

NARRATIVE INQUIRY INTO THE LIVES OF PHYSICAL EDUCATION TEACHERS: IN
PURSUIT OF PHYSICAL LITERACY

by

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B.S.E., Emporia State University, 2003
M.S., Emporia State University, 2006

AN ABSTRACT OF A DISSERTATION

Submitted in partial fulfillment of the requirements for the degree

DOCTOR OF PHILOSOPHY

Department of Curriculum and Instruction
College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

2016

Abstract

This study is a narrative inquiry into the lives of physical education teachers in order to gain insight into their identities as physical education teachers and their understanding of what it means to be physically literate as well as investigate into the thoughts of physical education teachers about the concept of comprehensive school physical activity programs. According to Whitehead (2010), physical literacy is a disposition to capitalize on the human embodied capability, wherein an individual has the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for maintaining purposeful physical pursuits/activity throughout a lifetime. Development of the debate regarding physical literacy was stimulated by the study of existentialist and phenomenological philosophers, such as Sartre and Merleau-Ponty, who articulate a particular stance towards the nature of our mind and body connection. Merleau-Ponty's (1945/2010) philosophy facilitated the gain of knowledge regarding 1) how stories of physical education teachers help promote physical literacy in schools; 2) how physical education teachers perceive the mind/body connection; and 3) how physical education teachers understand what it means to be physically literate.

The contributions to the thought and practice of physical education as a result of this study will highlight 1.) physical literacy is embodied in adapted physical education; 2.) the role of physical education teachers is not just teaching and moving the body, but to help students learn better; 3.) A stressed mind affects the body, and having a healthy body helps students learn better; 4.) A new role of physical education teachers is to bridge the gap between physical education and the classroom by providing ideas to classroom teachers regarding brain breaks. 5.) Teacher education programs need to highlight reflective practices that help future physical educators draw upon knowledge from their own life experiences to enrich their teaching; 6.) Physical education teachers should collaborate with public health officials to implement comprehensive school physical activity programs.

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Acknowledgements

I would like to extend a heartfelt thank you to my dissertation chairs Jeong-Hee Kim and Sally Yahnke for their guidance, wisdom, support, and encouragement. To Dr. Kim, a double dose of appreciation for encouraging me to present my dissertation research at the American Educational Research Association (AERA) annual meeting as well as invite me to present with you at the conference. A wonderful experience that I will never forget! You are forever moving me out of my comfort zone, which is a very good thing!

I would also like to thank my dissertation committee Kay Ann Taylor, David Dzewaltowski and Tandalayo Kidd for their understanding, patience, encouragement and support. I may be bias, but I do believe I had the best dissertation chairs and committee ever!

I would like to thank my mom for always believing in me and loving me. You are the greatest mom!

I would like to thank my children, Jessica & Scott, Gavin, Rachel & Mark, and Austin for their support and patience during this process. I love you all bunches and bunches!

Last, but certainly not least, I would love to thank the love of my life, my husband, Damon Paul Leiss. I love you beyond words and thank you for your endless support and encouragement. You are my rock!

To God be the glory!

Chapter 1 - Introduction

During my five years as an elementary physical education teacher, I noticed that physical education classes were considered necessary for allowing classroom teachers planning time, not for the education of students. If students were rambunctious, classroom teachers brought them to the gym and said, “Please run them extra today”. I explained that children are physically active in physical education, and they learn a variety of skills and concepts pertaining to the body. Some classroom teachers stated that they never really thought about what students learned in physical education. They just knew that most children loved physical education and that students had fun in class. They never thought about the important skills and concepts being taught in physical education.

I worked hard to provide my students with a quality physical education program and develop a curriculum that encouraged students to become skilled movers who are physically active and who appreciate the value of movement, activity, and fitness in their lives. My physical education lessons included goals and objectives that aligned to national physical education standards and offered a planned sequence of developmentally appropriate movement activities, games and sports designed to educate students about and through movement. Students were assessed to determine progress toward program goals. Although some classroom teachers appreciated my efforts, I often felt marginalized and that physical education was not an important subject matter in schools other than providing classroom teachers plan time.

I became a member of Kansas Association of Health, Physical Education, Recreation and Dance (KAHPERD) and American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) when I was an undergraduate physical education student at Emporia State University. I served as the Young Professional President (Student President) and eventually went on to serve as President of the Kansas Association of Health, Physical Education, Recreation and Dance (KAHPERD), and as Vice President of Health for CDAHPERD (Central District Association of Health, Physical Education, Recreation and Dance) a regional subdivision of AAHPERD. I had the privilege of attending numerous physical education conferences and workshops at the state, regional, and national level, which allowed me to improve my teaching practices as well as meet other professionals. It was also a time in which I met and conversed with numerous other physical and health education teachers from across the nation. We would

share stories about incidents that happened in our gymnasiums, stories about our schools and school districts along with stories about our students. We shared stories that ranged from some of the funny things our students said and did, the behaviors of our students that we observed in our classes, the policies and procedures in our respective schools and school districts to the health status of our students. We noticed that many of our elementary and older students were experiencing a decline in their health due to factors that are controllable by eating nutritious meals and by adding physical activity.

As a physical education teacher, I understood the importance of staying physically active and wanted to convey the importance of being physically active to my students. Physical activity helps improve the body by increasing muscular strength, muscular and cardiovascular endurance helps with weight control as well as reducing the risk of developing numerous diseases. Mentally, physical activity reduces anxiety, depression, negative moods, provides stress relief, increases energy, and improves sleep. However, I did not fully understand the importance of the body in the learning process. I did try to integrate other contents areas such as spelling, reading, math, science, and history into my physical education lessons, but I did not understand the role the body plays in the development of the mind and how we learn about others and ourselves through our bodies. I never thought to ask my colleagues what they thought about the mind/body connection or its relevance to student learning.

Although it is well known that adequate physical activity and a healthy diet are critical to preventing obesity and many diseases, physical education and recess programs across the nation continue to be cut from school programs and students are required to sit for longer portions of the school day due to national tests. I wonder if this is due to our nations' lack of understanding of the mind/body connection in our students' learning and well-being. Physical education programs are important beyond student health. Physical education is also an important component in the educative process of students. I am concerned that if recess, and particularly physical education, continue to be reduced or cut in schools, our children's health, mental well-being and learning will decline. In an academic world that values "desk time" for student learning, how do we increase the importance of the body in education? If we do not allow our students time for physical education and physical activity breaks in schools, how will teachers and schools deal with the ever-growing number of health issues of our youth and the higher incidents of behavioral issues?

In the current milieu where reading and math scores on standardized test are highly emphasized, it is critical to analyze what it means to be physically educated, and the role of physical education can enhance teaching and learning. More specifically, to look at physical education from a philosophical perspective, e.g., the perception of the body in learning and helping students make connections between personal factors, behavior skills and environmental factors, which may provide educators with a better insight into the importance of the body in learning, which may stop the marginalization of physical education and physical education teachers.

Overview of the Issues

This section will provide a brief overview of the issues presented in this dissertation regarding the marginalization of physical education teachers, physical education, and the importance of physical education and physical activity opportunities for students.

Students Need Physical Education and Physical Activity

Children need at least 60 minutes of physical activity every day, but most states do not require school to provide students with sufficient opportunities to be physically active. Only two states require schools to give classroom-based physical activity breaks. According to the Shape of the Nation report (2012), only 14 states mandate schools to provide opportunities for physical activity outside of physical education class. Only 11 states prohibit the practice of withholding physical activity such as recess as a form of punishment, and prohibit the use of physical activity as punishment for inappropriate behaviors and only nine states require elementary schools to provide recess.

Research demonstrates our students require more opportunities to be physically active throughout the school day and students need support and encouragement from adults to be physically active. Ward, Saunders & Pate (2007) state

Many national publications have recognized the potential for physical education programs to increase the physical activity levels of children and adolescents. Physical education not only provides an opportunity for increased physical activity as a result of class participation, it also gives youth an opportunity to learn physical and behavioral skills that they can use outside of school to remain physically active (p. 66).

Since 2010, several initiatives have been developed to encourage students to be physical active before, during and after school. These programs introduce the concept of Comprehensive School Physical Activity Programs (CSPAP). The goal of CSPAP programs is to encourage children to have at least 60 minutes of moderate-to-vigorous physical activity (MVPA) each school day (Metzler, McKenzie, van der Mars, Barrett-Williams, Ellis, 2013). It is recommended that CSPAP programs provide five main components, which include 1) quality physical education, 2) physical activity during the school day, 3) physical activity before and after school, 4) school employee wellness and involvement, and 5) family and community involvement. Although “prominent governmental, research, and advocacy organizations have expressed strong support for physical activity programs in schools”, (Metzler, et al., 2013, p. 41) currently only 16% of elementary schools, 13% of middle schools and 6% of high schools provide a full CSPAP program (AAHPERD, 2011) .

However, not many schools are participating in CSPAP. Metzler, et al. (2013) propose one reason for the lack of participation of schools in CSPAP programs is that curriculum plans for CSPAPs have not been fully articulated yet, so few teachers have little more than a general idea of what a CSPAP might look like and are even less sure about how to put on in place in their school (p. 41).

Let's Move! Active Schools is one CSPAP program that is a collaborative effort between numerous leading health and education organizations such as American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD), President's Council on Fitness, Sports and Nutrition, U.S. Department of Education. Metzler, et al. (2013) proposes a CSPAP called Health Optimizing Physical Education (HOPE) and state that unlike the initiative *Let's Move! Active Schools*, HOPE is unique in that its overarching goal is “to help P-12 students acquire knowledge and skills for lifelong participation in physical activity for optimal health benefits” (p. 42).

The U.S. Government included numerous recommendations for physical education and physical activity in schools in Healthy People 2020 (U.S. Department of Health and Human Services, 2010). For elementary schools, these recommendations include: 1) Increasing the number of public and private schools that require daily physical education for all students 2) Increase the number of students who participate in daily school physical education. 3) Increase regularly scheduled elementary school recess. 4) Increase the number of school districts that

require or recommend recess for an appropriate period of time (<http://healthypeople.gov>). According to a report by Albemarle State Policy Center (2008), policy-makers in 25 states did try to address the lack of physical activity and physical education in schools in 2007. In 2007, the state of Kansas passed legislation on physical education in schools for grades K through 12 and “urges the Kansas State Board of Education to require some type of physical education for grade K through 12” (Albemarle State Policy Center, 2008, p. 116).

Mind/Body Connection Not Understood

The body is often seen as inferior to the mind. Two common philosophies of the body are the eastern view of monism (a unity of mind and body) and dualism (a separation of the mind and body), which is often the philosophical view in western society. “Dualism views the mind and the body as independent, with either the mind or body being superior. Usually, dualism emphasizes the superiority of the mind over the body, relegating the body to an inferior role” (Wuest & Fisette, 2009, p. 30). According to Wuest and Fisette (2009), it is the philosophic view of monism that is the root of physical education. This monist philosophical view believes that both the mind and body are of equal importance. In physical education, dualistic views have led to “separation of thought from action, self from other, knower from known and subjective from objective” (Light, 2008, pp. 22-23). According to Light (2008), dualism “has shaped ideas about learning in the West for three centuries” (p. 28). The dualistic view of today’s educational system reflects the philosophy that the mind is superior to the body, which might be the culprit behind the reduction and/or elimination of physical activity of various kinds in our schools. When schools, and more importantly physical education teachers, adopt a monist philosophy, “physical activity is seen as a medium for the development of the total person...and is central to our mission of promoting lifespan participation in physical activity” (Wuest & Fisette, 2009, p. 30).

Physical education and physical activities are important components in the educative process of students, yet many schools making academic decisions for students continue to cut or reduce these programs in schools. Students are not acquiring 60 minutes of physical activity each day nor are students receiving physical activity breaks throughout the day in the classroom. Schools need to find ways to increase physical activity opportunities for students throughout the school day not decrease them. The importance of the body in learning must be highlighted.

Statement of the Problem

Several issues to consider when discerning the importance of physical education, recess and physical activity breaks and why time for these opportunities are continually reduced or eliminated in schools include: 1) the importance of the mind/body connection is either not understood or not deemed crucial in the learning process. 2) even though studies demonstrate that active kids do better academically, have better school attendance, and better behavior and concentration in school, schools are reducing or eliminating recess and physical education and requiring students to sit for extended lengths of time in schools. 3) the role of physical education teachers and physical education has been marginalized 4) educators understanding of the mind-body connection or lack thereof.

Students are required to sit for long durations during the school day, which can lead to a decrease in student learning, an increase in off-task behavior, lack of concentration in students, and in the long-term reinforce sedentary behaviors that can lead to an increase risk of certain diseases. Students are expected to make greater achievements in the academic area at the expense of the health of our students. The importance of physical education, recess and physical activity breaks for our students must be highlighted in education.

Another problem is that our educational system has a lack of awareness of the recommendations and benefits of daily quality physical education. Although most states and districts have adopted policies stating that schools will teach physical education, very few provide daily physical education (Lee, et al. 2009; SHPPS, 2000, SHPPS, 2006, SHPPS, 2012, Action for Healthy Kids, 2003). National Association for Sport and Physical Education (NASPE) recommends that schools provide 150 minutes of instructional physical education for elementary school children and 225 minutes for middle and high school students per week for the entire school year (2013). Even with all of these recommendations, as of 2013, physical education and recess are still being cut in the state of Kansas, and across the country. When schools do offer physical education classes, the number of minutes for such classes are below the NASPE recommendations.

Physical Education is often neglected because of insufficient time and attitudes of teacher and administrators towards physical education (Evenson, Ballard, Lee & Ammerman, 2009). The challenge in requiring schools to provide quality physical education, recess and implement physical activity breaks in the classroom “include insufficient time, teacher attitudes, and

academic concerns” (Evenson, Ballard, Lee & Ammerman, p. 236, 2009). Educators and administrators need to be informed about the importance of adding or keeping daily quality physical education programs, recess and implementing physical activity breaks throughout the school day.

The decline of physical activity in American children and adolescents has been well documented in research (Rekers, Sanders, Strauss, Rasbury & Morey, 1989; Eaton, Kann, Kinchen, Shanklin, Flint, Hawkins, Harris, Lowry, McManus, Chyen, Whittle, Lim & Wechsler, 2012; Dollman, Norton & Norton, 2005). Although, surveys of adults demonstrate that most have:

generally positive perceptions of physical education, as well as the corollary belief that the subject should be part of the school curriculum. The views of classroom teachers and school administrators, however, are more complex and less uniformly positive – particularly when questions are posed about the distribution of instructional time classroom teachers and school administrators (Graham, G., 2008, p. 241).

According to Jensen (2005), “students who attend school from kindergarten through secondary school typically spend more than 13,000 hours of their developing brain’s time in the presence of teachers” (p. 1). What happens to our students if all or most of the 13,000 hours are devoted to sedentary education? Jensen (2005) goes on to say that student’s “brains are highly susceptible to environmental influences – social, physical, cognitive, and emotional. And, more important, their brains *will be altered* by the experiences they have in school” (p. 1). For the sake of our children, it is crucial that our educational system begin to value both the body and mind. Schools need to start providing quality, daily physical education, free-play recess, and physical activity breaks in the classroom.

According to Healthy People 2020 (2010), in 2006, only 3.8% of all public and private elementary schools require daily physical education for all students and 61.5% of school districts required or recommended elementary school recess for an appropriate period of time. News headlines since 2006 only suggest that there are additional schools that no longer require daily physical education and have cut recess for students. Once students are in the 2nd or 3rd grade and beyond, many administrators and teachers dismiss the connection between learning and movement (Jensen, 2005). Research demonstrates that as students’ age, there is a decline in physical activity (Sallis, 1993; Trost & Pate, 1999), which means that older students have a

greater need for encouragement and opportunities for students to be physically active. Jensen (2005) states,

the relationship between movement and learning is so strong that it pervades all of life- and emotions are intertwined into the mix as well. Educators generally consign movement, emotion, and thinking into separate “compartments.” Students may feel awkward if they want to express emotions or move around when teachers want them to be still and think. Teachers need to realize that what the students are experiencing is simply a healthy integration of mind and body (p. 65).

Schools play an important role in motivating and socializing children to be physically active. All children receive numerous health and learning benefits from physical activity. The mind and body are connected. To learn is to connect the mind and body. To understand this connection, I turn to French philosopher, Merleau-Ponty (1945/2010) who declares,

I cannot understand the function of the living body except by enacting it myself, and except in so far as I am a body which rises towards the world...Is not my body, exactly as are external bodies, an object which acts on receptors and finally gives rise to the consciousness of the body. Is there not an ‘interoceptivity’ just as there is an exteroceptivity? Cannot I find in the body message-wires sent by the internal organs to the brain, which are installed by nature to provide the soul with the opportunity of feeling its body? Consciousness of the body, and the soul, are thus repressed. The body becomes a highly polished machine which the ambiguous notion of behavior nearly made us forget (p. 87).

Merleau-Ponty is pointing out the fact that our bodies are our primary site of knowing the world and that the body and that which is perceives cannot be disentangled from one another. When we try to separate the mind from the body, we hinder the learning process, not enhance it. According to Juntunen & Hyvönen (2004) “bodily knowing is a non-linguistic and non-propositional style of cognition and cannot be articulated in the same way as conceptual knowing ...yet it is not therefore either deniable or less important” (p. 211). Embodied learning, which includes body involvement and body awareness, is an important educational tool that helps students have learning experiences that are more meaningful (Juntunen & Hyvönen, 2004). O’Loughlin (2006) describes embodiment as “The issue of relationship to world and to others is central to my exploration of embodiment, a key focus being the body’s connection to the forces

which shape it” (p. 5). O’Loughlin further states that “dimensions of embodied experience go to the heart of creatural existence and are essential to the process that philosophers and social theorists alike see as the primary activity of human embodiment – that of meaning-making” (p. 74). Merleau-Ponty, Juntunen & Hyvönen & O’Loughlin demonstrate the importance of our bodies in learning. Since the body is the central focus of physical education, it often times is not deemed as important as other content areas of academics (James, 2011, Henninger & Carlson, 2011, Collier, 2011, Richardson, 2011; France, Moosbrugger & Brockmeyer, 2011). If physical education is deemed not as important as other content areas in schools are we obstructing the learning process of our students as well as risking their current and future health? All children should be well educated both mentally and physically. Metzler, et al. (2013) assert “that a more active and healthy lifestyle contributes directly to improved quality of life in many ways that cannot be measured or reported in research” (p. 43).

Having discussed all the problems with physical education in schools, what is crucial is the role of physical education teachers in the learning process and their understanding of mind/body connections to advocate for the importance of physical education and physical activity for students. Therefore, studying physical education teachers and raising their voices by researching their stories is imperative.

Purpose of the Study

For this dissertation, I wrote three journal articles that address different aspects of the statements of the problem. The purpose of the study was to inquire into the lives of physical education teachers in order to gain insight into their identities as physical education teachers, their understanding of what it means to be physically educated, how they felt about the concept of comprehensive school physical activity programs and about their lives in general. Through a deeper understanding of physical educator’s lived experience, I explored how physical education can enhance the mental, emotional, cognitive and physical well-being of students. This study explored the lives of physical education teachers who teach in different grade levels with a variety of years of teaching experience to gain their perceptions of physical literacy.

In doing so, I inquired into ways a physical education teacher’s perceptions about the mind/body connection influence the way they teach their students. Does support from school administrators, classroom teachers, and parents to help encourage the physical educator to provide a quality physical education program? Is the physical educator encouraged to become

the physical activity champion in their school? A physical activity champion is an individual who encourages the whole school to create active environments where students can get at least 60 minutes of daily physical activity before, during and after the school day. The scholarly significance of the study is to understand how physical education teacher's perceptions about the mind/body connection and how the support or lack of support received from administrators, classroom teachers and parents can elevate or marginalize a physical education program.

Research Questions

Based on a report by the Centers for Disease Control and Prevention (CDC, 2001) Ward, Saunders & Pate (2007) state, "an analysis of research-based physical activity interventions showed that physical education interventions were among the more effective approaches" (p. 62). If physical education programs are effective approaches to get students moving, physical education teachers are the best individuals to ask regarding their perceptions of physical education, the mind/body connection, and the use of theory to promote physical activity in students.

Physical literacy, a term first introduced "in a UK Sports Councils flier in 1991" (Whitehead, 2001, p. 1) has recently been adopted by the National Association of Sport and Physical Education (NASPE) in the summer of 2013 in updated Physical Education National Standards. Physical literacy is a disposition to capitalize on the human embodied capability, wherein the individual has the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for maintaining purposeful physical pursuits/activities throughout the lifecourse (Physical Literacy, 2013). Physical literacy and embodiment are important concepts to utilize in the educational process. "The embodied dimension can contribute to other human capabilities such as cognition, language, reasoning and the expressions of emotions" (Whitehead, 2010, p. 34).

I explored the stories of physical education teachers whose voice have not been heard much in educational research. Through their stories, I explored physical education teacher's perceptions of physical education and how it can help students make mind/body connections. Consequently, the central question of this study is: **How can the stories of the lived experiences of physical education teachers help promote the importance of physical literacy, physical education and physical activity opportunities in schools?**

Chapter 4 focused on the following questions:

1. How do physical education teachers define physical literacy?
2. How do physical education teachers perceive the role of the body and mind in education?

Chapter 5 focused on physical educator's identity and focused of physical educator's childhoods, how physical educators perceive their role as a professional educator, a physical educator, and their profession of physical education, as well as their experiences as physical education teachers.

Chapter 6 focused on the following questions:

1. What are physical education teacher's thoughts about the concept of comprehensive school physical activity programs?
2. What is the need for physical education teachers to collaborate with public health professionals for successful implementation of the whole-of-school physical activity promotion approach?

Significance of the Study

Chapter 4 of this research paper is significant to this study because it demonstrates the need for physical education teachers to have a good understanding of physical literacy and to highlight physical educators understanding of the mind/body connection and its importance in student learning. An example being when the mind is stressed, the body does not move as well, and when students are healthy, they learn better. This study will raise the voice of physical education teachers to address the gap between the body and mind in students' learning and raise awareness of embodiment. Chapter 4 also emphasizes the significance of brain breaks, which is a new role of physical education teachers. Physical education teachers can utilize this information to reduce the marginalization of physical education and help elevate the importance of physical education and physical educators in the lives of their students.

Chapter 5 of this research paper is significant in that it demonstrates the value of personal and professional identities in the role of becoming a quality teacher. Having a strong personal and professional identity allowed my research participants and myself to provide quality physical education programs for their students although frustrated about the lack of support from administration and/or fellow classroom teachers. Chapter 5 also demonstrates the need for female physical education teachers who play an important role in gender equality in the sports world and the world in general. This chapter also demonstrates the passion of physical education

teacher's benefit their students because physical education teachers realize the numerous benefits from being physically active and participating in physical exercise. The benefits are not just physical, but mental and emotional such as the development of self-esteem and self-assuredness. Finally, this chapter raises the importance of schools not elevating the importance of one teacher over another in the education of students. Each individual teacher brings his or her own skill and knowledge to help in the educative process of students.

Chapter 6 is significant in that it raises the awareness importance of implementing whole-of-school physical activity promotion in schools. There is a need to teach future physical education teachers, as well as classroom teachers and administrators about whole-of-school physical activity programs so that no one individual is responsible for implementing the program on their own. It is also crucial that physical education teachers collaborate with public health professionals to help promote and encourage physical activity opportunities through physical education, during the school day, before and after school as well as involve families and communities.

There is a need to raise the voice of physical education teachers to address the gap between the body and mind in students' learning. This study raised awareness of the importance of quality physical education teachers, and the role physical education in the educational curriculum. There is a need to help support and encourage teachers and administrators who support physical education, recess and physical activity breaks for students throughout the school day. This study raised awareness of the need of physical activity throughout the day to improve student learning, to improve student health and to reduce incidents of student behavioral issues.

Research Design

A priority of this research was to observe a phenomenon within its natural setting. In the case of this study, the natural setting was a variety of schools, with teachers who teach physical education to students from kindergarten through 12th grade. My aim was to understand how physical education teachers perceive (understand) themselves (as physical education teachers and their professional identities), their subject matter and their students. Narrative inquiry was utilized for this research to analyze the stories of physical education teachers. Narrative methods may provide new and deeper insight into the complexity of what physical education teachers experience during a school day, after school and during their time away from school.

Research methods included classroom observations, participant observations, and in-depth interviews with teachers. For this study, I ended up with 37 participants. Four teachers were studied in-depth with multiple visits and interviews, and three teachers were observed and interviewed in one day. Two physical education teachers were interviewed face-to-face during spring break, six physical education teachers were interviewed via telephone, and 22 teachers filled out questionnaires, nine of which were pre-service teachers. For my in-depth observations and interviews, participants were randomly selected based on their match of the research criteria and proximity to my location to afford maximum observation and interview time. Face-to-face interviews were scheduled during spring break and phone interviews were scheduled from January through July 2014. Teachers were selected from individuals who responded to a letter requesting participation in this study and who meet the required criteria of a pre-service physical education teacher, first year physical education teacher, a physical education teacher who has taught at least five years and one physical education teacher who has taught at least ten years. By looking at teachers with different years of teaching experience, I wanted to explore how teacher's lived experience affect their understanding of the role of physical literacy, the role of the mind/body in learning, and physical education teacher's thoughts about whole-of-school physical activity promotion.

Narrative inquiry in qualitative research is a process of investigating and constructing experience through storytelling or narrative writing. "Narrative inquiry rests on the epistemological assumption that we as human beings make sense of random experiences by the imposition of story structures" (Bell, 2002, p. 207). Clandinin & Connelly (2000) argue, "experience happens narratively. Narrative inquiry is a form of narrative experience. Therefore, education experience should be studied narratively" (p. 19). Since my study was based in educational settings investigating physical education teacher's experiences, narrative inquiry was the appropriate venue for my research. It is important to look at the educational setting from different perspectives because as Polkinghorne points out, human experience is personal, social and not organized to any particular model. Polkinghorne (1988) provides insight regarding the purpose of narrative meaning for human existence with three basic suppositions about human existence. The three basic beliefs are:

- 1) Human experience is enveloped in a personal and cultural realm on nonmaterial meanings and thoughts.

- 2) Human experience is a construction fashioned out of the interaction between a person's organizing cognitive schemes and the impact of the environment on his or her sense apparatus.
- 3) Human experience is not organized according to the same model we have constructed for the material realm. (Polkinghorne, 1988, pp. 15-16).

According to Dewey (1938), an experience is something that “does not occur in a vacuum. There are sources outside an individual which give rise to experience” (Dewey, 1938, p. 40) and goes on to further explain that “An experience is always what it is because of a transaction taking place between an individual and what, at the time, constitutes his environment” (p. 44). Building on Dewey's theories of experience, Clandinin & Connelly (2000) state there is a “three-dimensional narrative inquiry space and the “directions” this framework allows our inquires to travel-inward, outward, backward, forward, and situated within place” (p. 49). Clandinin and Connelly (2000) describe the inward experiences as anything that is internal “such as feelings, hopes, aesthetic reactions, and moral dispositions” (p. 50). Outward refers to the “existential conditions” (p. 50), which is the environment. The terms backward and forward are used to describe the “temporality – past, present, and future” (p. 50). There are many factors to consider when describing an experience. In the educational setting, I examined the experiences of physical education teachers in the classroom, during physical education and throughout the rest of the school day.

Limitations of the Study

The limitations of this study included limited amount of time spent with teachers during the school day, after school and weekends, and length of time spent on study, which included one month with four teachers or until saturation of pertinent information. Time with other physical education teachers was limited due to time constrictions. I also tried to avoid the Hawthorne effect, which refers to the tendency of some people change their behavior due to the attention they are receiving from researchers by working harder and performing better (Gillespie, 1991). To avoid the Hawthorne effect, I participated in class activities, teaching and classroom management when invited to do so in order to minimize the effect of the researcher's presence, and my observations of teachers were complimented with teacher interviews.

Definition of Terms

Exercise: physical activity that is planned, structured, repetitive, purposeful and intended to maintain or improve health or fitness (Ward, Saunders & Pate, 2007, p. 4-5).

Physical Activity: a bodily movement produced by the skeletal muscles that expends energy beyond resting levels (Ward, Saunders & Pate, 2007, p. 4-5).

Physical Education: a planned sequence of developmentally appropriate movement activities, games, and sports designed by the teacher or the school district to educate students about and through movement. Also, instructional time in the curriculum during which students learn about movement, practice physical skills, learn to value the importance of being active, and work with all their classmates (Kovar, Combs, Campbell, Napper-Owen & Worrell, 2012, p. 564).

Physical Fitness: a set of attributes related to a person's ability to perform physical activity and includes cardiorespiratory fitness, strength, flexibility, and body composition (Ward, Saunders & Pate, 2007, p. 4-5).

Physical Literacy: A disposition to capitalize on the human embodied capability, wherein the individual has the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for maintaining purposeful physical pursuits/activities throughout the lifecourse (Physical Literacy, 2013).

Sedentary Education: Education that occurs while spending too much time seated.

Embodiment: The body regarded as a physiological entity, and the phenomenal body, which is not just some body, some particular physiological entity, but my (or your) body as I (or you) experience it (Merleau-Ponty, 1945/2010).

Chapter 2 - Literature Review

It is important that individuals making academic decisions for students understand the importance of physical activity and physical education for students and that requiring students to remain in their desks for extended lengths of time does not lead to improved learning and higher academic achievement. Since the introduction of standardized testing, there has been a decline or elimination of physical activity such as recess and physical education in schools (Trost & van der Mars, 2009/2010; Center on Education Policy, 2007; James, 2011). Physical education has become a marginalized curriculum and seen as frivolous. Students are required to sit for long periods during the school day for academic instruction, which has not lead to increased academic scores (Trost & van der Mars, 2009/2010). This study utilized Merleau-Ponty's (1945/2010) phenomenology of perception theory to analyze the significance of the body in learning and to investigate how physical education teachers perceive what it means to be physically literate. It is critical that individuals who work in educational institutions understand the value of the body in how students learn and understand "their" world. By finding importance in the body, schools can then appropriately create teaching environments and teaching practices that help students develop mind/body connections. Utilizing Phenomenology of Perception theory promotes greater learning opportunities as well as healthy bodies for our students.

To understand the existing body of knowledge related to this study, a number of relevant topics are reviewed in this chapter: effects of physical inactivity and childhood obesity, effects of physical inactivity and student learning, and the benefits from participation in physical education and physical activity. This chapter also reviews the history of physical education, the contemporary physical education environment, and the marginalization of physical education. This chapter looks at the theoretical framework of Phenomenology of Perception and Social Cognitive Theory to support the importance of physical education in schools.

Effects of Physical Inactivity

1. Childhood Obesity

Physical activity in the United States has been on the decline for decades due to economic growth, technological advancements and social changes (Brownson, Beohmer & Luke, 2005). Only 28.7% of adolescent students are physically active for at least 60 minutes per day,

seven days a week in 2011 (U.S. Department of Health and Human Services, 2012). In 2000, medical costs associated with physical inactivity were estimated to be \$76 billion (Brownson, Boehmer, Luke, 2000; Pratt, Macera & Wang, 2000). In the state of Kansas, although Physical Education is mandated for grades kindergarten through grade 6, there is no requirement for the number of days or length of time (NASPE & AHA, 2012). There are no requirements that elementary schools provide the recommended 150 minutes of physical education per week for elementary students (NASPE, 2004). According to NASPE (2012), Kansas high schools are only required to offer physical education, but only one credit hour for four years. What type of message does this send our high school students if they are only required to take one credit hour of physical education during their high school years?

Sedentary environments contribute to the rising obesity rates in children in the U.S. because children spend the majority of their day in school, schools should be encouraged to provide students with opportunities to be physically active throughout the day school day (Story, 1999). Obese children are at an increased risk for high blood pressure, high cholesterol (Freedman, Srinivasan, Berenson & Dietz, 2007), impaired glucose tolerance, insulin resistance and type 2 diabetes (Whitlock, Williams, Gold, Smith & Shipman, 2005). Obese children are also at risk for sleep apnea and asthma (Han, Lawlor & Kimm, 2010; Sutherland, 2008), joint problems and musculoskeletal discomfort (Han, Lawlor & Kimm, 2010; Taylor, Theim, & Mirch, 2006), fatty liver disease, gallstones, gastro-esophageal reflux (Whitlock, Williams, Gold & Smith & Shipman, 2005; Han, Lawlor & Kimm, 2010). Obese children have a greater risk of social and psychological difficulties for example, discrimination and poor self-esteem (Whitlock, Williams, Gold, Smith & Shipman, 2005; Dietz, 1998; Swartz & Puhl (2003). Kretchmar (2008) states, “If elementary school children do not have their health – much is lost (p. 162). Not only is physical activity important for physical health, Stork and Saunders (2008) declare, “A lack of physical activity may result in incomplete physiological development” (p. 198).

Children who are obese face an increase in significant health problems and are at risk for adult morbidity and mortality (Krebs, 2003). To help reduce this risk, physical activity should be encouraged in our children. Because most children attend school, schools should provide opportunities for physical activity throughout the school day. First Lady, Michelle Obama with her “Let’s Move” campaign, has spotlighted national attention on childhood obesity. Yet even with the First Lady addressing the childhood obesity crisis, more and more schools continue to

cut physical education and recess. Health risks associated with physical inactivity impact student's health and quality of life. Physical inactivity also effects society as a whole as the financial costs associated with physical inactivity are high and climbing higher every day. Childhood obesity costs were estimated at \$127 million during 1997-1999 for hospital costs alone (Centers for Disease Control and Prevention, 2008).

Physical activity in the United States has been on the decline for decades due to economic growth, technological advancements and social changes (Brownson, Beohmer & Luke, 2005). Only 28.7% of adolescent students are physically active for at least 60 minutes per day, seven days a week in 2011 (U.S. Department of Health and Human Services, 2012). In 2000, medical costs associated with physical inactivity were estimated to be \$76 billion (Brownson, Boehmer, Luke, 2000; Pratt, Macera & Wang, 2000). In the state of Kansas, although Physical Education is mandated for grades kindergarten through grade 6, there is no requirement for the number of days or length of time (NASPE & AHA, 2012). There are no requirements that elementary schools provide the recommended 150 minutes of physical education per week for elementary students (NASPE, 2004). According to NASPE (2012), Kansas high schools are only required to offer physical education, but only one credit hour for four years. What type of message does this send our high school students if they are only required to take one credit hour of physical education during their high school years?

2. Limiting Student Learning

Children who lack physical activity during the school day are at an increased risk for a decrease in attention span, restlessness, and an increased risk of disease. Implementing physical activity during the school day has many benefits such as “increased focus, alertness, enjoyment, and awareness” (Evenson, et al, 2009, p. 236). Without physical activity during the school day, students have a difficult time in engaging in the learning process fully alert, valuable learning opportunities are taken away from them, and a sedentary lifestyle is reinforced, which will promote childhood obesity, leading to a host of health problems.

Physically inactive adolescents “were at higher risk for five out of eight mental health problem syndromes, of which three (withdrawn behavior, anxious/depressed feelings and aggressive behavior) retained significance after adjustment for confounding factors” (Monshouwer et al., 2009, p. 79). Lack of recess, “results in a more sedentary, stressed-out

youngster who may encounter significant difficulties learning to socialize” (Henley, McBride, Milligan, & Nichols, 2007, p. 57).

Importance of the body in the learning process is crucial and must not be dismissed. Our bodies are an important part of the learning process. In his book “Phenomenology of Perception”, Merleau-Ponty (1945/2010) discusses at great length the world we perceive and act in is not the world as such, but the world as our bodies can relate to it. The body is the connection between the self and the Other, and is the bodily extension of self.

Dewey (1902/1943) states “What we want is to have the child come to school with a whole mind and a whole body, and leave school with a fuller mind and an even healthier body” (p. 80). If students are limited to their chairs at school, have we limited their learning by limiting their interaction with the world? Student’s senses have been limited because their bodies have been limited to their desks. Individuals in the education field should develop new pedagogical strategies and curriculum that include the body in the learning process. O’Loughlin (2006) states, “Unfortunately, despite innovations in pedagogy and new approaches in curriculum, there remains a strong tendency to impose upon students sedimented and disembodied curricula” (p. 51).

The body is often seen as inferior to the mind. Two common philosophies of the body are the eastern view of monism (a unity of mind and body) and dualism (a separation of the mind and body), which is often the philosophical view in western society. “Dualism views the mind and the body as independent, with either the mind or body being superior. Usually, dualism emphasizes the superiority of the mind over the body, relegating the body to an inferior role” (Wuest & Fisette, 2009, p. 30). According to Wuest and Fisette (2009), it is the philosophic view of monism that is the root of physical education. This monist philosophical view believes that both the mind and body are of equal importance. In physical education, dualistic views have led to “separation of thought from action, self from other, knower from known and subjective from objective” (Light, 2008, pp. 22-23). According to Light (2008), dualism “has shaped ideas about learning in the West for three centuries” (p. 28). The dualistic view of today’s educational system reflects the philosophy that the mind is superior to the body, which might be the culprit behind the reduction and/or elimination of physical activity of various kinds in our schools. When schools, and more importantly physical education teachers, adopt a monist philosophy, “physical activity is seen as a medium for the development of the total person...and is central to

our mission of promoting lifespan participation in physical activity” (Wuest & Fisette, 2009, p. 30).

