girls to become more involved in physical activity and to improve the places in which that activity occurs. The focus on women derived from the experience and practices in Tanzania where popular sports are for men, sport leaders constitute mainly men and even sport coverage stories and news in television, radio; and articles in journal and news papers cover mainly boys and men events. Taking into consideration the benefits accruing from participation in sport and recreation women have to participate fully as one of essential category of the beneficiaries. With reference to some scholars and researchers women and girls once they benefits becomes more capacitated in terms of performance skills, physical fitness, mental health and social development. It has been reported by CAAWS, (2000) and Women's sport foundation, (2000) that physical activity, sport and recreation have positive link to excellent physical growth in children through the development of growth motor skills, strength, and endurance. Also helps girls at adolescent age through the years of transition to adulthood. This means that physical activity, sport and recreation can lead to a high level of motivation and buffer them against adverse influences such as substance abuse (drugs & and alcohol), delinquent behaviour and unprotected sex. Active, athletic girls have high self esteem, more confidence, higher achievement test scores, less depression, improved mental health, more academic success and greater lifetime earning potential. Physical activity, sport and recreation provide women and girls with opportunity to develop leadership skills as coaches and team leaders. Also when women and girls become skilled and physically active is a step towards improving quality of life. They will be involving in community's economic activities, improving community health and reducing unnecessary medication costs, reducing antisocial and shying up behaviour and creating better community identity. As the history of physical activity in Tanzania indicates, there have been three distinctive phases of physical activity development (Ndee, 1993; Nkongo, 1993). In each of these phases, people engaged in different physical activities for different purposes. The women and girls participation patterns changed too in accordance with change in sport trends. During the period before foreigners' occupation, physical activities were gender biased, age selective and varied according to ethnic group's (tribe's) value orientation. For instance young men were involved in physical activity with the aim of acquiring and developing necessary skills for defence, as a means of securing societal approval and values and for recreational pursuits during leisure time. Such activities include archery, wrestling, canoeing, and target aiming and running. These were combat-like games. On the other hand, during 'Unyago' (initiation of girls into the expected values and norms of a wife and a mother) women performed the traditional dances that were the type of physical activity that served as a medium of imparting such knowledge to young women. The intention of those ceremonies was to bring up the good mother and wives. Planning activities, testing and assessment of youngsters' performance were left to few experienced and trustful elders in the tribe-men and women elders (Ndee, 1996). The arrival of Arabs discouraged the practice of traditional physical activities. Women in particular were not allowed, especially Muslims, to engage in any vigorous physical activity. Hence these reduced of women's participation rate in physical

activities (Ndee, 1996). The Germans used gymnastics and drill in order to develop physically fit Africans who could be used in their imperial forces and other young men for entertaining the ruling classes. (Ndee, 1996; Ishumi, 1980). There were new sports and games that were introduced to replace the African traditional game and dances. The British were systematic because they introduced Physical Education in schools and consisted of drills to maintain overall discipline and obedience. Traditional physical activities were included in the school curriculum and new sports and games were introduced. These included soccer, basketball, volleyball and target aiming (using firearms) (Ndee, 1996; Nkongo, 1993). Physical activities were offered in form of drills and matching orders in schools and in the Armed Forces. As a part of leisure time, physical activities were used to entertain the ruling classes. This indicates that during that period only young men involved in physical activities and not girls or other age cohorts. Since 1960s to date Physical education, sport and recreation in Tanzania have been experiencing a lot of problems especially at implementation level and hence declining from time to time denying girls and women opportunity to engage in during and after schooling (Mziray and Kitta, 1996; Ndee, 1993). Even when opportunities were made available women and girls were under represented in all aspects of physical activity- sport and recreation. As the history indicates women and girls have experienced barriers to their participation in various physical activities- sports and recreation. Also these are indicators that implementation of many policies, products and practices within physical activity, sport and recreation have not taken women and girls' needs into consideration. Therefore what is needed is the setting of strategies of how women and girls should go about the utilization of those opportunities. That is, if physical activity-sport and recreation are to survive and achieve their goals there is a need to accommodate women and girls programmes so that they can fit in and withstand the competitive global market demands. The women's sport movement namely IAPESGW, WSI and IWG are struggling to make women in sport become authentically global and inclusive. And Tanzanian women are forming part of the group to become constituent of the global mainstreamed through inclusive approach adopted by those associations. It is not simply to get in by names but by specific contributions that may influence others to think and decide to join that field of sport being as athletes and or leaders or through other means such as physical education teachers, coaches, referees, trainers, sport writes or programmers or a like. As the history tells it was very hard to find women in high ranks of sport administration, or as a physical education graduate teacher, or as FIFA recognised women officials. Since now there are may supports, women are capable and there a many opportunities through which women can stand on their own and speak out necessitated this study to be conducted. The study is therefore significant because the findings will be a guide for the individuals, government and other organizations to develop strategies of addressing the barriers and improve the environment in which recreation, sport and physical activities occur. That is, the identified participation patterns and barriers will provide essential information and serve as a guideline for intervention and promotion of physical activities through provision of quality and appropriate activity programmes, facilities, incentives, large public campaigns, policy and counseling services. This study will also add new information to the existing body of knowledge.

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PHYSICAL EDUCATION FROM THE PERSPECTIVE OF GENDER

ABSTRACT ID263

ZAGALAZ, M^a Luisa; TORRES, Gema; HERNANDEZ, Raquel; LARA, Amador; CACHÓN, Javier; MORENTE, Honorato

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Introduction

This work deals with woman discrimination in physical activity from the Prehistory where man fought and hunted (physical activities to survive) and woman took care of home and had children, going through different historical stages, emphasizing Ancient Olympic Games where entrance was forbidden to women, and Modern Olympic Games in which women had to wait until their participation was accepted (Zagalaz, 2005 and 2008). The more outstanding declarations emitted in the last years of the last century and the first ones of the present are analyzed, stressing the Declaration of Brighton (1994) first principle on equal opportunity to participate and be involved in sport as a right of each woman.

Methodology

Historical and documentary analysis on the evolution of feminine participation in physical and sport activities. Search and analysis of bibliography, historical press, images and graphical documents, as well as contributions from different international organisms which have initiated an arduous work throughout the last years of 20th century and the first of the 21th by means of conferences and meetings, in the attempt to eradicate the discrimination which underlies in any type of feminine physical activity, establishing action plans and dictating basic principles by which the sport of elite and the school and afterschool Physical Education of the children must be ruled. In addition to other international Organisms which support the equality in sport practice between women and men and other organisms specific of Physical education and Sciences of Sports.

Summary of results

Of all the performances of the international organisms, the Resolution Women and Sport (2002/2280, INI, 2003), created by initiative of Geneviève Fraisse, by the European Parliament, is the continuation of numerous initiatives of the States members of the EU, and the becoming of awareness of the inequality between the women and the men in the access to the sport. The Resolution echoed the inscription of the sport as a EU competence, and illustrates the necessary consideration of the social function of the sport, recalled in the statement contained in the treaty of Nice (2000).

Conclusion

In sight of the stereotypes marked by the history and the interventions of national and international organisms, our conclusions agree with those of the Secretariat of the GTI (2004), as a result of the world-wide action alphabet: Woman and sport movement keeps on expanding and it is becoming stronger in the regional, national and international spheres. In the last years a very important progress has been made in some of the most significant areas although, a lot remain to be done, especially in the most disadvantages countries and in the positions of management.

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Parallel Session 4: Diversity

THE BEIJING GAMES, NATIONAL IDENTITY AND GENDER IN CHINA

ABSTRACT ID134

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Introduction

Modern Olympics have always been about national prestige. The successful host of the 2008 Olympic Games and remarkable athletic performances by East Asian sportswomen at the Games helped advance the international image, esteem and dignity of East Asia. Women's accomplishments provided East Asia with a new pride and demonstrated a new, confident face of East Asia to the world. This study analyses the complicated relationship between national identity, international politics, Olympic success, gender and globalisation in China.

Methodology

Based on governmental documents on Chinese sport, literature review and interviews to coaches, athletes and administrators, this paper will explore the evolution of Chinese sports policy and its complicated relationship with national identity building, gender and Chinese modernisation drive.

Summary of results

The successful host of the Beijing Games is to a large extent driven by, and strengthened, the national identity of China. Men and women were represented differently in the Organising Committee of the Beijing Olympic Games, Volunteers and Olympic delegations. In spite of obvious progress in achieving equality in many aspects, especially in elite sport, women's role in sports leadership has not completely realized.

Discussion

The unprecedented support level to the Beijing Games from the government to the public reflects the sense of national identity. Through hosting the Beijing Games the Chinese have become more confident patriotic and internationalist. The Beijing Games was a huge building block helping to erect a multi-level structure of contact between China and the world. Arguably, Chinese women have played an increasingly important part in the Olympic Movement, which is the product of the interaction of domestic and global politics, national identity, traditional culture, state sports policies, globalisation and changes in gender expectations and demands. Sportswomen are faced with both opportunities and challenges in the twenty-first century.

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"HEADSCARVES, SPORTS BRAS AND HONOURABLE MUSLIM WOMEN: AGENCY, POWER AND MUSLIM WOMEN'S BASKETBALL IN STRATLEY"

ABSTRACT ID152

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Abstract Introduction

In the aftermath of 9/11, hostility and antagonism towards Muslims has grown rapidly, and orientalist/colonialist discourses pertaining to the 'radical otherness' of Islam appear to be more pertinent than ever. Integral to such dialogues remain the 'veil' as the (literal and metaphorical) embodiment of Islam's separateness from Europe and the West (Grace, 2004), and the veiled Muslim woman as the passive and powerless victim of patriarchal Islamism and repressive cultural structures (Mohanty, 1988, 2002). Nowhere are such depictions more pervasive than in the sociology of sport where the passivity/absence of Muslim women from Western sports has (perhaps inadvertently) further reinforced (if not reified) notions of the 'East' as a realm of the oppressive and orthodox (see HEA, 2000; Porter, 2000; Rowe and Champion). Indeed the tendency to validate and conceptualise Muslim women's modes of 'struggle' in sport from 'Eurocentric' philosophical, ideological and theoretical traditions (see e.g., Carrington and Leaman, 1986; Carrington et al. 1987; Ferris, 1981) has further "de-sensitised" understanding of difference (see Benn, 2009). In fact, the plight of Algerian runner, Hassiba Boulmerka, who shortly after winning the gold medal at the 1992 Barcelona Olympics was forced into exile because fundamentalists denounced her victory for running in her bare legs, continues to fuel such depictions (Morgan, 1998). Littered with references to her powerless-ness, Boulmerka's suffering has symbolised the menacing potentialities of radical Islamism and its demise of women's social and political equality, specifically within the contexts of sport. As such it continues to serve as a stark reminder that Muslim women (will either) remain ostracised from sport (read: an activity that is only enjoyed by those who are liberated from the shackles of religion and culture) (see Fleming and Khan, 1994), or that they (will) face the consequences of 'breaking away' from (practical and ideological) barriers that exist to keep them in their confined/repressed place (read: within the private/domestic sphere at home) (Sfeir, 1985). Nevertheless, what remains absent/ignored throughout much of these debates is Boulmerka's strength as a Muslim Algerian woman, her defiance, her resilience and indeed her activism and accomplishment to become a spokeswoman and an "ideologue" for Muslim women throughout the world, despite her "struggles" (c.f. Hargreaves, 2000; Benn and Ahmed, 2006). Indeed, the enormous advancements that facilitate Muslim women's sporting opportunities, access and initiatives (often instigated from Islamic countries) also remain under-researched within Western academia (ibid). It is as if the gaze upon Muslim women remains static across changing generations, time and space. And in so doing, the veiled Muslim woman is hailed across an ever-changing fluid world as the always immobilised and frozen into a passive inert entity. She is always the marginal, and the embodiment of disorder and degeneracy to an always liberal, educated Western 'self'. I present findings from an ethnographic study of a Muslim women's basketball team (MWB) in Stratley (England) currently training for the fifth Islamic Women's Games (to be held in Iran in 2009). This data collection extended over a period of fourteen months during which I was a member of this team and as such trained with them, lived out their 'struggles' for power within Stratley and was embedded in their complex processes of identity (re)-negotiations and (re)-construction. In

embracing an interpretative epistemological framework, data was produced using the collaboration of participation observations and digitally recorded life-history interviews. A post-colonialist framework is adopted to highlight the nuances between and within Muslim womens realities and identities as members of the 'new diasporas' in Stratley. Emphasis is placed on highlighting the ways and extent to which my respondent's do not passively collude to hegemonic discourses about traditional (read: honourable) 'ways of being' Pakistani/Bengali Muslim women living in Britain. In fact by specifically acknowledging their will power to 'react against' or 'resist' hegemonic/privileged ideologies, I provide an insight into the complex forms of Muslim women's agency and explore the dynamic processes of struggle for power (over meanings, voices, identities, ideologies and space) that underpins their day-to-day lives in Stratley and fuels MWB. In so doing, the emergence of MWB in the locality of Stratley is depicted as a specific 'point of rupture' which enables Muslim women to 'break way' and 'be themselves'. Attention is thus focused on the ways and extent to which MWB exists as a site which produces new femininities that are simultaneously British and 'authentic' (by nurturing the 're-working' of 'ways of being' honourable/good Pakistani/Bengali Muslim females in Stratley). An integral component of my respondent's newfound feminine identity is the desire to (physically and emotionally) belong to Britain. This is reflected in their will to train against all odds in order to represent Great Britain at the Islamic Women's Games (e.g., lack of funding, poor facilities, lack of available provisions). Indeed the strategic ways in which MWB operates also reflects how my respondent's sense of belonging to Britain occurs within a 'safe space' that overcomes/avoids the 'isolation and exclusion' experienced through participation in mainstream British/International sports (by nurturing sport participation within Islamic guidelines). The simultaneous use of MWB to challenge "entrenched prejudice" and Islamaphobia is also explored thus positioning my respondents as active agents in their own leisure lives as opposed to passive recipients of gendered and cultural constraints (Versi, 2007).

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ADDRESSING HOMOPHOBIA IN SPORT - A CANADIAN EXPERIENCE

ABSTRACT ID327

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Abstract Introduction

In recent years, Canadian sport leaders have pursued a number of national policy initiatives and programs to promote safety, fun, fair play and ethical conduct within the Canadian sport system. In most cases, the experience of sport is overwhelmingly positive for participants - but in some cases, the sport experience is not safe and welcoming. Issues such as harassment, bullying, violence and homophobia undermine the powerful potential of sport to contribute to personal, social and community development. In keeping with its mandate to increase the participation of women and girls in sport and physical activity, CAAWS has developed an initiative to address homophobia in sport.

