Implantation of a proposal for systematization and development of physical education in high schools

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Abstract: The purpose of this study, which has the characteristics of action-research, is to standardize the content of the subject and propose its development based on the assumptions of historic and critical pedagogy. Principals, teachers, and students from a private high school in Maringa, Paraná participated in this study. The actions were based on an initial diagnosis, made through interviews with administrators and a teacher and a questionnaire applied to the students; elaboration of a curriculum; planning and development of classes for a semester; and evaluation through observation, and additional interviews and questionnaires. Results included participants' approval of the new format as well as incorporation of the curricular component in their lives.
Keywords: Physical education. Elementary and secondary education. Methodology.

1 INTRODUCTION

The Law of Directives and Basis for National Education #9394/96 (BRAZIL, 1996) changed the status of physical education from a parallel activity within a school's curricular structure to a curricular component integrated into the educational process.

Thus, the subject became legislated. However, throughout its history paradigms were established that have hindered its legitimacy in schools. The direction we propose is one that will contribute to achieving this legitimacy.

Several studies point to a resistance of the "practice for the sake of practicing" and improvisation concepts (MATTOS; NEIRA, 2000; GHIRALDELLI JUNIOR, 2003; OLIVEIRA, 2004; MOREIRA; CARBINATTO, 2006), which also characterize physical education as an activity of lesser importance to the educational process.

According to Oliveira (2004), physical education—unlike other subjects—does not have systematized content, which indicates what lessons should be taught and

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learned in each grade, thus, raising doubt and creating content that is inarticulate and of no logical sequence. With the same focus, Betti and Zuliani (2002, p. 77) emphasize:

> With each grade, the content should become increasingly complex, from a strictly motor (from basic abilities to a combination of abilities to specialized abilities, etc.) to a cognitive (from simple information to the ability to analyze, criticize, etc.) point-of-view.

Thus, the objective of this study is to implement and analyze a proposal for systematizing high school physical education content (OLIVEIRA, 2004). Our challenge is to choose methodologies that match this proposal and can be applied effectively after the diagnosis.

Our proposal was presented to the administration of a private school in the city of Maringá, Paraná (the majority of the students come from middle-class families), as well as to the physical education instructor at the school. Acceptance was complete.

2. METHODOLOGY

The study followed these steps: recognition of the subject's current state, adoption of a teaching methodology, creation of a curriculum, planning, and application (course, sections, and classes), and analysis of results.

First step: in order to recognize the current state of physical education within the school, we conducted semi-structured interviews with the principal, the pedagogic coordinator, and the high school physical education instructor. We also applied an open-ended questionnaire to all 57 enrolled high school students.

Second step: as for teaching methodology, we opted for a historic and critical proposal that proclaims "[...] a conversion from objective knowledge to school knowledge in such a way that it becomes assimilable by the students" (SAVIANI, 2003, p. 9) and that:

> [...] the new indicator for school learning will consist of students demonstrating theoretical knowledge and use of the content, due to the social needs to which it must respond. This procedure implies a new positioning, a new attitude from the teacher and students with respect to content, and for society: school knowledge becomes theoretical practice. (GASPARIN, 2003, p. 2)

Third step: using Oliveira's (2004) systematization proposal, a new curriculum was created for the discipline to attend to the needs of the process. This curriculum shared with Sacristán (1998, p. 297) the concept of elaborating an "appropriate

programming project," which was established on three main points: the substantivity and order of curriculum contents, the configuration of more appropriate activities for desired achievement, and the ability to accomplish these plans within a certain amount of space, time, resources, and organizational structure.

Fourth step: within this new perspective, the instructor of the subject and the researchers elaborated the classes, and then the instructor applied them. After initial observations, discussions, and reflections, the researchers began to assist the classes directly.

Fifth step: in order to verify changes that had occurred in concepts, attitudes, and acquired knowledge, we evaluated the results based on activity reports, new interviews (administrators and instructor), and new questionnaires (students).

Then, we grouped data from the interviews and questionnaires and analyzed them according to Bardin's (1995) indications for content analysis.

The described order of actions indicates the characterization of our study as action-research, which according to Barbier (1985, p. 38) "[...] is accomplished at a realistic level, accompanied by objective self-critical analysis and evaluation of results." According to Votre *et al.* (1983), this model does not differentiate between investigating and interfering with reality, transforming the act of investigation into a process of critical reflection and change.

