

UNIVERSIDADE DE BRASÍLIA - UNB
FACULDADE DE EDUCAÇÃO FÍSICA
PROGRAMA DE PÓS-GRADUAÇÃO *STRICTO SENSU* EM EDUCAÇÃO FÍSICA

Swedish Physical Education and Health: the children's perceptions

Ivan Vilela Ferreira

BRASÍLIA
2021

Swedish Physical Education and Health: the children's perceptions

IVAN VILELA FERREIRA

Tese apresentada ao Programa de Pós-Graduação Stricto Sensu em Educação Física da Universidade de Brasília, sob orientação da Prof.^a Dr.^a Ingrid Dittrich Wiggers.

ORIENTADORA: PROF.^a DR.^a INGRID DITTRICH WIGGERS.

Ivan Vilela Ferreira

Swedish Physical Education and Health: the children's perceptions

Brasília, 29 de abril de 2021.

Banca Examinadora:

Prof.^a Dr.^a. Ingrid Dittrich Wiggers
Orientadora
FEF-UnB

Prof.^a Dr.^a. Dulce Maria Filgueira de Almeida
Membro interno
FEF-UnB

Prof. Dr. Augusto Cesar Rios Leiro
Membro externo
UNEB

Prof. Dr. Guilherme Reis Nothen
Membro externo
SEEDF

Prof.^a Dr.^a. Flávia Martinelli Ferreira
Membro suplente
Faculdade Anhanguera de Campinas

“Vem por aqui” — dizem-me alguns com os olhos doces
Estendendo-me os braços, e seguros
De que seria bom que eu os ouvisse
Quando me dizem: “vem por aqui!”
Eu olho-os com olhos lassos,
(Há, nos olhos meus, ironias e cansaços)
E cruzo os braços,
E não vou por ali... A minha glória é esta:
Criar desumanidades!
Não acompanhar ninguém.
Que eu vivo com o mesmo sem-vontade
Com que rasguei o ventre à minha mãe

Não, não vou por aí! Só vou por onde
Me levam meus próprios passos...
Se as coisas que eu pergunto em vão ninguém responde
Por que me dizeis vós: “vem por aqui!”?
Prefiro escorregar nos becos lamacentos,
Redemoinhar aos ventos,
Como farrapos, arrastar os pés sangrentos,
A ir por aí... Se vim ao mundo, foi
Só para desflorar florestas virgens,
E desenhar meus próprios passos na areia inexplorada!
O mais que faço não vale nada.

Como, pois, sereis vós
Que me dareis, ferramentas, machados e coragem
Para eu derrubar os meus obstáculos?
Corre, nas vossas veias, sangue velho dos avós,
E vós amais o que é fácil!
Eu amo o Longe e a Miragem,
Amo os abismos, as torrentes, os desertos...

Ide! Tendes jardins,
Tendes canteiros, tendes estradas,
Tendes pátria, tendes tetos,
E tendes livros, e tratados, e filósofos, e sábios.
Eu tenho a minha Loucura!
Levanto-a, como um facho, a arder na noite escura,
E sinto espuma, e sangue, e cânticos nos lábios...
Deus e o Diabo é que guiam, mais ninguém!
Todos tiveram pai, todos tiveram mãe;
Mas eu, que nunca principio nem acabo,
Nasci do amor que há entre Deus e o Diabo.

Ah, que ninguém me dê piedosas intenções,
Não me peçam definições!
Ninguém me diga: “vem por aqui!”
A minha vida é um vendaval que se soltou,
É uma onda que se alevantou,
É um átomo a mais que se animou...
Não sei por onde vou,
Não sei para onde vou
Sei que não vou por aí!

(“Cântico Negro” – José Régio)

Agradecimentos/Acknowledgements

Aos meus pais, Cristina e Vladimir, por seu amor e apoio incondicionais. Vocês sempre serão meu maior exemplo de caráter e trabalho honesto. Só consegui chegar aqui, pois sempre me inspirei em vocês. Amo muito vocês!

Ao meu irmão Diogo, professor e mestre, pelo apoio, compartilhar e debater ideias que contribuíram para minha jornada acadêmica. Valeu, moleque!

Aos meus sobrinhos Amanda e Daniel. O tio ama vocês!

À Mariza, minha prima, e aos meus tantos outros familiares pelo apoio durante esses anos.

Aos meus amigos Bruno, Edgard, Julie, Paula e Daniel por estarem ao meu lado e por sua inestimável amizade.

To my friend Sophie and her family for all the marvelous moments we have shared.

To my friends Roberta, Margherita, Carla, Fabrizio and Gaëtan for all the great moments we have shared in Stockholm.

To my friends Daniel and Jesper for always sharing remarkable ideas and unforgettable moments.

À Prof^ª. Dr^ª Ingrid pela orientação sempre atenciosa, generosa, carinhosa e enriquecedora ao longo desses seis anos.

To Professor Håkan and Professor Karin for having me at *Gymnastik- och Idrottshögskolan*, and for being always very warm, loving, and considerate with me. I do not have enough words to express how grateful I am for everything you have done for me. Apart from the impeccable and thoughtful supervision, you spared no effort in helping me adapt to Sweden and facing the Covid-19 pandemic. Not only have I learned how to be a better researcher, but how to be a better human being as well. I will carry those moments in my heart for the rest of my life. *Tack så mycket!*

Aos membros do Imagem, em especial à Emanuelli, Rafaela e Mayrhon, por contribuírem de forma imprescindível ao longo da minha jornada acadêmica.

To the PIF research group members for the opportunity to learn from you, and for also helping me to adapt to life in Sweden.

Aos Professores Doutores Jonatas, Wivian, Monique e Mayrhon por suas ricas contribuições na banda de qualificação desta tese.

Aos Professores Doutores Dulce, Cesar, Guilherme e Flávia pelas incomensuráveis contribuições na defesa desta tese.

Aos servidores da Faculdade de Educação Física da Universidade de Brasília.

To the GIH Professors and Staff members.

To the teachers, children, and Staff members from the school where this research was carried out for kindly having me.

À Coordenação de Aperfeiçoamento de Pessoal de Nível Superior - Brasil (CAPES) - Código de Financiamento 001, pela concessão de bolsas de Demanda Social a nível de Doutorado e a a bolsa de Doutorado Sanduíche no Exterior.

RESUMO EXPANDIDO

Esta pesquisa, a nível de tese de doutorado, objetivou analisar as percepções das crianças acerca das aulas de Educação Física e Saúde (EFS) na Suécia. Seleccionamos uma turma do 3º ano na qual a faixa etária das crianças estava entre 9 e 10 anos de um escola localizada em Estocolmo, Suécia. A professora da turma seleccionada possui mais de três décadas de experiência docente. Ao todo, haviam 23 crianças na turma, porém foram recolhido o desenhos de apenas 15 delas. O primeiro e principal foi através da produção desenhos e relatos das crianças participantes sobre os seguintes temas: “O que é EFS?” e “Como EFS deveria ser?”. Também desenvolvemos a observação participante, por um semestre, das aulas de EFS da turma seleccionada. Por fim, analisamos o currículo de Educação física sueco a fim de auxiliar nossa análise e, também, de promover uma melhor contextualização. Uma vez produzidas, as informações foram analisadas e categorizadas. As categorias foram: didática, conteúdos e habilidades corporais de movimento.

Quando perguntadas sobre o que era EFS, os relatos das crianças remeteram a ideia de que esta disciplina curricular se baseia no ensino de atividades físicas, com o foco nas habilidades corporais de movimento. Também relataram a repetição das aulas em formato de circuito. Ao serem questionadas sobre como essas aulas deveriam ser, as crianças relataram que gostariam de ter mais oportunidades para praticar as atividades que mais lhe interessavam e, também, que as aulas era demasiadamente curtas. No entanto, o relato mais impactante foi de que as crianças não participam ativamente da escolha dos conteúdos a serem ministrados nas aulas, sendo que tais conteúdos são previamente escolhidos. Complementarmente, desejam que todas as crianças deveriam participar da escolha dos conteúdos.

A partir das dos dados construídos com as crianças, conclui-se que há a necessidade de promovermos reflexões acerca da participação ativa das crianças no processo educacional. Para tanto, promover um debate crítico e reflexivo sobre

esse tema no campo da EFS faz-se necessário. No entanto, esse debate deve incluir o (re)pensar o processo educacional, as características das crianças e da infância, proporcionar o debate sobre o objeto e objetivos da EFS e aprimorar a articulação entre o conhecimento produzido na universidades e a atuação dos professores de EFS. Por fim, recomendamos que, em futuros estudos que tenham como objetivo principal ouvir as vozes das crianças acerca das aulas de EFS, os pesquisadores também incluam a participação de outros atores educacionais.

Palavras-chave: Crianças; Percepções; Práticas corporais; Didática; Atividades físicas.

ABSTRACT

This research aims to analyze children's perceptions on Physical Education and Health (PEH) lessons in Sweden. A classroom from an Elementary school located in Stockholm, Sweden, was the subject of this research. The classroom comprises 23 children between the age of 9 and 10, but only 15 of those children from primary school had their drawings analyzed. Their PEH teacher has more than 30 years of experience. We have collected children's drawings and oral reports themed "What is PE?" and "How PE should be?". Additionally, throughout six months in the school it was conducted participant observation and an analysis over the Swedish PEH Curriculum. When asked about how PEH is, they pointed out that the lessons are physical-activity-based, and focused on developing body movement skills. They also indicated the predominance of circuit lesson format. When asked about their expectations for PE lessons, the children from the school said they miss opportunities to practice physical activities of their interest, and they want to have longer lessons. The most impacting report indicates that children do not actively participate in the didactical planning process, and that children claimed that they should have a more active participation. In conclusion, we need to provide children with a more actively participation in the education process. Thus, promoting a critical and reflexive debate within the PEH field is necessary. That debate must include (re)thinking children's educational process and their childhood features, promoting a debate about the PEH object of knowledge and goals, and improving the articulation between the knowledge produced in universities and the PEH teachers. Lastly, our recommendation for futures studies that aims to hear children's voice about PEH lessons, is to articulate their voice with other educational actors.

Keywords: Children; Perceptions; Body practices; Didactics; Physical activity.

LIST OF FIGURES

Figure 1. Jefferson (What is PEH?).....	57
Figure 2. Tovisa (What is PEH?).....	77
Figure 3. Agnetha (What is PEH?).....	78
Figure 4. Josephine (What is PEH?).....	79
Figure 5. Karla (What is PEH?).....	80
Figure 6. Therese (What is PEH?).....	82
Figure 7. Pietro (What is PEH?).....	83
Figure 8. Marielle (What is PEH?).....	84
Figure 9. Edson (What is PEH?).....	85
Figure 10. Ling (What is PEH?).....	86
Figure 11. Stina (How PEH should be?).....	94
Figure 12. Carlsson (How PEH should be?).....	95
Figure 13. Pietro (How PEH should be?).....	96
Figure 14. Eriksson (How PEH should be?).....	97
Figure 15. Laleh (How PEH should be?).....	98
Figure 16. Åsa (How PEH should be?).....	100
Figure 17. Silvia (How PEH should be?).....	101
Figure 18. Stina (What is PEH?).....	143
Figure 19. (What is PEH for me?).....	144
Figure 20. Silvia (What is PEH for me?).....	145
Figure 21. Layla (What is PEH for me?).....	146
Figure 22. Márcio (What is PEH for me?).....	147
Figure 23. Agnetha (How PEH should be?).....	148
Figure 24. Ling (How PEH should be?).....	149
Figure 25. Therese (How PEH should be?).....	150
Figure 26. Layla (How PEH should be?).....	151
Figure 27. Márcio (How PEH should be?).....	152
Figure 28. Edson (How PEH should be?).....	153
Figure 29. Karla (How PEH should be?).....	154
Figure 30. Jefferson (How PEH should be?).....	155

LIST OF CHARTS

Chart 1. Number of articles in relation to the level of education investigated.....	37
Chart 2. Percentage of articles and their respective methodological approaches.	38
Chart 3. Percentage of studies in relation to the level of education.	40

LIST OF TABLES

Table 1. Number of articles per journal.	37
Table 2. Number of research techniques.....	39

LIST OF ABBREVIATIONS

BNCC	Base Nacional Comum Curricular
CRC	Convention on the Rights of the Child.
DF	Distrito Federal.
PCN	Parâmetros Curriculares Nacionais.
PE	Physical Education.
PEH	Physical Education and Health.
SES	Swedish Educational System.

SUMÁRIO

1. INTRODUCTION	10
1.2 General aim:.....	12
1.3 Specific aims:.....	13
1.4 Research justification.....	13
2. THEORETICAL BACKGROUND	20
2.1 Children and childhood.....	28
3. LITERATURE REVIEW	36
4. METHODOLOGICAL DESIGN.....	52
4.1 Research with children	52
4.2 Building the information.....	54
4.3 Fika School	60
4.4 Data analysis.....	68
4.5 Ethical procedures	70
5. SWEDISH PEH CURRICULUM	71
6. WHAT IS PEH?.....	76
6.1 Swedish children's perceptions	77
6.2 Discussion.....	87
7. HOW PHYSICAL EDUCATION AND HEALTH SHOULD BE?	93
7.1 Swedish children's expectations.....	94
7.2 Discussion.....	103
8. (RE)THINKING THE CHILDREN IN THE PEH EDUCATIONAL PROCESS.....	109
9. FINAL WORDS.....	114
10. REFERENCES	118
APPENDIX A.....	139
APPENDIX B.....	143
APPENDIX C.....	148

1. INTRODUCTION

The studies about individuals' perceptions can be linked to several scientific fields, such as: philosophy, social psychology, neurosciences and so on. Specifically, scholars in the field of education and related areas, when conducting research on children's perceptions, go beyond the simple delimitation of a research object. By conducting research with that scope, they recognize and corroborate that children are active subjects, endowed with rights and duties in their own educational process. This premise is based on the idea that the educational process occurs in a dialogical way, that is, it is not "for" children, but "with" children. We ponder that by hearing children's perceptions, we can broaden our own views on the educational process, contributing to mitigate the hierarchical fixity of the traditional school model which, in turn, tends to not consider children as an active character. In that sense, Freire, Wiggers, and Barreto (2019) argue that several scientific fields indicates that children are perceived by the adults as individuals that are yet to come, so the notion of childhood has a connotation of something primitive and unfinished. Within those fields, the authors include the Physical Education (PE) one.

Oliveira (2005) indicates that the PE scientific field, in line with hygienist discourses, tends to approach children as individuals in the dimension of becoming, as a stage of preparation for adult life. In addition, the concept of childhood, in this academic field, is linked on the assumptions of feelings of pampering and moralization (OLIVEIRA, 2005). The author also points out that there is a tendency in PE studies to not distinguish childhood in any way, which creates the idea of a pre-formed and universal notion of childhood. Ferreira, Daolio, and Almeida (2017), then, express that the PE pedagogical mediation should facilitate children's experiences in order to mischaracterize their predeterminate places. To do so, it is important that the teachers could access children's cultural and knowledge background and propose them new types of

knowledge (FERREIRA; DAOLIO; ALMEIDA, 2017). Therefore, the scope of this thesis is children's perceptions as we do recognize it as a key issue within PE educational process.

As we are going to expose bellow¹, we have selected for this research the Swedish Physical Education and Health² (PEH) as scenario due to its historical and theoretical aspects. Firstly, it is impossible to expatiate about the current Swedish PEH without mentioning Swedish gymnastics. Elaborated by Pehr Henrik Ling (1776-1839) in 1805, the Swedish gymnastics was characterized by a set of physical exercises to be developed in the school environment (GIH, 2018) and had four axis: pedagogical, medical, military and aesthetic (LUNDVALL, 2015). Once Ling had the support of the Swedish government to spread Swedish gymnastics in the school system, he founded, in 1813, in Stockholm, the university named *Gymnastiska Centralinstitutet* – CGI (GIH, 2018). Later, in 1842, physical education - at the time called Ling gymnastics - became a compulsory curricular component in Swedish elementary schools (QUENNERSTEDT; ÖHMAN, 2008).

The CGI, still in the 19th century, was responsible for spreading Ling's gymnastics around the world, whether sending researchers abroad or receiving foreign researchers (MORENO, 2015). At the beginning of the 20th century, Swedish physical education started to be guided by the sport and physiology³ axis – what lasted throughout that century (QUENNERSTEDT; ÖHMAN, 2008). This theoretical shift took place through criticism about the lack of studies on the effectiveness of Ling's gymnastics and, consequently, GIH reformulates the teaching staff, hiring professors of physiology, anatomy, histology, psychology and pedagogy (LUNDVALL, 2015). According to Lundvall (2015), it is in this

¹ Important to note that although we recognize the importance to reflect upon the historic pathway and its contradictions of PEH, that is not our aim. Rather, our effort is only to expose some general features of that.

² Physical Education and Health is the correspondent title for Brazilian Physical Education.

³ Noteworthy, in 1952, Per-Olof Åstrand – considered the “father” of exercise physiology – publishes his thesis at GIH, what have boosted PE towards the body's biological parameters (LUNDVALL, 2015).

context that the CGI has its name changed to *Gymnastik- och idrottshögskolan* (GIH). Regardless of its name, the GIH has been responsible, since its creation, for the training of PE teachers (GIH, 2018). It is observed that Sweden and, specifically the GIH, are references for the training of school PE teachers, since its program have developed for more than 200 years.

In 1994, after a period of predominance of gymnastics and sports, the Swedish physical education curriculum came to be called Physical Education and Health (PEH), and began to emphasize health and lifestyle issues (LUNDVALL; MECKBACH, 2008). A few years later, in 2011, the PE curriculum was modified a second time and started to explicitly include the contents that children should know when they complete the entire formal educational process (LARSSON; KARLEFORS, 2015). In 2018, after a third review, the essential skills to be developed by children during PE lessons were reformulated. So, the current skills are: move without restriction in different physical context; plan, implement and evaluate sports and other physical activities based on different views of health, movement and lifestyle; carry out and adapt time recreational and outdoor life to different conditions and environments, and; prevent risks during physical activities, and manage emergency situations on land and in water (SNAE, 2018, p. 48). In turn, the contents are divided into three axes: Movement, Health and lifestyle; Outdoor life and activities.

In a broader picture, the Swedish curriculum seems to value biodynamic, health, and physical exercise. Considering our interpretation about the children's role in the educational process, a question emerges: what are the children's perceptions about PEH lessons in a school located in Stockholm, Sweden? Looking to answer this question, the objectives of this research are:

1.2 General aim:

- To analyze children's perceptions about PEH lessons in an Elementary school located in Stockholm.

1.3 Specific aims:

- To characterize PEH lessons in a Swedish Elementary School accordingly to children's perceptions;
- To identify children's expectations about PEH lessons in a Swedish Elementary School.

1.4 Research justification

The reasons why a researcher decided to carry out a study can have a several origins. However, as we see it, there are three fundamental reasons that lead us to do it: personal reasons, social reasons, and theoretical reasons. Thus, we are going to expose each one of these reasons in the following paragraphs.

In order to briefly expose some personal reasons that led me to develop this thesis, I excuse my research colleagues and combine the verbs in first-person singular. Initially, this project is a continuation of my master's research which aimed to analyze, in a comparative way, the perceptions of children enrolled in a school with the traditional institutional model in Brazil, and the perceptions of children in a school with a progressivist institutional model in Portugal, about their plays and games (see Ferreira, 2017). During the research, children from both schools reported that they wished to practice new sports or try other body practices during PE lessons. Specifically, the participant children who attended a Brazilian school clarified that the PE teacher only give them the ball so they could practice sports, and they did not see any pedagogical intervention by the teacher. The absence of the teacher's pedagogical intentionality is commonly known as roll-out the ball. According to Silva and Bracht (2012, p. 82), the teachers who exercise the roll-out the ball generally do not have a greater intention than to occupy their students with some activity, and they often become didactic material administrators. Although this PhD research is not comparative, and considering that it was impossible to scrutinize children's perceptions about PE lessons in my

master's degree research, this research could be understood as a continuation of the aforementioned dissertation.

Another personal reason that took me to produce this research refers to my experiences with PE lessons when I was a child. Throughout all the years that I spent in school, I have no recollection that, at any moment, my PE teachers asked me or my colleagues about our wishes for those lessons. I may have been cheated by my memory, but if listening to children's voices were common in the educational process, it would certainly not be difficult for me to remember this fact. It is true that this is not unique to PE lessons; the entire educational process I faced was guided by the provision of a prefabricated content, and the children's participation in the educational process was always secondary. Linked to that reason, the theoretical framework I use has become another motivating factor for the elaboration of this research. Bringing aspects of educational pragmatism and sociology of childhood, I feel the need to hear children's voices, understand their perspectives, and consider them as protagonists in the educational process. This thesis is part of the studies carried out in the research group Imagem⁴ and, therefore, contributes to the others studies that are carried out in that group. Having as main context the educational system of the city of Brasília, Brazil, the researches of Imagem – coordinated by the professor Ingrid Dittrich Wiggers – studies scopes are the body, childhood and education (PASSOS, 2013; MACHADO, 2013; GREGÓRIO, 2014; FARIAS, 2015; GUIMARÃES, 2016; FREIRE, 2016; PRAÇA, 2016; FERREIRA, 2017; BARRETO, 2018; WIGGERS; OLIVEIRA; FERREIRA, 2018). In this way, this thesis can contribute to the expansion of studies within Imagem.

Considering the social reason that justifies this research, we have to ponder about the knowledge exchange. Indeed, one might wonder about why a Brazilian researcher would like to do a research about PEH in Sweden. At first sight, it does

⁴ The research group Imagem is affiliated to the Graduate Program of the Faculty of Physical Education from the University of Brasília.

not seem likely that the knowledge produced with this research could bring important results. Nevertheless, if we take as reference the comparative studies, it becomes clear that the social benefits of studying the Physical Education in a different context brings strong benefits. As Franco (2000) argues, comparisons are processes inherent in human consciousness and life. Indeed, this is not a comparative research. However, considering that the Swedish PEH has a different scope if compared to the Brazilian PE, the information built in this research could provide different insights and reflections that might nourish the debate about the Brazilian PE, and how children perceive it. Although we do not have developed a comparison methodology, we could – underpinned in a fundamental aspect of the comparative studies – say: when we get to know another PE system, we also produce knowledge about our own PE system through similarities and discrepancies of those systems (BEDERAY, 1972). Therefore, building knowledge about the other could help us understand ourselves and, consequently, bring different reflections about the Brazilian PE.

Regarding the theoretical reason for this research, the literature has shown that children's perceptions are related to three main axis: the aspects indicated by the children that allow us to represent PE lessons. Then, how teachers perceived teacher's acting. Lastly, the contributions of physical education lessons to children's educational process.

The PE lessons can be guided by different pedagogical concepts and, therefore, there is no consensus in our academic-scientific field about what is the most appropriate for all teachers (GONZÁLEZ; FENSTERSEIFER, 2009). Aligned with that, the children might have a different perspective about the PE peculiarities. A large number of studies showed that children enjoy PE lessons (BETTI; LIZ, 2003; LOPES; NABEIRO, 2008; LUCCHESI; FERREIRA, 2009; GONÇALVES et al., 2011; CARDOSO; NUNEZ, 2014; ROCHA et al., 2014; BRANDOLIN; KOSLINSKI; SOARES, 2015; RICA; BOCALINI; FIGUEIRA JÚNIOR, 2016). They even mentioned that these lessons are their favorites when

compared to the lessons of other subject matters (BETTI; LIZ, 2003; CRUZ; FIAMENGGHI JÚNIOR, 2010). In addition, the PE lessons were described as moments of distraction, fun (BETTI; LIZ, 2003), leisure and socialization (ALMEIDA; TUCHER; ROCHA, 2011), and liberty (BRITO, 1990). They also considered that PE lessons are important (OLIVEIRA, 2000; COELHO; PORTELA, 2007; OLIVEIRA et al., 2008; SILVA; SOARES, 2009; KRAVCHYCHYN; OLIVEIRA, 2012; FERREIRA; GRAEBNER; MATIAS, 2014; RICA; BOCALINI; FIGUEIRA JÚNIOR, 2016). As for the feeling of dissatisfaction, the high school children tend to be more dissatisfied when compared to elementary school children (PERFEITO et al., 2008). Above all, their dissatisfaction is dilated by the inadequacy of the infrastructure and teaching materials used in the lessons (ROCHA et al., 2014; MEDEIROS et al., 2016). Regarding the children with special needs, the low accessibility had a negative influence on their participation in the activities, interaction with colleagues, and sense of belonging to the group (ALVES; DUARTE, 2014).

