

## **O lugar da educação física no ensino médio: estado da arte 2013 a 2023<sup>1</sup>**

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### **RESUMO**

Este estudo teve como objetivo analisar o lugar da Educação Física no ensino médio. A pesquisa foi de natureza bibliográfica, do tipo “estado da arte”, através de um recorte temporal entre os anos de 2013 a 2023. Utilizamos uma metodologia qualitativa com base na análise de conteúdo de Bardin (2016). A investigação elegeu 20 pesquisas (uma tese, cinco dissertações e 14 artigos). Neste estudo, foram analisadas três categorias: i) as abordagens pedagógicas de ensino de Educação Física; ii) os conteúdos desenvolvidos nas aulas; iii) as estratégias de ensino. Como resultado, observamos que a Educação Física busca seu lugar na escola. Com relação às abordagens pedagógicas, notamos a superação do modelo tecnicista/esportivista e biológico; quanto aos conteúdos, os professores buscam desenvolver atividades da Cultura Corporal de Movimento e, com relação às estratégias de ensino, eles vêm desenvolvendo estratégias variadas, utilizando as metodologias ativas.

**PALAVRAS-CHAVE:** Abordagens pedagógicas. Conteúdos. Estratégias de ensino.

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## **The place of physical education in high school: state of the art 2013 to 2023**

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### **ABSTRACT**

This study aimed to examine the role of Physical Education in high school. The research adopted a bibliographic, "state-of-the-art" approach, focusing on publications from 2013 to 2023. A qualitative methodology was employed, grounded in Bardin's (2016) content analysis. The study selected 20 academic works (one thesis, five dissertations, and 14 articles) for analysis. Three key categories were investigated: (i) pedagogical approaches in Physical Education instruction, (ii) curricular content developed in classes, and (iii) teaching strategies. The findings indicate that Physical Education is still striving to define its place in schools. Concerning pedagogical approaches, there was a noticeable shift away from the technicist/sport-centered and biologicistic models. Regarding content, teachers increasingly incorporate activities related to the Body Culture of Movement. As for teaching strategies, educators have been implementing diverse methods, including active learning methodologies.

**KEYWORDS:** Pedagogical approaches. Content. Teaching strategies.

## **El lugar de la educación física en la enseñanza secundaria: estado del arte 2013 a 2023**

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### **RESUMEN**

El objetivo de este estudio fue analizar el lugar de la Educación Física en la enseñanza secundaria. La investigación fue de carácter bibliográfico, del tipo “estado del arte”, a través de un marco temporal comprendido entre los años 2013 a 2023. Se utilizó una metodología cualitativa basada en el análisis de contenido de Bardin (2016). La investigación seleccionó 20 estudios (una tesis, cinco disertaciones y 14 artículos). En este estudio, se analizaron tres categorías: i) los enfoques pedagógicos para la enseñanza de la Educación Física; ii) el contenido desarrollado en las clases; iii) las estrategias de enseñanza. Como resultado, observamos que la Educación Física busca su lugar en la escuela. Con relación a los abordajes pedagógicos, notamos la superación del modelo tecnicista/deportivo y biologicista; con relación a los contenidos, los profesores buscan desarrollar actividades a partir de la Cultura Corporal del Movimiento y, con relación a las estrategias de enseñanza, ellos vienen desarrollando estrategias variadas, utilizando metodologías activas.

**PALABRAS CLAVE:** Enfoques pedagógicos. Contenidos. Estrategias de enseñanza.

## Introduction

Physical Education is a mandatory curricular component of basic education, according to paragraph 3 of article 26 of the Law of Guidelines and Bases of National Education (LDB), which states that Physical Education "is integrated into the school's pedagogical proposal [...] and adapted to the age ranges and conditions of the student population" (Brasil, 1996, digital text). Barni and Schneider (2003) further argue that Physical Education is an important source of knowledge for the development of citizenship, as it promotes greater integration and awareness for social action and interaction.

According to the Coletivo de Autores (2014), Physical Education is a school subject that pedagogically addresses knowledge within a field known as *Body Culture*. The *Body Movement Culture* encompasses knowledge and representations that break with a selective and exclusionary perspective, advocating for universal access and establishing inclusion and diversity as didactic principles. It involves the development of activities such as dance, martial arts, gymnastics, sports, games and play, and adventure sports (Coletivo de Autores, 2014). In this way, students are expected to engage with the content of Body Movement Culture to exercise critical citizenship and improve their quality of life.

The National Common Curricular Base (BNCC) states that the Body Movement Culture is understood as a set of cultural practices in which movements are conceived as acts of language (bodily language). As such, the subject of Physical Education in high school is included in the area of *Languages and their Technologies*, alongside Portuguese Language, English Language, and Arts (Brasil, 2018).

The BNCC describes that the content taught in high school Physical Education should be a continuation of primary education. Brasil (2018, p. 475) states that

[...] expands upon the work carried out in elementary school, creating opportunities for students to understand the interrelationships between representations and knowledge linked to bodily practices, in constant dialogue with cultural heritage and the different spheres/fields of human activity.

Thus, Physical Education in high school should broaden and continue the skills, abilities, and competencies already developed in elementary school, by deepening students' knowledge of the Culture of Bodily Movement (including dance, sports, martial arts, gymnastics, games, recreational activities, and adventure sports), which must be adapted to their developmental stage, allowing for an understanding of body language as a form of social interaction that enhances self-awareness and the recognition of others. Accordingly, this study aimed to analyze the role of Physical Education in high

school through three categories: (i) the pedagogical approaches to teaching Physical Education; (ii) the content addressed in the classes; and (iii) the teaching strategies used, in order to understand how Physical Education classes are being conducted with high school students in educational institution.

In light of epistemological currents of scientific knowledge, several pedagogical approaches have shaped Physical Education throughout its history. It all began with the European gymnastics methods. The main schools of the European gymnastics movement were the German, Swedish, and French (Soares, 2017a).

