



Invited Symposium Abstracts

Critical health education and the affect of physical education

Wednesday 30 May 2018, 1:30pm - 3:25pm, Conference Room 1

Chair: Tinning, Richard (University of Queensland, rit@uq.edu.au)

Discussant: Burrows, Lisette (University of Waikato, lisette.burrows@otago.ac.nz)

Discussant: Powell, Darren (University of Auckland, d.powell@auckland.ac.nz)

Since its inception within the school curriculum physical education (PE) has argued its contribution to the health of young people. In recent years there are many who advocate that the major role of PE is to contribute to national health outcomes (particularly in regard to fighting the 'obesity epidemic'). In many countries PE is formally part of the subject called Health & Physical Education (HPE). This explicit association is championed by some and challenged by others. In this symposium, presenters will engage, in various ways, with questions such as, "In what sense can it be claimed that PE is a critical health education? "Is there a place in a critical health education for PE?"

Symposium Papers

Lisahunter (Monash University, lisahunteracademic@gmail.com)

The power of order, prepositions, ontologies and practices vis-a-vis school Health, Physical, Education: The (privileged) industry of the ampersand, have you seen my hat?, and what has maths got to do with it?

In language, words matter. Their meanings and their use can matter. In English language contexts prepositions act as words governing, and usually preceding, a noun or pronoun and expressing a relation to another word or element in the clause. 'And' or the ampersand (&) often sits explicitly between 'Health' and 'Physical Education' in places such as Australasian and Nordic sites of schooling, or implicitly with health in 'Physical Education' as a way of justifying PE's presence in the curriculum. Both, together and apart (don't) matter. Through several narrative illustrations this presentation provides a set of provocations for discussion:

- What other prepositions might be useful and (im)possible in schooling practices as formal subjects, bodies of knowledge or implicit pedagogy
- What has either 'field' got to offer the other and under what circumstances
- Are there more 'fruitful' partners such as maths or relationships currently ignored?
- Who benefits from the current practices and relationships?
- When, where and with whom does which matter matter?
- How does either/both become useful, to whom and in what way?
- Why (does anyone) care?
- What do 'we' 'lose' if there is no h,p or e?

Gard, Michael (University of Queensland, michaeljgard@gmail.com)

Two reasons for the connection between physical education and health education

In the distant past, Carolyn Puim and I published a book about the role of health education in schools (Gard & Pluim, 2014). In general, (from a PE perspective, at least from me) we found the case against health education was sustained; in general, schools do not have time to make health

education work, critical or not. But on the other hand, I am going to give two of the many reasons for physical education connects with critical health education, at least academically.

I am first going to discuss the work about John Dee, the Elizabethan Renaissance man who worked as an astronomer, astrologist, philosopher, occultist, theologian, book collector and many other things. I want to discuss the way he gives us new stories about science, health and theology and why I think his work is relevant to our thinking about PE and health education. Closer to home, the second reason is that politics and policy between both fields of study interact every day in schools, whether or not the official curriculum. In other words, the connection between the fields of study are understood out there in the minds of parents, teachers, kids and policy makers; the connection is a weakness, but also our strength, for example in regard to obesity. We need urgently new (and old) stories about the history and new stories about the future.

Tinning, Richard (University of Queensland, rit@uq.edu.au)

The affect of school PE: Maintaining the rage and keeping a sense of perspective.

This paper is a personal response to my reading of Roxane Gay's autobiographic *Hunger: A Memoir of (My) Body*, and my thoughts on its implications for HPE. I first discuss the particulars of Gay's very troubling book and then try to articulate some of my thoughts regarding the need to strike a balance between advocacy, theorizing and action in critical HPE. While we need to maintain the rage over the injustices that occur in the name of HPE, we also need to think about how we can keep a sense of perspective regarding not only what is possible/practicable, but also whose interests are being served in/through our advocacy and practice.