Benefits of Physical Education and Physical Activity

Physical fitness has been linked to increased academic achievement (Dwyer, Sallis, Blizzard, Lazarus & Dean, 2001; Pate, Baranowski, Dowda & Trost, 1996; Sallis, McKenzie, Kolody, Lewis, Marshall & Rosengard, 1999; Shephard, Lavalley, Volle, LaBarre & Beaucage, 1997; Sibley & Etnier, 2003; Sibley, Etnier, Pangrazi & Le Masurier, 2006; Trudeau, Laurencelle, Trembley, Rajic & Shephard, 1998; Trudeau & Shepard, 2005). In a research study of Australian schoolchildren aged 7-15, a significant correlation between measures of physical activity and enhanced academic performance were demonstrated and “it is notable that devoting an extra hour per day to physical education did not diminish academic performance” (Dwyer, et al, 2001, p. 225). Sallis, McKenzie, Kolody, Lewis, Marshal & Rosengard (1999) assessed the effects of a 2-year health-related school physical education program on standardized academic achievement and found that “health-related physical education may have favorable effects on students’ academic achievement” (p. 127).

Physical activity and exercise improves physical and mental health, and can help reduce incidence of behavior problems in students (Monshouwer, ten Have, van Poppel, Kemper & Vollebergh, 2012; Monshouwer, ten Have, van Poppel, Kemper & Vollebergh, 2009). According to a study by Monshouwer, ten Have, Van Poppel, Kember & Vollebergh (2009), physically active children and adolescence have a decreased risk for mental health problems. Physically inactive adolescents “were at higher risk for five out of eight mental health problem syndromes, of which three (withdrawn behavior, anxious/depressed feelings and aggressive behavior) retained significance after adjustment for confounding factors” (Monshouwer et al., 2009, p. 79). In adults, physical exercise is also “associated with a lower prevalence of mental disorders, especially mood and anxiety disorders”(ten Have, M., de Graaf, R. & Monshouwer, K., 2011, p. 346).

Research demonstrates our students require more opportunities to be physically active throughout the school day and students need support and encouragement from adults to be physically active. Ward, Saunders & Pate (2007) state

Many national publications have recognized the potential for physical education programs to increase the physical activity levels of children and adolescents. Physical education not only

provides an opportunity for increased physical activity as a result of class participation, it also gives youth an opportunity to learn physical and behavioral skills that they can use outside of school to remain physically active (p. 66).

Physical education, recess as well as physical activity breaks in the classroom, can all help improve student learning. Unfortunately, physical education has been marginalized and has not been given the same consideration as other academic subjects that are considered more intellectual (James, 2011). Strategies to increase the value of physical education are important. (Henninger & Carlson, 2011; Cruz & Petersen, 2011; Lieberman & Houston-Wilson, 2011) which should include educating physical education teachers about best practices (Silverman, 2011). Physical education teachers should provide “dynamic, engaging curriculum that focuses on meeting the movement needs of all children” (Prusak, Pennington, Wilkinson, Graser, Zanandrea & Hager, 2011, p. 41)

The role of physical education provides a critical function in educating the whole child. Physical education not only helps develop physical competence and fitness, but physical education also contributes to academic learning. Quality physical education helps develop positive self-concept and aids in the ability to engage in intellectual, social and emotional challenges. All of which play an important part of student learning. Academic achievement of our students is not the only concern with the reduction and/or elimination of physical education, but more importantly, our concern should be the current and future health of our students. Children need physical education to help promote and increase physical activity, which will ensure our children a healthier future and help reduce the incidence of childhood obesity and the development of disease.

Lack of recess “results in a more sedentary, stressed-out youngster who may encounter significant difficulties learning to socialize” (Henley, McBride, Milligan, & Nichols, 2007, p. 57). The Council on School Health (2012), states that the numerous benefits of recess “may not be fully appreciated when a decision is made to diminish it” (p. 183) and go on to say “Ironically, minimizing or eliminating recess may be counterproductive to academic achievement” (p. 186). Recess as well as physical activity during the school day can help reinforce and link classroom content, help facilitate retention, and help with concentration and on-task behavior. Hillman, Pontifex, Raine, Castelli, Hall & Kramer (2011) found that a single session of moderately-intense physical activity, such as walking, “may improve cognitive control

of attention in preadolescent children, and further support the use of moderate acute exercise as a contributing factor for increasing attention and academic performance (p. 1044). The intensity level of physical activity also has an effect on student performance (Castelli, Hillman, Hirsch & Drollette, 2011). Light physical activity attributed to attention reset, moderate physical activity had lasting effects up to 60 minutes and vigorous physical activity, which did result in initial fatigue, but had longer-lasting effects (Tomprowski, 2003).

The reduction or elimination of physical education in elementary schools is of concern because research has demonstrated that developing the habit of participating in physical activity and having an active lifestyle are developed early (Corbin, Pangrazi, & Franks, 2003). If our children are to develop healthy habits, it must start at a young age. Not only does limiting physical activity opportunities for students put them at a higher risk for chronic health issues, it also reduces student's opportunities to understand and learn about their world and the world of others. Research demonstrates that eliminating physical education does not improve academic performance and in fact, research validates that increasing instructional time for physical education can increase academic achievement (Shepard, 1996; Tremarche, Robinson & Graham, 2007; Carlson, Fulton, Lee, Maynard, Brown, Kohl & Dietz, 2008; Chomitz, Slining, McGowan, Mitchell, Dawson & Hacker, 2009). Carlson, et al. (2008) stated

Physical education should be promoted for its many benefits, and fear of negatively affective academic achievement does not seem to be a legitimate reason for reducing or eliminating programs in physical education. School should strive to meet the national health objective of daily physical education and offer students a balanced academic program that includes opportunities for physical education (p. 726).

One reason for reducing the physical activity opportunities for students in school is high-stakes testing. High-stakes testing has changed the field of education. Teachers and administrators are held accountable for student academic achievement based on high-stakes test scores. In their book, *Collateral Damage: How High-Stakes Testing Corrupts America's School*, Nichols & Berliner (2007) discuss the numerous ways that No Child Left Behind (NCLB) law of 2002 and other high stakes tests have damaged public education as well as the teaching profession.

Along with damaging public education, high stakes testing has shattered teacher and student morale. The pressure from high-stakes testing is immense. Administrators and teachers

have tried to improve test scores by requiring more academic “desk time” for students. This is done by eliminating recess and/or physical education. Students who struggle in the classroom may also be required to stay after school for more additional “desk time” academics.

Due to high-stakes testing, a growing number of American classroom practices increasingly focus on teaching for the requirements of standardized tests. Because of the growing pressure on principals, teachers and students for students to perform well on high stakes testing, numerous schools feel students need more instruction in the classroom. This additional instruction requires students to sit in their desks for extended periods of time. This surplus sedentary instructional time does not help students become better thinkers or test takers, and it is detrimental to student’s health (Center on Education Policy, 2007; James, 2011; Trost & van der Mars, 2009/2010). “The supposed superiority of mind over body is a deeply embedded cultural convention in Anglo American societies (Kan, 2011, p. 168). “Exercising” the body not only keeps the body healthy, it keeps the brain healthy as well (Ratey, 2008). When educating a child, many administrators and classroom teachers separate a child’s mind from their body and do not understand that the mind and body are intertwined.

Healthy minds are connected to healthy bodies (Ratey, 2008). Americans have somehow lost sight of this. If we want our children to perform better in school and do better academically, we must realize that we must encourage our children to move their bodies. Sadly, the lack of physical activity is a factor in United States obesity dilemma, which affects the current and future health of our students.

Theoretical Framework: Phenomenology of Perception

Maurice Merleau-Ponty (1908-1961) a French philosopher and major phenomenologist theorized the body has a foundational role in the perception of understanding the world as well as engaging in the world. Merleau-Ponty (1945/2010) describes phenomenology as the study of essences such as the essence of consciousness and the essence of perception. “It tries to give a direct description of our experience as it is, without taking account of its psychological original and the causal explanations which the scientist, the historian or the sociologist may be able to provide” (Merleau-Ponty, 1945/2010, p. vii). Perception as explained by O’Loughlin (2006), “Mind cannot be a separate entity from the body since it is the body that furnishes the meaningful configuration of senses which *is* the process of perception” (p. 13). An experience of an individual can be described as what ordinary people do, not theoretically interpreted, but

experience as lived. Physical education allows students to have a multitude of experiences in the learning process. Consequently, Merleau-Ponty's (1945/2010) phenomenological philosophy concerning the significance of the body in an individual's understanding of their experiences was chosen as one of the theoretical basis for this study.

The Perceiving Body

Merleau-Ponty (1945/2010) describes the body as a way of knowing ourselves through the world, which is counteractive to the long philosophical thought of placing consciousness as the source of knowledge. According to Merleau-Ponty (1945/2010), the human body is a perceiving thing that is intricately intertwined and mutually engaged with consciousness. Perception is a multisensorial embodied experience that begins with the preconscious moment the external encounters the body (Merleau-Ponty, 1945/2010). Merleau-Ponty believed that the body, and that which it perceived, could not be separated from one another. "The body is a primary mode of knowing, and that what can be known via bodily experience, while often incapable of being expressed in words, is known at a deeper level" (Juntunen & Hyvönen, 2004, p. 199). Merleau-Ponty (1945/2010) explains in great depth how the body uses all of its senses to experience and understand the world. Experience comprises our interactions with the world around us at every moment. Experience includes things we do such as eating, sleeping, exercising, rocking in a chair, reading a book, enjoying a meal with family. Experience encompasses things that happen to us such as tripping and falling, having a baby, and learning.

Perception in the world itself delivers the subject into the state of perception, which means there is no perception in general, but there is only perception in the world. Merleau-Ponty believed the "lived" perception made phenomenology possible and necessary. The "lived" perception happened through the body. "The body is the vehicle of being in the world, and having a body is, for a living creature, to be involved in a definite environment, to identify oneself with certain projects and be continually committed to them" (p. 94). Merleau-Ponty (1945/2010) states that we have an awareness of our bodies. "Conversely, a certain form of external experience implies and produces a certain consciousness of one's own body" (p. 239). "It is never our objective body that we move, but our phenomenal body, and there is not mystery in that, since our body, as the potentiality of this or that part of the world, surges toward objects to be grasped and perceives them (p. 121). It is through this "lived" perception, which can help

explain how physical activity and socializing with others is how we learn about our bodies, our minds and ourselves.

The significance of the body in teaching and learning is extremely important. According to Merleau-Ponty (1945/2010), “I regard my body, which is my point of view upon the world, as one of the objects of that world” (p. 81). Merleau-Ponty goes on to explain there is a relationship between human beings and the world, and like the relationships between human beings, is symbiotic. All human beings are participants in the world and do not merely observe the world, but through their bodies, they experience the world. Principals, teachers and students comprise the foundation of the world of school. This unique relationship or “world” one that is everlasting and interdependent between the human beings that make up this exceptional “world”, which Merleau-Ponty describes a “social world”. Merleau-Ponty (1945/2010) explains the social world by stating, our relationship to the social is, like our relationship to the world, deeper than any express perception or any judgment” (p. 421).

Discovering Others

The body not only helps us makes sense of our world, but the body also helps us make sense of others, while deepening the understanding of ourselves. Students need to be given opportunities to explore the social world while at school. Merleau-Ponty (1945/2010) states that adults have difficulty perceiving other people and conceptualizing psychological relationships between people. Merleau-Ponty (1945/2010) maintains that this is not a challenge to children:

The child lives in a world which he unhesitatingly believes accessible to all around him. He has no awareness of himself or of others as private subjectivities, nor does he suspect that all of us, himself included, are limited to one certain point of view of the world. That is why he subjects neither his thoughts, in which he believes as they present themselves, without attempting to link them to each other, nor our words, to any sort of criticism. He has no knowledge of points of view. For him men are empty heads turned towards one single, self-evident world where everything takes place, even dreams, which are, he thinks, in his room, and even thinking, since it is not distinct from words (p. 413).

When we limit opportunities for students to interact with one another, we also limit their learning. In order to learn to their full potential, students need to be up out of their desks, using their bodies and socializing with others.

Developing Healthy Habits

According to Merleau-Ponty (1945/2010), we learn about our world through Others. Another way in which we come to understand our world is through the acquisition of habits. The act of participating in physical exercise for health and fitness for many individuals is a habit. The habit of physical exercise must be developed early in order to produce life-long health benefits (Corbin, Pangrazi & Franks, 2003). Merleau-Ponty (1945/2010) points out that “The acquisition of habit as a rearrangement and renewal of the corporeal schema presents great difficulties to traditional philosophies, which are always inclined to conceive syntheses as intellectual synthesis” (p. 164). The ability to acquire a habit depends upon bodily perception and understanding the action. The acquisition of physical exercise as a habit demonstrates the importance of the perceiving body in action.

Merleau-Ponty (1945/2010) goes on to explain the importance of habit by stating, “Habit expresses our power of dilating our being-in-the-world, or changing our existence by appropriating fresh instruments” (p. 166). Merleau-Ponty further describes this habit developing by giving the example of someone learning to type and knowing where the keys are on the keyboard. Knowing where the keys are located on a keyboard is acquired knowledge through learning a habit. Thus, physical education classes and opportunities to participate in physical activities throughout the day, can help students understand the importance of physical exercise through participating in physical activity and understand the beneficial physiological changes that happen in the body as a result of this physical movement. Dewey (1938) declares “The basic characteristic of habit is that every experience enacted and undergone modifies the one who acts and undergoes, while this modification affects, whether we wish it or not, the quality of subsequent experiences” (p. 35).

Our students are currently not learning healthy habits in school and there is greater need now than in previous generations. “The need for schools to provide and promote youth physical activity is now far greater than during previous centuries when children accrued substantial amount of physical activity in daily living (McKenzie & Kahan, 2008, p. 177). Dale, Corbin & Dale (2000) found that children

where denied opportunities for physical activity during a school day...it was hypothesized that this activity restriction would elicit compensatory increases in physical activity at a later time, specifically after school and in the evening. Our results, however, found no

evidence for compensatory increases in activity following a sedentary school day (p. 244).

Children are not being given opportunities at school to be physically active and they are not being physically active outside school time.

Phenomenology of Perception Studies in Education

Currently Phenomenology of Perception theory has been utilized to view the importance of the body in learning in a variety of settings in physical education (Perrin-Wallqvist & Carlsson, 2011) music education (Fink-Jensen, 2007; Juntunen & Hyvönen, 2004) education through nature (Hung, 2008) and art education (Kan, 2011).

In Sweden, Phenomenology of Perception philosophy was utilized “to investigate (a) how the awareness of one’s self-image reveals itself as a phenomenon, and (b) if self-image is influenced by physical education in a social context with teachers and pupils” (Perrin-Wallqvist & Carlsson, 2011, p. 933). In Europe, the main goal of the PE syllabus is influencing the development of positive self-image in students. In addition to the goal of developing positive self-image, other goals on the Swedish PE syllabus are that pupils must develop their physical, mental and social ability (Perrin-Wallqvist & Carlsson, 2011). Perrin-Wallqvist & Carlsson (2011) use Merleau-Ponty’s view of “the lived body or the phenomenal body” as the focus of their study stating “It is specifically the awareness of one’s self-image, in accordance with how we are our bodies in PE that is the focus of this study as well as how this reveals itself as a phenomenon for pupils” (p. 935). This study’s use of the empirical phenomenological psychological analysis of six students aged 15 and 16-years-old.

For their research, Perrin-Wallqvist & Carlsson (2011) chose to use “phenomenological philosophy concerning the significance of the body in humanities’ understanding of their existential situation” (p. 935) based on findings in a study by Swartling-Widerstöm (2005), which was inspired by Merleau-Ponty’s theory (2002) of body awareness. Swartling-Widerstöm (2005) found that teachers and student perceptions of what contributed towards a positive self-image differed. Teachers thought the development of a positive view of one’s own body was the most important aim in PE, which was limited to the physical body. On the other hand, student’s responses demonstrated “that PE affects body and soul” (p. 935). The study also found that student’s responses differed based on gender. “Male pupils thought that PE had contributed to

their positive self-image while 10% of female pupils thought that PE had contributed to the development of a worse self-image” (Perrin-Wallqvist & Carlsson, 2011, p. 935).

The results of the study demonstrated the phenomenon of self-image is complex. Two themes emerged from the study. The first theme “self-image as a result of self- contemplation” contains three subcategories of 1) attitude towards oneself, 2) self-image as being resilient in the face of adversity, and 3) classmates’ significance for self-image. The second theme “factors of influence on the pupils’ self-image in PE” contains three subcategories of 1) dealing with success of failure, 2) significance of affirmation/feedback from classmates and teachers, and 3) significance of verbal and non-verbal communication. This indicates that there are many components that make up self-image. Perrin-Wallqvist & Carlsson (2011) state that the “advantage of a qualitative phenomenological study is that it shows different qualitative characteristics as regards the term self-image when related to PE in schools” (p. 945).

Merleau-Ponty’s philosophical views are popular in music education research. In researching music education, Fink-Jensen (2007) discusses two of her own empirical studies. The first being her dissertation study *Musical Attunement-in Rapt Moments!* in which Fink-Jensen studied 8 10-year-old children’s experiences of music in listening activities in school (1997). The second study “Musical Perspectives on Learning with Children with Special Contact Difficulties” focused on the music lessons of two boys (2002). Based on her findings from the two studies, Fink-Jensen reveals, “In music education the bodily aspects of these processes become visible because of the involvement of the body in many music activities. The teacher might make a point of this by taking children’s articulations up in bodily expressions” (p. 59). Fink-Jensen (2007) states that Merleau-Ponty’s theory of understanding through the ‘lived body’ and ‘meaning’ can help demonstrate the hermeneutic process in music education. Fink-Jensen (2007) states that “bodily dialogues are processes of understanding. The word “bodily” emphasizes the phenomenological perspective that body and mind are intertwined in every kind of communication and interaction” (p. 62). Fink-Jensen (2007) describes musical attunement as when people interrelate with music and articulate meaning in movements, facial expressions, or singing, pictures, drama, and verbal expressions. Meaning may appear in movements coordinated with music, certain shifts in facial expressions, concentrated attitudes when someone plays an instrument, and so on. Moreover, musical attunement may be reflected in verbal expressions of musical experiences (p. 58).

According to Fink-Jensen (2007), “Looking for musical attunement may help the teacher find methods and activities that facilitate learning processes” (p. 63).

Juntunen & Hyvönen (2004) again state the importance of the body in learning as they argue, “that the body is our primary mode of knowing. Furthermore, we suggest that body movement represents pre-reflective knowing and can be understood as physical metaphor in the process of musical understanding from the concrete doing/musicing to the abstract and (or) conceptual” (p. 199). In their study, Juntunen & Hyvönen (2004) focus on Jaques-Dalcroze’s idea that musical learning and understanding should be based on bodily experiences. Teaching music with the application of body movement is known as *Dalcroze Eurhythmics*. This approach to teaching music is said to develop “above all bodily knowing of music” (p. 211). Juntunen & Hyvönen (2004) challenges not only music teachers, but also educators in general, to recognize the importance of embodiment in education. Juntunen & Hyvönen (2004) go on to say, “bodily involvement and awareness can serve as educational tools for meaningful experiences and, consequently, for more embodied learning” (p. 211).

Hung (2007) makes meaning of our harmonious relationship between humankind and nature through Merleau-Ponty’s philosophy of the body and nature. The lack of focus on the body in schools is also addressed. In schools, Hung (2007) suggests “the point here is not to defend the opposition between body and mind or the mastery of body over mind, but the opposition that has been taken for granted and accepted for a long time might be questioned and the body that has been belittled could retrieve its status in education” (p. 364). Hung (2007) goes on to say, “our understanding of the body may be central to reconnecting humankind and nature. Such a re-conceiving of the part played by the body in our relationship with nature may re-orient education towards a love of nature: ecophilia” (p. 355). To achieve an ideal educational setting Hung (2007) proposes that “to know one’s own body and its change and potentiality may be the first step in learning in and through nature”...and “The second step to educate in and through nature may involve changing the setting, the material, the curriculum, and the physical environment” (p. 364). Hung (2007) not only emphasizes the importance of nature in education, but importance of the body.

Merleau-Ponty’s philosophy is also important in art education. Kan (2011) further establishes the mind-body connection by researching the playful mindfulness of Singapore Adolescent Students through art. Kan (2011) explains that “Playful mindfulness can be

understood as a state of being characterized by the oneness of the mind and body, a bridging of what Merleau-Ponty (1945/1962) called the chasm of Cartesian mind-body” (p. 162). The focus of this study was 19 students, 10 females and 9 males, ages 15 to 19-years-old. The study included “intensive observations in four Singapore secondary schools over 2 years during regular art lessons and while individual students were at work on their exam projects” (Kan, 2011, p. 158). Kan’s (2011) findings during this study include

The seemingly paradoxical nature of playfulness and mindfulness merged to demonstrate students’ mindset as well as the characteristics of their learning. For the purpose of expansive sociocultural interpretation, three metaphorical themes emerged: a stretch of adolescent artistry, a leap in advancing artful disposition, and a bow to schooling and enculturation (p. 155).

Merleau-Ponty’s (1945/2010) philosophy helps us understand our perceiving body, how we discover and make sense of others, and how we develop healthy habits. Merleau-Ponty helps us perceive how bodily dialogues can be processes of understanding knowing the body and mind are intertwined in every kind of communication and interaction. Through a deeper understanding of physical educator’s lived experience, I aim to explore how physical education can enhance the mental, emotional, cognitive and physical well-being of students. Merleau-Ponty (1945/2010) phenomenological philosophy concerns of the significance of the body in an individual’s understanding of their experiences will help guide my study of inquiring into the lived experiences of physical education teachers to gain insight into their identities as physical education teachers and their understanding of what it means to be physically educated. Merleau-Ponty’s (1945/2010) philosophy will also facilitate gaining knowledge about 1) how stories of the lived experiences of physical education teachers help promote physical literacy in schools. 2) how physical education teachers perceive the mind/body connection and 3) how physical education teachers understand what it means to be physically literate/educated.

Phenomenology of perception is complimentary to social cognitive theory in that as Merleau-Ponty (1945/2010) points out, when we are involved in dialogue or in projects with other people, “we have here a dual being...we are collaborators for each other in consummate reciprocity. Our perspectives merge into each other, and we co-exist through a common world” (p. 413). The body and social are important in learning and making sense of the ourselves and

the world. The major focal point of social cognitive theory is the development of the reciprocity relationship.

Social Cognitive Theory

To understand the role of theory in explaining physical activity behavior can be complex. Theories such as social influences theory, self-regulation theories, organizational change theories, and social cognitive theory have been used in youth physical activities studies (Ward, Saunders & Pate, 2007). In 1996, the Surgeon General's report demonstrated that Bandura's (1986) social cognitive theory "is one of the most successful theories commonly used to guide the development of physical activity programs in youth" (Ward, Saunders, & Pate, 2007, pp. 23-24) and has been used to study and predict physical activity and fitness in students (Martin, McCaughy, Flory, Murphy, Wisdom, 2011; Ramirez, Kulinna & Cothran, 2011).

Social Cognitive Theory was developed by a highly respected psychologist named Albert Bandura (1925 -) who was initially known for his work as developmental psychologist, but later work was directed towards health psychology (Grusec, 1992). While at Stanford University in 1963, Bandura began developing social learning theory with a colleague Richard Walters of the University of Waterloo, Ontario (Sharma & Romas, 2012). Social learning theory theorized that there are three important influences on learning, which are imitation, reinforcement patterns and self-control. Bandura is currently the David Starr Jordan Professor of Social Science in Psychology/Emeritus at Stanford University (Stanford University, 2012).

Foundations of Social Cognitive Theory place importance on the potential of human beings. Bandura (1986) states that there is a triadic reciprocity between an individual's "cognitive or personal factors within the individual, behavioral skills of the individual, and environmental factors" (Ward, Saunders & Pate, p. 24, 2007). The dynamic interaction of the person, behavior, and the environment in which the behavior is performed is called reciprocal determinism. Baranowski, Perry & Parcel (2002) state "behavior is not simply the result of the environment and the person, just as the environment is not simply the result of the person and behavior (p. 168). The three components of person, behavior and environment are constantly influencing one another. In the school environment, the triadic reciprocity of social cognitive theory can be utilized by teachers who can help students develop the personal factors necessary to become physically active both in and out of school.

The Social Cognitive Theory (SCT) is a learning theory that illuminates how individuals acquire and maintain certain behaviors or as Merleau-Ponty would describe them “habits”. Bandura’s (1989) “social cognitive theory favors a model of causation involving triadic reciprocal determinism” (p. 2). Reciprocal determinism is the belief that the environment and the individual affect one another (Ward, et al, 2007). The three factors of causation in the Social Cognitive Theory “behavior, cognition and other personal factors, and environmental influences all operate as interacting determinants that influence each other bidirectionally”(Bandura, 1986, p. 2). The interaction between these three factors in an individual reveals “thought, affect and action”...“Expectations, beliefs, self-perceptions, goals and intentions give shape and direction to behavior” (Bandura, 1986, p. 3).

There are five underpinnings of social cognitive theory (Bandura, 1989). The first underpinning is symbolizing capability, which is described as how individuals use symbols to attribute meaning to experiences. Symbolizing capability is a tool used to help understand, create and manage one’s environment because “cognitive representations of experiences in knowledge structure provide the substance for thinking” (Bandura, 1989, p. 9). The second underpinning is various capability, which is “the ability to learn from observing other people’s behavior and the consequences they face” (Sharma & Romas, 2012, p. 177). The third underpinning is forethought capability. Forethought capability is the process in which people motivate themselves and plan their actions. This process is regulated by prior thoughts and purposeful behavior. Bandura (1989) declares “through exercise of forethought, people motivate themselves and guide their actions anticipatorily” (p. 39). The fourth underpinning is self-regulatory capability, which Bandura (1989) describes as the “gradual substitution of internal controls and direction for external sanctions and mandates” (p. 46). The fifth underpinning as self-reflective capability, “which enables people to analyze their experiences and to think about their own thought processes” (Bandura, 1989, p. 58).

There are nine constructs of Social Cognitive Theory. The first construct of SCT is knowledge. Knowledge is the process of learning specific information regarding “an action, idea, object, person, or situation (Sharma & Romas, 2012, p. 181). It is vital that an individual have developed knowledge to begin any behavior change, but knowledge alone will not instigate change.

The second construct of SCT is outcome expectations. Outcome expectations are what probable outcomes an individual would expect by engaging in a particular behavior. “With increasing cognitive development, children become more skilled at judging probable outcomes of their actions. Such outcome expectations serve as incentives for observational learning” (p. 29). There are several different types of outcome expectations as identified by Bandura (2004). The first outcome expectation is physical outcomes. Physical outcomes may be either positive or negative consequences of engaging in the behavior. The second outcome expectation is social reactions of the behavior, which could be either social approval or disapproval of the individual participating in the activity. The third outcome expectation is the positive and negative self-evaluative reactions. “Some possible outcome expectations for a person being motivated to physically active may be losing weight, looking attractive, being able to make more friends, having less chance of acquiring heart disease, and improving his or her self-image” (Sharma & Romas, 2012, p. 182).

The third construct of SCT is outcomes expectancies that go “hand-in-hand with outcome expectations” (Sharma & Romas, 2012, p. 182). According to Sharma & Romas (2012), outcome expectancies “refer to the value a person places on the probable outcomes that result from performing a behavior” (p. 182). Individuals with high expectations have greater success rates than individual with low expectations do because individuals who value the outcomes are likely to work harder to achieve them.

The fourth construct of SCT is situational perception. Situational perception represents how an individual perceives and interprets the environment. Sharma & Romas (2012) state the misperceptions can deter behavior change and that it is necessary to address any misperceptions by providing correct information. As such, if an individual believes that by participating in physical activity will make the individual tired then the individual is less likely to participate in physical activity.

The fifth construct of SCT is environment. Environment consists of the social environment as well as the physical environment. According to Ward, et al (2007), “environment refers to any factor outside the individual and includes both the physical and the social environment” (p. 27), which can be either the physical or the social settings that encompass an individual. Sharma & Romas (2012) describe the difference between situational perception and environment by stating, “Whereas situational perception involves a person’s

interpretation of his or her surroundings, environment consists of the actual conditions” (p. 182-3). Research demonstrates that children are more likely to be physically active if they spend time outdoors (Sallis, Prochaska & Taylor, 2000). Gustafson & Rhodes (2006) found that there is a significant correlation between parental support and physically active children. Parents who are physically active are more supportive of physical activity in their children. Also, “example applications of this construct are creating facilities for physical activity in the community (physical environment) and creating learning experiences for eliciting and maintaining social support from friends to maintain exercise behavior (social environment) (Sharma & Romas, 2012, p. 183). Social support is important in the influence of physical activity in children (Ward, Saunders, Pate, 2007; Dowda, Sallis, McKenzie, Rosengard & Kohl, 2005; McKenzie, Li, Derby, Webber, Luepker & Cribb, 2003). Social support can be verbal encouragement, providing opportunities for physical activity and from parents, it can be demonstrated by providing transportation to children to physical activity events (Sallis, Prochaska, Taylor, Hill & Gerachi, 2000). Classroom teachers who benefit from social support from their principals are more likely to provide more physical activity opportunities for their students. Principals are an important component in school with quality physical education programs. Graber, Locke, Lambdin & Solmon (2008) declare:

Teachers in effective environments typically receive strong support from their principals, who believe in the critical importance of physical education. These teachers also are actively engaged with classroom teachers in many facets of the school. They are proud of their curriculum and interested in sharing it with parents and others in the community (p. 158).

Outdoor recess is an important part of the school day because it provides opportunities for physical activity and time to play. Sallis, Prochaska & Taylor (2000) find that children who spend time outdoors are more physically active. Because children have been found to be more physically active outdoors, schools and communities are encouraged to provide access and ample time to participate in physical activity in safe outdoor environments.

The sixth construct of SCT is self-efficacy. Self-efficacy or self-confidence is the individual’s belief that they can successfully participate in a specified behavior. Another component of the cognitive construct is an individual’s belief of the expected outcome of a specific behavior. Does the person believe the behavior will have a positive or negative

consequence? For example, does the person perceive that being physically active will improve their health or that being physically active will be painful? An individual with low self-confidence is likely to stop attempting a new behavior when barriers emerge.

The final component of the cognitive or personal construct is a person's coping skills. How well an individual handle their emotions can also affect success or failure. Does the person fear failure or embarrassment? Students need support to develop self-efficacy and continued encouragement (Bandura, 1986). Sharma & Romas (2012) state there are four strategies that can be used to build self-efficacy. The first strategy is to

1. Break down the complex behavior into practical and doable small steps.
2. Use a demonstration from credible role models.
3. Use persuasion and reassurance.
4. Reduce stress.

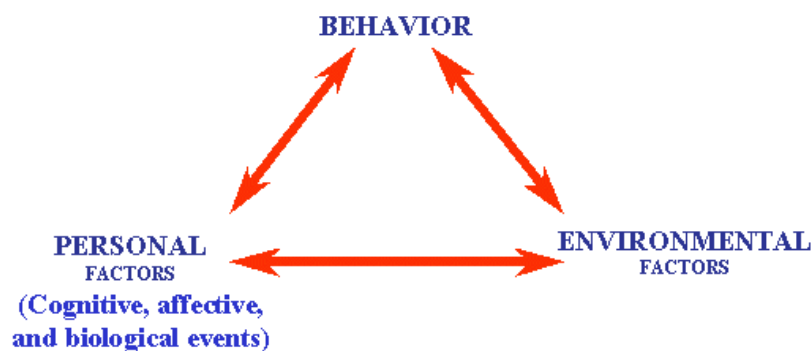
The seventh construct of SCT is self-efficacy in overcoming impediments. Sharma & Romas (2012) state that self-efficacy in overcoming impediments "refers to the confidence that a person has in overcoming barriers while performing a given behavior" (p. 183). This construct is often seen as a subset of self-efficacy, but Sharma & Romas (2012) declare that "it is better to think of it as a separate construct" (p. 184) due to the fact that sometimes there are several barriers to overcome. A given example is becoming more physically active. Individuals may have to "overcome barriers such as feeling tired, feeling depressed, feeling anxious, encountering bad weather, and having other interesting things to do" (Sharma & Romas, 2012, p. 184). Sharma & Romas (2012) suggest "to modify the construct of self-efficacy in overcoming impediments, helpful techniques include practicing to overcome each barrier in small steps, having role models demonstrate success, using persuasion, and reducing stress" (p. 184).

The eight construct of Social Cognitive Theory is goal setting or self-control. Behavior change becomes easier when an individual has set specific, measurable, achievable, realistic and time-targeted goals. "Personal goals, rooted in a value system, provide further self-incentives and guides for health habits" (Bandura, 2004, p. 144). Goals should be both short-term and long-term goals. Bandura (2004) elucidates, "long-term goals set the course of personal change. But there are too many competing influences at hand for distal goals to control current behavior. Short-term attainable goals help people to succeed by enlisting effort and guiding action in the here and now" (pp. 144-145). Sharma & Romas (2012) advise educators to "provide students

opportunities for setting goals, show individuals how to monitor their progress, and provide rewards to reinforce the attainment of goals” (p. 184).

The last construct of Social Cognitive Theory is emotional coping. Emotional coping is the process an individual uses to control the emotional and physiological states associated with attaining a new behavior. Bandura (1986) explains “Fears and intractable phobias are ameliorated by modeling influences that coven information about coping strategies for exercising control over the things that are feared” (p. 32). Sharma & Romas (2012) recommend individual who are trying to modify emotional coping, to use “stress management techniques such as progressive muscle relaxation, yoga, autogenic training, and visual imagery” (p. 184). Behavioral factors include self-control, which is the ability to manage one’s own behavior and motor skills. Behavior skills for behavior change include goal setting, self-monitoring, problem solving, self-adjusting, and self-reward. A systematic review of literature by Kahn, Ramsey, Brownson, Health, Howze, Powell, Stone, Rajab, Corso, and the Task Force on Community Preventive Service (2002) found that acquiring these skills have a critical influence on behavior. According to Kovar, Combs, Campbell, Napper-Own, & Worrell (2012), “motor development is defined as the changes that occur in human movement across the life span...motor learning refers to a relatively permanent change in performance as a result of practice or experience” (p. 29). Motor skill or lack thereof, can affect self-efficacy and the likelihood of an individual participating in physical activity.

Model of triadic reciprocity.



Source: "Social Cognition." International Encyclopedia of the Social Sciences. 2008. Retrieved October 01, 2012 from Encyclopedia.com: <http://www.encyclopedia.com/doc/1G2-3045302481.html>

Bandura’s social cognitive theory with its theoretical foundations of the triadic reciprocity between the personal (cognitive), behavioral, and environmental constructs, can be beneficial when discussing physical education. Social cognitive theory can assist in predicting,

explaining, and changing behavior to increase physical activity in students. Sharma & Romas (2012) state theory can help practitioners develop program objectives (learning outcomes), identify methods to help others change behavior such as steps to help change an individual's self-efficacy, and can help develop grade level appropriate lesson plans by discerning when a concept should be taught and strategies and methods to teach a particular concept. The constructs of social cognitive theory also support the philosophical views of Merleau-Ponty and the body. The role of the body and learning is also supported by O'Loughlin. O'Loughlin (2006) believes that "Because our bodies are constantly in interaction with our environment, world and self continually inform and reshape each other" (p. 11). O'Loughlin (2006) upholds that "philosophers of the body provide an immensely rich source of ideas for thinking about revitalization of embodied subjectivity in social life and in education" (p. 11).

Social cognitive theory is useful in this study to help bring understanding on how physical activity influenced by cognitive, behavioral, and environmental factors that influence one another and help bring understanding to the worth of physical activity. Utilizing social cognitive theory will also focus on how physical education teachers can enhance the mental, emotional, cognitive and physical well-being of students. As stated previously, Ward, Saunders & Pate (2007) affirm schools should provide students physical activity supports and opportunities that develop "cognitive or personal factors within the individual, behavioral skills of the individual, and environmental factors" (p. 24).

History of Physical Education

Physical education has gone through many transitions over the years. Looking into the history of physical education enables us to understand how modern physical education has been shaped and influenced by the philosophies, practices and sports from other cultures, leaders, and events of the past. Knowing and understanding the history of physical education can help guide future possibilities and courses of action that might be most effective in future years. The most recent change to physical education in the United States is the updated Physical Education Standards that include the term physical literacy. The goal of physical education is not only to foster the child's physical development but also to help students become individuals, who are active for a lifetime, and understand and value the physical, cognitive and emotional benefits of being physically active. Curriculum scholars note that a high-quality physical education parallels whole-child education (Glatthorn, Boschee, Whitehead, & Boschee, 2012).

In the United States, early physical education programs promoted calisthenics, light gymnastics, hygiene and strength development with a heavy influence of German and Swedish gymnastics (Lumpkin, 2008). Many early physical education teachers, including Edward Hitchcock and Dudley Allen Sargent started their careers as medical doctors. Physical education was first formally introduced into the school curriculum in 1823, in a private school called Round Hill School, located in Northampton, Massachusetts. Prior to the implementation of a physical education program, Round Hill School provided students with daily scheduled time for sports and games.

