

Does Peer Victimization in Sport Predict Enjoyment of Physical Activity?

The negative consequences associated with bullying are widely recognized by the public, and such consequences have been documented through numerous media outlets. Bullying is a form of peer victimization, which is a phenomenon that is commonly experienced by adolescents. Despite a recent surge in the public's interest in bullying, it has only recently garnered attention in the sport and physical activity research literature. The purpose of this research was to examine the relationship between physical activity enjoyment and peer victimization during sport practice. Participants were 395 students (219 boys, 176 girls) in Grade 7 (12–13 years, $M_{age} = 12.2$ years) from randomly selected schools in Northeastern Italy. Participants completed Italian versions of the Physical Activity Enjoyment Scale (PACES) and the Multidimensional Peer-Victimization Scale (MPVS). Pearson correlations identified relationships among variables, and significant associations were further examined with linear regression analysis. There were some negative associations between enjoyment of physical activity and peer victimization during sport. Specifically, all of the enjoyment scales were related to total victimization scores and verbal victimization. However, findings also suggest that low enjoyment of physical activity was poorly predicted by peer victimization during sport practice. Given that enjoyment has been recognized as a determinant of physical activity, such findings may have important implications for sport programmers who work to ensure that sport is indeed enjoyable for youth.

Scarpa, S., Carraro, A., Gobbi, E., & Nart, A. (2012). Peer-victimization during physical education and enjoyment of physical activity. *Perceptual and Motor Skills*, 115, 319–324.

Journal website: <http://www.amsci.com/journals/journal-titles/perceptual-and-motor-skills/>

Author website: <http://www.unipd.it/international-area/departments/departments/department-philosophy-sociology-education-and-applied-psychology>

An Exploration of Participation Styles in Youth Sport

The benefits of sport participation for youth are well documented and, as such, sport is typically promoted as an activity that supports positive experiences for youth.

Recognizing that participation styles may influence individual experiences, some research has explored the participation styles of youth in various physical activity settings, such as physical education class and summer camps. The purpose of this research was to address a gap in the sport literature by describing the participation styles of youth in an organized sport program. Participants were 52 youth (37 boys, 15 girls) between the ages of 8 and 12 years enrolled in an under-12 developmental soccer program for children. The majority of the participants were Caucasian and had minimal soccer experience, and all participants lived in a city in the southeastern United States. Data on the participant's participation styles were collected using nonparticipant observation of games and practices, as well as formal interviews with instructors and informal interviews with instructors, participants, and parents. Data was also collected using a stimulated recall interview with instructors. Data were analyzed by constant comparison and analytic induction. Through the analysis, seven participation styles were identified: ball hogs, most valuable players, pawns, overreactors, entertainers, free spirits, and chest thumpers. Findings from this research suggest that there are various participation styles but, contrary to previous research, participation styles did not appear to be based on a hierarchy, with bullies at the top of the hierarchy. Despite the various participation styles, it appeared as though most children had a positive sport experience. This research of participation styles may have important implications for instructors as they make pedagogical decisions, which could support a more positive, effective, and equitable learning environment.

Neels, D.M., & Curtner-Smith, M.D. (2012). Participation styles in youth soccer. *Journal of Sport Behavior*, 35, 321–337.

Journal website: <http://www.southalabama.edu/psychology/journal.html>

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Safety, Public Transportation, Sidewalks, and Recreation Facilities: What Combination of Factors Is Most Important for Physical Activity?

Complex combinations of social, psychological, biological, and environmental factors intersect to explain and predict physical activity levels. In terms of the

environment, research shows that access to a variety of destinations and proximity to parks and recreation as well as public transportation are associated with physical activity levels. Data from the International Prevalence Study was used in this study to examine how distinct combinations of neighborhood environmental factors predict adult physical activity levels internationally (i.e., across 11 countries). Participants ($N = 11,541$) were ages 18–64 ($M = 37.5$, $SD = 12.8$; 55.6% women) from Belgium, Brazil, Canada, Colombia, Hong Kong, Japan, Lithuania, New Zealand, Norway, Sweden, and the United States. Participants' responses to the Physical Activity Neighborhood Environment Survey and short form of the International Physical Activity Questionnaire were used to address the purpose of this study. First, latent class analysis was used to identify subgroups of participants based on neighborhood characteristics, including density, access to shops/services, recreational facilities, public transit facilities, presence of sidewalks and bike paths, and personal safety. Five distinct subgroups emerged from this analysis, providing the best fit to the data. The groups were labeled #1: "overall activity supportive (52%)," #2: "high walkable and unsafe with few recreation facilities (16%)," #3: "safe with active transport facilities (12%)," #4: "transit and shops dense with few amenities (15%)," and #5: "safe but activity unsupportive (5%)." The third and fifth subgroups were overrepresented by participants from the United States. Regression analysis was then used to predict physical activity levels with the emergent neighborhood classifications while controlling for gender, country, and age. Participants in the first and second groups were more likely to meet physical activity guidelines compared to Group 5. Conversely, those in Group 4 were less likely than participants in Group 5 to meet physical activity guidelines. These results highlight the importance of having sidewalks, bike paths, and access to recreational facilities for promoting physical activity. In the absence of these amenities, neighborhood safety, public transportation, and access to shopping do little to support physical activity levels. Fortunately, most (52%) participants were classified in Group 1, including 44% of participants from the United States. This study nicely highlights the importance of having multiple environmental factors present in order to optimize physical activity levels and supports the generalizability of these findings internationally.

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Journal website: <http://www.ijbnpa.org/>

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Can You Hear Me? Giving Rise to the Voice of Girls in Physical Education

As students approach adolescence, there is a trend of decreasing engagement in physical activity behaviors. This trend is also reflected in physical education settings through declines in enjoyment and intrinsic motivation during adolescence and is particularly true for young girls. Including student voice can be useful for informing curricular development and examining the patriarchal dominance that largely still exists within the context of physical education. This study utilized multiple qualitative methods in an activist approach to investigate the barriers to engagement and enjoyment that adolescent girls face in physical education as a result of unequal power relations within the physical education context. Seven 9th- and 10th-grade girls in mixed-gender physical education classes participated in the study. Data was collected via focus group interviews, individual interviews, field notes, and informal conversations with physical education teachers. Data collection took place across a semester in which students participated in physical education every other day for 82 min. Content analysis and the constant comparative method were used to code the data from these various sources. The first barrier identified was "proving themselves to the boys," in which girls felt largely ignored but were also sometimes motivated to display their competence in front of the boys. The second barrier, "girls are supposed to do girly things and boys are supposed to do boy-ee things," referred to limited activity choices in class that clearly divided girls and boys along gender lines (e.g., fitness vs. football). This further segregated girls from boys and left them feeling they did not truly have a choice. The final barrier, "there's a risk of being embarrassed," reflected the girls' fear of messing up and being teased by classmates during activities. The girls navigated these barriers by either trying to show they were as good as the boys through participation or by just trying to blend in when they thought they could not be successful. This study provided opportunities for these young girls to have a voice and become active agents in their physical education participation. Physical educators need to consider how they can dismantle gender inequities within the context of physical education and give opportunities for both boys and girls to be heard. These steps can help adolescent girls begin to thrive in physical education rather than just struggle to survive.

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Author website: <http://www.kent.edu/ehhs/pep/faculty.cfm>