3. INITIAL DIAGNOSIS

The administrators (principal and pedagogic coordinator), the instructor, and the students spoke of experiences lived in and out of the school where the research occurred. The administrators and instructor had diverse experiences—as students or professionals—that contributed to the formation of their concept of the subject. Among the students, only 7% had been at the school from the beginning of their academic career; others had transferred from public and private schools within the same city, or from other cities and states. This diversity contributed to an expanded view of their reality.

We began our interview with the administrators by asking them what their own experiences had been with physical education while in elementary school. From their

reports, we were able to extract two very significant experiences: from the principal "[...] as a student, my experience was always in the form of competition. Athleticism and games. I don't remember having studied any type of theory of physical education" and from the pedagogic coordinator: "[...] physical education only revolved around the improvement of physical shape."

When asked about what knowledge acquired from these classes they use, the principal stated: "[...] I play tennis, practice Pilates. From the physical education classes I had in school, I use nothing" and the pedagogic coordinator stated: "[...] I can't remember anything that I learned that I currently use."

We also asked them what their perceptions were of physical education in their school, of their instructors, and of their students. The principal emphasized a lack of activity: "[...] children today suffer more and more from the problem of obesity; too much television and computers." The pedagogic coordinator, however, complimented the organization of the instructors: "[...] they bring me their annual plan, the general idea, within the required time, and later they detail everything within the nine-week periods."

The administrators' statements, gathered from the interviews, instigated our discussions because they portray a type of physical education seen officially as an "activity" as well as the importance of respecting assigned tasks and deadlines.

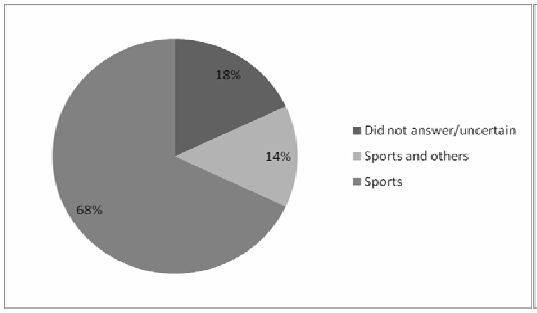
We should emphasize physical education's need to be a generator of knowledge, as Freire (1996, p. 76) points out "[...] the ability to learn, not only to adapt, but to transform reality, recreating it." In other words, the practical conditions offered by the school are finite, it is necessary to prepare students for life outside of school, having the subject as a curricular component.

In our interview with the instructor, he seemed interested and motivated by the proposal. However, he also seemed concerned about student acceptance and skeptical about his ability to teach the subject under this "new" format. He refers to the opinion of the high school students: "[...] the general opinion is that physical education gives them the opportunity to leave the classroom and go to the gym to practice sports." He also stated the following about previous attempts to change: "[...] I was not prepared, I needed a sequence, a "north." Sports give security, but I don't feel comfortable with this."

In agreement with the instructors position, Oliveira (2000, p. 66), states: “[...] professionals in the area are not satisfied with their performance and are in search of new options and solutions for the development of physical education.”

The hegemony of the sports content taught by the instructor was made clear. Mattos and Neira (2000, p. 19), when referring to high schools, emphasize “[...] this picture, one that is not a rare and is based on previous stages of education, contributes to the thwarting of the curricular component from the pedagogic body of the school.”

The initial questionnaire applied to the students dealt with students’ understanding of physical education, based on previous experiences. We approached content, class structure, importance, and daily use.



