

Participatory planning and health promotion in PE classes

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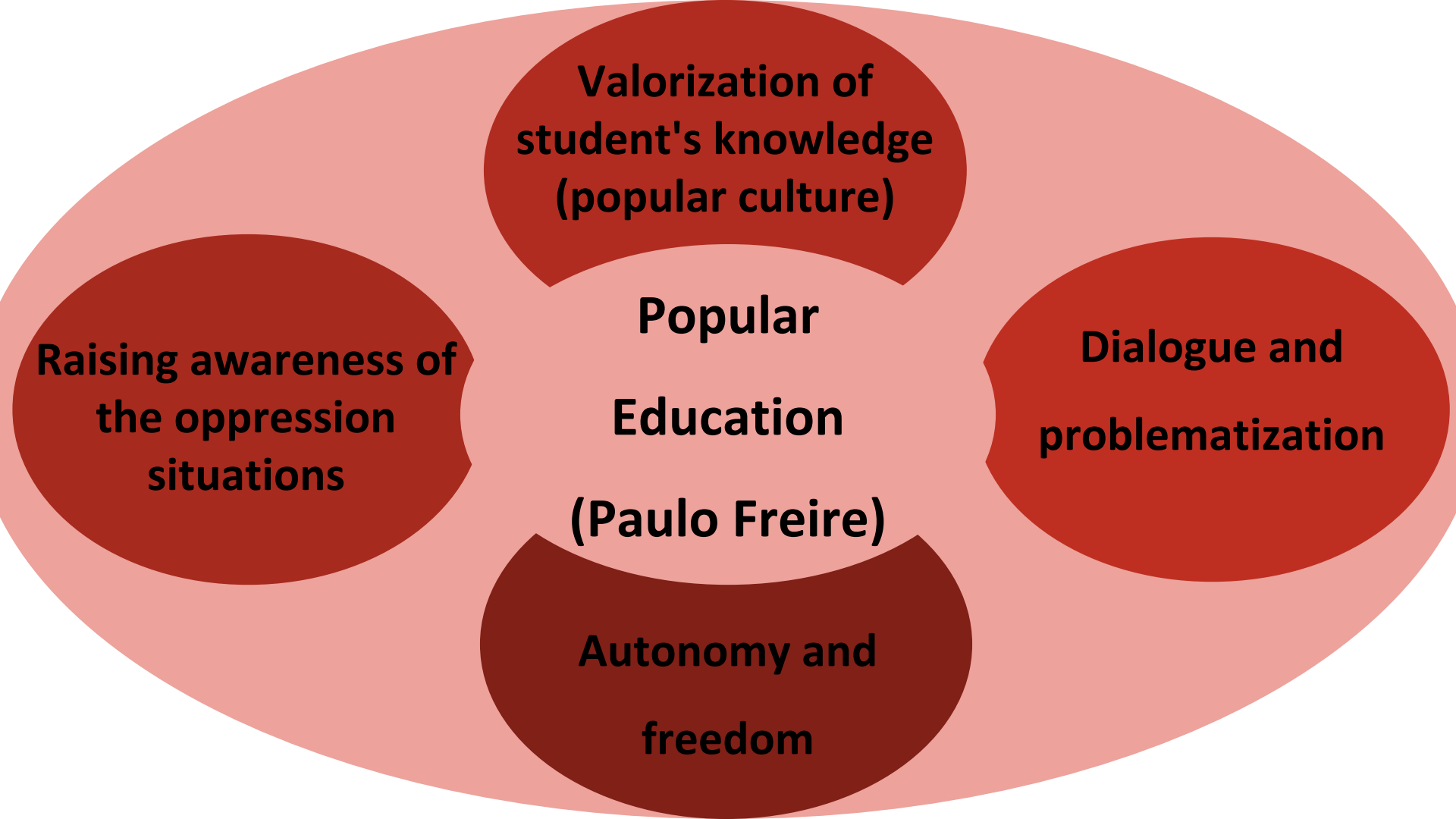
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- Participate in the **planning** and **suggest** the classes activities;
- Experience **diverse** manifestations of **body culture**;
- Use **different school spaces** during the classes (and out-of-school spaces);
- **Reflect and analyze** social, political, economic, historical, biological and cultural aspects related to body practices.



