**Availability of Physical Activity–Related Facilities and Neighborhood Demographic and Socioeconomic Characteristics: A National Study**

They examined associations between neighborhood demographiccharacteristics and the availability of commercial physicalactivity–related outlets by zip code across the UnitedStates.

Multivariate analyses were conducted to assess theavailability of 4 types of outlets: physical fitness facilities, membership sports and recreation clubs, dance facilities, public golf courses.

Results showed that commercial physical activity–relatedfacilities were less likely to be present in lower-income neighborhoodsand in neighborhoods with higher proportions of African Americanresidents, residents with His-panic ethnicity, and residentsof other racial minority backgrounds. In addition, these neighborhoodshad fewer such facilities available.

Lack of availability of facilities that enableand promote physical activity may, in part, underpin the lowerlevels of activity observed among populations of low socioeconomicstatus and minority backgrounds.

**Perceptions of athletic superiority: a view from the other side**

- Teachers and coaches promote stereotypical views of racial Physical Education  
- Racial physical superiority vs. intellectual inferiority  
- Race in sport under researched  
- Some races are more likely to be put in certain sports  
- 78% of the NBA comprises of African Americans, 67% of the NFL and 63% of the WNBA  
- Socialists: the difference is social environments and not genetics  
- Avoidance of certain sports ex. 13 year old basketball player  
- White culture shy’s certain people away from professional sport  
- In this articles qualitative research only 5/25 respondents stated that they didn’t quit sport because of racial inferiority  
- Coaches opinions are directly being implemented in Physical Education  
- The sense that one of the only ways for African Americans to achieve is through sport  
- Only 7/25 interviewed did not think race effected their sport performance  
**Physical education and the embodiment of Gender**

-PE is a subject that reinforces dominant ideologies about gender

* + Focus on the body, physical skills and unique opportunities for social interaction
  + Differences between bodies in relation to performance means that gender and sexuality becomes visible

-Ratio of male to female involvement in PE = 2:1

-girls are not allowed to play certain sports (net ball, football, rugby)

-girls prefer activities that help them keep fit (ex: aerobics), but “male” games dominate

limited opportunity for variety prevents females from selecting PE

**Queering physical education. Between benevolence towards girls and tribute to masculinity.**

-teachers are aware of male dominance (in numbers and influence on activity choice) but perceive this as normal or natural

-teachers choose to promote activities favored by the majority, therefore leaning on traditional ideas about gender in relation to sport

-they do not challenge gender stereotypes

-teachers manage male dominance rather than challenge it and have avoided developing teaching strategies to work with such issues

**References**

Harrison, L., Azzarito, L. & Burden, J. (2004) Perceptions of athletic superiority: a view from the other side. *Race Ethnicity and Education*, Vol. 7, No. 2, July 2004

Larson, H., Fagrell, B., Redelius, K. (2009). Queering physical education. Between benevolence

towards girls and tribute to masculinity. *Physical Education and Sport Pedagogy, 41*(*1),*

1-17.

Powell, L., Slater, s., Chaloupka, F., and Harper, D.*Availability of Physical Activity–Related Facilities and Neighborhood Demographic and Socioeconomic Characteristics.*

<http://ajph.aphapublications.org/cgi/content/full/96/9/1676>

Velija, P. & Kumar, G. (2009). GCSE physical education and the embodiment of

gender. *Sport, Education and Society, 14(4),* 383-399*.*