Regarding the contents, sports were the main content developed in the PE lessons (BRITO, 1990; PERFEITO et al., 2008; TEIXEIRA; FOLLE, 2011; KRAVCHYCHYN; OLIVEIRA, 2012). Additionally, despite not having a significant impact on the children's responses, games were eventually mentioned as contents addressed in the lessons (BETTI; LIZ, 2003; PERFEITO et al., 2008; CARDOSO; NUNEZ, 2014). Considering the compulsory PE lessons, the study by Betti and Liz (2003) found that most children agree that PE should be mandatory. However, Wanderley Júnior and Cezar (2013), and Silva and Maciel (2009) demonstrated that a great number of children do not agree with that.

The second theme is related to how the children see the teacher's pedagogical acting. We ponder that the core aspect of the teaching and learning process resides in the mediation of knowledge, and in the interaction between educational actors and their interpersonal relationship. Interestingly, some studies elucidated the following themes about teachers acting: affective and motivational

aspects of the teacher-child relationship, and pedagogical interventions by teachers and type of lesson adopted by teachers.

Regarding the relationship between teachers and children, they reported that teachers provide time and space for dialogue, and act in an affective way during PE lessons (CARRASCO; PAIANO; FREIRE, 2011; MEDEIROS FILHO et al., 2016). A great number of children also saw the teacher's acting as a motivator (TEIXEIRA; FOLLE, 2011). Further, they believe in the importance of the role played by the teacher within the teaching-learning process, and demonstrated to be totally confident in his acting (CASTRO, 1996). However, the study by Henrique and Januário (2005) exposed a limitation on teaching acting. In that study, some children indicated that they feel neglected by their teachers in the learning process due to the lack of feedback during motor skills activities.

Another theme that embraced teaching acting was the type of lesson developed by them. In the study by Teixeira e Folle (2011), students pointed out that their teachers developed practical lessons more frequently when compared to the theoretical ones. However, some children indicated they are in favor of maintaining theoretical lessons, and recognize its importance (COELHO; PORTELA, 2007; MEDEIROS et al., 2016).

The study by Duarte and Mourão (2007) analyzed the selection criteria for participation in PE lessons in classes with boys and girls. Children indicated that, when there was only one venue for carrying out the proposed activities by the PE teacher, the preference for participation was given to the boys. In addition, the boys performed better performance than the girls when it comes to motor skills. That study also observed that the girls wanted to have a greater variety of content in lessons, so that they could expand their motor repertoire. Lastly, the study by Jesus and Devide (2006) noted that mixed lessons – involving boys and girls – are overlooked in relation to classes separated by gender. They also identified that children associate positive words with PE lessons when they are separated by gender. On the contrary, negative words are related to mixed lessons.

Last, but not least, just a few studies indicated how PE lessons might contribute to children's educational process. In the study by Santos et. al (2014), the children pointed out they do not learn anything in PE lessons. In turn, Wanderley Júnior and Cezar (2013) exposed, through children's perceptions from high school, that PE lessons do not collaborate for their approval in higher education entrance exams. Another contribution of physical education classes revolves around the development of biodynamic aspects of the body (BETTI; LIZ, 2003; BEGGIATO; SILVA, 2007; SILVA; MACIEL, 2009; CARDOSO; NUNEZ, 2014), demonstrating that the developmentalist concept is evidenced in an important way regarding the PE pedagogical approaches.

By analyzing the theoretical panorama above, we have asked ourselves: How children in a different context perceive PE? What characteristics they would highlight? What kind of knowledge can we learn and disseminate from that exchange? As the other reasons that justify this research, these questions also equally justify it. However, the information we could build from these question are the main reasons that justify this research.

Although it is written in the monographic format – following the rules of the Graduate Program of Physical Education of University of Brasília – I have written the results chapters in a closer way to how the articles will be published in journals later on. That said, it is structured in six chapters. In the “Theoretical background” chapter, we are going to expose our theoretical frameworks that guided the analysis of the information to be constructed. In that chapter, we will approach the references of studies of childhood and education. In the “Literature review” chapter, we will highlight the scientific production that addressed the children's perceptions about PE lessons. After that, we are going to expose the theoretical and methodological frameworks that will guide the production of information in the “Methodological design” chapter. Before exposing and analyzing the results built with the children, we are going to illustrate the context of the Swedish school in the “School context chapter”. Specifically, the data that provided that

contextualization were produced by field observation and curriculum analysis. The information built from children's voices are in two chapters. The first of them is called "What is Physical Education and Health?" and is focused on how children perceive PEH. In the "How Physical Education and Health should be?" chapter, we are going to expose and reflect on children's expectations for PEH. Noteworthy, as we have indicated, each one of these chapters have a format closer to an article, so there is a discussion subchapter for each. After analyzing those themes, we are going to purposely reflect upon possible future directions for PEH in the "Children in the PEH educational process". Lastly, the "Final words" contains the overall information, reflections, and indication for futures studies.

2. THEORETICAL BACKGROUND

As described previously, this thesis scope is children's perceptions on PE lessons. Therefore, we are going to expose in this chapter our thoughts – based on theoretical references – about PEH. The reflections here will guide our analysis about the information built with children in further chapters.

Often called physical educators, both the teachers and PEH contents seem to carry a fate that binds them to the responsibility of educating children's bodies. In fact, considering the other curricular subjects matters, the body is the main object of knowledge that allows the differentiation between them and PE PEH. However, what is the definition of the body that, in turn, is the target of PE PEH? Which educational elements go through the body in PEH lessons? To elucidate these questions, we must, initially, explain what is the object of this subject matter. Our understanding is that PEH should develop the body practices which, in turn, embrace some aspects that go beyond the mere teaching of body movement skills or other aspects restricted to the physical body. We converge to the indications from Silva (2014) when corroborating that the body practices are phenomena that are manifested – necessarily at corporal level – and are constituted by manifestations of the culture of movement, such as games, dances, sports, and other activities. These phenomena constitute human corporeality and can be understood as a form of language with strong body rooting that, in some occasions, escape the domain of conscious and rationalization (SILVA, 2014). With that said, we should now articulate that understanding with the notion of the body that is compatible with the notion of body practices. According to Le Breton (2007), the body is shaped by the sociocultural context, the individual is registered, and it is a conductor of meanings that evidence the construction of the individual's relationship with the world. In this way, the body is permeated by culture, by the individual's experiences, and by several other factors that go beyond the anatomical and physiological elements. Based on this premise, we

consider that the body is the target of elements inherent to the sociocultural context in which it is inserted and, therefore, is reached by its actions within that same context. Once we have exposed our main notions regarding central issues of PE/PEH, we are now going to look upon some features that the literature point out about PEH scope.

As mentioned in the introductory chapter, the PEH has been through some reforms since 1994. Indeed, the PEH is considered an important subject matter by the Swedish government and it is in constant process of evaluation (REDELIUS; LARSSON, 2020). For instance, the health aspect was inserted in the Swedish PE subject matter. However, our focus now will be on how the literature approaches PEH scope. Regarding the Swedish PEH research, until 2000 the researches were infrequent and seemed to be more focused on leisure time sports (LARSSON; REDELIUS, 2008). The authors expatiate that, with the dawn of the new millennium, researchers across Sweden started to investigate the PEH through a socio-cultural perspective, and focused on the specific culture that forms it.

Nyberg and Larsson (2014) reflected upon the contributions of PEH for students' educational process, and pointed out a tendency of the presence of health, sport-based discourses, and extrinsic values in PEH lessons. Although it is not a negative issue itself, they argue that it might subsidize the perspective that PEH promotes more the idea of being physically active rather learning intrinsic and other educational values. In a study involving four High Schools across Sweden, Larsson and Karlefors (2015) indicates some evidences that PEH lessons might have, to some extent, a blurred educational propose and recreational features. Interestingly, the Swedish Educational System is based on clear goals and expected results that should be pursued by teacher and children (REDELIUS; QUENNERSTEDT; ÖHMAN, 2015). Then, it would be expected that children should be aware of the goals set by the teacher during the lessons and educational process as a whole. However, in that study, Redelius, Quennerstedt, and Öhman (2015) identified that an important number of students do not comprehend the

PEH lessons' goals as some teachers do not always clearly expose those aims to the children.

As we are going to illustrate further, the Swedish PEH curriculum is strongly influenced by Health and sport-based contents. At first sight, it is not an undesirable neither reprehensible feature itself. However, it is important to reflect upon which perspective these contents are approached in the PEH curriculum, pedagogical practice, and notion of body that conduces the PEH didactics and pedagogical acting. We draw attention to these features, because they are narrowly linked, and play a vital role regarding shaping the PEH directions and educational discourses. In other words, they guide how PEH will be developed.

In general, the curriculum, school political-pedagogical projects, time and spaces, and teaching materials are elements that guide the didactical planning. Some authors⁵ have analyzed already how educational stakeholders could carry out such planning. Despite recognizing its importance, we do not intend, in this moment, to discuss each one of those didactic elements. We consider that the roles played by children in the school context, or the way how they are privileged in the educational process precede those didactical elements. Consequently, the teachers' conception of children appears reflected in all didactic elements. Given this premise, we need to delineate our theoretical frameworks about our understanding on the role of children in the educational process, as well as the theoretical frameworks related to childhood studies.

In everyday situations, teachers or educational managers use the term pupils to refer to the children. When we draw attention to the meaning and origin of the term student, possible explanations for its use arise. According to Furlanetto (2008), in modern times, the pedagogical methods - based on repetition and memorization - were transferred from the Renaissance to the Jesuit schools, and placed the child in a position of recipients of the knowledge to be learned. Thus,

⁵ See Libâneo (1999) and Zabala (2010).

the term pupil was established centuries ago, what contributed to the institutional culture of the school. As for the meaning, the term pupils is used to emphasize that they must follow teachers' orders, and it is their duty to learn the knowledge to be taught by the teacher; the teachers, in turn, should act in order to print the knowledge on the pupils (SAMPAIO; SANTOS; MESQUIDA, 2002). Considering that schools with traditional institutional models tend to base the educational process on the accumulation of knowledge through repetition, it is noted that the use of the term pupils has a certain logical basis. However, we do not converge with this notion of pedagogical methods, as it produces a wide range of constraints in children's educational process.

One of the consequences of seeing children as pupils is the notion that the educational process is restricted to school times and spaces, in which the child must learn institutional rites solely (MARCHI, 2010). Furthermore, the use of this term equals all children, excluding their subjectivities, desires, and previous experiences. In other words, the term pupils exposes an idea that children are considered equal pieces that will pass through the school's factory conveyor belt, and everything they bring from external context into the school context is disregarded, such as: cultural background, children's characteristics, previous knowledge, rights and duties, citizenship, etc. (SACRISTÁN, 2005). Instead, we advocate for the use of the term child, as we understand that its use reinforces the notion that children have specific characteristics which should be considered throughout the educational process.

From the pedagogical sight, the practical implications of using the term pupils appear reflected in works by different authors, among which we could quote John Dewey, *Os Pioneiros da Educação Nova* (Pioneers of New Education), and Paulo Freire. At the beginning of the 20th century, Dewey (1978) corroborated that in the schools where children's interests are overlooked, their role is to receive and accept. The children will play their role well, when they are docile and submissive. This author argues that in this type of school there is a

conflict between the educational actors in the traditional school model. On the one hand, there is the adult's intention to transmit, through pre-molded methods and without connection with the children's world, the knowledge produced throughout human history. On the other hand, the children – armed with their interests – turn their attention to what is directly linked to them, and ignore everything else abstract that is not connected to what they are experiencing at the moment.

The idea about the incompatibility of the traditional school with the active role of children in the educational process was also shared, in Brazil, by members of the educational movement called *Escola Nova*. In the first half of the 20th century, that movement emerged in Brazilian society when it shed light on the improvements that the educational system needed to face in order to develop the Brazilian society as a whole, and in a joint effort, these authors elaborated the *Manifesto dos Pioneiros da Educação Nova*⁶ (FERREIRA; WIGGERS, 2018). In the aforementioned document, these intellectuals also criticize the traditional school. That type of school, implemented through the bourgeois' ideals, had sterilized individuals' autonomy, what promoted the doctrine of libertarian individualism (AZEVEDO, et al., 1932).

In the second half of the twentieth century, Freire (2011) called the educational process in which children are passive and become great content recipients of banking education. Within this perspective, all children must learn the same content, at the same time, and in the same way. Moreover, their subjectivities, desires, and interests are cut off from the educational process. There are no opportunities for debate, reflection, sharing of ideas in this type of education in that kind of context. As consequence, the process of subjecting these actors is lengthened, and the learning process becomes less significant for them. The decontextualized articulation between the content taught in class and the children's lives generates a mismatch between them and the teachers. They all try,

⁶ In English: Manifesto of New Education Pioneers.

in their own way, to make their interest to prevail and, in this dispute, both seem to have a common loss: the knowledge and skills desired throughout the educational process are not fully developed. But what paths could we follow to provide a different educational approach?

In 1783, Kant (1974) elaborated reflections on intellectual minority. For the German philosopher, minority is based on individual's inability to serve his own understanding without the tutelage of others. As a way to free themselves from this minority, the individuals must, according to this author, reach the enlightenment that, in turn, requires nothing more than freedom. There are situations in which we cannot shy away from reasoning, and we must follow pre-established rites by the institutions, but it does not mean that we cannot question – through the public use of reason – everything that we deem unfair according to our ideas (KANT, 1974). As we have shown, schools tend to base their educational process on the transmission, and children act as recipients of that content. A particular dependency relationship is formed between the transmission of content and the learning, that is, children will only learn to the extent that knowledge is transmitted by teachers. Therefore, the teachers are the tutors that guide children to the reason. These aspects of the that educational process are diametrically opposed to the clarification and public use of reason. As for the use of reason, it is necessary to articulate it with critical thinking. Among several possible paths, Foucault (2007) chose to analyze the historical context of the Christian church to clarify the concept of criticism. The French author corroborates that, by creating regimes of truth, this institution establishes the art of governing humans; such art becomes part of the actions of other institutions (e.g. the family, school, churches, etc.). The criticism appears, then, as a form of reaction to the regimes of truth established by the institutions; criticism is, specifically, the art of not being governed towards certain objectives, by certain methods, or at a certain cost (FOUCAULT, 2007). We consider that criticism is a dimension of knowledge that can be developed by individuals, allowing them to

question the discourses that affect their bodies, societies, relationships, behaviors, etc.

There are numerous factors that can influence the marginalization of children in the educational process: poor quality of school infrastructure, low teacher salaries, low engagement of educational stakeholders, the initial and continued teacher training, etc. On the other hand, there are ways to mitigate the process of children's marginalization. Taking as a parameter education based on critical thinking, children should develop skills to think based on their own guardianship. However, to do so, the children and their interests must be considered as a key element in that type of educational process. According to Dewey (1979), the aim of the education process that puts children's interests at the center is that they continue, after going through the school institution, their own education process by themselves. Moreover, Dewey (1978) argues that the child cares about what directly affects them, their friends and Family solely; systems or laws go in the opposite direction, as well as the truths of everything that is external to the child's world; that is, everything that is outside the "here and now" of what the children are experiencing at a given moment. Considering the attention that children spend on everything that is directly linked to them, and their role as passive recipients of knowledge, freedom appears on the horizon of education as a means of making them protagonists in the educational process. According to Dewey (2011), freedom of intelligence, freedom of observation and judgment - exercised for intrinsically valid purposes - are the only freedoms of permanent importance. Such freedoms cannot be considered as something outside the educational process or something with the end in itself. If we understand this way, freedom tends to be harmful to cooperative activities (DEWEY, 2011). Another issues that Dewey reveals about freedom is that children should not count on spaces to exercise broad and unrestricted freedom; it is up to teachers to act in order to mediate the relationship between children's impulses and inclinations, and the contents (CUNHA, 2001). From Dewey's reflections, we see that freedom is one of the

basic elements for a critical, and lasting education. We believe that another major factor for the development of the critical educational process is the understanding of the specificities of children and childhood. By the way, they should be the protagonists of that process. Then, we should now look upon how the children are considered in the educational process. To do so, we are going to reflect over the childhood sociological perspective.

2.1 Children and childhood

When we announced our option to use the term child instead of the term student, it was pointed out that one of the major issues of the traditional educational process is that children and childhood characteristics are disregarded. The next reflections aim to indicate the singularities and features that involve childhood and children. Therefore, we are going to reflect on a theoretical frame based in sociology of childhood. We will also examine core concepts about childhood and children that will guide our analysis of the information to be produced.

Children have not always been considered as individuals with their own rights, and specific needs. Despite recognizing the importance of historical⁷, political, cultural, social and economic issues that, over time, have been transformed and that culminated in the consideration of childhood as a specific social category, we will focus on the sociological theoretical framework that involves childhood. Before entering these references, however, it is worth highlighting some legal provisions, as these reverberate in studies on childhood and children. From the legal point of view, the protection of children's rights across the globe was guaranteed by the historical⁸ Convention on the Rights of the Child (CRC) (ONU, 1989). By listing the specific rights of children, this document left no doubt about the need to pay attention to the importance of guaranteeing children's rights. The CRC guarantees children's right to education, health, safety, leisure, religious expression, gender equality, among others. That

⁷ In an iconographic study published in the book "Social history of the child and the family", Ariès (1981) demonstrates that the "discovery" of childhood was only in the 13th century. At that time, children were seen as mini-adults, but this perspective has evolved due to the discovery of the children's souls, vaccination against smallpox, the new doctrine of the Catholic Church and some other socioeconomic changes (ARIÈS, 1981). From the 17th century onwards, the first sense of childhood was established; children come to be considered by adults as individuals to be pampered, used as pastime or as pets for the rest of the family. On the other hand, bothered by this situation, moralists and educators, still in the 17th century, started a movement in order to discipline and moralize them. It is from this concern that the second feeling of childhood arises, which, in turn, inspired the insertion of children in school institutions until the 20th century (ARIÈS, 1981).

⁸ The importance of this document can be gauged by the fact that 196 countries have ratified it, making it the most accepted human rights instrument in history; Sweden had signed it (UNICEF, 2019).

document materialized a profound transformation in the way adults consider the social performance of children. Nevertheless, the ratification of these rights does not necessarily guarantee that children will have access to them.

By quoting that legal framework, we aim to establish illustrate childhood and children are viewed under the legal perspective, and how such documents have marked a new era. In this sense, the childhood and child studies also have a framework that defined a new period in the sociology field. Although some authors analyze childhood and children from the human and social sciences throughout the 20th century, studies on these research objects were marked by the domain of natural sciences and psychology. However, in the 1990s, the sociology of childhood takes a clearer outline as a field of knowledge, and attempts to establish childhood as an object of sociological study; to do so, the scholars avoid the biologizing bonds that limit children to development and maturation which, in turn, disregard social contexts around the world (SARMENTO, 2005). Similarly, other scientific fields based on the humanities have also developed research on childhood, such as childhood philosophy, childhood pedagogy and childhood anthropology. (KOHAN; KENNDY 2000; ROCHA, 2008; COHN, 2013). Sarmiento (2005), argues that sociology of childhood scholars consider children as the starting point of the sociological research object adding, thus, knowledge about childhood and society itself. In turn, Sirota (2001) evaluates that, in those studies, it becomes imperative to consolidate the sociology of childhood as an investigative field which focuses on children role in a perspective contrary to a becoming perspective. In another text, Sarmiento (2015) ponders that childhood studies go through a consolidation process and are not uniform. Consequently, that field is filled with theoretical and methodological contradictions and divergences. As we said, there was an epistemological break with the natural sciences within sociology of childhood field, and some authors refute the idea that children and childhood are universal (SARMENTO, 2015). However, despite belonging to the field sociology of childhood, there are

researchers who consider that there is a more or less stable social structure with regard to childhood.

The Danish sociologist Qvortrup (2010a) explains that, firstly, the sociology of childhood must establish what childhood is and, from that, start exploring its subcategories. His reasoning is related to the idea that prioritizing the diversity of childhood means discarding the recognition of childhood as a social structure. In contrast, the sociologist argues that he is not warning against dealing with plural childhoods, instead he is against doing so without reaching an agreement about the notion of what childhood is in generational terms (Qvortrup, 2010a). In an interview to Voltarelli (2017), Lourdes Gaitán Muñoz argues that the use of the term childhood corresponds to the different ways of living childhood, since the different social contexts impose that plurality. However, Muñoz defends the use of the term childhood, since this social category is part of the structure of society. In other words, childhood is a social construction that has changes in its shape, but it is invariably a structural element of the whole society. (QVORTRUP, 2010b; MUNOZ, 2006).

Regardless of the notion of childhood (s), there is a common point about the fact that childhood has, as a social category, borders with the other social generational categories. In a large number of western societies, the children would usually go from childhood to adolescence, from adolescence to adulthood. However, that passage between social generational structures depends on each society, and perhaps, theoretical perspective. Therefore, it is important to specify which factors might define the boundaries between childhood and other social generational categories.

In view of the myriad of societies and their respective cultures, rules and laws, defining a concept of childhood that will find an echo in the rest of the world is an almost impossible task. We can use various elements to differentiate childhood from other social categories: jurisdiction, culture, ethnicities, psychological frameworks, insertion in the world of work, etc. (SARMENTO;

PINTO, 1997). Once the parameters to outline the childhood are way too broad, we need to establish an age narrower parameter that defines the period of childhood. In this sense, we converge to the study of Sarmiento and Pinto⁹ (1997) whereas, in order to guarantee the expansion and extension of children's rights, individuals under 18 years of age are considered children. Although it is far from being a definitive and unquestionable notion, this demarcation will allow us to understand childhood and children features.

The life in society leads us, among other aspects, to have a performance that is guided by the social norms produced over time. We are, therefore, taught to act within these norms and rules. When we examine the children as social category, this premise becomes more intense, since they are starting the very direct contact with the social environment and, exactly for this reason, a good part of the elements that forms their routine is the target of this teaching-learning process. What we emphasize is that, from the interaction between children and other social actors, they learn and develop within social norms. To illustrate better, let us take as an example a typical children's activity: children's games.

In the common sense, it is not rare to hear that children are born knowing how to play or they are born with certain gifts. On the other hand, childhood studies corroborate that children learn to play through the interaction with adults and peers (BROUGÈRE, 2000; BROUGÈRE, 2008; CORSARO, 2009; DANTAS, 2008; KISHIMOTO, 2010). That is, when we see a group of children playing in a playground, it means that somebody once taught them how to play. We are not saying, however, that children are passive characters in the relationship with adults. Corsaro (2011) criticizes the idealization of child development centered only on the internalization of knowledge and skills from the adult world. The author explains that, through interpretative reproduction, children reproduce the culture originating from adults through innovating and

⁹ The delimitation of these authors also has as a reference the CRC (SARMENTO; PINTO, 1997).

creative actions; therefore, they also contribute to the production and cultural changes. Furthermore, Fernandes (2004) argues that children's cultures have a social foundation in children's groups in which the kids, through interactions with each other and with adults, generate different elements of their own culture.