Correia (1996), Souza & Freire (2008), Faria et al. (2010), Freire (2014), Farias; Nogueira; Souza; Maldonado (2019).



Health Promotion in PE classes

Development of **competencies** that lead students to **act responsibly and coherently** with regard to **individual and collective health** (Oliveira; Gomes; Bracht, 2015).

Reflections and practices that lead students to **evaluate the leisure spaces** available to practice physical activity and the relationships between **lifestyles and living conditions of communities** (Farinatti & Ferreira, 2006).

Pedagogical and critical access to the **Body Culture of Movement**, not reducing body **exercise** to an abstract and naturalized practice (Almeida; Oliveira; Bracht, 2016).

Participatory planning, physical education and health promotion

Student knowledge: starting point for the health education process

Dialogue and problematization: we encourage critical thinking about body culture

Development of their ability to analyze and act critically on their health problems

Schools for Health in Europe: pillars and core values



Objective

Analyze the possible relationships between participatory planning in PE classes and health promotion.

Methodology

Methodological Approach: qualitative research, participatory research method, dialogue and problematization (theoretical-methodological framework of Paulo Freire).

Participants: about 150 students (7th grade of elementary school to 3rd year of middle school), who attended PE classes, last 5 years.

Data collection: oral and written evaluations of students and class diaries.

Analysis: thematic content analysis (Fontoura, 2011) to group core meaning contained in the narratives.

