7G Joseph Bradley, University of Sterling, Scotland  
“Narrating Active Communities: Gaelic Football in Schools & the Wider Community”

The post-industrial town of Coatbridge in Scotland contains some of the country’s most negative statistics for bad health, alcohol abuse, obesity, psychiatric problems, poor housing, debt, unemployment and suicide. As part of an innovative, pro-active and inspiring sports strategy to contest such ills the ‘Active Communities Gaelic Football Initiative’ constitutes a partnership between the regional North Lanarkshire Leisure and the School of Sport at University of Stirling. What has resulted is a program of physical literacy, fitness, team-building and sports skills in Coatbridge primary schools and in the post-primary wider multi-cultural setting. This initiative importantly utilizes the presenter, a local community based academic and sports coach-educationalist, to plan and execute this program using the minority sport of Gaelic Football. The project has become one of the area’s best known and most successful active sports socio-cultural regeneration enterprises.

7G Chanryong Kim, Dongeui University & Lee Jaehyung, Korea Maritime and Ocean University  
“The Exploratory Study of Longitudinal Change of Relationship of Physical Activities and School Adaptation of Young People in South Korea”

Many previous researches show positive benefits of physical activities of young people. Most of students (even elementary school students) have lack of physical activities in South Korea. They don’t have enough time to participate in physical activities after school. Because of they have to get in lots of private educational institutes for their academic prerequisite learning. Most of Parents hope their kids enroll higher ranked school from elementary students to college students. This study are examined how physical activities affect their school adaptation in their school life for Korean awareness change. In order to get the results, 2200 of young people were used, Data were collected same sample with repetitive for 5 years from 2010 to 2014 by Korean NYPI Youth and Children Data Archive for longitudinal study. Collected data were analyzed by one-way ANOVA, t-test, Duncan test as post-hoc test, exploratory factor analysis, and multiple regressions with SPSS program (version 23.0).

7G: R. Dale Sheptak Jr., Lake Erie College & Amanda Curtis, Lake Erie College  
“The Sport-Education Myth: Former Athletes Perspectives on How School Sport Prepared them for Work Life”

Youth and school sport have long been seen as an extension of the education process and a vehicle to teach life lessons. This view has not been without opposition. In their book, Lessons from the Locker Room, Miracle & Rees (1994) describe what they call the “myth of school sports”. Components of the myth include sport being an avenue to learn social skills that will help them in business and life, dedication (hard work) and discipline, respect for authority, how to work as a team, how to work through and overcome adversity, and how to win. Lastly, sport offers a space to release aggression that otherwise may spill over into other parts of society. This research looks at the “myth of school sports” by exploring the perspectives of former school athletes who have spent at least five years in the workforce. In particular, the research uncovers the participants’ views on the role that youth and school sport in their personal development and capacity for success. Further, participants were asked to reflect on and compare themselves to associates and friends who had not participated in high level sport and compare the skills (that were represented in Miracle & Rees “myth”) that they thought sport had taught them. Preliminary findings suggest that the participants did find sport, combined with academic work and family influence, to be an important part of who they are and the success that they enjoyed. However,
participants could not easily separate themselves and the “sport learned” skills from others who had not participated in youth sport.