



GÖTEBORGS UNIVERSITET

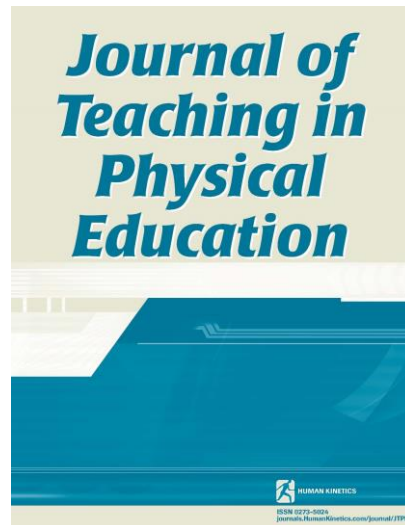


Diskurser om kropp, hälsa och vikt bland lärare i idrott och hälsa (Vetenskapsrådet project 2018-2020)

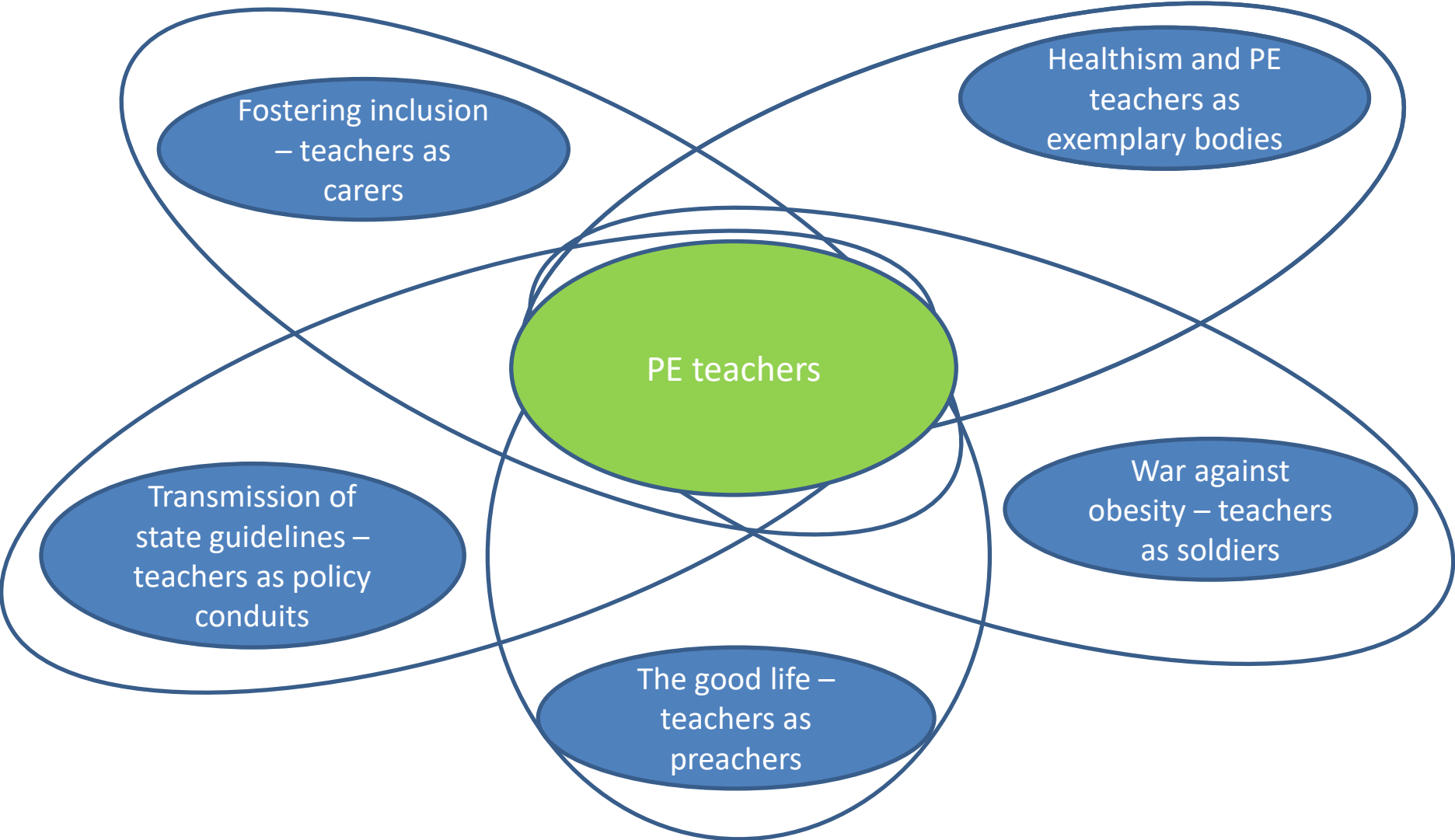
Peter Korp (Gothenburg University), Dean Barker (Örebro University), Anna Johansson (University West) & Mikael Quennerstedt (Örebro University)