German school gymnastics had a militaristic and eugenic focus, aiming to prepare bodies for national defense and to promote physical discipline. In Brazil, as Professor Marinho (1943) points out, the introduction of German gymnastics in the first half of the 20th century was due to the large number of German immigrants who settled in the country and brought this practice as part of their lifestyle. The historiography of Brazilian Physical Education records that the presence of these immigrants was also fundamental to the spread of French gymnastics in Brazil during that period (Soares, 2017a).

Swedish gymnastics focused on anatomical, corrective, and biological concepts, aiming to develop aesthetic sense and correct physical defects, grounded in scientific principles incorporated into the educational system and, by extension, into gymnastics. Created by Per Henrik Ling (1776–1839), known as the father of Swedish gymnastics, Ling's approach was marked by strong nationalism and aimed to regenerate the population by shaping individuals with good physical appearance who could contribute to peace in Sweden. The "Ling method" was essentially based on anatomy and physiolog (C. Soares, 2017).

French gymnastics, in turn, introduced games, educational exercises, mime, and sports, all based on medical-hygienist principles (Bonfim Filho, 2010; C. Soares, 2017). In Brazil, this model was officially instituted on April 12, 1921, through Decree No. 14.784 (Brazil, 1921). In general, these schools had similar objectives: to regenerate the race; promote health; develop courage, strength, and vitality (to serve the homeland in war and industry); and, ultimately, foster morality which meant influencing traditions and customs (C. Soares, 2017).

Beginning in 1961, with the implementation of the Law of Guidelines and Bases (LDB), a broad debate on the Brazilian education system was initiated. This law made Physical Education mandatory in primary and secondary education, giving greater prominence to sports, which became an integral part of Physical Education classes (Brazil, 1961). This process of "sportivization" of school Physical Education began with the introduction of the Generalized Sports Method, which opposed the

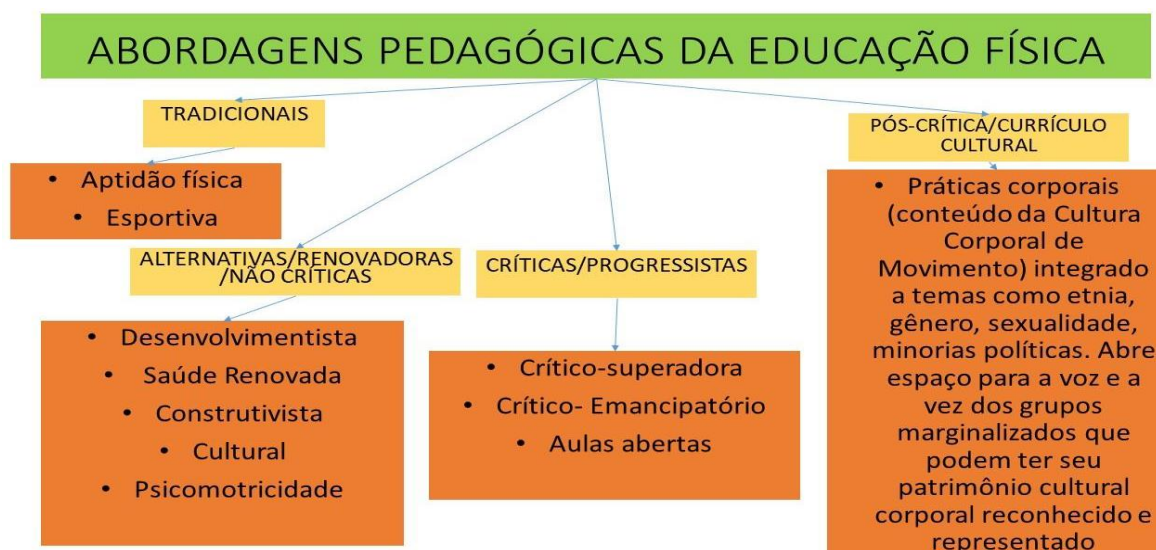
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traditional gymnastics methods and sought to incorporate sports more adequately into pedagogical practices (Lima, 2015; C. Soares, 2017).

From the 1980s onward, Physical Education faced a deep identity crisis, both in its assumptions and discourse, leading to the emergence of new pedagogical approaches that aimed to break away from technicist, sport-centered, and biologicist models of teaching (Brazil, 1998). Until the 1980s, Physical Education in schools was largely guided by principles related to physical fitness and sports performance (Bracht, 1999). However, that decade opened a window of opportunity for the introduction of new ideas, concepts, and teaching perspectives. At that time, different actors in the field began to propose alternative and innovative approaches to Physical Education.

The new approaches, still in effect today, aim at the holistic development of students. They include: the constructivist-interactionist approach (Freire, 1986); critical-emancipatory approaches (Kunz, 1991); the systemic approach (Betti, 1992); critical-overcoming approaches (Coletivo de Autores, 1992); developmentalist approaches (Tani, 1988; Manoel, 1994); plural or cultural Physical Education approaches (Daólio, 1993); psychomotor approaches (Le Boulch, 1983); renewed health-based approaches (Guedes & Guedes, 1995; Nahas, 1997); approaches based on the National Curriculum Parameters (PCNs) (Brazil, 1998); cooperative games approaches (Fábio Brotto, 1995); and open-class conceptions (Hildebrandt-Stramann, 2005). All of these approaches aim to break with the technicist, sportivist, and hygienist model (Darido, 2003).

Bracht (1999), Darido (2003), and Etio and Neira (2017) present in Figure 1 the main assumptions of Physical Education.

**Figure 1 - Main Assumptions of Physical Education**



**Source:** Adapted from Bracht (1999), Darido (2003), and Eto and Neira (2017)

Figure 1 illustrates the presence of the post-critical assumption, or a cultural curriculum, which aims to prevent the reproduction of dominant ideology and instead become a space open to debate, cultural encounters, and dialogue around the diversity of bodily expressions from various social groups (Neira, 2011).