Another characteristic form of children's interaction is what Corsaro (2011) called peer culture. This author defines the culture of peers as groups of activities or routines, artifacts, values and concerns produced and shared by children through their interactions. Children do not live individually until the entering process into the adult world. Instead, they participate in cultural routines in which information is primarily mediated by adults. However, according to Corsaro, once children begin to move out of the family, their activities with peers and collective production with other kids become as important as interactions with adults. In addition, certain elements of peer cultures also affect adult-child routines in the family and other cultural environments. From this perspective, Corsaro (2011) illustrates that the origin of children's culture, in environments outside the family, comes from the need for children to feel safe. Fernandes (2004) corroborates that the socialization of children in the context outside the family emerges as an informal education process, with children transmitting knowledge and experiences among themselves that, in the end, tend to develop the individual social aspects. In addition, when interacting with adults or with other children, the children are socially active because they create and produce culture. Children are individuals who integrate and act actively in the social structure and, therefore, it would be a mistake to consider them as mere individuals who will become active in a given society. These considerations about childhood and children, however, are the result of reflections made by those who are engaged in studying this social category. Despite the efforts of these researchers, it does not mean that all adults, in fact, converge to these notes when interacting with children. We could take different paths to demonstrate the mismatch between what scholars of sociology of childhood describe about children's active social performance and the way

some adults see children's role as social actors. Considering the scope of this research project, we will take the school educational process as a guiding thread.

Wiggers (2005) ponders that the world mediated by social relations is the great universe for children's learning. In this universe, the school would have a major role. As previously demonstrated, for the best development of children, the educational process must be based on autonomy. Montandon and Longchamp (2007) indicate that autonomy represents the ability and power to govern oneself with respect to the decisions that concern himself or herself. These authors warn, though, that autonomy is not completely disconnected from social reality, as if children's actions are not attributable to responsibilities; the ability to exercise autonomy occurs exactly when the individual understands its reality. Signing another direct relationship between autonomy and child protagonism, Müller (2006) considers that, despite having their autonomy relative to adults, children are protagonists in the institutional contexts they live in, as they manage to break with some institutional logics, signifying their social roles.

Whether from an educational perspective or from a sociological perspective, children's autonomy must be seen as an essential element present in their lives, it should not be seen as an external element that will be achieved over time. The literature covering these two perspectives also reveals the causes and consequences of the constraint of children's autonomy. Specifically, the school context offers mechanisms with clear contours for that kind of restriction, which is a mistake, considering that children do not act passively in the face of the restriction of their autonomy. Overall, the actions performed by children in school times and spaces can be marked out according to primary or secondary adjustments. According to Goffman (2015), primary adjustments occur when the individual, inserted in an institution, acts according to what was prepared or according to what is expected of them. The notion of primary adjustments can be related to the disciplinary devices described by Michel Foucault (BENELLI; COSTA-ROSA, 2003). Disciplinary devices permeate the entire school context

whether, demarcating spaces, controlling activities, and punishing or benefiting individuals according to the behavior desired by the institution (FOUCAULT, 2014). Although there is this extensive apparatus for controlling children in the school context, they have means to subvert it. When committing illegal or unauthorized acts to escape from the institutional impositions or the way they should be or act, when committing illegal or unauthorized acts to escape the institutional impositions of how they should be or act, the children resort to the referred secondary adjustments (GOFFMAN, 2015). The studies by Buss-Simão (2012), Oliveira, Martins e Pimentel (2013), Freitas (2015), Praça (2016) and Ferreira (2017), illustrate that, through plays and games, children react to the constraints that permeate school times and spaces. Another facet of actions framed as secondary adjustments is that these adjustments provide a sense of autonomy and authenticity in the face of the institution's constraints; they are also capable of generating a set of knowledge and actions that involve them in cooperative actions among themselves in search of common interests (BUSS-SIMÃO, 2012). In that sense, Ferreira (2017) found that secondary adjustments of children can also occur in an orchestrated way; that is, through peer culture, children organize themselves to subvert school rules.

We have a long way to go in order to mediate an educational process that provides children autonomy in a broader perspective. As Kishimoto (1999) indicated, although the autonomy of children is present in government documents and in the speeches of education professionals, it does not occur, effectively, throughout the educational process. Freire (2002) argues that respect for the autonomy of individuals is not a favor to be granted, it is an ethical obligation; by not respecting the ethical character of autonomy, we are committing a transgression. Therefore, in order to provide children's autonomy, it is imperative that the teachers could see children as active beings in this process (OLIVEIRA; REIS, 2013). In order to foster an educational process that favors children's autonomy, teachers must establish a horizontal, unique and consistent

hierarchical relationship with child protagonism; this understanding will enable children to express their needs, aspirations, desires, among others (VALENÇA, 2015).

This chapter aimed to reflect about issues related to PE and childhood. Nevertheless, it is equally important to analyze how the PE academic field has been investigating these issues. Thus, the next chapter is dedicated to illustrate both the Brazilian and international literature about children's perceptions about PE lessons.

3. LITERATURE REVIEW

Bearing in mind the objective of this research project, it was necessary to produce a systematic literature review of the studies that related children's perceptions about PE lessons. We have selected articles from journals both Brazilian and international. To this end, we chose to carry out a systematic literature review, as this type of review highlights the productions related to a specific theme through an explicit and systematic process of selecting journals and articles, as well as in the critical appraisal and synthesis of the collected information (SAMPAIO; MANCINI, 2007; COFFEY, 2010; RAPLEY; REES, 2018). The appendix A exposes the selected articles according to the categories that we have established through the Brazilian journals. In turn, the appendix B exposes the selected articles according to the categories that we have established through the international journals.

This sub-chapter is dedicated to expose the literature review of articles published in international journals. The selected journals were: Sport, Education and Society; European Physical Education Review; and Physical Education and Sport Pedagogy. Indeed, there are some journals in Swedish that publishes studies about PEH. However, considering I cannot read Swedish, it would be impossible to include those in this literature review. Moreover, the Swedish research on PEH is intimately connected to the international researches (REDELIUS; LARSSON, 2020). Therefore, I have selected these three journals as they represent the main journals¹⁰ in which studies about PEH are published in English.

The selected articles went through four phases. Initially, we searched the terms “perceptions”, “perspectives”, “voices”, “representations”, and “opinions” in the search tool of each journal. As we verified an enormous number of articles that covered this theme, we followed Luna's (1997) indication and applied a five-

¹⁰ Obviously, there are other journals that publishes studies about the Swedish PEH. However, the journals selected in this research have a broader pedagogical scope regarding Physical Education. Therefore, the studies published by them could bring a more diverse perspective about studies on children's perceptions about PEH.

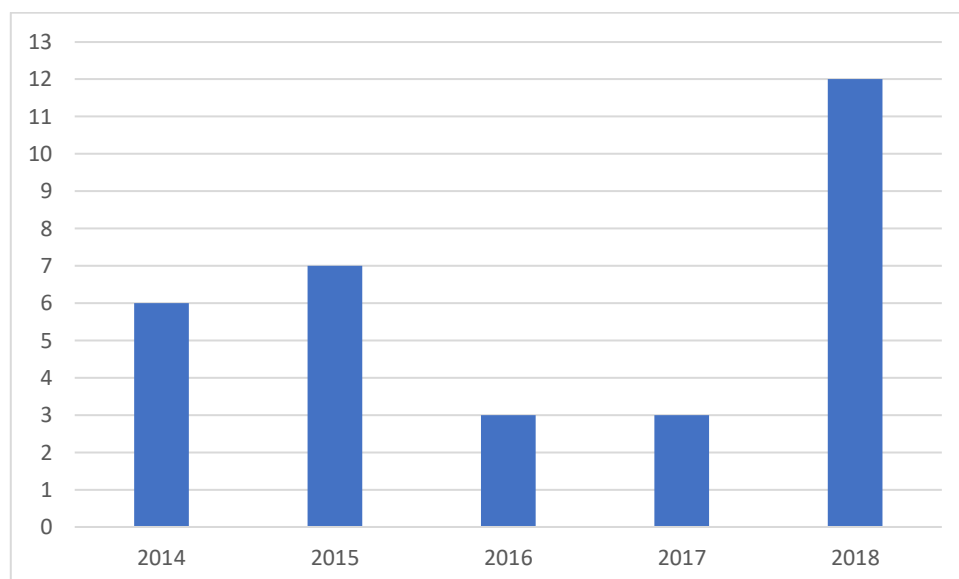
year time frame between 2014 and 2018. Then, we read the titles of each article, and in case of doubt about its relevance, we read their abstracts. Still, if the doubt remained, we read it in full length to select it or not. Table 4.0 indicates the number of articles published by journals.

Table 1. Number of articles per journal.

Journal	N	%
Sport, Education and Society	12	40,0
European Physical Education Review	11	36,7
Physical Education and Sport Pedagogy	07	23,3
Total	31	100

As shown in table 1.0, it is clear that there is a certain balance in the percentage of published articles within this research scope. The scopes of these journals are similar, once they cover topics such as body education, the body in society, physical activity, among others. Bellow, chart 4.0 illustrates the number of articles published over time.

Chart 1. Number of articles in relation to the level of education investigated.



Although there was a 50% decrease in the number of publications between 2015 and 2017, it increased 400% from 2017 to 2018. Thus, we could say there is

a trend to increase the volume of publications dealing with children's perceptions on PE lessons.

The paragraphs above were dedicated to illustrate the general data of the selected articles: number of publications per journal, publication over time and place of studies. At this moment, we will take a look at the information linked to the methods applied in the selected articles. This information covers the incidence of research approaches, research techniques, and the level of education that served as a backdrop for the researches.

Chart 2.0 shows the percentage of articles and their respective methodological approaches. Noteworthy, there were articles with a mixed approach, that is, articles that used the qualitative and quantitative approach.

Chart 2. Percentage of articles and their respective methodological approaches.

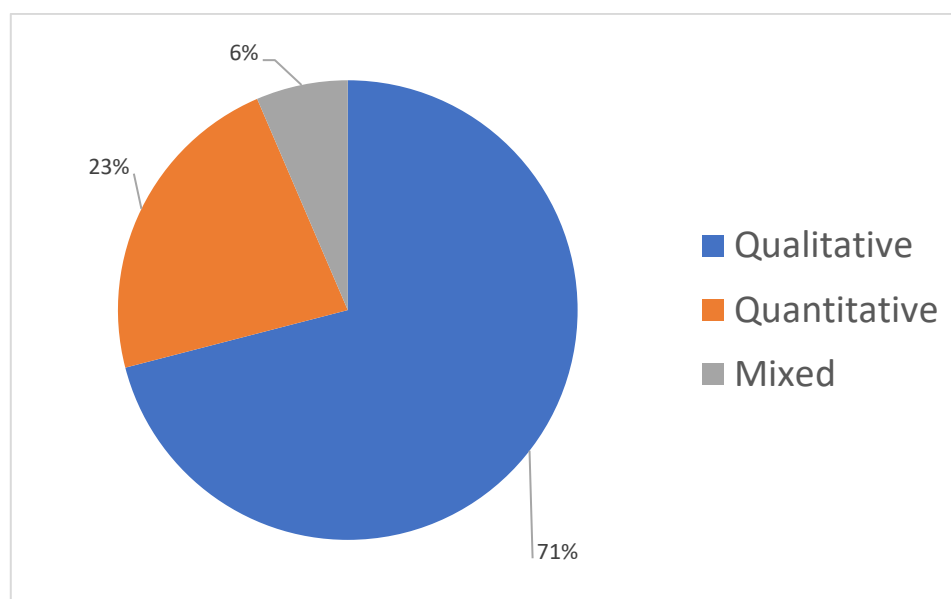


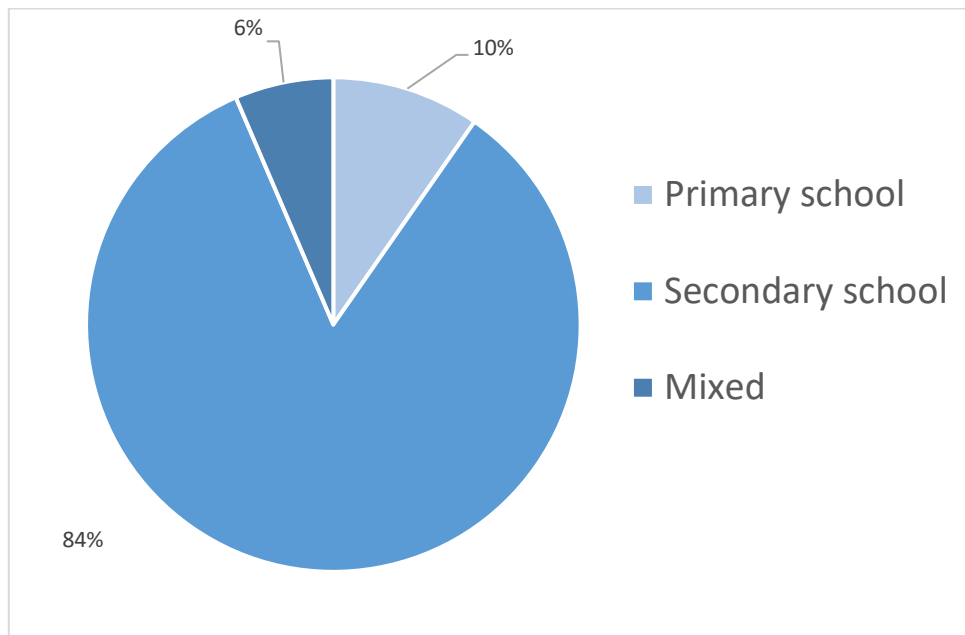
Table 6.0 shows the incidence of the research techniques used by the authors. We highlight that some studies have invested in more than one technique, so there is a total number of techniques greater than the total number of articles.

Table 2. Number of research techniques.

Técnicas de pesquisa	N	%
Semi structured interview	14	25,9
Focus group	11	20,4
Unspecified questionnaire	6	11,1
Participant observation	5	9,3
Close-ended questions	3	5,6
Ethnography	3	5,6
Individual interview	2	3,7
Photo elicitation	1	1,9
Participants' writing notes	1	1,9
Unspecified interview	1	1,9
Email messages	1	1,9
Unstructured interview	1	1,9
Interview in pairs	1	1,9
Guided interview	1	1,9
Drawing and oral report	1	1,9
Systematic observation files AIPE-S	1	1,9
System for observing Fitness and Instruction Time	1	1,9
Participant visual research	1	1,9
Document analysis	1	1,9
Total	56	100

Chart 3.0 shows the percentage of education levels at which the researches have analyzed. The Primary Schools corresponds to the first stage of Brazilian Elementary Education, and Secondary Schools comprised the second stage of Elementary Education and also High School.

Chart 3. Percentage of studies in relation to the level of education.



Although the overwhelming majority of studies were carried out in Secondary Schools, the complete absence of studies that passed through Early Childhood Education caught our attention. We also ponder that this low number of studies may be linked to the simple fact that there is no culture of research at these levels of education.

After selecting and analyzing all of the articles, we were able to elaborate four categories: “Physical activity, body and health”; “Representations of PE”; “Teachers’ acting”; “Children with special needs”; “Body and gender” and “Peer interaction”. The first category deals with the reports of children which related PE to level of physical fitness and health. Inserted in the category “Representations of PE”, there are children's perceptions about general aspects of PE, such as: content, relevance and their evaluations of this discipline. In the “Children with special needs” category there are reports of children who have special needs. The “Body and gender” category encompasses children's perspectives on body, gender and PE. Ultimately, the category “Peer interaction” addresses the social relationships built between children in PE lessons.

Physical activity, body and health

The study developed by Powell and Fitzpatrick (2015) analyzed how children experienced fitness lessons as an integral part of PE lessons. They found that children relate obesity as an obstacle in three aspects: social interaction; body practices, and health. In the social aspect, obese children are more likely to suffer bullying, and obesity was described as an antonym for success and fame. Moreover, obese people, in general, were characterized as lazy and irresponsible by other children. In terms of body practices, obesity was described as a barrier to sports or physical exercise practice. In the health aspect, obesity was linked to disease and to a higher probability of death risk.

Still addressing aspects that can be characterized as barriers to body practices developed in PE lessons, some religious practices and dogmas emerged as an important vector. Elliott and Hoyle (2014), observed that the biggest obstacle for Muslim girls was the uniform they use, since this clothing differs from the dogmas of Islam. On the other hand, the study by Dagkas and Hunter (2015) - which was also developed with Muslim girls - demonstrated that the children's families adopted a more liberal view of Muslim dogmas that could limit bodily practices, and made concessions such as, for example, allowing the girls to not use scarves and veils.

Lastly, the study by Martins et al. (2018) indicated that the sooner children come into contact with physical education classes, the more engaged they will be in relation to the physical activities developed in these lessons. In that sense, the parental support was also another decisive factor for children to engage in physical activities in PE lessons (MARTINS et al. 2018).

Representations of PE

Considering the PE contents, that subject matter was associated with psychomotor, physical and body health care issues (PANG; HILL, 2018; THORJUSSEN; SISJORD, 2018). It was also characterized by the notion that

children should be physically active and, as a consequence, the theoretical lessons were not considered significant (PANG; HILL, 2018). Therefore, it was not surprising that the study by Stirrup (2018) indicated that, for English children, PE is a synonym of sport.

Among the skills developed in PE lessons, children highlighted the following: teamwork, goal setting, time management, emotional skills, interpersonal communication, social skills, leadership, problem solving and decision making (CRONIN et al., 2018). In this sense, the support for children's autonomy was positively related to the development of these skills which, in turn, positively affected: self-esteem, and satisfaction with life. It was also shown that external factors also influenced children's predilection for physical education classes. For example, their participation in sports activities outside of school was associated with the pleasure of participating in these classes (SÄFVENBOM; HAUGEN; BULIE, 2015).

In some studies, the children indicated they enjoy PE lessons (FRÖMEL et al., 2014; SMYTH; MOONEY; CASEY, 2014; POWELL; FITZPATRICK, 2015; STIRRUP, 2018; HILLAND et al., 2018) and demonstrated that practicing sports leads them to enjoy the classes, and this trend was greater among physically active children (MARTINS et al., 2018). For other children, the competitive climate was the reason why they enjoy the classes (STIRRUP, 2018). Finally, given the exacerbated focus on the motor skills of sports, some girls saw this peculiarity is useful only to those who wished to pursue a sports career (WALSETH; AARTUN; ENGELSRUD, 2017).

In contrast to the positive aspects, there were some negative peculiarities about PE lessons. Children in final school years tended to dislike PE lessons (LAMB, 2014; SÄFVENBOM, HAUGEN, BULIE, 2015; MARTINS et al., 2018; THORJUSSEN; SISJORD, 2018). The repetition of sports developed in PE lessons, and lack of autonomy to choose content were also seen as a negative aspect of PE (MOURATIDIS; BARKOUKIS; TSORBATZLOUDIS, 2015;

MARTINS et al., 2018). As a consequence, the children said that this repetition is a factor that generates stress (TUDOR; SARKAR; SPRAY, 2018). In the study by Gerdin (2017), children exposed that physical education should not be only about sport and, therefore, it should cover aspects about having a healthy life. Furthermore, they were inclined to the idea of generating a more inclusive environment, since sport was seen as an element contrary to that. The children also described some obstacles that can negatively influence children's participation in PE lessons: poor quality equipment (NIVEN; HENRETTY; FAWKNER, 2014), frustration when activities are difficult to understand (TUDOR; SARKAR; SPRAY, 2018), and the feeling of shame when physical skills become a reference for dividing the class into groups (TUDOR; SARKAR; SPRAY, 2018). Once facing a negative scenario in relation to physical education, some children – encouraged by their parents – presented requests for dismissal from these classes (LAMB, 2014).

In addition to indicating positive and negative aspects, the children illustrated what they would change in PE lessons. In the study by Smyth, Mooney and Casey (2014), children expressed that teachers could act more intensively to involve children who are more reluctant to participate in the lessons. It was also evident that classes should have more activities in teams, but without excluding individual activities, as well as changing competitive and non-competitive activities (NIVEN; HENRETTY; FAWKNER, 2014). Regarding the PE lessons length, the children reported they were not long enough and, therefore, they should have more time (NIVEN; HENRETTY; FAWKNER, 2014; PANG, HILL, 2018). They also expressed preference for clean, airy, and safe places as well (NIVEN; HENRETTY; FAWKNER, 2014). Specifically, the children in that study said that bathrooms that are not clean can result in children not participating.

Teachers' acting

This literature review collected articles from different countries and, therefore, each country has specific peculiarities about those issues. However, when analyzing the results of the articles, we observed common characteristics that orbited the positive and negative aspects of teachers' acting.

The study by Martins et al. (2018) verified that primary school children have an excellent relationship with teachers. They emphasized that the teachers' pedagogical capacity was linked to the establishment of a positive climate, and the support provided by the teachers when developing the activities in the lessons as well. The teachers were also seen as an important social actor where children could find support (PANG; HILL, 2018). However, some teachers tended to establish affective interactions depending on the children's physical skills. Hilland et al. (2018) found that teachers are supportive, kind and enthusiastic with most students with average or above average ability (HILLAND et al, 2018).

In the study by Martins et al. (2018), teachers directly influenced children to develop an actively physical lifestyle. In addition, children stressed the importance of teachers being engaged, qualified and inspiring (WALSETH; AARTUN; ENGELSRUD, 2017). Better educated teachers also generate more positive evaluations about physical education classes (FRÖMEL et al., 2014). Although it seems unlikely, the PE teacher's aesthetic was the target of children's perceptions. Pennington, Curtner-Smith and Wind (2018) observed that the appearance of teachers - whether they appear younger or older - does not influence children's performance.

Contrasting the positive aspects of teacher's acting, the children demonstrated dissatisfaction about that. Boys who did not have a good level of physical fitness reported that teachers showed favoritism, lacked consideration toward them, and they were always under teacher's threatening (HILLAND et al, 2018). Regarding the didactic aspects, the children complained about the teachers' who took too long to explain the activities and, consequently, waiting too long in

the queues (POWELL et al., 2018). Ultimately, in a study carried out in England, Lamb (2014) indicated that children have little recognition of the professional status and authority of PE teachers.

Considering the negative reports, children indicated some teachers' acting issues that could be improved. They explained that the teacher should explain better how to do the activities, be around to help them out, and be understandable with the differences in skills between the children (MARTINS et al., 2018). Children want teachers with an appropriate, demanding, persistent, and professional attitude to promote learning (WALSETH; AARTUN; ENGELSRUD, 2017). The PE teachers must be tolerant, and physically active too (MARTINS et al., 2018). These indications were also made in the study by Thorjussen and Sisjord, (2018) and the children said that a competent teacher must have concrete plans for each class, and take the children seriously. When describing an ideal teacher, some children expressed that they should be smart, good-tempered, encouraging, and kind (PANG; HILL, 2018).

Children with special needs

Among the thirty-one selected articles, three of them addressed the perspective of children with special needs. The first one, carried out by Lamb, Firbank and Aldous (2016), aimed to explore PE lessons through the perceptions of children with autism. For these children, the locker room became a place that made them unhappy and insecure, causing them to change clothes as quickly as possible. These authors analyzed that, because it is an environment in which the rules are not strictly followed by other children, children with autism felt uncomfortable. One child with autism suggested that he would feel safer if there were signs showing the dressing room Rules so all children are aware about them. That child explained that the changing rooms should be considered in the same way as other formal spaces in the school and, therefore, be respected in the same way (LAMB; FIRBANK; ALDOUS, 2016). On the other hand, the PE teacher's

office was mentioned as a place where all the participant children could always seek help.

The second study was conducted by Qi and Wang (2018), aimed to examine the social interactions between students with and without special needs, and explored contextual factors that may determine their social interaction in PE lessons. All of the participants mentioned that the PE culture emphasizes differences, not similarities; this value was described as a barrier that hinders social interaction between students with and without special needs. In fact, students without disabilities reported negative attitudes about the interaction with their peers who had a disability (IQ; WANG, 2018). Most children without disabilities emphatically expressed that they were not willing to interact with peers with disabilities during PE lessons. Although showing interest in interacting with their peers, the children with special needs reported that they rarely interacted due to differences emphasized by those who do not have disabilities (QI; WANG, 2018). Corroborating this perspective, the authors found that some of the students without disabilities thought that their colleagues with disabilities were abnormal and problematic. The children with different types of disabilities have indicated there is a hierarchy among the types of disabilities, and that created a barrier to interaction with their peers (QI; WANG, 2018). Ultimately, children with special needs said that activities organized specifically for them increases the distanced between them and their colleagues. Ultimately, the study by MacMillan et. al (2014) identified that children with diabetes type 1 who attend primary school have little opportunities to develop body practices when compared to children from secondary school, the teacher's knowledge about type 1 diabetes has shown to be insufficient.