An overview of the Addressing Homophobia in Sport Initiative currently underway in Canada will be presented. This includes CAAWS's position paper on homophobia in sport, "SEEING THE INVISIBLE, SPEAKING ABOUT THE UNSPOKEN", as well as an educational workshop that is being delivered to Provincial and National Sport Organizations including Administrators, High Performance Directors and Coaches in Canada. Some of the challenges working within the Canadian sport system will be highlighted, as well as the success stories. One such success story is the "positive space" initiative where CAAWS worked with the Canadian Mission and Medical Staff attending the 2006 Commonwealth Games in Melbourne, Australia to create a "positive space" for lesbian and gay team members.

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INTEGRATING INDIGENOUS KNOWLEDGE INTO PHYSICAL EDUCATION FOR THE MULTICULTURAL CLASSROOM: A SOUTH AFRICAN CONTEXT

ABSTRACT ID175

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Abstract Introduction

Before 1994, education departments in South Africa functioned to a large extent independently, which resulted in inequality of opportunities, funding and amenities. Since the inception of outcomes-based education, physical education is only one of the five focus areas of the Life Orientation learning area in the intermediate schooling phase and yet, currently the South African youth is becoming increasingly more inactive and obese.

This paper will hence reflect on the results of (1) a study conducted on the effect of cultural initiatives on the attitude towards ethnicity (Roux, 2000), and (2) curriculum enrichment through indigenous Zulu games (Roux, Burnett & Hollander, 2008). Qualitative and quantitative data was collected from 217 first year student teachers (1) as well as 184 Zulu-speaking people (2) in KwaZulu-Natal. A significant positive attitude change (p<0.01) was evident (1). Thirteen Zulu games (2) were selected and curriculated with the nature, popularity of these games and the cross-field educational outcomes as criteria.

It is therefore evident that due to the cultural and game content, these indigenous games can meaningfully contribute to the physical education curriculum, as well as other programmes for promoting ethnic understanding, reinforcing social skills and to provide fundamental motor skills and movement concepts in the multicultural classroom.

CONSTRUCTING GENDER IDENTITY IN A MALE DOMINATED SPORT: WOMEN AND WRESTLING IN TURKEY

ABSTRACT ID269

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Introduction

Sport historically has been established as a male preserve (Theberge, 2000). However the entrance of women to sport has created a field that challenges the meaning of gender, rendering it contested and renegotiated (Dworkin and Messner, 2004). For example, as Messner (2007: 4) writes: "Sport is a "contested terrain" in which gender is being constructed in complex and often contradictory ways." The subject of this case study, women in wrestling in Turkey, challenges the masculine preserve of sport in a traditionally male dominated activity.

In theory, women have access to practice wresting in Turkey but in reality, there are only 85 women who practice wrestling actively and over 4.000 men, this indicates that it is very difficult for women to enter to the activity of wrestling. However their presence in that sport still brings many questions about construction of gender. Hence, the purpose of the study is to explore how women entered and experience their involvement in wrestling and the effects of gender constructions on their life histories.

Methodology

The data will be collected via individual life history interviews with a sample of women wrestlers. The data will be collected between December and April in 2008/2009. Qualitative techniques in gender research are used to deepen understanding of the complexities of experiences of participants.

Summary of Results

Because the field research has not yet been conducted, results cannot be presented currently however it is anticipated that the insights gained from research with women athletes in such a male preserve area will make a significant contribution to understanding of contradictory constructions of gender in sports.

Conclusion

Conclusion will be summarized using different dimensions of constructions of gender for the case study women who chose to enter in a male dominated sport in wrestling. The discussion will add to the theory of gender as a contested terrain where renegotiation of gender order is happening.

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GENDER RELATION ON THE STUDENTS' ADMISSION TO THE PHYSICAL EDUCATION CAREER AT UPEL EL MÁCARO - VENEZUELA

ABSTRACT ID272

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Introduction

The Venezuelan State invests a great amount and variety of resources in the search and implementation of Plans and Programs that benefit the child, adolescent and adult's mental and physical health. That is why the Ministry of Education includes in the study programs Physical Education as a subject, becoming in a whole subsystem inserted in the organizational structure that stands specifically for the overall formation of the Venezuelan citizen in all the levels of the educational system. Regarding to this, in the Plains Region, specifically in Guarico state, there is a lack of graduated staff to work in such an important area, according to official information supplied by the staff unit of the state Education Office.

Methodology

The objective was to analyze the results of the test that are applied to students who intend to study Physical Education career in terms of number of students accepted and gender. The study was done under the model of a descriptive field research. The population was formed by 603 high school graduates, 127 female 476 male. The data collection techniques were medical, anthropometric, physical fitness and sport skills tests, all standardized by the university. Once they were applied, they were processed and organized in frequency charts and percentage, to determine the apt and non-apt aspirant to create the specialty.

Results: The total number of people who were admitted was 277 men who represent a 58.19% and women which represent 59.05%, putting in evidence that there is a slight difference by gender. These people will be formed as professionals in the area of PE to help in the social and economical progress of the country, and attend the State policies about the formation of teaching human resources.

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SIX VENEZUELAN STAND UP SPORT TELL US THEIR THEIRS EXPERIENCES

ABSTRACT ID268

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Abstract Introduction

In Venezuela there is not enough research in historic of women in sport. With this investigation we are offering to the sport audience a different way to see the sport. Through the experience of these hard worker sport women we are telling to the world that sport it not only to practice for many years an activity, but also there is a human being who feels different frustrations and has to face a variety of situations that are involved in sport. It is a way to show another face of Venezuelan women in sport. The few production of sport historical publication in Venezuela and the little importance of women in sport are the principles argument of this research. There are few or almost no investigations related to women and to historical aspects in our sport references. It is most common the scientific, psychological and high level sport and there are not investigations related to this point. One of the reasons is to show that this investigation let us to teach in the Venezuelans sport cultural the fascinated experiences of these 6 women in sport. It is a way to live together to these women six different biographies in the tremendous theme such is women and sport. Also have different purposes such as to show a different studios of women and sport, to use a social aspects to tell to the audience that sport have much to investigate to give a relevance of very important Venezuelan women in sport and to let a written document of Venezuelan historic aspect in women sport. This is qualitative research using the biography of six Venezuelan women in sport. An ethnographic investigation. The investigation was based on the interview of theses six women and the ethnographic aspect that are included in the qualities research. Use different way to show the amount of investigation that sport can contains. Not only, scientific, psychological, but also social, historic, politics and so on. This investigation offers also a contribution in others aspects such as: academic, administrative, coach, official and so on. There are not evidences of any investigation related to this topic in Venezuelan women sport.

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INTERNATIONAL DEVELOPMENT THROUGH SPORT - FROM POLICY TO PRACTICE

ABSTRACT ID130

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Abstract Introduction

Partnership working to deliver International Inspiration: - a collaboration between UK Sport, British Council and UNICEF to deliver the London 2012 Olympic and Paralympic Games international legacy programme on physical education and sport for young people with the aim of:

'To transform the lives of millions of children and young people of all abilities, in schools and communities across the world, particularly in developing countries, through the power of high quality and inclusive sport, physical education and play.'

The core partners delivering International Inspiration are organisations with different missions, goals, cultures and traditions but have been brought together by the shared vision around the issue of quality and inclusive play, physical education and sport for young people and how these could contribute to achieving education, development and sport outcomes. The core themes guiding the partnership work in International Inspiration are: (a) Agenda setting/Policy development (b) Capacity building (c) Supporting examples of good practice to build the evidence base and (d) Increasing access to and participation in high quality and inclusive sport, physical education and play for children and young people of all abilities. Globally there is a general consensus or acceptance that effective and sustainable development in any sector succeeds through strategic leadership and partnership working. This paper aims to share current thinking and best practice in partnership with specific reference to the delivery of high quality and inclusive physical education and sport for young people and transforming their lives as a result.

The opening sections outline the rationale and context of International Inspiration and make a case for partnership working for development around physical education and sport. Furthermore, a critical analysis of the partnership approach, structure and process adopted for International Inspiration is shared. The analysis identifies the principles and critical success factors for partnership working for rights-based and humanistic physical education and sport projects.

The paper then looks at the outputs and outcomes of partnership in practice through case studies in five countries that are participating in the pilot phase of International Inspiration. It is hoped that the case studies provide some evidence that effective and sustainable development through sport can have an even greater impact through strategic leadership and partnership working. The final section identifies the challenges and lessons learned from building core partnerships and modes of partnership activity in International Inspiration and makes recommendations

Parallel Session 5: Diversity

WOMEN MISTREATMENT TOWARD FEMALE ATHLETES

ABSTRACT ID154

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Abstract Introduction

In Venezuela there is a noticeable change of sports importance in the direction of increasing economical incomes, political values, and public significance. However the sports regulations mostly are not in favour of the athlete and in some ways these lead to an increase of a consciously planned infraction in the athletes' personal rights, which could be considered an aggressive action or passive violence toward a team and each of its members. This study investigates whether the women judges' decisions based on subjective actions affect synchronized swimming athletes' concern. In contrast to this analysis of a female sport development, this study shows that women judgments could express mistreatment toward women because it enhances social power while scoring higher on athletes who are having any relationship. Implications for synchronized swimming organizations are discussed.

WOMEN INVOLVEMENT IN THE BRAZILIAN INDIGENOUS PEOPLES GAMES

ABSTRACT ID238

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Introduction

The historical processes of colonization, industrialization, urbanization and globalization in Brazil have had tremendously impact on the economy and social cultural indigenous societies. Besides all the disasters occurred in these societies, one can observe new political indigenous movements which have brought enlightenment and hope for these people.

Relevance

In the last ten years, one of the most important and complex phenomenon is the National Indigenous Peoples Games. The women involvement and empowerment have increased each event.

Aim

This paper aims to study the women involvement and empowerment in the National Indigenous Peoples Games.

Methods

The information was obtained through the following sources: (i) bibliographies on the subject, (ii) ethnographic research done during the National Indigenous Peoples Games in Ceará (2005), Pernambuco (2007) and at the State Games in Pará (2006) and Mato Grosso (2007). At those events, women indigenous leaders and athletes (as they called themselves) were interviewed inside the lodgings of the games.

Results

The Indigenous Peoples Games depend on the articulations among different sectors of society: Intertribal Committee - Indigenous Memory and Science (ITC) running by the male indigenous and other "white" male and female professionals, Sports Ministry, FUNAI (National Indigenous Foundation), Sports State Secretariat and sometimes City Hall (1). They congregate elements from ancestral indigenous cultures and from the contemporary world. In general the male indigenous bring the wife and children along for the events. In the beginning the wives came only as companies or to sell arts and crafts, but within time they started participate in some games and also in the social forum. The events have the following moments: - (i) opening procession similar to the opening of the Olympic Games, where women and male enter wearing their typical attires, (ii) the arena - where games take place, (iii) arts and crafts shops, (iv) social forum - with indigenous and non-indigenous guests, national and international personalities, aiming to debate themes such as education, health, ecology, youth, communications, the use of solar energy, reflections about the games and indigenous sports, etc. In the opinion of the women interviewees, the participation of the women in the games varies among the ethnical societies. Many of these games are part of

religious rituals practiced mainly for male. Recently some societies have allowed the participation of women in the games. In the Indigenous Peoples Games, each society brings the games of their identity. One has observed the women participation in the log running, fights, force rope, running and football.

Discussion

The .indigenous people's games have contributed: (i) To exchange experiences with another ethnic groups, to get to know other cultures. (ii) To have the opportunity to participate in the games. (iii) To show and maintain their culture, traditions and values, to affirm their rights. (iv) To sell their arts and crafts. (v) To show their "differences" to white people and thus obtain acknowledgement (vi) To get in touch with feminist indigenous women.

Discussion/conclusions

The Indigenous Peoples Games bring new openings for the women involvement in the games and sports. They bring opportunities for them to meet other indigenous women, to get in contact with different cultures, to discuss different issues in the social forum and to re-think their role as indigenous women.

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Parallel Session 1: Policy Development and Leadership

WOMEN ON BOARDS: A GUIDE TO GETTING INVOLVED

ABSTRACT ID327

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Abstract Introduction

CAAWS is dedicated to encouraging girls and women to both participate and lead in sport and physical activity. Women on Boards: A Guide to Getting Involved, provides both organizations and women who are interested in serving on boards, with practical resources to ensure strong representation and leadership from women at the board level.

Women, through participation on governing boards and in senior roles of organizations, have a significant impact on sport in Canada and around the world from the grassroots level to elite international organizations. However, women are often underrepresented in leadership at the board level, leaving a void in discussions, perspectives and decision-making.

This resource demystifies the workings of boards and strives to improve recruitment and retention of women as board members by:

- Describing why boards need more women;
- Providing advice on how to find a suitable board to join, and how to secure
- a position on it;
- Providing straightforward descriptions of typical board roles, terminology
- and processes;
- Identifying challenges that may be faced by women serving on boards, and proposing strategies for addressing them.

This plenary presentation will provide an interactive opportunity to address both the interests of organizations who want to recruit and retain women on their boards as well provide valuable advice for women wanting to get involved on boards.

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http://www.caaws.ca/e/leadership/boards/

SKILLS DEVELOPMENT FOR WOMEN AND GIRLS IN THE PRACTICE OF SPORT AND RECREATION IN SOUTH AFRICA

ABSTRACT ID169

LOURENS, Lynne

Sport and Recreation South Africa

Abstract Introduction

The new democracy after 1994 brought the development of the National Qualifications Framework (NQF) in SA since 1995. The South African Qualifications Authority (SAQA), who has been the driver of the NQF process initiated the quality spiral of improvement process in legislation with the new NQF Bill (B33 of June 2008) to replace the SAQA Act of 199. The new legislation paves the way for the introduction of the 3 Quality Councils (Umalusi, Quality Council for Higher Education and QC for Trade and Occupations)

The current vocational sport and recreation qualifications framework in SA has developed significantly with a positive impact on the education and training of the following sectors:

- 1. Sport Administration and Management
- 2. Sport Coaching
- 3. Community Recreation
- 4. Sport Technical Officiating
- 5. Volunteer Support

How does this have an impact and benefit for women and girls?

The qualifications are setting the scene for the improvement of opportunities of women and girls participate in credit bearing training in "learning chunks" and provides them with an entry into qualifications, learning pathways and career paths. This will also set the scene for them to participate equally in government funded learning at national and provincial level and give them access to participate as skilled administrators, managers, coaches, technical officials and volunteers in sport and recreation strictures and take a leading role in skills development initiatives. Although the Constitution of South Africa guarantees equal opportunities, in practice there are still significant backlogs.

To conclude, recommendations are made with regard to the capacity building for women and girls to provide career pathing and equal opportunities.