Alongside the pedagogical approaches/assumptions, there are also the contents to be developed in Physical Education classes, which encompass a wide range of activities formed by the various bodily expressions created by human beings. These constitute the Body Culture of Movement (Coletivo de Autores, 2014), which enables high school students to enhance human development and bodily awareness regarding their bodies and experiences (Brasil, 2018).

Physical Education in schools aims to transmit to new generations the rich cultural heritage of humanity, which includes games and sports, dances, martial arts, alternative physical activities, adventure sports, and gymnastics, developed over centuries. It is, therefore, about teaching practices and knowledge that deserve to be preserved and passed on to future generations. The discipline encompasses a diverse tradition and body of knowledge (Darido, 2003), influenced by multiculturalism, and is also referred to as a cultural curriculum (Neira 2016).

Currently, the cultural curriculum in Physical Education is gaining prominence, influenced by post-critical educational theory approaches. It emerges as an alternative to traditional perspectives that often perpetuate inequalities and maintain the established order (Neira, 2016). This proposal focuses on exploring bodily practices present in society and analyzing the power relations that create them, assign them meaning, and drive change.

The cultural curriculum in Physical Education functions as a polysemic space for the dissemination of meanings and the construction of identities, promoting analysis, interpretation, questioning, and dialogue between cultures from within (Neira, 2011). This curriculum seeks to dismantle boundaries, connect dispersed manifestations, and encourage the analysis and sharing of their meanings. It is based on the idea that by conceiving school as a favorable environment for discussion and experience, bodily culture can be re-signified and expanded. This enables the formation of citizens capable of identifying and questioning power relations that have historically hindered the recognition of differences. In a democratic society, it is crucial to question why certain sports, games, dances, martial arts, or forms of gymnastics are deemed appropriate or inappropriate (Neira, 2016), in order to avoid cultural color-blindness a stance that fails to recognize the cultural heterogeneity within the school community and falsely attributes a single identity to students and similarities to their knowledge and conceptions (Neira & Nunes, 2009).



To implement the curriculum and its contents in Physical Education classes, teachers must employ teaching strategies. According to Petrucci and Batiston (2006), teaching strategies are tools that can be modified and adapted according to the specific needs of didactic planning, in order to facilitate the teaching and learning process.

Morin (2004), Masetto (2012), and Anastasiou and Alves (2015) consider teaching strategies as paths created by the teacher to guide and direct students toward achieving objectives both those of a technical-professional nature and those related to individual development, human growth, and transformative agency based on an explanation that informs their educational practice.

To understand these three categories (i) the pedagogical approaches to Physical Education, (ii) the contents developed in class, and (iii) the teaching strategies in connection with the role that Physical Education has been occupying within schools, a literature review was conducted covering the last ten years (2013 to 2023), as outlined in the study's methodology section.

## Methodological Approach

This study was based on a qualitative approach, supported by a bibliographic review. According to Lakatos and Marconi (2017, p. 158), “bibliographic research is a general survey of the main works already carried out, considered important for their ability to provide current and relevant data related to the theme.” After conducting the bibliographic survey, a “state of the art” or “state of knowledge” review was performed”.

Este estudo baseou-se em uma abordagem qualitativa, sustentada por uma revisão bibliográfica. Segundo Lakatos e Marconi (2017, p. 158), “a pesquisa bibliográfica é um apanhado geral dos principais trabalhos já realizados, revestidos de importância, por serem capazes de fornecer dados atuais e relevantes relacionados com o tema”. Após a realização do levantamento bibliográfico, foi realizada uma revisão do “estado da arte” ou “estado do conhecimento:

The *State of the Art* has been understood as a research modality adopted and adapted/interpreted by different researchers according to their investigative questions. Sometimes referred to by different names—*State of the Art*, *State of Knowledge*, mapping, trends, panorama, among others—studies conducted under this research modality share a common central focus: the pursuit of understanding the knowledge accumulated in a specific field of study, within defined temporal and geographical boundaries (Pillão, 2009, p.45).

Thus, this study, as a *state of the art* investigation, focused on a time frame spanning from March 2013 to December 2023, based on Bardin's content analysis approach (2016). It examined



what the mapping of academic productions reveals about the place of Physical Education in high school through three categories: pedagogical teaching approaches, the content developed in Physical Education classes, and teaching strategies. The process of forming the categories followed Bardin's (2016) method that is, after selecting the material and conducting a preliminary reading, the exploration was carried out through coding, based on the repetition of words and themes. Once triangulated with the observed results, units of recording were established to then perform progressive categorization.

Bardin (2016) states that, when categorizing, the researcher must consider relevance and adequacy; exhaustiveness or inclusiveness; homogeneity; mutual exclusivity; and objectivity, enabling the researcher to make inferences for discussion. The researcher is thus responsible for interpreting, reflecting on, and critically analyzing the information gathered not only what is explicitly stated, but also what is most meaningful.

Thus, the searches were conducted using theses and dissertations from the CAPES Journal Portal and the Digital Library of Theses and Dissertations (BDTD), as well as through article searches in the Scopus database and Google Scholar. The following descriptors were used in both Portuguese and English: “Abordagens pedagógicas” and “Metodologia de Ensino” and “Educação Física” and “Metodologias ativas” and “Ensino Médio” – “Methodological approaches” and “Methodology” and “Teaching methodology” and “Strategy” and “Physical Education” and “Active methodologies” and “High school.” The aim was to understand how Physical Education classes are being conducted with high school students in educational institutions.

The following exclusion criteria were established: incomplete articles, dissertations, and theses; works addressing the teaching of Physical Education in early childhood education, elementary school (grades I and II), or higher education; texts focusing on teacher training; works related to Physical Education in the health field; works dealing with assessment in Physical Education; studies centered on inclusive Physical Education; studies addressing Physical Education at the high school level in foreign countries; and paid works. As an inclusion criterion, only studies analyzing the teaching of Physical Education in high school were selected.