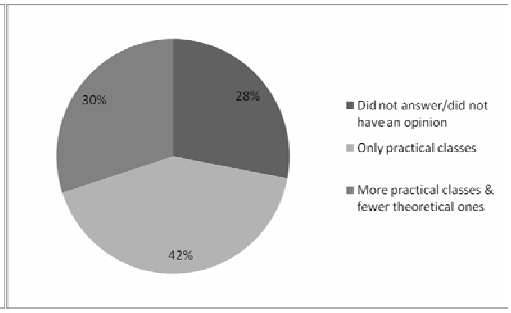


Figure 1– Content studied **Figure 2 – Class structure**

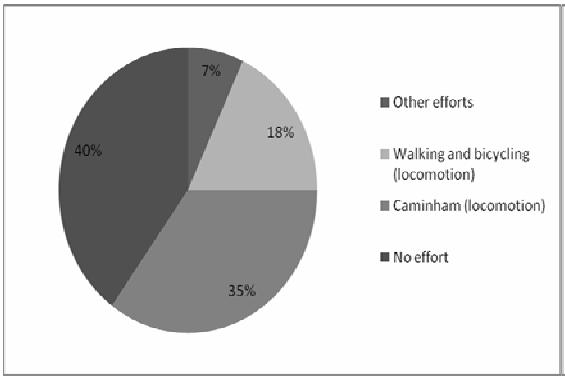
Figure 1 represents a questionnaire about content studied, with open-ended questions and the possibility of uncertain answers such as “good” and “boring” and answers left blank (18%). The majority (68%) places institutionalized sports under one category. The remaining students (14%) indicated other content, which seems to have been touched upon sporadically, such as physical evaluations, anatomy, drugs, and stretches.

However, Figure 2 represents the class structure, and from this chart we can deduce that some of the students do not understand the meaning of “structure” since they (28%) did not answer the question. Among the students who mentioned only practical classes (42%), we found statements about the instructor’s performance, such as “a lot of exercise in the gym,” “always evaluated the content of the games,” and “gave us the ball and we played with it.” The students who had had theoretical classes (30%) mentioned, “only a few projects,” “copies of the rules and histories of the sports,” “theoretical classes about the rules of sports,” and “evaluations such as weight and

height.” Such data points to indifference and apathy on the part of instructors regarding the teaching and learning process.

Next, we tried to find out if physical education classes contributed to the acquisition of habits connected to physical activity and exercise.

Physical activity is defined by Caspersen *et al.* (1985, *apud* GUEDES and GUEDES, 1998, p. 11) as “[...] any body movement produced by the skeletal muscles, which results in a higher use of energy than when at a resting level.” Exercise is understood as a systematized, planned, and oriented physical activity (GUEDES; GUEDES, 1998; GONÇALVES; VILLARTA, 2004).



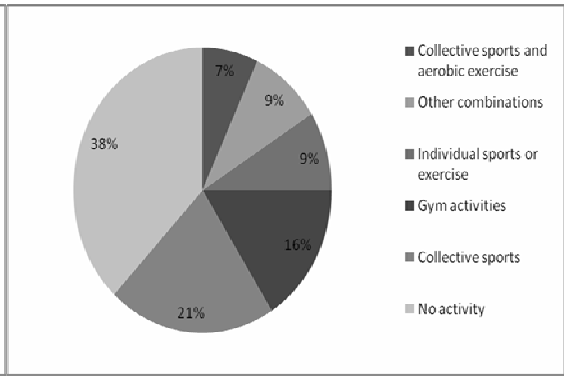


Figure 3 – Physical activity in addition to classes **Figure 4 – Exercise in addition to classes**

The data presented in Figure 3 points to a large percentage of physical inactivity on a day-to-day basis (40%), and it shows activities related to locomotion and transportation (total percentage: 53%). Few (7 %) reported other efforts, generally linked to their parents at work or in housework. Adolescents’ tendencies to adopt a routine of little physical activity are of great concern to us.

Figure 4 presents a lack of use of sports content by the majority of students (38%). The percentage that uses collective sports can be considered low since it is the most common. Gym activities (16%) not included in classes were brought to our attention. The remaining forms of exercise (individual, collective, and aerobic among others) totaled 25% of the responses.

Mattos and Neira (2000, p. 17) stated: “The achievement of competencies proposed for high school in the area of physical education depends on an educational practice that has the formation of an autonomous and participative citizen in mind.”

Our initial diagnosis was the following: the administrators and students did not undervalue physical education; they simply viewed it as an "activity," which is understandable since the discipline had been unable to generate knowledge and stimulus for the practice of physical activity and exercise. However, the instructor recognized the need to legitimize physical education as a curricular component, but felt uncomfortable. He wanted to learn "how" to change but feared resistance from students.

4 ACTIONS

The systematization of physical education in schools idealized by Oliveira (2004) is a curricular proposal, according to the table below.

Nuclei	**Basic Content**
a) Activities in construction and being structured	Basic motor abilities (locomotive, non-locomotive, manipulations, hand-eye coordination), corporeal scheme, corporeal perception
b) Activities manifested in recreation and sports	Games (motor, sensory, creative, intellectual, and pre-sports); institutionalized sports (basketball, volleyball, handball, track, indoor soccer, bicycling, and others), and alternative sports (capoeira, rock-climbing, walking, hiking, gambling, mesh, badminton and others.)
c) Activities in expression and rhythm	Gymnastics, dance, singing games, and others.
d) Activities and health	Hygiene and first aid, ergonomics, anatomical and physiological foundations of the body, nutritional foundations, basic aspects of training methodology, growth evaluations, development, body composition, and physical aptitude.