BARRIERS TO PHYSICAL ACTIVITY PARTICIPATION AMONG TWO GENERATIONS OF BLACK PROFESSIONAL WOMEN IN SOUTH AFRICA

ABSTRACT ID235

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Abstract Introduction

Recent South African surveys and studies reveal that the population has moved extensively along the epidemiological transition towards a disease profile related to Western lifestyles, with increasing deaths due to chronic diseases of lifestyle (Steyn, 2006). Black women have been identified as a high risk group with the country's highest levels of inactivity, overweight and obesity (Department of Health, 2002; WHO, 2005).

The participation of women in sport is affected by cultural patterns as well as economic, political and ideological contexts (Hargreaves, 1994:5). Within the complex political history of South Africa, black women have been disadvantaged by the past government's policy of apartheid, and have also been marginalized and oppressed in their own patriarchal societies. The first democratically elected government in 1994 committed itself to gender equality and women's emancipation, with constitutional guarantees on equality and an affirmative action policy to address gender inequalities. This study investigated the barriers to physical activity participation of two generations of black professional women in South Africa. The older generation spent formative years under the apartheid system, subjected to its discriminatory laws and practices. The younger generation's formative years were in post-apartheid South Africa, post-1990, under constitutionally guaranteed equality and non-discrimination.

Methodology

Qualitative research methods were used to investigate the barriers to physical activity participation and was part of a larger study which used a mixed method approach to achieve a holistic understanding of physical activity in the lives of black South African women (teachers, nurses, social workers and public managers). With institutional ethics approval, 47 women (20 from the older generation, mean age 39.9, s = 3.3 years; and 27 from the younger generation, mean age 19.8, s = 0.9 years) were interviewed using a semi-structured interview guide. The sample size was determined by data saturation from the interviews. Interviews were transcribed verbatim and data were managed and analysed according to the steps described in Cresswell (2003, p. 196-199). Data verification was done according to Guba's model of trustworthiness (Krefting, 1991, p. 214-222). An independent coder verified the coding.

Summary of results

Three sub-themes were identified in relation to the barriers to physical activity participation: personal, environmental and socio-cultural factors. The personal factors included time constraints, stress and tiredness, lack of motivation, negative school experiences, negative associations with exercise and financial constraints. The environmental factors included residential areas, availability of recreation and sports facilities, and safety. The socio-cultural factors were lack of social support,

exercise "not being a part of African culture", traditional roles of males and females, exercise associated with the young, exercise associated with undesirable weight loss and negative comments by the community.

Discussion/Conclusion

The results of this study have highlighted the many barriers, real and perceived, to physical activity participation. Many barriers are universal in relation to women's lives in a modern world: time constraints, stress and tiredness, lack of motivation and financial constraints. Environmental factors are more typically South African: living in historically white suburbs as opposed to black townships and the fear of crime and violence. The socio-cultural barriers were related to participants being Xhosa speaking women, with the norms and values of the community being extremely restrictive.

Democracy in South Africa has increased opportunities in the lives of both generations and offers more career and lifestyle choices. However, this is undermined by more conservative socio-cultural barriers. Long term health and lifestyle benefits will require a clear and universal health message on the importance of physical activity to overcome these constraints. This message should be integrated into educational strategies, the further empowerment of women, and practicable, targeted interventions for the promotion of physical activity.

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Parallel Session 2: Policy Development and Leadership

FEMALE SPORT ADMINISTRATORS EXPERIENCES OF DIFFERENTIAL TREATMENT IN THE WORKPLACE

ABSTRACT ID172

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Abstract Introduction

South African sportswomen have a proud history of using sport as a site of resistance against racism and sexism in society. Unity talks in South African sport took place between 1988 and 1994 which led to the synchronisation of all South African sport codes across the racial divides, apparent in this country at that time. Against this backdrop, the status of women in sport in South Africa changed dramatically and has continued to do so as women have become more visible, despite their limited access to sport, especially at leadership level. However, 13 years since the advent of democracy gender inequality still persists in South African sport. In traditional women's sport such as netball and softball, men can still be found in leadership positions. However, females are not well represented in the administration of traditional male sports such as rugby, soccer and cricket. This study reports the experiences of female sports administrators at a provincial level in South Africa.

Methods

A qualitative approach was used to explore differential treatment experienced by participants in their workplace. Candidates were purposively selected to reflect the historic and cultural diversity of women in this province which would add to the complexity of gender equity in the workplace. Data was collected by using semi-structured interviews. Thematic analyses of interview transcripts were followed.

Summary of Results

The key findings regarding differential treatment shows that although all of the participants acknowledged that differential treatment exists, there is evidence to suggest that they challenged practices of differential treatment especially with regard to decision making and gender-role stereotyping. In addition, they did not allow themselves to be subjected to acts of differential treatment.

Discussion and Conclusions

From this study, it can be concluded the participants in this study do not experience differential treatment in their places of work, even though they acknowledge that it does exist. It not conclusive whether gender-role stereotyping is carried over from the home into the workplace but there is evidence that the participants perform tasks outside their places of work that are gendered as female. Recommendations are offered.

CONSENSUS FOR CHANGE THROUGH AN APPRECIATIVE INQUIRY APPROACH

ABSTRACT ID164

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Abstract Introduction

Within the UK 7.47% of all university students have a disclosed disability (HESA 2007); at University of Worcester this percentage of students registered on courses in the Institute of Sport and Exercise Science (ISES) has risen to 8.91%. Whilst most lecturers and teachers of Physical Education and Sport appear open to changing their practices to more fully include disabled learners, many lack understanding/confidence and remain concerned about their own liability under the relatively recent legislation. Indeed, Adams and Brown (2001) noted that in Australia, where judgements in court cases ruled against the institution, these were primarily related to issues of teaching and learning and individual practitioners.

Methodology

This paper describes a project, supported by the UK's Higher Education Academy (September 2007 - December 2008), that intended to improve the learning experience of disabled students from ISES (three female PE students and two male Sports students) and embed effective inclusive practices in learning, teaching, assessment and curriculum design within the University of Worcester (UW). The project aimed to develop and offer a programme of staff development that "works with the grain of subject communities" (Trowler et al 2003), and enable ISES staff to successfully meet the needs of disabled students. The project's aims were strategically aligned with UW's vision of developing 'an international reputation for excellent, inclusive education". The challenge posed for the project team in converting such aspirational words into practice was how best to engage the interest and commitment of academic staff.

In addressing this challenge, the team consciously avoided the 'teachers need fixing' model McAlpine, 2006), which has clear parallels with the medical model of disability, through their choice of Appreciative Inquiry (AI). This approach emanated from David Cooperider's (1999) doctoral work at Case Western Reserve University. It eschews former Organization Development (OD) deficit models in favour of a positive approach to change that builds a vision for the future based upon what already works well within an existing system. Its self-empowering philosophy, effected through the '4-D' process (Discover, Dream, Design and Destiny), is realized through the collaborative working of all stakeholders within an institution; through systematic participation in a jointly constructed vision of an organization's future, they become an integral part of its success.

AI is well aligned with the social model of disability which recognises the person's impairment, but views the disabling factors as located in the environment, policies, practices and attitudes rather than within the individual. Both AI and this inclusive approach resonate with the spirit of Ubuntu as defined by Archbishop Desmond Tutu (1999), "A person with Ubuntu is open and available to others, affirming of others, does not feel threatened that others are able and good...".

Results

The AI approach involved disabled students in the implementation of the Design phase, and succeeded in engaging ISES staff who subsequently agreed a set of departmental and personal priorities in relation to inclusion. In addition to a range of staff development that is now in progress, other initiatives are in place and embedded in the Institute's core functions.

Conclusion

Key messages from this project include the following:

- The 'student voice' is a deeply powerful way of engaging the interest and motivation of academic staff.
- Champions for the AI process are critical, both in terms of team leader and a lead partner (key gatekeeper) within a department.
- The AI approach has been instrumental in helping achieve the project aims, given its focus
 on the unconditionally positive question; however, in order to further validate the approach
 and triangulate our evidence, a critique of AI and the project's continued activities will be
 conducted within ISES.

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SPORTS TV COMMERCIAL AS A REPRODUCTIVE MECHINE OF HETROSEXULAITY

ABSTRACT ID356

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Abstract Introduction

The mass media industries, such as TV commercial, have re-shaped images of females in decades, with female feminine characteristics receiving primary consideration. The power of the mass media's treatment of women, particularly in sport, appears to be mainly underrepresented and trivialized by the media (RaKow, 1998). The purpose of this study was to investigate how the mess media, such as TV commercial, influenced the images of female athletes through media coverage in Taiwan in recent years. Data collection centered on sports TV commercial in Taiwan. Three major findings emerged from the content analysis. First, TV commercials on female athletes tended to reinforce the ideology of sexuality to reproduce the distinctions between masculinity as male and femininity as female in Taiwan's society. Second, specific topic commercials on female athletes were created for audiences enjoyment or understanding. Third, sports commercials on female athletes were often underrepresented to be a health commodity. The findings provided a basis for the examining the influences of the theoretical and practical counterpoint on the traditional female/male discrimination. Presently, the mess media images of female athlete in Taiwan are "copies" of traditional stereotypical images of femininity and female sexuality as opposed to those of male athletes.

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TITLE IX DURING THE BUSH ADMINISTRATION

ABSTRACT ID267

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Abstract Introduction

Title IX has provided support for women in sport and their leaders in the United States since 1972, and has been upheld in numerous court cases, creating a strong body of highly supportive case law. During the Bush Administration, attempts were made to weaken the established compliance tests. This paper will discuss the trials and tribulations of Title IX during the Bush Administration and potential implications for the future.

Methodology/Methods

The methodology is an historic overview of the issues surrounding Title IX during the Bush Administration. Included is material from the Commission on Opportunities in Athletics, the National Coalition for Girls and Women in Education, and the Clarification of 2005.

Summary of Results

The Bush Administration desired to make changes in the administrative regulations used to determine compliance with Title IX. Policy changes were initiated during each term of office and the Clarification has continued in place since March of 2005. The supporters of these changes felt that Title IX provided for growth in women's sports, but discriminated against male athletes (Gavora, 2002). In June of 2002, Secretary of Education Paige announced the formation of the Commission on Opportunities in Athletics. The purpose of the Commission was "to collect information, analyze issues and obtain broad public input directed at improving the application of current Federal standards for measuring equal opportunity for men and women and boys and girls to participate in athletics under Title IX." (Yiamouyiannis, 2002b, p1). With the announcement of the formation of the Commission, many supporters of women's sports became concerned that Title IX would become seriously weakened and the significant progress toward equity that had been achieved would be lost. A number of organizations created The National Coalition for Girls and Women in Education. The Coalition consisted of over 50 groups, but a core group of organizations, the Women's Sports Foundation, the National Women's Law Center, the National Association of Girls and Women in Sport, Girls, Inc, and the American Association of University Women, provided strong leadership (Butler, 2003). On July 11, 2003, following the completion of the Commission on Opportunities in Athletics, Secretary of Education Rodney Paige sent a letter to sport organizations in education who needed to comply with Title IX, indicating that no changes would be made in the administration of the law (Butler, 2003). This announcement was celebrated as a victory by groups who had worked hard to educate about Title IX, and to fight for its continuing legislative strength supporting gender equity in sport during the first Bush term of office.

In the Spring of 2005, during the second Bush Administration, the Department of Education issued a Clarification of the "interest" prong of the three-prong compliance test. Supporters of Title IX were again determined not to allow the law to be weakened, and a request from the NCAA not to use this prong for compliance provided strong support (Suggs, 2005a, 2005b, 2005c). The clarification has not been revised and can still be used to provide evidence for compliance with Title IX, despite concerns from the NCAA.

Discussion/Conclusion

This paper provides historic background on Title IX, discusses the process that was set forth by Secretary Paige to review that status of Title IX, shows the development of a grassroots response by concerned organizations, talks about the Clarification of the "interest" prong, and indicates issues of continuing concern in the area of Title IX and sport.

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LIFE HISTORIES OF FEMALE ATHLETES: UNDERSTANDING WHY WOMEN SERVE ON INTERNATIONAL WOMEN-LED SPORT NGOS

ABSTRACT ID177

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Abstract Introduction

Young women have more opportunities in public life in the twenty-first century than ever before, largely due to the influence of twentieth century feminisms (Dickerson, 2004). However, women are still not equal to their male counterparts in organizational life, such as salaries, rewards, and decision-making roles (Kelly, 2005; Stromquist, 2000). Similar inequities apply in international non-governmental organizations (NGOs), including those in sport (Hall & Pfister, 1999; Henry et al., 2004). One solution to women's marginal status, both in the salaried and volunteer labor force, has been for them to establish their own international NGOs. In sport, there have been several attempts to set up such international NGOs. Dating from 1949 onwards, the International Association of Physical Education and Sport for Girls and Women (IAPESGW) was established to provide opportunities for professional development and international cooperation in Physical Education (Hargreaves, 1999). However, just as with feminist critiques more generally, some women argued that IAPESGW followed too liberal a path and was not sufficiently active as a change agent in sport. In the early 1990s, as a direct consequence of such criticisms, a more radical NGO emerged - WomenSport International (WSI), which was committed to a more urgent change agenda for women and girls in sport. However, for both these NGOs, their organizational effectiveness depends on a steady supply of dedicated volunteers. Such volunteers often adopt their roles relatively late in life and/or stay in them for many years, causing a slow rate of organizational turnover. Furthermore, researchers have found that people volunteer for many different reasons, such as human capital (social status), social capital (social integration), and cultural capital (altruistic values) (Tang, 2006) and some of these reasons may be different from generation to generation. I have found that, within women-led sport organizations, women become members for a variety of reasons. This is under-researched. This paper examines reasons why women become involved as members and leaders within NGOs. The proposition is that, if younger generations of women do not find similar interests to their predecessors, these organizations may be at risk for survival. For these organizations, female student-athletes are one group that maybe identified as the younger generation because they have an interest in sport, may not know all their potential opportunities in sport, and are nearing post-college transitions into careers.

Methods

The history of the women's international sport organizations will be ascertained through archival research. Life history interviews will be conducted with past, present, and current leaders to understand their volunteer values, motivations, and roles. The archival data and the life histories will be presented to student-athletes through an online collaborative tool. These participants will be presented the research results in thematic sections and asked for their feedback or opinions on the specific themes. This in turn provides similarities in interests and beliefs about the women leaders and the importance of these NGOs.

Discussion

Female student-athletes have a vital role in sustaining women's sport through their work in NGOs. This project seeks to fill a research gap in a small subset of society through revealing collective patterns of women's experiences who volunteer on women-led sport NGOs. The project will also illuminate the common purposes and cultural frameworks of an under-researched group - women in sport.