## Results

In the first search on Google Scholar, 17,700 results were found in 0.13 seconds. From this total, the first 10 pages were analyzed, yielding 31 works that addressed teaching methodologies in

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high school Physical Education (results from page 11 onward contained duplicates, topics from other fields, or studies focused on early childhood, elementary, or higher education).

In the CAPES theses and dissertations catalog, 193 works were found. The first 10 pages were analyzed, from which 11 works met the inclusion and exclusion criteria. No relevant dissertations or theses were found in the USP thesis database or in the Scopus database. The search in the Digital Library of Theses and Dissertations (BDTD) produced 879 results in 0.70 seconds. From these, the first 10 pages were analyzed, and eight works were selected based on the inclusion and exclusion criteria.

After reading the titles, abstracts, and keywords of the selected works, 50 were filtered. Of these, only five dissertations, one thesis, and 14 articles—totaling 20 works—addressed pedagogical approaches, as well as content and strategies used in the teaching of Physical Education in high school, as shown in Box 1.

**Box 1** - Number of studies included and excluded from the analysis

Database	Included	Excluded
Google Acadêmico	14	17
Catalog of Theses and Dissertations - CAPES	03	08
Scopus	00	00
BDTD	03	05
<b>Total</b>	20	30

Source: Prepared by the authors (2024).

Analyzing the data in Box 1, it is evident that the highest number of studies reviewed was found on Google Scholar (62%), followed by the CAPES Theses and Dissertations Catalog (22%) and the Digital Library of Theses and Dissertations – BDTD (16%). In order to provide an overview of the publications, they were grouped into two tables. The first includes the theses and dissertations; the second, the academic article.

**Box 1** - Theses and Dissertations Analyzed

Type of Work – Title	Authors	Objectives
Dissertation: The Application of Cross-Curricular Themes in Physical Education Classes in Integrated High School	Sousa (2013)	To present a pedagogical experience in Physical Education based on the implementation of cross-cutting themes with curricular content in integrated high school at IFRN, São Gonçalo do Amarante campus.
Thesis: Mobilization, Meaning(s), and Learning in Physical Education Classes in High School: An Investigation from the Perspectives of Semiotics and Self-Organization Theory	Antunes (2016)	To investigate the results arising from the implementation of a teaching and learning process based on assumptions of the semiotic perspective supported by the ideas of Charles S. Peirce, combined with a self-organized view according to Michel Debrun's theory.
Dissertation: School Physical Education and Cinema: Experiencing a	Tinoco (2017)	To understand how the content of sports can be implemented within high school Physical Education by

New Way of Teaching Sports in High School		engaging with cinematic language, through the principles of media education.
Dissertation: School Physical Education and Cinema: Experiencing a New Way of Teaching Sports in High School	F. Soares (2017)	To understand how the content of sports can be implemented within high school Physical Education by engaging with cinematic language, through the principles of media education.
Dissertation: Didactic organization of Physical Education in High School: the configuration of the state professional education network of Ceará.	Ferreira Junior (2017)	To identify the configuration of Physical Education in the State Network of Professional Education of Ceará, as well as the teachers' understanding of Physical Education.
Dissertation: Use of a blog combined with the flipped classroom perspective: a pedagogical experience with Physical Education in integrated high school	Farias (2023)	To contribute to the construction of meaningful educational practices in Physical Education within Professional and Technological Education.

**Source:** Prepared by the authors based on the research data (2024).

The analysis of the objectives of the six publications presented in Box1 reveals that the primary aim of most studies was to analyze curriculum content and investigate the teaching and learning process in the context of high school Physical Education classes.

Box 2 consists of the selected academic articles, in which the title, respective authors, and research objectives are highlighted.

### Box 2 - Analyzed Articles

Titles – Articles	Authors	Objective
The Place of Physical Education in High School: Between Student Presence and Absence	Silva; Coffani (2013)	To investigate the factors that influence student participation or absence in Physical Education classes in a high school of the state education system, located in the rural area of the municipality of São José dos Quatro Marcos/MT.
Student Engagement in Physical Education Classes: A Case Study	Martins; Freire (2013)	To identify strategies used by a Physical Education teacher to engage students in learning.
The Role of Physical Education in High School: The Students' Voices	Cordovil; Coffani; Gomes (2014)	To investigate high school students' relationship with Physical Education classes, addressing their "representations" of the importance of this subject in human development.
The Practice of a Good Physical Education Teacher from the Perspective of High School Students	Souza; Paixão (2015)	To analyze the pedagogical practice of the Physical Education teacher considered a good teacher from the perspective of high school students
The Place of Physical Education in School: A Study on the Content of High School Classes	Cordovil <i>et al.</i> (2015)	To understand the expectations and frustrations of students from a state school in Mato Grosso regarding the content taught in Physical Education classes in high school

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Motivation in Physical Education Classes in High School	Andrade; El Tassa (2015)	To identify the aspects that motivate students to participate in Physical Education classes in public high schools in the city of Imbituva-PR.
The Contribution of Physical Education to High School: A Study Based on the Teaching Practices of Federal Institute Teachers	Metzner <i>et al.</i> (2017)	To identify and analyze elements that contribute to the consolidation of Physical Education in high school integrated with technical education.
Innovation in School Physical Education: Challenging the Predictable Didactic-Pedagogical Immutability	Maldonado <i>et al.</i> (2018)	To analyze the production of knowledge about the daily practices of school Physical Education
Ethics, Autonomy, and Critical Thinking in High School Physical Education Classes	Montiel <i>et al.</i> (2019)	To map national journal articles in the field of knowledge production about the pedagogical practices of Physical Education teachers.
Physical Education in High School: Educational Experiences Inspired by Freirean Teachings	Maldonado; Nogueira (2020)	To report an educational experience carried out in high school Physical Education classes, inspired by Paulo Freire's liberating education.
Diagnosis of Physical Education Classes in the State of Rio Grande do Sul During the COVID-19 Pandemic	Santos <i>et al.</i> (2021)	To investigate how Physical Education teachers in the state of Rio Grande do Sul conducted their classes during the social isolation measures.
Teaching Plan Proposal for High School Physical Education: A Construction in Dialogue with Youth from a State School in Minas Gerais	Januário, Gariglio (2022)	To present a teaching plan proposal in Physical Education (PE) tailored to the reality of a high school belonging to the State Education Network of Minas Gerais.
Traditional Methodological Strategies in Student Notebooks: An Analysis of Health-Related Physical Education Content in the São Paulo State Public School System	Garcia <i>et al.</i> (2022)	To identify the teaching strategies on health aimed at high school in the "Student Notebooks"
Adventure Sports in Remote Teaching: Experiences with Active Methodologies in Physical Education Classes	Barbosa (2023)	To discuss pedagogical mediations in Physical Education with high school students, experienced through Adventure Sports during remote learning.

