

PHYSICAL EDUCATION AND TEXTBOOK: BETWEEN GAP AND AWAKENING

*EDUCAÇÃO FÍSICA E LIVRO DIDÁTICO: ENTRE O HIATO E O
DESPERTAR*

*EDUCACIÓN FÍSICA Y EL LIBRO DE TEXTO: ENTRE LA BRECHA Y EL
DESPERTAR*

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Keywords:

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Abstract: The textbook also receiving some criticism, hold the potential to contribute to the qualification of the teaching and learning of the various curriculum components. However, it is common to notice that Physical Education has shown that remote resource type material, with some isolated initiatives of using this. In this context, this study aimed to recognize, in the literature, what factors contributed to the formation of the gap between physical education and textbooks and elaborations have been made recently in this field on such a book. We conclude that the historical legacy of Physical Education is one of the main driving factors of this hiatus, but recently began to be minimized by design initiatives and use of the textbook in the field

Palavras chave:

Livros de texto.
Materiais de ensino.
Aprendizagem.

Resumo: O livro didático, ainda que receba algumas críticas, detêm potencial para contribuir com a qualificação do processo de ensino e aprendizagem dos diversos componentes curriculares. Entretanto, a disciplina de Educação Física tem se mostrado afastada desse tipo de recurso material, tendo algumas iniciativas esparsas do uso deste. Diante desse contexto, este estudo objetivou reconhecer, na literatura, quais os fatores que contribuíram para a constituição do hiato entre Educação Física e os livros didáticos e que elaborações foram realizadas recentemente neste campo sobre tal tipo de livro. Conclui-se que o legado histórico da Educação Física é um dos principais fatores propulsores desse hiato, mas que recentemente começa a ser minimizado por iniciativas de elaboração, discussão e uso do livro didático na área.

Palabras clave:

Libros de texto.
Materiales de
enseñanza.
Aprendizaje.

Resumen: El libro de texto también recibir algunas críticas, mantenga el potencial de contribuir a la cualificación de la enseñanza y el aprendizaje de los diversos componentes del currículo. Sin embargo, es común a notar que la educación física ha demostrado que el material de tipo de recurso remoto, con algunas iniciativas aisladas de la utilización de esta. En este contexto, el presente estudio tuvo como objetivo reconocer, en la literatura, los factores que contribuyeron a la formación de la brecha entre la educación física y los libros de texto y elaboraciones se han hecho recientemente en este campo en un libro como éste. Llegamos a la conclusión de que el legado histórico de la Educación Física es uno de los principales factores de esta pausa, pero recientemente comenzó a ser minimizada por las iniciativas de diseño y el uso del libro de texto en el campo.

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1 INTRODUCTION

Textbooks have been part of Brazil's school culture for at least two centuries. Present in the history of our education, they have made great contributions, being important tools in students' and teachers' pedagogical action. This has happened in different ways, from helping the educational process to being important knowledge sources.

However, textbooks have also been highly criticized in Brazil. That criticism ranges from their ability to convey ideologies to misguided ways of using them, when teachers take them as the only reference to support their pedagogical practice, letting those material resources dictate their activities (DARIDO *et al.*, 2010), using them as "crutches" (Munakata, 2003) during the teaching process.

After Brazil's military dictatorship, criticism to textbooks intensified to the point of triggering a movement to abandon and condemn them (MUNAKATA, 2003). However, they are still highly present in Brazilian basic education. The efforts to overcome criticism should not be directed to abandonment/condemnation, but to coherent forms of use.

Textbooks are understood as additional material resources that are able to improve the teaching and learning process of the several curricular components of Basic Education (Portuguese, Mathematics, Geography, History, Physical Education, among others). Nowadays, textbooks might be written – which is more common; oral – as in the case of audio books for the blind; drawn – picture books; printed – typically on paper; and virtual – digital books, which are expanding fast. Their production, discussion and use have guided the history of Brazilian schools, especially as resources to disseminate knowledge, the central task of that institution.¹ That feature allows interaction between the object (knowledge) and the subjects of education (teachers and students). Munakata (2003) points out that such "use by teachers and students" is an essential peculiarity of textbooks, to the point of asserting that, if it is used only by one of those subjects, it can no longer be considered as such.

Textbooks can potentially support teachers and students with their several services such as: 1) storing/expanding information; 2) complementing teaching; 3) clarifying certain subjects; 4) being sources for consultation; 5) facilitating learning; 6) promoting independent study; 7) promoting self-discipline; 8) providing integration between practice and theory; 9) assisting in reviewing contents, among others (CARMO, 1999).

