

Critical Thinking and Social Change in HPE

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About Me :)



What does it mean if I am
being critical towards you?

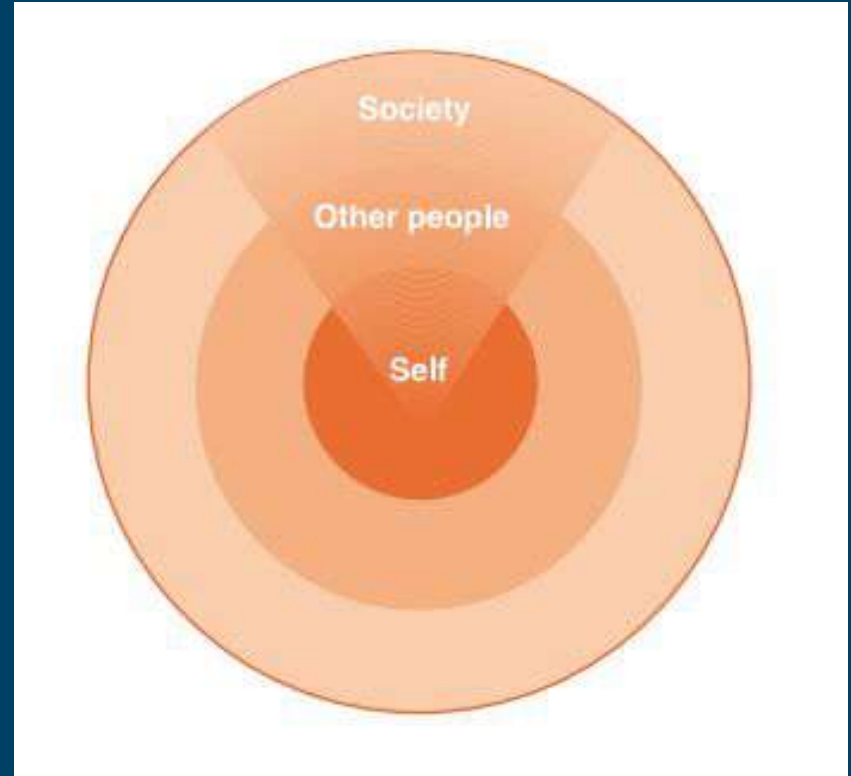
Criticality

- When students QUESTION and CHALLENGE taken for granted knowledge.
- Allows students the space to UNDERMINE knowledges and practices that DOMINATE a space.

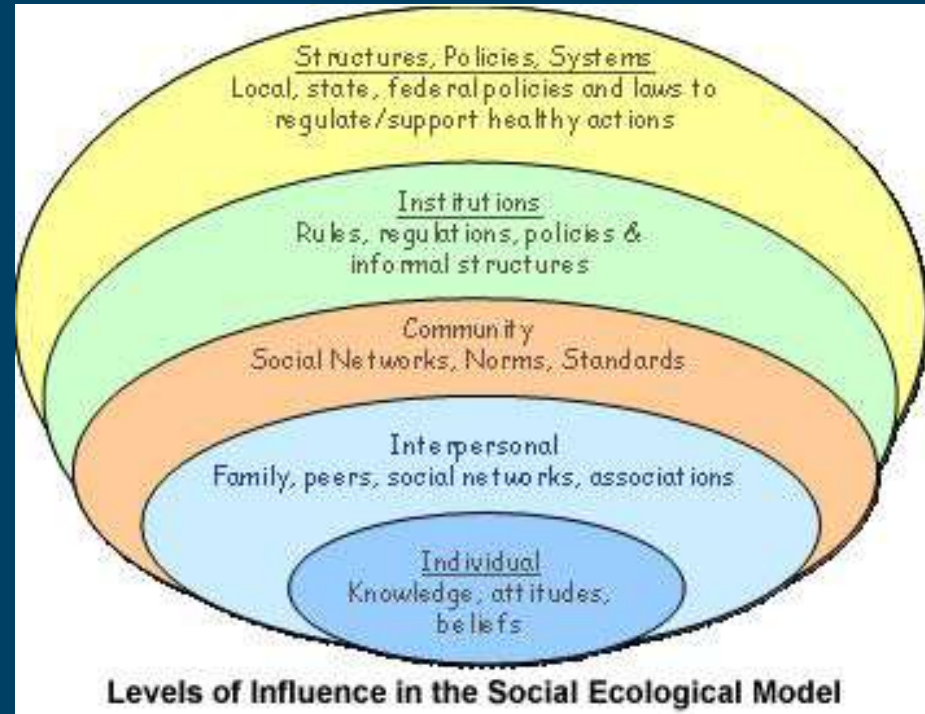
Socioecological Model

CHALLENGES Three Things:

- (1) Personal Choice
- (2) Knowledge as Fact
- (3) Knowledge as Separate from Lived Experiences



(1) Departs from Personal Choice as Key



Let's try it out.

Part I: Individual

With a partner, come up with three reasons why **you** participate in physical activity or sport.

Part II: Interpersonal

With a partner answer the following questions:

Let's try it out.

What role did your family play in you participating in the sport or physical activity you do?

What role did your friends play in you participating in the sport or physical activity you do?