Once upon a time in the United States, physical activity was a necessity for survival. Advances in technology have decreased the need for physical activity in the American lifestyle, which has been manipulated out of most aspects of daily life. Schools are the perfect venue to provide quality physical education programs to our children to teach and encourage students to become physically active now and for their lifetime.

The evolution of physical education reflects contemporary changes in society, but one thing remains evident, the importance of physical education. Le Masurier & Corbin (2006) state

Substantial scientific evidence supports the role of physical activity in disease prevention and healthy lifestyle promotion, and quality physical education represents our best opportunity to provide all children with physical activity experiences that promote physical activity now and for a lifetime (p. 44).

In America, early colonists and Native Americans valued participation in physical activity and sports. For colonists, “once survival was assured, time was spent bowling, racing horses, skating, wrestling, and playing various ball games” (Lumpkin, 2012, p. 232). Native Americans also shared a love of sports along with physical activity and dance. Participation in physical activities by Native Americans “were associated with religious ceremonies, festive celebrations, and social relation” (p. 234). In order to maintain health, doctors progressively began to recommend vigorous physical activity for everyone. It was not until 1853 in Boston that physical education became required in schools. The introduction of physical education in schools was prompted by medical and educational leaders who were concerned that technological improvements were leading men to become sedentary (Hackensmith, 1966). Early physical education programs focused on hygiene, which is the science of preserving one’s health. Physical education classes were developed from German and Swedish gymnastics as well as

recreational sports and games. Recreational sports and games grew into more organized programs in schools and colleges during the 1800s and professional sports rocketed after World War II (Hackensmith, 1966).

Physical education was first introduced to public education in 1820, and consisted of gymnastics, hygiene training and care as well as the development of the human body. It was not until 1853 when Boston became the first city to require daily exercise for children, and in 1866, California became the first state to require physical education classes in schools. (Lumpkin, 2011). Sadly, physical education was not for all children.

Early experiences in physical activities and sport for minority groups in this country could be described as either isolation or assimilation influenced by an emerging nationalist spirit. Most Blacks, whether enslaved or free, valued their cultural heritage in music and dance, but due to prejudicial attitudes, remained largely excluded from organized programs (Lumpkin, 2011, p. 245).

Lumpkin (2011) states that in the 1800s, physicians led physical education classes and that these programs emphasized health, strength and bodily measurements, and physical training. Physical education programs were heavily influenced by programs developed in other countries and by progressive philosophies that believe in play and the perseverance of health.

According to Hackensmith (1966), during the late 1700s and early 1800s progressive educators valued recreation and physical activity as a break from academic pursuits and as a way to preserve student health. Joseph Lancaster, an English schoolmaster, valued playground activities for students and recommended 15 minutes of play each day for students. He believed that playground activities offered “a diversion from study, in keeping pupils off the streets, and in developing desirable moral qualities” (Hackensmith, 1966, p. 334).

Johann Friedrich GutsMuths was a German physical educator who developed a physical education system in Germany. GutsMuths’ physical education system was first introduced in the United States in 1825 (Hackensmith, 1966). GutsMuths taught children in an open space that consisted of exercises on the climbing mast, horizontal bar, vaulting apparatus, balance beam, rope ladders, and stunts in tumbling. This system became known as German gymnastics (Hackensmith, 1966).

Contrary to German Gymnastics, which were considered natural gymnastics, the development of Swedish gymnastics by A. O. Lindfors consisted of artificial gymnastics.

“Lindfors placed artificial exercises in three categories: (1) military gymnastics, (2) pedagogical or athletic gymnastics, and (3) medical gymnastics for the prevention and correction of physical defects” (Hackensmith, 1966, p. 142). The second category consisted of running, jumping, javelin and discuss throwing, wrestling, games, acrobatics, and dancing. Lindfors valued the importance of games in the learning process. He believed that play and games were important “in the development of self-expression and personality in children” (p. 142).

American Dioclesian Lewis, an advocator of health, amongst other causes such as abolition of slavery, temperance, and women’s rights, brought forth the concept of light gymnastics along with concepts of Beecher’s calisthenics and Swedish gymnastics to form the first physical education program that was adopted by elementary schools in the United States (Hackensmith, 1966). In 1861, Lewis founded the Normal Institute for Physical Education, which consisted of a 10-week program of study that included anatomy, physiology, hygiene, and gymnastics. “Lewis believed in equity between the genders, cardiorespiratory conditioning, and conducting measurements to demonstrate the success of his program in improving the health of students” (Lumpkin, 2011, p. 239).

Lumpkin (2011) states that in 1860, several college presidents were concerned about the health of their students. Amherst and Harvard colleges began physical education programs for their students. Most physical educators at that time held a medical degree. Amherst College hired physician, Edward Hitchcock, to serve as both the college physician and to direct the Department of Hygiene and Physical Education. Harvard College hired physician Dudley Sargent. Sargent’s program “prescribed a series of exercises to meet each student’s physical needs, using chest expanders and developers, leg machines, rowing machines, and other apparatuses that he had designed. Sargent was not in favor of German gymnastics or light gymnastics. Instead, “Sargent encouraged students to participate in baseball, bowling, boxing, fencing, rowing, and running in addition to their individual conditioning programs” (Lumpkin, 2011, p. 240). This type of program sounds like exercise programs that can be found in high school physical education programs as well as fitness gyms in the United States today.

Influential Delphine Hanna, a medical physician and physical educator, is said to have bridged the transition of physical education from the late 1800s to 1900s (Hackensmith, 1966, Lumpkin, 2011). Hanna provided this bridge by directing physical education programs for female students at Oberlin College, by developing the first coeducational teacher-training course,

and by teaching future influential physical educators like Luther Gulick, Thomas Wood, Jay Nash, and Jesse Williams. Clark Hetherington, a physical education professor at New York University where Nash secured his doctorate, along with Gulick, Wood, Nash, Williams “were instrumental in developing and promoting programs that moved away from formalized gymnastics systems and were appropriate for individuals of all ages” (Lumpkin, 2011, p. 261). Their program was considered the “New Physical Education” (p. 261). During this transitional time in physical education, while gymnastics-oriented curriculum gave way to one in which dance and sport began to share more equally, physical education became associated with education rather than with medicine (p. 39)

In 1918, the Commission of the Reorganization of Secondary Education issued the Cardinal Principles of Secondary Education (Raubinger, Rowe, Piper, & West, 1969). The Commission agreed that segmented subject and their subject matter were a way to achieve the goals of the Cardinal Principles, but not the only way. The Commission believed that a new focus would take into account individual differences, goals, attitudes and abilities of students.

According to Raubinger, et al. (1969), the seven Cardinal Principles of Secondary Education include, 1) Health, 2) Command of Fundamental Processes, 3) Worthy Home Membership, 4) Vocation, 5) Civic Education, 6) Worthy Use of Leisure and 7) Ethical Character. The Health Principle states “A secondary school should encourage good health habits, give health instruction, and provide physical activities. Good health should be taken into account when schools and communities are planning activities for youth. The general public should be educated on the importance of good health. Teachers should be examples for good health and schools should furnish good equipment and safe buildings. Although the seven principles are interrelated, the Worthy Use of Leisure principle connects and expands the Health Principle. Worthy Use of Leisure states, that education should give the student the skills to enrich his/her body, mind, spirit and personality in his/her leisure. The school should also provide appropriate recreation. The Commission stated that this principle should be taught in all subjects, but primarily science, art, music, literature, drama and social issues (Raubinger, et al, 1969).

In the 1920s, when neither of the gymnastic systems had been universally adopted by American physical education teachers and their students, and there was a demand for activities that offered more competition, fun and freedom of expression, new physical education was

developed. New physical education “focused on developing the whole individual through participation in play, sports, games, and natural, outdoor activities. The curriculum and philosophy of the new physical education was heavily influenced by and consistent with educational and psychological theory that was developing at that time” (Lumpkin, 2011, p. 261).

Physical Education and the importance of Play in the 19th Century

McCormick & Lockwood (2006) state “The statue of Physical Education and wellness and its corresponding perceptions may have been developed due to the physical nature of this discipline or past stereotypes that are occasionally reinforced in today’s society” p. (78). Meaning that physical education only teaches the body and is considered playtime for students, not learning time. Perhaps this is why so few schools require daily physical education for their students. Physical education has been viewed as time for play or skill acquisition, which leads some administrators to believe it is unnecessary or an expensive frill that wastes money and valuable class time.

The philosophy of play is seen as important in our educational system and supported by educational psychologists such as G. Stanley Hall, William James, Edward Thorndike, William Kilpatrick, and John Dewey (Lumpkin, 2011). Gulick went on to write *A Philosophy of Play* (1920), which stressed the “importance of play as educational force and helped begin the play movement within physical education” (Lumpkin, 2011, p. 262). Play, is described by Gulick as (1920)

Play consists of that which people do when they have food, shelter, and clothing, are rested and free from worry, when the physical compulsions of life are removed temporarily and the spirit is free to search for its own satisfactions. ...I believe that man is better revealed by his play, or by the use he makes of his leisure time, than by any one other index (p. XII).

Gulick (1920) continued to describe play as “Play is more than a name applied to a given list of activities; it is an attitude which may pervade every activity” (p. 11). Gulick (1920) stated that play is important because “Play as free expression of the self, as the pursuit of the ideal, has direct bearing on the ultimate questions of reality and worth. The spirit of play has value as a philosophy of life” (p. 11).

Gulick (1920) discusses the role of play and physical growth. Gulick (1920) states our various periods in life are defined by new interests, which is linked precisely with the “neuro-

muscular development of that period” (p. 155). Because of the various neuromuscular developments “the interests of children are of the greatest significance, not because they please children, but because they correspond to vital process going on in the child’s body, mind and character” (Gulick, 1920, p. 155). Gulick (1920) recorded the movements of a 2 ½ year old boy for a four hour period of time and discovered that the child participated in a substantial amount of physical movement, which was quite ordinary. Gulick (1920) points out the significance of this discovery by explaining

We need to have brought to our remembrance that amount and kind of movements that children undertake freely, in order to realize how inadequate are the usual school gymnastics of fifteen to twenty minutes per day in giving the kind of exercise that the organism needs for development (p. 161).

Due to the constraints of city living, where there are no trees to climb, no swimming holes, no gardens to hoe, and no big spaces to play games, children born in cities did not thrive physically. Interesting, but sadly, Gulick (1920) stated that one year “Out of 78,401 public school children examined in one year in New York City, 58,259 were found to be in need of medical attention” (p. 168). Gulick (1920) went on to explain that living in artificial environments meant that children needed artificial ways to improve their muscular systems. Gulick (1920) illuminated the importance of the muscular system in the normal growth of a child’s personality.

The nervous system and the muscular system are so vitally interrelated in the carrying on of all life’s central activities, that to educate the former without at the same time making provision for the latter is fools’ economy. All the most characteristic strains of modern civilization fall upon the nervous system. Yet it is the latest system of the body, biologically speaking, to reach its full complexity of development; and it is the part most easily shattered. (Gulick, 1920, p. 168)

To assist in the development muscular our children need healthy play. Healthy play also provides for

the development from within of vitality and power of resistance... It stimulates and co-ordinates the growth of the entire muscular and nervous systems, in strength, in complexity and speed of adjustment, in endurance; and it

accomplishes these results in the only way that is finally effective-the way of joyous self-expression. (Gulick, 1920, p. 170)

Gulick (1920) explained that the curriculum of the school did not help children who needed more play because the necessary evils of the classroom led to bent back, eye-strain, shallow breathing and mental fatigue. “In order then to supply our city children with the opportunity for healthy, spontaneous free growth from within, we must give them a chance to play” (Gulick, 1920, p. 169). Play was a vital part of the school curriculum and was seen a useful tool to engage students in providing opportunities for physical activity, developing creativity and for moral development. “Play is the only equivalent that can replace the inheritance which the child has lost. It is the whole of the child that is called into action here: muscle, imagination, and moral force” (Gulick, 1920, p. 169).

Play also contributes to student learning, but educators must pay attention to a child’s interests. A child’s interests are demonstrated through opportunities for the child to play (Gulick, 1920). Because academic topics in school do not resemble “the spontaneous activities either of play or life” (Gulick, 1920, p. 176), they lead students “toward fatigue and loss of efficiency” (p. 176). The driving force behind play and learning is instinct and tradition, which give children opportunities for self-expression. The school curriculum should include opportunities for the student to self-express and should contain subjects that are of interest to students. Gulick (1920) explains, “An interest pursued from choice has much more educational value, both in the extent and permanency of knowledge gained, than has any subject to which the child is driven (pp. 177-178).

Gulick, along with Rosalind Cassidy, was instrumental in “providing the philosophical foundation for refocusing school programs from gymnastics to sports, games, dance, aquatics, and natural activities” (p. 263). This philosophy led to the development of promotion of “education through the physical” (p. 263), which emphasized that physical education helped in the development of the whole child and that children learn best through the physical realm.

Intriguingly, Nash stressed recreational skills and stated that they should be learned in early life so that they could be enjoyed throughout a lifetime. Nash feared an overemphasis on spectating in the United States and affirmed that physical education programs should educate for leisure in order for individuals to adopt active lifestyles for a lifetime. (Lumpkin, 2011).

Unfortunately, Nash's fear has come true, as many Americans have become spectators of athletics and not participants.

Physical Education and the Depression Era

During the Depression, physical education received a major setback. Up until the depression, physical education programs were introduced into public schools at an accelerated rate. With reduced budgets, schools began to cut physical education as well as art, music, home economics, industrial arts, and discontinued health services (Hackensmith, 1966). Cities that had populations of more than 50,000 or more typically retained physical education programs, but physical education was cut in cities with fewer people (Hackensmith, 1966). Physical education is now going through similar challenges as it did during the depression. Hackensmith states "Professional leaders in the late 20s had slowly convinced school administrators of the importance of intelligent leadership in the planning and supervision of physical education programs, and in now of times of economic stress these hard-won gains were lost" (p. 440). We are losing valuable ground now in the education of our students.

The Depression also led to apathy towards physical education. Those opposed to physical education "initiated legislation against the physical education requirement in public schools in Illinois, Indiana, Iowa, and California, but state physical education associations and other sympathetic organizations defeated these moves" (Hackensmith, 1966, p. 440). Hackensmith (1966) points out that after this time physical education "would be tolerated in times of luxury but eliminated when times were bad" (p. 440). Physical education teachers, if qualified to teach other subject matter, were retained. Athletic directors and coaches were utilized to teach physical education, which was seen as a decline in physical education programs (Hackensmith, 1966). The decline was seen because coaches often devote their energy to their players. The anti-physical education movement along with a decline in physical education programs was felt in the education world. Hackensmith (1966) states, "This situation had a marked influence on the thinking of administrators in teacher-training institutions" (p. 440), which can still be felt in today's physical education programs.

While the Depression had a negative effect on physical education, the depression increased the importance of recreation activities and changed the focus of physical education. Hackensmith (1966) postulates, "the introduction of recreational activities into school programs was only one of the many manifestations in physical education which can be traced to social,

economic, and ideological changes” (p. 444). With the focus now on leisure activities, students who were not gifted with athletic ability and overlooked before were the beneficiaries of individualized instruction. Physical educators of this time reconsidered activities that did not address individual differences and began to devise tests that measured athletic ability according to age and sex as well as numerous other individual physical attributes. Physical educators began to investigate individual differences by measuring “athletic achievement according to age and sex, physical and organic efficiency, motor capacity, strength, physical fitness, motor skills in component parts of sports, athletic ability, cardiovascular efficiency, body mechanics, and many other attributes of the human organism” (Hackensmith, 1966, p. 445). Due to the development of this type of instruction, it is said “this particular group of educators introduced the profession to one of its greatest eras of scientific investigation, which developed an extensive literature and new tools of research” (Hackensmith, 1966, p. 445).

World Wars I & II prompt Physical Education for Fitness

During World Wars I and II, the emphasis of physical education programs changed to fitness. Tait McKenzie, who was both a physical education teacher and physician, led the fitness era. The fitness craze lasted through the 1970s with joggers leading the way. Interest in tennis and swimming increased as well as memberships to health clubs. “However, the people most involved in getting and keeping in shape have come from middle and upper classes rather than being drawn equally from all economic levels” (Lumpkin, 2011, p. 286). Not only did the fitness fad separate social classes, it separated fitness levels of children and adults. Children did not follow suit in the pursuit of fitness. Instead, most children preferred sedentary activities such as watching television, playing computer games or watching sports. This trend in children’s physical inactivity continues today.

During the 1950s and 1960s, Swanson & Spears (1995) state that physical education teacher preparation and sports programs at college and universities were held in separate departments for males and females. According to Lumpkin (2012), the separation of physical education programs by gender did not end until the 1970s. Physical education programs for women were similar in each of the colleges in which female teachers were expected to both teach physical education courses and coach.

In men’s physical education programs a division was found among teachers who taught physical education programs and among coaches whose primary job was coaching and not

teaching. Swanson & Spears state that “In many of the large universities with major intercollegiate athletic programs there were some philosophical conflict between the faculty who primarily taught in the men’s physical education teacher preparation program and those whose primary assignment was coaching” (p. 277). In large colleges and universities with major athletic programs, individuals who taught in physical education programs did not coach, and coaches did not teach. For the most part, this still holds true today.

Despite original resistance, in 1972, Title IX changed the landscape of both sports and physical education. Through changes made by the passing of Title IX, physical education classes were required to provide similar curricular content, equipment and facility usage, and teacher quality. Physical education classes were also coeducational. The only time boys and girls were allowed to be separated was for contact sports such as football and wrestling (Lumpkin, 2011). Title IX law was enforced in any education program or activity receiving federal financial assistance, which includes educational institutes at the collegiate level and public schools.

Current State of Physical Education

Philosophy

The current philosophy of physical education is found in the National Association of Sport & Physical Education (NASPE). NASPE (2013) contends, “the goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity”.

To pursue a lifetime of healthful physical activity, a physically literate individual:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications of and the benefits from involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle. (NASPE, 2013).

National Standards

The National Association for Sport and Physical Education (NASPE) states that the goal of physical education is to develop physically literate individuals (2013). What does it mean to be physically literate? According to the NASPE (2013) a physically literate individual has the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity. Physical education standards that support the idea of a physically literate person include:

Standard 1: The physically literate individual demonstrates competency in a variety motor skills and movement patterns.

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Being a physically literate individual means that an individual has learned the skills necessary to perform a variety of physical activities, maintain a healthy level of physical fitness, participate regularly in physical activity, and value physical activity and its contributions to a healthful lifestyle. Schools are not the only environment in which to teach and encourage children to be physically active. Communities, families, and health care settings can also provide the support and encouragement to ensure children are physically active. Although it is important for individuals to encourage participation in physical activity and exercise in different environments, schools provide the perfect avenue to encourage children to be physically active, because students spend the majority of their day in school (Story, 1999).

Holding physical education teachers responsible for student learning to outcomes based performance indicators aligned with NASPE standards is a step forward for physical education programs. Prusak, Pennington, Wilkinson, Graser, Zanandrea, Hager (2011) state that physical education should reinvent itself once again and be utilized as a health promotion tool and that physical education teachers should “begin to adopt a new and expanded role and identity – being

a life-style coach. Since the PE field has adopted active and healthy lifestyles as its central focus, this would make sense” (p. 45).

Marginalization of Physical Education

Humans have an innate need to be physically active. Through many influencing factors, views of physical activity and physical education have changed over the years in the United States of that of great importance to irrelevant. Dewey understood the need that children have for physical activity. Physical education programs in the United States were started by physicians and Harvard graduates who also understood children’s need for physical activity. Current physical education programs are often marginalized or considered a low subject status and given insufficient curriculum time (Lee, Burgeson, Fulton & Spain, 2007; McKenzie & Lounsebery, 2009). Today, physical education programs have become a “high need, low demand” curriculum. As more children become obese and develop heart disease, type II diabetes and other related diseases, it is imperative that society revisit the monism philosophy of the mind and the body. Our children deserve and education that considers the whole child.

Physical Education Curriculum in K-12

Currently, there is no national physical education curriculum in use. Physical education teachers are typically left to their own devices when trying to determine which physical education curriculum they will use. In Kansas, many physical education teachers use Physical Essentials (2001) at the elementary level, Physical Focus (1998) at the middle school level and Physical Dimensions (1996) at the high school level. These curricula were found to provide more participation in physical activity and higher enjoyment levels during physical education classes (Gibson, Graves, Greene, Donnelly, Carlson & Cuddy, 2005), but the curricula is outdated and does not reflect new physical education standards.

Other physical education curricula in the United States include, but are not limited to, SPARK PE which is a research-based physical activity/nutrition program that offers curricula for K -12. SPARK Elementary PE was designed to be more inclusive, active, and fun than traditional PE classes and is based on 20 years of ongoing research and nationwide field-testing (SPARK, 2013). Another K-12 physical education curriculum is EPEC 4 Kids. EPEC stands for Exemplary Physical Education Curriculum. This curriculum also offers FIT BITS, which integrate nutrition and health concepts into physical activity, which can also be used by classroom teachers (EPEC 4 Kids). CrossFit Kids (2013) is a strength training program for

children designed to help kids and teenagers develop a lifelong love of fitness. CrossFit Kids (2013) also maintains “In a group setting, children and teens participate in fun and engaging workouts that deliver measurable results and prepare them to be well-rounded athletes. CrossFit Kids is a K-12 physical education curriculum that “creates a physical learning environment that builds on the idea that all children have differing abilities and need to be challenged at their individual point of development in order for effective learning to take place” (Eich, 2013, p. 1). The CrossFit Kids (2013) webpage provides information regarding their program, guidelines, safety concerns and inclusion.

The aforementioned curricula are just a few physical education curricula that physical education teachers may use. Physical education standards should be used to guide the development of physical education curriculum. With new physical education standards, current physical education curriculum will be adapted to meet the new physical education standards and any future physical education curriculum should reflect the new physical education standards.

Current State of Physical Education in Schools

According to Healthy People 2020 (2010), in 2006, only 3.8% of all public and private elementary schools require daily physical education for all students and 61.5% of school districts required or recommended elementary school recess for an appropriate period of time. News headlines since 2006 only suggest that there are additional schools that no longer require daily physical education and have cut recess for students. Graber et al (2008), found “a relatively large number of schools throughout the nation in which classroom teachers are expected to teach physical education” (p. 153). This is concerning because classroom teachers have “lack of specific content knowledge, frequently experience feelings of inadequacy about their own physical abilities, and constantly are pressured by legitimate concerns about student safety and personal liability” (Graber, et al, 2008, p. 153). Some classroom teachers are given extra instruction regarding teaching physical education to their students, but McKenzie, Sallis, Faucette, Roby & Kolody (1993) found that lessons of classroom teachers do not match the quality of lessons taught by physical education specialists.

Children need a combination of quality physical education, recess, and opportunities for physical activity in the classroom. According to Ward, et al. (2007) children participate in physical activity in “bouts of physical activity” for five, ten, and twenty minute periods of time. “Young children tend to accumulate physical activity in short, sporadic bouts – they often dart

from one spot to another in a few seconds, then rest briefly before darting to another spot” (p. 6). Children need more time to develop physical fitness. This means, if students receive 30 minutes of physical education, they would need to be physically active the entire time. If students acquire participation minutes in “bout of physical activity”, it is impossible to reach the recommended limits of daily moderate to vigorous physical activity in physical education classes and recess. It will be challenging to incorporate cognitive learning in such a limit time span and give students the physical movement they need.

What Makes a Quality Teacher

According to Darling-Hammond & Baratz-Snowden (2005), the most essential function of a beginning teacher is to comprehend how children learn. Teachers should understand there are multiple facets that affect student learning. Teachers need to understand the constructive nature of knowing, cognitive processing, metacognition and motivation. To understand how a student learns, it is essential a teacher understands the strengths, interests and preconceptions of their students (Darling-Hammond & Baratz-Snowden, 2005). A teacher should comprehend the knowledge, skills, and attitudes that they wish students to obtain in order for students to utilize and transfer this knowledge to other areas of learning. Teachers require a deep understanding of assessment and must be able to utilize assessment to help guide instruction (Darling-Hammond & Baratz-Snowden, 2005). In addition, it is necessary for teachers to understand how a student’s community both in and out of the classroom affects student learning. Teachers will make decisions on vital elements to be taught to students based on student needs, knowledge of subject matter and curriculum goals and knowledge the teacher has regarding teaching subject matter (Darling-Hammond & Baratz-Snowden, 2005).

A teacher requires a good understanding of the subject matter that they wish to teach their students. Within classrooms, teachers will utilize knowledge of the learner and provide learning experiences for students that will help meet goals and objectives of the curricula to teach different subject matter to students. Because today’s educational system is standards-based, teachers must know, and be able to interpret and use national, state and local standards (Darling-Hammond & Baratz-Snowden, 2005). Standards are utilized to set clear goals and learning objectives in developmentally appropriate lesson plans that guide instruction. While developing lesson plans that adhere to standards, teachers should “be aware of the various purposes of schools, ranging from building academic skills and preparing students vocational to developing

the civic responsibility required of citizens in a democracy and developing the personal talents of individuals” (Darling-Hammond & Baratz-Snowden, 2005, p. 16).

Knowing subject matter is just the beginning of the knowledge that is essential for a teacher. It is necessary for teachers to understand how to convey that knowledge to their students. Shulman (1986) states that teachers must know their subject matter in ways that surpass what other subject area experts would need to know. Some individuals believe that teaching is easy because it involves filling student’s minds with information. This is not true. A teacher should be a critical thinker who is a creative planner as well as effective practitioner. Teachers, who utilize educational practices that just try to fill student’s minds, turn students into receptacles. Paulo Freire (1970/2009) states that this type of education turns students “into “containers,” into “receptacles” to be “filled by the teacher. The more completely she fills the receptacles, the better teacher she is. The more meekly the receptacles permit themselves to be filled, the better students they are” (p. 72). Freire (1970/2009) refers to this type of education as “banking education” (p. 73) and emphasizes the reduction of the students’ creative thinking.

Students do not come in a “one size fits all” type of learner. Teachers require knowledge beyond subject matter in order to teach students. Students come from an extensive variety of academic abilities, cultural backgrounds as well as multiple languages. Teachers need to be able to adapt their lessons to fit the needs of diverse learners building on each child’s experiences and prior knowledge. In order to teach and meet the needs of all students, teachers will need to know a wide range of teaching styles in order for all students to learn. Once lessons have been taught, teachers are expected to assess student learning to ensure that lessons and instruction are meeting student goals and objectives. Because each student is trying to make sense of their own world, while Maxine Greene reminds educators that:

Curriculum, from the learner’s standpoint, ordinarily represents little more than an arrangement of subjects, a structure of socially prescribed knowledge, or a complex system of meanings which may or may not fall within his grasp. Rarely does it signify possibility for him as an existing person, mainly concerned with making sense of his own life-world. Rarely does it promise occasions for ordering the materials of that world, for imposing “configurations” by means of experiences and perspectives made available for personally conducted cognitive action (as cited in Flinders & Thornton, 2009, p. 155).

Teachers must learn to help students make sense of their world. This cannot be done from a curriculum that does not take into consideration how students learn and this most definitely cannot be done from a desk.

Darling-Hammond (2000) found “Among variables assessing teacher “quality,” the percentage of teachers with full certification and a major in the field is a more powerful predictor of student achievement than teacher’s education levels (e.g., master’s degrees)” (p. 32). The findings of this study found that well-prepared teachers know their subject matter and have students who learn more and “the effects of well-prepared teachers on student achievement can be stronger than the influences of student background factors, such as poverty, language background, and minority status” (p. 33). It is imperative that teachers have knowledge of learners and the learning process. This knowledge includes knowing the strengths, interests, and preconceptions of children. Teachers must have knowledge of how children develop, how children learn, human development and language. Teachers must have knowledge of the subject matter and curriculum goals in the area that they wish to teach. This includes educational goals, purposes for skills, content, and subject matter. Finally, teachers must have knowledge of teaching, which includes teaching subject matter, teaching diverse learners, assessment and classroom management (Darling-Hammond & Baratz-Snowden, 2005, p. 6-7). While this is important, perhaps another education goal of teachers should be to learn how to encourage students to make sense of the curriculum while making sense of their world.

Quality Physical Education Teachers

Teachers have a great responsibility of teaching our children. There is a lot of knowledge that a teacher must know and understand. Physical educators must understand concepts of teaching and learning that occur and address learning in the cognitive and affective domains, and physical educators are the only educators that must have knowledge about the psychomotor domain. In addition, as the childhood obesity epidemic continues to affect the health of our students, the future of physical education may be changing in which the physical educator will be a key figure to lead comprehensive school physical activity programs. Current physical education programs are based on a developmental model, which utilizes structured physical activity as a contribution to the development of the whole child, but some physical education teachers may teach only to the psychomotor domain. “Physical education includes the acquisition and refinement of motor skills, the development and maintenance of fitness for

optimal health and well-being, the attainment of knowledge about physical activities, and the fostering of positive attitudes conducive to lifelong learning and lifespan participation” (Wuest, 2012, p. 9). The comprehensive school physical activity programs will encourage students to utilize the skills and knowledge learned in physical education classes to practice and enjoy physical activity both within and outside of physical education classes.

Physical educators are a special class of teachers. Not only do they need to acquire all the teaching skills and knowledge of their classroom-teaching peers, they must also have deep understanding of physical skill and development. Physical educators must understand the constructive nature of knowing, cognitive processing, metacognition and motivation (Darling-Hammond, 2005), and how to intertwine this knowledge into all three of the learning domains of affective, cognitive and psychomotor (Rink, 2010).

According to Shimon (2011), many individuals think that physical education means physical activity and vice versa. Physical education should not be confused with physical activity. Physical activity involves bodily movements that help increase energy expenditure and health-related fitness level. Physical education, on the other hand, is a process of learning that uses physical activities to help develop the whole person, mind and body” (p. 36). Both are important in the life of a student, but physical education goes beyond physical activity. Most individuals do not realize that there is a link between the body and the mind.

Jensen (2005) discusses that for numerous years the scientific and educational communities differed on their beliefs that “thinking was thinking and movement was movement” (p. 60). Numerous studies have found that there is a link between the body and the mind and this link helps in the learning process in students. Jensen (2005) strongly suggests that because of the developing body of evidence that suggests that physical activity increases learning that it is time for educators to value movement activities as much as “book work” (p. 67).

In summary, this chapter investigated two theoretical frameworks for effects of Phenomenology of Perception and Social Cognitive Theory that support the importance of physical education in schools. Physical inactivity, childhood obesity, effects of physical inactivity and student learning, and the benefits from participation in physical education and physical activity were also discussed as well as the history of physical education, the contemporary physical education environment, and the marginalization of physical education.

Chapter 3 – Design, Research Methodology, and Procedures

With emerging research regarding the benefits of exercise and physical activity for both the body and mind, our schools still do not find value in physical education or other physical activities at school. The scholarly significance of the study is to raise the educator's awareness of the importance of the body, not just the mind, in fostering a whole child. This study focused on how physical education teachers enhance the mental, emotional, cognitive and physical well-being of students. Ward, Saunders & Pate (2007) affirm schools should provide students physical activity supports and opportunities that develop “cognitive or personal factors within the individual, behavioral skills of the individual, and environmental factors” (p. 24).

In this chapter, I will discuss research design, research methodology, narrative study design, research sites, selection of participants, sources of data, data analysis, ethical considerations and validity issues.

Research Questions

For my dissertation I did three research papers and chapters 4, 5 and 6 address a different aspect of my research that focus on physical education teacher's understanding of physical literacy and perception of the mind/body connection, teacher identity and whole-of-school physical activity promotion. I am concerned that if physical education and recess continue to be reduced or cut in schools, our children's health, mental well-being and learning will decline. In my experiences as a physical educator, I found that many individuals in the educational system do not value physical activity, exercise or physical fitness. In an academic world that values “desk time” for student learning, how do we increase the importance of the body in education? How can we expect our students to develop healthy habits, when they are not given enough opportunities and experiences? In answering these questions, understanding the role of physical education teachers is important. Thus, I sought to explore the stories of physical education teacher's lived experience in this study. The term, physical literacy, has been recently added, summer of 2013, to revised National Physical Education Standards. Physical literacy teaches students about physicality through embodiment, skill acquisition and reading the environment (Coates, 2011). Consequently, the central question of this study is: **How can the stories of the lived experiences of physical education teachers help promote the importance of physical literacy, physical education and physical activity opportunities in schools?**

Chapter 4 focused on the following questions:

1. How do physical education teachers define physical literacy?
2. How do physical education teachers perceive the role of the body and mind in education?

Chapter 5 focused on the following questions:

1. Were you active growing up? If so, who encouraged you to be physically active?
2. How/why did you become a physical education teacher?
3. How do your own body perceptions affect how and what you teach in your physical education classes?
4. How do you perceive yourself as a professional educator? Physical educator? Your profession of physical education? Your students?
5. Do you feel you are supported as a physical education teacher by your coworkers? Administration? Parents? Why or why not?

Chapter 6 focused on the following questions:

1. What are physical education teacher's thoughts about the concept of comprehensive school physical activity programs?
2. What is the need for physical education teachers to collaborate with public health professionals for successful implementation of the whole-of-school physical activity promotion approach?

Research Design

To gain perspective and understanding of physical education teachers' perceptions, I selected phenomenological narrative inquiry. Narrative inquiry is beneficial in the process of investigating and constructing experience through storytelling or narrative writing and bringing meaning of experience. Narrative inquiry is a form of narrative experience. "Narrative inquiry rests on the epistemological assumption that we as human beings make sense of random experiences by the imposition of story structures" (Bell, 2002, p. 207). Polkinghorne (1988) further expresses the importance of experience "Experience is meaningful and human behavior is generated from and informed by this meaningfulness" (p. 1). Clandinin & Connelly (2000) argue, "experience happens narratively. Therefore, education experience should be studied narratively" (p. 19).

Since my study was based in an educational setting investigating teacher experiences, narrative inquiry was the appropriate venue for my research. It is important to look at the

educational setting from different perspectives because as Polkinghorne (1988) points out, human experience is personal, social, and not organized to any particular model. Polkinghorne (1988) provides insight regarding the purpose of narrative meaning for human existence with three basic suppositions about human existence. The three basic beliefs are:

- 1) Human experience is enveloped in a personal and cultural realm on nonmaterial meanings and thoughts.
- 2) Human experience is a construction fashioned out of the interaction between a person's organizing cognitive schemes and the impact of the environment on his or her sense apparatus.
- 3) Human experience is not organized according to the same model we have constructed for the material realm. (Polkinghorne, 1988, pp. 15-16)

Research Methodology: Narrative Inquiry in Educational Research

Research is typically theory driven. The educational environment is multifaceted and contains numerous complexities that do not fit with use of theoretical knowledge. Schwab (1971) indicated that theoretical knowledge is limiting in educational research, yet "it continues as the accepted approach to making educational decisions" (Polkinghorne, 2010, p. 393). It is limiting in educational research and in particular narrative inquiry educational research because "theoretical knowledge is about the relationships of the means of the distribution of people along dimensions (p. 393) and "time and place insensitive" (p. 394). These types of restrictions do not work well in educational research or in narrative inquiry. Polkinghorne (2010) states "Practical knowledge involved narrative thinking about how the effect of actions, happenings, and event affect the occurrence of ends" (p 395).

Although "theoretical knowledge can serve as background knowledge to be considered in making a decision about what to do in a particular situation" (Polkinghorne, 2010, p. 394), the phenomena of human experience cannot be restricted to constructs of theoretical knowledge because it is continually changing with continued development and interaction between individual in the study. Polkinghorne (2010) describes the teaching as a practice situation and states "Practice situations are fluid. They occur over time and usually involve multiple decisions, one after another, to guide a process toward achieving a goal" (p. 394).

Connelly & Clandinin (1990) describe the study narrative as "the study of the ways humans experience the world" (p. 2). We each experience the world differently based on our

personal traits such as personality and prior experiences that we may have encountered.

Connelly & Clandinin go on to explain, “Narrative is a way of characterizing the phenomena of human experience and its study” (p. 2).

Clandinin and Connelly (1996)

think the narrative context for the ongoing development and expression of teacher knowledge in schools is important...and make the case that it is not only an understanding of teacher knowledge and the education of teachers that will make a difference but attention to the professional knowledge context in which teachers live and work. (p. 24)

According to Riley & Hawe (2005), “story” and “narrative” are “analytically different” (p. 227). The authors go on to explain, “The difference relates to where the primary data ends and where the analysis of that data begins” (p. 227). Every person has a story to tell. Narratives are developed through the analysis of stories. Researchers collect stories from subjects and then construct the stories into narratives. The responsibility of the research is to construct the stories in a way that gives voice to the researched giving insight and understanding to their lived experiences. Perhaps the voice of teachers rising up against the system will be heard and change can be made in our schools.