Table 1 – Organization of thematic nuclei and their respective content

Source: Oliveira (2004, p.30)

Under this idealization, all nuclei are present in all grades to some extent. For high schools, the proposal is the following:

Nuclei	**9th Grade**	**10th Grade**	**11th Grade**
a) Activities in construction and being structured	10%	5%	5%
b) Activities manifested in recreation and sports	45%	40%	40%
c) Activities in expression and rhythm	10%	15%	15%
d) Activities and health	35%	40%	40%

Table 2 – Proposal for the organization of content throughout high school grades

Source: Oliveira (2004, p. 30)

Oliveira (2004, p. 31) states, “in addition to the components, interests manifested by students during their academic life were considered” for the percentage distribution of the nuclei.

The action-research model chosen does not characterize us as mere observers who point out what is wrong and what is right, make comments, and leave (DAOLIO, 1995), but as participants and even more importantly, responsible participants.

We focused the beginning of our work on informing the school community and making it conscious of this new proposal as well as explaining how we were going to make this happen. We explained the “new reality” to physical education instructors in other grade levels, instructors in other subjects, and students, and all were invited to participate.

Even though this study has focused on high school education, we executed the planning and actions at every learning level of the school. At the first planning meeting, each instructor wrote the content to be taught on posters, initially divided in cycles: daycare, preschool, and kindergarten (preschool), 1st through 4th grade (elementary school), 5th through 8th grade (middle school), and 9th through 11th grade (high school). Later, we placed the content—after discussion—within each grade and nuclei (unit), according to established percentages. We had three meetings to finalize curriculum planning, which we based on local reality, a fundamental factor for the working proposal and methodology adopted.

We created the class plans in a group (high school instructor and researchers). Throughout the process, reflection of the classes remained a constant.

To describe the classes, we used a plan based on historic and critical pedagogy organized by Gasparin (2003). This plan consists of initial social practice (what students and instructor already know), problematization (overview of major social practice problems), instrumentality (didactic and pedagogic learning actions), catharsis (expression elaborated in the new format to understand social practice), and final social practice (a new proposal of action based on content learned.)

Below we present a detailed class for better visualization.

- **Grades:** 9th, 10th, and 11th grades (with specific problematizations for each grade);

- **Theme:** “Weigh-lifting, its variables and its possibilities;”
- **Location:** court;
- **Objective:** provide knowledge and experience about exercises with weights, their risks and benefits, and their variations with respect to the application of heavy weights;
- **Supplies:** chalkboard (portable), bars, weights, CD, music player;
- **Initial social practice:** the instructor presented the theme, and stated its importance due to the growing activity of adolescents in gyms involving exercises with weights;
- **General problematization:** the questions “which of you has practiced or exercises with weights?” and “with what objective?” seemed to be the main points of discussion. There were experienced students in all three classes. As expected, boys showed interest in higher muscular hypertrophy while girls showed interest in weight-loss and lower hypertrophy. As a transition to practice (instrumentalization), the instructor anticipated activities that covered detected interests: exercises with predominantly metabolic overloads (less weight and more repetitions) and tensional overloads (more weight and fewer repetitions);
- **Specific problematization (related to other content in each grade):** 9th grade: types of muscular fibers; 10th grade: stimulus, adaptation, intensity, and volume; and 11th grade: organization of training plans;
- **Instrumentalization:** the researcher administered one part (1st part—metabolic overload) and the class instructor administered the second (2nd part—tensional overload) of the lesson. First part: students placed on the court, facing the instructor, with their hands on bars with low weights. After an explanation of the basic exercises, there was a warm-up with music. The warm-up involved rhythmic repetitions of the exercises. Then, also with music, students performed lower body exercises for about 5 minutes (3 short breaks). They did the same for the upper body. Second part: the instructor asked a student (who had already practiced weightlifting) to come to the front of the class to perform a “biceps curl” in eight repetitions with the maximum amount of weights for such volume.

Then, in homogeneous trios (weight, height, and sex) and with appropriate care, students were able to experience the same situation.