However, even with so many important contributions, Physical Education has been a mandatory curriculum component of Basic Education, with little connection to textbooks, as can be seen by the supply of books in school lists, in bookstore shelves and in their absence from Brazil's National Textbook Plan (PNLD) – the world's largest textbook program (DARIDO *et al.*, 2010).

Given that context, this study aimed at finding, in literature, which factors have contributed to the gap between Physical Education and textbooks and at examining recent discussions about textbooks in the field.

¹ To broaden a reflection about textbooks, under different approaches and in face of the reality of diverse areas such as Portuguese, mathematics, science, history, geography, we suggest consulting Revista Em Aberto, v. 16, no. 69, Jan./Mar., 1996, published by INEP – Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira. Available at: <<http://emaberto.inep.gov.br/index.php/emaberto/issue/view/76>>. Accessed on: Sept. 27, 2014.

2 METHODS

This study is the result of a literature review on Physical Education. its sources were the database of the Brazilian Center of Dissertations and Theses in Physical Education, Sports, Education and Special Education (NUTESES) and articles present in Brazilian journals related to the field.²

The descriptors that guided the searches were “*livro didático*” (textbook) and “*livros didáticos*” (textbooks). Double quotes were used to retrieve the exact term, as directed by the sources.

In NUTESES’s Electronic Publishing System for Theses and Dissertations, we performed the simple search, since it conducts a simultaneously search in the fields of “author”, “title”, “contributor”, “subject”, “abstract”, “institutions for defense” “concentration field” and “research line”. However, we selected studies related to the field of Brazilian Physical Education and we found two (2) master’s dissertations: Carmo (1999) and Rodrigues (2009).

Criteria for selecting journals included: a) being at WebQualis³ in the area of Physical Education evaluation; b) being of Brazilian origin and circulation; c) including at least one of the following terms in their title (in Portuguese): Physical Education, Sport, Movement, Practice, Leisure, Physical Activity; d) offering their online database for free.

Table 1 presents the journals that met the aforementioned criteria. The search was conducted in the “all” (*todos*) session.

Table 1 – Journals that supported the literature review

Name of journal	Stratum
Motriz: Revista de Educação Física (Online)	A2
Movimento (Porto Alegre. Online)	A2
Revista Brasileira de Medicina do Esporte (Printed)	A2
Fisioterapia em Movimento (PUCPR. Printed)	B1
Revista Brasileira de Ciências do Esporte	B1
Revista Brasileira de Educação Física e Esporte (Printed)	B1
Licere (Centro de Estudos de Lazer e Recreação. Online)	B2
Pensar a Prática (Online)	B2
Pesquisas e Práticas Psicossociais	B2
Revista Brasileira de Atividade Física e Saúde	B2
Revista Brasileira de Ciência e Movimento	B2
Revista da Educação Física (UEM. Printed)	B2
Arquivos em Movimento (UFRJ. Online)	B4
Atividade Física, Lazer & Qualidade de Vida: Revista de Educação Física	B4
Caderno de Educação Física (UNIOESTE. Printed)	B4
Ciência em Movimento (Printed)	B4
Corpo em Movimento (ULBRA)	B4
Educação Física em Revista (Brasília)	B4
Esporte e Sociedade	B4
Motrivivência. Revista de Educação Física, Esporte, Lazer	B4
Perspectivas em Educação Física Escolar	B4
Recorde: Revista de História do Esporte	B4

² Our search took place in September 2014.

³ Website linked to the Higher Education Personnel Improvement Coordination (CAPES), which provides a list of academic and scientific journals in several areas and their respective strata. The page is fed by CAPES itself which periodically evaluates scientific journals to update their concepts of quality (qualis A1, A2, B1, B2, B3, B4, B5 and C).

Revista Brasileira de Educação Física, Esporte, Lazer e Dança (REFELD)	B4
Revista Brasileira de Docência, Ensino e Pesquisa em Educação Física	B4
Revista Brasileira de Psicologia do Esporte	B4
Revista Eletrônica de Estudo do Movimento Humano	B4
Revista Mackenzie de Educação Física e Esporte (Online)	B4
Teoria e Prática da Educação	B4
Ulbra e Movimento - Revista de Educação Física	B4
Revista de Psicologia: Teoria e Prática (Online)	B5
Acta do Movimento Humano	C
Boletim Brasileiro de Educação Física (Brasília)	C
Centro de Documentação e Biblioteca/Secretaria Municipal de Esportes, Lazer e Recreação. Revista Eletrônica	C
Revista de Educação Física - Associação dos Professores de Educação Física de Londrina	C

Total journals: 34

Source: Authors.