Meaning and understanding are achieved through a three-dimensional narrative inquiry space that includes the temporal dimension, personal and social experiences, and the physical situation or place (Clandinin & Connelly, 2000). Clandinin & Connelly (2000) further explain that this approach to data analysis and interpretation affords a view with multiple perspectives, which are appropriate for gaining the ideal experience of the multifaceted experiences of the participants. There are three directions a researcher uses while interpreting experiences: forward and backward -in relation to time, inward and outward -in relation to personal and social interaction, and situated in a place -geographical location (Clandinin & Connelly, 2000). According to Polkinghorne (2010), “narrative thinking can analyze how past events and actions led to past outcome, it can also be employed imaginatively for planning what actions to carry out to achieve desired future ends” (p. 395).

Clandinin & Connelly (2000) state that narrative inquiry is a way of inquiring both narratively and relationally,

This telling of ourselves, this meeting of ourselves in the past through inquiry, makes clear that as inquirers we, too, are part of the parade. We have helped make the world in

which we find ourselves. We are not merely objective inquirers, people on the high road, who study a world lesser in quality than our moral temperament would have it, people who study a world we did not help create. On the contrary, we are complicit in the world we study. Being in the world, we need to remake ourselves as well as offer up research understanding that could lead to a better world. (p. 61)

Using narrative inquiry in educational research can help develop a cognitive scheme that will assist in making life experiences of educators meaningful. Polkinghorne (1988) declares stories help preserve our memories, stimulate our reflections, connect us to our past and present, and encourage us to envision our future.

Atkinson (2007) expresses that narrative approach has been around since the time of John Dewey. Atkinson (2007) affirms “The life stories of educators can tell researchers how those individuals have found their own center through their chosen work; they can illustrate the primacy, in individual lives and in educational practice, of the quest for meaning and the importance of caring for persons” (p. 228). There has been an increase in the use of narrative inquiry in researching education experience (Connelly & Clandinin, 2007). “Over the past 25 years, a significant body of narrative inquiry has been produced studying the lives of teachers and the practice of teaching in K-12 settings around the world” (Elbaz-Luwisch, 2007, p. 357). Connelly & Clandinin (1990) ascertain that the use of life stories and personal narratives are ways of knowing in teaching and learning.

Narrative Study Design

Qualitative researchers research of things in their natural settings while attempting to make sense of or interpret the phenomena in the terms of the meanings people bring to them (Denzin & Lincoln, 1994). Qualitative research “forms around assumptions about interpretation and human action” (Pinnegar & Gaynes, 2007, p. 4). Narrative research is in the same category as qualitative research, but is not the same. Pinnegar & Gaynes (2007) state that narrative inquiry incorporates narrative as a methodology and phenomena of study and “through the attention to methods for analyzing and understanding stories lived and told, it can be connected and placed under the label of qualitative research methodology” (p. 5). Narrative research is a process of collecting data that is constructed to gain a deeper understanding of a phenomenon. Georgakopoulou (2006) describes narrative research “as a rich and diverse enterprise, yet the kinds of narrative data that it bases itself on present a striking consensus: they are

autobiographical in kind (i.e., about non-shared, personal experience, single past events)” (p. 122). Clandinin and Connelly (2000) provide a guide to follow while conducting a narrative study. The guide is as follows:

1. Determine if the research problem or question best fits narrative research.

Narrative research is best for capturing the detailed stories or life experiences of a single life or the lives of a small number of individuals.

2. Select one or more individuals who have stories or life experiences to tell, and spend, considerable time with them gathering their stories through multiples types of information. Clandinin and Connelly (2000) refer to the stories as “field texts.” Research participants may record their stories in a journal or diary, or the researcher might observe the individuals and record field notes. Researchers may also collect letters sent by the individuals; assemble stories about the individuals from family members; gather documents such as memos or official correspondence about the individual; or obtain photographs, memory boxes (collection of items that trigger memories), and other personal-family-social artifacts. After examining these sources, the researcher records the individuals’ life experiences.

3. Collect information about the context of these stories. Narrative researchers situate individual stories within participants’ personal experiences (their jobs, their homes), their culture (racial or ethnic), and their historical contexts (time and place).

4. Analyze the participants’ stories, and then “restory” them into a framework that makes sense. Restorying is the process of reorganizing the stories into some general type of framework. This framework may consist of gathering stories, analyzing them for key elements of the story (e.g., time, place, plot, and scene), and then rewriting the stories to place them within a chronological sequence

5. Collaborate with participants by actively involving them in the research (Clandinin & Connelly, 2000). (pp. 55-56).

Following the given guide for narrative research may help the researcher from making critical oversights of data that may be crucial in the ultimate goal that is to be achieved by the research. This will also help give greater significance of the stories and possible transformations that may be achieved by to be told to the researcher, the researched, and the individuals who read the stories to bring about profound change for the greater good. Narrative inquiry research can help teachers to develop both personal and professional development (Conle, 2001). Personal

and professional development can be achieved by having teachers “read and reflect on their stories, to make new meanings of them, to imagine alternatives to their plots, characterizations, conflicts, and themes” (Wood, 2010, p. 385) and by taking their own stories and collaborating with others to continue the development of practice.

By following the guidelines put forth by Clandinin & Connelly (2000), the researcher must first develop a research problem or question that would be appropriate in a narrative inquiry study. Careful consideration of the epistemology and context of the study should help in the formulation of the research problem or question.

To begin a narrative inquiry study, a researcher needs permission and access to the individual or individuals being studied. Once permission is obtained, a researcher may begin to collect data through documentation or archival material, conduct open-ended interviews, gather subject journals, observe the participant or participants, and/or through casual conversations with the subject(s). To study the field of education a researcher must first gain entrance into the field they wish to study. The relationships between the researchers and the participants of the research are of great importance because the participants must trust that the researcher will tell their story with great care and respect. It is important that trust be built between the researcher and participant(s) in order for the participants of the study to feel empowered tell their stories. The relationship between the researcher and the researched must be ethical and possess fidelity and care.

This does not mean that only the individual or individuals being researched are cared for, but the researcher as well. There is a “mutual construction of the research relationship, a relationship in which both practitioners and researchers feel cared for and have a voice with which to tell their stories” (Connelly & Clandinin, 1990, p. 4). Georgakopoulou (2006) acknowledged even small stories can enhance narratives and research.

The study of narrative is by now a well-established area that can afford to reach out to under-represented stories as well as viewing all stories as social practices amidst others (in relationship or tension with them, not inherently better or worse) that are equally observable, analyzable and researcher-researched accountable. Small stories in this respect can enable the shift from the precious lived and told to the messier business of living and telling. (Georgakopoulou, 2006, p. 129)

Whether a story involved big story research (Helsig, 2010) or small story research, no voice, no story should go unheard if it provides to the reconstructive perspectives of the lived experience.

Selection of Participants

For my dissertation research, after receiving IRB approval from my institution, I sent out e-mails to approximately 75 physical education teachers in the state of Kansas to begin the process of finding participants for my research study. Several weeks later, a mass e-mail was sent to approximately 1200 Kansas Association for Health, Physical Education, Recreation and Dance members seeking participants who fit my research criteria. Initially I was searching for a pre-service physical education teacher, a first year physical education teachers, a physical education teacher with five years of experience, a physical education teachers with at least 10 years of experiences, and a physical education teacher who also coached. The response to my e-mails was overwhelming with over 140 physical education teachers in various stages of their careers willing to participate. I ended up with 37 participants for this study. Observations were conducted over a one-month period with four participants for approximately seventeen hours per week. Three physical education teachers were observed and interviewed for shorter lengths of time. I observed and interviewed one middle school physical education teacher for a day and half for a total eleven hours. Part of my time at this particular school, I was asked to sit in on the afternoon meeting with all four physical education teachers to see how they developed their curriculum, and discussed individual needs of various students. I also interviewed and observed one elementary school teacher for one day for nine hours. And, one high school teacher for nine hours at various locations, which included five hours at the participant's school, two hours in a grant meeting at a local YMCA, and two hours in the school district board office where our interview took place. Although it was my intention to have teachers keep daily journals, and I gave notebooks to each teacher that I observed and interviewed for longer lengths of time, only one teacher took the time to write their thoughts in the journal.

Two physical education teachers were interviewed face-to-face during spring break, six physical education teachers were interviewed via telephone, and 22 teachers filled out questionnaires, nine of which were pre-service teachers. For my in-depth observations and interviews, participants were randomly selected based on their match of the research criteria and proximity to my location to afford maximum observation and interview time. Face-to-face

interviews were scheduled during spring break and phone interviews were scheduled from January through July 2014. Many physical education teachers who first expressed interest in the study chose not to participate due to unexpected circumstances.

I began fieldwork in various elementary, middle and high school physical education settings beginning in January of 2014 and ended in July of 2014. Physical education teachers at each of the schools granted access to the schools. Data collection methods included participant observations and interviews with various physical education teachers as well as short conversations with participant's classroom teacher colleagues, principals, and in some cases other physical education teachers who taught in the same school setting. In-depth observations/interview data were collected Tuesdays & Thursdays for approximately four hours each day, and on Fridays for approximately nine hours. In-depth Interviews with physical education teachers were conducted as the physical education teacher's schedules allowed. Interviews took place before and after school, during plan time as well as in between classes while students were getting dressed at the middle school and high school level, and in between classes at the elementary school level. Informal talks with various people such as other physical education teachers when present, principals, counselors, office staff, and other teachers within each school were also conducted as they naturally occurred.

Perrin-Wallqvist & Carlsson (2011) state "Selection criteria for interviewees in a qualitative study are often chosen against the background that the content of interview responses must provide qualitatively good variation regarding the study question" (p. 937). Physical education teachers best fit to answer the questions for this study. A variety of physical education teachers were selected using random selection with the exception of the criterion of years of teaching. Selection of interviewees was based on responses to a letter asking for participation in this study. Teachers were informed of the purpose of the study and any ethical questions related to the study. I chose to study physical education teachers for this research because I believe they provide vital insight on how physical education teachers enhance the mental, emotional, cognitive and physical well-being of students. I also wanted to acquire the stories of physical education teachers because their stories have typically not been heard. Physical education teachers can also provide insight on their perceptions of themselves, their students as well as their teaching philosophies. Researching physical education teachers with various teaching experiences provide valuable insight about their perceptions regarding the research questions.

The Research Sites

My first long-term observation was in a middle school located in an affluent suburban community. This particular school has approximately 830 students in grades 6th through 8th grades. Student ethnicity consisted of 80% White, 11% Hispanic, 2.5% African American, and 6.5% other. Only 24% of students came from economically disadvantaged homes.

My second long-term observation was with a student teacher and in the month in which they are required to go from one school to another. The first school was an elementary school in a Title 1 school in a small city with a population of approximately 25,000. This particular school serves approximately 470 students in grades K-5th. Student ethnicity consisted of 51% White, , 40% Hispanic, 1.5% African American, and 7.5% other. Sixty percent of students came from economically disadvantaged homes. The second school was a high school serving approximately 1400 students in grades 9th-12th in the same community as the first school. Student ethnicity consisted of 51% Hispanic, 40% White, 7% other and 2% African America. In this school, 65% of students came from economically disadvantaged homes.

My third long-term observation site was an elementary school within a military base. This school serves approximately 640 students in grades K-5th. Student ethnicity consisted of 57% White, 15.5% African America, 15% Hispanic and 12.5% other. Sixty-six percent of students came from economically disadvantaged homes.

My fourth and final long-term observation site was an elementary school in an extremely high poverty level suburban community. This school serves approximately 340 students in grades K-5th. Student ethnicity consisted of 47% Hispanic, 27% other, 23% White and 3% African American. Ninety-two percent of students came from economically disadvantaged homes.

My day and a half observation site was a middle school in a large suburban community. This school serves approximately 700 students in grades 6th through 8th. Student ethnicity consisted of 60.5% White, 16% Hispanic, 15.5% African American and 8% other. Forty-five percent of students came from economically disadvantaged homes.

My first one-day visit was at a high school located in a large city of approximately 500,000 individuals. This school serves approximately 1400 students in grades 9th through 12th. Student ethnicity consisted of 56% White, 17% Hispanic, 11.5% African American and 15.5% other. Forty-five percent of students came from economically disadvantaged homes.

Sources of Data

Sources of data for this study will include classroom interviews, field notes on observations, and teachers' journals and artifacts.

1. **In-depth Interviews:** Interviews were conducted as the physical education teacher's schedule allowed. Interview took place before and after school as well as during lunch and plan time. The purpose of interviews is "to understand themes of the lived daily world from the subjects' own perspectives" (Kvale & Brinkmann, 2009, p. 24). Interviews with research subjects are conversations, but with structure and purpose that are defined and controlled by the researcher (Kvale, 1996). Riessman (2008) states "creating possibilities in research interviews for extended narration required investigators to give up control, which can generate anxiety" (p. 24). While the researcher may ask questions that fit a purpose, the researcher must let the interviewee tell their story in their own way. Mishler (1986) argues that an interview is a type of discourse and is a joint product between the interviewee and interviewer and is shaped and organized by asking and answering questions. In-depth interviews were conducted in teacher's offices, teacher lounges, school board office, physical education teacher's homes, eating establishments and via phone. Four physical education teachers were recorded and each interview varied in length depending upon time restrictions, but in total, recorded interviews were approximately two and a half hours in length when each interview session was added up for each teacher who was recorded. Other interviews were not voice recorded, but I took copious, detailed notes of conversations with five other physical education teachers face-to-face and four phone interviews each lasting two and a half hours.
2. **Observations:** Field notes were collected when observing teachers. Observations were conducted over a one-month period for four participants for approximately seventeen hours per week.
3. **Artifacts:** Artifacts for this research include photographs of the gymnasium and student work, audiotapes or documents such as lesson plans, any communications sent to parents as well as any school policies, philosophies and curricular plans.

Polkinghorne (1988) states, "The purpose of descriptive narrative research is to produce an accurate description of the interpretive narrative individuals or groups use to make sequences

of events in their lives or organizations meaningful” (p. 162). A narrative inquirer can use data or as described by Clandinin & Connelly (2000) “field texts” (p. 92) such as “autobiographical writing; journal writing; field notes; letter; conversation; research interviews; family stories; documents; photographs, memory boxes, and other personal-family-social artifacts; and life experience” (p. 92-93). For my research, in order to make meaningful, accurate descriptions of physical education teachers’ experiences to help interpret the narratives of all the individuals in my fields of study through the collection of field notes and journals of physical education teachers; and direct field observations. Data was collected over the course of one month with four physical education teachers for approximately seventeen hours per week. Three physical education teachers were observed and interviewed for shorter lengths of time. I observed and interviewed on Data was collected through informal meetings and conversations with physical education teachers at various times throughout the school day, during classroom breaks, lunch hours, and before and after school. Detailed summaries of these conversations were recorded with five physical education teachers as time allowed. Some physical education teachers did not feel comfortable being recorded because of a lack of private space in which to discuss questions.

Data Analysis

According to Cortazzi (2001), “narrative analysis can be used for systematic interpretations of others’ interpretations of events. This can be an especially powerful research tool if the narratives are accounts of epiphanic moments, crises, or significant incidents in people’s lives relationships or careers” (p. 385). A researcher can look for developing themes by analyzing narratives, which can be used to mediate or manage realities (Cortazzi, 2001).

Data analysis is an important step to ensure that the stories of the participants of a narrative inquiry study are accurately told in the telling. Cortazzi (2001) describes the importance of “a careful analysis of the topics, content, style, content and telling of narratives told by individuals or groups under ethnographic study should, in principle, give researchers access to tellers’ understandings of the meanings of key events in their lives, communities or cultural contexts” (p. 384). As previously stated, Clandinin and Connelly (2000) refer to the stories of narrative inquiry as field texts. Field texts can be recorded in journals, diaries, field notes collected by the researcher by either observations or interviews, letters, documents such as memos or other office correspondence, photos, and other types of artifacts (Creswell, 2007).

Analyzing field text can be quite challenging. The information must be carefully and thoughtfully organized.

Creswell (2007) provides two approaches to analysis of data in a narrative inquiry study. The first approach is an analytical process analyzes data “for five elements of plot structure” which includes “characters, setting, problem, actions, and resolutions” (p. 158). The second approach involves “analyzing data for three elements: interaction (personal and social), continuity (past, present, and future), and situation (physical places or the storyteller’s places)” (p. 158).

According to Polkinghorne (1995), there are two kinds of analysis in narrative inquiry, analysis of narratives and narrative analysis. Although other types of qualitative research use synchronic data, narrative inquiry uses diachronic data, which is data that contains “temporal information about the sequential relationship of events (Polkinghorne, p. 12). According to Kim (2011),

In analysis of narratives, researchers collect stories as data and analyze them with strategic processes in which categories are classified by emerging themes. In narrative analysis, on the other hand, researchers synthesize the data elements into a coherent story rather than separating them into different categories. (p. 635)

In both types of analysis, the researcher plays an interpretive role through the dynamic link between data gathering, interpretation, and analysis of narrative inquiry. The analysis phase brings together the data, theory, and researcher reflections in order to bring meaning and understanding in the reconstruction of lived experience.

The data analysis approach I used to utilize for my research is *narrative analysis* to construct stories of each physical education teacher. Polkinghorne (1995) describes narrative analysis as the process “through which the researcher organizes the data elements into a coherent developmental account” (p. 15). *Narrative analysis* synthesizes data instead of separating data into integral segments and takes into account the events and actions and connects them “by configuring them as contributors to the advancement of a plot” (Polkinghorne, 1995, p. 16). Narrative analysis is constructing a biographical story of each participant. Data should not be separated, but connected because

in original human experience, the world does not appear as reality separate from the experience of it. Instead, experience is part of the world itself, and it is conceived as the

world folding back on itself and providing a clearing in which it can display itself and so be made meaningful. (Polkinghorne, 1988, p. 136)

After connecting the data from my research, I then did an *analysis of narratives* to find emergent themes in relation to my research questions. Analysis of narratives involves the use of more than one story then “concepts are inductively derived from the data” (Polkinghorne, 1995, p. 13). Inductive analysis requires the research to develop “proposed categorical and conceptual definitions” (Polkinghorne, 1995, p. 13). Polkinghorne (1995) affirms “Through these recursions, the proposed definitions are altered until they reach a “best fit” ordering of the data as a collection of particular instances of the derived categories” (p. 13).

When investigating the research data, I began coding data by separating each research participant based on whether they were studied face-to-face for a month, face-to-face for a day or two, a one-time face-to-face interview, a phone interview or a participant who submitted a questionnaire. I then divided participants by gender, length of time they have taught, and finally, if they were a physical education teacher only, or a physical education teacher and coach. I hesitate to say only a physical education teacher as some would view this as either “they’re only a physical education teacher” or “they only teach physical education”, which could imply they do nothing else. Every one that I studied face-to-face or in an interview, if they did not coach, had a secondary job of some sort such as photography, teaching aerobics classes at a local health club, or a home based business. Some taught, coached and had another job. Text taken from hundreds of pages of transcription and field notes were then recombined thematically, which unraveled some emerging themes.

Ethical Considerations in Narrative Inquiry

Ethical practice in narrative research is of utmost importance. Narrative research involves researchers who delve into the lives of others, gather information about the subject, reflect upon the lived experiences of others, and then construct stories based on the collected data and reflections. One ethical consideration of a narrative inquiry researcher is the dual roles that are part of the process of narrative research. “The narrative researcher is in a dual role-in an intimate relationship with the participant (normally initiated by the researcher) and in a professionally responsible role in the scholarly community” (Josselson, 2007, p. 538). While in the intimate relationship with the participant, researchers should go above the institutional narrative of “do no harm” the research should interact with their participants with an empathetic

ear and without passing judgment (Clandinin & Huber, in press). This “often conflicts with the scholarly obligation to accuracy, authenticity, and interpretation” (Josselson, 2007, p. 538).

Narrative research consists of collecting and reflecting on the lived experiences of individuals. The process of which is a relational endeavor. Although narrative researchers wish to contribute knowledge in their scholarly fields, first and foremost, narrative researchers have an ethical responsibility to their participants. Josselson (2007) cautions

Above all, an ethical attitude requires that we consider the dilemmas and contingencies rampant in this work. We can never be smug about our ethics since the ice is always thin, and there is no ethically unassailable position. We must interact with our participants humbly, trying to learn from them. We must protect their privacy. What we think might do harm we cannot publish. We cannot put our career advancement over the good of our participants (p. 560).

Since many of my research subjects were concerned with who would be allowed access to their interviews and/or questionnaires, I must take great care that their identities are not exposed. Many would lower their voice to where I could barely hear them when we were speaking. Along with lowering their voices, my research subjects would also look over their shoulders to make sure no one was listening in on our conversations. Several of my research participants had already felt threatened by their administrators for speaking up for their profession of physical education, for a variety of reasons. Anonymity of each physical education teacher was protected with pseudonyms.

Validity Issues in Narrative Inquiry

Researchers who become narrative inquirers do so because they have become disenchanted with the sterility of numbers and question their ability to reveal deep understandings about human interactions (Pinnegar & Daynes, 2007). Criticism regarding validity and reliability of qualitative research has come from individuals who are quantitatively oriented (Anfara, Brown & Mangione, 2002). Anfara, et al. (2007) state that suggestions to use traditional methods to measure validity utilized in quantitative studies such as internal validity, external validity, reliability, and objectivity in qualitative research “could not be addressed well in naturalistic research” (p. 29). Because the proposed methods could not well address qualitative studies, Anfara, et al (2007) suggests “It is our belief that public disclosure will afford us the ability to deal with the “science of the art” of qualitative research” (p. 30). Along with

public disclosure, the authors argue that accountability of the research in documenting the action associated with establishing internal validity (triangulation), theme development, and the relationship between research questions and data sources” (Anfara, et al, 2007, p. 33) will assist in the validity of qualitative research. Anfara, et al, (2007) also “call for qualitative research to be written with enough clarity and detail so that someone else is able to judge the quality of the study and accept or refute the findings” (p. 33).

To address validity in this dissertation study, I sought advice and feedback from advisors as well from the ongoing understanding resulting from the review of literature noted in Chapter 2. Validation also resulted from a continuing assessment of the credibility of the responses from my research participants. The interviews were designed to elicit stories from the participant to help the researcher gain an understanding of the participant’s life and teaching experiences. I was also able to verify portions of my research participant’s stories through observations and discussions with others such as teaching colleagues and principals in schools.

Chapter 4 – The Importance of Understanding Physical Literacy

Introduction

Physical activity in the United States has been on the decline for decades due to economic growth, technological advancements and social changes (Brownson, Boehmer & Luke, 2005). Only 28.7% of adolescent students are physically active for at least 60 minutes per day, seven days a week in 2011 (U.S. Department of Health and Human Services, 2012). In 2000, medical costs associated with physical inactivity were approximately \$76 billion (Brownson, Boehmer, Luke, 2000; Pratt, Macera & Wang, 2000) and \$147 billion in 2008 (CDC, 2011). To reverse this trend, our students require more opportunities to be physically active throughout the school day (Castelli & Ward, 2012, France, Moosbrugger, Brockmeier, 2011). In many schools physical education has been cut or reduced (IOM, 2015; Gaudreault, 2014), even though the Centers for Disease Control (2009) recommends that schools provide all children, prekindergarten through 12th grade, with quality daily physical education. Quality physical education can provide an environment in the educational system that will help students with cognitive, emotional, and physical development (Rink, Hall, Williams, 2010; Kovar, Combs, Campbell, Napper-Owen & Worrell 2012; Abels & Bridges, 2010; Boucher & Wiseman, 2011).

To address declining rates of physical activity around the world, a collaborative effort has begun in numerous countries to develop initiatives to increase physical activity in individuals, and larger populations, based on health producing outcomes called physical literacy (Aspen Institute, 2015). The concept and adoption of the term physical literacy continues to rise as various countries have sparked interest in physical literacy including the United States. The term physical literacy was added to the National Physical Education Standards in the summer of 2013 by The Society of Health and Physical Education of America (SHAPE, 2015 a). There are numerous definitions of the term physical literacy given by various counties who have adopted the use of physical literacy (Mandigo, Francis, Lodewyk, & Lopez, 2009; Roetert & MacDonald, 2015; Silverman & Mercier, 2015). SHAPE does not provide a definition of physical literacy, but states “The goal of physical education is to develop physically literate individuals who have knowledge, skills and confidence to enjoy a lifetime of healthful physical activity” (SHAPE, 2015a). As interest and adoption of the term physical literacy increase, so does the number of different interpretations of the concept of physical literacy.

There has been an increase in the discussion of physical literacy, but little has been done to investigate how physical education teachers understand the new physical education standards and the meaning of physical literacy. The purpose of this article is to use narrative inquiry to examine how physical education teachers understand physical literacy, and explore how physical education teachers recognize a connection between the mind and body. I interviewed and observed physical education teachers and asked about their understanding of physical literacy as well as their understanding of the mind/body connection. Through various physical education teacher's responses, I intend to raise the importance of understanding of physical literacy especially in physical education. In this paper, I sought to highlight physical educator's stories that are significant and/or formative to my research based on the following research questions: 1) How do physical education teachers define physical literacy? And, 2) How do physical education teachers perceive the role of the body and mind in education? In this paper, I will first discuss a brief evolution of physical education in the United States up to the recent inclusion of the term physical literacy in the national physical education standards and discuss physical literacy and the philosophical underpinning of embodiment. To add to the understanding of embodiment, I discuss then the influences of the theoretical underpinning of phenomenology and its influence of embodiment, my research methodology, and finally physical education teachers understanding of physical literacy and the mind/body connection.

Literature Review: The Evolution of Physical Education and The Inclusion of Physical Literacy

Physical education has gone through many transitions over the years. Looking into the history of physical education enables us to understand how modern physical education has been shaped and influenced by the philosophies, practices and sports from other cultures, leaders, and events of the past. Knowing and understanding the history of physical education can help guide future possibilities and courses of action that might be most effective in future years. The most recent change to physical education in the United States is the updated Physical Education Standards that include the term physical literacy.

Physical education was first introduced in schools because medical and educational leaders were concerned that technological improvements were leading men to become sedentary (Hackensmith, 1966). Many early physical education teachers, including Edward Hitchcock and Dudley Allen Sargent started their careers as medical doctors. Early physical education

programs focused on hygiene, but also included gymnastics developed from German and Swedish influences as well as recreational sports and games. Recreational sports and games grew into more organized programs in schools and colleges during the 1800s (Hackensmith, 1966).

From the late 1800s to 1900s, Delphine Hanna, a medical physician and physical educator, is said to have bridged the transition of physical education (Hackensmith, 1966, Lumpkin, 2011). Hanna, who directed physical education programs for females at Oberlin College, provided this bridge by developing the first coeducational teacher-training course, and by teaching future influential physical educators like Luther Gulick, Thomas Wood, Jay Nash, and Jesse Williams. Clark Hetherington, a physical education professor at New York University where Nash secured his doctorate, along with Gulick, Wood, Nash, Williams “were instrumental in developing and promoting programs that moved away from formalized gymnastics systems and were appropriate for individuals of all ages” (Lumpkin, 2011, p. 261). This new program was considered the “New Physical Education” (p. 261), and led to the development of the promotion of “education through the physical” (p. 263), which emphasized the benefits of physical education in the development of the whole child.

During World Wars I and II, the emphasis of physical education programs changed to fitness. Tait McKenzie, who was both a physical education teacher and physician, led the fitness era. The fitness craze lasted through the 1970s with joggers leading the way as well as increase interest in tennis and swimming, and memberships to health clubs. The 1970s also paved the way for women’s sports through the passage of Title IX, which was amended into the Federal Education Act. Title IX stipulated that no federally funded education programs could discriminate based on gender, which opened up new opportunities for women to participate in competitive athletics at the high school and collegiate levels.

During the 1970s and 1980s, several recessions brought about a reduction in school funding, including funding for physical education, which began the elimination process of physical education programs or a reduced allotted time students spent in physical education. In 1986, the National Association for Sport and Physical Education (NASPE) Outcomes committee was asked to define what a physically educated student should know and be able to do (Lounsbery & McKenzie, 2015). The committee determined that a physical educated person 1) performs a variety of physical activities. 2) is physically fit. 3) participates regularly in physical

activity. 4) knows the implications and benefits from involvement in physical activities and 5) values physical activity and its contributions to a healthful lifestyle. The term “physically educated” was included in the national physical education standards until the summer of 2013 when physically educated was replaced with physically literate. According to SHAPE (2014), “the goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity”.

To pursue a lifetime of healthful physical activity, a physically literate individual:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications of and the benefits from involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

Roetert & MacDonald (2015) maintain that SHAPE America found arguments for physical literacy persuasive and the adoption of the term is “because physical literacy encompasses all the aspects of a physically educated person, with the additional benefits of providing parallel language with other school subjects, a common purpose and strong rationale for PE” (p. 110). As no definitive reason was given by SHAPE America to change the terminology in the new national physical education standards, Lounsbery & McKenzie (2015) contend, “We believe that the zeal for PE to follow general educational trends has contributed to confusion both within and outside the PE profession” (p. 139). In essence, the national physical education standards were changed to meet the trends in general education. With no conclusive explanation of why the addition of physical literacy, it is important to have an understanding of how physical education teachers understand physical literacy. This study is important to determine if the confusion of the physical education profession continues or if the addition of physical literacy to the national physical education standards will help decrease the marginalization of physical education and physical education teachers.

Physical Literacy

To help understand the concept of physical literacy, I turn to Margret Whitehead (2010), a recognized leading authority on physical literacy. Whitehead (2010) defines physical literacy as “As appropriate to each individual’s endowment, physical literacy can be described as the

motivation, confidence, physical competence, knowledge and understanding to maintain physical activity throughout the lifecourse (pp. 11-12). Physical literacy is not just for individuals who have advanced physical skill or are sport minded, but for every individual. Whitehead (2010) emphasizes the importance of perceiving human beings as whole (monist) with different dimensions, and not consisting of two separate aspects “body and mind” (dualist). In physical education, the emphasis on the embodied dimension is crucial in order not to lose sight of the body nor the mind in developing a whole child. To build upon Whitehead’s definition of physical literacy, Maude (2010) suggests the addition of “aspects of imagination, self-esteem, interaction with the environment and interaction with others” (p. 100). This description of physical literacy includes both physical skills and having knowledge about the body in a variety of capacities.

Physical literacy, which is strongly supported by the philosophical underpinning of embodiment from the study of Phenomenology and Existentialism, is the realisation/expression of the capability that is concerned with the deployment of the embodied dimension. More specifically, as appropriate to each individual, physical literacy can be described as the motivation, confidence, physical competence, knowledge and understanding to maintain physical activity throughout the lifecourse (Whitehead, 2010. p. 204).

Embodiment in the term of physical literacy can be used to “describe the potential individuals have to interact with the environment via movement” (Whitehead, 2010, p. 203). Embodiment learning of students requires the students to get up and physically move about any given space. Latta & Buck (2008) articulate, “Embodied teaching/learning demands being in the moment, at the juncture between self and other. The continuous process of reciprocal interaction and modifications is embodiment’s significance in teaching and learning” (p. 317). Physical education gives students opportunities to experience reciprocal interactions. Whitehead (2010) affirms that physical literacy is supportive of physical education and presents clear identification of the goals and values of movement work in school.

Physical literacy dissuades the thought that the body is merely a “house” for the brain and mind, or as Barnacle (2009) states, “this container view of mind-body relations” (p. 22). Being physically literate means to develop a sense of body and the whole embodied being, understanding body “as multidimensional, as agent and as locus of all possible action”

(O'Loughlin, 2006, p. 16). Because physical literacy requires us to understand the embodied nature, physical literacy can help people seek a balance between an ontological question (about being) and an epistemological one (about knowing).

Succinctly, being physically literate means actively engaged in bridging the separation between the body and the mind through embodiment, and thus to become a whole being while using one's body as an "anchor" to experience physical and intellectual development and growth. Ensuring that every child is provided an environment, in which a physical literacy is addressed, will provide a "firm foundation for a rich and enduring development of physical literacy throughout the lifecourse" (Maude, 2010, p. 100).

To begin to understand physical literacy, Whitehead (2010) challenges us to take on a new perspective as well as realigning and rethinking our attitudes regarding our embodied dimension. Our embodied dimension is often referred to as a physical object. Because of this way of thinking, Whitehead (2010) affirms that

The importance of physical activity is seen predominantly as realized in manual work, participation in culturally designed specific physical activity settings, usually at a high level, and as contributing to physical fitness. It is not surprising, then, that the value given to our embodied dimension in education and life management generally focuses on 'its' role as an instrument in work, elite sports participation and health maintenance (p. 10).

Our bodies may perform manual work, and some bodies are able to participate in elite sports, and all bodies must be taken care of to obtain optimal health, but our bodies also help take care of our minds and our minds help us take care of our bodies. We must begin to unite, and value both the mind and body for their unique qualities. Currently, the body is deemed unimportant in the learning process of students demonstrated by the fact that forty-four percent of school administrators have cut significant amounts of time from physical education programs in schools (Winter, 2009; IOM, 2013; Action for Healthy Kids, 2003; Trost, 2009; Lee, Burgeson, Fulton, Spain, 2006). Physical literacy can give validity to the body in the education of students. Whitehead (2010) advocates that understanding the meaning, significance and philosophical rationale behind physical literacy is essential for students, physical education teachers as well as those who deal with people in sport, exercise and health fields.

Although the body plays a huge role in the learning process of students, in most educational research outside of physical education and sport, the body is not accounted for in research of academic performance and achievement of students (O'Loughlin, 2006). The body is both “a problem and a challenge for educational thinking and practice at present time” (O'Loughlin, 2006, p. 16). O'Loughlin argues that educational theories have focused on the discussion of cognition and the development of intellectual skills and largely ignored the body's role in academic performance and achievement. That is, the importance of body is overlooked as if it has nothing to do with learning. We tend to accept that the body is absent in our construction of knowledge and this tendency is reflected in the current research on how and what students know.

In the United States education system, the importance of the mind/body connection is either not understood or not deemed crucial in the learning process. O'Loughlin (2006) states, “Unfortunately, despite innovations in pedagogy and new approaches in curriculum, there remains a strong tendency to impose upon students sedimented and disembodied curricula” (p. 51). Whitehead (2010) states that to develop physical literacy in physical education, physical educators need to move away from curricula that is centered around a performance model of physical education to a person centered participation model of physical education. Haydn-Davies (2010) affirms that motivation is crucial in developing physical literacy and must be the foundation of any learning/teaching experience. Maintaining motivation as the driving force of lessons is important in order to help students develop self-confidence, self-esteem and self-respect. Motivating factors will differ from student to student. For physical educators, this requires teaching students physical skills as well as motivating students to gain a deeper understanding of the perceived importance of physical activity, knowledge about the physical self, and the development of self-esteem, self-expression, self-representation and allowing time for social interactions with others. Physical literacy is not only for the body's sake, but for the mind as well.

Physical literacy helps promote the body and mind connection, which is especially important in the learning process. Disconnecting the mind and body in learning leads to “monolithic curriculum, regulated learners, and predetermined learning products” (Macintyre Latta & Buck, 2008, p. 315). Whitehead (2010) describes the embodied capability as the

“human capability arising from our embodied dimension”, which is the “dimension of human potential that springs from the ability to move or motility” (p. 302).

Current terms to describe the embodied dimension are “physically able, strong, able-bodied, skillful, fit, healthy, good at sport, well coordinated and physically educated” (Whitehead, 2010, p. 4). These terms identify the body as an object and focus solely on ability and skill of the body. This would make it seem that only certain individuals have an embodied dimension but, as Whitehead (2010) points out, everyone is “endowed with a valuable embodied capability” (p. 5). Identifying the embodied dimension with the aforementioned terms turns the body into an object and makes the embodied dimension dualistic in nature meaning the mind and body are independent of one another.

The embodied dimension as described by Whitehead (2010) arises from the ability to move or motility potential of an individual. This motility is not just for the body, but also for the mind. “Embodiment influenced life not only as an instrument that can be used for overtly functional purposes but also as an underlying capability that contributes to, for example, cognitive and emotional development” (Whitehead, 2010, p.4). This monist perspective puts our embodied dimension at the center of our existence. Our embodied dimension is an important component in learning. Whitehead (2010) points out that typically our embodied dimension is viewed as an object or an instrument, but encourages us to turn to existentialist and phenomenological philosophers, such as Merleau-Ponty, who view our embodied dimension as a lived embodiment. Whitehead (2010) states, “The lived embodiment predominantly functions on a pre-reflective or pre-conscious level, and on that account has been long overlooked” (p. 11). Our embodied dimension does not just consist of our physical skill and ability, but includes our mind as well. This view of our embodiment is monistic in nature meaning the mind and body are one. According to Whitehead (2010) “our lived embodiment and this insight has been the principal rationale behind the development of the concept of physical literacy.

Among the views put forward are the rejection of Cartesian dualism and a commitment to the pivotal role-played by our embodiment in life, as we know it. We do not have a body, rather we are embodied (Whitehead, 1990). Our minds and bodies are interconnected. Whitehead (2010) explains

Our embodiment is undoubtedly a significant aspect of our personhood through which we interact with the world, and in this way this dimension of ourselves plays an important

part in shaping our self-concept and our attitudes to ourselves. Physical literacy, incorporating the acquisition of embodied potential and the ready interaction with the world, provides a clear avenue through which individuals can develop a positive attitude towards themselves (p. 57).