- Barker, D., Quennerstedt, M., Johansson, A. & Korp, P. (2020). Physical education teachers and competing obesity discourses: An examination of emerging professional identities. *Journal of Teaching in Physical Education*. 40(4), 642-651, doi.org/10.1123/jtpe.2020-0110.



Background – locating PE teachers within obesity discourse



Aim of investigation

- To provide insight into how teachers use discursive resources surrounding obesity to create particular professional identities.



Theoretical framework

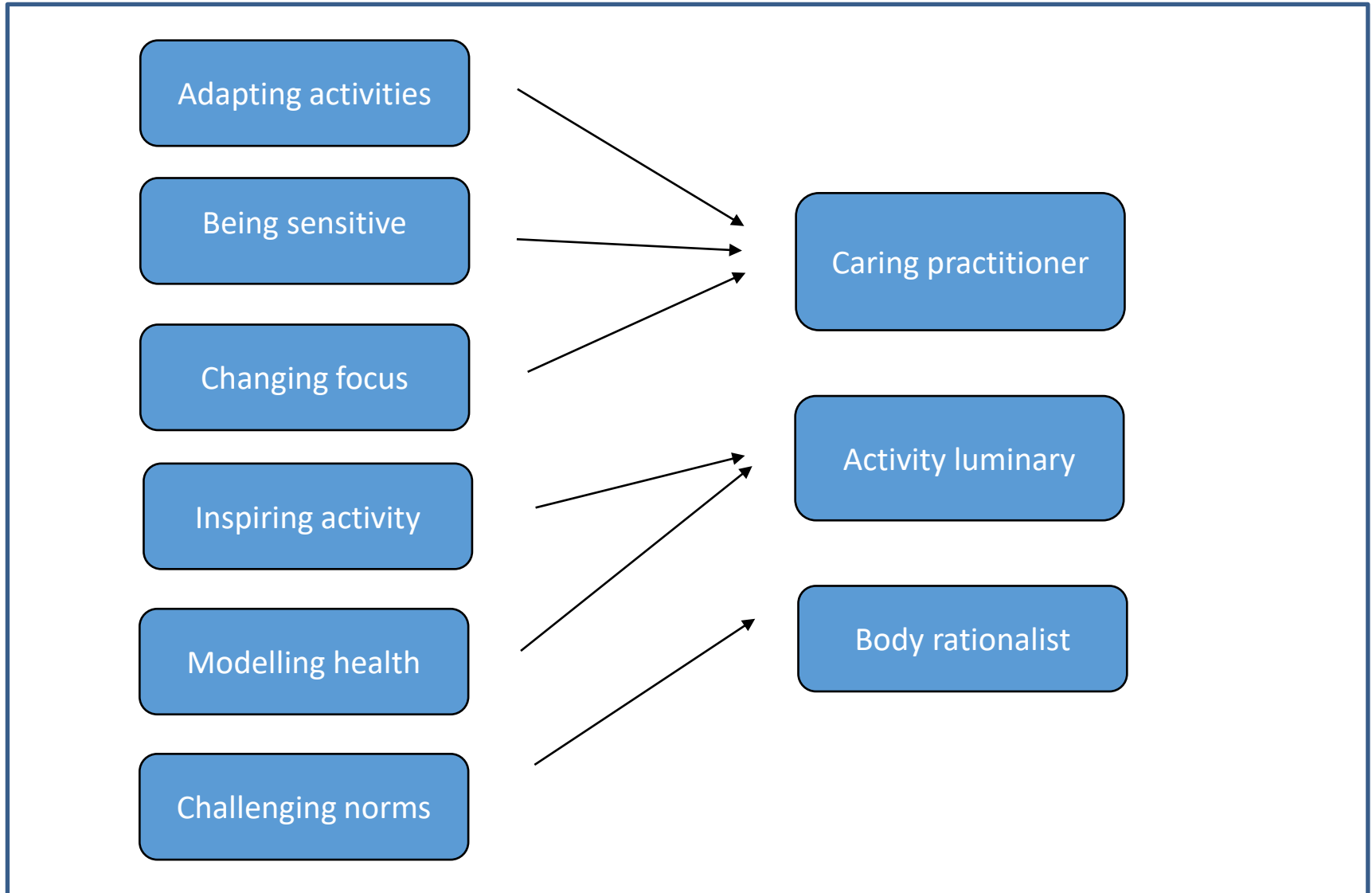
- **Discursive contributions:** ‘blocks’ of language that are (1) comprised of a restricted range of terms which are used in a specific stylistic and grammatical fashion, and (2) recognizable.
- **Identity bids:** attempts to create a certain picture of oneself by linguistic or corporeal means during communication.