Let's try it out.

Part III: Community

With a partner answer the following questions:

In what ways did your community (town, city, school, neighbourhood, etc.) support you participating in the sport or physical activity you do?

Let's try it out.

Part IV: Institutions

With a partner answer the following questions:

What rules, policies, or norms supported you to play the sport or participate in the physical activity you do?

Socioecological Perspective

Challenges that Health is Individual

Rather we need to focus on the factors that affect our lives.

Some Factors

- Age
 - Geography
 - Location
 - Values
 - Gender
 - Policy
 - Religion
 - Ethnicity
 - Education
 - Class
 - Sexuality
-

(2)

Knowledge

Question:

If knowledge is influenced by our society, values, and structures, can there be
“TRUE KNOWLEDGE”?

Knowledge as Socially Constructed

Social Constructions:

Parts of the social world that are created by people as they interact with each other and live their lives in connection with social, political, and economic processes.

Social Construction

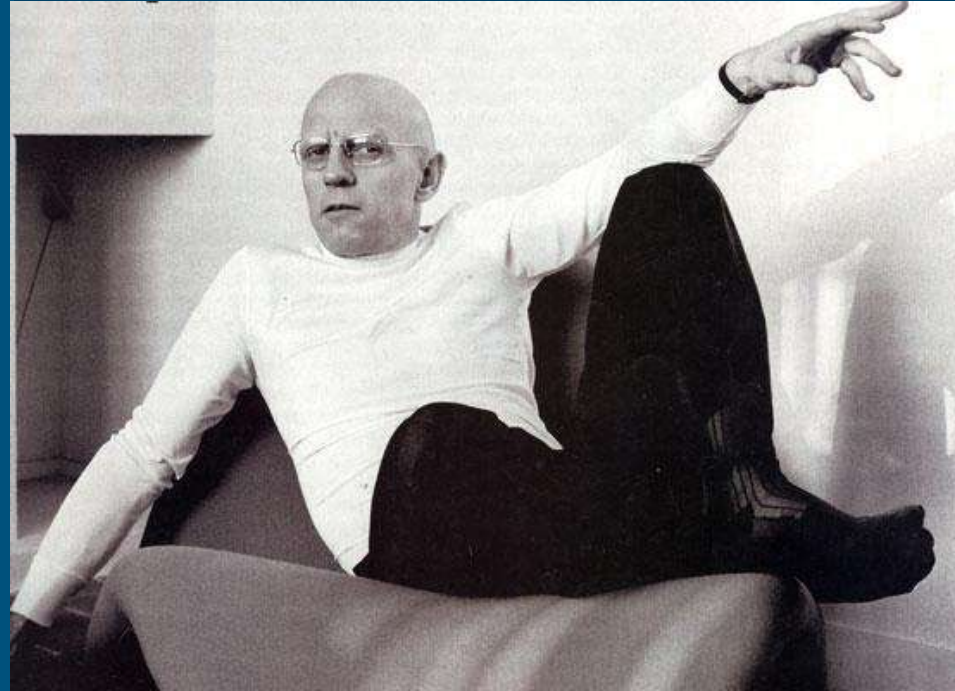
Stuff that people create to make sense of our world.

Come up with examples of social constructions.

Discourses

Social constructions combine to form discourses (or ideologies) that impact the way that we do things in our life!

Discourses shape how we see the world... they are 'ways of knowing' that constrain what we can know.





What are the
Discourses that
shape
Masculinity?





Pads are for pussies.



Play rugby.

SOCCER PLAYERS PRETEND THEY'RE

HURT



HOCKEY PLAYERS PRETEND THEY'RE

NOT



Knowledge in HPE

So, if knowledge is socially
created...

and it has the ability to limit our
capabilities...

should we just teach people
knowledge?

Should we be teaching that there
are 'right' ways to do things and
'wrong' ways to do things?

Knowledge as Problematized

Socioecological Perspective

Instead of taking knowledge as 'fact' we should question the ways in which that knowledge have come to dominate our experiences!

- Who benefits from this concern?
 - What role does social class, race, sexuality, religion, gender, etc. have to play in this knowledge?
 - How does this knowledge fit in with other knowledges?
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Knowledge as Problematized

Instead of Knowledge being assumed as 'fact' we allow the students to problematize the knowledge from their own personal experiences.

This leads to new knowledge...
by thinking critically about
knowledge.

The Role of Knowledge in HPE

The goal is not to create “skilled performers” or “health experts”.

In PE, it is about using movement to problematize the assumed “right” way of doing things.

In Health, it is about using knowledge of health to question taken for granted norms (like fat people are lazy).

The Goal is to CREATE NEW KNOWLEDGE that connects to Young People’s lives.

(3)

Student-Centred

If new knowledge is to be created, it cannot be done by the teacher telling students 'the right way' or 'correct knowledge'.

Teacher's Role: Facilitator

By handing the reins over to the students, it challenges the discourses about education (teacher in charge).



Link Content to Personal Lives

- Allow students to connect the concepts to their own lives so it creates meaning-- then we can 'challenge them' to think about that meaning.
 - Ask students to apply what they are learning outside of school (interviews, journals, etc.).
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