To gain a deeper understanding of embodiment, we must think about the mind and the body as one. We must not view one more important than the other, but the powerful potential both the mind and body together. There are two common philosophies of the body. These philosophies are the eastern view of monism (a unity of mind and body) and dualism or Cartesian (a separation of the mind and body), which is often the philosophical view in western society. “Dualism views the mind and the body as independent, with either the mind or body being superior. Usually, dualism emphasizes the superiority of the mind over the body, relegating the body to an inferior role” (Wuest & Fisette, 2009, p. 30). Johnson (2012) states, “The problem is that such a perspective makes physical education content (i.e., dance, games, play, and sport) subsidiary to more “intellectual” or “academic” content (p. 187). This monist philosophical view believes that both the mind and body are of equal importance. The philosophical underpinning of the concept of physical literacy is ‘monism and the contribution which the lived embodiment makes to many aspect of human existence’ (Whitehead, 2010, p. 21). O’Loughlin argues that viewing the body in a dualistic manner continues to influence educational thinking at the formal and institutional levels and “in this traditional approach the body had long been denigrated and despised” (p. 16).

As a society, we continue to devalue the body and have deviated away from physically active lifestyles. Physical inactivity exacerbates the obesity epidemic and leads to poor physical and mental health. Physical literacy helps bring the mind/body together. Physical education is ground in the philosophy of phenomenology. To begin to understand the concept of mind/body or embodiment, we must gain an understanding of philosophy of phenomenology.

Understanding phenomenology will help discover how current physical education teacher and upcoming physical education teachers understand the notion of physical literacy and the notion of embodiment.

Theoretical Framework – Phenomenology

To understand physical literacy we need an understanding of phenomenology and its influence on embodiment. According to O’Loughlin (2006), phenomenology plays a role in the

understanding of embodiment. Maurice Merleau-Ponty (1908-1961) a French philosopher and major phenomenologist theorized the body has a foundational role in the perception of understanding the world as well as engaging in the world. Merleau-Ponty (1945/2010) describes phenomenology as the study of essences such as the essence of consciousness and the essence of perception. “It tries to give a direct description of our experience as it is, without taking account of its psychological original and the causal explanations which the scientist, the historian or the sociologist may be able to provide” (Merleau-Ponty, 1945/2010, p. vii). Perception as explained by O’Loughlin (2006), “Mind cannot be a separate entity from the body since it is the body that furnishes the meaningful configuration of senses which *is* the process of perception” (p. 13). An experience of a person can be described as what ordinary people do, not theoretically interpreted, but experience as lived. Physical education allows students to have a multitude of experiences in the learning process. Consequently, Merleau-Ponty’s (1945/2010) phenomenological philosophy concerning the significance of the body in a person’s understanding of their experiences has been chosen as one of the theoretical basis for this study. Understanding phenomenology facilitates understanding of the mind/body connection.

The mind and body are connected. To learn is to connect the mind and body. Merleau-Ponty (1945/2010) asserts,

I cannot understand the function of the living body except by enacting it myself, and except in so far as I am a body which rises towards the world...Is not my body, exactly as are external bodies, an object which acts on receptors and finally gives rise to the consciousness of the body. Is there not an ‘interoceptivity’ just as there is an exteroceptivity? Cannot I find in the body message-wires sent by the internal organs to the brain, which are installed by nature to provide the soul with the opportunity of feeling its body? Consciousness of the body, and the soul, are thus repressed. The body becomes a highly polished machine which the ambiguous notion of behavior nearly made us forget (p. 87).

Merleau-Ponty points out the fact that our bodies are our primary site of knowing the world and that the body and that which it perceives cannot be disentangled from one another. When we try to separate the mind from the body, we hinder the learning process, not enhance it. According to Juntunen & Hyvönen (2004) “bodily knowing is a non-linguistic and non-propositional style of cognition and cannot be articulated in the same way as conceptual knowing ...yet it is not

therefore either deniable or less important” (p. 211). Embodied learning, which includes body involvement and body awareness, is an important educational tool that helps students have learning experiences that are more meaningful (Juntunen & Hyvönen, 2004).

O’Loughlin (2006) describes embodiment, as “The issue of relationship to world and to others is central to my exploration of embodiment, a key focus being the body’s connection to the forces which shape it” (p. 5). O’Loughlin further states that “dimensions of embodied experience go to the heart of creatural existence and are essential to the process that philosophers and social theorists alike see as the primary activity of human embodiment – that of meaning-making” (p. 74). Merleau-Ponty, Juntunen & Hyvönen & O’Loughlin demonstrate the importance of our bodies in learning. The body is often times not considered as important and the mind, and since the body is the central focus of physical education, physical education is often times not deemed as important as other content areas of academics (James, 2011, Henninger & Carlson, 2011; Collier, 2011; Richardson, 2011; France, Moosbrugger & Brockmeyer, 2011). If physical education is deemed not as important as other content areas in schools are we hindering the learning process of our students by not providing them with a holistic educative experience? All children should be well educated both mentally and physically. Metzler, McKenzie, van der mars, Barrett-Williams, & Ellis (2013) assert “that a more active and healthy lifestyle contributes directly to improved quality of life in many ways that cannot be measured or reported in research” (p. 43). Our bodies are an important component in the learning process. If physical activity is the medium in which we fully develop, we must begin to encourage physical activity and value environments that promote and support physical activity.

Narrative Inquiry and Research Methods

Research methodology for this study utilized narrative inquiry, which has become an increasingly effective technique within teacher education (Goodson, 1995). Clandinin & Connelly (2000) suggest we turn to John Dewey’s theory of experience. Clandinin & Connelly believe that our experiences are based on continuity. One experience grows out of another as if on a continuum which will lead to future experiences. “We learned to move back and forth between the personal and the social, simultaneously thinking about the past, present, and future, and to do so in ever-expanding social milieus” (Clandinin & Connelly, 2000, p. 3). I’m using narrative inquiry to raise the voices of physical education teachers. Narrative Inquiry will allow

me to move back and forth between the personal and the social of physical education teachers. The use of personal stories of physical education teachers will allow me to explore the social issues in schools and in particular of physical education teachers. Schools play a large portion of the social milieus that affect children. Typically, physical education has been studied through quantitative analysis by analyzing minutes students are active, intensity of activity, how many steps are taken, and heart rate. Usually anything, that has a numerical value. This led to papers that discuss increasing quality of physical education through increased physical activity, such as appropriate activities that will allow children to have moderate to vigorous activity during physical education. Little has been done to address the understanding of the new physical education standards and the meaning of physical literacy and embodiment, and/or to increase knowledge of the importance of an embodied education. What would happen if physical education were analyzed utilizing narrative analysis? Clandinin & Connelly ask, “How will a narrative inquiry fit with, enlarge or shift the social and theoretical conversations around our phenomenon of interest?” (2000, p. 123). I am not sure of what theoretical conversations of physical education will develop that will enlarge or shift social beliefs about physical education. It is my hope that studying the phenomenon of physical education through a narrative lens will begin a discussion that will enlarge the social and theoretical conversations and demonstrate the importance of physical literacy in physical education to ensure our students receive an embodied education.

Exploring the thoughts and knowledge of physical education teachers and upcoming physical education teachers can give us a deeper understanding of how they experience the world, which can give us insight to their professional knowledge. Understanding how physical education teachers and upcoming physical education teachers understand the notion of physical literacy is important to reduce the marginalization of physical education. Connelly & Clandinin (1990) describe the study of narrative inquiry as “the study of the ways humans experience the world” (p. 2). We each experience the world differently based on our personal traits such as personality and prior experiences that we may have encountered. Connelly & Clandinin (1990) go on to explain, “Narrative is a way of characterizing the phenomena of human experience and its study” (p. 2). Clandinin and Connelly (1996) state,

narrative context for the ongoing development and expression of teacher knowledge in schools is important...and make the case that it is not only an understanding of teacher

knowledge and the education of teachers that will make a difference but attention to the professional knowledge context in which teachers live and work (p. 24).

I'm doing a narrative inquiry study to inquire into how physical education teachers understand the notion of physical literacy. With this knowledge, I will be able to educate physical education teachers and future physical education teachers about physical literacy and embodiment, and perhaps increase the use of narrative inquiry in future in physical education.

There has been an increase in the use of narrative inquiry in researching education experience (Connelly & Clandinin, 2007). "Over the past 25 years, a significant body of narrative inquiry has been produced studying the lives of teachers and the practice of teaching in K-12 settings around the world" (Elbaz-Luwisch, 2007, p. 357). Connelly & Clandinin (1990) ascertain that the use of life stories and personal narratives are ways of knowing in teaching and learning. The use of narrative inquiry can help inquire to the understanding of physical literacy of physical education teachers.

Data Collection

For my dissertation research, after receiving IRB approval from my institution, I sent out e-mails to approximately 75 physical education teachers in the state of Kansas to begin the process of finding participants for my research study. Several weeks later, a mass e-mail was sent to approximately 1200 Kansas Association for Health, Physical Education, Recreation and Dance members seeking participants who fit my research criteria. Initially I was searching for a pre-service physical education teacher, a first year physical education teachers, a physical education teacher with five years of experience, a physical education teachers with at least 10 years of experiences, and a physical education teacher who also coaches. The response was overwhelming with over 140 physical education teachers in various stages of their careers willing to participate. I ended up with 37 participants for this study. Four teachers were studied in-depth with multiple visits and interviews, and three teachers were observed and interviewed in one day. Two physical education teachers were interviewed face-to-face during spring break, six physical education teachers were interviewed via telephone, and 22 teachers filled out questionnaires, nine of which were pre-service teachers. For my in-depth observations and interviews, participants were randomly selected based on their match of the research criteria and proximity to my location to afford maximum observation and interview time. Face-to-face interviews were scheduled during spring break and phone interviews were scheduled from

January through July 2014. Many physical education teachers who first expressed interest in the study chose not to participate due to unexpected circumstances.

I began fieldwork in various elementary, middle and high school physical education settings beginning in January of 2014 and ended in July of 2014. Physical education teachers at each of the schools granted access to the schools. Data collection methods included participant observations and interviews with various physical education teachers as well as short conversations with participant's classroom teacher colleagues, principals, and in some cases other physical education teachers who taught in the same school setting. In-depth observations/interview data were collected Tuesdays & Thursdays for approximately four hours each day, and on Fridays for approximately nine hours. In-depth Interviews with physical education teachers were conducted as the physical education teacher's schedules allowed. Interviews took place before and after school, during plan time as well as in between classes while students were getting dressed at the middle school and high school level, and in between classes at the elementary school level. Informal talks with various people such as other physical education teachers when present, principals, counselors, office staff, and other teachers within each school were also conducted as they naturally occurred.

The purpose of interviews is "to understand themes of the lived daily world from the subjects' own perspectives" (Kvale & Brinkmann, 2009, p. 24). Interviews with research subjects are conversations, but with structure and purpose that are defined and controlled by the researcher (Kvale, 1996). Riessman (2008) states, "creating possibilities in research interviews for extended narration required investigators to give up control, which can generate anxiety" (p. 24). While the researcher may ask questions that fit a purpose, the researcher must let the interviewee tell their story in their own way. Mishler (1986) argues that an interview is a type of discourse and is a joint product between the interviewee and interviewer and is shaped and organized by asking and answering questions.

Field notes were collected when observing teachers. Observations were conducted over a one-month period with four participants for approximately seventeen hours per week. Three physical education teachers were observed and interviewed for shorter lengths of time. I observed and interviewed one middle school physical education teacher for a day and half for a total eleven hours. Part of my time at this particular school, I was asked to sit in on the afternoon meeting with all four physical education teachers to see how they developed their curriculum,

and discussed individual needs of various students. I also interviewed and observed one elementary school teacher for one day for nine hours. And, one high school teacher for nine hours at various locations, which included five hours at the participant’s school, two hours in a grant meeting at a local YMCA, and two hours in the school district board office where our interview took place. Although it was my intention to have teachers keep daily journals, and I gave notebooks to each teacher that I observed and interviewed for longer lengths of time, only one teacher took the time to write their thoughts in the journal.

Clandinin and Connelly (2000) refer to the stories of narrative inquiry as field texts. Field texts can be recorded in journals, diaries, field notes collected by the researcher by either observations or interviews, letters, documents such as memos or other office correspondence, photos, and other types of artifacts (Creswell, 2007). Analyzing field text can be challenging. For my study, I wrote field notes, sent out questionnaires and did recorded interviews with my research participants.

The following table gives a list of teachers and their information that is pertinent to this paper. All names are pseudonyms. As the table below will demonstrate, for this particular paper, I used field text from field notes of my observations as well as transcribed data from recorded interviews from four of research participants, texts from field notes from three participants and questionnaires from seven participants. The table provides information regarding their years of experience teaching physical education, the grade level(s) they have taught as well as the type of research method, and if and what they have coached during the time they have taught.

Teacher Data

Teachers	Years of Experience	Grade Level(s) taught	Type of Research done	Coach
Pamela	8 yrs.	Elementary	In-depth	No
Rachel	33 yrs.	Elementary	Phone interview	No
Lucy	34 yrs	K-6 (1075) students	Questionnaire	Not currently, but did coach tennis and 9 th grade basketball
Regina	1 yr	Elementary	Phone interview	Color guard
Ed	5 yrs	Elementary	Phone interview	Football & baseball
Michael	12 yrs	Elementary	Questionnaire	Middle school football & basketball
Vivian	37 years	Junior high, high school and currently college	Questionnaire	Not currently, but did coach volleyball, basketball, track, gymnastics, swimming and dance.

Anne	1 year	Elementary	In-depth	No, but would like to
Sharon	29 yrs	2 – general Ed PE, 27 Adapted PE	Phone Interview	Special Olympics
Sophia	10 yrs.	Middle School	2 days Face-to-Face	Not currently. Did coach cheer
Claire	32 yrs	Elementary	Face-to-Face	Basketball & volleyball
Piper	27 yrs	PK -6	Questionnaire	No
Scarlett	29 yrs	K-12, but currently K-5	Questionnaire	No
Justine	26 yrs	PK – 5	Questionnaire	Softball & Volleyball
Violet	10 yrs	Elementary K-5	Questionnaire	Gymnastics
Logan	33 yrs	Various levels. Currently teaches at the collegiate level	Questionnaire	Not currently, but in the past has coached BB/FB/TR/XC/TN/G

Table 1 – Teacher Information – Names are pseudonyms

Data Analysis

Data analysis is an important step to ensure that the stories of the participants of a narrative inquiry study are accurately told in the telling. Cortazzi (2001) describes the importance of “a careful analysis of the topics, content, style, content and telling of narratives told by individuals or groups under ethnographic study should, in principle, give researchers access to tellers’ understandings of the meanings of key events in their lives, communities or cultural contexts” (p. 384).

According to Polkinghorne (1995), there are two kinds of analysis in narrative inquiry, analysis of narratives and narrative analysis. Although other types of qualitative research use synchronic data, narrative inquiry uses diachronic data, which is data that contains “temporal information about the sequential relationship of events (Polkinghorne, p. 12). Kim (2011) states, In analysis of narratives, researchers collect stories as data and analyze them with strategic processes in which categories are classified by emerging themes. In narrative analysis, on the other hand, researchers synthesize the data elements into a coherent story rather than separating them into different categories. (p. 635)

In both types of analysis, the researcher plays an interpretive role through the dynamic link between data gathering, interpretation, and analysis of narrative inquiry. The analysis phase brings together the data, theory, and researcher reflections in order to bring meaning and understanding in the reconstruction of lived experience.

I did an analysis of narratives to find emergent themes in relation to my research questions. To understand how physical education teacher understand physical literacy, I interviewed and observed physical education teachers and asked about their understanding of physical literacy. Have they heard of the term physical literacy and how would they define

physical literacy. Analysis of narratives involves the use of more than one story then “concepts are inductively derived from the data” (Polkinghorne, 1995, p. 13). Inductive analysis requires the research to develop “proposed categorical and conceptual definitions” (Polkinghorne, 1995, p. 13). Polkinghorne (1995) affirms, “Through these recursions, the proposed definitions are altered until they reach a “best fit” ordering of the data as a collection of particular instances of the derived categories” (p. 13).

For this research paper, data consisted of transcribed interviews from four physical education teacher participants as well as field notes from interviews from four phone interviews and data from eight questionnaires. I then reviewed all the data before developing a preliminary list of categories, themes and patterns. Next, the responses were sorted and grouped by interview questions, and as I read all the responses for each interview questions, I highlighted pertinent information and developed a list of response categories within in interviews question and response categories were counted by frequency. The analysis of each response to interview questions and analysis of each interview transcript were conducted. This resulted in themes, patterns and categories to the interview questions. I then reviewed all the transcripts a final time to ascertain that the findings and the main themes and patterns were consistent with the data. A comparison of the literature was made to determine which findings were supported or not supported by the literature. This was part of a bigger research project, but for this particular paper, I used data that helped discover how physical education teachers understand the notion of physical literacy and how the mind/body work in relation to one another.

Since the national physical education standards now include the term physical literacy, discovering how physical education teachers interpret physical literacy is crucial to ensure students are provided meaningful learning experiences. Do physical education teachers treat the body as an object (dualistic view) or do physical education teachers see the potential in the mind/body connection? As stated earlier, I sought to highlight physical educator’s stories that are significant and/or formative to my research based on the following research questions: 1) How do physical education teachers define physical literacy? And, 2) How do physical education teachers perceive the role of the body and mind in education?

Findings

Physical Literacy as Defined by Physical Education Teachers

Physical education teachers who were interviewed face-to-face or via phone were noticeably distressed and uncomfortable when asked to define physical literacy. Their demeanor was vastly different from when they wanted to talk about their programs, students or just about any other topic. During face-to-face interviews when asking physical education teachers to define physical literacy, their bodies would become stiff and they would shift awkwardly in their chairs. Their eyes would glance at the floor as if ashamed to look me in the eye and would ask hesitantly if we could come back to that question. Some physical education teachers knew that physical education standards had changed to include physical literacy, but they informed me that they did not really understand what it meant, but still tried to define physical literacy for me. Here are some examples.

Is that the new terminology in the physical education standards? I would say that it means to do and enjoy a variety of physical activities to stay actively involved during a lifetime. (Lucy's Narrative, 2-24-14).

I've seen the term physical literacy, but I'm not quite sure what physical literacy means. Simply stated, physical literacy means students have the skills and knowledge to exercise their bodies and minds and execute a healthy lifestyle. (Vivian's Narrative, 4-22-14).

Scarlett, who has been teaching 29 years, has a very limited understanding of physical literacy. She used only motor and physical skills and did not include knowledge.

I noticed physical literacy has been added to the new physical education standards. My simple way of looking at physical literacy is a student physically trying to be active in motor and physical skills. (Scarlett's Narrative, 3-15-14).

Scarlett defines physical literacy by including only what the body can do, which aligns with how SHAPE defines physical literacy in that students learn skills, participates in regular physical activity. Scarlett omits the rest of what SHAPE adds to define physical literacy, which is knowing the implications of and benefits from involvement in various types of physical activity, and values physical activity and its contributions to a healthful lifestyle. Whitehead (2010) would include motivation, confidence and self-esteem to define physically literate individuals.

In Pamela's case, she questions adding the new standards because she was hoping it was not just new terminology. Pamela did not understand why there physical literacy was added to the new standards.

Physical literacy is a new idea, and I want to look into it and get a better idea of the meaning before I answer. When I think of literate, I think of reading. It's a whole new way of thinking about physical activity. I have to wrap my brain around that. I think of physical literacy as being able to know and to understand, so I think being able to understand being physical. Understanding how the body moves. But, other than that, that's kind of a *foreign term* to me. Why would you put the physically literate person in the standards? What's the rationale? I'm hoping it's not just new terminology and more information comes out about physical literacy, especially from the top level. Because if that's only the reason they did that, then that's, that's silly. (Pamela's Narrative, 5-16-14).

It was evident that Pamela, who has been teaching physical education for eight years, was frustrated when trying to define physical literacy. Pamela takes pride in knowing her subject matter and especially the national standards. Pamela does not like the idea that physical literacy is just new terminology; she wants physical literacy to mean something! She is eager to understand because she knows it can be important to the profession of physical education and more importantly to her students. Pamela has always looked to SHAPE to create lesson plans that are guided by national physical education standards. While observing Pamela, she showed me a notebook that she had created, which included detailed lesson plans as well as a host of other information items she developed to teacher her students.

Anne on the other hand, feels that physical literacy is a gray area as demonstrated in her attempt to define physical literacy.

Well, I just recently became more educated on it, but my understanding it seems kind of like a gray area. I don't know if there is any exact definition of it. It depends on the context it was used. In what environment it was used, and what if it was used in like the sense of someone having physical literacy would probably to me mean someone has a solid understanding or grasp of physical education and just your understanding of the body as a whole development. (Anne's Narrative, 4-8-14).

Anne is in her first year of teaching and still learning about her profession. She likes to stay on top of new information and new activities to teach her students, and is frustrated that she cannot find much information about physical literacy. Anne stated she just became more educated about physical literacy, but it is still a gray area. Anne is trying her best to understand what is

meant by this new term in the national physical education standards. She does use knowledge and the body to describe the meaning of physical literacy. My observations of Anne would verify that when she teaches students she includes teaching physical skills as well as knowledge behind movements.

I've only seen that term briefly in the new PE standards. I would guess it means to have knowledge of why it is important to be physically active and healthy. Knowledge that produces a motivation to participate in physical activity to become or stay healthy. (Sophia's Narrative, 2-21-14).

I know physical literacy has been added to the new physical education standards, I don't really understand the term physical literacy. If I were to define what it means I would say it is understanding what the body can do. Not necessarily athletics. Something they enjoy. Being active and knowing how the body works (Rachel's Narrative, 3-17-14).

Is physical literacy in the new standards? I think it means being able to understand movement. Having a skill set (physically or mentally) to be successful with activity. (Justine's Narrative, 8-25-14).

Sophia, Rachel and Justine's definition of physical literacy aligns more with the SHAPE's definition in that it includes physical skills and knowledge, but does not include motivation, confidence and self-esteem to define physically literate individuals as Whitehead (2010) would define. Sophia, Rachel, Justin, Vivian and Lucy had very limited exposure to the term physical literacy, but did have knowledge that the term had been added to the national physical education standards.

Some physical education teachers never heard of the term physical literacy before, but had a good understanding of the term. Just because they did not know the term, does not mean they do not already incorporate physical literacy into their teaching.

I have never heard that term used before. I guess it means the different kinds of physical ability a child has how they understand how their body works and moves. (Regina's Narrative, 6-9-14).

I'm not familiar with the term physical literacy. I think of it as the whole K-12 PE experience. What they should know to get them active for a lifetime. Skills, health, whole gamut. What they learn throughout their education. Is that what it means? (Ed's Narrative, 6-12-14).

I've never heard that term before, but to me, physical literacy means understanding how the body works in motion and being capable of teaching others how to move one's body

in safe & efficient ways in order to build strength, coordination, agility, power & flexibility. (Michael's Narrative, 3-4-14).

I've not heard the term physical literacy before, but I would define it to mean what a child is able to perform an activity with accuracy. That I, as a teacher, teach students how to move in different activities with confidence and to have knowledge of terms used to help them accomplish this goal in various environments. (Piper's Narrative, 5-17-14).

Regina, the new professional with only one year of teaching experience, and Ed with five, Michael with 12, and Piper with 27 years of teaching experience physical education had never heard of the term physical literacy, but had a fairly good understanding and did include knowledge and the body when defining and embodied physical literacy in their teaching already.

Sharon, with 29 years of teaching experience, with 27 of them teaching adapted physical education provides my favorite definition of physical literacy because she includes "others".

I have not heard that term before, but if I were to attempt a definition, it would be an understanding of all things physical – the body's movement (own and of others), relationships with persons and objects in a physical realm, relationships within your own body in working together for performance. Placing a sense of value of the physical, of self and others and, an understanding of differences among persons placing value on all differences and the effect of such differences in learning physical movement. (Sharon's Narrative, 6-10-14).

Sharon, adds important elements of "others" and understanding differences among individuals along with the body and knowledge to define physical literacy. Adapted physical education is the adaptation of regular physical education to meet the needs of disabled individuals (Sherrill, 1998). The reason Sharon has a very good understanding physical literacy is that she already embodies physical literacy when teaching. The inclusion of Others is a very important component of physical literacy! Latta & Buck (2008) articulate, "Embodied teaching/learning demands being in the moment, at the juncture between self and other. The continuous process of reciprocal interaction and modifications is embodiment's significance in teaching and learning" (p. 317). Sharon's definition of physical literacy is the closest to Whitehead's definition of physical literacy because of the inclusion of "others" and understanding differences among individuals.

By looking at the definitions of physical literacy provided by physical education teacher research participants, they seem to understand physical literacy quite well as defined by SHAPE, which states that physically literate individuals have knowledge, skills and confidence to enjoy a

lifetime of healthful physical activity. Whitehead (2010) takes physical literacy a step further by indicating that being physically literate means actively bridging the separation between the body and the mind through embodiment to become a whole being while using one's body and an "anchor" to experience physical and intellectual development and growth.

PE Teacher's Perception of the mind/body connection

Now I will attempt to address the research question of how physical education teachers perceive the role of the body and mind in education. Being physically literate means actively engaged in bridging the separation between the body and the mind through embodiment, and thus to become a whole being while using one's body as an "anchor" to experience physical and intellectual development and growth. Merleau-Ponty (1945/2010) reminds us that our bodies are our primary site of knowing the world, and that when we try to separate the mind from the body, we hinder the learning process, not enhance it. Because physical education teachers help students develop physical skills, recognizing if physical education teachers feel that they are just educating the body and not the mind is important. All of my physical education teachers stated that the mind and body are intertwined, but feel that others in the education system do not feel the same way. Several of my physical education teacher participants felt hopeful that students would physically move in classrooms because some classroom teachers came to them and asked for brain break activities. To gain understanding of physical education teacher's perceptions of the body and mind, I asked my research participants their thoughts about the body's role in educating the mind, and of the mind in educating the body. Here are some emergent themes:

a) Education System Does Not Recognize the Benefits

Some physical education teachers are frustrated that some administrators and classroom teachers do not understand the benefits of the body in learning.

It's all interconnected. There's research out there that shows the connection that by being active, it helps you learn. So I feel that it is very important in our education system, and I feel that it has lost its importance. I think that we should focus on more than just the mind itself. As educators, we need to focus more on the different ways of learning. I think it plays a vital role in education. Based on what I've seen, what I've experienced, and people I've talk to it's amazing how more and more people need kinesthetic learning. They need to physically do something in order to learn something. (Pamela's Narrative, 5-1-14).

The mind body connection is essential. Most educational programs are completely missing the benefits, and it has retarded the progress of our students. The cognitive cannot be separated from the affective or the behavioral. Humans were meant to develop

into whole beings. None of the three domains were meant to be superior or inferior. Our education system has not figured it out yet. (Logan's Narrative, 6-6-14).

Pamela, who has taught for eight years, and Logan, who has taught 33 years, both wish the education system valued the body and physical movement in student learning. As I observed Pamela teach, I watched her connect the body to the mind and the mind to the body in her students. She would teach them physical skills and ask students questions about the skill to allow students to think the movement through in their minds then attempt the movement with their bodies.

b) Physical Activity Helps Students Learn

When students are allowed to be physically active throughout the day, in addition to receiving health benefits, they acquire a host of learning benefits as well. The narratives below will demonstrate what physical education teachers find to be true about students who are physically active.

The mind and body definitely as a role in education. I believe that the more active a person is, the easier it is to concentrate. The mind plays a part in physical education as well. Sometimes people have to overcome fears to try new things or be positive when they are out of their comfort zone physically. When students have to sit, they have a difficult time processing information and staying on task. They struggle to pay attention. It is very important for students to be physically active because our brains are able to concentrate and function better. (Sophia's Narrative, 2-21-14).

YES, the mind and body play a powerful role at all times including our education. The mind gives us the drive to do our best and try in all we do. This drive is due to positive thinking and mental goal setting on our part. A strong and healthy body makes our education more beneficial. Healthy people achieve higher goals. (Lucy's Narrative, 2-14-14)

The mind and body are definitely connected. The physical is one of the three domains of learning (cognitive, psychomotor and affective) which means there is a strong connection between mind and body. These three domains complement each other. Understanding and knowing what makes us move is instrumental in the ability to move efficiently. Also understanding rules, techniques and strategies is an important part of educating the body. (Victoria's Narrative, 6-16-14).

Sophia, Lucy and Victoria provide great reasons as to why the mind/body connection is important in education. Students, who are physically active are to concentrate, and when students are required to sit for a long time find it difficult to process information and stay on task. Being physically active gives us a drive to do our best, and understanding and knowing

what makes us move, helps us move more efficiently as well as allow for learning in the three cognitive, psychomotor and affective domains of learning.

c) *A Stressed Mind affects the Body*

When an individual is experiencing stress, their body is affected. We cannot just focus on the body; we also have to have a good understanding of our emotions. Stress affects our body.

When students feel confident in moving their bodies, whether that is in small motor type skills/activities or large motor activities, I believe plays a role in students thinking better. Our mind affects the body too. When our mind is stressed often, the body reacts in different ways. Such as, one individual may become what we call clumsy when stressed and another person may be in constant movement (leg bouncing while sitting). (Piper's Narrative, 5-17-14).

The mind is the powerhouse behind all movement. When you watch someone who is having really bad things happening in their life, you can see them struggle to do anything-physical or mental. I believe the mind definitely affects the body and the body affects the mind. (Justine's Narrative. 8-25-14).

Piper and Justine point out how our minds and emotions affect our bodies. When stressed, some people become clumsy and are not able to move as gracefully. Others will stay in constant motion such as constantly bouncing a leg while sitting. Physical activity can help reduce stress levels and will promote healthy bodies.

I do believe that the mind and body are connected. To me, it is critical for the mind to be "firing on all cylinders" so that your body can respond to your mind's signals effectively (e.g. movements, reactions, etc.). If your mind is not healthy then your body will not be able to respond to various stimuli or directions. (Michael's Narrative, 3-4-14).

I think that if students are healthy physically, they tend to have a higher self-esteem and can focus more on their studies. I also believe that a healthy body promotes a healthy mind and makes learning easier. (Violet's Narrative, 6-2-14).

Violet and Michael both point out that students need to be healthy in order to learn. If the body is not healthy, then the mind will not be healthy.

d) *Brain Breaks are Important*

Some classroom teachers have noticed that their students learn better when they are physically active and are asking physical education teachers for brain break activities to do in the classrooms. Vivian and Rachel provide narratives of this important concept.

I believe a physically fit body enhances a student's ability to learn. Research has shown this over and over. A child's brain is more active after exercise. I believe the mind and body are one. I believe the habits imbedded in the mind affect the body throughout a

person's lifetime. This includes muscle memory and physical skill cues. Students may master many skills as they mature and develop if they know how to do them correctly. Students also have difficulty seeing past the next minute. Health information, which they can utilize throughout their lifetime, is imperative. Brain gym activities also fall into this category. (Vivian's Narrative, 4-22-14).

When I first started teaching, I didn't think about the learning carry over that transferred to the classroom that students experienced in physical education. Moving and learning in physical education helps students learn better in the classroom. Movement breaks help keep the mind going in the classroom. Classroom teachers now come to me for ideas for brain breaks to help energize kids. (Rachel's Narrative, 3-17-14).

For Rachel, who has 33 years of teaching experience has seen students learn in her classes and transfer that knowledge into the classroom. Classroom teachers at her school have recognized this too and now come to her for way to include physical activity in the classroom. This important fact cannot be overlooked! Claire provides us with a narrative about the brain and movement too, and adds the importance of play.

We definitely know that when we have a healthy body, we think better and we feel better. More oxygen helps us think better. Brain/Movement/Body is not new to physical education teachers. Watch kids that are not fit (doesn't matter their size) and/or watch students who have to stop a lot during fitness tests. Their demeanor is different because they don't have the same confidence as students who are physically fit. Kids need exposure to physical movement through play. Kids don't play as much as they use to and physical skills are developed through play. In today's society, play is dedicated to organized sports, computers or confined to a yard. Kids who play at home with friends and family are more physically skilled, and are better thinkers than kids who play on their computers or watch TV. Some kids are more scared to move because they don't do it on a regular basis and have not developed physical skills. (Claire's Narrative, 3-20-14)

Claire, who has taught physical education for 32 years, brings up a very important social issue by recognizing that kids are no longer allowed to play at school. She also informs us of some vital reasons that physically active play is important because it helps develop physical skill, and it helps students become better thinkers. Claire remembers when she first started teaching and younger students (Kindergarten and 1st graders) were allowed to play, it helped develop social skills and build self-confidence. Claire also noticed that students who are more physically coordinated did better in the classroom.

Research participants discussed how the mind helps with physical development and/or how life events can effect ones thinking, which in turn can effect physical movement. "The embodied dimension can contribute to other human capabilities such as cognition, language,

reasoning and the expressions of emotions” (Whitehead, 2010, p. 34). Connecting the body to the mind or the mind to the body for physical education teachers took on a variety of different meanings, but all physical education teachers did mention that the mind and body are connected.

Discussion and Implications

SHAPE (2014) defines a physically literate individual as someone who has the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity, while Whitehead (2010) would add that physical literacy is the motivation, confidence, physical competence, knowledge and understanding that helps an individual remain physically active throughout their life. Whitehead (2010) also stresses that being physically literate means actively engaging the bridge between the body and the mind through embodiment, while Maude (2010) adds to Whitehead’s definition of physical literacy to include imagination, self-esteem, and interaction with the environment and interaction with others.

The narratives from my research participants help reveal several key findings. 1.) Physical literacy is embodied in adapted physical education. 2.) Physical education teacher’s role is not just moving the body, but helping students learn better. 3) A stressed mind affects the body and having a healthy body, helps students learn better. 4) Facilitating brain breaks is a new role of physical education teachers.

First, we learn that adapted physical education is important because it helps promote the mind/body connection. For example, Sharon, who is an adaptive physical education teacher who teaches disabled students, helps students connect the mind and body, while placing value on differences of self and others. Sharon’s definition of physical literacy aligns with Whitehead and Maude’s with the inclusion of embodiment and the value of Others. Although most of my research participants already have a good understanding of physical literacy and include knowledge and the body when defining physical literacy their definitions are somewhat incomplete. Sharon who had not heard of the term physical literacy had a good understanding of mind/body because she teaches adapted physical education. Adapted physical education is the adaptation of regular physical education to meet the needs of disabled individuals (Sherrill, 1998). Adapted physical education seems to promote physical literacy and the mind/body connection. Physical literacy is embodied in adapted physical education. Therefore, adapted physical education is important to understand the mind/body connection.

Regular physical education teachers would benefit from observing how adapted physical education teachers teach students about “the body’s movement (own and of others), relationships with persons and objects in a physical realm, relationships within your own body in working together for performance. Placing a sense of value of the physical, of self and others and, an understanding of differences among persons placing value on all differences and the effect of such differences in learning physical movement” (Sharon’s Narrative, 6-10-14). Physical education can provide each student with an environment in which the student can develop his or her own potential regardless of the student’s physical shape, size, age as well as physical ability. Not all students will be the same and will need adaptations in physical education lessons in order to develop physical skills as well as self-confidence and self-esteem. If regular physical education teachers had a good understanding of physical literacy, they would also place a sense of value on the physical, of self and others as well as an understanding of differences among individuals.

Second, physical education teacher’s role is not just teaching physical skill and moving the body. Physical education teachers also understand that the mind and body are connected. As Sophia, Vivian, Lucy and Victoria reveal that being physically active makes it easier to concentrate and enhances a student’s ability to learn, gives us a drive to do our best and connects the cognitive, psychomotor and affective learning domains. Whitehead (2010) states embodiment in the term of physical literacy can be used to “describe the potential individuals have to interact with the environment via movement” (p. 203). Being physically literate means activity engaging to bridge the separation between the body and the mind through embodiment. Physical education teachers understand the mind/body connection.

My physical education teacher research participants remind us that the mind and body are connected and that this connection helps students learn. Physical education teachers teach lessons that help students develop physical skills. This is an important component of physical literacy, but it does not stop there. Motivating students to be physically active as well as helping students develop self-confidence, self-esteem and self-respect are also important.

Third, stressed mind affects the body, which may make students clumsy and not want to move or move too much, and an unhealthy body affects the mind. Stress affects our bodies and our ability to move in a safe manner or makes us move constantly. My research participants, Piper and Justine, emphasize that when our minds are stressed, our bodies do not perform at their

best and we can become clumsy or may need constant movement such as bouncing our leg while sitting. This may mean that students need adaptations in physical education lessons to reduce the likelihood of injury and/or increased physical activity opportunities to help reduce stress. Giving students opportunities to interact with their environment as well as their classmates in a positive, safe environment can help students develop cognitive, emotional and social skills. Physical education teachers not only work on physical movement, but they need to understand the emotional state of their students. It is important to have healthy bodies in order to learn. Violet and Michael inform us that having a healthy body helps students to have healthy minds. When we don't feel good, it's hard to learn. Students who participate in regular physical activity are less likely to get sick. The medical cost of physical inactivity is staggering. In 2008, the CDC (2011) estimated medical costs associated with physical inactivity to be \$147. Students need more opportunities for physical activity to reduce the risk of getting sick.