Among the 34 journals investigated, only four published⁴ anything on the subject, as shown in Table 2.

Table 2 - Journals including publications on textbooks.

Journal	Number of publications found
Motriz: Revista de Educação Física (Online)	23
Movimento (Porto Alegre. Online)	9
Teoria e Prática da Educação	2
Motrivivência. Revista de Educação Física, Esporte, Lazer	1
Total	34

Source: Authors.

However, not all 34 publications were used to support the study because some were not about textbooks in Physical Education; they only quoted the term within their contents, as noted in Table 3.

Table 3 – Total publications in journals addressing textbooks in Physical Education

Journal	Number of publications used
Motriz: Revista de Educação Física (Online)	9
Movimento (Porto Alegre. Online)	2
Motrivivência: Revista de Educação Física, Esporte, Lazer	1
Total	12

Source: Authors.

Therefore, we were left with 12 texts: Botelho and Neira (2014); Darido *et al.* (2010); Diniz and Darido (2012); Fraiha, Darido and Rufino (2013); Galatti and Paes (2007); Galatti, Paes and Darido (2010); Impolcetto and Darido (2013); Rodrigues and Darido (2011); Paraiso (2011); Rufino and Darido (2011); Silva *et al.* (2001); and Souza Júnior, Melo and Santiago (2010).

⁴ Publication is understood here as any production offered by the journal such as: original articles, review articles, essays, free topic summaries, experience report summaries, panel summaries, experience reports, update articles, summary of round tables and conferences.

After data collection, we started the analysis, in which we carried out treatment by inferences and interpretations. Data were subjected to content analysis (BARDIN, 2011) based on the guidelines for data processing proposed by Souza Júnior, and Melo Santiago (2010).

According to Souza Júnior, and Melo Santiago (2010, p. 34), the technique has been used in qualitative research in Physical Education and “[...] it is a technical resource for analysis of data from written or transcribed messages”.

However, there are different types of content analyses, for example: of expression, relations, evaluation, enunciation, and thematic category (SOUZA JÚNIOR; MELO; SANTIAGO, 2010).

This study chose thematic category content analysis, according to Table 4 indicators.

Table 4 - Indicators for content analysis

Indicators	
Core element	Textbook in Physical Education.
Operationalization	Distance between Physical Education and textbooks.
Analytical categories	Textbook; Physical Education.
Empirical categories	Factors that contributed to the existing distance between Physical Education and textbooks; Evidence of overcoming the status quo.

Source: Authors.

As a result, , encoding/categorization units for recording and context were identified in literature, making up the body of empirical categories as noted in the example in Table 5.

Table 5 - Identification of reporting and context units

Empirical category	
Factors contributing to the distance between Physical Education and textbooks	
Context units	Recording units
History	Know how
	Criticism to textbooks

Source: Authors.

Therefore, we moved on to make inferences that supported our discussions.

3 THE GAP BETWEEN PHYSICAL EDUCATION AND TEXTBOOKS

There are still very few studies in the area of Physical Education that address textbooks, quantitatively confirming the gap. We looked into the collection of 34 journals and a database (NUTESES) in the field and located only 14 publications about it.

Galatti, Paes and Darido (2010) and Souza Júnior, and Melo Santiago (2013) point out that they are little known and even inexistent. After field research, the latter study underscores Physical Education teachers' resentment for the absence of textbooks, which negatively influences the planning and realization of their educational interventions. Let us look at a teacher's speech.

It's accepted [in other areas], no question. In Physical Education, it's questioned. No book, no guide, we follow the NCPs, which were written by certain people. We have no textbooks that could serve as guides (SOUZA JÚNIOR; MELO, SANTIAGO, 2013, p. 43).

However, the few publications found helped understanding why Physical Education and textbooks are far apart.