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Parallel Session 3: Policy Development and Leadership

IS THE GOLF PRO IN? EXPLORING THE EMERGING PROFESSION OF FEMALE PGA COACHES

ABSTRACT ID127

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Introduction

The purpose of this paper is to explore the work of female Professional Golfers' Association (PGA) professionals who have carved successful coaching careers in a traditionally male dominated sport. Out of 7,000 PGA professional members, only 200 are female, most of whom entered the game firstly as players and then moved on to become coaches. Golf is regarded by many as a male dominated sport and as a consequence masculinity traits are observed and dominate the terrain (Kane & Disch, 1993). Furthermore, some of the oldest and most prestigious golf clubs in the world still do not allow women to become members. Such discriminatory factors that seek to restrict the access of women within golf are indicative of a hegemonic social institution that naturalizes men's power and privilege over women. Lyle (2002) argues that studies of women in sport have revealed that sport is a concomitant part of a patriarchal society in which its practices serve to reinforce male dominance and restrict access to women as participants and coaches. There has been a paucity of empirical work that has focused on gender aspects of coaching within a UK context. This area is under- researched and this study is an attempt to address this imbalance by focusing upon the experiences of female coaches within golf.

Methodology

A life history approach was adopted in order to explore the subjective realities of female golf coaches. The use of a life history approach provides rich and textured information about the ways in which individual stories are embedded in their personal, social, familial and cultural experiences. Qualitative data was collected by interviews with ten female PGA professionals. The use of in-depth semi-structured interviews was adopted in order to establish the individual life histories of these female PGA coaches and to explore the historical, socio-cultural contexts in which they operate.

Summary of results

The data suggested that their early involvement with the sport proved to be a catalyst for their future and sustained involvement in golf. Their stories revealed that success as a female coach within golf emerged from an understanding of the culture within which they operated, without acquiescing to, or accepting male dominance within the sport. Research findings also revealed that many of the female coaches believed that they had to find their own niche within the game of golf. Unlike some of their male counterparts, female golf coaches ensured that they maintained their status within the golf profession by attending accredited in-service courses run by their governing body PGA. The coaches with children of school age reported that being a self-employed golf coach helped them to balance the demands of family and work commitments.

Conclusion



The data that emerged from this study highlights the important role played by women golf coaches in acting as positive role models for girls within the sport. These coaches attest to the positive career prospects that golf offers for women and the potential they have to make a significant contribution to the game. Whilst the challenge of working in a predominantly male domain of golf is acknowledged, these female coaches emphasised the importance of challenging the status quo from within.

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A COMPARATIVE ANALYSIS OF WOMEN BOARD MEMBERS IN SPORT ORGANISATIONS AND CORPORATE ENTITIES

ABSTRACT ID361

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Introduction

The classic work of Rosabeth Kanter titled Men and Women of the Corporation (1977) revolved around the gender hierarchy in corporate life. This was the beginning of a range of studies investigating gender regimes in organisations including sport organisations. The rationale for greater gender diversity on boards can be made in terms of theoretical, moral and business perspectives. This paper compares the gender distribution on boards of a range of sport and corporate bodies. Further, it analyses the influence of women board members on governance performance in organisations. A better understanding of women's representation and influence in governance may enhance initiatives aimed at achieving more gender diverse boards.

Methodology

An audit was conducted involving all national sport organisations in Australia that received public funding in 2007/08. The audit consisted of measuring the gender distribution on the executive board of these 56 organisations. Secondary data in relation to women's representation on the top 200 corporate boards in Australia were collected from the Equal Opportunity for Women in the Workplace Agency in 2008. Further, a comprehensive literature review was conducted about the gender distribution on boards in other countries as well as the influence of women board members on governance performance.

Summary of results

In Australia, the percentage of women on boards of national sport organisations is higher than on boards of the top 200 companies listed on the Australian Stock Exchange (22.0 % versus 8.3 %). Gender diversity on corporate boards enriches board information, perspectives, creativity, innovation and decision making. A lack of diversity can contribute to a lack of critical thinking. Further, diversity is positively associated with financial performance of corporate entities. Apart from the women's leadership in the Olympic Movement research project there are few data relating to the influence of women executives on sport governance and organisational performance. The IOC study found that women contributed to a more collaborative and less confronting working environment with a greater emphasis on policy effectiveness (values) rather than policy efficiency (costs).

Conclusion

The findings support the notion that traditional gender regimes in organisations remain firmly in place as women are still under-represented in both corporate and sport governance. Recent research in corporate governance seems to indicate that gender diversity contributes positively to organisational and financial performance. In the realm of sport it is unknown if a similar relationship exists due to lack of data. It is recommended that future studies investigate the influence of women board members on governance performance in sport organisations.

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WHERE ARE WE NOW? SOME ANSWERS FROM 'DOWN UNDER'

ABSTRACT ID137

CROSSWHITE, Janice; FISCHER, Imke

Australian Womensport and Recreation Association, Australia

Abstract Introduction

The Report of the Senate Inquiry into Women in Sport and Recreation in Australia (2006), titled About Time! Women in Sport and Recreation in Australia, documents for the first time the lack of equal opportunity and challenges faced by females in the physical activity and organised sport arenas. In response to the call that something substantive should be done to improve the status of women in sport, the Australian Womensport and Recreation Association (AWRA) conducted a follow-up national survey to formally and systematically explore critical issues impacting on women's sport in Australia. A cross-sectional email survey questionnaire was used to invite AWRA members and organisations on the list of National Sporting Organisations, State Sporting Organisations and other sport related agencies, media, government and non government organisations involved in women's sport in Australia to voice their opinion and participate. Eight hundred and thirty four electronic survey forms were transmitted to administrators. The response rate was 36% (301 questionnaires) with two thirds of the respondents being female.

The survey questions addressed the following issues:

- barriers to women and girls participating in sport,
- strategies used by sports organisations to encourage greater participation by women in sport,
- gender representation,
- responses to the Senate Report,
- media coverage of women's sport, and
- strategies used by sports organisations to encourage greater media coverage of women's sport and women in sport.

The results supported some of the recommendations in the Senate Report. The most significant barriers to female participation in sport related to the limited time females can set aside due to both family and work commitments and the cost related issues (47%). The respondents reported a number of strategies and policies that were employed to encourage and retain female involvement in sport, which ranged from passive through to more aggressive approaches, including promotion, trials, women only programs, and education or support. Respondents felt that the most critically important issue to be addressed related to strategies to reduce the continuing attrition of female membership in organised sports. Media coverage was rated "terrible or very poor" with a number of recommendations and strategies to improve. The respondents' lowest rating was related to 'dress code'. Listening to the voices of hundreds of members and sporting organisations accumulated a vast volume of information on current thoughts, strategies and practices employed in the sport and recreation sector. Such a snapshot has become the corner stone for AWRA to build on its future activities and recommendations.

Parallel Session 4: Policy Development and Leadership

DEFINING AND CREATING ATHLETE CIVIC ENGAGEMENT

ABSTRACT ID331

GIDDINGS, Amy

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Abstract Introduction

Globally, a commonly accepted belief is the concept that sport can provide a unique opportunity for its participants to become better citizens. Many would define athlete civic engagement in this way and cite examples of athletes participating as teams in a variety of community service projects. While this is a clear benefit to sport participation, another often disregarded element of civic engagement is the civic engagement required within the team's structure. This is often disregarded or seen as a lesser form of civic engagement because it does not help the poor or disadvantaged of the athletes' community in an outward way. In a research study of 5 highly successful collegiate coaches, a major finding was the idea of athlete civic engagement as a component to their success. These coaches believe their athletes must have a sense of civic engagement in order for their teams to be successful. At first glance, this concept can be seen in the traditional idea of community service activities, but upon further clarification, it has more to do with providing opportunity for athletes to be citizens of their team. With this citizenship, athletes are afforded a voice in the process of team management. Coaches were clear that they do not allow athletes to make the majority of decisions, but that these women know their voice is heard and there is a platform for expressing their voice. The two critical areas within this idea of civic engagement emerged as value in democracy and a sense that each athlete is a part of something bigger. Similar to those living in large cities, the women on the rowing teams involved in this study may have a tendency to feel lost on a large team (often 50+ women per team). The results of this research indicate a strong sense of civic engagement may impact a team's overall success. It is therefore essential for both athletic administrators and coaching practitioners to understand this model of athlete civic engagement and how to create opportunities on women's teams for athletes to develop this sense of participation and commitment to community.

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LEVELING THE PLAYING FIELD: A COMPREHENSIVE MODEL FOR DEVELOPING WOMEN COACHES

ABSTRACT ID153

SHELTON, Christine; HANEISHI, Kanae; JONES, Katie; CARMON, Lacee; NKOSI, Emily

Smith College, Department of Exercise and Sport Studies, Northampton, Massachusetts, USA

Introduction

This panel will discuss an approach to educating women coaches that combines grounding in the scholarship on athletic performance and the acquisition of technical skills, a practicum in coaching experience with collegiate athletic teams and exposure to the issues confronting women who pursue coaching careers. Graduates students in the program and a current collegiate coach and graduate of the program will make presentations on each of these topics in a panel format.

Methodology

In 1940, Dorothy Ainsworth created a graduate course for training teachers in physical education at Smith College because women physical educators had very limited opportunities for graduate professional education. She designed a program that would attract international professionals as well as U.S. physical educators. The graduate program has evolved to meet contemporary educational needs of sport professionals and is now a two year Masters of Science Program at Smith College preparing young adults-both women and men-- to become coaches for women's sports teams. The panel presentations explore three key components of the current content of the program and represent the model for preparation of coaches for women's teams that has earned Level IV of the National Council for Accreditation of Coaching Education (NCACE). This is the highest level of coaching certification in the United States. The competencies associated with Level IV "describe the knowledge, skills and values to be attained by experienced, professional coaches who have more than one full season of experience at an interscholastic or equivalent level, or who teach highly skilled athletes at whatever age."

Summary of Results

Research about issues for women in sport related professions and in coaching in particular, show that there is a dearth of women who have leadership positions as coaches. A female head coach leads only 42% of women's college teams in the United States and this is the lowest level ever, according to a recent study by Linda Carpenter and Vivian Acosta. In 1972, the year Title IX outlawed gender discrimination in school sports and any other federally funded education program, that proportion was higher than 90%. Most student athletes spend more time with their coach than with any other adult at school. Many coaches wield enormous influence in school and in their communities. Thus there is concern about the message being sent to young women when men fill most of these leadership roles. "Their own expectations, their own aspirations are limited and distorted as a result," says Marcia Greenberger, a co-president of the National Women's Law Center. The reasons for the decline in the number of women coaches are many and varied. Cultural stereotypes of male superiority in athletic prowess may lead to a preference for male coaches. In addition, the heavy time demands on women coaches seeking to combine a family and children with a coaching career put unique pressure on the young woman pursuing a coaching career. Components of the Smith program that explore the status of women in coaching and sport

leadership help students understand these challenges and address them.

Discussion

Addressing the need for more women in coaching and preparing a generation of coaches better prepared to coach women's sports teams has been the goal of the Master of Science in Sports Study program at Smith College. The components of the program combine technical mastery of coaching techniques with academic preparation in the appropriate scholarship in physical education and consideration of the types of additional challenges faced by women seeking to succeed in the coaching profession.

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STUDENT TEACHERS' PERCEPTIONS OF THEIR SKILLS AND ATTRIBUTES FOR TEACHING PHYSICAL EDUCATION NEGLECT DIVERSITY

ABSTRACT ID233

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Abstract Introduction

Despite multicultural student populations, most secondary school physical education student teachers in Canada are able-bodied white Caucasians (Halas, 2006; Tinning, 2004). They share common characteristics and possess similar attributes that they perceive as contributing to becoming an effective teacher. They have typically enjoyed personal performance as skilled athletes and experienced positive relationships with their teachers and coaches. The student teachers believe that their coaching orientations have prepared them well for the teaching profession (Brown, 1999; Curtner-Smith, 2001), however Hopper and Sanford (2006) suggest that the sports, and games, in particular, celebrate male space, male physicality and male dominance. Tinning et al. (2001) suggest that these privileged student-athletes have experienced induction into a specific subject community and a physical education culture that privileges performance discourses over participation discourses. Thus, the very successes that motivate students to become physical education teachers may be the factors that lead them to perpetuate a white, male dominated physical culture within the field.

Purpose

The purpose of this study was to examine the student teachers' perceptions of their skills and attributes for teaching secondary school physical education and their expectations for the final term of their physical education teacher education (PETE) program.

Methodology

Over the past three decades, at the beginning of the final Advanced Professional Term, every secondary school physical education student teacher completed a survey (and an ethics approved consent form) which included these same three questions: What are the skills and qualities 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?

Responses of 169 student teachers (74 females and 95 males), representing six years, were recorded verbatim. Themes emerged from the written responses according to similarity in statements, with the frequency of each similar statement also being recorded. Both investigators systematically examined the responses for visible categories and significant emergent themes, and then checked with one another to see if the information they initially discovered, coded, grouped and named was similar.

Results

Results from this investigation indicated that over the years, PETE programs have continued to attract similar types of individuals who, despite the decade of their teacher preparation, hold similar beliefs and perceptions however differences between genders were evident. In response to the first question, seven themes emerged indicating that the student teachers believed their abilities to build relationships with others was beneficial to teaching effectiveness yet the acquisition of the technical skills of teaching, their knowledge of sports, and personal performance was of utmost importance. Yet more female student teachers stated "Caring" as being significant. The participatory and instructional experiences reported for the second question, revealed a great breadth and depth of coaching experiences with some instructional work in camps, student teaching and school experiences. In response to the third question, expectations for the final term of their PETE program were represented as seven themes, with "How to Teach PE" emerging as the most dominant and "Having Fun" as the least popular with a notable female gender preference toward this theme.

Conclusion

Findings indicated that student teachers throughout the decades are concerned with relationship building, the acquisition of performance skills, and the technical skills of teaching with little regard for socio-cultural knowledge and understanding of their future students who live within a global society. Highlighted concerns such as technical teaching, traditional coaching experience, sports knowledge and skill, gender and ethnicity with respect to caring and PETE enrolment are addressed in PETE and school program reform recommendations.

