

You win some: you lose some!



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With much thanks to Dr Eimear Enright & Ms Karen Shelley

Health and Physical Education Key Learning Area

- Promoting the Health of Individuals and Communities
- Developing Concepts and Skills for Physical Activity
- Enhancing Personal Development



A teacher of distinction!



The Sports Teacher is easily spotted. He rarely wears long pants. He wears short pants and has hairy legs. He believes that nobody is happy unless they are doing forward rolls, or jogging senselessly on the spot. He is capable of making extremely loud yelling noises, which have been known to travel from one school oval to another school oval two suburbs away. This human has a limited vocabulary. His most common words are: 'Ho!y!', 'Fasta!' or 'pik those leggs uuup!' When approaching a sports teacher always wear shorts and white running shoes.

Natural habitat
The oval.

Diet
Nuts and berries.

Favourite pastime
Making others suffer.

Dislikes
People in ordinary shoes. Children in general.

A Dual Challenge:

Co-construct effective teachers of health education

Co-construct teachers of HPE who have the capacity to include rather than exclude



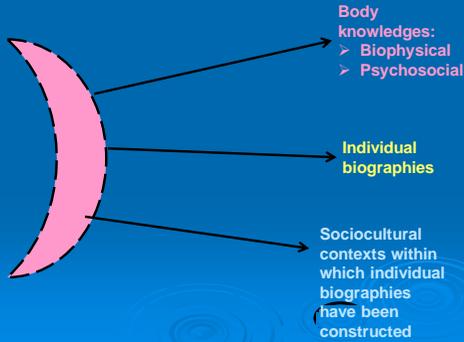
A social theory perspective

What do our lenses allow us to see?

What do they hide from us?



HPE Teacher's lens



Disrupting the PETE "teacher's lens": Critical Pedagogy



Critical Pedagogy is a movement involving relationships of teaching and learning so that students gain a critical self-consciousness and social awareness and take appropriate action against oppressive forces.

Only by critiquing 'common sense' notions that pass themselves off as value free can individuals discern whose interests they serve and who might benefit if such notions and the social structures they support were disrupted and transformed.

Am I SPECIAL??

- > At the heart of the matter we all want to be:
 - LOVED
 - SPECIAL
 - SOMEONE WHO MATTERS
- > ...a desire, a very visceral need to be loved, as well as a sense of the abject loneliness of life where nobody loves you...this image is real for anybody who has been in the bottom spot where they've been rejected by everyday and loved by nobody. (bell hooks, 1992)



Strategies of dis-ruption

- > Critical reflective essay and shoebox collage
- > Production of a creative Vogue dance piece
 - As McDermott (2002) explains, an "exploration of dangerous styles of art and aesthetics that relate educational inquiry and practice to life worlds might become sites for transformation of self and pedagogy (p. 53).
 - Aesthetics as a means of creating modest dis-ruptions in the construction of HPE teachers' lenses.



Lesson	Activities	Key Questions
Lesson 1: Exploring Gender and Sexuality	Exploration of gender roles through an ethnographic, observational, and reflective approach. Creative activities centered a Gender Matrix for each group. The Matrix will be discussed according to each subgroup in the class of ethnography in anthropology and reflecting gender within society.	<ul style="list-style-type: none"> Q. What are gender stereotypes? Q. What is a gender stereotype? Q. How do we know when we refer to the class of gender stereotypes? Q. How do the signs (stereotypes) impact gender stereotypes? Q. Why do things like this exist in our world? Q. Why are gender stereotypes dangerous?
Lesson 2: Exploring Gender Stereotypes	Identifying stereotypes in gender-specific groups to reveal their commonalities. What is the best and worst thing about being a girl? etc.	<ul style="list-style-type: none"> Q. What are gender stereotypes? Q. How do we know when we refer to the class of gender stereotypes? Q. How do the signs (stereotypes) impact gender stereotypes? Q. Why do things like this exist in our world? Q. Why are gender stereotypes dangerous?
Lesson 3: Writing Gender	Class to focus on the university grounds to create their own bodies to gender. Group projects: feedback, writing, and reflection in response to the "Writing Gender" questions at the conclusion of the Writing Gender Workshop.	<ul style="list-style-type: none"> Q. What is a signifier? Q. What is a signified? Q. What are the implications of gender signs for our bodies? Q. What are the implications of this work for you as a teacher? Q. What is the relationship of this learning experience to your research? Research out of class? Q. How do you see this learning experience contributing to your multi-modal assessment?





"Doing gender" and creative dance

Time for you to do some work...

- On the piece of paper provided try to list at least 3 responses to the following statements:
 - The best thing about being a boy is..
 - The worst thing about being a boy is...
 - The best thing about being a girl is...
 - The worst thing about being a girl is...
- When you have finished use the Glu-tac to post your responses on the front of the stage.

Hazards and Warnings



Penetrating the bubble world of privilege



"though rooted in a benevolent 'helping' narrative, feeling entitled to act in the interest of 'others' functions paradoxically as a relation of *Othering*, as it secures privileged students' sense of their own capacity" (p. 44).

Thank you for listening