Body and gender

The specific themes in this category we related to: the body and aesthetics, representations of physical education in relation to genders, and children's

suggestions about gender. We found that children were concerned about acting according to the behavior patterns of their genders. In the study by Gerdin (2017), some boys indicated that “being a boy” in PE lessons corresponds to being good at sports so they could prove they are not gay. Moreover, they described to be always attentive during the lessons so they will not be called gay. As strategy, they made sure to act in a very competitive way, practice so-called men's sports, and not being afraid of getting tackled or other things inherent to contact sports (GERDIN, 2016). Another factor in confirming masculinity was the ability to endure pain (CAMPBELL ET AL., 2018). In turn, the boys who participated in the study by Metcalfe (2018) reiterated the role of sport as indicative of a successful representation of masculinity, reflecting the expectation for them to demonstrate dexterity and sports competence, which was considered to be contrary to femininity and incongruous to the sportsmanship (METCALFE, 2018). Some boys reported to Campbell et al. (2018) that these representations of masculinity generated unnecessary pressure. We observed that this type of pressure can engender other behavioral consequences. In the study by Gerdin (2017), the children reported that, when they wanted to practice other sports in PE lessons, they secretly asked the teacher for such a change, since the sports traditionally taught reinforced the stereotype of “male”. Another consequence of that pressure was that the boys stopped supporting their colleagues during the activities in order to look more “male” (GERDIN, 2017). Converging the idea of behaviors described as typically “manly”, some boys would not even consider joining a dance club, mainly because of the possible reactions of their friends (CAMPBELL ET AL., 2018). In contrast to the expectation and pressure that the boys felt, the girls said that sport was just a skill to be learned, not an element that makes up identity or self-esteem (METCALFE, 2018).

Some girls said they have a very unhealthy relationship with PE, in the sense they often withdraw efforts to maintain the feminine appearance when the boys look and judged their bodies (METCALFE, 2018). Furthermore, boys and girls

declared to be aware of the gender norms that influence their behavior, but they have become accustomed to those norms, and often operate it in an unconscious level; some girls even indicated that they are brainwashed, and that led them to think in a certain way in order to accept the “standard femininity” (METCALFE, 2018). These identity constructions were shaped by both bodily ideals and physical conditioning practices which, in turn, seemed to invade PE lessons as indisputable assumptions. (WALSETH; AARTUN; ENGELSRUD, 2017). In that study, the girls also expressed they followed these aesthetic standards accepted by their peers even if it meant the risk of being objectified.

Another two important factors that influenced the girls’ performance in PE lessons were the clothes and how the boys observed their bodies. The girls saw PE as an environment in which their bodies were under constant observation and judgment by the boys, and that caused discomfort (METCALFE, 2018). Specifically, the swimming lessons were moments when they felt most examined and judged (NIVEN; HENRETTY; FAWKNER, 2014; WALSETH; AARTUN; ENGELSRUD, 2017). Consequently, the girls started to: passively act during lessons, feel dissatisfied with their bodies and displeasure when wearing tight clothes (WALSETH; AARTUN; ENGELSRUD, 2017), low engagement (TUDOR, SARKAR, SPRAY, 2018), and insecurity to participate in lessons (THORJUSSEN; SISJORD, 2018). With regard to physical fitness, the girls reported having low physical fitness level and, consequently, participated in activities at a lower intensity (TUDOR, SARKAR, SPRAY, 2018).

Accentuated by the predominance of boys in sport lessons, the girls - including those who had frequently participated in sports clubs - felt the predominance of competitive spirit, and fear of not disturbing their teams in the search for victory (WALSETH; AARTUN; ENGELSRUD, 2017). In that study, the girls also reported the boys were used to only pass the ball to the boys who are good, which caused them frustration. Given this fact, they created a strategy: to run near those who were with the ball, so they to give the impression they were

collaborating with the team (WALSETH; AARTUN; ENGELSRUD, 2017). The girls also complained about the lack of monitoring and management during the activities by the teachers (MARTINS et al., 2018). So, it was not a big surprise to identify that the boys said they like PE more and showed better responses to its contents of this discipline than the girls did. (SÄFVENBOM; HAUGEN; BULIE, 2015). Another consequence was that boys also reported more intrinsic motivation than girls (MEYER et al., 2016). Despite a not-so-favorable scenario, the girls expressed reluctance to accept to “play” a peripheral role in physical education classes (WALSETH; AARTUN; ENGELSRUD, 2017).

In view of the problems raised by the children, they indicated some future actions in PE lessons. The girls have said they want fitness lessons, as they felt bad when in classes with boys' due to their behaviors (WALSETH; AARTUN; ENGELSRUD, 2017). The aversion to boy's behavior led some girls to consider not having classes with them anymore (SMYTH; MOONEY; CASEY, 2014). When asked, the boys suggested that PE lessons should teach them about how to use their bodies in all possible ways, not just “manly sports” (GERDIN, 2017).

Peer interaction

Some children indicated to Tudor, Sarkar and Spray (2018) that they felt more stressed when being separated from their friends or being in a group with people they did not know very well or who did not get along. Indeed, the games and plays - typical bodily practices of childhood - are elements that integrate and boost the peer culture. Similarly, sports was seen as another potential catalyst for interaction between children. PE lessons were described as time and space for children to get to know their classmates better, as they did not have this opportunity in lessons of other subjects (THORJUSSEN; SISJORD, 2018). The children even stated they create strategies to improve interaction with each other, and get to know their colleagues better so everyone could improve their performance during the lessons (FISSETTE; WALTON, 2014). Through peer

interaction, children also reported they determine perceived skill levels by comparing their skills and performances with other classmates (HILLAND et al, 2018). The support given by friends when they fail at learning movement skills was also relevant (KOEKOEK; KNOPPERS, 2015). However, not all children's interactions had positive comments on interacting with their colleagues.

Namely, the negative reports regarding the children's interactions included: bullying regarding the colleagues' social backgrounds (SMYTH; MOONEY; CASEY, 2014); anxiety due to poor movement skills (WILTSHIRE, LEE, EVANS, 2017; TUDOR; SARKAR; SPRAY, 2018); competitive climate (MARTINS et al., 2018); and negative feedback and comments from peers (HILLAND et al, 2018). As a consequence, these aspects affected children's relationships with classmates during the PE lessons. They were also aware that being skilled and successful was tantamount to being considered valuable by their peers. Thus, children with low performance said they had anxiety when the teacher used to divide the children into groups before carrying out the activities (WILTSHIRE, LEE, EVANS, 2017).

By knowing that there are discrepancies in performance, some children brag about their skills and, as consequence, their colleagues reacted in two ways: whether feeling encouraged to improve their skills or stressed with such exhibitionism (TUDOR; SARKAR; SPRAY, 2018). When justifying their exhibitionism, the children corroborated that this behavior brings them a sense of accomplishment and relief for not having to participate with the less skilled children. Surprisingly, some of them indicated that the level of skill does not interfere when choosing their class partners, as they preferred to participate with colleagues who took learning seriously instead, and other children did not agree that being skilled was an important issues to assume protagonism in PE lessons. Being popular in the classroom should not matter about gaining a high degree of skill in physical education classes, as it does not relate to participating in physical activity or learning about fitness (ZHU, 2015). Ultimately, some children

suggested that the ideal learning environment for PE is one where everyone can see and talk to each other, and interact with all colleagues (PANG; HILL, 2018).

4. METHODOLOGICAL DESIGN

This research aimed to analyze children's perceptions about PEH lesson in Sweden. It means that children's voices represent our research object. In other words, children's voices are the kick-off in this research. In the previous chapters, we pointed out the complexity and contradictions that involves children roles in the PEH educational process. Given those features, we have built a multifaceted qualitative theoretical-methodological framework approach, and we are going to illustrate the research design in the following subchapters. Initially, we are going to address the features of doing qualitative research with children. Then, we will describe the techniques to produce information within this kind of research. Finally, we will expose the information analysis procedures, and the ethical procedures.

4.1 Research with children

As exposed in the Theoretical background chapter, there is a lasting culture which produces a tendency of overlooking children in the educational process. However, that issue may appear in the scientific context as well. Müller and Hassen (2009) suggest to researchers in childhood studies that approaching children as irrational, passive and totally dependent on adults, makes it difficult to understand social relationships within institutions, such as the family or the school. Considering that children do not belong to a specific social category or they are not active individuals in the process of socialization, makes the adult's relationship with them strongly base on adult-centrism, and inhibits their voices and desires expressions (SOUZA, 2011). Buss-Simão and Gomes-da-Silva (2008) emphasize the importance of adopting, within the scope of childhood research, a multidisciplinary theoretical-methodological posture. This need arises as a result of the complexity, volatility, and non-uniformity of children's actions as social actors. However, they warn us about the importance of conducting research that

addresses childhood in order to consider the specific features of this category. Thus, we have to put some effort to allow ourselves to perceive children from their perspective, and not through our representations about them; the deconstruction of our images and/or crystallized conceptions about children must be pursued by those who wish to develop research with this scope (BUSS-SIMÃO; GOMES-DA-SILVA, 2008). Finally, the authors also recommend the inclusion of children as active participants in the research. This last aspect leads us to reflect on the theme that constantly involves childhood research: hearing the children.

It is not uncommon to see scholars using the term "giving voice" to children in studies that involve children. For instance, Carvalho and Nunes (2007) point out that giving a voice to children it is not just a matter of letting them speak or express their points of view, but a way of exploring the unique contribution that their perspectives provides. They emphasize that, by giving children a voice, we include them as subjects participating in the research instead as an object of study for adults. On the other hand, our understanding is that the term in question can reinforce adult-centric discourse in studies with children. Corroborating the intense and wide use of the term giving voice to children, James (2007) shows that, in addition to the academic field, the use of this expression is common in the common-sense sphere. Regarding the academic universe, that term represents a threat to childhood studies, as it hides a set of conceptual and epistemological aspects related to the issues of representation, authenticity, experiences and participation of children in research (JAMES, 2007). Giving children a voice then means that the researcher - exercising his power in a hierarchical relationship with children – supposedly grants the power of speech to individuals. In that perspective, listening to children's voices is already becoming skewed and, therefore, information from children will reflect only a small part of what they can actually expose. Diverging from that panorama, we strongly agree with the

idea that children have their own voices and it is the researcher's duty to listen to them.

As members of a specific social category, children means of communication also have specific features. Then, it is the researchers' duty to consider these specificities and direct the research in line with these precepts. Still, Monteiro and Delgado (2014), argue that just listening to children's voices is not enough. It is also the role of the researcher to respect those voices and articulate them with the theoretical and methodological resources (BUSS-SIMÃO, 2009; RHODEN, 2012; MAFRA, 2015). Important to note, Spyrou (2011) warns us about the precaution we must take when developing research that focuses on listening to children's voices. For that author, several political, social, and historical elements shape research processes from beginning to end; no method can guarantee a successful representation of the information to be constructed. Given this scenario, it is up to the researcher to act in a reflective way about what, when, how, and why is being researched; thus, research discussions can be raised to a more sophisticated level, informed by the dynamics of research and its production, rather than simply by the methods adopted and their use (SPYROU, 2011).

4.2 Building the information

By developing a qualitative study, the researchers expose their intention to describe, understand, and explain the world(s) outside the controlled environments of the laboratories, and they also aims to understand the social phenomenon from the inside (FLICK, 2018). According to Flick (2018), regardless the kind of qualitative approach, the researchers aim to understand: how people build the world around them, what and how they are doing, and what are significant issues that lead us to get insights. However, the process of understanding the individuals, their actions, and the context that surrounds them becomes complex, once these elements are in a constant process of (re)signifying

(GRIX, 2002). Therefore, the need to bring together different theoretical and methodological perspectives arises. In that sense, Leavy (2014) points out that one of the idiosyncrasies that undoubtedly delimit the boundaries of qualitative research is the possibility of intersection between the most diverse disciplines and methodological approaches.

Considering that our research object was children's perceptions about Swedish PEH lessons, we have selected a classroom of the 3rd year from one public school named Fika¹¹, located in Stockholm, Sweden. In total, there were 23 children in that classroom, and they were between 9 and 10 years-old. We have chosen that age range because the children are more adapted to the school system comparing to younger children. All of them gave us back the consent form signed by their parents to take part in this research. However, as we are going to better explain in the following paragraphs, only 15¹² of them have completed the two drawings. Equally, the teacher from Fika school have consented to take part in this research according to the ethical procedures in Sweden.

To pursue this research aim – children's perceptions about PEH lessons – we have requested children to produce two drawings with the following themes: "Physical Education for me is ..." and "Physical Education should be ...". The first drawing covered the children's representations about the PEH lessons. The drawings with the second theme indicate their desires and expectations about PEH lessons. Indeed, we ponder that children's drawings can, sometimes, literally illustrate children's thoughts regarding the research objects. Nevertheless, it works in every occasion as a platform that children can step into and express their thoughts, wishes, aspirations, and feelings about that. In other words, and in a more playful way, the drawings work as a train conducted by the children in which the researchers go on board towards children's world. Using children's drawings

¹¹ In order to keep the ethical procedures, we gave a fictitious name for the school, the teacher, and the children so their real names cannot be identified.

¹² The Appendix C contains all of the drawings that were not inserted in the chapters 6 (What is PEH?), and the Appendix D contains the drawings that were included in the chapter 7 (How PEH should B?).

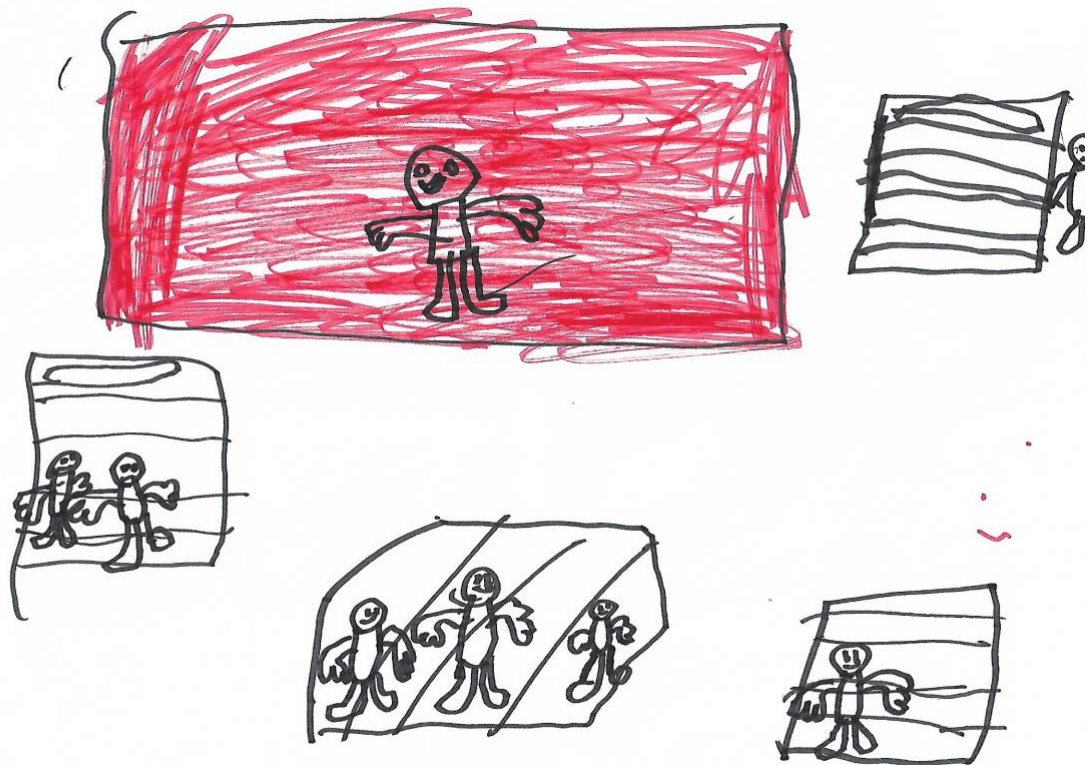
as research technique is considered a way that reveals their views and conceptions about contexts, life and desires (GOBBI, 2002; TAY-LIM; LIM, 2013). Representing a privileged element of expression and representation, the use of drawing as a research technique is also an efficient means of accessing the symbols produced by children who, in some cases, are unavailable by other means of expression, thus that technique makes possible for adults to access their universes (GOLDBERG; FROTA, 2017). Upon completing the illustrations, we ask the children to explain, orally, their productions. Gobbi (2002) emphasizes that the drawings, together with the oral report, contribute to the understanding of how children conceive the historical and social context in which they are inserted. In turn, Goldberg and Frota (2017) elaborate that the oral reports can bring to the adult researcher questions that are not easily identifiable in the drawings. Both drawings and oral reports were collected in the final weeks of the field observations. According to the teacher's schedule, we have negotiated with her to set a day to do it. Our interpretation is that, we must first establish a strong connection with the participants and comprehend the context first to have better understanding of both the context and the participants. That helped us to conduce the drawing collection in a better way which would beneficiate both the teacher and the researchers. For many reasons¹³ though, it took three days to collect the drawings at Fika School. Those drawings were collected in their regular classroom.

Although there are all of these features of using children's drawings and oral report as research techniques, there are some issues that makes it a bit tricky. The following drawing made by a boy shows that, sometimes, it is not possible to access children's thoughts regarding our research object. For many reasons, the children just do not feel, in some occasions, motivated to express their thoughts

¹³ Firstly, I cannot speak in Swedish. So, I was kindly helped by a very experienced Swedish researcher who translated children's oral reports. Considering that, we would spend more time to collect the drawings. Therefore, I have split the class into two groups. Still, it took longer than the expected, and I had to collect some drawings and oral reports in a third day.

on the object research or just do not want to do it. That is completely fine, and we cannot obligate anyone to participate in our research. However, they might still feel empathy for the researcher, and try to help them out. We ponder that the empathy was built through the relationship established during the period spent in the field. As an example, we are going to show the drawing made by Jefferson, a 10-year-old boy. When asked about what is PEH for him, he replied: “I drew the Santa Claus game. I didn’t think of anything, but I wanted to help you”.

Figure 1. Jefferson (What is PEH?)



Although the main aim was to analyze children’s perceptions about their PEH lessons, we have to comprehend and analyze its context. With that in mind, it was carried out participant observation in Fika school, and the PEH curriculum analysis. In total, we have spent 760 minutes observing 19 PEH lessons throughout six months; the lessons took place every Monday and Wednesday. By using the participant observation, the researchers try to establish relationships

with the actors in the selected context to get as close as possible to their activities and experiences (ANGROSINO, 2005; WÄSTERFORS, 2018). Employing participant observation also means producing information about groups in their daily activities and participating, with certain frequency, in these activities and generating written notes about these interactions (WÄSTERFORS, 2018). The author states that the researchers act as a witness, not as a listener or interviewer, they should negotiate with the individuals to be researched, with the theoretical constructions, and with the research field. Researchers, therefore, observe human activities and also the context in which the activities of individuals develop them (ANGROSINO, 2005). Although there are countless characteristics and typologies, we will contemplate three uncontroversial qualities of observation: details, sequences and climate (WÄSTERFORS, 2018). Field research calls for details, and that leads us to avoid abstraction, normative reasoning, brevity, or hasty conclusions. We must pay attention to a reasonable amount of good and specific facets of what people do or say. As for the sequences of the individuals' actions, the researcher needs to be able to demonstrate how the phenomena relates to each other over time and, also, how the consequences of the phenomena retrospectively contextualize the events. Being the most indescribable of the qualities of the observations, the atmosphere refers to the mood of the participants, the climate “in the air” or the tone of the social environment that is being observed (WÄSTERFORS, 2018). Since this research’s scope was children's perceptions, it is necessary to talk about the use of participant observation and the specificities of childhood research. By analyzing the theoretical-methodological paths used by sociologist William Corsaro, Ades (2009) expresses that participant observation can reduce the distance between observer and observed. On the other hand, the author emphasizes the importance of maintaining, in certain cases, a certain distance in order to observe children's interactions from a different perspective. In this sense, Graue and Walsh (2004) highlight the importance of adopting different perspectives and different angles on the phenomena to be observed. Given the

differences between the world of adults and the world of children, there are some peculiarities that allow us to better produce information. Among these, the way we enter the field can directly influence the information to be collected. When entering a research field, we must abdicate, as in a make-believe game, our position in the hierarchical relationship with children (ADES, 2009). According to Martins Filho and Barbosa (2010), it is common for children to interact with researchers, asking them to enter their world; the researcher, then, becomes the other who observes, but also who is being observed. In this way, children and researchers have created and established relationships that favor the development of sensitive participation in children's productions. (BUSSAB; SANTOS, 2009; MARTINS FILHO; BARBOSA, 2010).

Considering that panorama, this research was characterized by a methodological triangulation. According to Roulston and Choi (2018), methodological triangulation refers to the use of multiple methods for the production of information in the course of research. Specifically, the methods which characterize the triangulation were the children's drawing and oral reports, participant observation and curriculum analysis.

The analysis of Swedish PEH curriculum is our last source of information, and helps us to better understand the PEH context at Fika school. The documents enable new ways of reconstructing the object of study, creating a better understanding of the period and the context in which the documents were prepared, giving greater robustness to the data produced (CELLARD, 2008). Indeed, the curriculum represents more than a compilation of contents that pupils must learn through the educational process, the curriculum is an expression and realization of the cultural plan that schools elaborate in a given context which, in turn, determines their intention (SACRISTÁN, 2013). Although we do recognize the myriad of interpretations and forms that the curriculum might have, we have selected the PE curriculum as the document that guides the educational aims and contents from the Fika school. With that in mind, we have scrutinized the PEH

curriculum in order to identify and interpret the PEH aims and contents (LARSSON; REDELIUS, 2008). Its analysis have supported our understanding of the lessons' aims, teacher pedagogical acting, and contextualization of the lessons at Fika school as a whole.

4.3 Fika School

All the subject matters are framed in some guidelines such as steering documents, syllabus, curriculum, school schedule and infrastructure, etc. Therefore, it would be almost impossible, in a qualitative research, to analyze children's perceptions about their educational process without having the information about the school context in hand. Thus, it is important to highlight some features of the Swedish Education System (SES) and its related peculiarities. Then, we are going to illustrate the information built with the educational actors from Fika school.

According to the data provided by the European Union (EU), Sweden land area is about 450.000 km² and its population is over 10 million inhabitants (EU, 2021). The Swedish Gross Domestic Product (GDP) is around US\$ 53.000, and the Swedish government invest 7,6% of its GDP on Education (THE WORLD BANK, 2021). As an Organization for Economic Co-operation and Development (OCDE) member, Sweden got a 506 score in the 2018 PISA evaluation, which leveraged them to the 11th position among 77 countries (OCDE, 2021).

Apart from the Higher and Adult Education, the SES is divided into the following three levels: Preschool and Preschool class (ages 1-6), Compulsory school (ages 7-16), and Upper Secondary school (ages 17-19). Within those levels there are specific schools which are responsible for: Education for pupils with severe intellectual impairments, schools for pupils with impaired hearing, and Sami (indigenous people) school. It is important to note that, although these schools are specifically built for those aims, the other schools in the SES also

receive students with special needs. Interestingly, although the pre-school (ages 1-5) is not mandatory, 85.5% of the children in Sweden attend that educational level (EU, 2021), and some of them may be charged a fee. Similarly, 98% of children attend the Upper Secondary school (LIND, 2019). Considering those levels, there are public and private schools. Nevertheless, they are all free of charge and must follow the Swedish National Curriculum, national regulations, and receive public funding. Noteworthy, the number of children who attend the private schools has been increasing in Sweden. In the 2019-2020 school year, the private schools “attracted more than 15 percent of all compulsory school students and over 28 percent of all upper secondary school students” (SI, 2021).

To work as a teacher in a Preschool in Sweden, the candidates must go through a 210 credits higher education course, where they will learn the required skills to work within those schools (EU, 2021). For the compulsory school levels, there are four different types of Higher Education (HE) courses (EU, 2021). The first one is directed to those who want to work with children enrolled in grades 1-3, and it encompasses 240 credits. Similarly, the course for becoming a teacher for children in grades 4-6 has the same amount of credits than the previous one. If a person wants to become a teacher for children in grades 7-9, she or he must attend a 270 credits HE course. Lastly, to teach in the Upper Secondary schools, the teachers must go through a 300-330 HE course.