Appreciation of students' prior knowledge and democratic decision making





Problem-based education



Critical reflection and dialogic relationship



Protagonism



Active participation



Empowerment



Autonomy

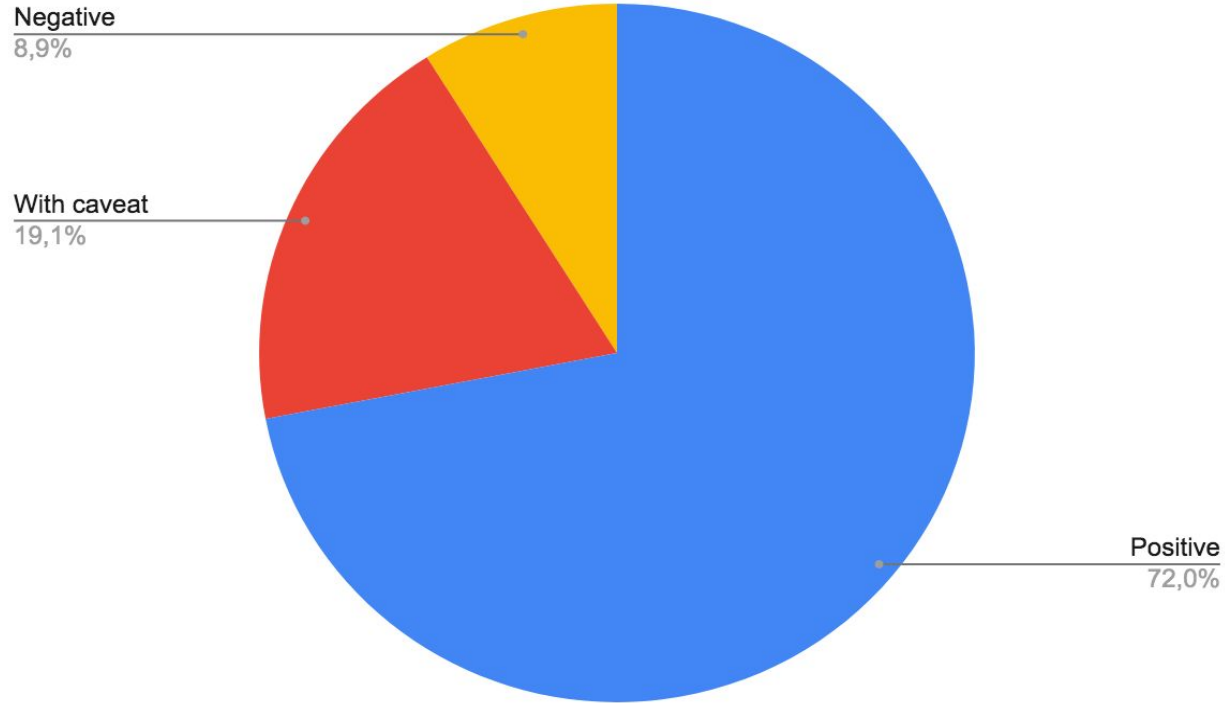




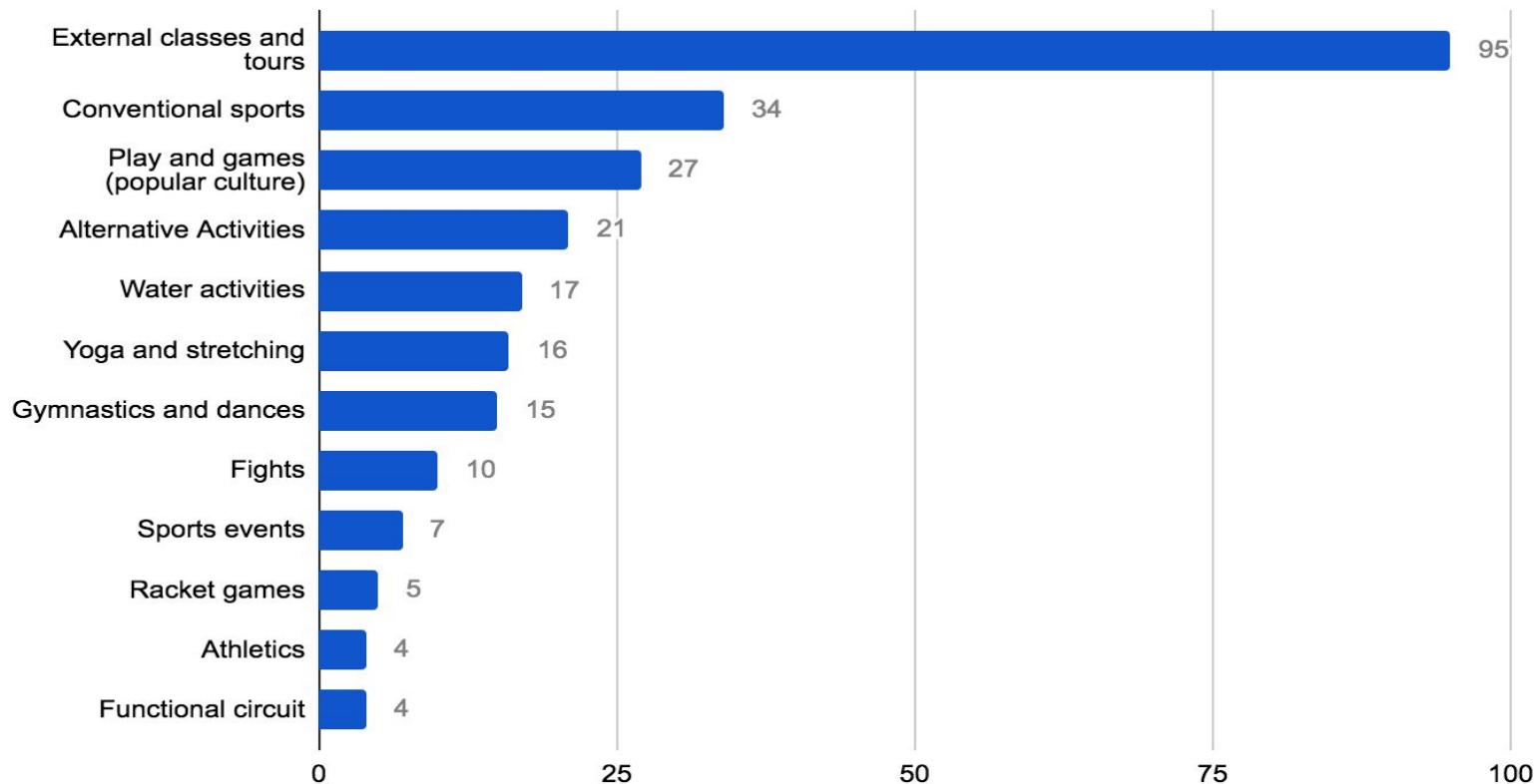
Out of school classes



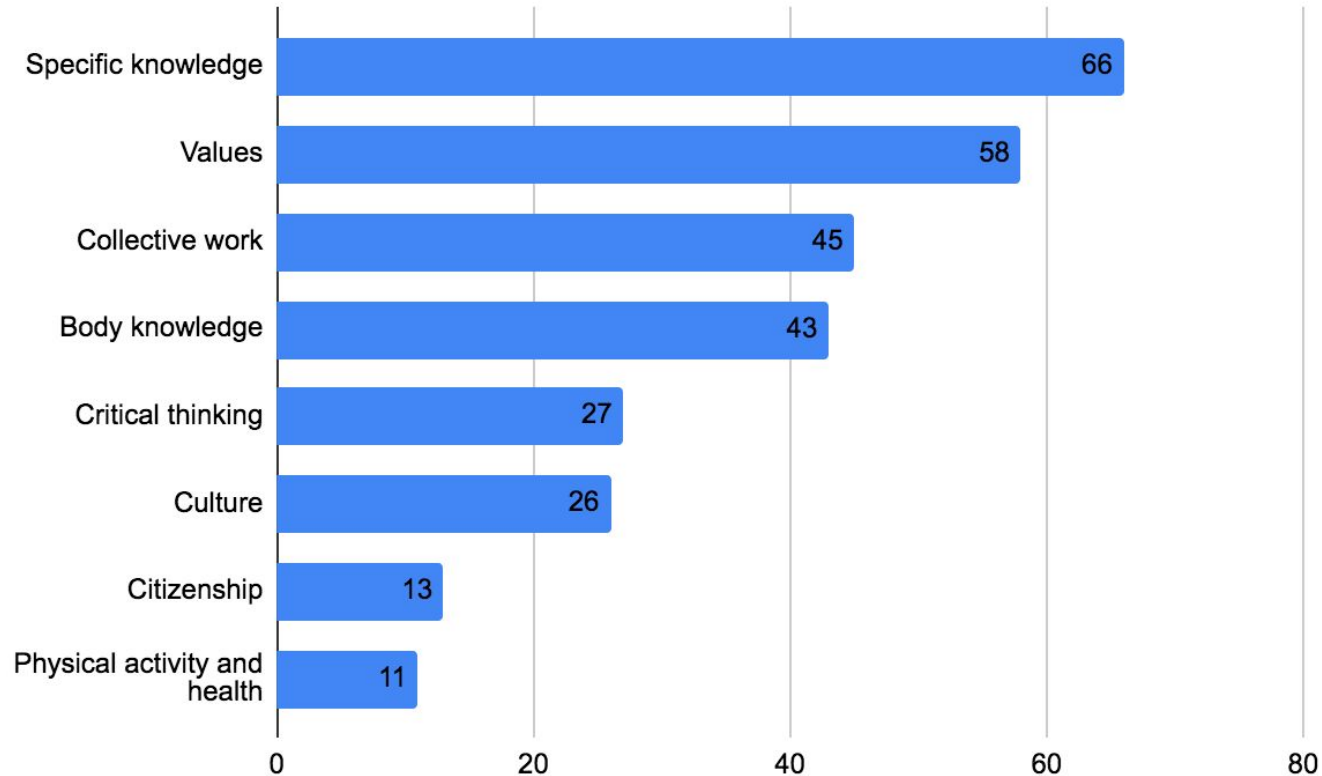
Do you like the way we organize our PE classes?



