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### **Diversity Grant Abstract**

Students bring a history of culturally lived experiences into the gymnasium with them that will impact their understanding and awareness of physical education. The purpose of this study was to find out if culturally relevant pedagogy (CRP) has an effect on physical education curricula as well as whether or not pre-service teachers are prepared to implement CRP within competitive activities. First, an extensive literature review of new curricula that seem to be increasing student engagement and promoting positive student attitudes, while addressing critical issues in the field of physical education, was conducted. Second, a workshop was given to pre-service teachers to gauge their understanding of how to prepare a culturally relevant competitive activity for students in physical education.

In analyzing the curricula, the potential for successful implementation of CRP curricula within physical education was discovered. While pre-service teachers seemingly had a positive attitude toward creating culturally relevant competitive activities, overall they did not grasp how to prepare an effective lesson. It is important that pre-service teachers understand how to incorporate cultural knowledge while designing the curriculum and instruction of competitive activities. How teachers implement instruction and present tasks is crucial for multicultural student learning.