To assess and guarantee quality of the educational process, the SES has five different types of institutions (SI, 2021). The first one is The Swedish Schools Inspectorate which is responsible for examining the quality of schools in Sweden. Secondly, The National Agency for Education aims to provide information about education, promote understanding, and administration of public funding and grants. In turn, The National Agency for Special Needs Education and Schools assures that people with disabilities have the same development and education opportunities as everyone else in Sweden. With a broader scope, The Swedish National Agency for Higher Vocational Education analyzes issues related to the

labor market, choose which will be included in HE programs, assesses and inspects the quality of HE, and allocates public funding. Last, but not least, The Sami School Board are the administrative unit for the Sami schools.

In the next subchapter, we are going to expose the data from the Fika school context. It covers some aspects that might influence on how PE lessons were given in Fika school: teacher-children relationship, PE lesson length, PE curricula, and schools infrastructure. Despite providing a better and stronger support for us to comprehend and analyze our research object, we must highlight that our main focus is the research object itself: children's perceptions about Swedish PE lessons. Then, we are going to analyze the PEH content in the subchapter 5.2. As I did in the Introduction chapter, I am going to briefly write some personal thoughts about this research process.

After planning the research and applying for research grants, it was time to pack and travel to Stockholm. It was not my first visit to a Swedish school as I did that in another academic trip to Sweden in 2018. Therefore, it would be that hard to adapt to Swedish culture. Moreover, I knew that I would have great professors to help me, so my adaptation to Sweden was way easy. While in Sweden, I was working as a visiting researcher at GIH. After a few days in there, it was time to start the set up the research. Along with my supervisors at GIH, we firstly searched for a school that had a good infrastructure for PEH lessons. I have decided to include that feature, so I could observe the lessons in which the PEH teacher would not have any logistic or infrastructure constraints to teach the lessons. A few meetings later, we selected a grade 3 classroom at Fika School, and the children's ages were between 9-10 years-old. I decided to choose children from that age, because they are more adapted to the school daily activities and routine. In turn, their teacher had decades of teaching experience. Once we have selected the school, we have arranged a visit to Fika School so I could meet the PEH teacher.

Once we have selected the school, we have arranged a visit to Fika School so I could meet the PEH teacher. When I arrived at Fika, I got impressed that I could get in without permission or asking to anyone. In Brazil, it is a bit different. Interestingly, my contact was directly to the teacher, and I did not had to meet with the principal or any school staff member. Since the very beginning she was super friendly and warm. That was a good a thing! Although I cannot speak in Swedish, our communication was in English as most of the Swedish people have an impressive level of English – which was the case of the teacher. During that visit, the teacher showed me the PEH facilities, and the other spaces of the school as well. Indeed, I was not so used to see a school with modern facilities. The school was divided into two buildings with 5 floors. The library was a cozy place with the view from the plaza in front of the school; in the Spring, all of the cheery trees there blossom up and the whole plaza gets colorful. In turn, the classrooms were wide, with big windows, and a myriad of school materials. There was a huge outdoor space for children to play, two warehouses with equipment so they could play with it, and a sport court. As we went through the school, she introduced me to other teachers that we passed by. During the visit, she explained some general details about the school¹⁴. In the end, I explained the research in more details to her, she showed enthusiasm about it and said that I could count on her to whatever I would need to carry it out.

Finally, the research started a month after my visit to the Fika school. When I got at the school for the first research day, I met the PEH teacher at the cafeteria to have lunch with her, then we went down to the PE teacher's office. While the children were wearing sports clothes in the changing room, I was chatting with the teacher, and offered help during the lesson; she thanked me, but said it would not be necessary. When all of the children were in sport gear already, the teacher and I met them in front of the sport hall and went inside it. In that moment, some

¹⁴ Those details will be exposed the later on.

of them were stared at me, and started to speak in Swedish with me, but I only replied in Swedish that I cannot speak in Swedish. In that moment, I realized that I would have to make use of different approaches in order to establish a good relationship with the children. As shown in the previous chapter, we highlighted that establishing a good relationship with the children is an important step within this kind of research. Therefore, since that moment, I started to think about which strategies I could use to break the language generated barrier between me and them.

After gathering the children in the corner of the sport hall, she introduced me to them, and explained what I would do there. I confess I was thinking that they would get super excited from the very beginning to have a foreigner researcher be with them for 6 months, but it did not happen – at least not immediately as I thought. Then, she asked me if I wanted to say anything to them, and I briefly explained¹⁵ the research, and told them that I would bring their drawings to Brazil. In that moment, for my surprise, they all gasped in excitement. After that, the teacher asked if the children had any questions to me. There were some questions about my name and age, but one girl asked how is winter in Brazil. I answered, in English, that it gets 30°C every winter in my city, and it is – at least for me – the warmest season. Immediately, all of them gasped in surprise. Once I was introduced to them, the lesson started, and my first assumption was that children would stare at me again, since I was an external person to that context. However, they were really focused in the lesson and the activities, and basically did not notice me. Then I realized that, besides the language barrier, I would have to handle another issue: children's shyness¹⁶. As time passed by, I realized that I was finally doing my PhD research in Sweden! I got super happy about that!

¹⁵ I spoke in English during the whole research at Fika school. Some of the children could speak in English, but every time I had to speak with the whole class, the teacher translated to Swedish.

¹⁶ They were all friendly, but at the first days of research, their shyness was a barrier to build a tight relationship with them. However, as I'm going to expose later on, I used some strategies to overcome that barrier.

As in Brazil, the schools can be private or public. However, since the Swedish system works in the voucher approach, the children's stakeholders can send their kids to both private or public schools without any extra cost¹⁷. In total, there are about 220 Primary and Secondary schools in Stockholm, and a third of them are managed independently (STOCKHOLM STAD, 2021). The Fika school was opened in 2006, it is a public institution, and attends children from pre-school until upper Primary School. The teacher density were one per each 14,6 children, and, in total, there were 958 children there. Fika school also attended children with disabilities. Interestingly, it does not work full-time, but most of children are enrolled in extra activities whether offered by the school or not (e.g. recreational, sport clubs, language courses, etc.). In total, there were four PEH teachers, one sport hall, one outdoor sport court, and four equipment rooms. Important to note, although I was observing the PEH lessons of one teacher, I was always in touch with the other teachers, and we have established a good relationship

The PEH lesson for the participant children were held twice a week and were 40 minutes long. Overall, we could identify that the lesson had four moments overall. Firstly, the children changed clothes in the changing room, but the time they took to do it was not discounted on the lesson duration; the lessons were 40 minutes long from the first to the last activity. Then, they were gathered at the place where the lesson would be carried out – whether at sport hall, sport court or even in the surroundings of the school. In that moment, the teacher took the role to explained how the lesson would be and its aims, and checked if they had any doubts about it. During that moment, it was quite common to see some children chatting, consequently the teacher used to asked them to be quiet or she changed places of those who were disturbing the lesson. After that, the lesson itself started. Curiously, the teacher did not divided them by gender. On the contrary, she purposefully mixed boys and girls for all the activities. Still, the interaction

¹⁷ Except when the school is not part of the public system, which is the case of some international schools or other schools that have a specific methodology (e.g. Waldorf or Montessori approach), for instance.

between children of different gender was very poor. Even with the low interaction between boys and girls, all of them used to cooperate with the teacher, and their relationship with the teacher was good as the excerpt of field diary exposes:

Today's lesson was at the school playground. It is a huge space with lots of equipment, and the teacher have organized it into 14 stations. They were set in order to develop many body movement skills (e.g. running, jumping, crawling, strength, etc.). Firstly, she explained what children should do in each station, then asked them to pair up. Throughout the lesson, it was clear that children were having lots of fun. Moreover, they were helping each other by giving tips on how to do some of the stations [...] Once the lesson was dismissed and all of the children were walking towards the changing room, I started to talk with the teacher. Suddenly, a girl went back to the playground and approached the teacher. At the beginning, I did not understand a word because they were speaking in Swedish, but then the teacher translated to me: "The little girl said that she really liked the lesson, and she would like to thank me for today's lesson" (Field notes).

In addition, we could observe that the teacher was always concerned about assisting children throughout the lessons. She used to walk around and observe how children were doing the activities, ask if they had any doubts, and helping them if that was the case. Although the relationship between teacher and children was good, sometimes there were some conflicts. Generally, those problems happened when the teacher had to explain the activities:

Yesterday, the teacher told me that today's lesson was the first one in the semester that would be outside the school. I expected that it would take place in the sport court, but when I arrived at the school, she told it would take place in a square right in front of the school. I was surprised, because I never had any lessons outside the school when I was a kid! Before we met with the children, she said: "When it is a nice weather, I always try to give outdoors lessons. But, sometimes they are too noisy, and my hearing is not that good anymore. The children are always chatting while I explain the activities, and it is a bit annoying. Further, it will get louder due to the street noise and other vehicles noise out there." (Field notes).

Those were the main problem between the teacher and the children, but, as mentioned before, I have also faced some issues about my relationship with the children. Specifically, there were two issues: the language, and children's shyness. Although I was already a bit used to hear people in Swedish, and reading

small sentences in Swedish, I was far from fluency in that language. Then, at first, the language was a huge barrier to build a strong relationship with the children. So, how could I communicate with them in order to build that relationship? Some of the children had English, American or Spanish parents, and they could speak English or Spanish. Therefore, I did not have problems to communicate with them. Still, there were some children who could speak English so a strong relationship could be built. Indeed, it might be a huge problem in researches like this one. On the other hand, for my surprise, what seemed a barrier has become the opportunity I wanted to build that relationship. The following excerpt is an example of that:

It was the second week of observations and I still felt some difficulty to develop a better relationship with some of them who cannot speak English with me. Of course, I must think about a way to approach them and gain their trust. Then, on my way to school that week, I decided to ask some of them to teach me how to say “How are you?” in Swedish. When I got there, I went to the sport hall and waited for the teacher and the children. After a while, three boys and four girls arrived a bit earlier, and some of them could speak English. So, I decided to ask them to teach me that sentence, and they gladly accepted the mission. When they said “*Hur mår du?*”, I confess that I could not get it at first. Then, I asked them to say it again, and I could say with a very strong accent. Still, they said I was doing well. In the meantime, other children arrived and saw that I was trying to learn Swedish. Later, some of them tried to teach me other sentences or words, such as “*Jag hatter Ivan*”, “*Jacka*”, “*Bra*”, and other words (Field notes).

From that attempt to learn Swedish with them, I realized that some of those who were a bit reluctant to speak with me due to the language barrier became more open to approach me. Nevertheless, a few of them were still a bit shy. Thus, I would have to outline a different approach with them so in order to establish a connection. Specifically, Magnus, a 10-year-old boy never talked to me, but he played a central role, because he intensively participated in the lessons. Throughout the field observations, that kid showed a deep interest for football. Considering that, I remembered my master’s degree research, where I also carried out field observation abroad. In that occasion, I have also faced the same issue,

but I used the children's interest on football as a way to get connected with them. Therefore, I tried that same strategy that I used in that research in Sweden. The plan was simple and it required a Brazilian football jersey only. As that kid was a huge fan of football and the Brazilian national football team is quite known in the whole world, I decided to wear my Brazilian jersey and go to the school to make the field observation:

After planning how to narrow my connection with the children, I decided to wear the Brazilian national football team jersey and go to the school. I was very lucky, because in that day the lesson would be outdoor and the sun was high up in the sky, so that yellow jersey would be even more highlighted. When I got at Fika School, I met with the teacher and children in the outdoor sport court. In that moment, I was wearing a winter jacket, but I was just waiting for the teacher to finish to explain how the lesson would be and its goals; and to warm up myself, as it was a bit cold. Right after that, I took my winter jacket out, and the jersey was there for anyone to see it. Instantaneously, Magnus gasped in surprise and asked me if that was the real Brazilian national football team jersey. I replied that it was. Then, we started to talk about football and Brazilian and Swedish football players. From that moment on, I was able to establish a good connection with him.

Obviously, the two previous examples are not a problem all. Rather, they are some specific peculiarities of doing research with children. One issue is outlining the research and consulting the literature to carry out the research. On the other hand, doing the research itself represents a whole different issue. Consequently, we have to handle the peculiarities that may happen as we are building the information with children. Given the need to establish a good relationship with the children, it is our duty to carefully look after those peculiarities, and outline different ways to do that and, at same time, guarantee their active and spontaneous participation.

4.4 Data analysis

As means of building information, we got children's drawings and reports, carried out the participant observation, and analyzed the Swedish PE curriculum.

Once all the information were produced, we have established the children's drawings and reports on the themes "Physical Education for me is ..." and "Physical Education should be..." as main guide for data analysis. The selection of these parameters was based on our research problem: what are the children's perceptions about physical education lessons in a school located in Stockholm, Sweden? The first stage of our analysis was the description and categorization of the produced information. Following Bogdan and Biklen (2007) recommendations, we gave full attention to the intrinsic aspects of each context: historical, political, geographical, cultural, religious, etc. At that stage the data was read, coded, and categorized (BOGDAN; BIKLEN, 2007). The final stage of our analysis was the confrontation of the information with our theoretical framework: studies of childhood, education and physical education. As we have shown, it is not always that children want to expose their thought on the research object.

After the whole analysis process mentioned above, we have established two categories for each drawing theme. For the drawings related to "Physical Education for me is ...", there were the categories "Didactics", and "Body movement skills". For the drawings which had "Physical Education should be..." the main categories were "PEH contents", and "Didactics". Important to note that these categories were built after we gathered all the data, and they were created for each drawing theme. The information within Didactics¹⁸ category represent children's perspective which, in turn, were linked to didactical elements (e.g. teacher acting, content, infrastructure, relationships with teacher). The "Body movement skills" category illustrates children's perceptions that connected PEH lessons specific to body movements skills (e.g. jumping, running, timing). In the PEH contents category, we have analyzed children's reports which, in turn, were strictly connected to the contents developed in the lessons.

¹⁸ In fact, we recognize that didactics involves many other elements rather than those mentioned. However, we have named that category like that once the information inserted there covers some aspect of didactic.

4.5 Ethical procedures

In any research, it is mandatory to observe ethical procedures. Given the proportions, the researchers interfere in the life of the participants of their investigation when they enter the field (FLICK, 2008). Hence, the participant individuals have the right to be informed about the nature and consequences of these studies and it is our obligation to consult if they want to participate. (CHRISTIANS, 2006). Therefore, this entire research process has followed the provisions from the Swedish Ethical Review Authority. Consequently, the legal guardians of the participants were asked, through the Free and Informed Consent Form whether they authorize the participation of children under their legal responsibility. In addition, regardless their parents' consent, we have asked the children whether they wanted to participate. The teacher was also asked if she agreed to take part in the research. The participation in this research was voluntary and unpaid. Moreover, when deemed convenient, any of the participants could withdraw from the research without any kind of losses. Important to note that both the school and the participants' names are fictitious in order to preserve their identity and keep the ethical standards.

5. SWEDISH PEH CURRICULUM

Although we do agree that the curriculum might have different dimensions that involves a wide range of social actors (see SACRISTÁN, 2017), our aim here is to analyze the curriculum as a document that express the contents to be taught during the educational process (LIBÂNEO, 1994). As we briefly exposed in the introductory chapter, the Swedish PEH curriculum went through a few reformulations overtime. Then, considering our theoretical background, we are going to analyze the PEH curriculum regarding its discourses related to children and their participation in the educational process, how the notion of body and physical activities are presented, and critic education. Before that, we are going to present its structure. Noteworthy, although it frames core contents for each subject matter, the Swedish national curriculum “[...] consists of a mix of conditional and purposive programs and serves as a frame for teachers’ planning” (KJELLSDOTTER, 2020, p. 826). Therefore, the teachers, based on the curriculum guidelines, have autonomy to develop other contents with different approaches.

The PEH curriculum for Elementary Schools (grades 1 to 9) highlights the importance of physical activities and healthy lifestyle for people’s well-being, and states that having sports and physical activities skills is an asset for both the individual and society (SKOLVERKET, 2018). It describes a wide range of aims, but PEH should essentially provide opportunities to develop ability to:

- move without restriction in different physical contexts;
- plan, implement and evaluate sports and other physical activities based on different views of health, movement and lifestyle;
- carry out and adapt time recreational and outdoor life to different conditions and environments, and
- prevent risks during physical activities, and manage emergency situations on land and in water (SKOLVERKET, 2018, p. 48).

The contents are divided according to grade groups (grades 1-3, 4-6, and 7-9), and they are all themed into the following axis: “Movement”; “Health and Life Style”, and “Outdoor life and activities”. The first axis brings contents specific to

body movement skills, and its related aspects (e.g. learning how to swim, carry out and plan fitness training, dancing, etc.). Within Health and Life Style axis, the contents embraces issues which may influence children's behavior towards a healthy life style (e.g. geographical and cultural issues that may affect their choices about physical activities, prevention of injuries, setting up goals for physical activities, etc.). In turn, the Outdoor life and activities axis present a set of contents about physical activities in nature and its aspects (e.g. games and movements in nature, rights and obligations in nature, practicing outdoor activities with safety).

At the end, that document presents the assessment criteria. As the contents, there two groups of evaluation. The first group involves children from grades 1 to 6, and the second group is formed by children from grades 7 to 9. Every children can be graded from E (the lowest) to A (the highest). To get grade E, they must be able to some extent carry out some contents described in each axis. For grades C and A, they must be able to carry out the contents relatively well or well, respectively. In turn, to get grade D, they must reach most of the contents for grade E, but not all of them for grade C. The same goes for grade B, but they should be able to get most of the contents of grade C, but not all of those for grade A.

Interestingly, right in its opening paragraph, the PEH curriculum states that, good experiences of movement and outdoor life might cause a huge impact the children and adolescents' lives so they can be physically active later on in life (SKOLVERKET, 2018). The curriculum emphasizes that a range of different activities for all the grades. However, if we take a closer look on how these physical activities are distributed, the children from grades 1 to 3 do not have a wider range of activities comparing to those enrolled from the 4th grade onwards. Specifically, the sport-based contents for grades 1 to 3 appears only in the Outdoor life and activities axis which, in turn, is related to "Factors concerning safety and consideration to others in connection with games, sports and time spent outdoors

(SKOLVERKET, 2018, p. 49)”. On the other hand, the sport-based contents for older children is mainly framed in the Movement axis. By comparing how the sports contents are distributed for each grade’s group, an interesting issue emerges. Around 90% of the Swedish children practice or have practiced sports in sport clubs (HERTTING; KARLEFORS, 2016), and obviously those clubs are focused on developing children’s movement skills and physical health well-being. Still, it seems the PEH curriculum itself does not emphasize with greater extension the sport-based contents for younger children. Indeed, the curriculum opens room, as exposed previously, for teacher’s autonomy so they could develop sport-based contents towards body movement skills. As the PEH curriculum it is not our scope in this study and we do not have enough data to analyze it in deep, our effort, then, is to reflect upon this possible contradiction. Therefore, we ask ourselves: if a large number of children practice sports in sport clubs, why does sport for children from grades 1 to 3 do not appear on the body movement content axis?

Another interesting aspect covered by the PEH curriculum is the approach regarding physical activity and its orbiting aspects. Then, our analysis shed light on how the individuals and social aspects are manifested throughout that document. In its first paragraph, the benefits from skills and knowledge about sports and health are considered assets from the individuals and society (SKOLVERKET, 2018). Later, it also preconizes that children should develop knowledge regarding the factors that influence on physical capacity, and also describes that: “Pupils should also be given the opportunities to develop a healthy lifestyle and also be given knowledge about how physical activity relates to mental and physical well-being.” (SKOLVERKET, 2018, p. 48). Ultimately, it is propounded that “Pupils should also be given the opportunity to develop knowledge about what factors affect their physical capacity, and how they can safeguard their health throughout their lives ...” (SKOLVERKET, 2018, p. 48). All of these ideas focus on children’s development, and both the society and the children could benefit from that. Yet, there are little evidence of social aspects

that could be included in the teaching process. From those aspects, we highlight two aspects that might be related to socio-cultural issues: “Through teaching, pupils should be given the opportunity to develop their interpersonal skills and respect for others” (SKOLVERKET, 2018, p. 48), and “Pupils should develop the ability to spend time in outdoor settings and nature during different seasons of the year, and acquire an understanding of the value of an active outdoor life” (SKOLVERKET, 2018, p. 48). Although that last aspect does not refer to social issues explicitly, spending time outdoor and in nature is an important element within Swedish culture. According to Mikaelis (2019, p. 86-87), “In response to a revival of nationalism and Romanticism, Swedish nature and connection to the land was regarded as important characteristics of the development of Sweden’s new national identity in the early 1900s”. One example of the importance of spending time outdoor and nature¹⁹, was its implementation into Swedish national curriculum still in 1928 (MIKAELS, 2019).

Last, but not least, the Swedish PEH curriculum presents a set of interesting aspects that could be interpreted as elements that might provide the critical education. For instance, “Teaching should give pupils the opportunity to develop knowledge in planning, applying and evaluating different types of activities involving physical movement (SKOLVERKET, 2018, p. 48). At first sight, that excerpt might not reveal directly any glimpse of critical education. However, if we take a closer look, it emerges the idea of teaching children so they can be able to plan, apply, and evaluate physical activities by themselves. In other words, they are taught to develop physical activities without other’s tutelage. That feature opens room for children to not get overly attached to preconceived and decontextualized knowledge that involves physical activities. If so, it could lead children to critically reflect upon physical activities, as they have enough tools to “[...] the art of not being governed quite so much” (FOUCAULT, 2007, p. 45).

¹⁹ Spending time outdoor and nature or the life outdoor is named *friluftsliv* in Swedish. But, in a literal translation *Friluftsliv* means free-air-life (MIKAELS, 2019).

Although the possibility of developing critic education is closely related to physical activities and does not consider other elements linked to these (e.g. cultural, political, historical elements), the PEH curriculum has shown to be opened to promote that educational perspective, what might represent a possibility to expand the critical education.

6. WHAT IS PEH?

Listening to children's voices and respecting their prior knowledge throughout the educational process must be an imperative issue for teachers (FREIRE, 2002). Consequently, that will lead them to consider children as active actors in that process. Considering that, a large body of research within Physical Education field have investigated children's voices. Either using quantitative or qualitative approaches, studies from all over the world analyzed children voices and, from that, they brought issues related to: PE contents (PANG; HILL, 2018; THORJUSSEN; SISJORD, 2018) teachers' acting (HILLAND et al., 2018; FRÖMEL et al., 2014; PENNINGTON; CURTNER-SMITH; WIND, 2018), gender (GERDIN, 2016; CAMPBELL et al., 2018; METCALFE, 2018), and religion (ELLIOTT; HOYLE, 2014; DAGKAS; HUNTER, 2015).