What are your suggestions for next year?



What was the most interesting thing you learned?



Conceptions and practices of PE related to health promotion

Better understand the importance of **participating** in the **planning** and **elaboration** of classroom activities;

Aware of their **responsibility** for the success of their **own learning**;

Have great **motivation** to practice **different activities**;

Create and innovate, escaping the conventional of classes;

Demand more **out-of-school classes**;

Take the **lead** in organizing school events.

Dialogue

Autonomy

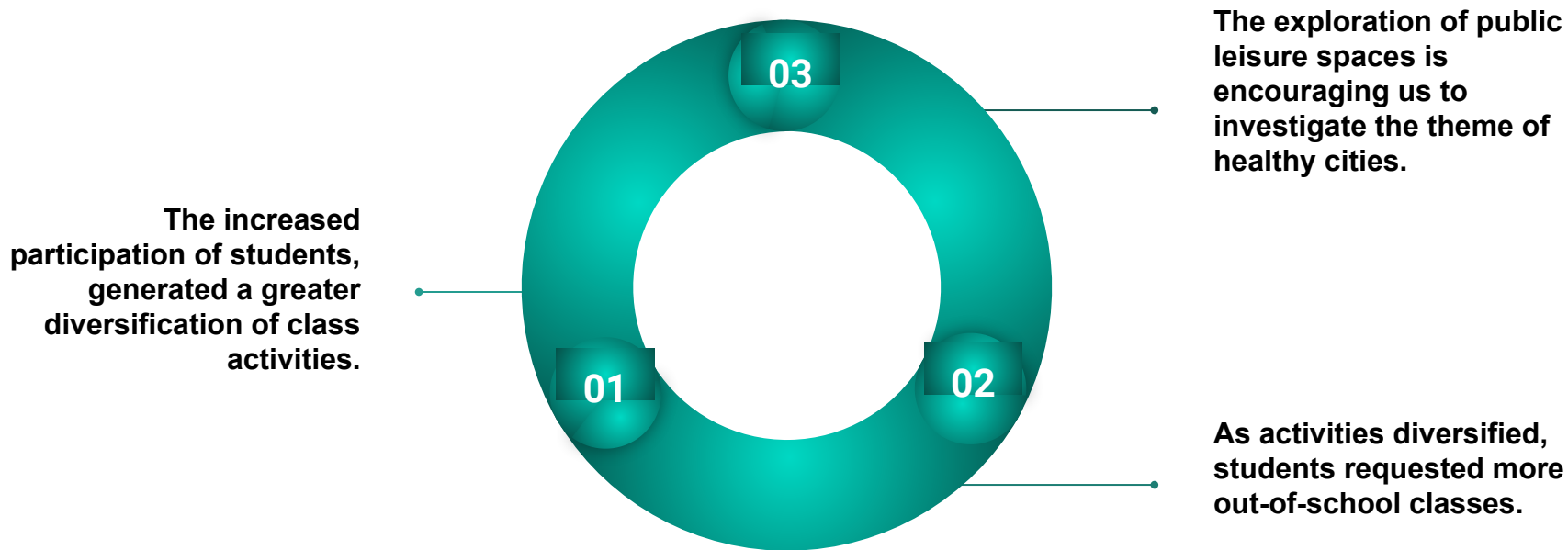
Responsibility

We promote health, not only when
we talk about the **benefits of physical activity** to each one's life,
but also when we approach topics such as
sustainable development,
quality education,
gender equality,
reduction of social inequality.

Respect
for diversity

Critical
thinking

Perspectives



Thank you!

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