Pausé, Cat (Massey University, C.Pause@massey.ac.nz)

Losing the love of movement: Fat kids and physical education

Few fat kids enjoy physical education in school. Uniforms that don't fit, activities that haven't been modified for fat bodies, taunting from peers, and anti-fat bias from teachers; all of these result in a hostile environment that removes the joy associated with movement and exercise for fat kids. This is further reinforced as they are taught that physical movement is meant to produce weight loss, rather than allowed to enjoy physical movement for enjoyment's sake. This approach is counterproductive to supporting fat kids to engage in physical activity, but understandable given the obesity epidemic lens that frames how we think about fatness, health, and activity. A former fat kid, and now super fat adult, reflects on physical education and how fat bodies move to suggest shifting frameworks used in physical education to promote the well-being of fat people of all ages.

Neighbourhoods for Active Kids: A Participatory GIS study of children's neighbourhood perceptions and experiences

Wednesday 30 May 2018, 3:40pm - 5:35pm, Conference Room I

Chair: Smith, Melody () and the Neighbourhoods for Active Kids study team

Discussant: Welch, Rosie (Monash University, rosie.welch@monash.edu)

Background: A child friendly city is one that fulfils children's rights to have access to services, to be safe, and to be active participants in community and social life. Enabling children to express their opinions, have their thoughts respected, and to influence decision-making are also key tenets. Neighbourhood built environments can have significant and long-lasting impacts on human health behaviours such as physical activity, active travel (e.g. walking or cycling for transport), and nutrition behaviours (e.g. food purchasing). Little is known of children's perceptions of their neighbourhood environments in these contexts. The evidence base is further limited by a lack of child-specific built environment measures.

Aim: The Neighbourhoods for Active Kids study aims to take a child-centred approach to understanding links between the neighbourhood built environment and children's health.

Methods: Children in school years 5-8 were recruited through 19 Auckland schools, diverse in terms of geography, walkability, and socio-economic status. Children's neighbourhood perceptions, experiences, nutrition behaviours, and travel modes to school and neighbourhood destinations were captured via an online participatory geographic information systems-based survey. Physical activity was objectively assessed over 7 days using accelerometry. Height, weight, and waist circumference were measured by a trained researcher. Neighbourhood built environments were characterized using geographic information systems-derived measures of walkability and new child-specific measures were developed. Systematic literature reviews were conducted to contextualise the research and study findings. This presentation will focus on preliminary neighbourhood mapping results.

Results: Overall, 1102 children participated in the study, who marked over 2000 neighbourhood destinations. Most frequently marked places were multi-use public outdoor spaces, private residences, and shopping centres. Children's experiences and perceptions of neighbourhood destinations were wide and varied, ranging from social affordances to commentary on aesthetic features and safety.

Conclusions: Capturing spatial patterning of children's perceptions has provided a fine-grained understanding of specific features of importance from the child's perspective. Taking a child-centred approach to measuring neighbourhood use and experiences can yield sensitive and in-depth understanding of contextual factors important for promoting child health behaviours and outcomes.

*Associate Professor Melody Smith, Dr Niamh Donnellan, Dr Jinfeng Zhao, Professor Robin Kearns are from The University of Auckland, New Zealand. Dr Lisa Mackay, Erika Ikeda, Victoria Egli, Dr Caryn Zinn, Dr Nicholas Garrett are from Auckland University of Technology, New Zealand. Professor Marketta Kytta is from Aalto University, Finland. Professor Roger Mackett is from University College London, United Kingdom. Dr Lanuola Asiasiga, Dr Penelope Carroll, Dr Judy Lin, Professor Karen Witten are from Massey University, New Zealand.

Symposium Papers

Ikeda, Erika (Auckland University of Technology, erika.ikeda@aut.ac.nz)

Smith, Melody (University of Auckland, melody.smith@auckland.ac.nz)

Non-presenting authors: Erica Hinson, Auckland University of Technology

Karen Witten, Massey University

Suzanne Mavoia, University of Melbourne

*What perceived physical and social environments are associated with children's active school travel?
A systematic review*

Background: Abundant evidence supports associations between active school travel and physical and social environments. Compared to objectively measured physical environments perceptions of physical and social environments remain insufficiently explored. The aim of this systematic review was to investigate associations of school travel mode in children aged 5-13 years with social and perceived physical environments.