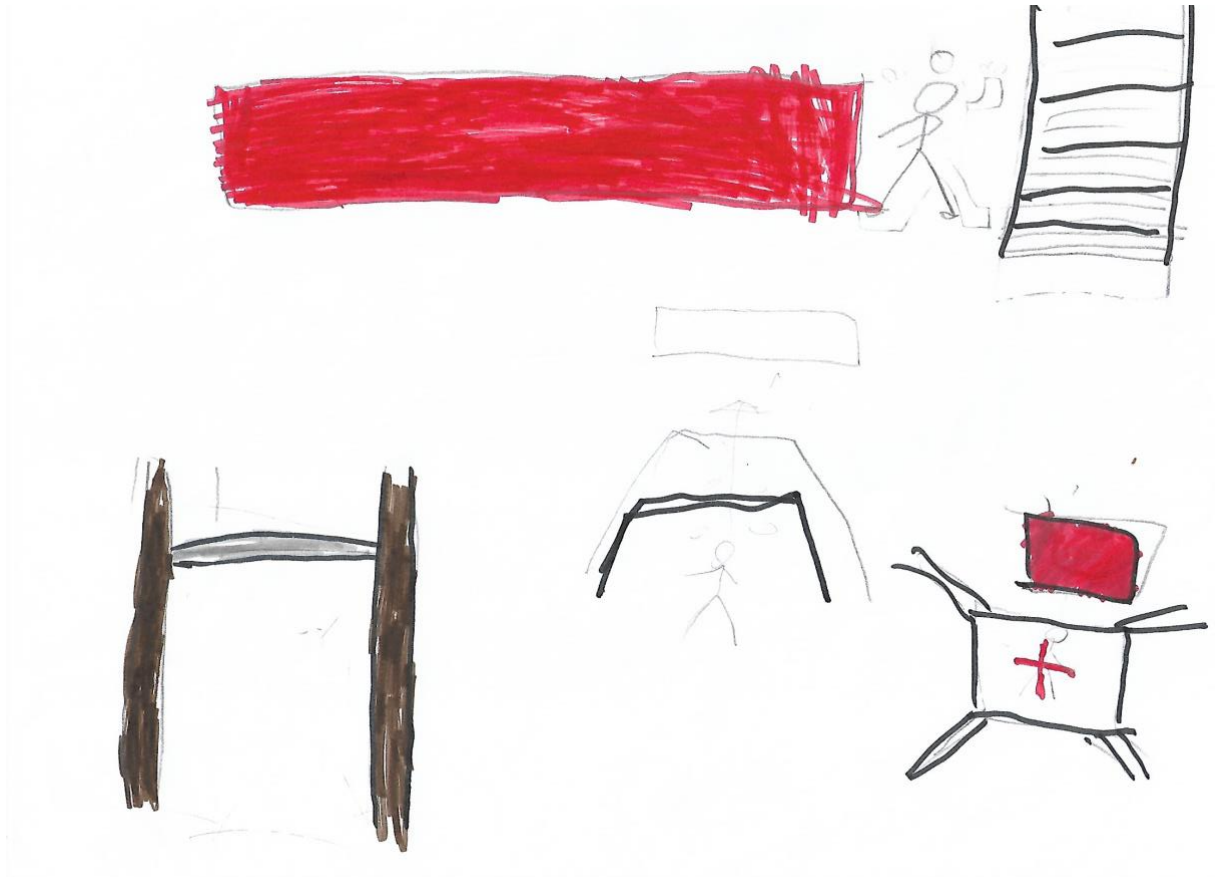
Interestingly, some of those studies pointed out the need to listen to children's voices in order to improve the debate about PE pedagogical issues. However, despite the range of themes, little attention was given to studies with children enrolled in primary education. We ponder that prevalence of that idiosyncrasy constrains the debate about children and PE, once it neglects children as individuals endowed with knowledge, interests, and rights. As consequence, they are often censured as educational actors, and their role in the educational process is marginalized. Thus, it urges to develop studies that bring children perspectives about PE lessons and that also acknowledges them as protagonists of the educational process. Therefore, the aim of this chapter is to illustrate and analyze children perspective about PEH lessons.

6.1 Swedish children's perceptions

Didactics

This category had the highest incidence of children's answers from Fika school, and it involved school infrastructure, teaching acting, and contents. Specifically, some children described that the circuit lesson format were constantly developed. The following two drawings have indicated the circuit lesson format as a constant issue. The drawing in Figure 2 was by Tovisa (9-year-old girl), and Figure 3 was by Agnetha (9-year-old girl).

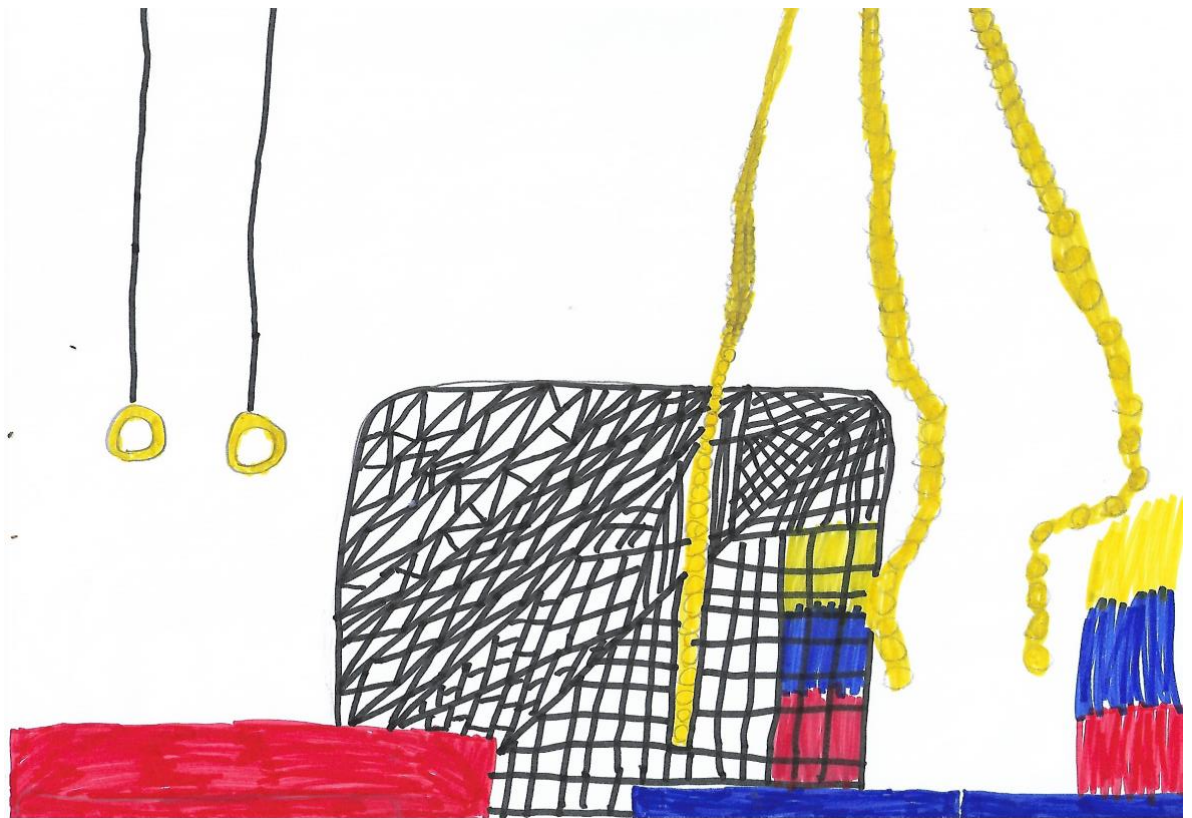
Figure 2. Tovisa (What is PEH?).



“I drew the obstacles circuit²⁰, because we do that often and I like it. That was the first thing that came to my mind when I thought about Physical Education. We are playing in the sport hall. I drew the gym mattress, Swedish wooden backrest, gymnastics plinth, batten support for high jump, and the trampoline” (Tovisa).

²⁰ Important to note that the obstacle circuit is one type of circuit format lesson.

Figure 3. Agnetha (What is PEH?)



“I drew the obstacles run, because it was what came to my mind when I thought about PEH. There is also football. Half of the sport hall is gymnastics and the other half is football”
(Agnetha).

Both Tovisa and Agnetha drew a wide variety of equipment used in PEH lessons which reflects both the good school infrastructure and teacher’s intention to explore all of that. Their oral reports reveals a high frequency of circuit lessons format. Although the illustrations exposed specific equipment for gymnastics and football, the circuits lessons were also developed for other kinds of sports, physical activities, and games. It was also observed that the teacher used a wide range of lesson setting other than circuits. Despite that, the circuit lesson setting prevailed as the most significant lesson setting according to children’s perceptions.

Along with PEH infrastructure and lessons format, another didactical aspect that came out through children’s perspectives was the contents developed in the lessons. Figure 4 was drawn by Josephine (10-year-old girl), and Figure 5 was drawn by Karla (10-year-old girl). Both drawings have pointed out a trend of repetition of the lesson format.

Figure 4. Josephine (What is PEH?)



“I have drew volleyball and rope skipping, because these activities are quite common in PEH lessons” (Josephine).

Figure 5. Karla (What is PEH?)



“We are practicing aerial silks. I am playing with my friend, and we are climbing it. It is quite common. There are always circuit lessons as well. It is always arranged like that” (Karla).

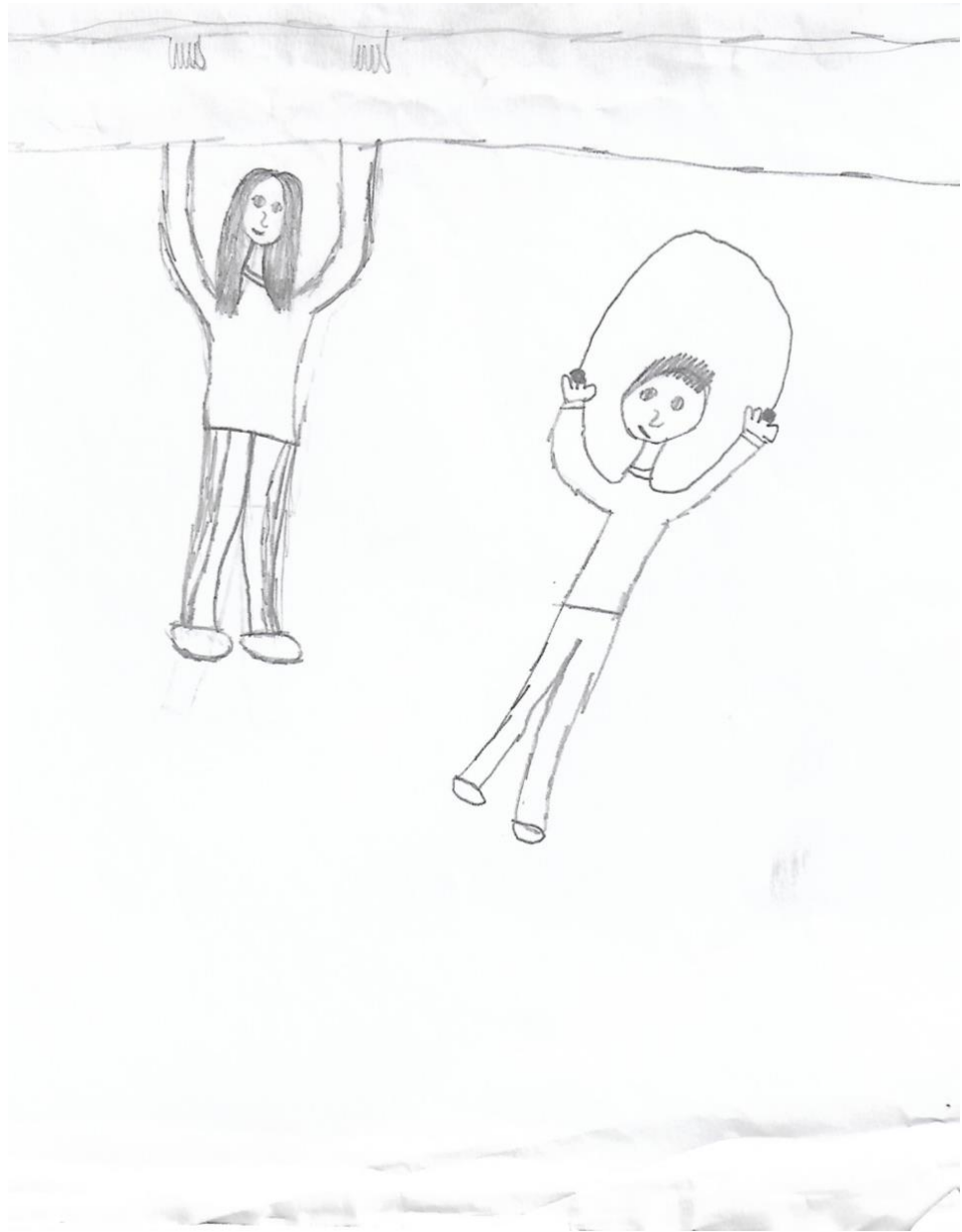
Commonly, all of those children have signaled a high frequency of the same contents, which generated some dissatisfaction among the kids. The field observations indicated, however, that the teacher developed other contents throughout the semester such as sports and games. The children have also exposed that contents related to body movement skill and performance were developed in excess. For instance, despite the playful aspect that rope skipping might have – once it can be interpreted as a typical children’s game – the kids have considered it as a physical exercise rather a game itself. As we are going to show in the next category, improving physical body capacity was an important feature of PEH.

Therefore, due to that focus, maybe children have redefined those games, once PEH contents were framed within body skills paradigm.

Body movement skills

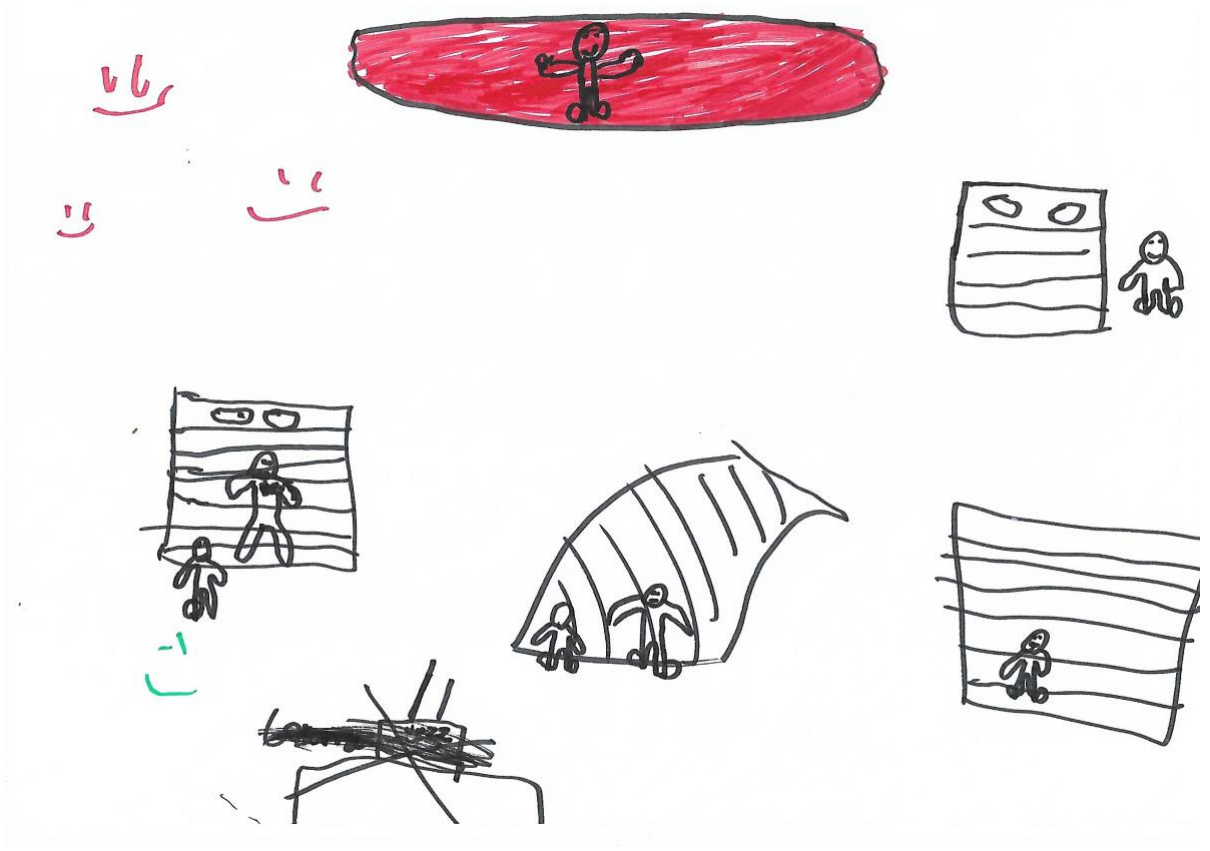
According to the children from Fika school, PEH was habitually linked to the body movement skills. The present category had the second most significant number of answers. When asked about what she perceived in PEH lessons, Therese, a 9-year-old girl (Figure 6), said: “We had too many rope skipping lessons. We had too many strength lessons as well”.

Figure 6. Therese (What is PEH?)



Therese's report made clear what was the most significant aspect in PEH. In that sense, she reported that both the rope skipping and strength lessons were developed in excess. Similarly, Pietro, a 9-year-old boy, illustrated the Santa Claus game (Figure 7) and his oral report indicate some body movement skills that are required to play that game:

Figure 7. Pietro (What is PEH?)

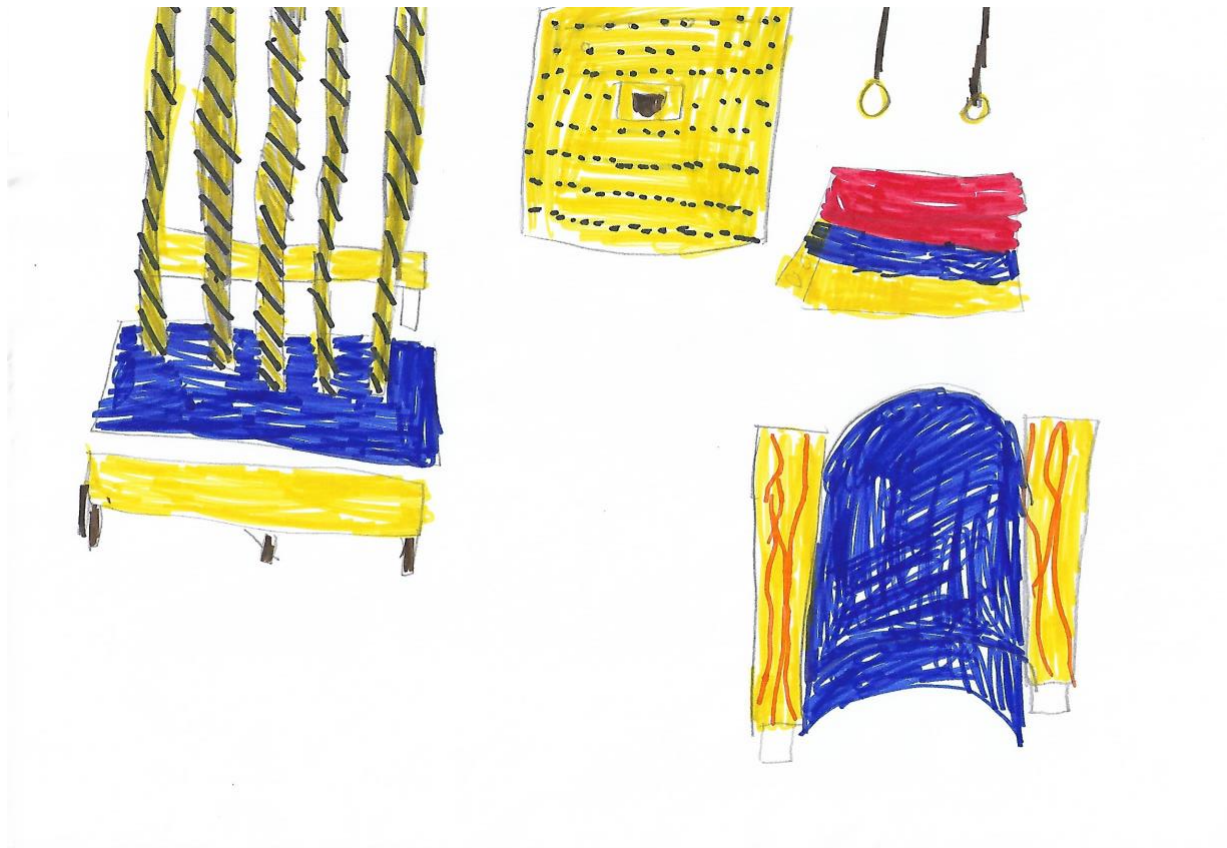


“I drew the Santa Claus game. Those are just random children. I really like this game, because we have to run, hide, and have a good timing in order to advance and not get caught. It is a very exciting game, but we seldom play it” (Pietro).

By describing a broad spectrum of body movement skills required in that game, Pietro suggests a narrow connection between those skills and PEH. As in the previous category, the Santa Claus game was strongly characterized regarding its body movement skills rather of other aspects typically related to children’s game (e.g. playfulness, socialization, joyfulness). In other words, that game was practiced and seen as a physical exercise focused on improving body movement skills solely. Through John’s lens, PEH seems to play a role strictly related to developing body movement capacities. Additionally, if we take a closer look into the two following drawings and oral reports, we will see that PEH’s scope are present in other activities too. Figure 8 represents the drawing by Marielle (10-

year-old girl), Figure 9 was made by Edson (10-year-old boy), and Figure 10 was by Ling (10-year-old boy).

Figure 8. Marielle (What is PEH?)



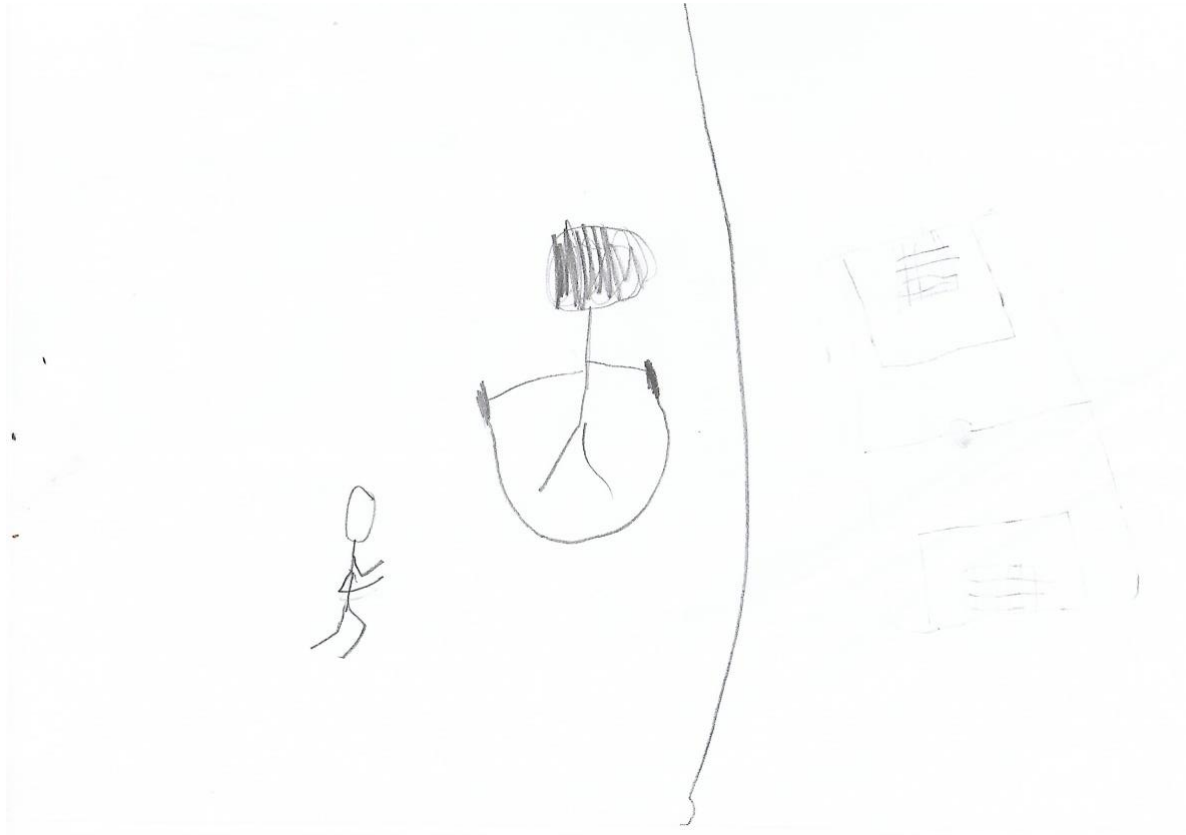
“I have drew the sport hall, and we are running in to the obstacles circuit. I did it, because I like to hang in the bars and crawl” (Marielle).

Figure 9. Edson (What is PEH?)