- **Catharsis:** traditional weight lifting and its variations (localized gymnastics, Body Pump, water aerobics, and others) are exercise modalities practiced by people of all ages, in search of health and beauty. Previous knowledge acquired in physical education classes can help avoid risks in practice and can help those interested to choose a good professional for instruction outside of the school.
- **Final social practice:** We asked students to reflect on their interest in body aesthetics shown in the problematization of the class and reflect on how the lack or excess of exercise with weights can affect their health and their lives. They also reflected on specific problems in each grade in order to generate interest in other content on which to work.

The nine-week evaluations of previous years had been composed of a practical exam (sports essentials), a theoretical exam (rules of sports and themes related to health studied in the form of text) and class participation.

We agree with Hoffmann (2004), which points to evaluation as a dynamic process that accompanies the process of building knowledge.

Even though this previous evaluation system is limited due to a lack of content and because it reflects a surpassed technicist model, it contemplates some formative and informative aspects—although few—since it evaluates both task performance (practical exam) and theoretical knowledge acquired during the period (theoretical exam).

Thus, no “great revolution” has occurred with respect to the evaluation itself, but we can affirm that the initial steps have been taken. The new content and teaching methodology have made a difference.

Within the practice of sports, there was also a theme which needed improvement. Such practices became a way to study a variety of themes. We strengthened the concept of “class participation” by including graded class work and homework, and encouraged research—although timidly. In addition, we began to use the physical education section of the multi-subject notebook effectively.

The evaluation process will be optimized as the systematization process becomes consolidated. For this, we must continuously exercise the action-reflection-action trinomial.

5 RESULTS

After a semester of work, and despite difficulties faced (selection of content, preparation of classes, changes of methodology, and student resistance, among others), observations and participation show that we have made considerable advances. However, observations alone would not be enough to present any formal conclusions.

As such, we had to interview and apply questionnaires once again to all those involved in the discipline's reconfiguration process, those who had in some form or another been affected by breaking old paradigms.

The final interview with the administrators was easy and pleasant because by then they viewed us as parts of the school community. Our new questionnaires focused on discussions of the "new format" for physical education in the school.

Although the daily routines of the principal and pedagogic coordinator kept them from directly observing classes, there is no one better than the two to judge the general perception of the school community, especially since they usually receive and deal with complaints.

We asked the administrators to note factors that caught their attention during the process and below we have selected their most significant replies.

The director observed, "[...] before, students would go directly to the court. Now, they wait for the instructor in the classroom because they know the class could be practical or theoretical. The inclusion of content in addition to games gave the discipline new character." Moreover, the coordinator stated, "[...] physical education exams have changed; they used to be only composed of rules of sports. In the last evaluations, there were questions about nutrition, muscular contractions, and physical qualifications. The evaluation has improved a lot."

The administrators' approval of the "new" physical education is evident. However, we must remember the principal's distrust and slight skepticism in the initial

interview, “[...] when I saw the plan hanging on the wall, I thought: my God, they’ve truly embraced this cause.”

As for the fear of student rejection, the pedagogic coordinator stated: “[...] I thought the classes would become less enjoyable and prepared myself for a ‘storm of complaints.’ There was not even one.

Therefore, we see a change in the principal and pedagogic coordinator’s views of physical education. Statements such as these from the principal, “[...] physical education is viewed as a necessary subject, one that has depth, and the student has knowledge to acquire” and from the coordinator “[...] students are learning to take care of themselves for life, to developed physical aptitudes, and I believe this will change their lives,” symbolize the administrators’ new view.

In our final interview with the instructor, we asked him to note his difficulties during the process. As for planning, his opinion was:

> [...] the greatest difficulty was to follow a certain logic. There are four large nuclei, and we worked in blocks. Before, we worked with a different sport during each nine-week period, which was obviously easier. We do not know if the sequence we’ve created is the best, but we’ll be able to improve it every year because we’ll learn from our mistakes. (PROFESSOR)

Oliveira (2004) considers the path to adequate organization of the subject’s content long and hard, but understands that without study and effort not much can be achieved to legitimize physical education in the educational system.

As for the planning and application of the classes, the instructor pointed to study as the greatest difficulty: “[...] general, day-to-day knowledge is not enough for an instructor to have in order to walk into the room and win over students” and “knowledge of content and applied methodology makes a big difference.”

The instructor seemed—despite difficulties and limitations—to have overcome the discomfort he felt at the beginning of the process, when, according to the instructor himself, the discipline was characterized as an “activity.”