The two dissertations and seven of the articles conducted analyzes on the implementation and use of textbooks, sometimes even producing such books because of their inexistence. Diniz and Darido (2012) do that in association with dance; Fraiha, Darido and Rufino (2013) relate it to basketball teaching; Galatti and Paes (2007) and Galatti, Paes and Darido (2010) propose a textbook about Collective Sports Games; Impolcetto and Darido (2013) analyze the process of collective construction of that kind of book in volleyball; Rodrigues and Darido (2011) evaluate their applicability to basketball; and Rufino and Darido (2011) analyze the impact of the implementation of a textbook on the transversal topic of health.

Carmo (1999) and Rodrigues (2009), motivated by the idea of improving their classes, even prepare a previous textbook and verify, through their master's studies, how it is evaluated by subjects in pedagogical practice.

However, why did the authors have to prepare a textbook first and then investigate its implications for teaching practice? Would not it be more normal, depending on the specific objectives of the studies, to evaluate the implications of an existing textbook of Physical Education?

Certainly! The problem is that in the field of Physical Education, production and study of textbooks remain largely neglected (RODRIGUES, 2009). Thus, few Physical Education textbooks are known. According to Rodrigues (2009, p. 4),

[...] one of the few books written to be used as support material for students was prepared by Teixeira [...] with the title of TDEF (Directed Work in Physical Education). In the survey conducted by Livres (Brazilians School Books Database), only 11 Physical Education manuals were found and most of them dated from the early twentieth century; after 1990s, no book was registered on the database of that curricular component.

But why are textbooks distant from the area of Physical Education, since those material resources are so present in most other mandatory curriculum components?⁵ The followed statement was made to Souza Júnior, Melo and Santiago (2010, p. 43).

5 According to a survey conducted by Livres (a research group that started organizing textbook production in Brazil, more specifically in the Library of the University of São Paulo's School of Education), from 1990 to 2007, 653 History textbooks and 698 Portuguese textbooks were published, while no Physical Education textbook was cataloged (RODRIGUES, 2009, p. 14).

Yeah... that's the difference ... the other disciplines have textbooks, an organization of contents already established, which can be changed, but were already in place, by tradition, which come from the middle ages, which come from I don't know where, from the trivium, quadrivium [...] Physical Education is a recent history, systematization of knowledge, for a certain action at school.

The past usually points out some answers to some present phenomena. According to Goellner (2004, p. 1) “[...] memory and history do not imprison us in the past; they lead us to investigate and better understand the present”.

Inquiry on the history of Physical Education points to a few factors that have contributed to draw it apart from textbooks, for instance, socio-political (hygienist, militaristic and sportivistic) influences that such curriculum component received over the years in Brazil.

Unlike other subjects, Physical Education (until then called Gymnastics) emerged in the Brazilian school context under a hygienist perspective. It was an activity concerned with hygiene and health. Health professionals then used to lead that practice.

However, it is important to note that, at that time, one material was indicated as a “textbook” for Physical Education in public schools in Rio de Janeiro: Arthur Higgins’s 1896 *Compendio de gymnastica e jogos gymnasticos escolares*.⁶ Gomes-da-Silva (1999, p. 27) says that “at that time, the commission of the Municipal Department of Education issued an opinion stating that the book would be of real help to primary education teachers [...]”. Furthermore, he notes how such an opinion was completed: “Therefore, schoolteachers have in this book a real guide, and they will just have to follow it in order to teach the discipline proficiently” (HIGGINS⁷ cited by GOMES-DA-SILVA, 1999, p. 28). However, it was more like a “teaching orientation guide” than an actual textbook.

Based on Munakata (2003) and Carmen (1999), we see that certain “textbooks” do not aim at support and use in the interaction of the main subjects of the pedagogical action – teachers and students – being guides for teachers, since they often provide prescriptive instructions for teaching and are not good sources for students’ consultation and learning, therefore not allowing their independent study, for example.

We understand that prescription will always be present in textbooks, but not as a restrictive and closed doctrine, but as anticipation present in pedagogical intention. It may take on a critical, dialogical, broad and open character. However, that intention and that prescription need not end in themselves, much less in a subject (the maker of “book”) external to classroom pedagogical practice. It is good that they are based on a relationship of interest between pedagogical subjects (student, teacher) and more so on the very pedagogical object (knowledge). Textbooks need to look to the organic nature of the educational interaction, whether inside or outside the classroom, rather than being manuals of content and strategies planned as documents to dictate teachers’ actions in pedagogical practice.

After that, Physical Education gains emphasis from a militaristic perspective, a discipline dedicated to form strong and healthy individuals to defend the country.

