

## ARTICLE REVIEWED

### *Revitalizing the physical education social-justice agenda in the global era: Where do we go from here?*

Azzarito, L., Macdonald, D., Dagkas, S., & Fiset, J. (2017). Revitalizing the physical education social-justice agenda in the global era: Where do we go from here? *Quest*, 69(2), 205-219.

#### THE PROBLEM:

Schools are becoming increasingly diverse, and the pressure from economic, cultural and political agendas is being felt at both local and global levels. This includes an increase in privatization and standardization in education which reflects economic models.



#### Research Summary:

The neoliberalism movement has increased inequalities in school physical education, which can be detrimental to students. The increase in competition and creation of “self-managing” people can perpetuate inequities. Schools have become marketplaces. Fresh approaches need to be adopted to cope with the inequality occurring in schools now.

#### Conclusion:

We need to acknowledge and appreciate differences and diversity, and raise the consciousness of multiple oppressors and dominant discourses on individuals in physical education. Curricula should be culturally relevant to students and PE class should be a space where dominant discourses are discussed and challenged with a critical and sociocultural perspective. It is with this in mind that there is a possibility for social change and transformation in society.

#### Key Take-Away:

Consider what global market your school has bought into and question the intent of the products you are using at school.

Consider what values these products instill in students and how you can adapt the products to suit the needs of your students.

Consider the role of the media and how it portrays a heteronormative body and attempt to address such issues in class.



## ADDITIONAL RESOURCES:

- Transgender Resources from SHAPE America:  
<https://www.shapeamerica.org/standards/guidelines/Transgender/>
- Healthy Body Images, lesson plans for high school students by Dr. Steven McKenzie:  
<https://www.extension.purdue.edu/extmedia/cfs/cfs-737-w.pdf>
- Azzarito, L., Simon, M., & Marttinen, R. (2016). "Stop Photoshopping!": A Visual Participatory Inquiry into Students' Responses to a Body Curriculum. *Journal of Teaching in Physical Education*, 35(1), 54-69.
- Evans, J. (2003). Physical Education and health: a polemic or ëlet them eat cake! European physical education review, 9(1), 87-101.