Finally, the importance of brain breaks or physical activity breaks is disclosed. Physical education teachers are beginning to give classroom teachers ideas on how to implement physical activity breaks in the classroom. This is a new role of physical education teachers. Rachel and Vivian identify how physical education teachers are bridging physical education and the classroom. Some classroom teachers have noticed a positive difference in their students when they are allowed to move their bodies. Classroom teachers are now asking physical education teachers for ideas on how to move students in the classroom. Claire draws attention to the fact that there is a lot of research done on the Brain/Movement/Body connection and that this research is not new to physical education teachers. Claire also points out the importance of play. Claire declared, "Play is important! Our students need to move and play!" Physical education, physical activity opportunities, and play are important components in the educative process of helping our students learn!

The mind and body have a powerful connection and physical education teachers understand this connection. Physical education teachers cannot be marginalized anymore because they can really help students in their learning. Physical education teachers do more than just teach students to move their bodies. Physical education teachers understand that strengthening the mind is just as important as moving and strengthening the body. Physical activity can increase healthy emotions, which can keep their body healthy.

CONCLUSION

My pursuit of how physical education teachers define physical literacy and how they perceive the role of the body and mind in education reveal some very important discoveries. Many of my physical education teacher research participants believe that physical education is a marginalized and undervalued subject in schools, just as Sheehy, (2011) and James, (2011) have stated. My physical educators in this study inform us, the mind/body connection is essential in the learning process. Sadly, as two research participants point out that the education system does not recognize the importance of this connection. “The supposed superiority of mind over body is a deeply embedded cultural convention in Anglo American societies (Kan, 2011, p. 168).

In order to learn and to develop into whole beings, students must be allowed to move their bodies during the school day. When educating a child, many administrators, classroom teachers separate a child’s mind from their body and do not recognize that the mind and body are intertwined. Physical educators not only teach the body to move, but they also teach young minds to think. Some of my research participants stated that classroom teachers are noticing that physical activity is helping their students in the classroom and are turning to physical education teachers for brain break activity ideas. Classroom teachers are beginning to realize the valuable role that physical educators play in student learning. These same classroom teachers are turning to physical education teachers for brain break activity ideas.

Physical education is a subject matter that can provide an environment that can help students develop cognitive, emotional, and physical development (Rink, Hall, Williams, 2010; Kovar, Combs, Campbell, Napper-Owen & Worrell, 2012; Abels & Bridges, 2010; Boucher & Wiseman, 2011). Therefore, quality physical education programs that provide such an environment are ideal to teach physical literacy and help develop embodiment in students. As my participants stated, the role of physical education provides a critical function in educating the whole child as they understand the mind/body connection and its importance in learning.

Whitehead (2010) advocates that understanding the meaning, significance and philosophical rationale behind physical literacy is essential for students, physical education teachers as well as those who deal with people in sport, exercise and health fields. Physical literacy means to engage in bridging the separation between the body and the mind through embodiment to become a whole being while using one’s body as an “anchor” to experience physical and intellectual development and growth. By helping physical education teachers

understand the meaning, significance and philosophical rationale behind physical literacy, we can empower them to continue the good work that quality physical education teachers already do and help encourage physical educators who do not have quality programs to understand how important their role is in student learning.

SHAPE America did a great thing adding physical literacy to physical education standards. Now is the time to add a deeper meaning to physical education standards and physical education by gaining a deeper understanding of physical literacy. It is essential that we stop disconnecting the mind from the body and start empowering student learning by connecting the mind and body. Let's give our students an embodied education in an education system that values the body, not as an object, but as an integral and indispensable part of our existence. An education that values quality physical education and physical activity. This can be done by having an understanding of physical literacy and teaching our education physical education teachers and pre-service physical education teachers about the encompassing meaning of physical literacy. As Lounsbury & McKenzie (2015) point out, let's stop the eagerness for PE to follow general education trends and unite with a common purpose and strong rationale that will stop the marginalization of physical education. One way to do this is to remember that physical education helps give students an embodied education.

In conclusion, the marginalization of physical education and physical education teachers must stop. My findings reveal that more than ever the importance of physical education teachers in the educative process of students because they do so many things to help students fully develop and become well-rounded individuals. Physical education teachers know that physical activity is important for physical and emotional health, and understand that physical activity helps bridge the gap between the body and the mind. Physical education teachers help classroom teachers by providing classroom teachers with physical activity break ideas that help students concentrate and focus in the classroom. Adapted physical education teachers are important because they embodied physical literacy and encourage us not to focus just on individual learning, but to place value on the physical and of self and others as well as an understanding of differences among persons. Physical education teachers play a critical role in the health and well-being of students as well as contribute to the education of students. It is time to increase the importance of physical education teachers in the educative experience of our students.

Chapter 5 The Pressure to be Perfect: The Importance of Physical Educators' Identity

Introduction

I'm eager to start the day and teach my students. Lesson plans are prepared I just need to get out equipment and go through the lesson in my head one more time. I walk through the gym door, and at first, I cannot comprehend what I'm seeing. There are tables and chairs set up all over the gym. I head to the principal's office to see if the tables and chairs will be moved out soon. I was not informed that I would not have my teaching space today so I'm hoping the tables and chairs are just leftover from an activity last night. The principal informs me that others will use the gym all day, and that I will need to make other arrangements. My frustration builds. My school has two gyms and yet once again, my "classroom" is taken for other purposes. In the past, I've asked for advanced notice, even if it is just the day before, when I will not have my teaching space, but my voice is not heard. I can feel my energy drain from my body. I cannot take my classes outside because of thunderstorms. I have 20, 20 minute K-4th grade classes to teach. I'm prepared to teach students physical education in the classroom, but it is not ideal. My students only receive 20 minutes of physical education instruction each day, which is much lower than the national recommendation, and now more precious minutes will be lost.

This year has already been extra challenging. Kindergarten and 1st grade classes are doubled up for physical education instruction in my tiny gym. Physically educating forty-five to fifty five-year-olds in this tiny gym is not safe. I've informed administration about my safety concerns, but my pleas seem to fall on deaf ears. Tension that builds in my body daily from teaching on a hard, tile floor is nothing compared to the stress of trying to physically educate double classes of students and keep them safe in a small space. This on top of the new recess policy.

Recess has been cut out from the daily schedule to allow more time for math and literacy. Kindergarten teachers state they do not care, that they will continue to take their students outside for recess breaks because their students need that time, and it will help teachers maintain their sanity. Kindergarten teachers also state that they will continue to include movement in their daily academic lessons because that's the way their students learn best. All other teachers bring me their recess equipment. They state they will no longer need it. There is an increase in

behavior incidents across the school. Some students are already battling heart disease, diabetes, low self-esteem as well as other health issues, yet even when I state the importance of physical education and physical activity will help improve these issues, only a few teachers listen, but they are unable to help change the sedentary climate of our school. I would say that classroom teachers do not care, but that is not true. Classroom teachers care deeply for their students, there are more and more regulations they must adhere to whether right, wrong, or indifferent.

Today I'm taking the height and weight of every student in the school. It is part of my yearly duties I'm required to do. I borrow the regulation scale from the nurse. As I wheel it down the hallway, teachers back away from me as if I am wheeling something evil. Some even shriek in horror. I don't blame them. I don't even want to weigh myself. I try to stay away from all the yummy goodies that students bring me from all their classroom parties. The more stressful the day, the more likely I'm to eat the cupcake or cookie sitting on my desk, and it's been a very stressful year. I've already gained a few pounds even though I exercise prior to coming to school and move my body all day. I think about my students who don't like to get weighed, but in particular my fourth grade male student who is ashamed to get on the scale. He informed me he didn't want to get on the scale because he thought if I knew how much he weighed, I wouldn't like him anymore. Many of the girls in 3rd and 4th grades stated the same thing. Poor body image is already developing in many of the students and it's troubling. Another reason not to cut physical education and recess, but this problem too seems to fall on deaf ears.

I don't feel appreciated and I am exasperated that administration and classroom teachers do not value what I teach, not to mention who I am. Demonstrated not only by taking the gym away and doubling up my classes, but by comments such as "Run them today" and "Teaching gym and recess must be easy". Physical education teachers are tired of hearing we teach gym. We do not teach gym, we teach students physical education in a gym. I have done my best to develop my professional identity by furthering my education in physical education as well as attend workshops and conferences, but there are days when I feel no matter how hard I try to be an effective teacher, my identity, as a physical education teacher does not matter. I continue to advocate for physical education and my students who already receive 50 fewer minutes than the recommended time for physical education instruction each week, and when the gym is taken for other purposes, they receive even fewer minutes of physical education.

I taught elementary physical education for five years prior to teaching health and physical education classes at a university in the state of Kansas. If I often felt marginalized as a physical educator during my time as an elementary physical education teacher, I deliberated if other physical education teachers had experiences that helped strengthen their professional identities or if they lacked a professional identity because of their experiences. The purpose of inquiring about the experiences of physical education teachers is to see what in their personal lives led them to become physical education teachers and what personal experiences helped develop or took away from their professional teacher identity.

Identities are an important component in teaching. Understanding and conceptualizing teacher identities is important for a variety of reasons such as support for future educators as they begin their teaching careers and help identify support teachers need in order to remain effective. According to Beijaard, Meijer & Verloop (2004), having knowledge about teacher identity can help researchers, policy makers, administrators, and teacher educators in their decision-making process regarding teachers. Identities are not shaped in seclusion, but by a variety of relationships. Smith & Sparkes (2008) divulge, our “identities and selves are shaped by the larger socio-cultural matrix of our being-in-the-world and, at the least, narrative implies a relational world” (p. 6). Our identities are shaped by our interactions with others and within the world. The narrative process can give us insight into the formation of teacher identities, and (auto) biographical stories can be a powerful tool in this process.

“In today’s educational landscape, physical education is undervalued and regarded as a low-status subject in schools...As a result of physical education’s lack of importance in schools, physical educators face a number of challenges that have the potential to affect their work satisfaction and effectiveness” (James, 2011 p. 15). Perhaps the marginalization of physical education is because the body is the primary focus of physical education, and some individuals in education environments do not understand the importance of the body in learning. Because the body does play an important part of physical education, investigating whether or not physical education teachers struggle with body image issues is important to know when searching for knowledge about personal and professional identity. Sparkes and Templin (1990) recognize that when a teacher’s subject matter is marginalized, their sense of self-worth and personal identity are also marginalized. It is important to raise the status of physical education because this in turn

will increase the effectiveness and work satisfaction of physical education teachers (James, 2011).

In this paper, the biographies of two physical education teachers in addition to my autobiography are a major resource for investigation. When teaching future classroom teachers, I use many of my own stories of my years teaching elementary physical education, stories of my own children's learning as well as personal stories about myself. When given feedback from students they often state that my stories helped made them self-reflect as well as helped give them a deeper understanding of children and the educational system. Through writing my own story, I am able to reflect my own personal and professional identity as they relate to learning and teaching, but listening to other physical education teacher's stories made me expand my own understanding of the experiences of what others in my same field have gone through. Understanding physical education teacher's identity can help overcome the marginalization of physical education teachers who are an important component in the educative process of students, but are not treated as such (James, 2011).

Importance of Physical Education Teacher Identity

According to Beijaard, Meijer & Verloop (2004), "identity is not something one has, but something that develops during one's whole life" (p. 107). If this is the case, then identity is ever evolving and complex. For a teacher, this self-identity becomes part of the teacher identity. Norton (2000) suggests that identity is "how a person understands his or her relationship to the world, how the relationship is constructed across time and space, and how the person understands possibilities for the future (p. 5). Understanding self is important, but teachers also need a good understanding of others. Developing this knowledge can help teachers develop their own personal as well as professional philosophies, which will have an impact on their professional practices. Korthagen & Vasalos (2009) point out while learning to teach, it is important to connect the personal and professional. Creating and maintaining a rewarding teaching career is important to both teachers and their students.

Connecting the personal and professional can create challenges as teachers develop their professional identities (Beijaard, Meijer & Verloop, 2004). For educators, teacher identities are shaped by interactions with students, student's parents, teachers as well as administrators and other school personnel. In order for students to benefit from relationships at school, they need to see positive role models. Individuals within school can help build each other up by supporting

one another. This benefits teachers and students. For teachers, according to Beauchamp & Thomas (2009), having a strong professional identity is connected to a sense of self-efficacy in the classroom. A teacher with self-efficacy is more likely to develop positive relationships with students and be able to handle day-to-day challenges that arise in the classroom.

Teacher identity plays a complex role in pedagogy and curriculum (Tinning, 2004). Tinning (2004) believes that any new curriculum developed by health and physical education teachers will be influenced by their embodied identities. Because physical education teachers help develop physical skills in students as well as teach how to keep bodies healthy, the body plays a substantial role in the development of teacher identity. “A significant influence on HPE teacher identities/subjectivities is the central place that physical activity, sport and the body play in their daily lives” (Tinning, 2004, p. 230). Physical education teachers’ understanding of embodiment comes through having knowledge of their bodies and health.

Physical education teachers are passionate about teaching physical education because they understand the importance of being physically active as well as the numerous other benefits of physical education. Wright (2004) declares, “Health and physical education provides a rich site for examining specific relations between schooling, the body and identity” (p. 23). Armour (2006) argues, “The quality of pupils’ learning in physical education is dependent, to a large extent, on the quality of teaching...and “that improving the quality of teachers’ career-long professional learning is pivotal to improving the quality of physical education” (p. 203). Physical educators have been advocating for physical education to deaf ears and have become frustrated with the lack of support for what they feel is an important subject for students to learn. If educators are to help students make relationships between schooling, their bodies and their developing identities, it may help to illuminate how physical education teachers developed their own sense of identity and how this sense of identity relates to self-efficacy and pedagogical practices. Physical education teachers are an important component in the educative experience of students, but unfortunately are not treated as such.

Although physical education teachers teach students how to perform physical movements as well elucidate on the effects and benefits of physical exercise, which requires kinesiological knowledge as well as pedagogical content knowledge, this type of knowledge is not valued in schools and has led to the marginalization of physical education and physical education teachers. Armour & Jones (1998) point out that physical education teachers are resilient and resourceful,

but lack security in their educational value. If we are to teach our students how to find their own self-worth, we must first know our own. According to Sparkes, Schempp & Templin (1993), schools

should promote a positive socialization process whereby all teachers are made to feel welcome, secure, enriched, empowered, and valued in terms of their actual and potential contributions to school life. After all, without such feelings of self-worth, it is difficult to conceive how teachers are to become productive and contributing members of faculty (p. 386).

Sparkes, Schempp & Templin state that every teacher is important! Not just some teachers. Sparkes (1999) suggests that one way “to understand the multiple and diverse ways in which people experience their bodies and how these interact to shape identities and selves over time and in specific contexts” (p. 18) may be to focus on body narrative or stories. Whitehead (2010) asserts, “our embodiment is undoubtedly a significant aspect of our personhood through which we interact with the world, and in this way this dimension of ourselves plays an important part in shaping our self-concept and our attitudes of ourselves (p. 57). For a teacher, our embodiment becomes part of our “living curriculum”.

Kissling (2014) refers to our own meaningful experiences as “living curriculum”, which spans across the “times and places” (p. 81) of our lives. Kissling (2014) shares “within my curriculum there are “curricular currents,” sequences of thematically related experiences” (p. 81). Suggesting that teachers teach from our life experiences. In teacher education programs teachers learn a variety of theories as well as teaching philosophies and methods, but also draw upon knowledge from their own life experiences to enrich their teaching.

Theoretical Framework: Phenomenology of Perception

Physical educators have knowledge and training in designing developmentally appropriate programs that educate students about and through movement. The goal is for students to become skilled movers who are physically fit, and individuals who appreciate the value of movement, activity and fitness in their lives. This process involves the body. Student’s bodies are part of the educative process in physical education, which in turn, make physical educators’ bodies a point of scrutiny, which becomes a vital element in the development of personal and professional identity in the life of a physical educator. To help comprehend the body in the development of identity I turn to Merleau-Ponty and his phenomenology of

perception. Maurice Merleau-Ponty (1908-1961) a French philosopher and major phenomenologist theorized the body has a foundational role in the perception of understanding the world as well as engaging in the world. Merleau-Ponty (1945/2010) describes phenomenology as the study of essences such as the essence of consciousness and the essence of perception. “It tries to give a direct description of our experience as it is, without taking account of its psychological origin and the causal explanations which the scientist, the historian or the sociologist may be able to provide” (Merleau-Ponty, 1945/2010, p. vii).

Perception as explained by O’Loughlin (2006), “Mind cannot be a separate entity from the body since it is the body that furnishes the meaningful configuration of senses which is the process of perception” (p. 13). An experience of an individual can be described as what ordinary people do, not theoretically interpreted, but experience as lived. Physical education allows students to have a multitude of experiences in the learning process. Consequently, Merleau-Ponty’s (1945/2010) phenomenological philosophy concerning the significance of the body in an individual’s understanding of their experiences and has been chosen as one of the theoretical basis for this study.

Merleau-Ponty (1945/2010) points out that our bodies are an important part of the learning process. In his book “Phenomenology of Perception”, Merleau-Ponty (1945/2010) discusses at great length the world we perceive and act in is not the world as such, but the world as our bodies can relate to it. The body is the connection between the self and the Other, and is the bodily extension of self. Merleau-Ponty is pointing out the fact that our bodies are our primary site of knowing the world and that the body and that which it perceives cannot be disentangled from one another. When we try to separate the mind from the body, we hinder the learning process, not enhance it. According to Juntunen & Hyvönen (2004) “bodily knowing is a non-linguistic and non-propositional style of cognition and cannot be articulated in the same way as conceptual knowing ...yet it is not therefore either deniable or less important” (p. 211). Embodied learning, which includes body involvement and body awareness, is an important educational tool that helps students have learning experiences that are more meaningful (Juntunen & Hyvönen, 2004).

O’Loughlin (2006) describes embodiment as “The issue of relationship to world and to others is central to my exploration of embodiment, a key focus being the body’s connection to the forces which shape it” (p. 5). O’Loughlin further states that “dimensions of embodied

experience go to the heart of creaturely existence and are essential to the process that philosophers and social theorists alike see as the primary activity of human embodiment – that of meaning-making” (p. 74). Merleau-Ponty, Juntunen & Hyvönen & O’Loughlin demonstrate the importance of our bodies in learning.

The theory of the body is pertinent to an understanding of physical education teacher’s identity because in physical education, the body plays a central role, and perceptions of the body play a critical role in the development of self-identity (Sparkes, 1999; Tinning, 2004). The body plays a role in how we learn and interact with the world yet “theorizing about the body has tended to be cerebral, esoteric, and ultimately a disembodied activity that has operated to distance us from the everyday embodied experiences of ordinary people” (Sparkes, 1999, p. 18). Theories regarding the body should not come from disembodied points of view, but embodied points of view.

Narrative Inquiry & Data Collection Methods

Because identities are not shaped in seclusion, but through our interaction with others through a wide range of relationships (Smith & Sparkes, 2008), and we learn about others by sharing our stories, narrative inquiry provides the perfect methodology for learning about physical education teachers, and the development of their professional identities. The narrative process can give us insight into the formation of teacher identities, and (auto) biographical stories can be a powerful tool in this process. Narrative inquiry has become an increasingly effective methodology within teacher education (Goodson, 1995). Bruner (2002) states, “great narrative is an invitation to problem finding, not a lesson in problem solving. It is deeply about plight, about the road rather than about the inn to which it leads” (p. 20). This means that narrative is about the journey or discovering the dilemmas along the way in a journey not about the destination.

Polkinghorne points out human experience is personal, social and not organized to any particular model. Polkinghorne (1988) provides insight regarding the purpose of narrative meaning for human existence with three basic suppositions about human existence. The three basic beliefs are: 1) Human experience is enveloped in a personal and cultural realm on nonmaterial meanings and thoughts. 2) Human experience is a construction fashioned out of the interaction between a person’s organizing cognitive schemes and the impact of the environment

on his or her sense apparatus. 3) Human experience is not organized according to the same model we have constructed for the material realm. (Polkinghorne, 1988, pp. 15-16).

According to Dewey (1938), an experience is something that “does not occur in a vacuum. There are sources outside an individual which give rise to experience” (Dewey, 1938, p. 40) and goes on to further explain that “An experience is always what it is because of a transaction taking place between an individual and what, at the time, constitutes his environment” (p. 44). Clandinin and Connelly (2000) describe the inward experiences as anything that is internal “such as feelings, hopes, aesthetic reactions, and moral dispositions” (p. 50). Outward refers to the “existential conditions” (p. 50), which is the environment. The terms backward and forward are used to describe the “temporality – past, present, and future” (p. 50). There are many factors to consider when describing an experience.

Narrative inquiry is important to help understand human experiences. Narrative inquiry can help navigate both personal and social experiences of teachers, both their past and present experiences. Narrative inquiry can facilitate the construction of meaning into teacher’s personal cognitive schemes as teachers describe their experiences in their varied environments as well as their inward and outward experiences, which all factor into their identity making process.

This paper is both biographical and autobiographical in nature. Biographical research explores the lived experience of others, which includes past, present and future and focuses on how individuals make sense of the meanings of their experiences and perceptions (Kim, 2016). In this paper, physical education teachers share their pasts as well as their present experiences. Clarke (2014) states that “while autobiographical beginnings are only one aspect of narrative inquiry, they constitute an essential component to understanding to our own place as researchers in narrative inquiry” (p. 104). Narrative inquiry, “the study of experience as story” (Connelly & Clandinin, 2006, p. 477) helps educators explore the relationships between their lives and their work. As I spent time with my research participants, I realized that we came to love physical education in different ways and that our experiences and perceptions of ourselves made up not only our individual identities, but also our teacher identities as well. In our experiences, numerous individuals from both our past and present situations have been involved in the process of shaping our identities.

We live in a story shaped world (Bruner, 1990; Polkinghorne, 1988). We learn about others by sharing our stories. I believe the stories of physical education teachers can help elevate

the importance of physical education teachers as well as physical education. If individuals in the education community understood the passion and caring of quality physical education teachers, and what they do for students in and out of the classroom, I believe this could make a meaningful difference in the importance of physical education in the educative process of students and reduce the marginalization of physical education teachers. When we share our stories, we practice self-disclosure, the process by which we share our feelings and personal information about ourselves with another person. Through our stories, there are various ways we conceptualize our identities and ourselves, and our stories help “give insight into the complexity of our experiences and understandings” (Garrett, 2006, p.339). Conceptualizing our identities as a process of ‘becoming’ allows room to understand how identities are formed and how identities change over time. This process could allow others outside the field of physical education an insight to what physical education teachers do to help students in the education process as well as help disclose challenges that physical education teachers face in order to educate students

For this research paper, I utilized data from two physical education teacher participants, Olivia and Pamela, who I was able to interview and observe for approximately 17 hours per week for four weeks as well as my own narrative. Data collection methods included participant observations and interviews as well as shorter conversations with participant’s classroom teacher colleagues, principals, and when I was with Olivia, I had conversations with the other two male physical education teachers who taught in the same school. In-depth observations/interview data were collected Tuesdays & Thursdays for approximately four hours each day, and on Fridays for approximately nine hours. In-depth interviews with Olivia and Pamela were conducted as their schedules allowed. Interviews took place before and after school, during plan time, and in between classes. Informal talks with various people such as other physical education teachers when present, principals, counselors, office staff, and other teachers within each school were also conducted as they naturally occurred.

Olivia was the first person to respond to my initial e-mail and taught within a reasonable distance so she was the first physical education teacher I scheduled to observe. I began spending time with Olivia in later part of January through the month of February. Pamela responded several days later and initially discussed the month of April for my time with her, but this did not work out, so we met in the month of May. Because I completed my teaching duties mid-May, I was allowed extra time with Pamela. I was able to observe her regular schedule of teaching as

well as team-teach days and the end of the year field day. To discover how physical education teacher's personal and professional identities were developed, and the role their identities play in their professional lives, I asked my research participants about their childhoods, how they became physical education teachers, if they are still physically active, and inquired into their experiences as physical education teachers.

Research Participants

1. Olivia has taught physical education for over 32 years at the middle and high school levels and currently teaches middle physical education. Olivia is a member of Kansas Association of Health, Physical Education, Recreation and Dance (KAHPERD) and is a Physical Activity Leader (PAL). She is a Nationally Board Certified teacher and the recipient of the Distinguished Educator Award for her school district. Her motto is "Do your best, and then let God do the rest". Olivia is a fireball of energy who greets students as they enter the school. During my visits, Olivia would cordially meet with lots of students, teachers and other school personnel who would seek her out just to visit. Others in the school would seek out Olivia to discuss particular students or just visit. When I stated that Olivia was popular in her school, she stated not with everyone. She informed me that there were certain people that she would not go out of her way to introduce me to, but did get along well with most. Her enthusiasm for teaching and being at school was evident. Olivia's face would light up when students would approach her. Olivia is a hardworking, dedicated teacher. She rarely sits down. Most of our discussions occurred while we were walking the hallways during her breaks. We did have some discussions over lunch, but that was the only time I ever saw her sit. Students at this school seem to like physical education. During my observation time, there were few discipline problems. Olivia seems to have a good relationship with students that are in her class as well as students in her colleague's classes. When Olivia gave any of her students positive feedback, the student seemed to "light up" because they knew the praise was not given lightly. This is just another way Olivia tries to develop self-confidence in her students. Olivia was delighted that some of her classroom teachers began implementing physical activity into their classrooms and did her best to provide them with ideas to do this. She said this knowledge came from her training as a Physical Activity Leader (PAL) and as a

trainer for other physical education teachers to become PALs. She was frustrated from the lack of support from the school counselors who made class schedules. Although offering suggestions on ways to pair up classes to ensure safety and proper physical education instruction to her students, the counselors wanted to appease classroom teachers instead. I enjoyed my time with Olivia. She is a hard-working, dedicated physical education teacher who enjoys working with her students. She had an open door policy with students, which made it difficult to record our conversations. I believe Olivia's 'lived experiences' were evident in her teaching and her empowering of her students, especially the females.

2. Pamela is in her eighth year of teaching elementary physical education at a low-income school. The poverty level is visibly noticeable upon entering the neighborhood. Pamela thought about leaving her school many times in the beginning, but feels that she is where "God" wants her to be. Pamela is also a KAHPERD member as well as a PAL. Pamela is the recipient of her district's National Association New Teacher of the Year award. I have known Pamela for nine years in a personal and professional manner. I was thrilled when she stated she wanted to be part of my research. I had heard excellent reviews of Pamela's teaching. I was excited to spend some time with Pamela as well as watch her teach. I arrived at Pamela's school and sign in at the office. Office personnel have directed to me the gym and I follow their instructions. Pamela is nowhere to be found as I put my things in Pamela's office and look around her gym. She has equipment set up around the gym and her music system is ready to go. I know she is in the school somewhere, so I patiently await her arrival to the gym. Half an hour goes by so I head out to investigate the school and to see if I can find Pamela. I have not seen her in a long time and I'm beyond eager to see her. I find Pamela by the front office; she had a last minute meeting with a classroom teacher to discuss a student. Pamela greets me with a huge smile and a hug. She says we will stay up by the front door to help greet students. She is greeted with enthusiastic hellos and hugs from many of her students. Colleagues greet Pamela with enthusiastic hellos as well. During the course of my observations and interviews with Pamela, we discussed numerous topics, but in order to discover how Pamela developed her personal and professional identities, we started

at the beginning with her childhood. Our conversations then led to how she became a physical education teacher, how she stays physically active, and her professional life and experiences as physical education teacher. Pamela is hard-working physical education teacher who is passionate for her students. Pamela also devotes her time before school in a kindergarten classroom where she visits with students, helps them get settled into the classroom by helping them put away their backpacks and taking out their planners to help check for parent signatures. She also sits with the students while they do “show and tell” and during story time. One morning the classroom teacher invited two students to share where their parents were from. Many students in this school are Laotian and their parents are from Laos. The teacher holds up a map to show the students the location of the towns where these particular student’s mothers and fathers were born. It was a very interesting lesson. When I asked Pamela why she devotes so much time outside her normal duties to help outside her normal duties, she said because it matters to the students, and she enjoys the extra time with students by getting to spend some one on one time with them. Pamela is also able to develop a relationship with the classroom teacher who has taught her a lot over the years as well as supported her as a teacher. Pamela is well liked in her school. She said she is not as close with some of the teachers as she has been in the past. During her first few years of teaching, a group of twelve teachers that were close and did a lot together both in and out of school, but most of those teachers have moved on, which she states is okay because she doesn’t always have the energy to socialize any more. Pamela gets along well with other teachers in the school as well as the office personnel as her principal. The only time I sensed tension was when Pamela and the music teacher refused to give up their plan time the last few weeks of school. Some of the classroom teachers had taken advantage of Pamela and the music teacher the last few years of school by taking all their plan time by making them keep students longer in physical education and music education. Pamela and the music teacher finally put their foot down and said no more. It was too tiring and did not give them time to prepare report cards and do end of the year preparations. The principal supported this decision. Pamela is concerned because her principal will move on to a new position at the end of the school year. She knows that she has been

fortunate in having a supportive principal and is concerned that a new principal may not be supportive of physical education. Pamela worries about her own body image and that of her students. From experience, she knows the importance and frustration of trying to stay healthy. She has also dealt with her own anxiety. Pamela is concerned about coming across as a lesbian, which is something that I have heard from other female physical education teachers. Physical education teachers should not have to worry about their sexuality along with everything else that goes into teaching.

3. I am in my thirteenth year of teaching. I taught elementary physical education for five years, and I currently teach health and physical education classes at a university in Kansas. I am also working to obtain my PhD in Curriculum and Instruction with an emphasis in physical education from Kansas State University. I am also a member and Past President of KAHPERD and a PAL. My experiences shared in the beginning of this chapter as well as many others, led me to wonder what other physical education teachers have experiences in both their personal and teaching careers. My thirst for physical education, health education and teaching knowledge always leads me to seek out experts who have already navigated uncharted waters to discover the best solutions for issues whether in curriculum, teaching or better understanding student issues.

Below I present out stories about our childhoods, our teaching experiences, and our passion for our profession.

Restorying Stories (Narrative Analysis)

Narrative analysis is an important step to ensure that the stories of the participants of a narrative inquiry study are accurately told in the telling. Cortazzi (2001) describes the importance of “a careful analysis of the topics, content, style, content and telling of narratives told by individuals or groups under ethnographic study should, in principle, give researchers access to tellers’ understandings of the meanings of key events in their lives, communities or cultural contexts” (p. 384).

Clandinin and Connelly (2000) refer to the stories of narrative inquiry as field texts. Field texts can be recorded in journals, diaries, field notes collected by the researcher by either observations or interviews, letters, documents such as memos or other office correspondence, photos, and other types of artifacts (Creswell, 2007). Analyzing field text can be challenging.

The researcher carefully and thoughtfully reconstructs the texts into research texts (Clandinin & Connelly, 2000). Field text for this paper include field notes collected through my observations and interviews as well as recorded interview data, and e-mails from my participants.

According to Polkinghorne (1995), there are two kinds of analysis in narrative inquiry, analysis of narratives and narrative analysis. Although other types of qualitative research use synchronic data, narrative inquiry uses diachronic data, which is data that contains “temporal information about the sequential relationship of events (Polkinghorne, p. 12). Kim (2011) states, In analysis of narratives, researchers collect stories as data and analyze them with strategic processes in which categories are classified by emerging themes. In narrative analysis, on the other hand, researchers synthesize the data elements into a coherent story rather than separating them into different categories. (p. 635)

In both types of analysis, the researcher plays an interpretive role through the dynamic link between data gathering, interpretation, and analysis of narrative inquiry. The analysis phase brings together the data, theory, and researcher reflections in order to bring meaning and understanding in the reconstruction of lived experience.

However, for this research paper, I used narrative analysis to construct the narratives. According to Oliver (1998) narrative analysis

is the configuration of a narrative (story), drawn from multiple data sources, that offers insights into how people construct the meaning of their experiences. Narrative analysis is a research methodology that may help better explain the lives of physical education students and teachers, as well as their complex environments. In addition, narrative analysis may help researchers connect with how many people, teachers, teacher educators and researchers come to learn and understand themselves (p. 245).

Narrative analysis allows stories to weave together connecting stories from childhood to stories from educational experiences both personal and professional. Narrative analysis is a method of chronicling the data that consists of actions, events and happenings in order to produce a story as an outcome of analysis. The reconstructing of data from a participant in a chronological sequence helps the reader make sense of the story (Mishler, 1995). Reconstructing stories is the process of structuring fragmented data into intelligible stories (Polkinghorne, 1995). This process is called narrative smoothing. Narrative smoothing is the process used to reconstruct data elements into a coherent story rather than separating the data into categories.

According to Kim (2016), narrative smoothing assists to “make our participant’s story coherent, engaging, and interesting to the reader” (p. 192). Kim (2016) points out that in order to accomplish this, narrative smoothing “involves certain omissions, such as the selective reporting of some data (while ignoring other data), or the lack of context due to the researcher’s assumption that what is clear to him or her will also be clear to the reader” (p. 192). If this data were added to the story, it would take away from the coherency, engagement and interest of the story.

The following stories help teachers share their past and present lives, which are complex. They draw upon their own experiences, but the stories are not about the teacher’s alone. No one person stands alone in his or her own story. Family, friends, and for teachers, students and anyone else connected to the education environment, become part of “our” stories. In brief, using the process of narrative analysis and narrative smoothing, I reconstruct stories (about Olivia’s and Pamela’s experiences), structuring fragmented data into intelligible stories (Polkinghorne, 1995).

In order to discover how Olivia and Pamela developed their personal and professional identities, during the course of my observations and interviews, Olivia, Pamela and I discussed numerous topics. In order to discover how Olivia and Pamela developed their personal and professional identities we began to discuss their lives both personal and professional. Our conversations were about their childhoods, how they came to be a physical educator and how they perceive their role as a professional educator, a physical educator and their profession of physical education, and their experiences as physical education teachers. We also discussed if and how they stay physically active and how all this translates in their teaching practices and interaction with their students. Below, I present three stories of my research outcome using the narrative analysis methods described above. The stories are reconstructed in the first person pronoun presenting Olivia’s story first, then Pamela’s story then concluding with my own story.

Olivia: “Never Give Up” The seasoned Physical Education Teacher

I lived in Ohio until the age of 17 when I moved to the state of Washington. In Ohio, I lived on the same block as my grandparents, aunts, uncles and cousins. Since there were so many family members around and especially cousins, we were always outside playing. My other set of grandparents owned a farm, which was explored at great length every time I or my cousin visited. My dad was more active than my mom was because she did not like to exercise. I don’t

know if she knew how. They did however, encourage me to be physically active and supported me through my formative years as I played volleyball, basketball, swam, participated in karate and in Color Guard. They never gave up on me even when I was not the easiest child to be around.

At around the age of 13, I was having some major challenges. I had an incredible 7th grade physical education teacher who helped me through a tough time when I was battling debilitating anxiety. She was tough, but supportive. She encouraged me to keep trying harder when things got tough. She taught me in order to get things done I had to break big tasks down into tasks that are more manageable. She made me want to become an educator so I could help others. My anxiety began at the age of 12. Some of my anxiety may have been from the normal hormonal changes that come from puberty, but my anxiety was debilitating at times. I could not function and do normal daily activities. No one gave me a pill like they do with today's students. With today's students, it's as if we tell them "You can't handle life, here's a pill". We medicate children too much and don't teach them how to handle things on their own.

My parents, physical education teachers, and others supported me, but were tough on me. At some point, my mom took me to the doctor who discovered that I had a malfunctioning thyroid. After receiving treatment for my thyroid, I did feel a little better, but I still battled anxiety. Little by little, I learned coping skills to help me achieve the things in life that I wanted to do. Being a physical education teacher, I try to be encouraging and supportive of my students. I want them to learn to take care of themselves and have confidence that they can get through life challenges without self-medicating. I believe it's important for educators to build relationships with students outside of school. I attend as many of my student's functions as I am able. I don't see our younger teachers doing this. I think if we are going to build relationships with students, they need to know we are going to be there for them as much as we can.

When I lived in Washington, I attended junior college where I took general education classes. During my junior year of college, I transferred to a university in Kansas on a basketball scholarship. This university had two separate majors in physical education. One for elementary and the other for secondary. They are now combined K-12. It took me five years to earn an undergraduate degree in physical education. My first physical education teacher in college was tough and gave me an F on my softball teach. It was an eye opening experience for me and made me work harder. Through that lesson, I learned that it's okay to let kids fail. We give

them too much stuff that's not appreciated. When students learn to fail, especially girls, they become more self-assured and independent. I know that some women feel that they need a man to take care of them. For example, if my husband died, I would miss him, but I would be able to take care of myself. I have tried to project this type of independence onto my daughter. I try to instill self-assuredness and independence in all my students. I also try to pass along the skills I learned during my adolescent years when I was dealing with anxiety. I do not coddle my students, but I encourage them to work hard.

Close to graduation, I applied for an elementary physical education position, but my friend got the job. God knew what "He" was doing when I did not get that job because I was not meant to teach elementary students. I really enjoy working with middle and high school students. When I first went off to college, I wanted to be a nurse and not a physical education teacher. I had a teacher encourage me to look into physical education since she thought I was a great athlete and thought that it might be a great fit. It was, and it was a decision that I've never regretted. Over the years, I've coached volleyball, basketball and softball. I did not start coaching until my children were all in school because I felt it was important to spend time with them.