However, note that in that period, instructors had another “book” as an orientation guide – “Regulation no. 7 of Physical Education”⁸ – known as the French gymnastic method. That

⁶ This book was based on the Swedish-Belgium gymnastics method (GOMES-DA-SILVA, 1999).

⁷ HIGGINS, Arthur. *Compendio de Gymnastica e Jogos Escolares*. Rio de Janeiro: Typografia do Jornal do Commercio, 1896.

⁸ The book includes three volumes. Its first volume can be found at: <<http://cev.org.br/etc/regulamento/fla01.htm>>.

book, published in Brazil in 1934 and used in schools across the country, corresponds to the full translation of the French General Regulation of Physical Education by the Brazilian Army School of Physical Education. Its publication was motivated by the lack of a guide for Physical Education in troop bodies and military establishments.

In this context, reproduction of body movements was very common as a reflection of the guidelines of Regulation No. 7. That is why terms such as “study sessions” and “lessons”, which are present in most textbooks, have the following connotation in that book:

Study sessions were moments at the beginning or during instruction [...] when students received guidance on the best way to perform movements [...]. Physical Education lessons should include varied and combined exercises, and the recommendation in the preparatory phase was to carry out evolution exercises, lexing arms, legs and trunk; in the session phase itself, exercises would be based on marching, climbing, balances, jumps, lifting and transport, running, and launching attacks and defenses. [...] At the stage of return to rest, low intensity exercises would be performed [...] (SOUZA JÚNIOR, 1999, p. 169).

Although that material resource presented an organization of knowledge (based on anatomical and physiological principles) through guidance, explanations and illustrations, among others, we cannot consider it as a textbook because it is not configured as a resource to be used by teachers and students, an object of interaction between those subjects in improving the teaching-learning process, but rather as a book for exclusive use by instructors.

Afterwards, during the military regime, after the 1960s, Physical Education was highly influenced by the sporting phenomenon. It was the case of the “Guide to Physical Education Lessons” published by the Ministry of Education and Culture (MEC) in 1971, prepared by Mário Carvalho Pini and Valdir Barbanti, sponsored by the Alpargatas S. A.

Here, “Physical Education” and “sport” were understood as synonymous; it was the time of the Physical Education/Sport binomial. The sportivistic perspective focused on detecting sporting talents who had potential to represent the country in national and international competitions. In that context, teachers-coaches and students-athletes were present.

As can be seen, although initial prospects for Physical Education mentioned books, they had a prescriptive character as guides to the work of teachers/coaches. Therefore, there were no resources to help not only teachers to teach, but also students to learn the content taught.

According to Paula (2003, p. 9), a view was historically built according to which “[...] Physical Education classes do not include reflection, discussion, that is, thinking and therefore reading, only execution”.

According to Darido *et al.* (2010, p. 452),

In fact, Physical Education classes were restricted (and remain so to some extent) to offering knowledge that comes from repetition and practice of movements. That view certainly drove the discipline away from students’ textbooks. Let us not forget that, including the legislation on Physical Education until the approval of the most recent Law of Guidelines and Bases (BRAZIL/1996) used to reinforce the view about Physical Education as an activity, which according to Castellani Filho (1988), gave it a character of doing for the sake of doing.

That activity character, legally defined by Opinion 853/71 and Resolution 08/71, is an important factor that may have contributed to the gap between Physical Education and

textbooks. Souza Júnior (1999) helps us understand that the opinion distinguished “activity” and “discipline”.

Thus, it is believed that because it was not a discipline at the time, having no formal character in the school curriculum or a formal curriculum, i. e., being seen as an activity, there was no perceived need to have proper Physical Education textbooks.

Rodrigues (2009, p. 14) points out historical factors to explain Physical Education’s neglect for textbooks. The author

[...] refers to the fact that Physical Education has been historically linked to a tradition of know-how, of movements, of experience and experimentation with playing, with games and sports. Such characteristics made it difficult to organize that material as well as to conceive its acceptance by teachers and even by the publishing market.

Carmo (1999) confirms this difficult acceptance by teachers when he says that when he tried to write a textbook to teach football with other Physical Education professionals, he noticed some mistrust from them, who were not willing to take part in the preparation of the material. Then, he chose to produce it with his students.

As Rodrigues (2009, p. 14),

Another factor also contributed to restrictions on textbooks in Physical Education. Thinking about the object of study of that curricular component in school was redirected after the 1980s, in the same period in which production of textbooks was heavily criticized. That criticism may have driven teachers away, or most of them, from producing and reflecting about those materials.

