

DOCUMENT RESUME

ED 167 507

SP 013 751

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 TITLE Exercising Your Rights: Eliminating Sex Bias in Physical Education.
 INSTITUTION Georgia State Univ., Atlanta.
 SPONS AGENCY Office of Education (DEEW), Washington, D.C. Women's Program Staff.
 PUB DATE [78]
 NOTE 16p.; Complete module, including tape, can be ordered only from Education Development Center ; Module prepared through the Project on Sex Stereotyping in Education
 AVAILABLE FROM Education Development Center, WEEAP Distribution Center, 39 Chapel Street, Newton, MA 02160 (\$2.25)
 EDRS PRICE MF-\$0.83 Plus Postage. HC Not Available from EDRS.
 DESCRIPTORS *Equal Education; *Physical Education; Sex Discrimination; *Sex Stereotypes; *Student Attitudes; *Womens Athletics

ABSTRACT

A module on sex stereotyping and its effect on physical education is described. This unit is a part of a series of instructional modules on sex-role stereotyping in education. Designed to be used independently or to supplement an existing instructional unit, the module is composed of a 25-minute tape, five transparency masters, three handouts, and a bibliography. Messages and myths transmitted to males and females regarding physical education and athletics as well as the effect of sex stereotyping on students' perceptions of male and female competence are explored. (JD)

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Exercising Your Rights: Eliminating Sex Bias in Physical Education

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ED167507

SP013 751

Produced by the Project on Sex Stereotyping
in Education under a grant from the U.S.
Department of Health, Education, and Welfare,
Office of Education, under the auspices of
the Women's Educational Equity Act. Opinions
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INSTRUCTIONS

The enclosed module on sex stereotyping and its effect on physical education is composed of a 25-minute tape, five transparency masters, three handouts, and a bibliography. The module is designed to be used independently or to supplement an existing instructional unit.

The module was developed to facilitate discussion as well as to present information. Several times during the tape, the group is requested to stop the tape recorder and participate in an activity. When the discussion of the activity appears to be winding down, the instructor or group leader should start the tape again.

The unit, with activities, should take between one and two hours. We strongly recommend that the instructor or group leader listen to the tape before using it with a class or group. We think the module is a good one, but it is only as effective as your group discussion and participation make it.

Five transparencies accompany the tape:

- Stereotyping
- Females in Athletics: Myths and Realities
- Physical Sex Differences
- Title IX
- Reinforcement Poster

At the appropriate time, each transparency is introduced on the tape; following this, there is a short pause to allow the transparency to be put on the overhead projector.

Copies of the three handouts should be made and distributed to members of the group prior to beginning the tape. Copies can be made by using any copying machine or by using a Thermafax machine to make ditto masters.

Transparencies can be made by covering one of the enclosed transparency masters with a sheet of transparency film and running both the sheet and the master through a Thermafax machine.

This module is part of a series of instructional modules on sex-role stereotyping in education. Other modules are available in language arts, social studies, mathematics, human growth and development, educational history, and science.

HANDOUTS

FEMALES IN ATHLETICS

Myth

1. Women aren't interested in sports.
2. Female bones are more fragile than male bones.
3. Athletics can be damaging to female reproductive organs.
4. Women who engage in strenuous athletic and weight-training programs develop large bulging muscles.
5. Women cannot reach peak athletic performance during menstruation.
6. Women are more likely than men to be injured in sports.

Reality

Female participation in sports has gone up more than 175 percent since 1971. Over seven million American women play tennis.

On the average, female bone structure is smaller than male bone structure, but it is *not* more fragile.

Vigorous physical activity facilitates childbirth, improves muscular support in the pelvic area, and may, in fact, relieve menstrual problems.

The development of large bulging muscles depends primarily on the amount of male hormone a person has.

Female athletes have won competitions and broken records at all stages of the menstrual cycle. Even pregnant athletes have competed successfully in international competition.

The injury rate per participant is lower for females than for males in both contact and noncontact sports.

Adapted from The Project on the Status and Education of Women, "What Constitutes Equality for Women in Sports?" Association of American Colleges, 1974.

TITLE IX

Title IX prohibits schools from discriminating in interscholastic, intercollegiate, club, or intramural athletics; requires the provision of overall equal opportunities in athletics for both sexes; and defines equal opportunity in terms of the following:

- The nature and extent of the sports programs to be offered (including the levels of competition, such as varsity, club, etc.)
- The provision of equipment and supplies
- The scheduling of games and practice time
- The provision of travel and per-diem allowances
- The nature and extent of the opportunity to receive coaching and academic tutoring
- The assignment and compensation of coaches and tutors
- The nature and extent of publicity
- The provision of locker rooms, practice and competitive facilities
- The provision of medical and training facilities and services
- The provision of housing and dining facilities and services
- The provision of athletic scholarships

For further information write:

- Office of Civil Rights, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20201
- PEER, 1029 Vermont Avenue, N.W., Suite 800, Washington, D.C. 20005
- Research Center on Sex Roles in Education, 1156 15th Street, N.W., Suite 918, Washington, D.C. 20005

THINGS WE CAN DO

1. Check to see if your school is in compliance with Title IX. Are physical education classes coeducational? Are boys and girls given equal opportunities to participate in athletics?
2. If your school is not obeying Title IX, work with parents, teachers, and administrators to bring it into compliance.
3. Encourage girls and boys, in physical education classes, to work and play together.
4. Use positive reinforcement--like the poster on your transparency--to help students value each other's contributions.
5. Provide your students with examples of women and men of all ages who remain physically fit and attractive while pursuing a variety of other activities.
6. Discuss with your students how sex-role stereotyping in physical activities limits students.
7. Work with parents, teachers, and students to determine the best way to insure that males and females have equal opportunity to participate in interscholastic sports.
8. Don't set standards of performance based on the sex or ethnic background of the student.