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MOVING ON UP – IMPACT OF THE WOMEN AND LEADERSHIP DEVELOPMENT PROGRAMME

ABSTRACT ID176

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UK Sport, Policy and Communications, London, United Kingdom

Abstract Introduction

The speakers will present background and information on the Women and Leadership Development Programme which was devised by UK Sport (the UK Sports Council) and the British Olympic Foundation, and launched in August 2006 with the CCPR. The rationale for the programme was based on UK Sport research carried out annually from 2002 which clearly identified the dearth of women in senior leadership positions within sports organisations. In 2002 only 23% of UK national governing body Chair, Chief Executive or Board positions were held by women and although this had risen to 29% by 2006, it was proposed that positive action should be taken to accelerate change. Presentation and Discussion The presentation will outline how the programme is implemented and focus on the results of evaluation reports carried out at the end of each of the first two years of the Women and Leadership Development Programme. Participants are involved in the programme for three years and results from years one and two have demonstrated clearly that such schemes do not only achieve the stated aims, but are highly valued by the participants who are now operating at senior levels in their organisations and influencing the practices and culture of these bodies. Specifically the evaluation reports have shown that 60% of programme participants had been promoted, secured a senior position in another organisation or been elected onto International Federation Boards since joining the programme. In addition, the presentation will show that the organisations themselves have benefited from greater creativity, energetic leadership that is influencing each organisation and overall improvements in performance in the workplace. The Women and Leadership Development Programme has been promoted throughout the UK and also across Europe. As a direct result, the Comité National Olympique et Sportif Français (CNOSF) and French Government have implemented the WLDP model with a group of female sports leaders. Furthermore, countries as widespread as Hungary, Denmark, Japan and Cyprus have expressed an interest in implementing the WLDP model. This presentation aims to demonstrate that positive action schemes in the field of women's sports leadership can help develop a new generation women leaders as well as improving organisational performance and influencing the culture of sports bodies. It is also anticipated that it will stimulate discussions on the common issues faced by women in sports leadership as well as those influenced by different cultural, political and social factors.

CULTURAL INTERSECTIONS IN AN INTERNATIONAL CURRICULUM DEVELOPMENT PROJECT FOCUSED ON VALUES EDUCATION

ABSTRACT ID147

BINDER, Deanna L

Educational Consultant, International Olympic Committee, Canada TALBOT, Margaret, JOBLING, Ian, MASTORA, Ioanna, WETTON, Pauline, SOLOMONS, Doreen

Introduction

In this inquiry, an international Olympic education project explored the complexities of interpreting the "universal" values of Olympism in different cultural contexts. The Be A Champion in Life International Teacher's Handbook project was sponsored by the Athens Foundation for Olympic and Sport Education and supervised by an International Steering Committee. Its objective was to produce and carry out classroom trials in different cultural contexts of an international Olympic education resource for teachers. Classroom trials were carried out in Australia Brazil, China, South Africa and the United Kingdom. This presentation will highlight key insights from an analysis and discussion of the results of these classroom trials.

Relevance

Margaret Sommerville suggests that "Finding a shared ethical base in a pluralistic, multicultural global society is not optional; it is crucial to our survival physically, and morally. The challenge," she says, "is to find consensus in diversity and difference, and to retain the breadth, depth, and richness of human knowing." (Sommerville, M. The Ethical Imagination. 2006). Traditionally, curriculum has been developed within national boundaries. Processes of globalization highlight concerns about transferring curriculum concepts and processes from one cultural context to another. International curriculum projects which focus on local implementation offer important insights for global curriculum initiatives.

Aims/Purpose of Research

The Be A Champion in Life classroom trials offered researchers an opportunity to explore the ways that classroom teachers in different cultural contexts adapted and interpreted the activities of a curriculum resource based on globally articulated educational and value orientations of the Olympic Movement. Some of the questions that guided the inquiry included: What would be the consequences of bringing a resource based on Western epistemological traditions to educational systems with very different epistemological traditions? Would teachers in educational systems with different pedagogical traditions appreciate, for example, the concept of active learning? How would educational systems that valued conformity, adult authority and rote memorization approach activities that emphasized dialogue and/or critical thinking? What might happen when the Western "universal" values of a teacher's resource like Be a Champion in Life became the basis for classroom work?

Methodology

Classroom trials of a draft of the new international teacher's resource book were organized in five classrooms in each in Australia, Brazil, China, United Kingdom and South Africa. Trials in each country were coordinated by a Classroom Trial Coordinator who was provided with materials to offer a workshop for the teachers who participated in the program. Approximately 1250 students

and thirty-four teachers participated in the classroom trial from the continents of Africa (13 teachers), Asia (6 teachers), Australia (6 teachers), Europe (3 teachers), and South America (6 teachers). A questionnaire was prepared to gather information. Classroom work was collected for analysis.

Analysis and Results

Information from the classroom trials suggest that the generalized and idealistic aspect of Olympism could be readily adapted by teachers in different cultural contexts. Results also indicated an enthusiastic reception for activities based on principles of active learning. Cross-cultural differences were observed in activities that focused on the pursuit of individual excellence. One example of local cultural interpretation of a global concept was reported by the classroom trial coordinator from South Africa, who noted that Olympism "captures the essence of the sub-saharn concept of "UBUNTU." The Olympic themes in Be a Champion in Life seemed to become a "transnational space" (Gough 2000) where knowledge systems evolve within and are transported out of "specific sets of local conditions and cultural values" (p. 4).

Discussion

The generalized ideas of the global concept of Olympism, as represented in the five themes of the book, seemed to provide a "transcultural" context for a variety of locally produced insights and activities. The Western focus on individualism and self-determination was a concept not well received in several cultural contexts. This insight deserves more exploration.

TEACHERS' PROFESSIONAL DEVELOPMENT: PUTTING CHILDREN'S LEARNING FIRST

ABSTRACT ID296

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Introduction

Professional development has been described in different ways but little consensus has been reached on a definition that fully defines the activity. Some definitions describe the activity, for example, 'education, training and job-embedded support' (Bolam, 1999); others highlight the process, for example, 'reflection and action' (Billet, 2001); and it is often seen, by teachers in particular, as 'going on a course'. Teachers' views of what constitutes professional development often present a very narrow view, through which they favour 'quick fix' solutions and value the 'tips for teachers' type of opportunities. Professional development is a 'professional' expectation of teachers and in the UK this expectation is written into the Professional Standards Framework (TDA, 2007), however, the professional development opportunities made available to teachers are frequently policy driven and linked to the requirement to meet a set of standards or to contribute to the delivery of the latest government initiative. The impact of such opportunities is often linked to whole school plans and measured against performance targets and the individual needs of teachers are marginalised in the interests of improving performance (Burns, 2005). However, it is not only teachers' needs that are marginalised in such circumstances, the individual learning needs of children are also subsumed in the interests of improving performance.

Methodology/Methods

This paper draws on the results of three research projects to explore the importance of children in teachers' professional development. Project 1 (3 years) focused on the providers of CPD opportunities for teachers; Project 2 (2 years) focused on teachers, who were charged with cascading the training of developments in the field of talent identification in physical education; and Project 3 (5 years) focused on the professional development experiences of new teachers during induction. Projects 1 and 2 were funded activities and both used an action research approach to engage with the CPD providers in the data gathering exercise and used a combination of questionnaires, interviews and case studies to gather data over a period of 3 years. Project 3 used a grounded theory approach to data gathering and analysis with three cohorts of newly qualified teachers, the first two years used questionnaires to confirm strands of enquiry for research with the 3rd cohort which used qualitative methods to gain an understanding of the experiences of the teachers during the first 2 years in the profession.

Summary of Results

Early in Project 1 it was clear that CPD providers did not consider children as stakeholders in teachers' professional development and, as the research progressed, their lack of focus on the impact of CPD provision on teachers' work became a discussion point during interviews and case studies. During Project 2, which was completed after Project 1, it became clear that the participants related impact of development to the implementation of policy and changes in school and department structures and not to children's development. In both projects, while they recognised

the importance of recognising the impact of development activities on children, the participants struggled with questions about what counts as evidence of impact and how it may be gathered. Data gathered in Project 3 provided evidence that for many new teachers early professional development is focused on a deficit model in which survival outcomes and performance management (i.e. meeting the Standards in England) are prominent.

Discussion / Conclusion

Putting the needs of children at the centre of teachers' professional development identification and impact analysis will give substance to critically reflective practice, an expectation placed on teachers, but one which is not always observed. It also raises questions about whether a distinction should be made between 'career development', for individual advancement, and 'professional development', which has a positive impact on children's learning. Such questions have implications for the resourcing of CPD opportunities and for the processes of identifying professional development and analysing impact.

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FIT FOR GIRLS; RE-ENGAGING GIRLS IN PE, SPORT AND PHYSICAL ACTIVITY

ABSTRACT ID197

LINDOHF, Jessica

Sportscotland, Edinburgh, Scotland

Abstract Introduction

Scotland is facing a crisis in relation to physical activity with only 39% of women having taken part in some form of physical activity and sport in the last 4 weeks (sportscotland 2008). The problem is most severe among adult women but the drop out of physical activity, PE and sport is affecting increasingly younger women and girls. In the 11-14 age group only 17% of Scottish girls reach the recommended levels of physical activity and 33% are overweight or obese (Inchly et al, 2008). There are a variety of issues behind this dropout. Research has identified that 79% of girls do not think being fit and healthy is important (Biddle et al 2005); 54% girls surveyed do not enjoy PE; and 44% feel self conscious when taking part in activity Lindohf, 2006). In response to this crisis sportscotland and Youth Sport Trust in Scotland joined up and created a pilot programme called Fit For Girls. The programme ran over the period 2005-2007, in 26 schools across the country. The programme specifically aimed at those girls and young women who were least likely to be physically active, and who were not currently active in the extra curricular setting, and in cases not taking part in curricular PE. The programme aims were to give girls and young women opportunities and choices to achieve the social, psychological and physical benefits possible through physical activity and sport. It achieved this through providing school staff with the tools and skills to be able to successfully consult plan and implement sustainable extra curricular programmes for girls as well as creating better links with and enhancing existing curricular activity. Training of staff, forward planning and consultation are key parts of this project. Training provides the skills and knowledge to undertake the planning, consultation and implementation, as well as allowing school staff to take time out and to focus on the issues surrounding girls' participation and begin the planning process that will effect change. Following the first year of the programme we saw an increase of activity in 72% of the schools (Lindohf, 2006). In these schools the average percentage of girls taking part in extra curricular increased from 18% to 27%. 6 schools showed no significant increase in participation; however 3 of these schools had average extra curricular participation rate of 36% which was maintained; 2 schools worked with a small number of hard to reach girls which did not result in any significant statistical increase (Lindohf 2006). In addition to the statistical component which was monitored as part of the monitoring of extra curricular activity and a questionnaire to the girls we collected qualitative data through case studies and action plans. Each school submitted an action plan which was followed up by an interview with a key member of staff 7-12 months into the programme to assess implementation. Each school was also tasked with submitting a case study for monitoring purposes but which could also be used as good practice. It is clear that the intervention has been effective and will over time raise participation among girls and young women. The success of the pilot programme and the partnership resulted in further funding being awarded to roll the programme out across all secondary schools in Scotland. This work has begun and will progress over the next 3 years, being closely monitored and evaluated during the period. It is clear that the stakeholders from sport, health and education see the need for an intervention. However more work needs to be undertaken to strengthen the relationships between the stakeholders and create a more joined up approach to effect real and sustainable change

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A REVIEW OF THE LIFE, ACHIEVEMENTS AND CHALLENGES OF THE SPORT ASSOCIATION OF ARAB WOMEN

ABSTRACT ID163

KARFOUL, Nour Al Houda

President, Sport Association of Arab Women (SAAW)

Introduction

This presentation recounts the history and work of the Sport Association of Arab Women (SAAW) from its inception in 1997. It currently has members from 22 Arab countries. Despite recognition of the importance of physical activity and school-based physical education and sporting participation in terms of contributing to physical, social, cognitive, psychological and behavioural development there are very real differences in the lived experiences of women around the world (Bailey and Dismore 2004). With the stark differences in the position of women across Arab countries, and their relative invisibility, change was needed, especially in the field of physical and sporting participation, acknowledging the serious situation of lack of women's involvement in a number of Arab countries. The Brighton Declaration (1994) became the catalyst for a group of specialist women from Arab countries to call for an organization that would activate the role of women in the sport movement in Arab countries. Since the first Congress the role and achievements have been many but the challenges faced are also great. These will be shared and discussed.

Methodology/ Methods

Collective agency, such as that possible in associations such as SAAW, can be about empowering women to join with others who share a common interest to challenge disadvantage by taking action to gain knowledge and opportunity (Bandura 2000). Consequently methodology is interpretive, about people, their lives and interactions. Socio-historical evidence involved analysis of documentation, key association events and life experiences of those involved, predominantly biographical. The author has been a member since its inception and is the current President. These methods are used to recount the remarkable journey of SAAW.

Summary of Results

Following the Brighton Conference (1994) an international congress on women and sport was held in Alexandria, Egypt in 1995 and by 1997 the constituent congress of SAAW was held. Since then a number of activities have helped the development of women's involvement such as status raising through forums on women in sport, management, sport administration and training courses, supporting committee and association development in each country, staging national championships and helping women into positions of decision-making. The diversity of women's experiences across Arab countries necessitates understanding of traditions, customs, economic, social and political circumstances and the effects these can have to restrict women's participation in physical activity. All countries have Islam as the predominant religion yet this is lived differently and this needs to be respected. Some girls and women aspire to competition at world and Olympic level, seeing religion as a more private and internal part of their identity, while others prefer what they perceive as a more 'Islamic' context of more modest dress codes or gender-segregated environments. Sharing experiences through symposiums and learning more about similarities and differences all contributes to extending knowledge and understanding that enables SAAW to continue extending the diversity of provision required across the Arab world.

Discussion / Conclusion

The members of SAAW, through the opportunity for collective agency, have made a positive difference in women's participation in sport. The association contributed to the IAPESGW Oman 2008 week on improving participation of Muslim women and the declaration 'Accept and Respect' (Benn and Koushkie 2008). This has further increased sensitivity to the importance, for example, of a country's discrete religious and cultural context, in managing national championships or the inauguration of sports clubs. The philosophy of SAAW is first to increase the participation of women and then support for development of provision, opportunities and confidence will grow. Examples that illustrate diversity of the position of women in sport in the Arab world include Yemen, Qatar, Kuwait, Bahrain, Saudi, Syria, Jordan, Egypt, Algeria, Morocco and Libya.

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Parallel Session 5: Policy Development and Leadership

USING SPORT TO PROMOTE HIV/AIDS EDUCATION FOR AT-RISK CHILDREN

ABSTRACT ID131

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Abstract Introduction

AIDS is one of the most serious public health and developmental challenges in Sub-Saharan African with adolescents increasingly facing the risk of contracting HIV and with women more likely and at an earlier age than men. Most intervention programs provide only education (information) for HIV risk reduction. Providing both information and behaviour skill training leads to improvement in risk reduction and peer relationships and support can contribute to safer sex behaviour. However HIV/AIDS educational programs in Tanzania have not fully recognized the importance of skill training that involve peers in the delivery of services. In addition, sport programs have been recommended to play major role in HIV prevention among youths. To date no systematic studies have been reported about effectiveness of such programs in HIV reduction.