Therefore, that tradition of know-how, that view of Physical Education as an activity contributed to the idea that its object of study would be restricted to a mere “practical doing devoid of theoretical reflection”. However, that is at least a distorted view of such component of the school curriculum.

Paraiso (2011), having a textbook in Physical Education as a research source, argues that this educational component should be treated as a school discipline, recognized as a field of knowledge with its own contents that need to be conveyed to present and future generations.

Stressing that view, Fraiha, Darido and Rufino (2013) say that new educational proposals, either in Physical Education, Pedagogy of Sport or even specifically for teaching basketball, point to approaching contents not only in a procedural way, emphasizing know-how; it is necessary to address the conceptual and attitudinal dimensions together, with the textbook as a possible important contribution.

Diniz and Darido (2012) and Rodrigues and Darido (2011) say that textbooks can be alternatives for dealing with educational difficulties, for example, lack of teaching materials. Galatti and Paes (2007) and Galatti, Paes and Darido (2010) point to textbooks as mediators to address teaching contents, including the construction of didactic sequences.

Seen as mediators between children and CSGs, TBs help the teacher to organize contents without replacing teachers or reducing their importance in the teaching and learning process, since teachers will continue as the main mediators of the process and as their professional training and autonomy must allow them to enhance that material (GALATTI; PAES; DARIDO, 2010, p. 760).

4 PHYSICAL EDUCATION TEXTBOOKS

It is true that textbooks, even as resources for interaction between knowledge, students and teachers, despite their undeniable importance and contribution, are highly criticized, for allegedly conveying ideology in their content, being often the only material resource used by teachers to guide the teaching-learning process, generating a passive attitude in students in the act of learning, being considered “crutches” for teachers, without which they hardly teach, among others.

Meanwhile, Rodrigues (2009, p. 13) argues that:

[...] for fear that these stances were adopted by Basic Education teachers, Physical Education researchers ended up abstaining from developing such materials and did not venture to deeply research the topic.

Thus, it is understood that Physical Education’s historical trajectory in the school context was not favorable to establishing a relationship with textbooks, considering that it existed for decades as an activity based on “doing for the sake of doing”, on “know-how”, on the reproduction of body movements, rather than as an actual curricular component.

On the other hand, there are some experiences in literature, although sparse, in preparing, discussing and using textbooks in Physical Education. Some are older, others are newer, some are produced by private publishers and others through collective and public processes, some are intended for elementary school while others are for high school.

One of the first Physical Education textbooks, thinking of the teacher-student interaction, was produced in 1976 by a private publisher and was called “Trabalho Dirigido de Educação Física (TDEF)”, by Hudson Ventura Teixeira (DARIDO *et al.*, 2010 DINIZ; DARIDO, 2012). That book had high circulation in the field, being directed at the first segment of elementary school that included gymnastics, games, sports, athletics, handball, basketball, volleyball and olympic gymnastics at the end of each unit. It marks the age of Physical Education as a curriculum activity.

According to Rodrigues (2009, p. 14), the book “[...]” was disseminated among teachers of basic education, although it had been prepared for students. Nevertheless, it did not get enough academic attention”.

Another Physical Education textbook produced and sold after 1996 under the logic of private publishing⁹ was “Educação Física e Desportos”, also by Hudson Ventura Teixeira.

As a review of the 1976 book with more mature language, as if to reach students from the sixth grade of elementary school on, it had the same thematic contents in each unit and in the same order, added of a football/futsal unit, with gymnastics at the end of the work as a unit of its own.

On the other hand, in public schools, some Brazilian states and municipalities produced their own Physical Education textbooks. Since the intent of this article was not exhausting the analysis of more recent Physical Education textbooks, we only point out some of those showed by research in journals. However, we know other productions in states and municipalities.¹⁰

9 Still from the private perspective, some private school systems, such as Positivo, COC, Anglo and Objetivo produced student’s books of Physical Education (RODRIGUES, 2009; DARIDO *et al.*, 2010).

10 We mention *Cadernos Pedagógicos do Município do Rio de Janeiro* (2014), *Caderno de Orientações Didáticas do Município de São Paulo* (2006), *Guias de Orientações para a Intervenção Pedagógica do Estado do Espírito Santo* (2011) and *Módulos Didáticos do Estado de Minas Gerais* (2009). All were indicated on the Teaching books link at the Teacher’s Portal of Brazil’s Ministry of Education. Available at: <<http://portal.dop professor.mec.gov.br/linksCursosMateriais.html?categoria=320>>. Accessed on: September 20, 2014.