Methods: A computerised electronic search was performed for articles published between January 2000 and July 2017 across nine databases to locate relevant studies. Eligible studies consisted of observational studies published in English that investigated associations between school travel mode and social and perceived physical environments in children aged 5-13 years. Data on study design and location, participants, and key findings were extracted. The methodological quality of each study was assessed.

Results: Thirty-seven studies met the full inclusion criteria and were reviewed. Neighbourhood and personal safety, and neighbourhood social interaction were consistently and positively associated with active school travel. Consistently negative associations were found in travel distance and time, and the number of cars per household. Evidence was inconsistent for walking and cycling infrastructure, and neighbourhood socioeconomic status. Seven studies were rated as moderate for quality and all others were weak. Risk of bias, poor sampling methods, lack of external validity, and inadequate control of confounders and clustering were common study limitations. Heterogeneity in measurement and the definition of geographic areas such as neighbourhood hindered clear comparability across studies and absolute certainty of the findings.

Conclusions: Low concern for safety, social interactions with neighbours, shorter travel distance and time are likely to promote active school travel. Study quality can be improved by employing robust sampling methods, validated measures for the specific population, and blinding of outcome assessors. Appropriate statistical analyses with adequate controlling for confounders and clustering are critical.

Egli, Victoria (Auckland University of Technology, victoria.egli@aut.ac.nz)

Smith, Melody (University of Auckland, melody.smith@auckland.ac.nz)

Non-presenting authors: Caryn Zinn, Auckland University of Technology

Niamh Donnellan, University of Auckland

Karen Villanueva, RMIT University

Using Google Street View to Capture Outdoor Advertising Around Schools

Background: Children spend a large proportion of their time in their neighbourhoods, they interact with them and are affected by them. Outdoor advertising for unhealthy food and beverages, targeted to children, in children's neighbourhoods warrants exploration. Google Street View is a freely-available, user-friendly software that has been used in other research context and holds promise as a tool for documenting the marketing of unhealthy food and beverages to children.

Aim: This study aims to explore issues involved in the use of Google Street View to examine outdoor food and beverage advertising.

Methods: The study was conducted within walkable distances from 19 primary and intermediate schools in Auckland, New Zealand.

Results: Google Street View allows for centrality of data collection, coding and storage. Challenges exist with 727 (29.4%) of 2474 total outdoor advertisements identified unable to be categorised. Specific to food and beverage advertising the results show children in Auckland are exposed to a significantly greater number of unhealthy advertising than healthy advertising, $p=0.001$, eta squared statistic (0.45) indicates a large effect size.

Discussion: The implications for using Google Street View to monitor detailed aspects of children's neighbourhoods is examined. We present a focus on using Google Street View for community driven research and grass roots advocacy specifically regarding exposure to marketing of unhealthy food and beverages.

Conclusion: Overall, the results show promise for the use of Google Street View in the study of children's neighbourhoods and may be a helpful tool for bottom up research, community advocacy and monitoring.

Zhao, Jinfeng (University of Auckland, jinfeng.zhao@auckland.ac.nz)

Smith, Melody (University of Auckland, melody.smith@auckland.ac.nz)

Visualising time use patterns in children's activities and their association with area level deprivation

Background: Accelerometer-based activity monitors are increasingly being used to assess physical activity and sedentary time in population surveys. They also provide valuable timing and sequence information that was only available from time use diaries in the past. The growing quantity of accelerometer data provides both opportunities and challenges for turning information into knowledge.

Aim: We aim to visualise the relationship between children's time use, health outcomes and area level deprivation to facilitate exploration of their associations.

Methods: The accelerometer dataset used in this research was collected over 7-days at 30 second intervals for Auckland children aged 8 to 12 years, and it was linked to children's sleep times, and area level deprivation information. Children with complete age information (n=935) were included in this study. We developed an innovative visualisation technique called a time-activity diagram to reveal interesting patterns in this rich data using open source R software.