> [...] physical education has been deprived of systemized knowledge to offer students, becoming not only an assystematic practice, with no internal organization, but merely something to do. As an “activity,” it was given “low status” in the hierarchy of academic knowledge, and was considered an appendix of education, with no higher aspirations. (SOUSA; VAGO, 1999, *apud* AYOUB, 2003, p. 111)

When asked about the concrete use of the new content worked into the subject, the instructor responded: “I believe the day-to-day routine of students has been shaken even though this is merely an observation with no concrete data.”

As for surpassing student resistance to change, he declared:

> [...] the small groups that demanded a certain type of class began to integrate the other group and yield to the demands of the subject. We overcame the first obstacle. I think the class should be enjoyable, which does not mean only doing what students want. (PROFESSOR)

According to Costa (1997 *apud* DARIDO *et al.*, 1999, p. 141), “[...] it is common for students not to like an activity at first, and transforming these opinions is the greatest challenge for high school teachers.”

The teacher makes clear in his statement that he feels well within this new context, and that he visualizes good perspectives: “[...] for now progress has been slow, but it has definitely occurred. Next year we will start stronger, and each year it will be stronger still.”

The instructor’s motivation leads us to the following contextualization by Rangel-Betti (2001, p. 30):

> Current times show there is no more room for those who are accommodated, unmotivated, those who simply reproduce and do not transform. Only a reflective professional, in my understanding, will be able to overcome barriers and obstacles that appear at every moment.

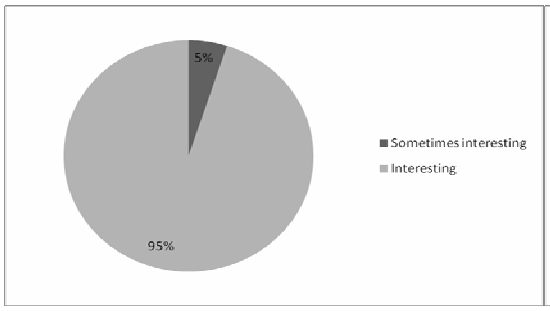
Our instructor has many choices ahead of him, which would not be available if he had “stopped in time,” as he said himself.

After this new experience with physical education, we were able to provide students with the opportunity to express their opinions in a final questionnaire. Above all, it was a time for reflection and analysis of the actions accomplished.

> Concrete action, from the moment in which the student has reached a level of concrete thought, is also a mental process that allows for expanded and more critical analysis and understanding of reality, determining a new way of thinking, understanding, and judging facts, ideas. It is a new mental action. (GASPARIN, 2003, p. 144)

The same students who had answered the initial questionnaire also answered the final one. In this second round, we tried to collect data about their interest for the new

content, the motivation generated by the teaching methodology used, the utilization of knowledge gained, and satisfaction with the "new" physical education.



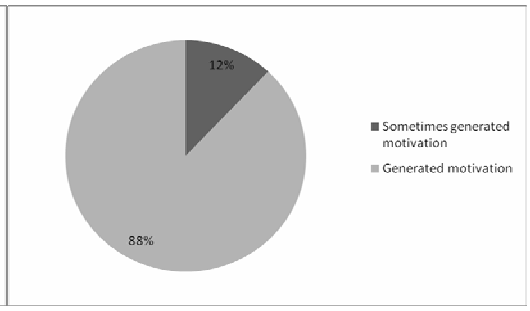


Figure 5 – Interest generated by the content **Figure 6 – Motivation due to teaching method**

The data presented in Figure 5 confirms that students showed interest for content relevant to their reality, their daily activities, as presented in academic physical education literature (MATTOS; NEIRA, 2002; OLIVEIRA, 2004).

No student found the content worked on during the semester uninteresting, few students reported that the content was sometimes interesting (5%), and the absolute majority (95%) found the content interesting. Let's take a look at some of their comments: "[...] besides practicing sports, we learned about nutrition, weight-lifting, dance, and gymnastics," "[...] we did a lot of different things; we got out of our routine," and "[...] we gained knowledge to help us take better care of our body, our health."

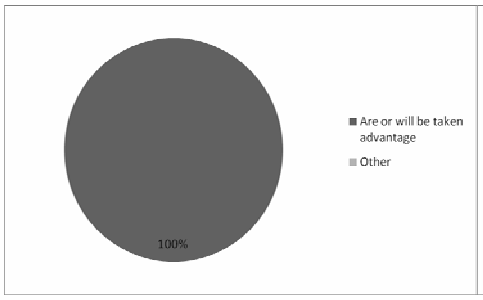
Figure 6 shows a large difference generated by the teaching method applied (sometimes generated motivation: 12%; and generated motivation: 88%). Here are a few statements about the instructor's performance: "lessons were taught in a fun, dynamic, attractive, lively way," "he related the theory to practice," "the teacher interacted with the students," and "he caught our attention and made us curious."