(Wetherall & Taylor, 1988; Cohen, 2010)

Method

- **Sample:** 24 practising PE teachers in Sweden
- **Method:** Group and individual interviews (12 in total)
- **Analysis** of interview transcripts – two analytic questions:
 1. What discursive contributions do the teachers use in their conversations?
 2. How do these discursive contributions work as bids on certain identities within the PE community?

Findings - overview



Findings 1: The caring practitioner

Adapting activities

- A provision of parallel activities
- An introduction of different levels of difficulty within one activity
- A reduction of competition in the classroom and a decreased emphasis on individual performance

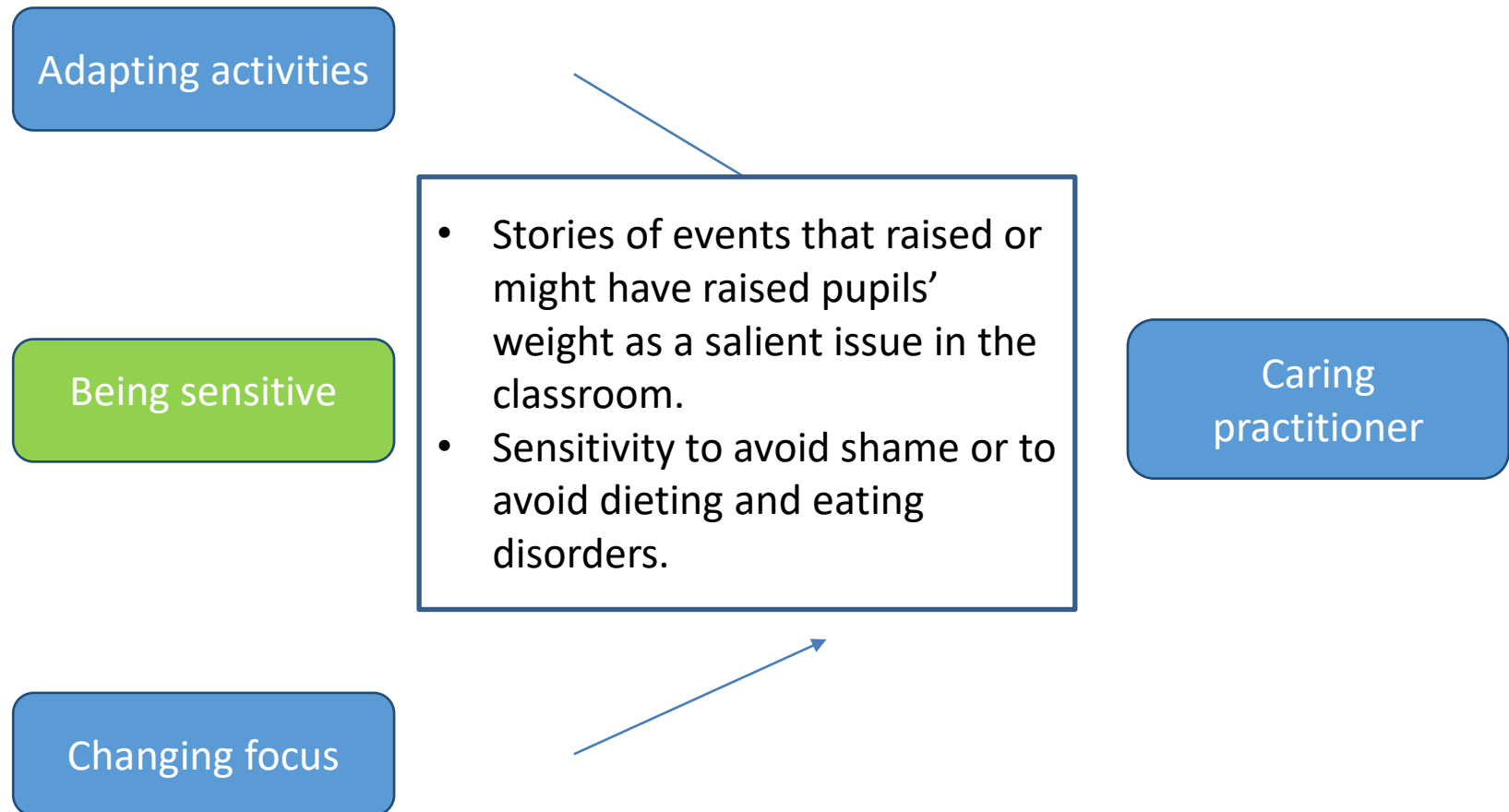
Being sensitive

Caring practitioner

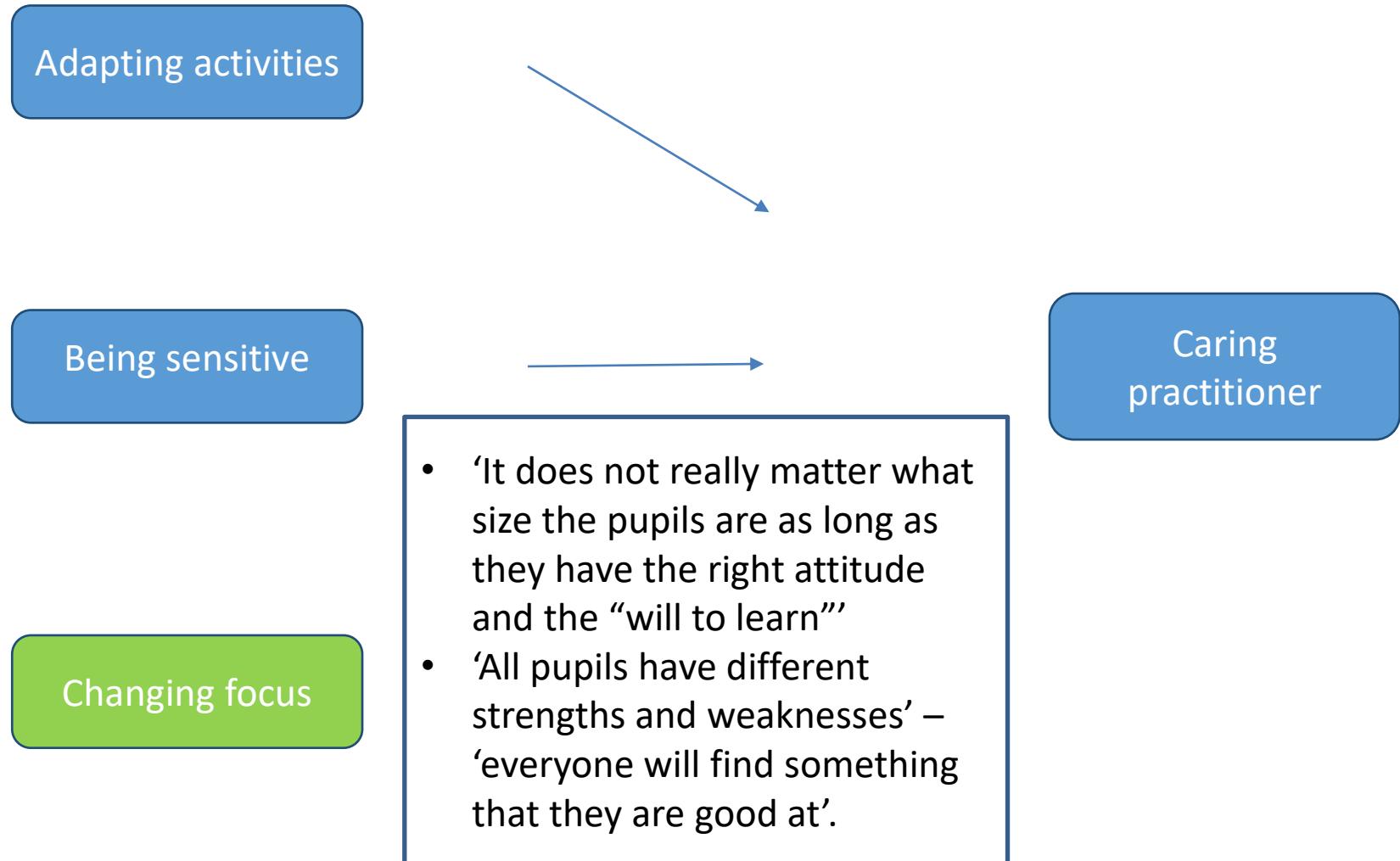