Results: At the individual level, a time-activity diagrams presents timing and sequencing of each child's activities, and individuals can be ordered by one variable (e.g. deprivation) and configured by another (e.g. fitness, diabetes risk) to show associations. The diagrams include aggregations of activities at 10 minute intervals, which are overlaid using semi-transparent colours and the width of each aggregation at each interval represents the percentage of time spent on each activity.

Conclusions: The time-activity diagram provides immediate insights into the significance of the children's activity trajectories over time and their association with health and deprivation. It is compact and flexible, and can easily be adapted to map other accelerometer data. The knowledge derived from the visualisations can be used to inform promotion of healthy time use behaviours and support policy intervention.

Indigenous and Maori health

Thursday 31 May 2018, 1:30pm - 3:25pm, Conference Room I

Chair: Hokowhitu, Brendan (University of Waikato, brendan.hokowhitu@waikato.ac.nz)

This session will address what the panellists see as the major issues in Māori and indigenous health, and how education might respond and/or connect.

Green, Alison (Te Whāriki Takapou, alison@tewhariki.org.nz / jalisongreen01@gmail.com)

Lee-Penehira, Mera (Te Share Wānanga o Awanuiārangi, mera.lee-penehira@wananga.ac.nz)

Allen, Jean (University of Auckland, jean.allen@auckland.ac.nz)

Webber, Melinda (University of Auckland, m.webber@auckland.ac.nz)

New directions in sexuality education research

Friday 1 June 2018, 10:30am - 12:25pm, Conference Room I

Chair: Rasmussen, Mary Lou (Australian National University, marylou.rasmussen@anu.edu.au)

Discussant: Allen, Louise (University of Auckland, le.allen@auckland.ac.nz)

This symposium is aimed at researchers and people working in education, health and policy. The focus for the symposium is an investigation of our own practices within sexuality education – to try and see those practices anew, as part of broader assemblages, drawing on the methodology used in our Handbook of Sexuality Education (Palgrave, 2016). In this context, we see the symposium as a heterogeneous collection of discourses, people, regional locations, affective imaginaries, spatial dimensions (e.g. cyberspace), matter and phenomena we cannot/do not (yet) know. The symposium is designed to be interactive – and to challenge participants to think about what they do know about sexuality education, and, to maybe find out what they don't already know by working differently to imagine how we apprehend sexuality education.

Symposium Abstracts

Social theory and health education

Wednesday 30 May 2018, 10:45am - 12:40pm, Conference Room I

Chair: Leahy, Deana (Monash University, deana.leahy@monash.edu)

Discussant: Wright, Jan (University of Wollongong, jwright@uow.edu.au)

This symposium brings together a range of scholars to discuss the usefulness of social theory in researching health and education. The symposium will showcase a range of different theorists and concepts to engage with questions related to public health, health education, teacher education, food and nutrition education and digital data.

Symposium Papers

McCuaig, Louisa (University of Queensland, l.mccuaig@uq.edu.au)

Shelley, Karen (University of the Sunshine Coast, the-shelleys@hotmail.com)

Putting Foucauldian ethics to work in health education teacher education

Contemporary notions of good citizenship and proper living have become intimately entwined with the pursuit of good health. Modern states have devised programs of health education and teacher training that seek to constitute active, healthy citizens who have the knowledge, skills and attitudes required to enhance their own and others health and wellbeing. This presentation will explore the generative possibilities of Foucault's ethical fourfold as a lens through which researchers can interrogate the ethical constitution and practices of the self. Following Rose (1996), such studies can be referred to as a genealogy of subjectification (Du Gay, Evans and Redman 2000). Drawing on a recent doctoral study of health education teacher education in an Australian university, the methodological and analytic potential of these conceptual tools will be reviewed. From a methodological perspective, we first demonstrate the capacity of Foucault's fourfold to reveal the ethical principles and practices expressed in "practical texts" (Foucault, 1990, p. 12) such as school and teacher education curricula. Building on this I show how these extracted ethical practices can be compared across time and to reveal slippages and alignments between authorities' strategies to shape subjects into particular citizens, for example healthy citizens, and the practices these subjects employ in conducting their own conduct (Rose, 2000).