“I drew the obstacle run. We jump and do gymnastics. I like to do that, because I think it is fun” (Edson).

Figure 10. Ling (What is PEH?)



“We are running and doing rope skipping. I have drew it, because it was the first thing that came in to my mind” (Ling).

Once facing these reports, one might ask about which elements of PEH context lead children to have those perceptions. As demonstrated in the previous section, children related a narrow connection between PEH and body movement skills. In that sense, teacher’s pedagogical acting had a great influence. The following excerpt shows that, when the sport based-content were developed in the lessons, the teacher emphasis was on teaching basic sport skills:

After the last exercise of the volleyball lesson, the teacher gathered the children in the center of the sport court and asked them about what were their thoughts on the lesson. One boy asks if they are going to learn how to do the attack spike. The teacher answers in a very soft way: “Never. Only if you go to a sport club out there. Our focus here is on basic skills so you can decide later if you want to go for sport specialization” (Field notes).

Both the children and teacher narratives characterized PEH as a subject matter in which children should develop knowledge regarding body movement

skills. Consequently, they would construct a stock of skills throughout the educational process. Nevertheless, as we can see from the following excerpt, those skills worked as a way to reach a greater aim which, in turn, was a healthy lifestyle:

After explaining the first activity of the lesson which, in turn, was about fitness exercises, the teacher approaches me and says: “It is quite important to teach them to how to be healthy through exercises, because once they are grown, they can lead a healthy lifestyle later on.” (Field notes).

From the information built within that context, PEH lessons could be described, in a broader way, as a subject matter that emphasizes the development of basic movement skills aiming to a healthy lifestyle.

6.2 Discussion

Through children’s perceptions, it was possible to create a general picture of PEH in the context of the participant classroom. Although the teacher had developed a wide range of themes contents, children’s perceptions indicate that these lessons scope were the body movement skills which, in turn, were developed in circuit format lessons. Moreover, the lessons set as a platform for children to have a healthy lifestyle later on in life. Then, our analysis orbits these two main PEH features: 1) circuit lesson format; 2) predominance of body movements skills.

By stating that “There are always circuit lessons” or “The circuit lesson was the first thing that came to mind”, Tovisa, Agnetha, and Karla exposed the high frequency of that lesson format. Although the teacher gave many lessons with other formats than the circuit one, the children still indicated the prevalence of that format²¹. Arguably, this kind of lesson is pre-shaped, consequently children do not take part into the didactical decision-making process. With that in mind,

²¹ As we are going to expose in the next chapter, the time allocated for the PEH in 3rd year might influence why the teacher had chosen that lesson format sometimes.

we ponder that this kind of lesson relocate children's role in the educational process, once their voices are not considered during the process of organization of the lesson itself. As consequence, children are more likely to be driven to play a secondary role. Interestingly, there is a remarkable "coincidence" between that kind of role and the notion of pupil. Therefore, what we have observed about the circuit lesson format is just a reflex of a larger and deeper lasting culture that involves both the educational institutions – from kindergarten to universities – and our societies as a whole.

One of the consequences from that school culture is a tendency of putting aside children's voices to the didactical decision-making process. Indeed, that culture was born in the modern period which has inaugurated a new phase of childhood where children migrated from the insalubrious working industry environment to the formal educational institution's context (SARMENTO, 2005). Then, the schools were in charge to enforce an educational process that aimed to shape them within a social value frame, and also develop a certain range of knowledge produced in time and spaces external to the school itself. Since then, several disciplinary techniques became part of school routine (e.g. surveillance, exams, and punishments) in order to make children's bodies more docile so they could uniformly reach the same educational aim (FOUCAULT, 2014). In connection to that, adult's notion about childhood at that time was strongly based on children as individuals in the process of *becoming* (ARIÈS, 1981) strengthened the docilization of bodies. Currently, that panorama still operates in schools across the globe. Once children are considered *unfinished* individuals, the idea they need to have someone to guide them towards enlightenment still dominant in schools' contexts. They are often seen as passive characters in the educational process, and should accumulate as much content as they can. Freire (2011) calls that kind of phenomenon as banking education. One of its consequences is the focus on an educational process where children must learn at the same time and means, and their subjectivities and interests are extirpated on behalf of educational

standardization (AZEVEDO et al., 1932; DEWEY, 1978). Indeed, that kind of idea permeates all time and space in schools, and it highly constrains children's actions, but it does not mean that children cannot react to that (see secondary adjustment in Goffman, 2011). Yet, we draw attention on how we could act differently from that. To do so, perhaps the initial step is to consider children's autonomy, and recognize them as protagonists of the educational process (Oliveira; Reis, 2013).

Freire (2002) claims that respecting individuals' autonomy is not a conceded favor. Rather, it is an ethical obligation, and when we do not respect it, we are committing a transgression. Hence, Dewey (1978) states that the educational process must be impregnated with freedom of intelligence, of observation, and of judgment exercised originated from intrinsic valid purposes. These types of freedoms cannot be apart or considered as external from the educational process, otherwise we incur the risk, for instance, to lacerate the progress of cooperative activities (DEWEY, 1978). Last but not least, autonomous education requires us to break the vertical and hierarchical relationship with children, and establishing a horizontal and benefitting relationship with children's protagonism (VALENÇA, 2015). Noteworthy, promoting children's autonomy cannot be considered synonyms with unrestricted freedom. Fostering autonomy within educational process means that it is the teacher's duty to act in a way to mediate children's impulses/inclination related to the contents (CUNHA, 2011).

In the category "Body movement skills", children's voices showed a strong predominance of body movement skills in the PEH lesson context. As we have established the analysis categories after building the information, we waited to see what would appear, in order to create them with all the information. Curiously, the oral reports within that category is extremely similar to the contents in the Movement section from the Swedish PEH curriculum. Expressions and words related to the idea of movement skills and physical exercise were overly reported by children, such as: "running", "jumping", "crawling", "gymnastics", etc. Once

facing that predominance, we asked ourselves: Considering the PEH curriculum and the observed context, are there any other perspectives for PEH rather than developing body movement skills? By raising that question, we are not condemning the teaching of sports or fitness contents, as we do recognize them as a legit part of PEH educational scope. Nevertheless, since we consider that PEH main task should be developing, with children, knowledge related to body movement culture and its intrinsic and extrinsic values, the exclusive focus on body movement skills emerges as a barrier to that. In other words, the problem is not the contents itself, but how they are developed (CARLAN; KUNZ; FENSTERSEIFER, 2012).

As school subject matter, PEH has been constantly questioned about its legitimacy and social relevance for, at least, 30 years (CRUM, 1993). Due to that, many countries have reformed their PE curricula, and the healthism discourse dominated those reforms. In 1994, the Swedish government's intention was to bring a more prominent health perspective into PE and changed its name from "Physical Education" to "Physical Education and Health" (ANNERSTEDT, 2008). That reform represented a shift from recreational purposes towards physical, mental, and social purposes (REDELIUS; LARSSON, 2020). Specifically, PEH perspective moved its focus from sport skills and performance to body functionality and elements that constitute and contribute to good health (REDELIUS; LARSSON, 2010). Later, the Swedish government, with the intention to clarify the contribution of every school subject, made another reform (LARSSON; KARLEFORS, 2015) in which PE was framed in "[...] all-round movement capacity and an interest in being physically active and spending time outdoors in nature" (SNAE, 2018, p. 48). We have mentioned Sweden as an example, but the tendency to insert Health into PE happens in many other countries, such as United States, Canada, United Kingdom, and Australia. However, as Quennerstedt (2008) expatiates, the debate about health discourse insertion in PEH field is generally based on the dualism for/against it. Moreover,

the notion of health seems to be taken for granted, and it is mainly related to conditions that lead to the absence of diseases or overweight, thus “[...] Different perspectives of health and the consequences of different perspectives for physical activity or for physical education are seldom highlighted” (QUENNERSTEDT, 2008, p. 268). So, bringing other aspects of physical activity instead of the biomechanical/physiological ones might contribute to that debate.

As we see it, PEH scope should encompass the body movement culture and its related elements regardless a medical or sociocultural approach. In turn, the body movement culture is constituted by social, historical, and political aspects. Consequently, those transversal elements penetrate the body. For this reason, the notion of body must be included in any debate about PE educational purpose. In line with Le Breton (2007), we consider that the body is shaped by the sociocultural context in which it is inserted, and it's also a conductor of meanings that evidence the construction of individual's relationship with the world. Aligned to that, we ponder that PE should develop contents related to body practices instead of physical activities solely. According to Silva (2014), the body practices are phenomena that are necessarily manifested at the body level, it has an important organic impact, and is constituted by the manifestations of the culture of movement, such as games, dances, sports, games and other activities. Related to that, we ponder that a critical pedagogical approach could be an useful tool so PEH could embrace these notions of body and body practices.

In a broader perspective, criticism can be considered as a dimension of knowledge developed by individuals, and allows them to question the discourses that affect their bodies, societies, relationships and behaviors (Foucault, 2007). It seems, therefore, that considering children's as a main character in the education process is a pillar within PE critical perspective. In that sense, Dewey (1978) expatiates that true development is made through experience and, to do so, it is imperative that the educational process brings up children's most useful interests and strengths. Indeed, the produced information shows that the Swedish teacher

acted to provide times and spaces in which children could express their thoughts about the lessons, and take part in some didactics decisions. The teacher constantly asked them to evaluate and express their thoughts on the lesson at the end of it. Nevertheless, as we are going to expose in the next chapter, children's participation was not so expressive to the point that they acknowledged that.

7. HOW PHYSICAL EDUCATION AND HEALTH SHOULD BE?

In the previous chapter, we have analyzed children's perceptions about PEH. Based on our theoretical background and beliefs regarding education, we ponder that considering children to be active characters in the educational process is an important step. To do so, listening to their expectations about PEH is equally important. However, when we do not consider those issues, we are ratifying that children's will, wishes, and aspirations are unimportant, and we also reaffirm their marginalization in the educational process.

Some previous studies have investigated children's expectations regarding PE, and a wide range of issues emerged through their lenses. In the study conducted by Walseth, Aartun, and Engelsrud (2017), the children have said they expect a proper posture by the teacher when it comes to health-based contents, and the teacher's health itself. Regarding teacher's acting, the study by Thorjussen, and Sisjord (2018) exposed that children also expect that the teacher must be competent, have concrete for each lesson, and take them seriously. When it comes do gender, male children secretly asked the teacher to practice other sports that were not commonly seem as manly sports (GERDIN, 2017).

Perhaps, if children's voices regarding their expectations about PEH were considered in the educational process, their marginalization would decrease, and the lessons could be more tangible for them. Therefore, the aim of this chapter is to analyze children's expectations about PEH lessons within the Swedish context. Specifically, the major categories were "PEH contents", and "Didactics".

7.1 Swedish children's expectations

PEH contents

Undoubtedly, this category represents the most significant regarding children's answers as only two drawings are not part of it. Overall, the children exposed their wish to have more lessons about their favorite contents. Figure 11 represents Stina's drawing, a 9-year-old girl. When asked to explain her drawing, she said: "I would like to have adventurous activities. I drew an activity in which we have to climb the wooden wall bars, then pass over the gym plinths. We seldom have activities like that".

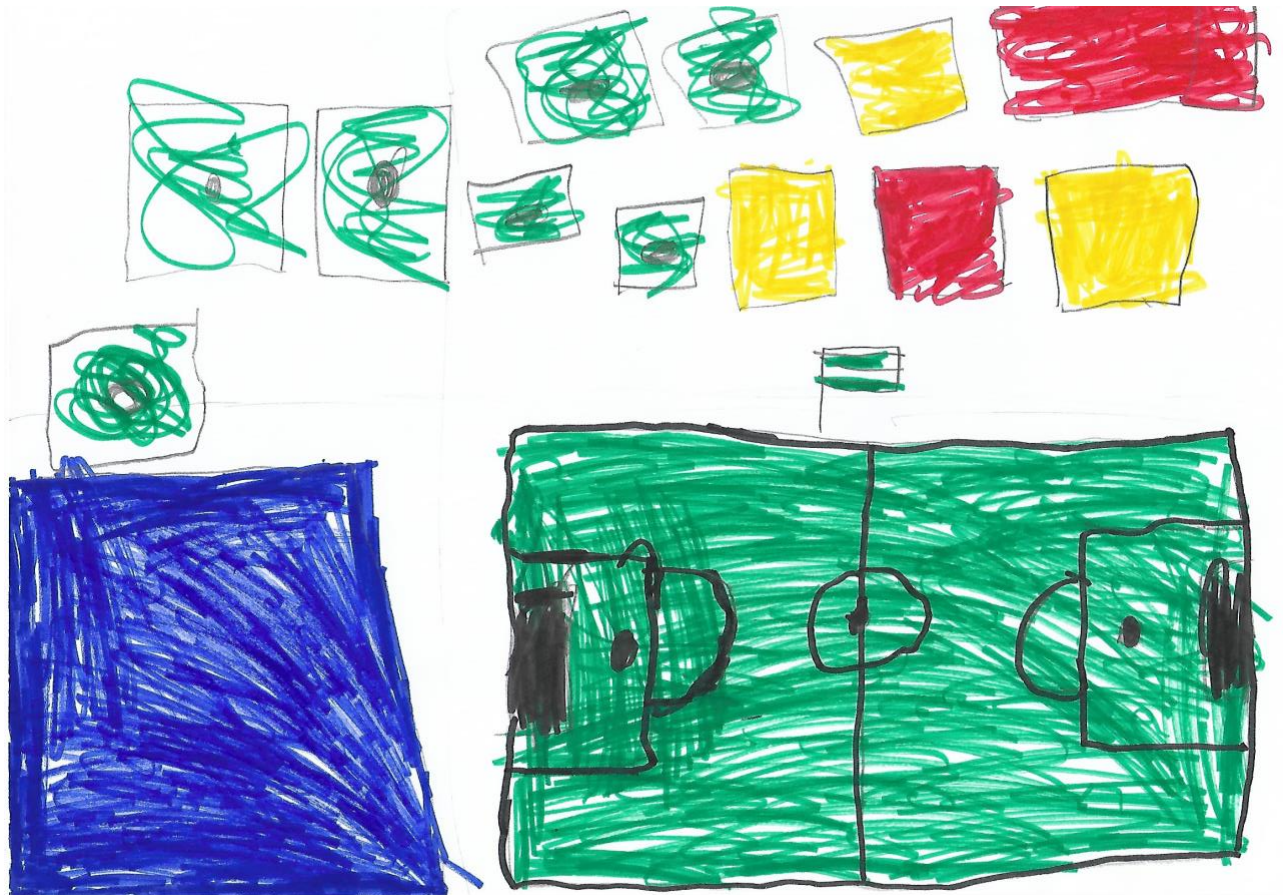
Figure 11. Stina (How PEH should be?).



Although adventurous activities are usually carried out outdoors, Stina have characterized an indoor activity as adventurous. Interestingly, she made her discontentment about the few opportunities to practice adventurous activities

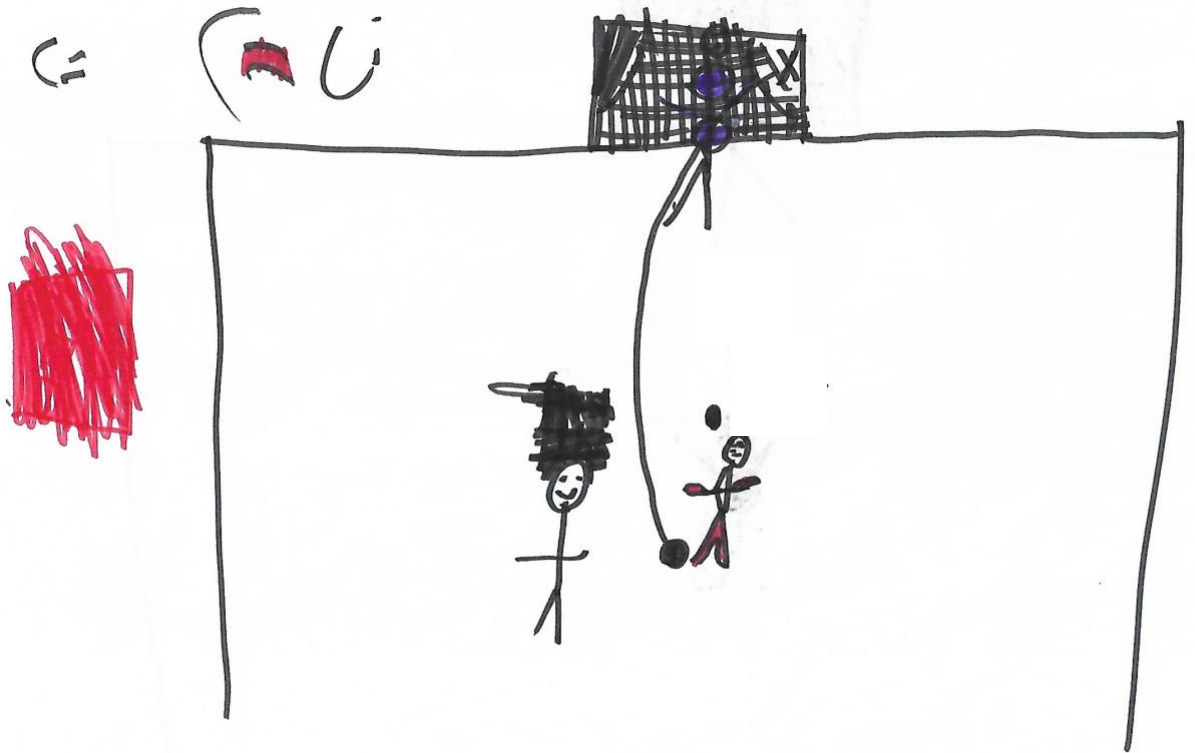
clear. As the following reports demonstrate, other children also indicated that same disappointment, but with other contents. Figure 12 was made by Carlsson (10-year-old boy), Figure 13 by Pietro (10-year-old boy), Figure 14 by Eriksson (10-year-old boy), and Figure 15 by Laleh (10-year-old girl).

Figure 12. Carlsson (How PEH should be?).



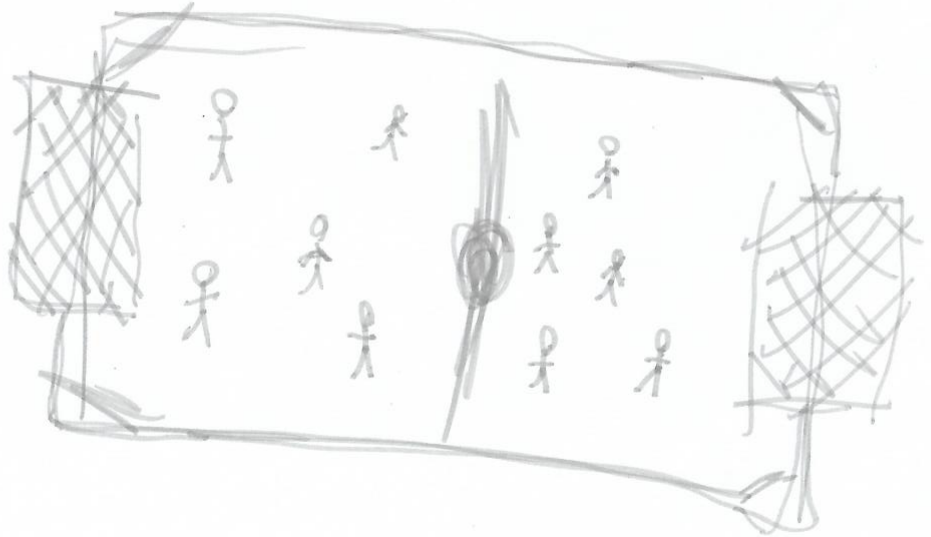
“I drew a football pitch, because I like to play it. I would like to have more football lessons, because we rarely play. I wish we could play with the entire class. I would also like to swim more and have Parkour lessons. I also want fancier changing rooms, but the current ones are really good though” (Carlsson).

Figure 13. Pietro (How PEH should be?).



“I drew myself playing football, because it is fun. Besides that, I also play football in a sport club every weekend. I wish we could have more football” (Pietro).

Figure 14. Eriksson (How PEH should be?)



“I drew us playing football. I play football in a sport club, but we rarely play it in PEH”
(Eriksson).

Figure 15. Laleh (How PEH should be?)



“We are playing habit hole in the square in front of the school. I wish we could play it more often” (Laleh).

In common, all of the reports above reveal children’s dissatisfaction regarding the exiguous opportunities they were given to play their desired activities – whether sports or games. In turn, to reinforce her wish, Laleh have written in her drawing “*Jag vill leka mera Harmamma*”, which literally means “I want to play Harmamma more”. If we take as reference Carlson’s and Pietro’s reports, they have mentioned the will to play football. Important to note that the PEH curriculum does not mention sports as content for children on the 3rd grade. Still, the teacher have developed some sports in a few lessons. In some sport-based lessons, she developed it in a teacher-centered didactical approach. But, she had also listened to children’s voices in some of the sport-based lessons. These

lessons, though, had a recreational approach, and the teacher did not intervene pedagogically in order to correct children's body movement skills.

When I got into the sport hall, I saw children running, playing, or just chatting. After a few minutes, the teacher called the children to the center of the sport hall and says that they will have to choose what they want to do in the lesson. Immediately, they got super excited about it, and started to talk with each other to decide it. A few minutes, the teacher asked them what activities they have chosen, and they said: gymnastics, dodgeball, *innebandy*, and football. Then, the teacher and children began to get the equipment (Field notes).

It was clear that the children have shown interest in practicing sports. In that sense, the teacher acted towards that. However, the PEH curriculum seems to be a barrier to sport-based lessons, once it does not include sports for 3rd graders in line to their interests. Furthermore, as we are going to explore in the next category, the length of PEH lessons seems to be a relevant impediment for that.

Didactics

Despite involving only two drawings – a massively lower than the previous category – the children's reports reveal some key aspects of their interest which, in turn, are narrowly connected to PEH didactics. Figure 16 was made by Åsa, a 9-year-old girl.

Figure 16. Åsa (How PEH should be?)



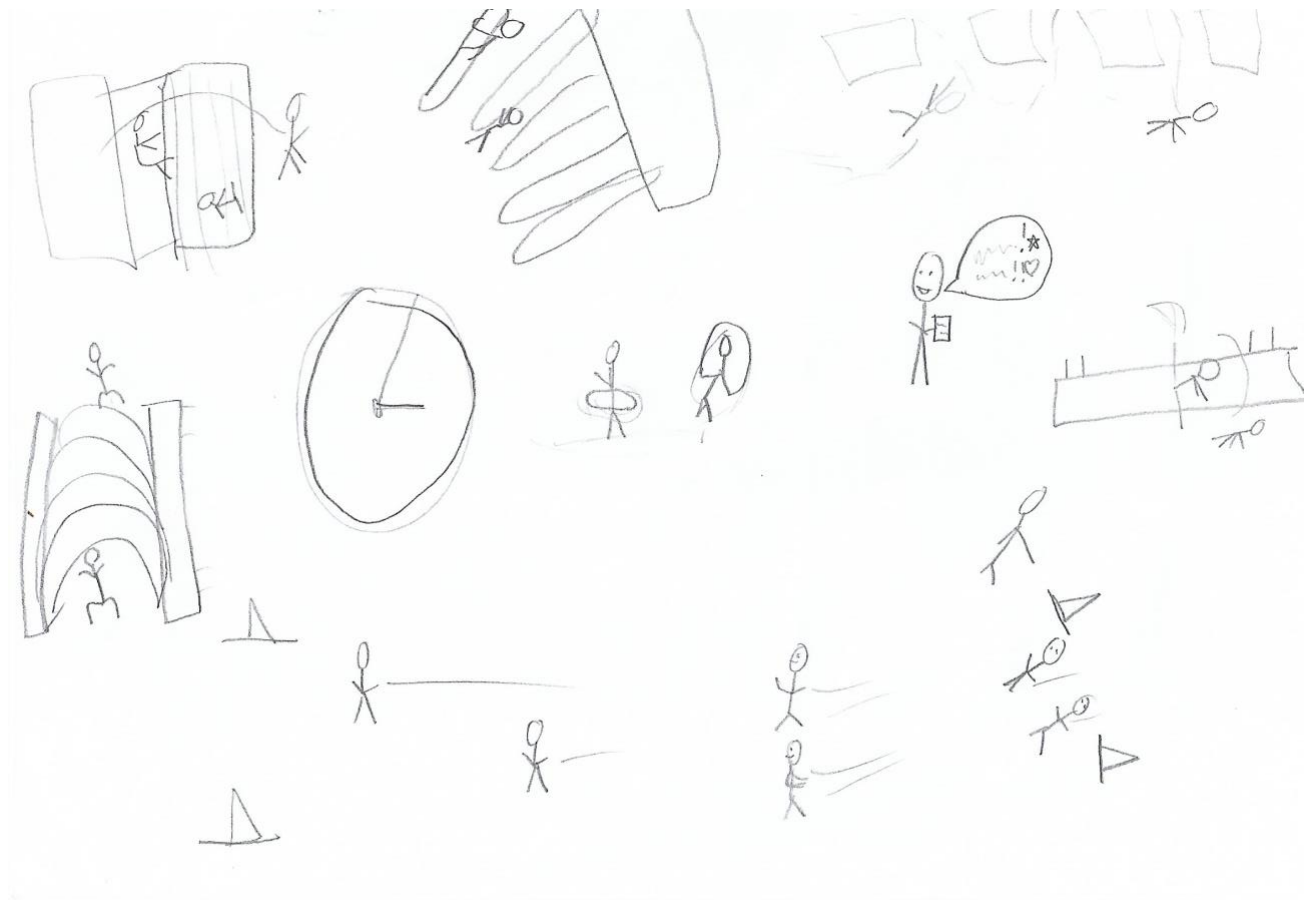
“I wrote ‘The children have to choose’. We want to choose what we like to do. For instance, I want to choose about the obstacles run lessons. I do not think we decide about it. The teacher decide previously how the lesson will be” (Åsa).