Aims

The aim of the present study is to evaluate the effectiveness of HIV/AIDS education program that does use peers in sport context with at risk children (13.6 years) (N=764) in Dar es Salaam, Tanzania. A quasi field experimental study was employed in which participants were grouped into one treatment and two control groups. The treatment group was children within EMIMA under peer coaches involved in AIDS education through sport and the control groups were in-school children who receive traditional AIDS education and out-of-of school children who received no education at all. The intervention lasted for 8 weeks and we had a pre-post testing schedule.

THE IMPACTS OF IRRATIONAL HERDING ACTIVITIES ON FEMALE STUDENTS' SELECTING PHYSICAL EDUCATION COURSES IN COLLEGE AND UNIVERSITY

ABSTRACT ID207

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Abstract Introduction

Psychological and economic research has identified the herd behavior in humans to explain the phenomena that large numbers of people act in the same way at the same time. In the Theory of the Leisure Class, Thorstein Veblen (1899) explained economic behavior in terms of social influences such as "emulation," where some members of a group mimic other members of higher status. Early sociologist George Simmel (1903) referred to the "impulse to sociability in man", and sought to describe "the forms of association by which a mere sum of separate individuals are made into a "society". Other social scientists explored behaviors related to herding, such as crowd psychology (Freud), the popular mind (Gustave Le Bon) and collective unconscious (Carl Jung). In BUAA, we find that some students emulate other students' (For example, classmates, dormitory companions) ideas or information (environmental context) to select physical education courses. But once they have classes, they show aversion, regret and other worse feelings. Herd behavior model has been widely used to analyze irrational behaviors in financial market (Devenow and Welch(1995), Bikhchandani and Sharma(2000)), fashion, election. It is a good exploration to apply herd behavior model to analyze the Irrational Herding Activities that female students select physical education courses. It has excellent theory and practical significance.

Methods/Methodology

In this paper, we will use the method called Factor analysis and Decision Making Trial and Evaluation Laboratory (DEMATEL). This method is widely used to analyze the relationship between Variables. In the method, our subjective is 123 female university students who selected badminton, track and field courses. Through analyzing those students' activities, we get the affecting factor index system of female. By asking the experts, the inter-relations between each pair of indexes are decided. Then, we build a matrix to describe these inter-relations. By Calculating, we can get those relative importance factors. Based on those relative importance factors, we can analyze the herd behaviors in the process that female students select physical education courses.

Summary of Results

Using the DEMATEL method, we find out that the relative importance factors of affecting female students herd behavior are the external noise and the internal over-confidence in other people. The external noise comes from the effect of other classmates. For example, good friends' lobby and teachers' views and so on. Those factors affect the process that female students select physical education courses from external.

The internal over-confidence in other people is the subjective factor affecting the activity that female students select physical education courses. A lot female students tend to have no assertive and are easily affected by the external noise. So, the herd behaviors easier take place among them.

Discussion / Conclusion

Applying herd behavior model to the analysis of the herd behavior of the female students' selecting PE courses is a good exploration, and has very good theoretical and practical significance.

In the light of the conclusions, we can put forward a number of policy recommendations, which will provide decision-making support for the management of physical education courses in future. In order to avoid the herd behaviors, we may take some measures. For the external noise, we can explain clearly about physical education courses to eliminate the external interferences. For the internal over-confidence in other people, we can adopt persuasion and education to change their wrong notions.

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Parallel Session 1: Posters

THE EFFECTS OF EXERCISE TRAINING ON DIFFERENT ASPECTS OF MUSCULOSKELETAL DISORDERS AND HEALTH IN POST PARTUM WOMEN

ABSTRACT ID225

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Background

Exercise is one of the most important components of managing low back pain, based on an educational material for general distribution in low back pain (LBP) treatment.

the main aim of this study is evaluating the effects of an accelerating, shortcoming and supervised spinal stability program on post partum patients with recurrent LBP .

Objectives

This research is a Randomized Clinical Trial (RCT) study. However subjects randomly assigned to one of these groups:

- A) Electrotherapy group (EG): that will receive US 5-8 min, IF 15 min, IR 15 min and general stretching exercise each day for 12 days.
- B) Spinal Stability group (SSG): The subjects in this group will practice functional stability exercise under supervision of a doctor for 12 days.

Patients and Methods

Among 97 patients, seventy five subjects have the inclusion criteria for this study. They were randomized to SSG group (n=38, age = $27\pm2/2$ mass= $65\pm3/1$) and EG group (n=37, age= $27\pm1/7$; mass = $66\pm4/2$). All patients in the first group were given a training session. Then stretching, strength and endurance exercises with emphasizing on lower extremity and lumbar were trained to them during 3-4 sessions. Inclusion criteria for patients are: a) Age between 20-30 b) The physician can't introduce specific cause about their LBP c) The patients have pain at least 6 weeks. Exclusion criteria are: subjects that have history of lumbar fractures or disk herniation, infection, tumor, taking pain inhibitor drugs, and etc. All subjects were given an SF-36 scale to fulfill pretest and posttest.

Results

At the end of the rehabilitation program, In a between group comparison, we will measure many variables with different outcome measures equipments that are : Pain intensity , Back and abdominal muscles strength and endurance , Disability , Balance indices , Reaction Times and motor strategies . The results of independent sample t-test analysis showed significant changes in physical functioning and lumbar pain total scores of SF-36 scale (P<0/001).

Also, there were no significant changes in (EG) group.



Conclusions

Regular supervised exercises is a safe and effective intervention in post partum patients with recurrent LBP, which significantly improves Health, which may favorably influence their long-term prognosis.

INCREASED CARDIOVASCULAR RISK AND SOUTH AFRICAN WOMAN: THE CRITICAL YEARS

ABSTRACT ID335

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WOOD, Paola S

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Introduction and aim

Against a background of the South African society that is ridden with high stress due to high unemployment, crime and violence against woman and children and the co-existence of under and mal-nutrition, it was decided to investigate the cardiovascular health of a representative group of young females between the ages of 18 and 22 years. This was a descriptive, cross sectional study.

Methods

A sample of 76 women (Table 1) participated in the study. Demographic data, anthropometric measurements and physical activity were determined. Blood pressures were measured and a 12-lead ECG was registered in a supine position.

Table 1

Age (years)	Weight (kg)	Height (cm)	BMI (kg/m2)
20	60.2	160	23.5

BMI: Underweight \leq 18.5; Normal weight = 18.5-24.9; Overweight = 25 -29.9; Obesity = 30 or greater.

Summary of results

In this study the majority of respondents (74.3%) indicated that they are active in sports. This study indicated no increased CVD risk as measured by electrocardiography (Table 2), BMI or blood pressure.

T	'al	bl	le	2

Variable	Mean	Std Dev
Vent rate	79.83	11.11
PR interval	146.21	19.88
QRS duration (ms)	79.39	7.76
QTc interval (ms)	401.36	16.54
P axis	57.26	31.61
QRS axis	60.11	18.66
T axis	42.99	14.09
RV5 amp	1.43	0.40
SV1 amp	1.17	0.45
Systolic Blood Pressure (mmHg)	117.19	7.71
Diastolic Blood Pressure (mmHg)	74.01	8.26

Discussion

According to Alberts (2005), South African women aged 30 years and above, 51.7% were either overweight or obese, 25.5% had hypertension (blood pressure ≥140/90 mmHg and 18.9% had a 20% or higher chance of having a CVD event in the next 10 years, but in this study no increased CVD risk was measured. This increased risk for CVD is thus developing during the young adult phase (20-30 years) in South African woman.

Original Scientific Papers

Alberts M, Urdal P, Steyn K; Stensvold I, Tverda A,Nel J, Steyn N. Prevalence of cardiovascular diseases and associated risk factors in a rural black population of South Africa. European Journal of Cardiovascular Prevention & Rehabilitation. 12(4):347-354, August 2005.

GIRLS FIRST BASKETBALL COURTS IN NTU: THE POWER STRUCTURE IN SPORT FIELD

ABSTRACT ID308

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Abstract Introduction

Given that the situation of females and males playing basketball together has been awkward:

- 1. No fun at all because the guys always win
- 2. Intensive body contact gives both males and females pressure from the peers and traditional shackles.

National Taiwan University decided to set up the Girls First Basketball Court (GFBC) which empowers women to use the court with priority. The GFBC was basically an action initiated by female students. Unlike many other similar cases, the GFBC has been officially authorized through formal procedure in "Gender Equity Committee". However, according to field observation very few female basketball participants dare to ask guys leave.

Ethnography was conducted in order to draw the picture of power structure in GFBC. Research methods include field study, participant observation, interviews and related on-line articles analysis.

Research questions are as following:

- 1. How the interactions among different genders in GFBC go?
- 2. Is the power structure in sport field different from the society?
- 3. Since the GFBC didn't work as planned, what else can the school do to improve gender equality in sport field?

According to research result, it is easier when there three girls above together to ask guys giving in the court. Official authorization is not powerful enough to make girls brave. Physical ability represents the power in sport field. Under the prerequisite that females are physically weaker than males, female participants feel worse than and disqualified to announce their right to exercise in GFBC.

Parallel Session 2: Posters

FEMALE PHYSICAL EDUCATION DURING SPANISH DICTATORSHIP FROM 1936 TO 1975

ABSTRACT ID264

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Introduction

This is an attempt of recovering the history of the Feminine Physical Education (FPE) during the dictatorship in Spain (1936-1975), joining the spread information on physical education, analyzing the diversity of centres of women teachers' formation, as well as the discrimination to which the subject (Physical Education) was submitted of and the intervention of the Feminine Section, organism of the regime which was in charge of the teaching of this subject and sports to women.

General target

• To recover the history of the FPE in Spain during Franco's regime (1939-1975), in an attempt of knowing the past to understand the present, and to project a responsible future in the ambience of the school physical education

Specific targets

- To recover the information on women education and their physical education in the Franco period
- To know the plans of study and the centres for teachers' formation
- To analyze the organism on which the physical education depended during franquism: "The Feminine Section".

Methodology/Methods

- Descriptive research: descriptive approach-retrospective study
- Historical Method: official documents and unknown sources
- What?: (FPE); who?: Institutions and political and teaching classes; where?: In Spain; and: when? from 1939 to 1975, forming a descriptive methodology
- Deliberate sources and accidental sources

Analysis of the information

- The Feminine Spanish Section (1934-1977)
- The feminine physical education and the sport
- Schools for women teacher's of Physical Education

Conclusion

- 1. Special characteristics of the FPE in the period of study.
- 2. Politicization of the Physical Education.
- 3. Special treatment of the subject. Contents.
- 4. Physical education as a propaganda element of the regime: Gymnastic exhibitions.
- 5. Nineteen types of qualifications and scarce preparation of the teachers.
- 6. Although contradictory dissertations exist on the progress or regression in the promotion of the woman during these years, it is impossible to obviate the work realized by "The feminine



section" not only for PE evolution but in all education aspects.

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ROLE MODELLING OF OLYMPIC CHAMPIONS: PERCEPTIONS OF SPORT STUDENTS AT SELECTED SOUTH AFRICAN UNIVERSITIES

ABSTRACT ID353

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Introduction

A role model is a person who has the ability to influence lifestyles. Sporting role models often inspire youth athletes to become or stay involved in sport. Symbolic issues such as personal qualities and achievement are built on the traits of those seen as successful and famous athletes. The Olympic Games provide opportunities for people to identify role models whom they can adopt a level of desired imitation or complete dislike.

Problem Statement

Empirical investigation into the status of perceptions regarding Olympic champions and role models of sport students in South Africa has not been conducted.

Purpose of the Study

Identifying and describing the perceptions of South African sport students regarding Olympic champions and role modelling is the objective of this research.

Research Methodology

The Olympic Questionnaire and procedures for research, as developed by the International Council for Sport Sciences and Physical Education (Telama, Naul, Nupponen, Rychtecky & Vuolle; 2002), was used as research instrument. A total of 621 first to fourth year students studying in the sport, fitness and recreation disciplines were selected as respondents. A range of 8 questions were used in the determination of the level of perceptions. Descriptive, inferential and multivariate statistical analyses were performed on the data

Results and Discussion

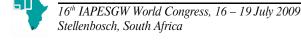
Most of the role models identified by the respondents were either track and field or swimming champions. Status and level of performance was highly related to role models chosen. Some respondents also felt a "common ground" with South African Olympic champions. Respondents generally chose role models with whom they can identify and who epitomise ideals that they want to show in their own lives. Moral values and achievement have the greatest influence on the perceptions of sport students.

Recommendations

A larger and more comprehensive population should be included in future studies to obtain more insight into role modelling practices.

Conclusion

Role models are those athletes of good moral standing, with exceptional athletic achievements, who have experienced success and who have not tainted their public image. This study reveals that Olympic champions are indeed perceived as significant role models amongst South African sport



students. It must be stated that role models have certain responsibilities to their protégés and fans that they must uphold at all times. Olympic champions as role models have an enormous influence on a culture that stems from the validation that a person seeks in life.

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PERCEPTIONS ON FAIR PLAY AS AN OLYMPIC IDEAL: GENDER DIFFERENCES OF SPORT STUDENTS AT SELECTED SOUTH AFRICAN UNIVERSITIES

ABSTRACT ID354

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Introduction

The Code of Sport Ethics stipulates fair play in all aspects of sport. Olympic ideals can be regarded as a fundamental value system involving fair play. Violations of principles of fair play in South African sport seem to contradict this.

Problem Statement

It is assumed that students as future decision makers in sport have been exposed to and have internalized Olympism. This assumption has, however, never been tested in a South African context.

Purpose of the Study

The primary objective was to determine the aspiring sport student's total agreement on fair play as moral value and also specifically to reflect on possible gender differences on fair play. The secondary objective was to make recommendations regarding relevant course content of tertiary educational institutions to facilitate and maintain moral reasoning in sport decision making and participation.

Research Methodology

The Olympic Questionnaire and procedures for research, as developed by the International Council for Sport Sciences and Physical Education (Telama, Naul, Nupponen, Rychtecky & Vuolle; 2002), was used as research instrument. A total of 621 first to fourth year students studying in the sport, fitness and recreation disciplines were selected as respondents. A range of 10 statements were used in the determination of the level of perceptions. Descriptive, inferential and multivariate statistical analyses were performed on the data

Results and Discussion

Primary results indicated that 72 % of respondents agreed with statements supporting fair play behaviour. Fair play can be accepted as a fundamental ideal of the Olympic Movement and Games. A statistically significant difference (p < 0.05) existed between males and females, as male students were more inclined to negate fair play and accept anti fair play behaviour. Respondents supporting anti fair play behaviour could have been influenced by the absolutisation of success.

Recommendations

Educators at institutions of Higher Education are obligated to pro-actively instil the values of fair play in their protégés to combat negative value structures in all dimensions of sport.