These above percentages and student testimonials point to a great advance in the issue because the previous methodology the teacher used had clearly directive characteristics, as he stated, "the majority of the classes end up occurring on command, not changing much" and "in the directive classes I can lead the group better."

For Gasparin (2003), the problematization is the key element to the transition from practice to theory. In the majority of classes, there was opportunity to contextualize and problematize the content. Sometimes (in the beginning) this did not

occur, probably because students did not have the habit of participating or being co-responsible for the class.

Lastly, we tried to verify if students could visualize utilizing the content learned in their day-to-day life and their level of satisfaction with the changes in the discipline.



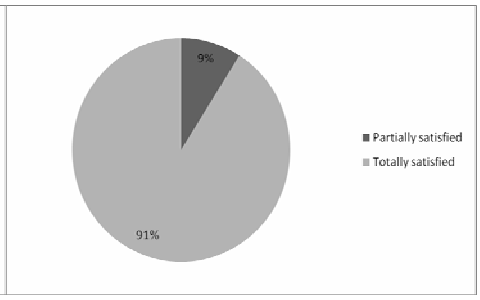


Figure 7 – Students taking advantage **Figure 8 – Student satisfaction level**

As represented by Figure 7, all students stated they will or currently are taking advantage of knowledge generated by the content studied.

The majority of students presented an expanded view of content utilization: “knowing when, how, and why we exercise,” “I learned how to lose weight and take care of my body,” “before I did nothing at all. From now on, I will exercise,” “we learned new exercise techniques,” “the theoretical classes, weight-lifting, dance, I’m going to use it all,” “I can pass the knowledge I’ve gained along to others, helping my family and friends.”

There has been considerable improvement in the immediate and future utilization of content learned. However, the most gratifying factor is the consciousness acquired about the importance of knowledge connected to human movement.

In Figure 8, we observe that the level of student satisfaction towards physical education is high: 91%, against 9% of students who were partially satisfied. No student was unsatisfied with the new discipline’s format.

Here are some of the justifications for the “totally satisfied” responses we received: “unites theory to practice,” “it is better each day, new things, different activities,” “fun classes,” “100%, I love the new classes,” “other schools don’t have these lessons,” “I didn’t like only playing ball,” “the new classes have motivated those who did not enjoy physical education,” and “I learn more than I did before; the classes are more motivating.”

Some of the justifications for “partially satisfied” included, “this has a positive side, but I liked the old way,” “there should be fewer theoretical classes,” “different classes, yes, but without theory,” and “it’s good, but I think only practice is better, even without learning anything.”

This last consideration takes us back through the path followed since the beginning of this study, because when we applied the first questionnaire to students, we felt like “invaders.” However, by the end of the study, we had become participants. On the other hand, we asked students to give opinions, criticize, suggest, and demand, and they did so, not only as people who had lived the activities but also as people who are committed to the teaching and learning process.

6 FINAL CONSIDERATIONS AND CONCLUSIONS

In the beginning of the study, we could not even imagine what the conditions would be like when we reached the end. The methodological strategies adopted point to great challenges, for the action-research model gives us the opportunity to intervene in the research environment. Although we know the national reality of physical education well (it is well argued, well contested, little modified), we found ourselves in a type of “moment of truth.” Working with adolescents—who are going through a stage in life marked by criticism and demand—was also of great concern to us, especially since they would be experiencing a radical change process: a reconfiguration of the subject with the objective of legitimizing it as a curricular component.

The planning achieved rigorously followed the didactic and methodological principles established by Oliveira’s (2004) proposal, also receiving historic and critical characteristics based on the daily reality of students.

All those involved always performed the content attributed to each grade and the lessons with each group according to the plans. Sometimes (especially at the beginning of the process), the instructor had to “negotiate” a few more relaxed classes for others deemed extremely necessary in order to comply with the proposed objectives.

Little by little, student resistance was overcome and the formative and informative characteristics of the discipline began to develop harmoniously. The content variety treated some of the motivational aspects affected by remaining in a classroom

for the theoretical classes. The problematization was usually possible, especially when working with themes directly related to adolescent reality.

The final interviews and questionnaires demonstrated that the concept of physical education had changed for administrators, the instructors, and the students.