Changing focus



Findings 1: The caring practitioner



Findings 1: The caring practitioner



Findings 2. The activity luminary

Inspiring activity

- Activating pupils so that they experience the joy of being active and will therefore want to be active in the future.
- 'Kids are becoming less active.'

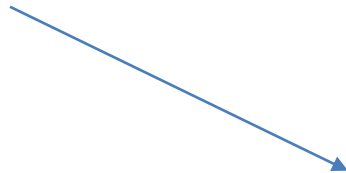
Activity luminary

Modelling health



Findings 2. The activity luminary

Inspiring activity



Activity luminary

Modelling health

- Having trim, fit-looking bodies is an important part of teaching physical education (believability)
- It's ok for PE teachers to be overweight if...

Findings 3. The body rationalist

Challenging norms

- Young people are exposed to unrealistic and unhealthy 'messages' about bodies through media and social media.
- Kids are under a lot of stress.

Body rationalist

Discussion

Caring
practitioner

- Avoidance of shameful situations but also avoidance of causes of shame.
- Uses student-centred teaching which hierarchizes ability.

Activity luminary

- Assigns own body symbolic value, as proof of the healthist relation between exercise and health and a standard to which others should aspire.

Body rationalist

- A concern for the mental or psychological health of pupils.
- A departure from traditional views of physical educators(?)

Concluding thoughts

- Level of teachers' reflection does not extend to nature of PE.
- Question of context. There is some overlap between the teachers' identity bids and the identities identified in the literature. Does context account for differences?