**Source:** Prepared by the authors based on the research data (2024).

The analysis of the objectives of the 14 articles presented in Table 2 reveals that their main focus is the analysis and description of content, strategies, and pedagogical practices in the teaching of Physical Education in high school. Below, we present the categories identified in the research, which emerged during the analysis of the 20 selected works.

### **I) First Category: Pedagogical Approaches Used in High School Physical Education Classes**

From the academic works produced between 2013 and 2023, pedagogical approaches were identified to support the understanding of the first category of this study. The state-of-the-art review reveals that not all studies explicitly mention the perspectives adopted; in other words, the pedagogical approaches appeared specifically in the years 2013, 2014, 2015, 2017, 2018, 2022, and 2023.

Martins and Freire (2013) report that, in a case study conducted at a large private school in São Paulo, the teacher most frequently used the Renewed Health approach.

Cordovil, Coffani, and Gomes (2014) found in their study based on a semi-structured questionnaire answered by high school students that teachers followed a traditional/technocratic approach.

Souza and Paixão (2015), in their research at two public schools in Minas Gerais, indicated that teachers employed traditional approaches, with sports content being predominant.

Tinôco's study (2017) revealed a correlation between cinema and sports, grounded in critical pedagogies of Physical Education, such as open classes, critical-overcoming, and critical-emancipatory approaches. Thus, their teaching proposals align with the critical-emancipatory pedagogical approach.

In the research by Metzner et al. (2017), the authors analyzed course syllabi in the Physical Education curriculum and observed efforts by teachers to move beyond the technocratic and sport-centered model by seeking contextualization and diversification of content. Their goal was to enable a critical and autonomous appropriation of the various manifestations of the Body Culture of Movement, aligning with the pedagogical approach of the National Curriculum Parameters (PCNs).

Fernanda Soares (2017) observed that Physical Education lesson plans featured multiple pedagogical approaches: critical (both critical-overcoming and critical-emancipatory), PCNs-based, sport-centered, and renewed health.

Ferreira Junior (2017) identified approaches that consider Physical Education within a cultural context, such as the PCNs-based model, especially in reference to the term "Body Culture of Movement." The critical-overcoming approach was also notably present, as well as the renewed health approach, where teachers addressed themes related to health care and quality of life. The constructivist-interactionist and psychomotor approaches were also cited.

Maldonado et al. (2018) identified the presence of the open-class perspective and the critical-emancipatory approach, both aligned with post-critical educational theories (with lessons covering Indigenous games, traditional games from different countries, samba, Hip-Hop, carimbó, and capoeira).

The study by Garcia et al. (2022), which analyzed high school student notebooks from the state of São Paulo, identified the presence of the renewed health approach.

Farias (2023) carried out activities with the research participants focusing on the Renewed Health approach.

Out of the 20 studies analyzed, 10 explicitly identified the pedagogical approaches used in high school Physical Education classes. These findings reveal a shift away from technicist and sport-

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centered approaches and a growing emphasis on the critical-emancipatory and critical-overcoming approaches, reflecting a broader reflection on the teaching of sports and its pedagogical transformation. Approaches related to the National Curriculum Parameters (PCNs), the Renewed Health approach, open classes, and even the inclusion of post-critical theory, as seen in the work of Maldonado et al. (2018), were also identified.

According to Carmen Soares (2017), the different pedagogical approaches and conceptions in school Physical Education arise from the varied perspectives teachers hold about knowledge, movement, the human being, the school institution, social relations, and the construction of knowledge.

## **II) Second Category: Content Taught in High School Physical Education Classes**

The content of Physical Education should encompass a wide range of knowledge produced within the realm of the Body Culture of Movement, as well as include topics from various fields that enable students to understand the body in an integrated way, without fragmenting it into physical and cognitive components (Ferreira, 2005). Ferreira Junior (2017) adds that the development and selection of content require reinterpretation in order to establish a dialogue with students' lived experiences, aligning with the teacher's educational intent and being consistent with their practice.

Neira (2016) discusses the cultural curriculum of Physical Education, grounded in critical multiculturalism and Cultural Studies, which proposes an analysis of cultural bodily practices that are constantly produced, reproduced, and reinterpreted within power relations. Additionally, it emphasizes the subjective formation that results from school and life experiences of students

In the study by Silva and Coffani (2013), the authors observed that the most frequently taught content was sports, particularly under a "practice for practice's sake" approach, with futsal being treated almost as the main reason for Physical Education's presence in the school curriculum.

Sousa (2013) conducted her study in high school PE classes, integrating cross-cutting themes with Physical Education content in an interdisciplinary manner. She highlights the importance of fostering student participation, stating that "addressing cross-cutting themes as meaningful knowledge in citizen formation results in the learning of movement culture through conceptual, procedural, and attitudinal dimensions" (Sousa, 2013, p. 189).

Martins and Freire (2013) found that the teacher's content focused on health-related topics, such as heart rate, energy metabolism, nutrition, and supplementation, with a strong emphasis on conceptual learning.



Cordovil, Coffani, and Gomes (2014) noted that PE classes were limited to mixed volleyball and male/female futsal.

Souza and Paixão (2015) reported that sports disciplines were the most commonly taught content in their observed PE classes.