Other ideas:

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TRANSPARENCIES

STEREOTYPING

STEREOTYPING is the arbitrary assigning of certain habits, abilities, and expectations to people solely on the basis of group membership, regardless of their attributes as people.

Read the following descriptions and discuss the images and assumptions that come to mind.

What would you assume or imagine about:

1. a man with tatoos on his arms?
2. a tall, young, Black man?
3. a young girl climbing trees?
4. a high school boy who writes poetry?
5. a Southern Baptist minister?
6. an Hispanic teenager?
7. a woman who failed to signal a turn while driving down the street?
8. a forty-year-old Jewish woman from New York?

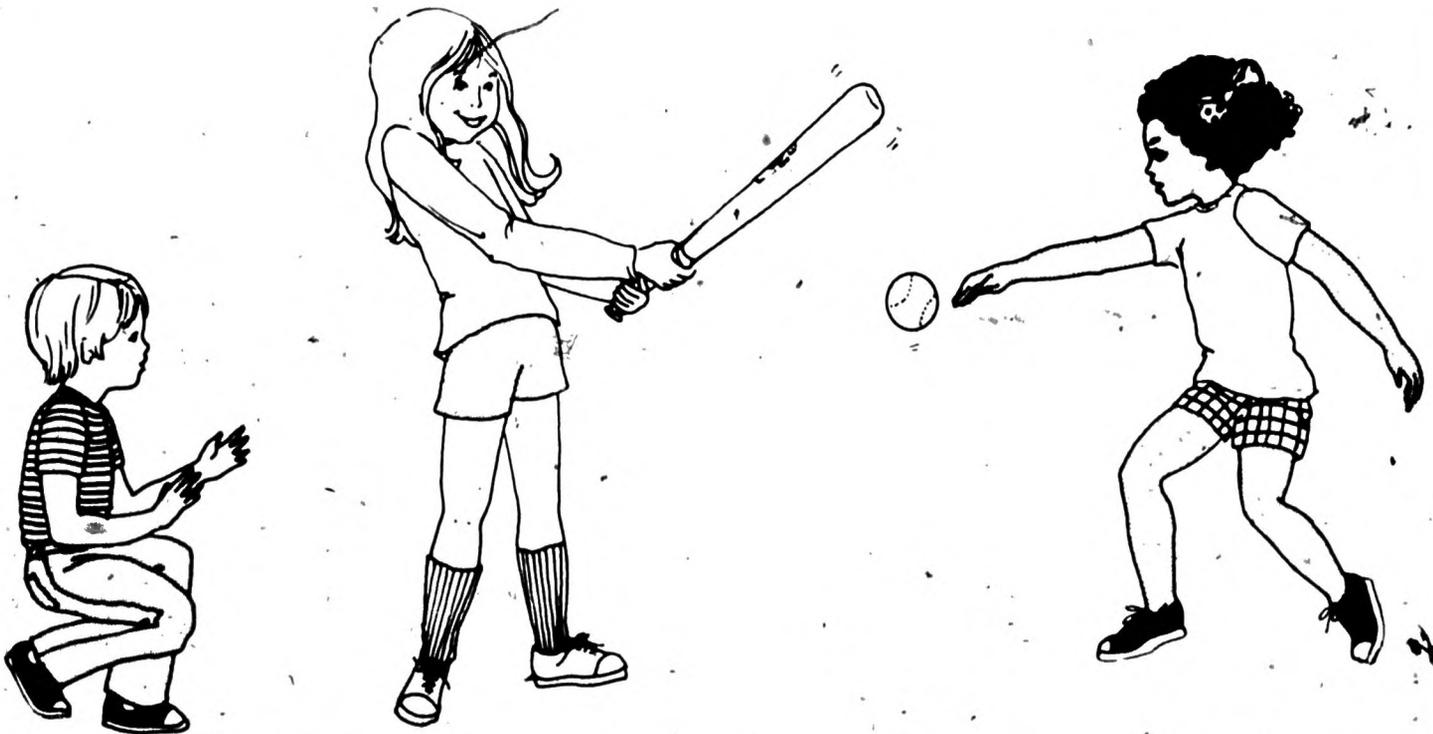
Can you think of other stereotypes?

FEMALES IN ATHLETICS

MYTH



REALITY



PHYSICAL SEX DIFFERENCES IN CHILDHOOD

Areas of No Difference

Strength

Motor Performance

Stress Tolerance

Strain Tolerance

Muscular Endurance

Amount of Muscle Tissue

Development of Muscle Tissue

Cardio-vascular Endurance

Energy Level

Areas of Difference

Boys

higher rate of metabolism

larger lungs

larger hearts

Girls

earlier neurological maturity

earlier physiological maturity

TITLE IX

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

REINFORCEMENT POSTER



Larry: "Great shot Sylvia, you may be short but you sure have a good eye."

Sylvia: "We make a great team Larry, with your passing and my shooting."