At the beginning of the process, the principal and pedagogic coordinator expressed concepts of physical education that kept the discipline within the realm of parallel activity, with no greater educational function. We cannot blame them for this view of physical education at that time because their life history created these images with respect to the subject. Likewise, the instructor himself was uncomfortable with the "practice for the sake of practicing" attitude that characterized the discipline.

We strongly believe significant change occurs "from the inside out." If we, teachers of physical education do not assume our difficulties and limitations, do not look for solutions to these problems, and do not have the initiative to change, how can we expect recognition from other areas and from the school community in general?

Therefore, we planned, taught the classes, reflected, and redid. We walked along the proposed path, making the difficulties our motivation.

As seen in the final interviews, the administrators recognized physical education as a curricular component by emphasizing formative and informative characteristics of the discipline within their testimonials.

The instructor's final interview showed a confident professional, motivated to continue developing the process. We also noticed he had overcome initial discomfort and pressures of the beginning of the semester. Despite his simplicity and discretion, we also noticed his satisfaction in surpassing difficulties.

Students, who at the beginning needed to be "won over," did not reject the discipline at the end of the semester, with a level of satisfaction of 91%, which shows that students also have achieved a new concept of physical education. All this took into account that the discipline now requires more work (class work and projects as well as homework and increased theoretical content).

The ability to voice their opinions, make deals with the teacher, participation stimulus, and knowledge acquired seem to have promoted better critical

conscientiousness of students, a fact that can easily be observed by comparing student responses—and interest in answering questions—in the initial and final questionnaires.

After these considerations, and with the objective of reaching a goal with the present study, we can give our final considerations.

Thephysical education discipline, planned and administered within the format described by this study, attends to the demands and deserves to not only be considered but also effectively recognized by the school community as a curricular component of the educational system.

We applied Oliveira's (2004) proposal satisfactorily, from planning to class content, due to its range of themes appropriate for school reality.

According to student opinion, the didactic and pedagogic actions developed satisfactorily, the teaching method was considered motivating and efficient, and the content learned and its relation to students' daily lives was plenty.

Our study's methodological proposal involved an array of procedures through which data was collected, analyzed, presented, and discussed. Thus, we must emphasize that the limitations of this study are presented in the inability to generalize such data due to the specificity of this type of research and reality studied.

We consider, above all, that actions in this direction must be stimulated by a series of motives: through breaking historic paradigms that hinder the legitimization of physical education within the school environment; through the effective insertion of the discipline in the teaching process; through the substantial contribution to advancements in the area; through the consequent valorization of the discipline and the physical education professionals in the educational system; and last, but not least, through the significance of education action that changes people's lives for the better.

Implantação de uma proposta de sistematização e desenvolvimento da educação física do ensino médio

Resumo: Esta pesquisa de característica de pesquisa-ação objetivou sistematizar os conteúdos da área e propor o seu desenvolvimento baseada nos pressupostos da pedagogia histórico-crítica. Foram sujeitos do estudo: gestoras, professor e estudantes do Ensino Médio de uma escola particular de Maringá-PR. As ações centraram-se em diagnóstico inicial, através de entrevistas com gestoras e professor e questionário aplicado aos alunos; montagem do currículo, planejamento e desenvolvimento das aulas durante um semestre; avaliação através de observação, novas entrevistas e questionários. Como resultados obtiveram-se a aprovação dos participantes ao novo formato, assim como a valorização do componente curricular para suas vidas.

Palavras-chave: Educação Física. Educação primária e secundária. Metodologia.

Implantación de una propuesta de sistematización y desarollo de la educación física de la enseñanza media

Resumen: Esta pesquisa de característica de pesquisa-acción se objetivó sistematizar los contenidos del área y proponer su desarollo basada en los presupuestos de la pedagogia histórico-crítica. Fueron sujetos del estudio: gestoras, profesor y estudiantes de la enseñanza media de una escuela privada de Maringá-PR. Lãs acciones se centraron en diagnostico inicial, por medio de entrevista con gestoras y profesor y cuestionario aplicado a los alumnos; montaje del curriculo, planeamiento y desarrollo de las clases durante un semestre; evaluación por medio de observación, nuevas entrevistas y cuestionarios. Como resultado se obtuvo la aprobación de los participantes al nuevo formato, así como la valoración del componente curricular para sus vidas.

Palabras-claves: Educación Física. Educación primária y secundaria. Metodología.

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