Cordovil et al. (2015), analyzing extracurricular PE classes, found that sports especially futsal were the predominant content.

Andrade and El Tassa (2015), based on interviews with high school students, found that sports were again the most frequent content in PE classes.

Antunes (2016) sought to innovate PE teaching through activities that motivate students, including fencing, baseball, flag football, boxing, and circus arts, along with socially critical content such as adaptive sports for students with physical disabilities. He also explored the sport of rugby in relation to aggression and used jiu-jitsu to foster shared respect among participants of individual sports.

Tinôco (2017) developed sports-related content using media education, particularly film and short film production. According to the author, the content connects with a curriculum aimed at emancipatory interests centering the student, promoting interdisciplinarity, and challenging traditional disciplinary organization.

Metzner et al. (2017) showed that teachers offered a variety of content aligned with the concept of Body Culture of Movement. These included virtual games and educational bodily experiences modeled on games with similar rules and movements to Quidditch, Pokémon, and Pac-Man, as well as circus arts through group floor acrobatics. The authors argue that these experiences illustrate the possibility of diversifying PE content in high school.

Fernanda Soares (2017), upon analyzing 24 lesson plans, observed that the contents related to the Body Culture of Movement were addressed, such as sports, games and play, martial arts, gymnastics, and dance. Teachers also covered topics such as body awareness, parkour, American football, first aid, leisure, recreation, hydration, aerobic and anaerobic exercises, striking games, and traditional games..

Ferreira Junior (2017), in his study, observed that most teachers work in an interdisciplinary way, correlating the Biology subject with Physical Education, addressing topics such as first aid, anatomy, health, nutrition, and physiology.

Maldonado et al. (2018), when analyzing scientific articles ranked A1 to B5, identified that the contents covered in Physical Education classes included games (video games, cooperative games,



Indigenous games, popular games from different countries, as well as games used as a strategy to stimulate various types of learning and student involvement in game creation); dances (ballroom dance, hip hop, samba, folk dances, chula, carimbó, frevo, and funk); martial arts (capoeira, muay thai, karate, judo, sumo, and fencing); sports (orienteering, rugby, racket sports, sport fishing, wheelchair sports, sitting volleyball, adventure sports, track and field, six-square football, and team sports); gymnastics (rhythmic, artistic, acrobatic, fitness, and general gymnastics); and circus practices.

Montiel et al. (2019), in their state-of-the-art study, identified contents developed in Physical Education classes such as ethics, autonomy, and critical thinking, correlated with dance, games, and circus practices.

Maldonado and Nogueira (2020) reported that the contents addressed included games, play, martial arts, dances, gymnastics, and sports from different cultures.

Santos et al. (2021), in their study aimed at investigating how Physical Education teachers conducted their classes during social isolation measures, found that during this period, they worked on Body Culture of Movement contents such as dance, sports, games and play, the history of Physical Education, martial arts, track and field, gymnastics, and health-related topics.

The studies by Januário and Gariglio (2022) show that students experienced and enjoyed working with contents from the Body Culture of Movement, such as games and play, gymnastics, dances, martial arts, aquatic activities, adventure physical practices, and sports.

Garcia et al. (2022) state that the contents included in the Student Notebook were framed within the thematic axis “Body, Health, and Beauty,” covering topics such as aesthetic standards, diets, physical exercise, weight loss, anorexia, and cosmetic surgeries.

Farias (2023) developed contents related to the topic “Physical Activity and Health” (physical activity for special groups, stretching and flexibility; flexibility and health; postural deviations; effects of physical activity on the treatment of postural deviations).

Barbosa (2023) developed, in his study, lessons on Adventure Sports, also known by other terms such as Californian Sports, Action Extreme Sports, Adventure Extreme Sports, Adventure Tourism, Adventure Sports, Sports Tourism, Nature Sports, Outdoor Physical Activity, Adventure Activities, Adventure Body Practices, Outdoor Adventure Physical Activities, and Action Sports.

From the authors' discourse, we can observe that, up until 2015, there was a strong presence of sports in Physical Education classes. However, after this period, a broader variety of Body Culture of Movement content (such as martial arts, dance, gymnastics, games, and play) began to emerge in

high school Physical Education classes, in which teachers expanded students' knowledge and possibilities regarding body practices.

The BNCC for high school states that students should, by the end of this stage, enjoy, produce, and transform the Body Culture of Movement, without restricting Physical Education classes to a single content or sports modality (Brasil, 2018).

Darido (2004), Tani and Manoel (2004), and Azevedo Junior, Araujo, and Pereira (2006) affirm that the predominant presence of sports in the school setting inhibits the exploration of other experiences from the culture of movement, which could contribute to broader access to knowledge. Therefore, it is necessary to include diverse body practices in adolescents' daily lives, both inside and outside the school setting, such as gymnastics, martial arts, and dance, as experiencing various body movements supports the holistic development of the human being.

### III) Third Category: Teaching Strategies Used by Physical Education Teachers in High School

In the third category, the teaching strategies used by high school Physical Education teachers are described. Melo and Melo (2016, p. 308) define the expression "teaching strategies" as "the ways in which teachers make connections between the content and the intended learning outcomes." To better visualize this category, Table 3 presents the teaching strategies identified through the state of the art review.

**Box 3 - Teaching Strategies Used in the High School Physical Education Curriculum Component**

Authors	Year	Teaching Strategy
Sousa	2013	The strategies used by the teachers included practical lessons, debates, and the application of questionnaires.
Martins e Freire	2013	It was observed that the teacher's teaching strategy involved presenting the objectives (lecture-based class). Another strategy identified was the implementation of participatory planning, in which students had the option to choose the activities to be carried out over three lessons; self-assessment was also employed.
Cordovil, Coffani e Gomes	2014	Strategies used by the teachers included only practical lessons.
Souza e Paixão	2015	Both practical and theoretical lessons were implemented; interdisciplinary approaches addressed ethical values and conduct within the school.
Cordovil <i>et al.</i>	2015	They observed that the Physical Education teacher used the observer strategy, in which he distributed the sports equipment and the students themselves chose the sport and conducted the activities on their own.
Andrade e El Tassa	2015	The strategy in the Physical Education classes was based on repeated use of content such as sports
Antunes	2016	The strategy used was to listen to the students—what they would like to learn—and then create and implement practical lessons. To minimize students' frustration about showing low skill levels, the teacher created "mini learning environments" in which small groups carried out the activities. This also demonstrates the use of the active learning methodology known as team-based learning, which focuses on improving learning and developing knowledge and skills through collaborative and team-based structures involving, among other activities, problem-solving.

