



ARTICLE:

Enright, E., & O'Sullivan, M. (n.d). 'Can I do it in my pyjamas?' Negotiating a physical education curriculum with teenage girls. *European Physical Education Review*, 16(3), 203-222.

Who was studied?

41 female students ages 15-19, with high school students as co-researchers

What they said:

- If we negotiate curriculum with students, they will engage more meaningfully in PE.
- Students took ownership of their learning throughout the experience.
- Students learned deeply about their PE experiences rather than a traditional model of physical education.
- A negotiated curriculum provided a positive and energizing experience for the students.
- Negotiating curriculum comes with its challenging; teachers must be supportive of one another and prepare for those challenges.
- Students should be seen as co-constructors of knowledge, considering that they are the consumers of our PE experience. Therefore, PE teachers should include them in decisions about their education experience.

What we know:

- Disengagement from PE among girls is well- reported.
- Girls, rather than the curriculum, often are seen as the " problem."
- Increasing students' roles and responsibilities in the context of PE have assisted in the learning context.
- Negotiating a curriculum means involving students in the curricular decision making process, allowing them to suggest new and revised programs that suit their needs.

What we can do:

- Tailor PE programs by asking students what they want to do in PE and how they want to do it. Then, align that with state and national policy objectives.
- Give students choice and a voice in their physical education.
- Create links with the community to broaden students' education experience.
- Train preservice PE teachers to solicit student input on curriculum and instruction methods.