Powell, Darren (University of Auckland, d.powell@auckland.ac.nz)

Pluim, Carolyn (Northern Illinois University, cvanders@niu.edu)

'5 a day', stickers, and cabbage, but please 'no slushies': The international convergence of school nutrition practices

This presentation takes an international perspective and considers how schools enact nutrition initiatives to respond to various health concerns – namely obesity – to achieve particular visions of a healthy school and a healthy student population. School nutrition projects in New Zealand and the United States will be analyzed for points of convergence and divergence in their form, influence, and effect. Ultimately, we conceptualize these school nutrition interventions as projects in line with Michel Foucault's description of the nature and function of governmentality. Such governing strategies rely on various normalizing systems of power to shape the conduct of young people in specific ways. Using this as our theoretical lens we also cast young people, the future citizens of an advance neoliberal societies, as specific targets of this type of governmental intervention. Our research will show how the goal of improving school nutrition is often presented as a value-free and noble endeavour, yet upon closer inspection, the political and moral undercurrents of such projects are unambiguously transparent (Evans, Evans & Rich, 2003). We argue then, that school nutrition initiatives, as a popular global health prerogative, serve as an arm of governmental rule to shape the subjectivities and the moral conduct of students and their families in particular ways.

Lupton, Deborah (University of Canberra, deborah.lupton@canberra.edu.au)

The thing-power of lively digital data

In this presentation, I will take up perspectives from feminist materialism and the anthropology of material culture to discuss the entanglements of digital data with humans and the work of sense-making. I will emphasise the importance of understanding how digital data about human bodies work to generate new knowledges, and the implications of this for how people learn about their bodies, including states of health and illness. In engaging in acts of sense-making, people are called on to negotiate between the sensory and affective knowledges of their bodies and the knowledge generated by digital sensors. This involves learning, creativity and improvisation. Working with Jane Bennett's concept of 'thing-power', I explore the capacities of digital data assemblages built from and with human bodies. From this perspective, digital data about humans are one medium by which bodies are known, enacted, materialised, extended and lived. Human digital data can be ways of knowing, perceiving and being in the world. They are a form of matter that is not inscribed on a passive body/self, but rather works agentially with bodies/selves. I will draw on my empirical research on people who use digital devices to engage in self-tracking of their bodies for health-related purposes to illustrate how sociomaterial perspectives provide insights into sense-making and learning from data. Key questions explored are: How do humans make and remake digital data about their bodies? How do digital data make and remake humans? Theorists whose work will be drawn on the chapter include, in addition to Bennett, Karen Barad and Donna Haraway. These feminist materialistic scholars all articulate a more-than-human perspective on personhood and embodiment. I also incorporate the scholarship on material culture by anthropologist Tim Ingold, who provides further insights into understanding learning through making.

Williams, Ben (Griffith University, ben.williams@griffith.edu.au)

Lee, Jessica (Griffith University, jessica.lee@griffith.edu.au)

Inquiries into the (re)composition of health education: Thinking with Bruno Latour's anthropology of the moderns

The French intellectual, Bruno Latour, is one of the most important thinkers of our time. Over the past thirty years, his idiosyncratic combination of philosophy and ethnography has influenced scholars across the social sciences and humanities. In this chapter, we introduce a selection of Latour's ideas to researchers of health education within schools and beyond. Specifically, we discuss his writing on compositionism, diplomacy and modes of existence in the context of our own work on the pedagogies of an Australian public health campaign. Drawing on a collection of data from the study, we deploy these ideas as a way of understanding and evaluating the heterogeneous array of practices involved in designing, developing and delivering the campaign. In so doing, we highlight the value of Latour's empirical philosophy as a timely alternative to the iconoclasm of critique and the analytic asymmetries of social constructionism.