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Tinôco	2017	The teacher also used the strategy of connecting theory and practice as new ways of teaching Physical Education, linking sports to cinematic media. The teacher organized a scavenger hunt, quizzes, and the “Charades” game, working with films and also using dramatization as a strategy
Metzner <i>et al.</i>	2017	They found that teachers use learning strategies such as investigating students’ previous experiences in elementary school (what experiences they had during that stage) and a pedagogical systematization—a didactic organization that begins with an overview of the content, objectives, methodology, and assessment.
C. Soares	2017	Strategies used by teachers include theoretical and guided practical classes.
Ferreira Junior	2017	Other strategies include theoretical and practical lessons, the use of videos, and symposia.
Maldonado <i>et al.</i>	2018	The authors identified that teachers seek strategies that break away from the traditional teaching of Physical Education. They reported interdisciplinary strategies using tools such as blogs, films, cartoons, comic strips, poems, songs, and audiovisual materials, and discussed media education as a way to teach content related to physical practices in PE classes.
Montiel <i>et al.</i>	2019	Strategies also included reading texts, producing media, conducting interviews, and applying interdisciplinarity.
Maldonado e Nogueira	2020	Teachers reported using practical activities, text readings, and verbal discussions, correlating theory and practice.
Santos <i>et al.</i>	2021	Strategies during remote teaching included theoretical classes via videoconferencing and WhatsApp, along with practical lessons.
Januário e Gariglio	2022	A research strategy involved using questionnaires administered to high school students
Garcia <i>et al.</i>	2022	The strategies used in the authors' study included traditional teaching strategies (theoretical lessons, applied exercises) such as text interpretation, group research, poster creation, writing assignments, and questionnaires.
Farias	2023	One strategy employed was active methodologies (flipped classroom), along with the creation of an educational blog.
Barbosa	2023	Other strategies included digital tools, reports, drawings, and text discussions. The main pedagogical products of these experiences were the creation of tourism information guides, digital games, and the development of cartoons on the topic of Adventure Sports.

**Source:** Prepared by the authors based on the research (2024).

According to Box 3, we can observe that some teachers use strategies such as expository lessons that link theory and practice, while others adopt an observational approach in which students choose the activities they wish to perform. Some teachers also employed technology, incorporating media resources and connecting them with sports, using student engagement as a key strategy. Active methodologies were also present, such as team-based learning and the flipped classroom, with gamification being used as a motivational strategy in Physical Education classes.

Pedagogical strategies are of great importance for knowledge construction. In this sense, it is essential that teachers develop well-structured lesson plans so that the intended learning objectives can be effectively achieved through appropriate teaching strategies.

## Discussions

Based on the three categories identified and analyzed, we sought to understand the place of Physical Education in high school, highlighting and discussing the most relevant aspects.

Regarding the first category pedagogical approaches we observed that 50% of the reviewed studies explicitly identified the pedagogical approach used by teachers in their Physical Education classes. Among those that did, there was evidence of an effort to break away from the technicist/sportivist and biologicist perspectives, with a growing emphasis on critical pedagogical approaches, particularly the critical-emancipatory and critical-overcoming models.

According to Souza Júnior (1999a; 1999b) and Castellani (2021), these approaches seek a new dimension for a curricular component historically marked by exclusion rooted in athletic performance and ideals of a "perfect" and "healthy" body, shaped by militarist, hygienist, sportivist, and biologicist models. These cultural remnants persist in some Physical Education classes. However, the current pedagogical trend reveals a shift, as teachers strive to address all dimensions of the human being. By applying critical-emancipatory and critical-overcoming approaches, educators are attempting to break the alienating character traditionally assigned to Physical Education.

As Camara (2018) notes, these two approaches are the most prominent among the critical pedagogies in Brazilian Physical Education today.

The critical-emancipatory approach, primarily conceptualized by Brazilian scholar Elenor Kunz (1991), emphasizes the development of student autonomy. It is grounded in the works of Paulo Freire especially *Pedagogy of Autonomy* (2019) which places critical analysis at the core of pedagogical practice. The approach also draws from Maurice Merleau-Ponty (1999), who asserts that the human body is not a disconnected mechanism but a unified entity tied to the world it inhabits, reflecting our perception of reality. Jürgen Habermas (1987) also influences this approach by highlighting the importance of dialogue and the active participation of students.

Meanwhile, the critical-overcoming approach stands in opposition to the outdated mechanistic/sportivist and hygienist models. Developed by the *Coletivo de Autores* (2014) including prominent scholars such as Carmem Lúcia Soares, Celi Nelza Zülke Taffarel, Elizabeth Varjal, Lino Castellani Filho, Micheli Ortega Escobar, and Valter Bracht this approach proposes a methodological focus on analyzing and working with *Cultural Body Practices* within the school context.

Physical Education from a critical perspective must provide students with new experiences, encouraging them to become active agents in the teaching and learning process by actively participating in class. This critical perspective should go beyond merely engaging in physical activity; its central goal is to shape individuals who possess the critical capacity to act autonomously within the realm of *Body Culture of Movement*. It should also contribute to the formation of political subjects, equipping them with tools to exercise citizenship, enjoy their free time, and critique the ways in which

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the body is exploited in the world of work (Bracht, 2001; Souza Junior, 2001; Gonzalez; Ferstenseifer, 2009).

