4A Ho Jin Chung, Nanyang Technological University & Chanmin Park, Nanyang Technical University

“How do Singapore Schools Incorporate Core Values from Character and Citizenship Education into Physical Education Classes within Primary Schools?”

What challenges do we face in school fields today? Recently, one of the key challenges has been associated with how schools educate students to be well-equipped with the competencies required in the rapidly changing 21st century global society (Chung, 2016). In Singapore, Character and Citizenship Education (CCE) is driven as a national agenda. The CCE educates students to grow as well-rounded and mature citizens so students learn to be responsible for family and community and to play their roles in shaping the future of Singapore (MOE, 2014). Schools are involved in inculcating various values among students at a school level and not just a class level. How then can Singapore schools incorporate core values from the CCE into Physical Education (PE) classes within primary schools? This study explores the latest content in the syllabus of the CCE and reveals how its core values are developed through PE classes within primary schools. It is expected that the findings of this study contribute to understanding the importance of a PE subject in building character of Singaporean students.

4A Shaun Edmonds, University of Maryland, College Park

“Have You Met Fran? On Becoming a Member of a Crossfit Box”

In recent years, the subculture of Crossfit has become an increasingly popular, yet contentious, mode of physical activity within the United States fitness industry. Belger (2012) argues that Crossfit offers significant psycho-social benefits to participants whereas Heywood (2015) cautions that those benefits are tempered through Crossfit’s reification of neoliberal ideologies pertaining to issues of the body and personal health. As part of a larger study on the Crossfit subculture, this auto-ethnographic work explores the experiential physical and social process through which I became acculturated into a Crossfit “box”; a gym specifically designed with Crossfit’s unorthodox training protocols in mind. Utilizing Atkinson’s (2008) concept of “pain communities” I will explore the way in which the body becomes a central space for initiation into the practices, values, and identities of the Crossfit subculture and reflect on how my own narrative shapes the identity making process.

4A Jessica Leitner, University of Texas at Austin & Louis Harrison, University of Texas at Austin

“Dance in Physical Education: Gender Roles and Culture”

The most popular form of physical activity taught in physical education programs are team sports, such as basketball, baseball, and soccer, which teach skills, strategies, and motor skills but often times do not engage all students equally in physical activity. This presentation aims to examine why many non-western countries incorporate dance into their physical education program while many western cultures do not. It will also explore how experiences with dance differ by gender. In many cultures, dance is regarded as a suitable and desired activity for males but in western culture it has been appropriated as a female sport. Despite the popularity of “Dancing with the Stars,” dance is often socially constructed to the desired attributes of females and when males participate they put themselves in danger of being perceived as effeminate. We utilize a feminist framework to provide a lens to examine the marginalization of dance in American and other western physical education programs and the patriarchy it stimulates since dance is often seen as feminine. We address the following questions: Does the popularity of sports, and unpopularity of dance, in physical education limit the access of physical activity in western culture students? How do these ideologies express themselves in other countries?
The authors of this presentation are sociologists of sport working within a Kinesiology department in a health-focused college at a large state University and are trained to critically analyze the operations of power in society and identify inequality within sport-related activities and institutions. As qualitative social science researchers, we are not in a field in which readily applying for or receiving grants and other external funding is realistic; however, we also operate as academicians at a time when funding is crucially important and tenure decisions are based on “the publish or perish regime” (Wagner, 2016, p. 85). Andrews (2008), articulating confusion as to how to reconcile these opposing realities, asserts that Kinesiology is “facing a crisis” as a discipline (p. 47). Thus we find ourselves at an intellectual and scholarly crossroads, intent on developing and executing important projects that will make a tangible impact on the discipline of Kinesiology. Following Gill (2007), we argue for a “truly integrative interdisciplinary research [agenda] to address relevant issues in kinesiology and physical activity” (p. 278). Accordingly, this presentation will detail a collaborative, mixed-method, interdisciplinary research effort aimed at understanding the multi-faceted issue of post-partum physical activity and body image. This project is theoretically informed, methodologically rigorous, and empirically driven, and investigates a complex women’s health issue, while at the same time crosses disciplinary boundaries and provides a model for an integrated kinesiology-based approach to public health, wellness, and social issues.