Quinlivan, Kathleen (University of Canterbury, kathleen.quinlivan@canterbury.ac.nz)

Reconceptualising sexuality education as rhizomatic experimentation

I am interested in exploring the pedagogical usefulness of the Deleuzo-Guattarian (1987) concept of rhizomatics for cultivating a more experimental orientation to teaching and learning about sexualities and relationships education that can foreground diverse young peoples' lived experiences of sex and gender politics. Drawing on my experiential encounters with young people as a sexuality education researcher/ teacher in focus groups I map our experiments in becoming rhizomatic, and consider the pedagogical affordances and challenges they present for formal school based sexuality education encounters.

Health as more than human: environmental attunement within school health education

Thursday 31 May 2018, 3:40pm - 5:10pm, Conference Room I

Chair: Burrows, Lisette (University of Waikato, lisette.burrows@otago.ac.nz)

Discussant: lisahunter (Monash University, lisahunteracademic@gmail.com)

In Australia, overlapping environmental and citizen health priorities are often foregrounded in national, social, and political debate (Peterson and Lupton, 2000), yet there are few attempts to specifically address the possibilities for 'thinking' and 'doing' environmental health education within Health and Physical Education (Taylor, Wright & O'Flynn, 2016). In this symposium we provoke the educative need for a greater inclusion of the health geography sub-discipline in school health education. That is, an approach to health education that engages less with critical interrogation of dominant discourses and places more emphasis on affective attunement (drawing from Massumi, 2013 and Ahmed, 2015) to subjugated health knowledges and emergent becomings (Wright, 2015). We speculate and reflect on how deliberate environmental links can: (i) help to rupture the dominant individualising 'behaviour change' ways of thinking about health to move beyond risk based narratives that are often played out in Australian schooling contexts (Fitzpatrick, 2014; Wright, O'Flynn & Welch, 2018); and (ii) offer rich possibility for educative approaches linked to visceral, somatic and sensory learning (Perhamus, 2010), arts-aesthetic making and responding, and socio-political collective human relationships with the natural world. While we do not propose entirely 'new' ideas for the field, for instance others have engaged with environments and sustainability (Elsden-Clifton, & Futter-Puati, 2015), this collection of papers respond to cross-disciplinary research and public discourses that argue for an increased recognition of the complex connections between the environment, health and wellbeing. We also highlight the theoretical utility of socio-material-political frameworks to examine these relationships between health, place and practice.

Ahmed, S. (2015). *The Cultural Politics of Emotion* (2nd ed.). New York: Routledge.

Massumi, B. "Affective Attunement in a Field of Catastrophe: A Conversation between Erin Manning, Brian Massumi, Jonas Fritsch and Bodil Marie Stavning, July 12, 2011, Montreal." *Peripeti: tidsskrift for dramaturgiske studier* (2011). Web. 25 Nov. 2013.

Elsden-Clifton, J., & Futter-Puati, D. (2015). Creating a Health and Sustainability Nexus in Food Education: Designing Third Spaces in Teacher Education. *Australian Journal of Environmental Education*, 31(1), 86-98.

Perhamus, L. M. (2010). 'But your body would rather have this ...': conceptualizing health through kinesthetic experience. *International Journal of Qualitative Studies in Education*, 23(7), 845-868.

Petersen, A. & Lupton, D. (2000). *The New Public Health: Health and Self in the Age of Risk*. London: SAGE Publications.

Taylor, N., Wright, J., & O'flynn, G. (2016). HPE teachers' negotiation of environmental health spaces: Discursive positions, embodiment and materialism. *Australian Educational Researcher*, 43(3), 361-376.