Conclusion

The internalization of fair play in sport is dependent on a value structure that serves as an universal



code of conduct.

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PERCEPTIONS ON OLYMPIC IDEALS OF SPORT STUDENTS AT SELECTED SOUTH AFRICAN UNIVERSITIES

ABSTRACT ID355

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Introduction

Olympic Academies in member countries of the International Olympic Committee, including South Africa, are tasked with promoting and transferring the desired values and virtues for sport and life in general. Sport administrators need knowledge and value systems to guide the transfer of moral reasoning to young athletes.

Problem Statement

It is assumed that sport students enrolled in degree programmes have been exposed to and have internalized Olympism in either formal education systems or in sport programmes. This assumption has never been tested in a South African context. It is hypothesised that future decision makers in the South African Sport Industry are inadequately equipped to transfer knowledge and moral reasoning skills involving the Olympic Movement to sport participants.

Purpose of the Study

The purpose of the study was to determine the perceptions of aspiring sport professionals on the virtues and values of the Olympic Movement.

Research Methodology

The Olympic Questionnaire (Telama, Naul, Nupponen, Rychtecky & Vuolle; 2002), was used as the research instrument. The students' total level of agreement was determined according to 3 related statements using 17 values and virtues reflecting human dignity. A sample of 621 students in Sport Science degree programmes at 2 major South African institutions of Higher Education was selected as respondents. Both thematic and descriptive statistical analyses were performed.

Results and Discussion

Nearly 90% (89.6%) of the respondents agreed with the first statement that all virtues and values would be supported and improved by the Olympic Games. Fair play was ranked as the most important ideal (75.5%) and cheating (drug abuse) was well opposed (82.3%). On the second statement 80.8% agreed that participation in the Olympic Games could lead to the development of desirable virtues and values. Physical fitness (96.8%), cooperation (94.4%) and recognition (94.0%) were indicated as the 3 most desirable aspects. A slight deviation in agreement on discrimination (47.7%) and winning at all costs (47.0%) was noted. The third statement, agreement on Olympic aims, was 88.1%. The pursuit of excellence (98.1%), sportsmanship (97.6%) and respect for rules (94.4%) were identified as the 3 most important aims. Uncertainty, however, surrounded agreement on amateurism as an Olympic aim (49%).

Recommendations

This study warrants an additional investigation involving the formulation of didactical guidelines for educational institutions to transfer virtues and values of the Olympic Movement to aspiring

sport professionals.

Conclusion

Three concepts call for clarification by means of the formal transfer of knowledge: winning at all costs; discrimination and amateurism. Winning at all costs should again be placed in perspective with fun and development as objectives. Discrimination in sport, from a South African perspective, should be clarified from an historical-philosophical perspective and the respondent's perceptions on amateurism could be installed by clarifying the professional code of sport participation. It is concluded that internalization of Olympic Ideals is dependent on a value structure that serves as a universal code of conduct: fair play should be highly valued and cheating strongly opposed.

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SELF ESTEEM FOR FEMALE STUDENTS AT THE DEPARTMENT OF PHYSICAL EDUCATION AND ITS RELATION WITH ACADEMIC LEVEL

ABSTRACT ID245

AL MORAD, Nibras

College of Education for Girls, University of Mosul

Abstract Introduction

The study aims at:

- 1. Identifying self esteem level in general for female students at the Department of Physical Education/ College of Education for Girls at University of Mosul.
- 2. Identifying self esteem and academic level in general for female students at the Department of Physical Education/ College of Education for Girls at University of Mosul.
- 3. Identifying the relation between level of self esteem and academic level in the practical curriculum for female students at the Department of Physical Education/College of Education for Girls at University of Mosul.

Descriptive approach was used for its suitability. The study sample consists of (10) female students at Department of Physical Education/ College of Education for Girls/ University of Mosul. Rosenberg scale for self esteem, translated by Al Kashif (2004), was used and it consisted of (10) items. Truth and validity measures were applied to assure the scale suitability. Mean, standard deviation and simple correlation coefficient were used as the statistical means.

The study concluded with the following:

- 1. There are positive levels, above the medium, for female students at Department of Physical Education/ College of Education for Girls concerning self esteem.
- 2. There is a significant relation between self esteem and general academic level.
- 3. There is a significant relation between self esteem and academic levels concerning practical curriculum.

SPECIFIC MOTIVATIONAL ASPECTS IN JUNIOR AND SENIOR FEMALE SOCCER PLAYERS

ABSTRACT ID133

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Introduction

Basic motives of persons in recreational and high-level sport are, among others, the enjoyment of physical activity and movements, the search for self-experience, the need for achievement and high performance, the need for social contacts, aspiration and acceptance as well as need for health and fitness. According to Gabler (2002) the soccer players had higher scores in the needs for achievement, for contact and physical activity and lower score in the needs for fitness, recreation and nature than the runners. Teipel, Hoßfeld and Kemper (2009) analysed motivational aspects of male and female soccer players on medium performance level. The male soccer players evaluated the aspects of winning, presentation in the public and process in the career as more important, but playing with friends and good team cohesion and as less important than the female players. In the present study specific motivational aspects of junior and senior female soccer players are investigated.

Method

A specific questionnaire included aspects of initiation of interest in soccer, motivation in soccer and playing in the specific club and team. The questionnaire items were answered on a 5-point-scale from '1=not true' to '5=very true'. 79 soccer players, 40 males and 39 females, on amateur level participated in the questionnaire study. The 17 female junior players had soccer experience on an average of 4.7 years and 22 senior female players on an average age of 10.6 years.

Results

The comparison of the specific motivational aspects between the female junior and senior soccer players showed various differences. The main initiators of playing soccer were the friends, the school mates, the fathers, brothers and coaches. The female junior players were motivated to play soccer in a significantly higher extent than the female senior players by the boyfriends of the sister and their cousins. The female senior players manifested significantly higher scores of importance in 10 from 28 motivational aspects of playing soccer. The senior players confirmed the notions in a significantly higher way than the junior players that they played soccer in order to remain fit, to experience moments of joy, to do regular physical activity, to strengthen self-confidence, to have social contacts, to do sport with friends, to maintain social interaction, to relax the psyche, to hinder the opposite team from scoring and to have enjoyment. The main incentives for the selection of the specific team were the good cohesion in the team, the good atmosphere in the club, the attractive social environment and the participation in regular games. For the female junior players the aspects were more important than for the senior players that there was a good atmosphere in the club and that the field environment was in a good condition.

Conclusion

The findings of the questionnaire study manifested some basic differences in attitudes between female junior and senior soccer players. The specific needs of affiliation and good team cohesion of young female soccer players should be taken into consideration in the concept of soccer training and coaching.

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SNAPSHOT OF WOMEN'S SPORT AROUND AUSTRALIA

ABSTRACT ID136

CROSSWHITE, Janice; FISCHER, Imke

Australian Womensport and Recreation Association, Australia

Abstract Introduction

The Australian Womensport and Recreation Association (AWRA) was established in 2005 as a non government peak body to provide leadership and advocacy for Australian women and girls in sport and active recreation. A close working relationship has been encouraged and developed between AWRA and the states and between states. The poster will be an illustration of activities undertaken and leadership provided by AWRA and member states/territories around Australia. For example, AWRA, for the first time in women sports history in Australia, has taken on a leading role and secured a substantial grant from the federal government to develop and deliver a national sports-leadership program that is going to be shared and implemented by many state womensport associations. The poster will also draw attention to the fact that state bodies are working quite independently on a wide range of programs, depending on their needs and the funding opportunities open to them. Hence the poster presentation is a perfect vehicle to depict the diverse activities currently undertaken around Australia at the national and state level, illustrating the varied education and training opportunities for women in sport and physical activity.

References

• Jennifer Riatti, President Womensport West; Professor Kristine Toohey

Parallel Session 3: Posters

EFFECTIVE STEPS TO TACKLE THE DETERIORATION OF WOMEN'S SPORTS IN IRAQ

ABSTRACT ID178

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Abstract Introduction

This study aimed at evaluating Iraqi women participation in sports at the present time and deal realistically with the current conditions experienced by Iraqis, which is expected to last for a long time because of ethnic and religious crises that have emerged after 2003. This study will be of a great importance in order to develop more effective steps to help develop targeted programs that take into consideration the new social and cultural aspects both positive and negative. The survey sample consisted of 23 females who are sport supervisors; they have worked in sports and scouts in the city of Mosul. A questionnaire of 40 items has been prepared for this purpose, which consists of proposed recommendations and procedures to assist Iraqi women in four different aspects (evaluating the current situation, Identify crises and proposed corrective measures as well as the means of implementation) it is worth mentioning that all of this has been dealt with in complete secrecy and with full respect to the privacy of all participants due to the sensitivity of the subject because of the multiple problems facing the research sample. The researchers reached a number of important findings, from which were their ability to diagnose the root causes that prevented women from exercising sports in Iraq. Currently, security is primarily responsible for depriving Iraqi women from sports, followed by religious and political problems as well as social problems. Many members of the research sample have welcomed the proposed recommendations, which will give the Iraqi women the opportunity to participate in determining and planning for the future of sports for women in Iraq. Finally, the importance of security was highly emphasised and agreed upon as a prerequisite for the success of any future preparation and development programs.

- Mosul Olympic Committee
- Iraq

UNDERSTANDING FEMALE STUDENTS' PHYSICAL EDUCATION ATTITUDES: AN INVESTIGATION OF STUDENTS' EXPERIENCES, BELIEFS, AND FEELINGS

ABSTRACT ID187

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Abstract Introduction

Many relatively recent investigations into students' physical education (PE) experiences, beliefs, and feelings have begun to focus on female students (see Brown, 2000; Fenton, Frisby, and Luke, 1999; Gibbons & Gaul, 2004; Robertson-Wilson, Baker, Derbyshire, & Côté, 2003). Despite these investigations, there remains a need to more fully understand the developing negative physical education attitudes of female students. For example, there is a limited understanding about female students' physical education attitudes while in different years of schooling. Without such information, it is difficult to suggest what interventions or practices are most appropriate at particular grade levels. Further, it is a rare occasion to find a study of physical education attitudes that makes explicit reference to a particular attitudinal framework. In an effort to address this lack of information, a recent mixed methods case study provided some important information about a cohort of female students. Through the use of a culturally adapted survey with a single critical incident question, female students in grades 4 through 10 (n = 275) were able to share some personal information related to their PE attitudes. Further, follow-up focus group interviews with purposely-selected female students (n = 50) who had the most negative PE attitudes and experiences were also conducted. Using Maio and Olson's (2000) function-structure model of attitudes as a framework, results revealed information about female 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 female students and PE, with an emphasis on current implications and potential recommendations.

POSTURE EDUCATION: THE CONTRIBUTION OF TOYO FUJIMURA

ABSTRACT ID128

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Introduction

In 1904 Toyo Fujimura began her career as a teacher at Tokyo Women's School of Gymnastics & Music. In 1908 she became the principal of the school. Often affectionately called by her given name Toyo, she researched PE (physical Education) for 47 Years, and has greatly contributed to the health of Japanese people. She was a pioneer in women's PE in Japan. Her educational work began in the early 1920's and continued for 30years. Her ideas are still an important part of the current Japanese education system. This report introduces Toyo's educational ideas of posture, the practices of Soto-Zen Buddhism and their relationship. Toyo's posture education is one of the most important works of her entire career.

Methods

- 1. Study of Toyo's published works.
- 2. Understanding Soto-Zen Buddhism, through the study of meditative forms and doctrines.
- 3. Interviews of Toyo's former students.

Results

Toyo applied the idea of Soto-Zen-Buddhism to her educational work.

Especially using the spirit of Zen meditation (Reflecting upon your-self quietly to reach a mental state of nothingness) and Zen meditation posture (Sitting naturally) were also a part of Toyo's Conception. Toyo encouraged her students to use Zen meditation to improve their posture.

But Toyo used Soto-Zen Buddhism practically for education. Not for religious indoctrination.

Toyo also worked to correct women's posture, she worked hard for the improvement of kimono design. Cutting the Kimono in half using the top half with pants instead of the bottom of the Kimono. Also Toyo created a catchphrase to make it easy to understand correct posture. That motto is "A stretched Back leads to strength of the Abdomen"

During the Second World War Toyo's posture education was at odds with the government of Japan. In those days even girls were forced to march. But Toyo never changed her idea of posture and let her students to walk naturally. Of course, Toyo took strong criticism from the government and people in physical education. Toyo had to wait till the end of the war to justify her ideas.

Discussion

Here is Toyo's real purpose of posture education.

By improving one's posture, he or she will be able to maintain stable abdominal breathing.

That is to stay, Toyo thought that having good posture is connected to good breathing, and connected to better movement of the mind and body. And it became the basis of Toyo's success in physical education. Today Japanese physical education focuses on improvement of strength and movement technique. They may be forgetting the basics which are proper body posture and breathing. The future does not always have to be something new. We can also learn from the past.

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Parallel Session 4: Posters

GO SISTERS-GIRLS EMPOWERMENT THROUGH SPORT

ABSTRACT ID194

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Introduction

The window of hope "young uninfected adolescents" has been identified as the best hope of confronting HIVAIDS. This paper examines the impact that the behaviour change programme tailored around Sports has had in the lives of adolescent girls in low income areas in Zambia. Sport has not had a serious platform in the area of human development, and so it's important to examine how it can be used as an intervention strategy in combating HIVAIDS, fighting Gender inequality as well as examine the benefits derived from active involvement in a Behavioural Change Programme involving Sport. This paper will also examine the efficacy of peer coaching as a tool for empowerment.

Issues

- Adolescents are the least served demographic in terms of information dissemination and knowledge sharing on HIV/AIDS
- Females have a higher HIV/AIDS prevalence than males yet are less informed than males about sexual and reproductive health issues
- Traditional gender role socialisation teaches females to be submissive to males. This impacts on whether adolescent girls can say no to unwanted sex, negotiate for protected sex, or talk to their partners about abstaining or delaying sex
- Social-economic and other cultural factors also impact negatively on the ability of girls and women to deal with HIV/AIDS
- Sport has been ignored as an important setting for girls empowerment and HIV/AIDS education

Description/Methods

Go Sisters is a programme for girl's empowerment through sport and is designed for girls aged between 5 and 25. It is focused on Sexual Reproductive Health education with emphasis on AIDS related issues. It's also focused on leadership training, school education, sport participation, gender and economic empowerment. Through training as peer coaches, many young girls are receiving knowledge and leadership experience that boosts their esteem and confidence, arms them with what they need to know to avoid contracting the virus. Through positive oriented Sport, the girls learn values like hard work, team work, self confidence, and problem solving, which put them in good stead to move away from their traditional position of vulnerability to one of empowerment. This project aims to contribute to the achievement of the MDG3 in Zambia - promoting gender equity and empowerment - by increasing the number of girls in the target communities adopting leadership roles at the community and district levels. The project also contributes to the attainment of MDG 6-Combating HIV/AIDS as well as contributing to the efforts of holding a successful 2011 All African Games in Lusaka by rising skillful, committed, well behaved and responsible female athletes and referees for the event. Go Sister Action teams are formed and are in charge of running girls programmes in each area.

