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)
Exercising Your Rights: Eliminating Sex Bias in Physical Education

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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.
FEMALES IN ATHLETICS

Myth | Reality
--- | ---
1. Women aren't interested in sports. | Female participation in sports has gone up more than 175 percent since 1971. Over seven million American women play tennis.
2. Female bones are more fragile than male bones. | On the average, female bone structure is smaller than male bone structure, but it is not more fragile.
3. Athletics can be damaging to female reproductive organs. | Vigorous physical activity facilitates childbirth, improves muscular support in the pelvic area, and may, in fact, relieve menstrual problems.
4. Women who engage in strenuous athletic and weight-training programs develop large bulging muscles. | The development of large bulging muscles depends primarily on the amount of male hormone a person has.
5. Women cannot reach peak athletic performance during menstruation. | Female athletes have won competitions and broken records at all stages of the menstrual cycle. Even pregnant athletes have competed successfully in international competition.
6. Women are more likely than men to be injured in sports. | 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 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:

- 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 91B, 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:
BIBLIOGRAPHY


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?
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
"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."
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."