Symposium Papers

Welch, Rosie (Monash University, rosie.welch@monash.edu)

Non/attunements to the 'critical': Theorising health education as more than human

What would critical health education look like if it focused less on the logics of the mind, and more on 'experience'? What if criticality was possible not from the inside, but rather it's intra-relationality to the outside? In this paper, we contemplate the disciplines and theory that we can turn to for a version of critical health education that makes connections with 'more than human' and 'embodied'

methods (Fitz-Henry, 2017; Wright, 2015). Understanding that critical health education has always been 'embodied' in some way, we review critical health education scholarship to then offer tangible examples for pedagogical renewal. Three formative examples will be offered as alternative 'critical' health education reality. These include: (i) how a public arts project Treatment Flightlines at Melbourne's Werribee waste Treatment Plant offers an Arts-Science collaboration (Gibbs, 2013) that can support embodied, political and cultural knowledges of health and waste; (ii) how the Hidden Harvest organisation enables the exploration of food waste and consumption via creative tactics that are community oriented and strengths based; and (iii) how attunement to 'Country' in teacher education (McKnight, 2016), offers possibilities for normalising notions of health as relational and connected to place and Indigenous knowledges. Finally, we contemplate why we call for this pedagogical 'turn' in our own critical health pedagogical practices.

Fitz-Henry, E. (2017). Multiple Temporalities and the Nonhuman Other. *Environmental Humanities*, 9(1), 1-17. doi:10.1215/22011919-3829109

Gibbs, L. (2013). Arts-science collaboration, embodied research methods, and the politics of belonging: 'SiteWorks' and the Shoalhaven River, Australia. *Cultural Geographies*, 21(2), 207-227. doi:10.1177/1474474013487484

McKnight, A. (2016). Preservice teachers' learning with Yin Country: becoming respectful teachers in Aboriginal education. *Asia-Pacific Journal of Teacher Education*, 44 (2), 110-124.

Wright, S. (2015). More-than-human, emergent belongings: A weak theory approach. *Progress in Human Geography*, 39(4), 391-411.

Taylor, Nicole (University of Wollongong, nst25@uowmail.edu.au)

Community health in HPE: Are human beings the only ones that matter?

In this paper, I theorise how educators and researchers in HPE could re/imagine the possibilities for meanings of community health and wellbeing, in order to address the interconnectedness of the human and more-than-human world (Gibbs, 2009). In the Australian Curriculum: HPE, learning content is organised into two strands, one of which is 'personal, social and community health'. This strand proposes that young people can, and will, contribute to healthy communities. In the field of health education, research that critically questions the meanings of 'community health' are largely absent, with community links often framed as an access point into community development and health promotion services (McGrath, Alfrey, & Jeanes, 2017). For example, Beyond Blue or Headspace can be identified as 'go to' community health settings for young people. However, in many ways, such conceptions of community reinforces a humanistic, individualised approach to health education. In contrast, 'community health' understandings could be broadened to include meanings that move beyond human centred approaches, to also include the more-than-human, as part of the wider, collective social-scape that is 'all connected'. In this way, the material, biological and more-than-human aspects of the 'community' are able to be considered for the effects they have on constructions of health knowledge and practice.

This paper will demonstrate how other disciplines conceptualise 'community' in a broader sense with a common desire to contest the limits of human and more-than-human communities (including the problems of the anthropocene, climate change and planetary health and wellbeing). In line with this knowledge base, plants, water, ecosystems, objects and forces, all become significant to understanding how beliefs are formed around human and 'nature' relationships, and therefore, ways of negotiating community health spaces (Gibbs, 2009). If we extend the notions of 'agency', 'care' and 'community' to the more-than-human world, how might health education become implicated as an ethical and political obligation toward learning about health?

Gibbs, L. M. (2009). Water Places: Cultural, Social and More-Than-Human Geographies of Nature. *Scottish Geographical Journal*, 125(3/4), 361-369.

McGrath, G., Alfrey, L., & Jeanes, R. (2017). Community Connections in Health and Physical Education: A Reflection of Stakeholder Experiences. *Asia-Pacific Journal of Health, Sport and Physical Education*, 8(2), 101-114

Welch, Rosie (Monash University, rosie.welch@monash.edu)

Indigenising health education through 'bushfoods': Necessity, challenges and possibilities

The new Australian Curriculum necessitates the inclusion of "Aboriginal and Torres Strait Islander (ATSI) Histories and Cultures" through the themes of: (i) culture, (ii) people; and (iii) country/ place as a cross curriculum priority. While this new configuration of curriculum governance offers new hope via a structural mandate; historical cultural-politics reveal that Australia's First Peoples' perspectives have long been marginalised from a colonially dominated learning area (McConaghy & Nakata, 2000; Whatman & Meston, 2016) and meaningful enactment is far from straight-forward.