Teaching physical education has evolved over the years, but has never been easy. We lack the support that other disciplines receive. I do have some coworkers that are supportive of physical education, but not everyone in this school is supportive of physical education. I've worked hard to provide a solid physical education program, yet there are some school individuals who try to undermine my program. The counselors at my school make the schedules for students. The counseling staff does not support my physical education program or me as a teacher. They make some classes too large and we, the other two physical education teachers and myself, have asked the counselors to change this because we are concerned about student safety, and because students do not get personalized physical education instruction, but it has not changed. We continually adapt activities for the afternoon classes for safety reasons, and even though our main concern is safety, we still cannot give them a sound physical education experience. There is just not enough room for everyone to move. The counselors told me that some classroom teachers want their plan time during the afternoon near lunchtime. I told them that school should be for students and not teachers. It's ridiculous that student learning and safety is overlooked for teacher plan time. The same classroom teachers who want their plan

time during the afternoon near lunchtime also scoffed at the idea of implementing physical activity into their classrooms. They said it would be too much work. When I told them it would help reduce incidence of behavioral problems, they said they would much rather have a longer lunch than to spare extra time for physical activity lessons. I even told them I already had easy to implement physical activity ideas. They said they did not see the point.

I not only speak up for physical education and my students, I also fight for my female students. One morning after the boys basketball team was featured on the school announcement system because they had done well at the state level, my volleyball girls sought me out to ask why they had not been afforded the same recognition since they not only went to state, they actually won state. This happens often and although the girls are given recognition, it is never at the same level as the boys. I point out the discrimination to my administration, but nothing ever changes. It always seems that the boys are favored over girls.

I feel students need more encouragement and support from all staff. Not just athletes and not just from some staff. Some classroom teachers are trying to change the movement culture in our school. I am a Physical Activity Leader – an initiative from Let’s Move in Kansas Schools that trains physical education teachers to become PALs. I am a PAL trainer and in the summer, I teach other physical education teachers to become PALs. I mentor 25 PALs throughout the school year with weekly e-mails and action plans. Through my PAL training, I have brought a few new ideas to school to include movement. Some classroom teachers are helping me because they think this is a great idea and good for students. More and more classroom teachers are asking me for Brain Break ideas to use in class.

I work hard to provide a quality physical education program and I feel that the body plays a large role in education because of my work as a PAL and because of the research from Jean Blaydes. Jean Blaydes is an internationally known education consultant, speaker and author on the subject of how brain research supports the link of movement to enhance learning (Blaydes, 2004). In my 30 plus years of teaching experience, I have observed that students who struggle in the classroom have low coordination. I feel my fit students are more confident. I’ve noticed how all students are more alert in the classroom after physical education, and classroom teachers have noticed too. I believe physical education is important for developing physical skill, and is a place, where students are able to develop self-confidence and self-esteem. Physical education also provides an excellent opportunity for students to learn to communicate with one another. I

have noticed that students text a lot, use headsets, and use limited verbal communication, which makes it vital to provide them opportunities to actually talk with one another. Sometimes they have a hard time talking with one another and typically, when bullying happens, it happens on-line. Because of the way students communicate, it's important that they have opportunities to learn how to communicate face-to-face. Students don't always get those opportunities in the classroom.

The past few years I've notice that my body is not what it used to be. I take care of it the best I can, not only to keep up with students, but to be a good role model. I stay physically active either by going to the gym five days a week in the mornings before school and running as often as I can during breaks or after school. I participate in 10Ks when I can and average a race a month. I could not participate in physical activity for a while a few years back when I developed cancer. When my doctor gave me the green light to become physically active again, I did not hesitate to begin exercising, but I did proceed with caution. I truly believe that being physically active helped me with my recovery. Being sick made me even more determined to be the best teacher I can be and to teach my students the importance of being physically active.

Although my body is not what is used to be, I'm going to continue to teach to the best of my ability because these kids deserve it. I want them to learn how to take care of their bodies, learn to get along with others and learn how to get tough when they are challenged. I will continue to fight for my profession and for equality of all my students. They are worth the fight!

Pamela: Professional Role Model Physical Educator

During my childhood, I was fairly active. I started playing sports when I was in elementary school. I started young. Gosh, it was right after kindergarten when I started playing softball and played until I was a senior in high school. I also I played basketball. I played the bitty ball, the rec ball growing up. I remember doing it in 2nd grade and I hated it because I wasn't very good. I played that through high school as well. I played volleyball and did cross-country. Yes, I was very active at a very young age and throughout high school. My sister and I had a trampoline and we jumped on that a lot. We had a swimming pool, one of those above ground ones and my sister and I would swim laps around it and make little whirlpools. We rode bikes. I was a very, very active child. Now as far as my parents, well, my parents encouraged us to be active, but as far as them being active for themselves, they were not. Not like we think of today. They were active for us. Dad would go out and play catch with us. Mom would go

outside while we were swimming or playing on the trampoline, but as far as them taking care of themselves physically, it was more or less along the lines of them making sure we were doing it. I think that's because they were part of that generation that did not see physical activity as important. They would go outside with us, but it was like "What do we now?" So, I was very active as a child and my parents were very encouraging of that. It wasn't until I was in college that I started running. I would go to the rec center. I would go the gym and use the machines. It wasn't until I joined the rec here and taking classes that I really started getting into exercise classes and things of that nature. Sometimes, okay a lot of times, I'm too hard on myself. I think I should have the perfect body, but I don't.

When I was growing up, I was never like a healthy person because, my parents weren't. I mean we ate balanced meals. We had fruits and vegetables, but we didn't have fresh fruit. I don't remember a lot of fresh fruit unless it was in season or on sale or something, then we would have it. I remember a lot of canned food. Fresh food was a real treat. We had Little Debbie snacks. I blame my sweet tooth on that, but that's just that way it was. So I didn't grow up in the most health conscious home, but as I get older, I enjoy learning about the human body and what not. There's part of me that's the health nut and there's the other part of me still trying to let go of those old habits that I developed as a child. And, YES, I'm an emotional eater. I know that. My boyfriend has pointed that out to me several times. I know that I have to find different ways to deal with my stress, and that's one of those things that I'm going to work on this summer. I'm going to get to step away from everything else and focus on my health. I started battling severe anxiety several years ago to the point that my boyfriend was going to leave me. I started seeing a counselor who has encouraged me to work on my stress and stated that I would be worse off if I was not physically active, but I do need to watch what I eat. When you really start to stress, what can you do? At the end of the day instead of reaching for that chocolate, maybe, just maybe listen to some music. Something that will help me distress a little better than reaching for the food.

I don't have the best body perception. I think I'm like most typical women who when you look in the mirror, you find the imperfections. I also have a healthy mindset of knowing physical activity and eating healthy is what is going to keep me healthy. If I don't like what I see, I know those are the two things that I need to work on. I talk about body perception with my students. I teach nutrition for one day a week for the entire school year. I feel that it is

important to teach that as well as physical activity because they go hand in hand. What I'm also learning as I get older is nutrition is almost more important to maintain a healthy weight to keep a positive body perception.

I perceive myself as a professional educator, someone who is very professional. I dress the part. I'm a good role model, and I make sure that I'm on time. I don't give anyone a reason to question my profession. As a physical educator, I perceive myself at this point as an expert. An expert who has learned through experiences. I felt that when I graduated and took that job, I thought I knew what I'm doing, but I had no idea what I was doing. One time during my first year of teaching I was so frustrated and upset that I just laid on the floor in my office in the fetal position on the phone crying to my mom because I felt frustrated because I had no idea what I was doing. Then of course, I put on my big girl pants and pulled it together, finished the year, and I had my job the next year. No one told me I was doing a bad job. I just felt I was not doing the best I could because I didn't know everything. I did earn the District's National Association New Teacher of the Year the next year so I couldn't have been that bad. It was just the perception of myself.

I believe my role in the education of my students is an important role. I really do believe that. Many of my students are not going to go on and play sports professionally. Many of them are not going to go on to high school and play sports. Many of them are going to just go to school or get they will get a job. My role while they are with me is to get them excited about physical activity so they can be healthy now and forever. In order to do that, I need to be a good role model for them and to teach them to enjoy physical activity. The role model part, I put a lot of pressure on myself, and I probably shouldn't do that, but we talked about the pop thing earlier. I mean, I was always walking out of the lounge with a pop in my jacket so they wouldn't see it because I don't want them to see it. It's not that I don't want them not to drink a pop. I tell them it's okay every once in a while. It's not okay every day though. You don't need that every day but, I just never wanted them to think "Oh, Ms. "PE Teacher" does it so it's okay", because they do look up to me. I even had a teacher tell me one day "You embody health and wellness and you're not only a role model for the kids, but the teachers too". That's a lot of pressure because I'm not perfect. I like my chocolate, and every once in a while, I like my Pepsi. You know? I'm as normal as can be, but I do have to keep that in mind. So I do put pressure on myself on

being a good role model for my students and making sure that I'm showing them through my actions the most healthy lifestyle that I can.

If a kid brings me a cupcake for their birthday, some teachers will turn it down, I don't. If I don't want it later, I'll throw it away. But, I don't turn it down because I feel like kids need to see that it's okay to have something like that every once in a while. I'll tell them that. This is going to be a treat for later. I'm not going to eat it this right now because I don't need this right now. I try to use every moment that I have with them as a teachable moment. I found that my job is to teach physical education, but I feel it's more like teaching life in general. I mean just teaching them and just taking a "moment" and making it a teachable moment. I'm sure the classroom teachers experience that, but I don't know if they experience it as much as physical educators. Sometimes I feel like the whole world comes crashing down when students walk through the door and I think it's because our environment is much different. It's an open environment. They're moving and playing. They are not sitting in one spot for a long period of time and we don't expect them to. I don't want to say that we don't expect them to focus like they do in reading, but there is more chance to be open and creative. They are demonstrating skills in physical education. They are demonstrating knowledge where it's all out in the public. Everyone's watching. In the classroom, not so much because it's all on paper. That may be why the older students get, there is a decline in physical activity, especially in girls. Especially if they have not developed physical skills.

I feel that as a physical educator, we have to be professional because there is that saying "Those who can teach and those who can't teach, teach PE." I've always hated that saying because it demeans physical education, physical education teachers and it tells students that their health is not important. PE has changed so much since even my generation. If you ask me what I did in elementary PE, I would tell you dodge ball, scooters, kick ball etc. Those are the only things that I can remember. I don't ever remember being taught anything. Ever. I mean it's not the PE teacher's fault. I loved her, but it's more the games that we played. That's what I remember. Maybe if you ask my students, they might say the same thing, but I think you might get more that can tell you the things that they have learned. PE has changed so much. Unfortunately how others perceive PE, is still the same. No respect. So, if we want to be respected, we have to be professional and hard working. I work with a teacher who does not dress the part of a physical education teacher. She'll come to school in little kitty cat heels.

And, why is beyond my understanding, but she's not respected. I cannot honestly say that I do not respect her as a PE teacher. I'm very disappointed as a PE teacher because we've worked so hard to get this point and for someone not to be professional teaching physical education is upsetting. I think we really, really must strive for professionalism. Because if we want respect we have to show that we've earned it.

I spent many hours developing a notebook with physical education standards as well as developmental lessons for each grade level. My physical education notebook also contains strategies and assessments. Numerous physical education colleagues in the district have asked me to make them a copy of my notebook. I tell them that I will lend it to them as a model to help them develop their own, but they would rather I make it for them. Who has time for that? I don't have time for that. They need to take some time for their own students and develop some quality lesson plans.

What's frustrating to me, from a professional standpoint, is that some PE teachers, who are in PE for the right reasons, because they want to educate students about taking care of their bodies, and then you have teachers who are in it to coach. That frustrates me so much! Those kind of teachers give us a bad name. That PE teacher is lazy. They are typically the teacher that rolls out the ball. We are never going to get that respect until everybody starts demanding and asking for it. I know there are some of those lazy teachers at the high school level. Now, what do they teach? I don't know. It could be unfortunately, it could be my perceptions of things and/or it could be my experiences. I had a physical education teacher in high school who taught our weights class. He was football coach and I can tell you right now, that's what he was there for. He was there to coach football. Our weights program was the football player's weight program. The program was not specific for individuals who played different sports. I always thought if I was going to teach a weight class, it would take a little more time, but you need to build a weight program for each specific individual. I mean there was no reason for us volleyball players to be doing a football player workout. No reason. We didn't need to strengthen the same muscles that football players need to. We did the same workout all year long.

I think it's so important for students, especially for the little girls, to see me working hard and sweating. I think that's an important thing to see because unfortunately, what students see on TVs and on-line, what the stars are displaying is not helpful to keep girls physically active. They see these thin, thin actresses, but you hardly ever see an actress that is truly healthy.

Students just don't get that. A few years ago, I had a 5th grader, who was such a little tomboy up until 5th grade, and all of a sudden she was dressing up for school, and coming to physical education without the proper shoes, and she started causing trouble in physical education class. Well it was because she was getting a lot of gruff at home about being such a little tomboy and she was tired of getting that. That is when I realized that it was important that I still look cute and wear make-up, and unfortunately, I don't do my hair much anymore. It just takes too much time. I try to demonstrate that it's okay to be a feminine person and still be concerned about overall health and still be physically active. I agree with that 100%.

What I don't agree with is a teacher who I can think of in particular, who shows up and teaches in little heels. She's a PE teacher and that's just not professional when you are trying to teach physical education. I don't agree with that. Can I buy and wear a pair of bright pink shoes? Sure. Can I wear a shirt that has pink all over it? Yeah, absolutely. That's kind of what make us female. As a female PE teacher, we do get a bad rap. I mean everybody assumes that we are lesbians. That we are going to cut our hair short, and if you do have your hair cut short then you must be a lesbian cause you also teach PE. That has nothing to do with it though. That was always a big thing for me. I can understand why PE teachers cut their hair all off, it's much easier. It is. But, it's like no, I want to prove to people that I'm just as feminine as I am on the weekends as I am during the week, but yet I'm still am very physically active minded. A few years ago, I became a Physical Activity Leader. Through that training, I have been slowly developing and incorporating ways to provided parents knowledge about the importance of physical activity. A few parents have started to encourage their daughters to become physically active. It will take time. I'm lucky to have a committee that helps me implement my ideas.

I didn't always want to be a physical educator. When I was first looking at careers, I wanted to be a doctor, but decided I didn't want to go to school that long. Then I decided I wanted to be a PT. You know, physical therapist. I had a friend in high school, who was also going to be a physical therapist, I don't know why she said this, and if she was being genuine or she didn't want me to go do the same thing as her, but she said, "You know you'd make a really good PE teacher". I hadn't really thought about it, but I do enjoy working with kids. I worked a lot of camps where I was coaching or working with kids, so I was like "Why not". Now that I'm a physical education teacher, I cannot think of anything else I would rather do. Nothing else would be as rewarding.

My story: Physical Educator Becoming a Researcher Teacher

I did not start out to be a physical education teacher. When I first went to college, I had dreams of being a Certified Public Account. It took me a little longer to start my physical education career than Olivia and Pamela. My collegiate academic career started at the age of 18 like most freshman who head off to college for the first time. I felt like I was finally an adult. I told my mother that she would not see me again until Christmas time. One week later, I called my mother bawling my eyes out and telling her how much I missed her. My mother picked me up in the middle of the night to take me home for the three day Labor Day weekend. I felt a little better after that and felt that I could survive the rest of the semester. I made it two quarters out of three that year and ended up with a 1.67 GPA. I was a typical freshman. I had more fun than I should have, and rarely made it to class. I told myself that was okay, I'm female, so I'm not expected to do well in college anyway.

My father believed that if you were not a white male, you had very little purpose. Women were good only to clean houses and to make babies. During my childhood, my father would often tell me that I was stupid, fat and ugly. My mother always told me I was beautiful. There is a scene from the movie *Pretty Woman* (Goldstein, Milchan, Reuther, von Huen, Ziskin & Marshall, 1990) that resonated with me the first time I watched the movie. In this particular scene, Julia Roberts' character states, "People put you down enough, and you start to believe it." Richard Gere's character tells her "I think you are very bright. A very special woman". Julia Roberts responds, "The bad stuff is easier to believe". When you have low self-esteem, the bad stuff is easier to believe. Therefore, when I did not do well in college the first time, I thought it was because I was not intelligent enough.

A few years later after I married and had my first child, I attempted college for the second time. One evening my math professor began to talk about the low class average. A man in the class stated that it was probably the "dumb blond" in back bringing down the class average and pointed at me. I did not know this individual so I did not understand why he would say such a thing. I was ready to give him a piece of my mind, but my professor defused my bad attitude by informing the man and the rest of the class that I had the highest GPA in the class and had only missed one test question the entire semester.

At the age of 35, I went back to complete my undergraduate degree. My husband, four children and I had moved from Southern California to Kansas to start over after our mattress

store went bankrupt. My husband started back to school first and completed his undergraduate degree. My husband worked fulltime as well as coached collegiate football and took a full load of classes at a university. I worked three jobs, which included working in a medical office, cleaning houses and selling Pampered Chef products. I also took care of our four kids as my husband had very little time at home. One day when cleaning a pubic hair out of a shower drain, I began crying and thinking there had to be something more to life than cleaning pubic hair out of shower drains. When my husband arrived home that day, I asked what he thought about me going back to school to get my degree. He thought it was a great idea.

My husband has always been my biggest fan. In his eyes, there is nothing I cannot achieve. He encouraged me to speak with an advisor right away and enroll in classes the following fall. I only took 13 credit hours my first semester because I did not know how well our youngest son would do in daycare. He was three at that time, commuted with me to school, and attended daycare on campus. He thrived and so did I.

When I first went back to school, numerous individuals went out of their way to let me know that they did not think I would be successful in school because I was working and raising four children. I use to state that if I had a dollar for every negative comment like that, I would be very wealthy. I set out to prove them wrong. I wanted more out of life than to clean pubic hairs out of showers and I knew I was not a “dumb blond”. My second semester at my university, my advisor put me in 18 credit hours. I gently reminded her that I worked 30 hours per week, commuted 10, and that I had to do everything for my kids because of my husband’s busy schedule. She said she understood, but knew I could do it. Her belief in me, along with my family’s support, propelled me to success. I graduated with numerous academic awards. Although from time to time I hear the voices that say, I’m stupid, fat and ugly, I chose not to listen to them and believe that with God I can do all things.

My youth, although turbulent, was also very active. We moved quite a bit growing up. I lived in seven states and numerous towns before I turned six. Although I was very shy, my outgoing sister and I would always make friends with the neighbor kids. We would ride our bikes, jump rope, skate – and, yes, we had the old timey skates that attached to the bottom of our tennis shoes, which we would lock on with a skate key, play tag games and numerous other activities. Since my family had little money, I did not participate on sports teams until I was in junior high. I had a physical education teacher that encouraged me to join the volleyball team,

but my extreme shyness prevented me from doing so. It terrified me to think I would play volleyball on a small court with everyone watching. This same physical education teacher encouraged me to join the track team because a lot more people attended and I could hide in the crowd of people and events. I ran the high hurdles because my long legs could easily get over the hurdle, and was a thrower, which consisted of throwing a softball, discus and shot putt. Although I was not very good, I did enjoy participating in track. In high school, I played basketball and tennis, but only for a short time. I was accident-prone playing basketball and it seemed like I always required medical attention after games. My first and only year I played tennis, I developed heat stroke during a tennis practice and never played at the high school level again, although I do enjoy playing from time to time for fun.

Somewhere during my adolescent years, I became a runner. I enjoyed running in the crisp Colorado air. Some evenings when I ran, I would achieve a “runners high”, which made me feel like I could run forever. I would usually run seven to nine miles a day. When I began having children, my quest to stay physically active continued, but changed. No longer could I run at whim. I continued to find ways to exercise because I knew it was important. Somewhere in my 20s, I discovered that eating healthy along with moving my body allowed me to keep up with my children. Eating large amounts of sugar and being inactive did not. Fast forward to my 30s and my return to college, it seemed natural, at least to my husband, that I should become a physical education teacher because I loved being physically active and I enjoyed learning about ways to stay healthy. I initially wanted to become a math educator because I loved numbers and because of my math teacher in college, but this did not work out for me. That’s when my husband suggested physical education. My first thought was that physical education would not be academically challenging enough for me. I was wrong. I loved my classes and could not wait to become a physical education teacher.

Even with all the frustrations, I enjoyed teaching elementary physical education. I felt that I played an important role in the education of my students. Not only did I teach them physical skills, I tried my best to develop social skills as well incorporate other subject matter into my physical education lessons. My first principal was a former physical education teacher and when observing me teach in my second year, was so impressed with how I integrated other academic subjects into my lessons, that he asked if I would do a 5-10 minute presentation to the school board – no pressure there! With the help of my youngest son, who was also one of my

students, the presentation was a hit. When my son was in the 3rd grade, he was nervous about an upcoming science test. As we studied together one evening for his test, I decided that I could easily integrate the science content into the physical education lesson that I had planned the next day, so I did. Later that day my son's 3rd grade teacher came running down the hall asking what I had done in class that day with her students. I could not tell if she was upset or not at the time, but telling the truth always works, so I told her what I did. She gave me the biggest hug and stated that no one in her class received below a "C" on the test and that had never happened before. This classroom teacher became one of my biggest champions.

Another frustration came when adapting some physical movements and some boys, who were in sports teams outside of school, would make derogatory comments about the modifications. An example being modified push-ups. The boys would call them girl push-ups. It did allow for good discussions about how that demeans girls and in some classes, a few girls would say "Oh, yah? I can do more regular push-ups than you!" and would proceed to do regular push-ups with gusto and would out do the boys. I asked the boys where they heard the term girl push-ups and it was always their coach. Even in elementary school, the marginalization of females begins.

During my time teaching at the elementary school, I also implemented a variety of ways to keep students active outside the school day. An individual at Kansas University, who I had met at the annual KAHPERD Convention, introduced one physical activity idea to me in which my students were asked to increase their fruit and vegetable consumption as well as reduce their sedentary activities such as playing video games and watching TV. Students earned plastic beads and plastic feet that they put on shoelaces attached to key chains. Teachers kept saying they wish they had something to help motivate them to be physically active, and they wanted to be good role models for their students, so I implemented a virtual travel plan in which school personnel would "walk" to a specific destination with their team, and win prizes. I did this the last two years that I taught at the elementary level, and it was a hit. I felt like an important education component in the lives of my students, but I would get frustrated when my teaching space was taken away, and felt that my administration did not value what I did. In time, I did have classroom teachers who valued my opinions and would seek out my input about teaching and students. I moved on to higher education because my body just could not take the stress of

teaching double classes in a tiny gym. I do enjoy teaching a general education health class as well as future classroom teachers and physical education teachers.

As I listen to stories of others, I have learned that we all have life challenges to overcome. I do not understand why people choose to be so cruel to others. A few examples in my life are my father, my male classmate and the humiliation of cleaning pubic hairs from shower drains. I don't know if I ever thanked my math teacher for being the first male in my life other than my husband to stand up for women. Although I was grateful to my professor for standing up for me, I also knew that negative comments would continue and that I would need to learn to stand up for myself. With the help of family, friends and those in my academic career at all levels, I have found my voice and my wish is to help others find theirs. I believe that my life experiences prepared me well to become not only a teacher, but in particular, a physical education teacher.

Discussion

Identifying components that make up teacher identity is important to identify support teachers need in order to remain effective, and can help future educators as they begin their teaching careers as well as help researchers, policy makers, administrators, and teacher educators in their decision-making process regarding teachers. Identity is something that develops over the course of a lifetime (Beijaard, Meijer & Verloop, 2004). For a teacher, this self-identity becomes part of their teacher identity. Norton (2000) states that identity is “how a person understands his or her relationship to the world, how the relationship is constructed across time and space, and how the person understand possibilities for the future (p. 5). For teachers, this knowledge has an impact of their professional philosophies and practices. Physical education teachers are unique in that the body plays a key role in their teacher identity. My participants stories reveal the following regarding their teacher identity. 1) The body plays a vital part of physical educator's identity. 2) Physical educators have a responsibility to be good role models, and 3) Physical educators experiences become part of their “lived curriculum”.

Body as a Vital Part of Physical Educator's Identity

As Tinning, (2004) points out, physical activity and the body play a significant role a physical education teacher's identity and in physical education classes. For physical education teachers, our bodies are influential to how and what we teach in physical education. Mitchell (2007) found that students were more motivated to value fitness and an active lifestyle, if their

physical education teacher was also fit, active or highly skilled. Garrett (2004) theorizes, “Bodies are gendered through social, institutional and material experiences that shape behavior, appearance, bodily habits and desires.” (p. 143).

For female physical education teachers, appearance beyond the body matters too. If a female is above average in physical skills or likes to participate in sports, which in some cultures can be deemed more masculine in nature, this can make some females, whether a student or physical education teacher, worry about being feminine. Some females who are physically active or enjoy sports are considered tomboys. Pamela stated that she could understand why some female physical education teachers cut their hair short because it is easier to maintain, but as Pamela pointed out female physical education teachers who wear their hair short are perceived as lesbians. For female physical education teachers the body and overall appearance is important to teacher identity. Being a healthy role model and educating students about healthy habits can also diminish the effects of unhealthy individuals who are seen in magazines or television. Physical education teachers try to educate students, and their families, about the importance of physical activity no matter what their gender. Physical activity is not just for males. Physical activity is not just for manual labor. Physical activity helps develop embodiment. “Embodiment is undoubtedly a significant aspect of our personhood through which we interact with the world, and in the way this dimension of ourselves plays an important part in shaping our self-concept and our attitudes to ourselves” (Whitehead, 2010, p. 57).

Pamela has battled anxiety as well as body image issues. Pamela knows that staying physically active is important to manage her anxiety and stress. She is also trying to find healthier ways to deal with stress by finding healthier substitutes for when she wants to stress eat, which makes her gain weight and then she feels she is not a good role model for her students. Pamela remains physically active by taking exercise classes at her local recreation center as well as running. Pamela is aware that most of her students come from very low socioeconomic circumstances. Her students will mostly likely not afford go on to play organized sports or be able to join a fitness club when they are older. She tries to teach her students ways to be physically active while at home and while playing with family and friends. Pamela is aware that her students come from families in which the cultures do not encourage females to be physically active. She is also aware that her students battle body image issues, just as she has,

and that many of her female students want to look like the very thin actresses and models they see in magazines and on TV.

Like Pamela, I also struggled with body image issues, which started in my youth. I went on my first “diet” at the age of eight and developed eating disorders in my teen years that lasted well into my 20s. When teaching elementary physical education, I found that many of my students were also developing poor body image. I knew that in my physical education lessons, we had to discuss the importance of physical activity and healthy nutrition. I started introducing a food of the week in order to introduce my students to healthier food choices. I did not want my students to feel that their self-worth was a number on a scale. I just wanted them to be healthy. For physical education teachers, having a fit looking body is also part of being a good role model.

Physical Educator’s Responsibility to Be a Good Role Model

Whitehead (2010) points out that we are embodied beings and our identities are formed through our interactions with the world, which shape our self-concept and attitudes of ourselves. Because the body is the primary focus of physical education, part of being a physical educator is the perception that we must be good role models of health by being physically active, looking fit, and should highly skilled in physical activities. Although my participants and I are all naturally physically active to the best of our ability through illness and injury, sometimes we can be hard on ourselves when we cannot physically function as well as we did in our youth or when we do not perceive that we look like a healthy role model. We feel that sometimes others view us through a critical lens. It is nice when we are told that physical education is important not only to improve student health, but to student learning, and that we are good role models of health.

Students learn more than knowledge from teachers and as my research participants revealed, they feel a great sense of responsibility to be good role models for their students. Physical education teachers know their students are observing them and feel a great deal of self-induced pressure to be good role models. If we want our students, their parents, and other in the school to take us seriously, we need to practice what we preach and teach. As Pamela pointed out, that’s a lot of pressure. Especially for physical education teachers who have dealt with poor body image, but this only adds to enrich our teaching practices as we interact and teach with students who may be going through similar life experiences.

Because physical education is a marginalized subject matter and we sometimes feel marginalized, as Pamela pointed out, we do everything we can to not give others a reason to question our profession. We are hard-working, dedicated, on time, dress the part, and collaborate with other teachers in the building when a chance arises. We know that not everyone in our schools will come to view physical education as important, but we still continue to do what we can to improve student learning and in the process, hopefully win over a teacher and/or administrator in due time to value the importance of physical education in the educative process.

Physical Educator's experiences as part of Their "Living Curriculum"

Kissling (2014) refers to our own meaningful experiences as "living curriculum". Suggesting that teachers teach from our life experiences. As physical education teachers, we knew from our experiences that our students would be dealing with similar experiences and that we must keep that in mind in both in our teaching approaches we use to teach physical education curriculum as well as the content included in physical education.

Through our embodied experiences, I would say that Olivia, Pamela, and I all started becoming physical education teachers in our youth as we developed a love to move our bodies and became aware of the importance of staying healthy both mentally and physically through physical activity and through the encouragement of friends, family and teachers. Each of us battled our own health issues both mental and physical over the years. Although Olivia did not battle body image issues growing up, she is realizing that after teaching 30+ years, her body cannot do everything it used to. In her youth, Olivia was challenged by debilitating anxiety, a side effect of thyroid disease. Olivia did not have an easy adolescence, but she had individuals in her life who were supportive, but tough. She believes that we do not always teach our students coping skills when life gets challenging, as a society, we would rather just give them a pill to cope. Olivia's experiences growing up became part of her "living curriculum" as she teaches her students. Olivia supports her students, but she does not coddle them. As a physical education teacher, Olivia understands the importance of being physically active, and she feels that is important to help students also develop an appreciation of physical activity and that as educators, we do not coddle students, but help them develop independence and self-assuredness. After having cancer, Olivia realized even more how important being physical active is for herself and for her students because it helped tremendously in her recovery both physically and mentally.

Pamela was physically active in her youth by participating in sports and playing with her sister. She also had supportive parents who would either supervise her playtime or play catch with her. Pamela knows that many of her students will not have the chance to participate on youth sports teams because they do not have the money nor the time. She states that she was fortunate for the opportunity to play youth sports. After playing sports most of her life, when Pamela began her college career, she was at a loss of how to stay physically active, but because Pamela knew that being physically active would keep her healthy, she pursued and found ways to stay active. Pamela struggled with body image issues and well as severe anxiety.

I too was physically active in my youth. Although I did not play youth sports, we were very poor, I still managed to find numerous ways to play and stay physically active. I played a lot with my sister, and our mother always encouraged us to go outside and play. Over the years, I cannot remember a time when I was not physically active in some capacity unless it was due to pregnancy complications or health issues. Obviously support from family as well as opportunities to play in early childhood are important in developing an appreciation of being physically active. I did struggle with body image issues and started my first diet at the age of eight. I also developed eating disorders in adolescents and later in life developed hypothyroid disease.

We all have dealt with identity issues as well as health issues. Unknowingly, in developing our own understanding of the importance of being physically active, our passion for physical education and a passion to help others develop an appreciation for health and physical activity occurred. We know that many of our students will confront body identity issues as well as other health issues. We know they will face challenges throughout their lives and we want them to develop skills to face those challenges not just have someone give them a pill to get them through. We all had individuals in our lives that helped support us through those challenging times, parents, teachers and others, but we also knew that exercise and physical activity were our best medicine for both our physical and mental health. As physical education teachers, our embodied experiences became part of our “living curriculum”.

Implications and Conclusion

Identity, both personal and professional, plays a large role in becoming a quality teacher. For physical educator's, the body plays a large role in the identity process. A physical education teacher's understanding of embodiment comes through having knowledge of their bodies and

health. Physical educators connect their experiences and knowledge to lessons taught to students because physical educators know that it is vital to teach students the importance of physical activity. Physical educator's experiences become part of their "lived curriculum". Physical educators connect personal and professional lives in their identities, which Korthagen & Vasalos (2009) state is important to maintain a rewarding teaching career to both the teacher and their students. It is also an important part of developing a strong professional identity, which leads to self-efficacy in the classroom. Self-efficacy helps teachers build positive relationships with students, and helps teachers handle day-to-day challenges that arise in the classroom.

Despite the lack of support from individuals in schools whether administration or classroom teachers, my research participants felt that providing a quality physical education program is of the utmost importance because of how much students learn and grow in physical education classes. There is also frustration from a lack of support by individuals within our schools, and by the behavior and teaching practices of other physical education teachers who are in the profession for the wrong reasons. We continually fight for our students by trying to find safer means of instruction instead of large class sizes. Female physical education teachers play an important role in gender equality in the sports world and the world in general. There is a deeper need to fight for female students because they too are marginalized. Males continue to be elevated in importance. An example being when Olivia's female students did not get the same recognition as the boys sports team who went to state, but the girls team actually won the state championship. It is also because of families and society in general who put pressure on female students to act "feminine" and/or pressures from society to look a particular way.

Although we all come from different backgrounds, we all had different challenges that propelled us to be better people, better teachers, and help others as they face their own challenges in life. Our embodied experiences helped develop our passion for physical education as well as for our students. Others outside the field of physical education may think that we are all gifted athletes and that we want everyone else to become athletes too. That is far from the truth. Physical education teachers do enjoy moving, but we see a deeper need for physical education. The numerous health benefits that come from daily physical activity and physical exercise. The benefits are not just physical, but mental and emotional too such as the development of self-esteem and self-assuredness.

We all continue to advocate for quality physical education. The importance for students is just too important to neglect. There are things that school districts, schools and personnel within each school can do to help support physical education and reduce the marginalization of physical education and physical education teachers. Physical education teachers would like the same encouragement and respect afforded to other teachers because each teacher plays an importance part of the educative process of students.

As a physical education teacher, Olivia understands the importance of being physically active, and she feels that is important to help students also develop an appreciation of physical activity and that as educators, we do not coddle students, but help them develop independence and self-assuredness. The implication when a physical education teacher has a strong identity like this is that we can expect that Olivia's identity, as a physical education teacher will be projected into her teaching. Physical education teachers do not just teach the body, but also help students develop independence and self-assuredness. Hence, we cannot ignore or marginalize physical education. If we do, we are also marginalizing the learning opportunities for students as well. For physical education teachers, it is personal and can affect their teaching, and for students, it demonstrates that being physically active and healthy is not important, and students miss out on many other learning opportunities outside of physical development.

It is vital that schools do not elevate the importance of one teacher over another in the education of students. Each individual teacher brings his or her own skill and knowledge to help in the educative process of student learning. As Sparkes, Schempp & Templin point out, schools should promote a positive socialization process whereby all teachers are made to feel welcome, secure, enriched, empowered, and valued in terms of their actual and potential contributions to school life. After all, without such feelings of self-worth, it is difficult to conceive how teachers are to become productive and contributing members of faculty (1993, p. 386).

Olivia felt frustrated when her classes were doubled up in the afternoons. She tried to convey that this was not safe for students, and although she was not heard, she still made every effort to speak up for her students. Olivia resists being perceived as marginalized, but how can physical education teachers feel like productive and contributing members of faculty if they are continually undermined by taking away their teaching spaces or by doubling up classes to the point where they are not safe? It would be unheard of to take away the classroom of a classroom

teacher or put two classes into one classroom for instruction. Why then should it be okay to do this to physical education teachers? Our educational system must begin to take seriously physical education and physical educators as an important component of student learning.

Physical educators should begin to reflect on the multiple and diverse ways that physical education teachers experience their bodies and embodiment, and how these interact to shape identities and selves over time, to enhance student learning. What and how a physical education teacher determines to teach physical skills and present knowledge in physical education classes is critical. If physical educators possess a high level of physical skill, do they expect their students to be as well? Quality physical education teachers know that students have a wide variety of physical skill and knowledge and must be encouraged to become the best they can be and not ask students to accomplish something that is outside their skill level. Olivia, Pamela and I all adapted our physical education lessons to help individual students and adjusted lesson for each class depending if our classes were doubled up or if we had to find another location to teach our classes. Physical educators can give insight into the curricula making of physical education through their own “living curriculum”, which will help students positively shape their own bodies as well as help students develop healthy habits. Physical education teachers can help students become mentally and physically stronger. Physical educators who only want to roll out the ball or coach are not taking into consideration all students. Physical education teachers have an opportunity to improve the lives of all students, not just athletes.

In teacher education programs, teachers learn a variety of theories as well as teaching philosophies and methods. These programs should also include reflective practices that help future physical educators draw upon knowledge from their own life experiences to enrich their teaching. In physical education teacher education programs, we must begin to have future teachers reflect on why they want to become physical education teachers. If it is only to coach, perhaps they should find another profession. Coaching is important, and can make a difference in the lives of students, but coaches only reach a small student population. A physical education teacher who also coaches holds a greater responsibility. This individual must think about all students and not just their athletes. Administrators need to ensure that all physical education teachers provide quality physical education programs and not value a physical education teacher only because they are a good coach.

Pamela stated it best when she said that in physical education students not only learn about physical education, students learn about life in general. Accessing and responding to physical education teacher's voices is relevant for physical education teachers to develop physical education programs that are meaningful and have a sense of purpose. Allowing teachers to discover their own voice can demonstrate how different teachers use their own stories to develop physical education curricula that help students develop an embodied educative experience, which will encourage other physical education teachers as well as future physical education teacher to become the best they can be to help make a difference in the lives of students. When all is said and done, we teach because we are passionate about our subject matter, but most of all it is because of the love of our students that keep us in the teaching profession. If we do not begin to stop the marginalization of physical education and physical education teachers, much will be lost.