We also observed the presence of the post-critical proposition in Physical Education, which advocates for the right of marginalized social groups to have their bodily cultural heritage represented in the school curriculum. It also takes on the responsibility of deconstructing the discursive production that established the hegemony of certain practices and practitioners (Etos & Neira, 2017). It is extremely important to correlate, reframe, and debate the contents of the *Body Culture of Movement* in connection with themes such as sexuality, political minorities, religion, gender, and ethnicity.

The pedagogical approaches to teaching Physical Education aim to direct lessons toward "learning to do," but they also include teacher-planned interventions related to knowledge, where students also "learn to learn" and "learn to be," incorporating knowledge, values, and attitudes embedded in the practice of the *Body Culture of Movement*.

Thus, the analysis of this first category shows that the different approaches to Physical Education in Brazil, which emerged starting in the 1980s, represent a significant advancement in Physical Education teaching, being of utmost importance for students' holistic development as well as for securing Physical Education's place within the school context.

The second category addressed the contents developed in Physical Education classes. A strong presence of team sports was noted, especially futsal. We also observed the inclusion of activities such as dance, games, gymnastics, martial arts, and recreational games, as well as circus practices, cross-cutting themes, and health-related content taught in an interdisciplinary manner.

According to Haydt (2006), teaching content is formed from the accumulation of knowledge historically produced by humanity. The school's function is to organize the transmission of this knowledge so that the content itself does not become depleted.

In the context of Physical Education, the BNCC (Brazil, 2018) provides guidance on how content should be developed in schools. This document emphasizes that teachers should deepen and expand on the work carried out in elementary school, ensuring students have opportunities to appreciate and engage in play, games, dance, gymnastics, sports, martial arts, and adventure activities. In this second category, we observed a variety of *Body Culture* contents being developed within Physical Education classes.

Freire (2019) asserts that, in choosing content to be taught, the teacher must understand the historical context in which students are situated and, from that point, plan the lesson and work with

students' existing experiences. The teacher must gather the necessary information to organize content that contributes to the student's overall development.

The *Coletivo de Autores* (2014) adds that content should be linked to the explanation of the concrete social reality, offering an understanding of the socio-historical factors that influence student formation. This principle is connected to the current relevance of the content, ensuring that students stay informed about national and international events and scientific and technological advances.

We therefore adopt the view that the object of Physical Education teaching is the *Body Culture of Movement*, structured within a cultural curriculum. From this perspective, Physical Education is seen as a curriculum component that explores the various forms of world representation created by humanity throughout history and expressed through the body. These representations include games, dances, martial arts, gymnastics exercises, sports, juggling, contortionism, mime, adventure activities in nature or urban settings, introspective activities, and aquatic practices. All these practices can be recognized as symbolic forms of representing human experiences, historically developed and culturally shaped (Coletivo de Autores, 2014; Bracht, 1999; Gonzalez & Fensterseifer, 2009).

The third category revealed the teaching strategies developed in recent years in high school Physical Education classes. We noted a stronger emphasis on both theoretical and practical classes; some teachers adopted a "spectator" strategy, simply distributing sports materials and observing students during class. According to Machado et al. (2010) and Spolaor & Nunes (2020), this behavior characterizes teacher abandonment. Dessbesell (2014) adds that this form of Physical Education suggests a space lacking intentionality in achieving the teaching and learning process. Other strategies such as dialogued lectures and dramatization were also used, as well as active methodologies like team-based learning, flipped classrooms, and gamification to enhance student participation and motivation in Physical Education.

For Darido and Rangel (2005), teaching strategies are not just a set of tools used by the teacher to achieve a specific objective, but also involve studying the very environment in which teaching takes place. Zabala (1998) complements this by stating that the relationships established between teachers, students, and content outweigh even the best-designed teaching sequences. This means that, regardless of how well-structured a methodological strategy may seem, it will only be successful if students actively participate in it.

Dessa forma, destacamos a importância de o professor de Educação Física correlacionar sua aula com alguma abordagem pedagógica de ensino, sendo necessário entender o processo de ensino e como esta formação está sendo construída para o desenvolvimento do aluno. Ainda, é importante



O lugar da educação física no ensino médio: estado da arte 2013 a 2023 que o docente busque estratégias variadas que coloquem o estudante no centro do processo de aprendizagens e que suas aulas visem à formação integral do aluno, através dos conteúdos da Cultura Corporal de Movimento. Portanto, a Educação Física no ensino médio deve focar no interesse dos discentes a partir de suas vivências, apresentando características próprias e inovadoras, a fim de buscar seu espaço/lugar na escola.

## **Final considerations**

To achieve the objective of this study, which was to analyze the role of Physical Education in high school, this work presented a bibliographic review based on a time frame from 2013 to 2023. Throughout the readings, three categories were identified: the pedagogical approaches developed in Physical Education classes, the content, and the strategies used by teachers. It became evident that Physical Education has been striving to establish its place in the school context by developing activities from the Body Culture of Movement, showing that teachers are incorporating new pedagogical approaches into their teaching practices and overcoming the technicist/sport-centered and biologicist model. It was also found that, after 2015, a wider variety of Body Culture of Movement content has been developed in high school Physical Education classes, thus moving beyond the sport-centered model.

Regarding teaching strategies, we observed that some teachers are implementing diverse methods such as active methodologies (team-based learning, flipped classroom, and gamification), which place students at the center of the teaching and learning process—this has given greater prominence to Physical Education classes within the school. However, some studies also revealed that certain teachers still adopt a passive "observer" strategy, allowing students to choose the content and activities to be developed during class. This type of approach tends to discredit Physical Education classes and contributes to their marginalization within the school context.

From this perspective, it is emphasized that the teaching and learning process in school Physical Education aims to integrate and introduce students to the world of Body Culture of Movement, overcoming the technicist model through innovative pedagogical strategies that contribute to students' holistic development as citizens—who will engage with, share, produce, reproduce, and transform society through their embodied experiences in play, sport, dance, gymnastics, and martial arts, guided by the principles of "learning to learn," "learning to do," and "learning to be".



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