

Abstract

Sport is characterized through physical action. Therefore, corporeity is unavoidable during Physical Education classes in school. Besides providing numerous opportunities for the development of positive personality traits, corporeity also has the potential to lead to issues when feelings of shame are produced when pupils portray deviations from what is considered 'normal.' In particular homosexuals or young people with androgynous traits run a high risk of being excluded during school sports. Thus, this dissertation will aim to identify the various forms of discrimination such pupils may encounter during Physical Education classes. This topic has neither been researched didactically nor within the scope of gender science.

The methodology is built on Mayring's concept of qualitative content analysis. Through narrative interviews conducted with young homosexuals ranging from 16 to 25 years the following categories of study were identified: Teacher, Changing Room Situations, School Climate, Type of Sport and performance. Through problem centered, follow-up interviews initial tendencies were identified, which highlighted typical forms of discrimination and resulting defensive strategies.

On the theoretical level, the thesis follows a critically constructive pedagogy, which sees a fundamentally "pictorial" and open-minded being in a person who must find his destiny, and thus also his sexual orientation, in the face of the natural, cultural and social world. In the sense of a non-affirmative pedagogy, Physical Education also has to support the development of personality and must not become an area of discriminatory experiences, in which latent reservations against minorities become strengthened. It becomes clear that teachers, in particular, can become problem-figures if they are not sensitized to gender questions or even have prejudices themselves, consciously or unconsciously. Therefore, the present thesis should help teachers to design Physical Education in the sense of gender-sensitive development support and to prevent and / or respond adequately to discrimination.