Chapter 6: Implementing Whole-of-School Physical Activity Promotion

Introduction

Physical activity in the United States has been on the decline for decades due to numerous factors such as economic growth, technological advancements and social changes (Brownson, Beohmer & Luke, 2005). The 2008 physical activity guidelines from the US Department of Health and Human Services recommend youth receive at least 60 minutes of moderate to vigorous intensity physical activity per day for a host of health benefits (Webster, Beets, Weaver, Vazou & Russ (2016). Only 28.7% of adolescent students are physically active for at least 60 minutes per day, seven days a week in 2011 (U.S. Department of Health and Human Services, 2012).

In 2013, the Institute of Medicine (IOM) highlighted the need for a whole-of-school approach to physical activity promotion. Because most children attend school, schools should provide opportunities for physical education, as well as promote physical activity before, during, and after the school day.

SHAPE America describes the whole-of-school approach as a comprehensive school physical activity program (CSPAP). CSPAP “has been recognized as the new national framework for physical education and physical activity for young people (Centers for Disease Control and Prevention, 2013). With physical education at the core, CSPAP is a multi-component approach to encourage students to become and remain physically active. According to SHAPE America (2014) there are five components of a CSPAP and include physical education, physical activity during the school day, physical activity before and after school, staff involvement, and family and community engagement.

One method to coordinate the whole-of-school approach is for physical education teachers to become trained in the principles to be physical activity champions for their schools (Carson, Castelli, Beighle, & Erwin, 2014). This physical activity leader (PAL) role necessitates a lot of responsibility for physical education teachers because the whole-of-school approach is multilevel and multicomponent.

An additional method for implementing the whole-of-school approach is for physical education teachers to not take on the PAL role alone, but to include public health professionals. Public health professionals can help assisting in implementing the whole-of-school approach to change policy and environments and policies to increase youth physical (Piercy, Dorn, Fulton,

Janz, Lee, McKinnon, Pate, Pfeiffer, Young, Troiano & Lavizzo-Mourey, 2015, p 421). Piercy, et al. (2015) provide excellent suggestions of how public health professionals can assist physical education teachers in their efforts to implement comprehensive school physical activity programs by 1) support strong physical education and activity policies that require schools and districts to provide more physical activity opportunities. 2) Educating decision makers regarding the importance of hiring qualified physical education teachers to ensure that instructional practices provide substantial moderate to vigorous physical activity as well as quality professional development for physical education teachers, and 3) Reinforce endeavors that require physical education for all students every day from kindergarten through 12th grade.

Public health professionals can help physical education teachers increase physical activity in students by collaborating on physical activity programs like comprehensive physical activity programs. Furthermore, the most appropriate individual to be the physical activity champion in the school environment may not be the physical education teacher. It may be that the PAL role, in the whole-of-school approach, can be taken on by any school staff member. Langille & Rodgers (2010) suggest that other individuals in the school community such as a motivated classroom teachers, school principal or parent may be able to serve in the role of PAL.

The purpose of this article is to use narrative inquiry to examine physical education teacher's knowledge of the whole-of-school approach to physical activity promotion and to explore physical education teacher's experiences in implementing a whole-of-school physical activity promotion effort in their school. In this paper, I sought to highlight physical educator's stories that are significant and/or formative to answer the following research questions:

- 1) What are physical education teacher's thoughts about the concept of comprehensive school physical activity programs?
- 2) What is the need for physical education teachers to collaborate with public health professionals for successful implementation of the whole-of-school physical activity promotion approach?

METHODS

NARRATIVE INQUIRY

This study utilized narrative inquiry methodology, which has become an increasingly effective technique within teacher education (Goodson, 1995). Clandinin & Connelly (2000) suggest we turn to John Dewey's theory of experience. Clandinin & Connelly (2000) believe

that our experiences are based on continuity. One experience grows out of another as if on a continuum which will lead to future experiences. “We learned to move back and forth between the personal and the social, simultaneously thinking about the past, present, and future, and to do so in ever-expanding social milieus” (Clandinin & Connelly, 2000, p. 3).

Specifically, we used narrative inquiry methods to identify physical education teachers familiarity with whole-of-school school physical activity promotion and, their thoughts about this program. We also examined if they have attempted to implement this type of program in their school, and if so, what are their experiences. Narrative inquiry will allow for moving back and forth between the personal and the social experiences of physical education teachers as they relate to these issues. The use of personal stories of physical education teachers will allow us to explore the social issues in school that have an effect on trying to implement whole-of-school physical activity promotion.

Participants and Data Collection

Approximately 75 e-mails to physical education teachers in the state of Kansas to begin the process of finding participants for this research study. Several weeks later, a mass e-mail was sent to approximately 1200 Kansas Association for Health, Physical Education, Recreation and Dance (KAHPERD) members seeking participants who fit research criteria. Research criteria consisted of physical education teachers who were in varying years of their careers such as a pre-service, one year of experience, five years of experience and 10 years plus physical education teaching experience with at least one physical education teacher who also coaches. Over 140 physical education teachers in various stages of their careers initially stated they were willing to participate. Many physical education teachers who first expressed interest in the study chose not to participate due to a variety of unexpected circumstances such as an increase in their time commitments and/or personal and professional challenges that left them little time to participate in the study. This research study utilized 37 participants. Four teachers were studied in-depth with multiple visits and interviews, and three teachers were observed and interviewed in one day. Two physical education teachers were interviewed face-to-face during spring break, six physical education teachers were interviewed via telephone, and 22 teachers filled out questionnaires, nine of which were pre-service teachers. For in-depth observations and interviews, participants were randomly selected based on their match of the research criteria and proximity of location to interviewer to afford maximum observation and interview time. Face-

to-face interviews were scheduled during spring break and phone interviews were scheduled from January through July 2014.

Fieldwork began in various elementary, middle and high school physical education settings beginning in January of 2014 and ended in July of 2014. Physical education teachers at each of the schools granted access to the schools. Data collection methods included participant observations and interviews with various physical education teachers as well as short conversations with participant's classroom teacher colleagues, principals, and in some cases other physical education teachers who taught in the same school setting. In-depth observations/interview data were collected Tuesdays & Thursdays for approximately four hours each day, and on Fridays for approximately nine hours. In-depth Interviews with physical education teachers were conducted as the physical education teacher's schedules allowed. Interviews took place before and after school, during plan time as well as in between classes while students were getting dressed at the middle school and high school level, and in between classes at the elementary school level. Informal talks with various people such as other physical education teachers when present, principals, counselors, office staff, and other teachers within each school were also conducted as they naturally occurred.

The purpose of interviews is "to understand themes of the lived daily world from the subjects' own perspectives" (Kvale & Brinkmann, 2009, p. 24). Interviews with research subjects are conversations, but with structure and purpose that are defined and controlled by the researcher (Kvale, 1996). Riessman (2008) states, "creating possibilities in research interviews for extended narration required investigators to give up control, which can generate anxiety" (p. 24). While the researcher may ask questions that fit a purpose, the researcher must let the interviewee tell their story in their own way. Mishler (1986) argues that an interview is a type of discourse and is a joint product between the interviewee and interviewer and is shaped and organized by asking and answering questions.

Field notes were collected when observing physical education teachers. Observations were conducted over a one-month period with four participants for approximately seventeen hours per week. Three physical education teachers were observed and interviewed for shorter lengths of time. One middle school physical education teacher was observed and interviewed for a day and half for a total eleven hours. Part of the time at this particular school, the interviewer was asked to sit in on the afternoon meeting with all four physical education teachers

to see how they developed their curriculum, and discussed individual needs of various students. One elementary school teacher was interviewed and observed for one day for nine hours. And, one high school teacher for nine hours at various locations, which included five hours at the participant's school, two hours in a grant meeting at a local YMCA, and two hours in the school district board office where our interview took place. Although it was the intention to have teachers keep daily journals, and teachers were given notebooks to each teachers that were observed and interviewed for longer lengths of time, only one teacher took the time to write their thoughts in the journal.

Clandinin and Connelly (2000) refer to the stories of narrative inquiry as field texts. Field texts can be recorded in journals, diaries, field notes collected by the researcher by either observations or interviews, letters, documents such as memos or other office correspondence, photos, and other types of artifacts (Creswell, 2007). Analyzing field text can be challenging. For this study, the use of researcher field notes, questionnaires and recorded interviews with research participants were utilized.

The following table gives a list of teachers and their information that is pertinent to this paper. All names are pseudonyms. For this research paper, field text from observations as well as texts from transcribed interviews from five research participants, texts from transcribed notes from six participants and responses to questionnaires from three participants were used. The table provides information regarding the number of years each participant has taught physical education as well as the type of research method and relationship to researcher.

Teacher Data

Teachers	Years of Experience	Grade Level(s) taught	Type of Research done
Anne	1 year	Elementary	In-depth
Pamela	8 yrs.	Elementary	In-depth
Sophia	10 yrs.	Middle School	2 days
Ed	5 yrs	Elementary	Phone interview
Regina	1 yr	Elementary	Phone interview
Vivian	37 years	Junior high, high school and currently college	Questionnaire
Michael	12 yrs	Elementary	Questionnaire

Piper	27 yrs	PK -6	Questionnaire
Claire	32 yrs	Elementary	Face-to-Face interview
Olivia	32 yrs	Middle School	In-depth
James	Student Teacher	Elementary/High school	In-depth
Sue	29 yrs	High School	2 days
Carrie	28 yrs	Preschool through high school. Was teaching grades 2-4 th at the time of research	1 day
Sharon	29 yrs	Adapted PE K-high school	Phone interview

Table 1 – Teacher Information – Names are pseudonyms

DATA ANALYSIS

Data analysis is an important step to ensure that the stories of the participants of a narrative inquiry study are accurately told in the telling. Cortazzi (2001) describes the importance of “a careful analysis of the topics, content, style, content and telling of narratives told by individuals or groups under ethnographic study should, in principle, give researchers access to tellers’ understandings of the meanings of key events in their lives, communities or cultural contexts” (p. 384).

According to Polkinghorne (1995), there are two kinds of analysis in narrative inquiry, analysis of narratives and narrative analysis. Although other types of qualitative research use synchronic data, narrative inquiry uses diachronic data, which is data that contains “temporal information about the sequential relationship of events (Polkinghorne, p. 12). Kim (2011) states,

In analysis of narratives, researchers collect stories as data and analyze them with strategic processes in which categories are classified by emerging themes. In narrative analysis, on the other hand, researchers synthesize the data elements into a coherent story rather than separating them into different categories. (p. 635)

In both types of analysis, the researcher plays an interpretive role through the dynamic link between data gathering, interpretation, and analysis of narrative inquiry. The analysis phase brings together the data, theory, and researcher reflections in order to bring meaning and understanding in the reconstruction of lived experience.

To find emergent themes in relation to the research questions, an analysis of narratives was used. To understand the thoughts of physical education teacher regarding whole-of-school

physical activity promotion, physical education teachers were interviewed and observed. Physical education teacher participants were asked if they were familiar with comprehensive school physical activity programs and if they have tried to implement whole-of-school physical activity promotion, and any challenges they perceive or have faced during implementation. Analysis of narratives involves the use of more than one story then “concepts are inductively derived from the data” (Polkinghorne, 1995, p. 13). Inductive analysis requires the research to develop “proposed categorical and conceptual definitions” (Polkinghorne, 1995, p. 13). Polkinghorne (1995) affirms, “Through these recursions, the proposed definitions are altered until they reach a “best fit” ordering of the data as a collection of particular instances of the derived categories” (p. 13).

For this research paper, data consisted of transcribed interviews from five physical education teacher participants as well as field notes from interviews from six participants, three from face-to-face interviews and three from phone interviews, and questionnaire responses from three participants. Data was reviewed before developing a preliminary list of categories, themes and patterns. The responses were sorted and grouped by interview questions, and pertinent information highlighted to develop a list of response categories. The analysis of each response to interview questions and analysis of each interview transcript were conducted. This resulted in themes, patterns and categories to the interview questions. A review of all transcripts was conducted a final time to ascertain that the findings and the main themes and patterns were consistent with the data. A comparison of the literature was made to determine which findings were supported or not supported by the literature. The research presented in this paper is part of a larger research project, but for this particular paper, data was used to help discover physical education teacher’s knowledge of whole-of-school physical activity promotion and their experiences with trying to implement whole-of-school physical activity promotion within their schools.

The purpose of this article is to use narrative inquiry to examine physical education teacher’s knowledge of the whole-of-school approach to physical activity promotion and to explore physical education teacher’s experiences in implementing a whole-of-school physical activity promotion effort in their school.

RESULTS

Physical Education Teacher Thoughts About CSPAPs

If comprehensive school physical activity programs are being recognized as the new national framework for physical education and physical activity for young people (Centers for Disease Control and Prevention, 2013), and physical education teachers being encouraged to become physical activity champions in their schools (Carson, et al., 2014), it is crucial to know the thoughts of physical education teachers about CSPAPs. Some emergent themes about physical education teachers thought about CSPAPs follow:

a) *CSPAPs sound like a great idea, but I've not heard of them before*

I have no knowledge of comprehensive school physical activity programs or Let's Move in Kansas Schools, but I do like the thought of physical activity for students all day. (James' Narrative, 3-4-14).

I have no knowledge of comprehensive school physical activity programs, but I would like to learn more. I like the idea that students would be physically moving throughout the day. I think it would help reduce the amount of time spent with off task student behavior. (Anne's Narrative, 4-29-14).

James, a student teacher of physical education, and Anne, a first-year physical education teacher, had no knowledge of CSPAPs, this demonstrates the need to teach future physical education teachers about the Framework of CSPAPs in physical education teacher education programs.

b) *CSPAPs are a Great Idea and Have Many Benefits*

Some physical education teachers believe that CSPAPs are great idea and recognize the importance of giving students more opportunities for students to be physically active throughout the day.

I think this is an important addition to the physical education component of school. Showing classroom teachers the importance of doing physical activity for even a short time helping students to learn better, be more attentive and less disruptive. (Piper's Narrative, 5-17-14).

I think that comprehensive physical activity programs are awesome because kids need to be active throughout the day, before school, during, moving while learning, PE, and after school. This helps kids become well-rounded, and learn better. Their brain is engaged in a learning activity when their heart rate is elevated or body is moving. Brain/mind connection helps in any subject area. (Clair's Narrative, 5-20-14).

I think that they are awesome because kids need to be active throughout the day. Before school, during, moving while learning, PE, and after school. This helps kids become more well-rounded. Students learn better because their brain is engaged in a learning

activity when their heart rate is elevated or body is moving. Brain/mind connection is important in any subject area. (Eva's Narrative, 6-4-14)

Piper, Clair and Eva believe that CSPAPs are important for students. Piper points out that showing classroom teacher the importance of physical activity breaks for students will help them learn better, make them more attentive, and less disruptive in the classroom. Clair and Eva acknowledge that physical activity throughout the day will help students become better learners and more well-rounded.

c) *Ways Physical Education Teachers Attempt to Implement CSPAPs their schools*

Some physical education teachers have been trained to be the physical activity leader (PAL) in their schools and are already attempting to implement components of CSPAPs in their schools.

I love the idea of comprehensive school physical activity programs. I was involved in the first group of physical education teachers from around Kansas to be trained for this program. I feel that it is such an important concept that I now train other physical education teachers to become physical activity leaders in their schools. We are trying to connect our students to the community by teaming up with the local YMCA. One day each semester, we bus our students to the local YMCA so students can learn about the programs they offer and participate in a fitness class of the student's choice. (Olivia's Narrative, 2-13-14).

I really like the idea of CSPAPs. The more physical activity the students receive, the better. I've done a little in the morning program by having students go outside and either walk, jog or run before school starts. I'm trying hard to get classroom teachers to do mental breaks throughout the day. Run, jump, whatever. (Ed's Narrative, 6-12-14)

Olivia, a physical education teacher with 32 years of experience is a PAL and trains future PALs, is focusing on the community engagement component of CSPAPs by teaming up with her local YMCA. Ed, a physical education teacher with five years of teaching experience has started a before schools physical activity program with his students. Ed also discusses his attempts to teach classroom teachers at his school about brain breaks, which leads us to some emergent themes about the challenges of implementing CSPAPs.

d) *Challenges Physical Education Teachers Face Trying to Implement CSPAPs*

I gave the classroom teachers some brain break activity ideas. Half of classroom teachers have been receptive, and some are not. I'm not really sure if some classroom teachers have done anything or not to include physical activity in the classroom. I haven't pushed issue to find out. Some teachers cannot handle excessive movement. Teachers feel like the class is out of control. (Ed's Narrative, 6-12-14).

Ed likes the concept of CSPAPs and points out the importance of giving classroom teachers' brain break ideas for students, but some classroom teachers just don't like the idea of providing physical activity for students in the classroom. Carrie and Eva collaborated with Kansas University to implement a CSPAP. The program was initially well received in both schools, but fizzled out. Here are their narratives about their experiences with CSPAPs.

Our school is part of a CSPAP. One physical education teacher in the school district got a grant and asked for volunteers for the PAL program. Three physical education teachers initially signed up and two others refused. Of the three that signed up, one dropped out so a high school counselor took that position. We partnered up with Kansas University to do a program called APAC. It's a three-year program and we are in the second year. KU did a K-Fit with students, they drew blood from students, and students wore either pedometers or heart monitors. It was a pretty high intense study. It would be lovely if everyone was on board, but they are not. A lot of our classroom teachers think that it is just adding on something, but it isn't. Classroom teachers were given ideas to give their student's five to ten minute physical activity breaks. Some do the activities with their students and notice a big difference in behavior and learning. Others feel they just don't have time to add something extra. (Carrie's Narrative, 5-20-14).

Yes, our school is part of a CSPAP. It was well embraced by teachers and administrators, and it worked well. We had a 3 years research study done by KU. It was a four year program that followed 2nd through 5th graders the first year, then 3rd through 6th grades. 2nd grade teachers did great and 4th grade teachers did good. By the time 2nd and 3rd graders went into 4th & 5th grades, we had a new administrator, and it did not go as well. Last year we did not do anything. We had zero minutes of movement in classroom. Definite drop-off by teachers for multitude of reasons. The program was not presented to new administrator. Wonderful administrator, wonderful, but no one followed through. Originally, did physical and standardized testing in all through three grade levels. I think we will follow through again next year. In 5th grade, there is a drop off, but I think 6th grade teachers will do a good job. I believe our students learned faster than students in other schools who did not do this program. In the past, there was more activity in class settings than now. Now teachers are more resistant to change. Building climate has changed. Pockets where kids are really active, and pockets where teachers think it's too much and don't think it's important to keep students physically active. They have not been educated on importance and overwhelmed by implementation. An after school program is good. Morning walking program that has been well received and attended. I'm in charge of morning walking program. Frustrated because they used to be more physical activity more often, can't really put a finger on what changed. Stress level? Individual personalities? Common core? Teachers think we don't have time to do this because we have all this other stuff. I know some classroom teachers who secretly integrate physical activity because they have seen an improvement in student's learning. (Eva's narrative, 6-4-14).

Both Carrie and Eva felt like the CSPAPs are a great idea, but that the program did not work for a variety of reasons. Carrie stated that not all teachers were on board and felt like they were given extra things to do in the classroom. They did not see the benefit of adding physical activity for their students. On the other hand, Eva stated that initially everyone was on board, but with a change in administration, things fizzled out. Eva also said that fifth grade teachers lost interest.

I think it would be ideal if every school had a comprehensive physical activity program, but unfortunately, I don't think the decision makers feel the same way. We have the ability to help change our student's lives. If every adult in the school and school district were on board with comprehensive PE, they would see amazing results in behavior, test scores, and emotional health of the students. (Sophia's Narrative, 2-21-14)

I think if the school gets behind it and you can get support behind it, then it's great. It's what you want to strive for. Administration, community and staff. It's difficult. Community is hardest thing in her area. Money is a factor too. Physical education is not high on priority list. (Regina's Narrative, 6-9-14).

I am a strong supporter of Comprehensive School Physical Activity Program. It will take a coordinated effort of all those who impact the lives of our youth to make a difference in their lifestyle choices. (Victoria's Narrative, 6-6-14).

Sophia, Regina and Victoria, who acknowledge that CSPAPs are great for students, but in order to be successful it is necessary to have support from administration, staff & community. The following narratives from Michael and Pamela describe the challenges that physical education teachers face when they are the only individual responsible for running and managing the program as in Michael's case and the challenges faced when a physical education teacher has a support group in school as in Pamela's case.

I think that comprehensive school physical activity programs have a place in schools and can be effective if managed properly. I also feel that these programs can be hard to manage if the physical education teacher is the one solely responsible for running and managing the program. What can make it even more difficult to manage is when that physical education teacher has duties at another building, like coaching. (Michael's Narrative, 3-4-14).

I think comprehensive school physical activity programs are a good idea. I think it provides a valuable framework for schools to follow to provide physical activity opportunities for students. I went through the training last summer to become a Physical Activity Leader in the state of Kansas. Talk about an easy way to organize a wellness committee. I district wellness committee disbanded. We were told we would have a

building wellness committee, but we've never really had any direction. We have to have a wellness performance plan, so like math QPA, we have to have a wellness QPA. We've taken wellness, bullying and climate and combined the three of them, which is fine. I'm the chair of our wellness committee and when we work on the comprehensive school physical activity program, I take care of the physical education component. That's all mine. I know I have a great program, but it can always be better. So as a committee, we look at the other components. Last year, which would have been the first year to implement something, we picked the staff portion to work on. We did staff wellness by hosting a walk across America. We had already done the biggest loser and had things in place. This year we focused on physical activity throughout the school year for staff. That was a committee decision. The committee asked what other component we should work on and I suggested brain breaks. It takes a lot of work from me to work on this. I have to plan things out and set them up, but the committee does take it from there. Since the committee was working on brain breaks, I picked working on family. I held one family event, which the wellness committee will take over next year, and I will work on another component. I want our wellness committee to be self-sustaining. My fear is that if I leave the wellness committee it would disband. It's a lot of work and I can't do it by myself. I applied for a grant to get healthy snacks for my family night. I did that all on my own. My project next year is to work on getting a physical activity path outside. I need to ask our PTO if they would like to get together and work on something too. It will take my whole summer to work on next year's project. Not everyone can do all that work or will want to. (Pamela's Narrative 5-1-14).

Michael points out that many physical education teachers are already busy and may already have additional responsibilities such as coaching. Pamela on the other hand works with her wellness committee and still finds it a big task to implement new ideas for a CSPAP. In addition to the challenges listed above, some physical education teachers just do not have enough space to provide physical activity opportunities for students and/or they are not the only physical education teacher in the building. Some physical education teachers teach in more than one building.

At our school, when we get our new gym, I have visions of after school activities going on more and before school activities going on more because we'll have an indoor running track that will be air conditioned. We will have stairs too. It will allow us to have room to do things that we don't have right now. Everybody thinks our gym is the Prima Donna of the gyms in our city, but it's a pain because you drop those curtains and it's all you have for space. It's not air conditioned so it limits us. Even for basketball practice, athletes have to go early in the morning or night or even another site because we can't fit everyone in there. Right now because of our gym situation, it's difficult to implement any additional physical activity time for students. (Sue's Narrative, 5-9-14).

So very important because of the necessary connections for students. However, I personally find it difficult to implement given my situation within my district because I'm not in just one building. (Sharon's Narrative, 6-10-14).

Makes complete sense. Everyone should be helping to educate whole child. Helps educated adults too. Will take a whole group approach to achieve more success with everyone working together to make a whole person. Love it! Struggle in bigger schools. They have part-time teachers and too many educators with rat syndrome. School is too big and there are no connections. Can't take kids out of classroom because of standards. Had to do D.A.R.E. this year. Teachers had too much to do. I got mad at 5th grade teachers because they did not want to do anything to integrate physical activity into their classrooms. (Claire's Narrative, 3-20-14).

Sue, Sharon and Claire address additional challenges when physical education teachers would like to attempt to implement CSPAPs in their schools. Some physical education teachers are not the only physical education teacher in the building and not all physical education teachers want to help implement CSPAPs. Again, there is lack of support from classroom teachers and some physical education teachers like Sharon teach in more than one building.

DISCUSSION

The narratives from research participants reveal several key findings. 1) Not all physical education teachers have heard about CSPAPs. 2) Physical education teachers think that CSPAPs are a great idea and will benefit students. 3) There are a variety of ways physical education teachers have tried to implement CSPAPs in their schools. 4) Physical education teachers face many challenges when attempting to implement CSPAPs in their schools.

First, not all physical education teachers have heard about CSPAPs. Research participants who include a current student teacher and a first-year teacher had not heard about CSPAPs. To assist in assuring that all physical education teachers are aware of the CSPAP framework, McKenzie (2007) suggests modifying preservice programs for future physical education teachers to include content about CSPAP programs. Bulger and Housner (2009) further recommend physical education teachers obtain physical education certification along with physical activity promotion.

Second, physical education teachers think Whole-of-School Physical Activity Promotion is a great idea and beneficial for students. Although none of the physical education research participants mentioned health benefits of physical activity for students, they did mention numerous learning benefits. Physical education teachers recognize that physical activity helps students learn better and be more attentive and less disruptive in the classroom. Physical education research participants indicate that some classroom teachers have noticed an

improvement in student learning and now ask physical education teachers for brain break ideas.

Third, physical education teacher research participants have tried a variety of ways to implement CSPAPs in their schools. The five components of a CSPAP are physical education, physical activity during the school day, physical activity before and after school, staff involvement, and family and community engagement (SHAPE, 2014). None of the physical education research participants has implemented CSPAPs to target all five components. One physical educator tried to tie her students with the community by taking them to the local YMCA to discover what they have to offer for physical activity. Another physical educator started a morning program to encourage students to walk, jog or run, and began to encourage classroom teachers to give students mental breaks throughout the day by having students run, jump, etc. in the classroom.

Fourth, physical education teachers face many challenges when attempting to implement Whole-of-School Physical Activity Promotion in their schools. Some physical education teacher research participants had support from some classroom teachers, but not all. When physical education teacher research participants taught in schools with more than one physical education teacher, the challenge became to get all physical education teachers to agree to help implement Whole-of-School Physical Activity Promotion within their schools. Even when physical educator's schools collaborated with a university to implement a school wide Whole-of-School Physical Activity Promotion, the programs were unsuccessful. One school changed administrators and the new administrator was unaware of the program. Administrative support is essential for whole school physical activity programs to be successful (Lee & Solmon, 2007). Administrative support can encourage classroom teacher's adherence to physical activity programs. Other physical education research participants express concerns about not having enough space to implement additional physical activity time for students outside of physical education and sports. Some physical education teachers teach in more than one building and others state that it's hard when physical education teachers are the one solely responsible for running and managing the CSPAP.

As indicated by physical education research participants, all believe Whole-of-School Physical Activity Promotion is a great idea and provide a valuable framework to help increase physical activity opportunities for students, but there are many challenges and roadblocks. Physical education teachers need assistance to help students engage in regular health-enhancing

physical activity. Public health professionals have the knowledge and skills to assist physical education teachers Whole-of-School Physical Activity Promotion, and this collaboration should be strongly encouraged. It may be necessary to identify another individual in the school such as a motivated classroom teacher, school principal or parent to be the PAL as the physical education teacher may not be the ideal individual to be the PAL.

IMPLICATIONS FOR RESEARCH AND PRACTICE

If physical education is to be the core of CSPAPs, and physical education teachers the physical activity champions in their schools to help implement CSPAPs, physical education research participant narratives indicate there is a high need for assistance if CSPAPs are to be successful. Physical education teachers reveal what the IOM (2013) indicated in that schools alone cannot implement CSPAPs, let alone physical education teachers. Whether a school has a passionate and resourceful physical education teacher who would be willing to be a PAL in their school to help implement Whole-of-School Physical Activity Promotion, there is a need to have the assistance of public health professionals to implement Whole-of-School Physical Activity Promotion. Additionally, for some schools, the physical education teacher may not be the most appropriate individual to be a PAL. It may be that any school staff member such as a motivated classroom teacher, school principal or parent can take on the PAL role, in the Whole-of-School Physical Activity Promotion approach.

Public health professionals can support physical education teachers in their efforts to implement CSPAPs by assisting with policies. Policies are crucial because they should contain stronger language that guarantee implementation of CSPAPs that will have significant impact on increasing student's physical activity. Policies should require a specific number of minutes either daily or weekly for physical activity that do not include passing time in between classes. Addition of policies that improve funding, support and enforcement practices as well as ways to monitor implementation of comprehensive school physical activity programs (Carlson, et al, 2013).

Public health professionals can help physical education teachers advocate for quality physical education programs, qualified physical education teachers, and help school administrators understand the importance of daily, health-enhancing physical activity and physical education for students. Piercy, et al (2015) states that public health professionals can also help physical education teachers educate decision makers regarding the importance of hiring

qualified physical education teachers to ensure that instructional practices provide substantial moderate to vigorous physical activity as well as quality professional development for physical education teachers.

In conclusion, physical education teachers feel that Whole-of-School Physical Activity Programs are a great framework to help ensure students receive at least 60 minutes a day of moderate to vigorous intensity physical activity per day. We must ensure that all current and future physical education teachers understand the Whole-of-School Physical Activity framework as well as consider ideas that will help collaborate with public health officials in their communities. Physical education teacher research participants in this study were happy to be the physical activity champions in their schools, but felt the need for additional assistance and support to ensure that Whole-of-School Physical Activity Promotion is successful. The collaboration of physical education teachers, public health professionals, as well as identifying other motivated individuals within the school to be PALs, can help promote and encourage physical activity opportunities in all five components of the CSPAP framework.

Chapter 7 –Conclusion

Lessons Learned

Attempting to complete a dissertation requires a lot of thought, discernment and guidance. Through the process of developing a dissertation research project, I have learned that an individual must be able to articulate the issues they wish to research, propose a purpose of study, formulate research questions, state the significance of the study as well as design the study, and understand the limitations of the study. This all takes careful consideration and lots of journal reading! The journal reading continues at great length when developing a literature review. A literature review requires an understanding of the current state of research in a defined area and in my case, physical education, physical literacy, teacher identity and whole-of-school physical activity programs. When I first began this adventure, little was written about physical literacy in the US, but in the last few years since I started my data collection, there have been a few articles that have been published on the topic. It was somewhat less complicated to find published research regarding teacher identity and whole-of-school physical activity promotion.

Designing the study, research methodology, selecting participants, establishing sources of data, figuring out how to analyze the vast amount of data, determining ethical consideration and validity issues was sometimes mind boggling for me because my research study for my Master's Degree was a quantitative study, not a qualitative and was not near as in-depth as this dissertation. As I began my study, the number of my research participants changed to include physical education teachers who were willing to participate in some manner, which provided some valuable data. It was also determined that my dissertation research would include three publishable chapters instead of using the traditional method. I learned that it takes time and careful consideration and vast amounts of time with the data to determine what would and would not be included in each of the chapters. I learned a dissertation takes time and patience.

Chapter 4 of this study focused on how physical education teachers define physical literacy and how physical education teachers perceive the role of the body and mind in education. I used data that helped discover how physical education teachers understand the notion of physical literacy and how the mind/body work in relation to one another. Key findings from this chapter include 1) Physical literacy is embodied in adapted physical education. 2) Physical education teacher's role is not just moving and teaching the body, but helping students learn better. 3) A stressed mind affects the body and having a healthy body helps students learn

better. 4) The importance of brain breaks, which is a new role for physical education teachers. Many of my physical education teacher research participants feel that physical education is marginalized and undervalued, but demonstrate the importance of physical education and physical activity for our students. Physical education teachers know that physical activity is important for physical and emotional health, and understand that physical activity helps bridge the gap between the body and the mind.

Chapter 5 of this study focused on physical education teacher identity. Chapter 5 is both biographical and autobiographical in nature and utilized data from two physical education teacher participants, Olivia and Pamela, who I was to interview and observe for approximately 17 hours per week for four weeks, as well as my own narrative. Through analyzing our narratives, I discovered that we all have dealt with identity issues as well as health issues. Through the process of developing our own identities as well as our teacher identities, we developed our own understanding of the importance of being physically active, our passion for physical education and a passion to help others develop an appreciation for health and physical activity. We also know that both personal and professional identity play a large role in becoming a quality teacher. A physical education teacher's understanding of embodiment comes through having knowledge of their bodies and health. Physical educators connect their experiences and knowledge to lessons taught to students because physical education teachers know that it is vital to teach students the importance of physical activity. It is also important to develop a strong professional identity because this leads to self-efficacy in the classroom. Self-efficacy helps teachers build positive relationships with students, and helps teachers handle day-to-day challenges that arise in the classroom

Chapter 6 explores the thoughts of physical education teachers regarding whole-of-school physical activity promotion. Whole-of-school physical activity promotion has been recognized as the national framework for physical education and physical activity for young people with physical education at the core and physical education teachers encouraged to become physical activity champions in their schools. I learned that 1) Not all physical education teachers have heard about CSPAPs. 2) Physical education teachers think that CSPAPs are a great idea and will benefit students. 3) There are a variety of ways physical education teachers have tried to implement CSPAPs in their schools. 4) Physical education teachers face many challenges when attempting to implement CSPAPs in their schools.

Recommendations

Some recommendations from my research would be to ensure that future physical education teachers are taught a deeper meaning of physical literacy paying close attention to the mind/body connection. There is a need to educate administrators and classroom teachers about the importance of the mind/body connection to increase the importance of physical education teachers and physical education in the educative experience of students. Physical education teachers should also be encouraged to help classroom teachers by providing classroom teachers with physical activity break ideas that will help students concentrate and focus in the classroom.

There is also a need to identify components that make up teacher identity to ensure teachers remain effective. For physical education teachers identity I learned that the body plays a vital role in personal and professional identity. Physical education teachers also feel that they have a responsibility to be good role models for their students and physical educators experiences become part of their “lived curriculum”. This knowledge can help researchers, policy makers, administrators, and teacher educators in their decision-making process regarding teachers.

Current and future physical education teachers understand the whole-of-school physical activity promotion concept to ensure our students are receiving quality physical education, and physical activity opportunities before and after school as well as throughout the school day. Physical education teachers should also be encouraged to collaborate with public health professionals in the implementation of whole-of-school physical activity promotion. For physical education teachers being a physical activity leader (PAL) can be an overwhelming experience. Many physical education teachers are working hard to do what they can to implement these programs in schools, but finding it challenging to do it themselves. There is also a need to look beyond the physical education teacher and identify other motivated individuals within the school such as classroom teachers, school principals or parents to help promote and encourage physical activity opportunities in schools.

Suggestions for Future Research

Future research could include a narrative inquiry into the lives of students. What do students have to say about physical education, their physical education teacher, physical activity and perhaps, even technology and gaming? What do students do in their free time? What would motivate students to participate in activities that are physically active and not sedentary outside

of the school environment? How do students feel about the amount of physical activity and the quality of physical education they receive in their schools? Other research studies could investigate relationships between classroom teachers and/or administrators, and physical education teachers. How do they encourage or discourage one another in the school environment.

This research study only begins to touch the surface of issues in education, and in particular, physical education. It is my hope that educational research will benefit both teachers and students. We must stop the marginalization of all teachers to ensure student success. It will take a collective effort by policymakers, families, community members and every individual in the educational system. We must begin to develop policies and practices that help students become the best that they can be.

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Appendix A - Interview Questions

1. What does physical literacy mean to you?
 2. How do you perceive the body's role in education?
 3. Do you think that the mind has a role in educating the body? If so, how? If not, why not?
 4. Do your own body perceptions affect how and what you teach in your physical education classes?
 5. How do you perceive your role as a physical education teacher?
 6. How do you perceive yourself as a professional educator? Physical educator? Your profession of physical education? Your students?
 7. How do you feel about the concept of comprehensive school physical activity programs?
1. What does physical literacy mean to you?
 2. How do you perceive the body's role in education?
 3. Do you think that the mind has a role in educating the body? If so, how? If not, why not?
 4. How do your own body perceptions affect how and what you teach in your physical education classes?
 5. How do you perceive your role as a physical education teacher?
 6. How do you perceive yourself as a professional educator? Physical educator? Your profession of physical education? Your students?
 7. How do you feel about the concept of comprehensive school physical activity programs?
 8. What does a day in your life typically look like? Home? Work? Other?
 9. Do you feel you are supported as a person at school by fellow teachers? Administrators? Parents? Why or why not?
 10. Do you feel you are supported as a physical education teacher by your coworkers? Administration? Parents? Why or why not?
 11. How do you think physical education teachers can change the culture of physical education? In other words, how can physical education teachers teach others about the importance of physical education?
 12. In the last few years, there has been discussion about requiring physical education teachers to take fitness tests in order to teach physical education. What are your thoughts about this?
 13. Do you coach? Do you think coaches help or hinder the learning process of their students? Please explain your answer fully.
 14. Were you active growing up? If so, who encouraged you to be physically active?
 15. How/why did you become a physical education teacher?

16. What does a day in your life typically look like? Home? Work? Other?