Lessons Learned

- Sport provides girls with a space filled with fun and positive energy and the opportunity to develop social support and networks; it develops a sense of belonging and community and enhances the creation of new social identity of girls.
- Active participation is crucial in the empowerment process
- Empowering girls means enlightening boys
- Empowerment based sports are a crucial setting for HIV/AIDS and health education
- Peer coaching is an active and sustainable method in the empowerment and behavioural change process
- Strategies to attract girls should include a strong outreach effort focusing on engaging parents and community leaders to secure their buy-in and support.
- The need for a support network of female role models and mentors to give girl-friendly advice and information on the issues that affect girls in their daily lives;
- When boys are present, girls adjust the roles they play, anticipating the reactions they have come to expect from boys and adults. Potential female leaders may not feel comfortable in that role in a mixed-sex setting. This programme is, therefore, designed to offer girls girls-only activities in spaces that offer a safe and relaxed environment.
- For long-term impact on gender-based inequality, it is vital to involve boys and young men to challenge their perceptions and effect change in their behaviour towards girls.
- There is a need to link schools and communities, utilising schools' potential to become resource centres for communities, and to bring together organisations working in the same target communities, i.e. sports partners working with the same youth as health and education structures, to generate a holistic approach.

<u>Results</u>

- Over 180 girls have since received schools sponsorship
- 12 senior peer leaders have been sponsored to the University of Zambia before
- Over 600 girls have been trained as peer coaches to date and over 7000 girls are involved in the programme country wide
- The Go Sisters team has won gold twice in the Norway cup
- Most girls paying on the Zambian women's National team are from Go Sisters
- There Go Sisters Committees and clubs in 6 province of Zambia

Recommendations/Conclusion

Behavioural Change Programmes tailored around sport are an appropriate and effective means of reaching adolescents in the fight against HIVAIDS. The paper recommends that sport be recognized and adopted as an effective tool in HIV AIDS intervention programmes. Girls run programmes like Go Sisters are of great help and need to be impalement in many schools and promote the Go Sisters curriculum.

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- CN 1562 Expansion of Go Sisters in Zambia-2007

PHYSICAL EDUCATION STUDENTS' PERSPECTIVES ON DIRECT, PER, AND PROBLEM SOLVING TEACHING STRATEGIES

ABSTRACT ID205

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Introduction

Teaching physical education in primary, intermediate, and secondary schools in Bahrain is a very challenging profession. Consequently, colleges and universities must provide instruction and experiences that will adequately prepare teachers to make a successful transition into full time teaching. The aim of this study is to determine the physical educators' perceptions of the adequacy of BPE program at University of Bahrain in preparation for teaching

Aim of Study

The aim of this study is to determine the physical educators' perceptions of the adequacy of BPE program at University of Bahrain in preparation for teaching

Methodology

In this study, a sample of 200 public schools physical educators within the Kingdom of Bahrain were surveyed to determine their undergraduate coursework in physical education, the value of each course in preparing them to teach, and specific areas in which they experienced difficulty during their first year of teaching. The questionnaire used in this study included four sections: demographic information, components included in BPE program, perceived value of those components in preparing one to teach, and perceived areas of difficulty during the first year of teaching. A panel of six experts, including a university professor in physical education pedagogy, and four physical education teachers generated the items on the questionnaire. The questionnaire was field tested with a group of 30 elementary, intermediate, and secondary physical educators and then modified for clarity, organization, and content based on feedback from those individuals

Analysis and Results

Results indicated that most BPE program courses are adequate in preparation for teaching. In addition, the respondents' perceptions of the value of the components that were included in these classes generally validate current college and university BPE curriculums. The findings also indicate that dealing with inadequate facilities and equipment, classroom management and discipline, meeting the needs of students in special populations, schedule interruptions, personal fatigue, parental contact, and student assessment are the most significant challenges experienced by first year teachers. The results also show that the five courses that were addressed in undergraduate physical education coursework in regards to preparing one to teach were as follows: performance and teaching sports skills (93.4%), methods of teaching PE (93%) student teaching (92.7%), conditioning (90.1%), posture study and remedial exercise (87.9%).

Conclusion

The results of this study suggest the need for continued reform of methods courses within BPE to reflect instruction in best practices in teaching and application to real-world settings (e.g. management, discipline, and assessment). Possible avenues for providing additional learning

experiences for BPE students are the use of current schools' teachers as guest speakers, class field trips, and extensive early field experiences and observation opportunities

A SHORT TRAINING PROGAM OF BASIC LIFE SUPPORT OF CHILDREN

ABSTRACT ID202

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Introduction

In Japan, the worst cause of Children's death is sudden death by accidents, for example, a ball hitting a child's chest or drowning in shallow water. And in a lot of cases, children could have had recover if adults near damaged children had operated BSL. Of course, there are some training BLS program provided several associations. But standard one needs 4 days and the shortest one needs still more than 3 hours for training. It is not easy for busy teachers of elementary schools and kindergarten and parents, who should take care of little children, to keep such long time for training. In order to promote elementary school and kindergarten teachers and parents to master technique of Basic Life Support (BLS) that is Cardiopulmonary (CPR) and Automated External Defibrillator (AED) for rescue children's life, we designed the short BLS training program which took only within 2 hours.

Methods

We tested this program to 10 subjects. The construction of this program was 3 study times and 3 trials alternatively. In the 1st study time, subjects looked at our original illustration boards which showed how to do CPR and manipulate AED by figures with texts; visual study material. Subjects could refer a textbook for ordinary citizens if they wanted to do so. In the 2nd study time, the instructor demonstrated with explanation. In the 3rd study time, subjects review their lessons using our original illustration boards and could refer a textbook for ordinary citizens if they wanted to do so, same as in the 1st study time. And they could ask the instructor questions in the 3rd study time. The condition of 3 trials were same; a child fainted suddenly (a dummy doll were prepared) and the subject should rescue it. We measured time required for CPR and AED manipulation, and useless period of each trial. And according to the evaluation list made by First-Aid department of Japanese government, we graded each trial of each subjects by deducting marks.

Summary of Results

Compared 1st and 2nd trials, speed-up and reduction of deducting marks were observed in the 2nd trial. Especially, useless time lessened drastically. Compared 2nt and 3rd trials, deducting marks decreased much more in the 3rd trial. But observation and confirmation, for example, bleeding and wetness of chest part, and keeping bystanders from a patient during AED analyzing time, more than 30% subjects could not do well. As for indispensable actions for rescue, almost all subjects could do by the 3rd trial.

Discussion

The meaning of those results might be as followed; subjects could understand the outline of BLS by the former part of this short training program. And once they grasped the outline, useless time without significant action might be shortened. And by the 3 times repeat of the training, exactness and effectiveness could be improved. So, this short program of BLS could be effective to master necessary skills of BLS mostly. But to make sure observation and confirmation, other support, for example making the list of frequent mistake (a warning card) and ask subjects to read it carefully,

might be needed.

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TALENT RECRUIT AND SELECTION OF FEMALE SEX IN BASKETBALL IN THE RURAL PEDAGOGICAL INSTITUTE EL MÁCARO.

ABSTRACT ID173

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Introduction

The human being is an individual gifted with special qualities, such as: health, anthropological and physiological characteristics, and muscle development, among others. Therefore, he/she will be linked to others that will be determining such as: feeding, medicine, entertaining and more. In this sense, it is necessary to define and analyze some procedures, to determine the most effective and efficient way of detector and select possible talents in the RPI El Mácaro

Methodology

The objective was to recruit and select sport talents of female sex from the different extensions that form the RPI El Mácaro. The study was done under the model of feasible project supported on a descriptive field research. The population was formed by 70 women and it became the sample as well. The data collection technique was a technique skill of basketball test. Once it was applied, data was organized and processed in a frequency and percentage chart.

Results

The incorporation of different attention centers of the RPI El Mácaro was possible, which evidences that there is enough human resource with technical conditions for basketball. On the other hand, permanent tests will be applied in a permanent way in each admission process.

CURRENT STATUS OF THE FEMALE GENDER IN THE SPECIALTY OF PHYSICAL EDUCATION

ABSTRACT ID200

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Abstract Introduction

Physical education is an educational discipline that bases its intervention in the body movement in order to structure first and develop later, in an integral and harmonious manner, the physical, emotional and cognitive skills of the person, aiming to improve the quality of human participation in different areas of life such as family, social and professional environment. Currently, physical education is both an individual need and a group need. In Venezuela there are about five universities forming specialists and technicians in the area; Pedagogical University Experimental Libertador is one of them. Venezuelan law guarantees the participation of children and teenagers, ie men and women alike, and yet there are few women students in the specialty, even more, few aspiring to enter and in most cases they do under the premise that this specialty is the easiest, by imitation, for the possible physical effects of figure modelling or for fear of specialties where they have to take math and/or reading frequently, and as a last resource because they are athletes. But, the results of the evaluations of morphological and physical fitness, used as entry requirements, contradicts the desires of the candidates. An outstanding factor is the physical evaluation, whose measuring parameters between men and women, has little difference; impeding the chances of selection for girls. Thus the objective of this research is to determine why the enrollment of female students is lower than of men in the specialty of physical education at the Pedagogical University Experimental Libertador in Maturin, Monagas, Venezuela.

PROGRAM OF PHYSICAL AND RECREATIONAL ACTIVITIES TARGETED AT HOUSEWIVES REPRESENTATIVES OF THE U.E.E "ROSA AMELIA FLORES" IN THE NEIGHBORHOOD APRIL 19 IN THE MUNICIPALITY OF SANTIAGO MARIÑO ARAGUA STATE

ABSTRACT ID151

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Abstract Introduction

This paper proposes a program of physical and recreational activities targeted at housewives representatives of the UEE "Rosa Amelia Flores" in the neighborhood April 19 in the Municipality of Santiago Mariño Aragua state, with the aim to foster a culture that encourages recreational purchasing habits and values towards physical activity as an alternative to improve the overall health and occupation positive free time. It is intended to diagnose physical recreational preferences of the housewives representatives of the UEE "Rosa Amelia Flores" to support a program that contributes to the use of free time. As well as to determine their availability of time, the availability of manpower, materials and space available to develop the programming mentioned above. The methodology is based on an investigation under the modality Research-Action Participant, framed in the systematic analysis of problems of reality in which the data of interest are taken or collected directly from the same; with support in the Documentary Research. The study population was represented by the two hundred and fifty (250) mothers representatives of the UEE "Rosa Amelia Flores." To that end was used techniques and tools: the technical interview in the mode of questionnaire and direct participant observation of the behavior of mothers representatives of the institution Our results will serve as a basis for the development of the physical and recreational programming.

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HEALTH AND SOME NEW AS A MOTIVATION FOR PARTICIPATING PART OF PHYSICAL EDUCATION LESSONS OUTDOORS

ABSTRACT ID142

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Introduction

The aim of this work is inclusive some new in physical education lessons, like is stimulate for good health if spend more time outdoors. The work has been based on many years experience in performing a part of lessons from program of physical education of students that took place outdoors, in the form of walking through surrounding area of the City Sarajevo and Olympic mountains. Problem is that students, where this research took place, spend a lot of time indoors at lecture halls, thus neglectful time exercising outdoors. In order to realize physical education curriculum in accordance with current situation, two-hours and four-hours program of walking tours in close vicinity of the city have been applied as well as half-day and one day excursion with walking tours in neighboring mountains.

Method

Sample of 254 students (206 females, 58 males) of the first year of study at Faculty of Pharmacy University of Sarajevo, participated in this study. Data have been registered during the course of the period of two years, generation in 2006/07 and 2007/08 year of school. Analysis of this work has encompassed data only of those students who attended these teaching activities to at least 75% out of total 60 hours planned for physical education teaching program of two semesters. At the beginning of each activity student were given identification peace of paper where they entered their name and pulse at rest and also immediately after the walking tours. At the end of school year, we have implemented a survey on the opinion of students. The survey was anonymous and encompassed six questions. We analysed, affirm percentage, separately females and males, and we have taken data of all samples together and insert in Tables.

Summary of results

Results are based on processed and analysed data collected by anonymous questionnaire revealed that according to the opinion of the students physical training lessons which took place outdoors were more efficient and more acceptable for the students relative to the classic form of lessons spent in sport halls (female 82.1 %, male 78.8 %). Data indicated that majority of students (female 82.1 %, male 78.8 %) liked this type of movement activities and 80.1 % female, 72.6 % male has not walked in mountains before. The fact is that large of students frequently feels need exercise (female 85.4%, male 84.8%). Majority of students (female 81.4%, 87.9%) deem this type of lectures useful. However, more of them (female 47.7%, male 38.7%) do not believe that they will exercise individually in this manner.

Conclusion

This research may be used as landmark for actual form of movement outdoors, getting closer to nature and beauties of the mountains, especially for the students from Sarajevo University, who

have Olympic mountains in the close vicinity of their City (Igman, Bjelasnica and Jahorina) where successful XIV Winter Olympic Games took place in 1984.

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TRAINING PROGRAM FOR PHYISICAL EDUCATION TEACHERS ON PROPHYLAXIS OF THE MORPHOLOGICAL AND POSTURAL ALTERATIONS OF CHILDREN IN VENEZUELAN BASIC SCHOOL

ABSTRACT ID358

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Universidad Pedagógica Experimental Libertador (Venezuela)

Abstract Introduction

Children as human beings are right subjects have a potential development that will allow them to continue to the successive stages through which changes will be produced, and therefore, they should be guided until they reach the youth and adult years. In the process motor action plays an important role in the interdependence of these with the harmonic and normal development of the osteo - artro - neuro - muscle and postural structure since every individual has his/her own rhythm of development and learning.

Methodology

the study is framed under the model of a feasible project, supported on a descriptive field research with a documental base. The population was formed by 18 boys, 20 girls and 3 specialists of Physical Education. The sample was the total of the population. The data collection technique was the application of a questionnaire with five answer alternatives. The instrument was validated by 3 experts: (2) Specialists in Physical Education and one in Research Methodology. The reliability was determined through the Cronbach Alfa Coefficient, applying a pilot test to 10 subjects, resulting 0,95, which indicates high level of reliability. After the instrument was applied, the data was processed in a frequency and percentage chart. Results: It was evidenced that a high percentage of teachers have little or no knowledge about specific aspects, such as prophylaxis, skeleton development, different types of posture of the human being, morphofunctional characteristics, and tests to detect alterations and others.

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