This paper will draw on both a literature review of food and Indigenous knowledge in school health education as well as a reflective inquiry on a 'bushfoods' module in a teacher education unit (EDF3173 Food, Health and Wellbeing), at one Australian university. Programmed into this teaching module was a workshop for students with a local Boonwurrung elder of the lands on which the University operates. After the event, a four hour lunch unexpectedly proceeded at the campus restaurant with six guests and collaborators. This story along with others will be examined to investigate the role of the 'cultural interface' (Williamson & Dalal, 2007) and temporality, space and place when meaningfully incorporating a strengths based approach to Indigenous knowledge in school health education. Tensions and possibilities are mapped in relation to bringing subjugated Indigenous knowledges to the fore through an analysis of happens when concepts of reconciliation, lore, health ecologies and Country are made visible and prioritised. How do the affective aspects of sensorial, somatic and visceral learning (Perhamus, 2010) intersect with institutional and student dispositions when a teacher educator attempts to 'Indigenise' health education as a strengths based and educative approach to health curriculum.

McConaghy, C., & Nakata, M. (2000). Rethinking indigenous education : Culturalism, colonialism and the politics of knowing. Flaxton, Qld.: Post Pressed.

Whatman, S., Quennerstedt, M., & McLaughlin, J. (2017). Indigenous knowledges as a way to disrupt norms in physical education teacher education. *Asia-Pacific Journal of Health, Sport and Physical Education*, 8(2), 115-131. doi:0.1080/18377122.2017.1315950

Whatman, S., & Meston, T. (2016). Embedding Aboriginal and Torres Strait Islander knowledges in the AC:HPE – considering purposes of Indigenous Games. *Active and Healthy Journal*, 23(4), 36-39.

Williamson, J., & Dalal, P. (2007). Indigenising the curriculum or negotiating the tensions at the cultural interface? Embedding Indigenous perspectives and pedagogies in a university curriculum. *The Australian Journal of Indigenous Education*, 36(S1), 51-58.

Gard, Michael (University of Queensland, m.gard@uq.edu.au)

Physical education, the environment and animals

Where does physical education go from here? How do we take another step forward? One path is to go backward; to recycle old ideas and see how they go in newer times. An author I spent time reading was Ivan D. Illich, who began his career as a Catholic priest, was kicked out the church and then travelled extensively, particularly in South America. He began his philosophical writing in the early 1970s and continued up until his death in 2002. He was a polemical critic of just about everything. He brought his dubious skills to many areas of Western culture, including education, medicine, economics, politics and many others. Of all the pessimistic writers in my academic life, there was nobody like him. He was described as a total nut-case with no methodical skills to speak of.

Another way forward would be to look outside of our discipline. One example of this is the work of Charles Foster who has published many works including studies of law, philosophy, travel and evolutionary biology. One of his recent works is called *Being a Beast* in which he tries to live like the animals in the wild and in the cities. He used his body as a pedagogical device to explore the way they understand and operate in the environment and from their perspective.

My theoretical work has been using other people's ideas for my own purposes. For example, these two quite interesting (from other positions, crazy and extreme) authors can be mined for intriguing and radical directions in physical education. Drawing on both these authors, what if physical

education where about animals, bodies, environment, physical work and senses? What if physical education were about addressing serious problems with human populations? I can think of a thousand problems with these ideas, but what is the academic role if s/he does not write and discuss these doubtful and slightly unfashionable thoughts.

Foster, C. (2017) *Being a Beast: An Intimate and Radical Look at Nature*. London: Profile Books.

Illich, I. D. (1973). *Tools for Conviviality*. London: Calder & Boyars.