One of them was released in 2006 – *Livro Didático Público de Educação Física do Estado do Paraná* – which is the first public textbook of Physical Education with language focused on students in interaction with teachers. Botelho and Neira (2014) analyzed a doctoral thesis which sought to understand how knowledge is constructed in the pedagogical discourse on that book from Paraná.

We realized that it was collectively produced through the continuing education program (Project Folhas) of teachers of that school system, based on the concrete reality found in their schools. The work was prepared for high school, and its “structuring contents” include Sport, Games, Gymnastics, Fights and Dance.

The book was built with the participation of the state’s school teachers with a view to helping high school teachers and students to deal with the knowledge of body culture (PARAISO, 2011, p. 190).

That work establishes a strong approximation to *Metodologia do Ensino da Educação Física* (2012), adopted as one of the references to support its production. So, it chooses body culture as its subject matter.

In 2008 and 2009 the textbooks *Cadernos do Professor* and *Cadernos do Aluno* were published in the states of São Paulo and Rio Grande do Sul respectively. They are intended for primary and secondary education, and are subdivided in series/years and volumes in the case of São Paulo and in a teacher book and several student books in Rio Grande do Sul.

However, teachers of São Paulo’s school system are somewhat resistant to using that material, because they claim that, differently from Paraná’s Public Textbook in Physical Education, its production was not collective (RODRIGUES; DARIDO, 2011).

In 2012, a Public Textbook of Physical Education was released by the City of João Pessoa,¹¹ PB. It was collectively produced through the continuing education program for Physical Education teachers of that city as the first public Physical Education textbook in North-Northeastern Brazil. The book was designed for primary education and addresses games, dance, gymnastics and sports using students’ language.

Therefore, its object of study is body culture, based on the so-called Critical-overcoming perspective (CASTELLANI *et al.*, 2012). Its activities always start from a problem linked to students’ social daily lives and return to it for a synthesis of the content discussed. The book recognizes the historical tradition that led Physical Education to be considered as a curricular activity devoid of theory, but it claims the dialectical recognition of its educational practice, including production, discussion and use of textbooks.

Finally, with these findings based on literature, there is an awakening to the need for closer ties with the field of textbooks in the area of Physical Education.

The publication of studies on the subject and (public or private) production of textbooks in the area contributes to overcome the clear gap.

In a recent study, Botelho and Neira (2014) warn that teachers should not resort to textbooks without previously conducting a review of their contents and forms, and the use of educational criteria for their use as teaching resources would be sensible and essential. And they add that, prospectively, it is necessary to take into account the data obtained and analyzed

11 It can be obtained in digital version at: <<https://www.dropbox.com/s/byjoy7dylsuppo1/Livro%20Did%C3%A1tico%20Educa%C3%A7%C3%A3o%20F%C3%ADsica%20LEPELPb%20PMPJ.rar>>. Accessed on July 3, 2013.

in order to develop and use textbooks in the field of Physical Education (BOTELHO; NEIRA, 2014).

However, there is no consensus in the different areas about the form and content for their adoption in the educational environment. And in Physical Education, given its historic gap and its recent awakening, there are debates about its importance, especially considering the ordering/hierarchy/sequence of contents.

5 FINAL REMARKS

The relationship of textbooks with Physical Education is still rarely discussed. In the school context, Physical Education is still a discipline that establishes little proximity to those material resources. Such gap was found to be a result of the very history of Physical Education, including its legal format and its object of study, specially the views based on execution/reproduction of body movements (activity) at the expense of critical appropriation of knowledge (curriculum component).

On the other hand, evidence was found of an “awakening” to the importance and need to establish a critical relationship between Physical Education and textbooks, since there was an increase, however small, in productions (textbooks and studies in Physical Education) based on the publication of the first public textbook in Brazil.

We recognize that Physical Education is a mandatory curriculum component of basic education, and it is no longer an activity, in the negative sense, devoid of knowledge. Therefore, we must also be present in the field of textbooks, this being yet another way to claim our isonomy before other disciplines. However, teachers should advance against the traditional conception of production, discussion and use of textbooks, using them consistently in pedagogical practice, taking advantage of them as resources – not the only one – that can contribute to the teaching-learning process of several Physical Education contents.

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