Except for the couple lessons with the recreational approach, most of them were previously organized by the teacher, and, as Åsa indicated, these lessons did not considered children’s voices. Noteworthy, we are stating that children’s voices were ignored. Again, we stress that children had their voices heard in other opportunities while they were doing the activities or evaluating the lesson, for instance. As we previously pointed out in PEH contents category, the teacher did not acted pedagogically in the lesson which had recreational approach. In other words, children’s voices were only heard in didactical planning when the lessons did not have a major importance other than recreation. Furthermore, Åsa’s report shows the importance of collective decision-making by using the word “*barnen*”

– which means children in English – instead of using it in its singular form. Although it is the expression of one child, Åsa express her concern about the relevance of listening the voices of her peers towards a common interest.

Embracing another PEH didactical aspect, Figure 5 shows the drawing made by Silvia, a 9-year-old girl.

Figure 17. Silvia (How PEH should be?)



“I drew a watch right in the center, because I wish PEH could last longer. For example, just the warm-up of my gymnastic lessons in my sport club are 30 minutes long. Here, the whole PEH lesson is only 40 minutes! I also wish we could have more things than the circuits. We had it too many times... We could also have lessons with bicycles” (Silvia).

By expressing dissatisfaction regarding the PEH lesson, Silvia (in)directly pointed out two overall PEH didactical features: lesson length and setting. The first feature involves a whole complex of educational actors and institutions, once

the time allocation for the lessons is an issues that involves the Swedish educational policy. The second feature involves specifically teacher's pedagogical acting. In line with Silvia's reports, the field observations shows that the circuit lesson setting was used by the teacher in multiple occasions for different contents. Therefore, it seems that children discontentment about PEH lessons is not only about the contents – as the previous category exposes it – but also how the contents are developed, and in which kind of lesson format.

7.2 Discussion

Through children's drawings and oral reports, we could create a general picture of their aspirations about PEH. There were three major aspects that represent children's voices. Specifically, they are keen for: 1) longer lessons; 2) practicing different physical activities; 3) improving their participation in the educational process.

The time management of PEH lessons has shown to be problematic and Silvia's report is a clear example of that. Although not included in the same category, the oral reports by Stina and Laleh have slightly also mentioned the lack of opportunities to practice some of their favorite physical activities. Currently in Sweden, the total allocated time for PEH lessons in Elementary School (grades 1-9) was increased from 500 to 600 hours (REDELIUS; LARSSON, 2020). Interestingly, each school must decide how those hours will be divided. Even with that improvement, the allocated hours for younger children were not very privileged when compared with the time allocated for older children. Children from upper grades (grade 7-9) have 280 hours of PEH lessons, while the allocated time for PEH lessons for children in grades 1-3 is only 140 hours. Considering the time allocation policy, the educational managers at Fika school decided that 3rd graders will have only two lessons a week with 40 minutes each, and, as we have shown, it is very likely that this decision have directly influenced children to expose willingness to have longer lessons. The discussion about the time allocation for PEH lessons is not inedited. Literature shows that children's desirability for longer lessons in PEH is quite common and has been pointed out in previous researches (NIVEN; HENRETTY; FAWKNER, 2014; PANG, HILL, 2018). We do recognize the time allocation policy for PEH lessons is an important matter, and the discussion about that involves many other educational institutions and actors. Nevertheless, we ponder that the PEH didactical approach plays an even more fundamental role that might explain children's complains regarding lesson time management, once it is more tangible to the everyday context of the

PEH lessons. Consequently, reflecting upon the time in PEH context could help us understand why children were keen to have longer lessons.

As shown previously, the PEH curriculum strongly emphasizes body movement skills, so it was not a huge surprise to observe that some lessons were framed within that perspective. Hence, the teaching process within that perspective aims to develop body movement skills. Teaching PEH contents within that perspective might imply in developing extrinsic knowledge, as the knowledge in which the skills are taught is based on scientific knowledge produced in time and spaces outside the school's contexts. For instance, teaching the "correct" technique of how to throw the basketball within that perspective could imply the teaching of a knowledge that is based on biomechanics. In that sense, the teaching process would bring the knowledge that has nothing to do with children previous knowledge, experiences, and expectations. Within that perspective, the PEH educational process gives priority to fit children in the biomechanical standards. In that sense, Kunz (1994) exposes that the teaching process of those abilities within that approach also tends to disregard individual's unique peculiarities and their participation in the process of seeking for the best movement for each one. By reflecting on the relationship between time and PE lessons, Staviski, Surdi, and Kunz (2013) argue that one of the greatest challenges faced by teachers is to get untangled from the excessive focus on developing body movement skills – once its knowledge source is extrinsic and decontextualized from the educational process and environment –, and draw attention to what can only be done in the present time instead. Thus, Dewey (1978) asserts that children's world is impregnated by the issues that matters directly to them, their friends and family, and they are also extremely focused on "right here and right now", so there is no room for truths from external world. A possible way to act differently from that is to become more sensitive to children's wishes, and recognize their needs, without depriving them of the right to experience what they want (STAVISKI; SURDI; KUNZ, 2013). Important to note that we do not advocate for teachers to

totally disregard educational external elements or teaching body movement skills. Rather, our effort is to highlight the obstacles that can be created when we focus excessively on factors extrinsic to the educational process.

Despite slightly different from the first aspect that derived from children's voices, their longing for practicing different physical activities is strongly connected to that one. Although the physical activities described by Pietro and Erikson were developed in some lessons, they indicate to have just a few opportunities to do so. Furthermore, these activities were described by the children as part to the Movement axis²² described in the PEH curriculum. As shown in the section where we analyze the Swedish PEH curriculum, the sport-based contents are part of the contents for the 3rd year in the “Outdoor life and activities” axis only. Regardless of that scenario, the teacher – based on her teaching autonomy to interpret the curriculum – went beyond the contents described in that document to guarantee that children had sport-based lessons within the Movement axis. Thus, we can infer from information built with children’s voices and field observations that the sport-based contents – as it is presented in PEH curriculum for the grades 1-3 – are misaligned with children’s interests. No, we are not stating that the educational process must be guided by children’s interests solely, but if we want to discuss children’s participation in the PEH educational process, bringing that misalignment is an important issue.

At first sight, the third aspect – children’s participation in the educational process – might seem a mere bureaucratic issue. However, the way the contents are selected might reveal, among many other issues, how educational character roles are set. If we take a closer look into children’s reports, it is to some extent clear what are children role in the PEH educational process. Åsa indicated that she want to actively take part in the didactic planning. Furthermore, she states that the content are chosen previously without children’s participation. Therefore, we

²² The contents within that axis emphasize the body movement skills.

draw attention to the purpose of listening to children's voices, and what can we do from that. But, why is it important to consider children's voices regarding their aspirations? If it is important, how can the teacher use that in the lessons? What are the impact of not doing that? There are a myriad of possible ways to answer those questions, but we have decided to start it from the legal perspective to demonstrate that listening to children's aspirations in the educational process is not a simple pedagogical quest.

In 1989, the United Nations has enacted the CRC, and its article 12 states that: "States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child" (UNICEF, 2020, p. 4). To do so, the CRC affirms that children shall be given the opportunity to be heard in any administrative process that affects them in any way. Although the CRC is a fundamental mark regarding children's right to be heard in the educational process, it does not clarifies yet why it is important or how it should happen in the educational process. This is why we should take a closer look into that, but from the educational perspective as well.

Since the beginning of the modern schooling system, children were "killed" as individuals on behalf of their best education in order to make room for the apprentice birth which, in turn, was the main target of the educational process. Consequently, their knowledge, emotions, aspirations, feelings, and wills were silenced (Sarmiento, 2011). It means that since its very beginning, the educational institutions tend to hinder children's subjectivities to reach the "best education" for them. As mentioned before, teachers and school administrators have a complete arsenal to develop children's subjection (FOUCAULT, 2014), and that educational process' main goal is to enable children to accumulate the greatest amount of knowledge regardless of their previous knowledge and cultural background (FREIRE, 2011). In that sense, we stress once more the notion of the

term pupil that other educational characters impose to children; it is a clear example of one tool within that subjection machinery.

When the educational institutions apply that kind of educational process children's voices and interests are disregarded, and their importance become secondary. That approach also presents a paradox: on the one hand, it preconizes children's best education, but, at the same time, constrains their voices and interests. In order to provide a different perspective towards an educational process that privileges children's voices, we should reflect upon the educational aim. In that sense, we converge to what Dewey (2008, p. 189) indicates about it: "An educational aim must be founded upon the intrinsic activities and needs (including original instincts and acquired habits) of the given individual to be educated". Furthermore, Dewey states that when the educational process is focused on preparing children for the future stages in live, there is a tendency to "[...] omit existing powers, and find the aim in some remote accomplishment or responsibility" (DEWEY, 2008, p. 189).

Slightly diverging from that panorama, the field observations mentioned before has shown that the teacher used to help and listen to children's voices. Although, throughout the whole lesson, those moments only occurred more intensively at the end of each lesson, when the teacher were concerned on hearing what children have learned, the pros and cons, and whether tasks were easy or difficult to accomplish. Indeed, these actions are fundamentally important and must be carried out during the lessons. By doing that, the teachers signaled their intention to bring children's perspectives into the educational process. Nevertheless, according to Åsa, children's voices are still marginalized regarding other important part of that process. Her report bring the missing opportunities for their interests and participation into the didactical planning, and exposes her wish to take part into that. In this regard, Dewey (2008, p. 228) argues that:

[...] the value of recognizing the dynamic place of interest in an educative development is that it leads to considering individual children

in their specific capabilities, needs, and preferences. One who recognizes the importance of interest will not assume that all minds work in the same way because they happen to have the same teacher and textbook. Attitudes and methods of approach and response vary with the specific appeal the same material makes, this appeal itself varying with difference of natural aptitude, of past experience, of plan of life, and so on.

Although we advocate for teachers to listen to children's voices, it is important to highlight that the educational process cannot be exclusively framed by that. Freire (2002) has stated that freedom in the educational process cannot be interpreted as arbitrary acts, instead it should be interpreted as acts filled by the responsibility that the institutions should trust in the children. Anecdotally, Dewey (1978) says that guiding the educational process only by children's interests is like trying different cuisines without getting fed. Dewey also alert us that the teachers should mediate the knowledge based on children's interests. To promote that mediation, it is necessary to rethink children's place within the educational process. As we see it, that shift will demand a tremendous effort from all the educational stakeholders once children's role have been marginalized since the very beginning of educational institutions.

8. (RE)THINKING THE CHILDREN IN THE PEH EDUCATIONAL PROCESS

In the previous two chapters, we have analyzed the information about children's perceptions and expectations regarding PEH lessons. In other words, we have analyzed how PEH lessons are and how they should be according to children's voices. If we could characterize the PEH lessons taking as reference children's voices in just a few words, we could say these lessons are focused on developing body movement skills in circuit lesson format. In the same way, children's expectations about PEH lessons could be summed up to their will for more opportunities to practice activities of their interest, and to actively take part into to didactic planning process. Once facing this panorama, the need to reflect upon children's role in PEH educational process emerges. However, why is it important to reflect about children's role in the PEH educational process? To do so, which directions can we take? Certainly, it is impossible to provide complete answers for all of these questions within this research. Nevertheless, our effort here is to provide some initial and purposeful insights towards that reflexive process, and provide different perspectives for PEH. Hence, taking as reference the information built about children's perceptions and expectations on PEH lesson, our reflections will take as reference the need to (re)think children's role in the PEH educational process. This issue might help us to have a different perspective about children's role in PEH lessons. Important to note that once the PEH field is within the education field, the ideas from both fields in the following paragraphs will be always interconnected. Before we go any further, it is essential to also stress that we do recognize that all of educational actor's roles are deeply important in the educational process, and they must be heard in debates about it. However, considering that the scope of this study is the children's voices, the reflections exposed bellow foster insights from their perspective.

Initially, in order to (re)think children's role in the PEH educational process, we ponder that we should look upon two main elements: depth and coverage of the research with children, and children perceptions about their own roles in that process. Both of these elements are strictly connected, so the development of one will directly impact the other. Indeed, there is a lasting culture that outlines the educational system structures (e.g. universities, schools, teacher training programs, steering documents, educational policies, etc.) which shapes each educational actor's roles. Within that culture, the scientific area plays an important role once the produced knowledge directly influences the educational process. Considering both "Theoretical Background" and "Literatures Review" chapters, the Physical Education scientific field tends to consider children and childhood characteristics in a very limited age range, and the educational system – influenced by that kind of knowledge – frames the notion of children and childhood to the early childhood education. To illustrate that tendency, our literature review pointed out that only 16% of the selected studies in international journals were carried out in Elementary schools. It could, among many other possibilities, represent an idea that the children and childhood features are related to the early childhood education solely. We ponder that excessive focus on children from early childhood could diminish the opportunities of older children to have their voices heard in researches, and the opportunities to improve the educational process based on those children are diminished as well. Still, the most important issue about (re)thinking children's in the PEH educational process is as simple as it seems: listening to children's voices.

The selected studies in the literature review have exposed a wide range of children's perceptions regarding PE lessons, but none of them have indicated that the children themselves recognize they do not play an active role in that process. However, this research have evidenced that children do recognize whether they play an active role or not, and they also advocate to actively participate in the didactical planning process. In that sense, when asked about how PEH should be,

Åsa replied that children do not take part into the didactical planning, but her wish was to take part in the process. Once we face that situation, it would be important to reflect upon different educational actions to provide time and space where the children could actively take part in the educational process. In that sense, Sarmiento, Abrunhosa and Soares (2005) exposed two relevant issues that might contribute to that. For the authors, the first issue is the need to promote educational actions that privileges children's needs and rights, and also consider their cultural and individual backgrounds; it would push away the secular schooling model that massifies and unifies children as educational actors. Secondly, it is necessary to overcome the notion that children are blank slate where knowledge and social values are inculcated. It would imply, though, (re)thinking the traditional perspective which delegate some of children's rights to other people (parents, teachers or even the State) who manage those same rights in an arbitrary way, without providing children's autonomy or capacity of decision (SARMENTO; ABRUNHOSA; SOARES, 2005).

When asked about PEH lessons, many children described those as time and spaces to develop physical activities. However, when asked about their aspirations regarding PEH, they indicated to have just a few opportunities to practice the activities of their interest. In other words, the PEH contents developed in the lessons were aligned with children's interests, but the way it was developed did not attended their expectations. One of the main reason why the children were not satisfied about that was probably the time allocated for PEH lessons. In that sense, Silvia's states that the warm-up in her gymnastic training sessions was roughly as long as the whole PEH lesson. This give us a clear example of how short the lessons might be through children's perspective. We have discussed that the time allocation policy might be an important matter which have influenced children's desire for longer lessons (see subchapter 7.2). However, as we are now analyzing children's perceptions and expectations about PEH together, we would like to purposefully problematize the articulation between the time and children's

interests in the educational process. Indeed, if PE teachers want to set time and spaces where children have time “to be” children²³, they should nurture children’s autonomy when choosing the activities (STAVISKI; SURDI; KUNZ, 2013). That kind of action could be a possible way to transform children’s participation in the PEH lessons, and inducing their feeling of having their interests attended. Yet, as we see it, teachers should also bring – along with children’s interests – the knowledge that is social and historically produced into the educational process. A possible way to do that and still keep children’s interest and feeling of having their interests fulfilled in the lessons is by contextualizing that knowledge (CARLAN; KUNZ; FENSTERSEIFER, 2012).

So far, we have closely reflected on children’s role in the PEH educational process. Then, we are going to take a closer look into the PEH regarding its major didactical issues. Although children described a strong influence of physical activities in its movement skills perspective, the PEH curriculum certainly foster the possibility of developing the contents within sociocultural perspectives (see subchapter 5.2). Considering that, it is necessary to debate possible pathways to promote sociocultural perspectives within PEH process. To do so, we should examine the universities’ role, once they are also responsible for producing PEH knowledge. In that sense, Kirk (2010) argues that:

[...] it is only universities that provide the spaces for the critical intellectual work required to inform our judgements about public education, pedagogy and the curriculum. It is in universities that the complex range of views, values and interests can be considered and brought together, options weighed and different scenarios for the future considered against sometimes complementary and sometimes conflicting local and global priorities (KIRK, 2010, p. 141).

As Kirk exposes, universities would play an important role in the (re)thinking process of PE. The articulation between the knowledge produced in

²³ The authors’ idea of given children opportunities for “being” children is related to offering them time and space where they can spontaneously develop activities without worrying about the results of their actions (STAVISKI; SURDI; KUNZ, 2013).

the academic-scientific context and its appropriation by teachers is a relevant element that helps us understand how Physical Education (PE) lessons are developed. In that sense, Crum (1993a, 1993b) affirms the need for conceptual cohesion – within PE teacher training programs – that PE should be a discipline oriented to the learning elements of the body movement culture. Additionally, to achieve such cohesion, regular intra and inter-university dialogue is necessary: if teacher training programs can understand this, we can have hope for the future. (CRUM, 1993b). Therefore, the analysis of the articulation between the knowledge produced in universities and PE lessons in schools' contexts can contribute to the understanding of the aforementioned cohesion.

9. FINAL WORDS

The aim of this study was to analyze children's perceptions about their PEH lessons in a school located in Stockholm. By analyzing the literature review regarding this research theme, we could observe that the children have fun during PE lessons and recognize the physical activities as its main content. On the other hand, it was also pointed out that the major problems in PE lessons are related to gender issues, and it seems that girls are the ones who suffers the most with that. Curiously, the selected studies were predominantly developed with older children, and just a few of them have defined – at least from a sociological perspective – the notion of childhood. Although there were just a few studies with children from Primary Education schools, there were none with children from early education schools.

For this research, we have outlined a qualitative methodological design in order to listen children's voices. Nevertheless, it was necessary to analyze the context in which the children were inserted. In that sense, both the participant observations and PEH curriculum analysis has shown to be important tools. Similarly, collecting children's drawings in connection with oral report has shown an important tool. Indeed, it is not always that children will expose their felling towards the research object, and it is our duty as researchers to respect children's stand point, and work with the material that we have in hands. Still, that research technique represents an important and solid platform in which children can step in and explain their thoughts and perceptions regarding the research object in a more complex and detailed way, as it is a typical communication channel for them. We strongly recommend the use of children's drawings in countries where they cannot speak the local language, whilst allocating a longer time than usual for the drawing productions. As the translation process might take a long period of time, if researchers follow that recommendation, they will have a better chance

to set up a friendlier relationship with the children. It will probably stimulate children to express as much as they want without rushing them up.

Through children's drawings and oral reports, we could observe some interesting aspects regarding PEH lessons. Many of them have described the physical activity as main contents developed in those lessons, and those activities were developed towards body movement skills which, in turn, are aligned to the PEH curriculum. On the other hand, we could examine, through the field observations, that contents other than physical activities were also developed by the teacher. Indeed, the PEH curriculum opens room for teacher's interpretation, what probably led her to develop a wider range of contents. Another issue that emerged from children's voices was the lessons format. The circuit lesson format was repeatedly mentioned by the children. As we have argued this kind of lesson format represents an old and strong educational culture which, in turn, tends to direct children towards a secondary role in the educational process. Once facing this panorama, the critical PEH – as we have argued along this thesis – seems to be a possible platform that might provide children with time and space to actively be a protagonist in the educational process.

When asked about their expectations and wishes for PEH lessons, children exposed two main issues which, in turn, are firmly connected. The first one is related to PEH lesson length. Guided by the Swedish time allocation policy for PEH lessons, Fika School administration members have designated that PEH lessons for children of 3rd year would be 40 minutes long. Hence, it was not a surprise to hear from the children they would like to have longer lessons. The short length probably led some of them to expose they miss more opportunities to practice activities of their interest as well. In turn, the second issue is related to their role in the educational process. Åsa have reported that: 1) as the lessons are planned previously, children do not take part into the didactical planning; 2) she wants, along with her peers, to take part in the didactical planning. Considering that both social and educational structures are yet strongly influenced by the

notion that children are becoming individuals or “in-the-making” process, instead of individuals with peculiar features that should be considered within the educational process. Åsa’s report, then, is a powerful evidence that children do recognize their own marginalization and explicitly revendicate an active role in the educational process. Important to note that none of the selected studies in our literature review has shown that. Once facing this panorama, we ponder that the PEH academic field need to stablish a major debate around the issues mentioned above, and start a process of (re)thinking the children’s in the educational process. To promote that, we need to reflect upon children and childhood features in both social and educational matters, debating and consolidating different perspectives for PEH, and improving the articulation between the knowledge produced in universities and the PEH teachers. Additionally, it is extremely important to carry out researches that listen to their children voices rather researches about them. No, we are not the first one to demonstrate the need to consider children’s active in the educational process. For instance, John Dewey and Paulo Freire have done that even using different epistemologies. Still, as the information produced in this research, it is important to corroborate that.

Another important finding that emerged from children’s perceptions was the connection between the lessons and the PEH curriculum. If we recall their drawings and oral reports about the “What is PEH?” theme, we are going to see that several children have pointed out that the PEH lessons were focused on different body movement skills which, in turn, represent the contents inserted in the “Movement” section in the PEH curriculum. That fact would not be a problem itself. Actually, it would be expected that children perceive that match. However, as exposed previously, we draw attention to the impact of excessively focusing on that type of content in face of potentialities of PEH provided through contents and pedagogical approaches.

Although we advocate for bringing children’s voices into the educational process, we also emphasize it is equally important to hear teacher’s voices and

other educational stakeholders so the (re)thinking process about children's role become more tangible for all of the educational actors. In that sense, we recommend studies that also embraces parents and school's administrators' perspectives on PEH.

10. REFERENCES

- ADES, C. Um adulto atípico na cultura das crianças. In: MÜLLER, F.; CARVALHO, A. M. A. (Orgs.). **Teoria e prática na pesquisa com crianças: diálogos com Willian Corsaro**. São Paulo: Cortez, 2009.
- ALMEIDA, A. B.; TUCHER, G.; ROCHA, C. A. Q. Percepção discente sobre a educação física escolar e motivos que levam à sua prática. **Revista Mackenzie de Educação Física e Esporte**, São Paulo, v. 10, n. 2, p. 109-116, jul./dez. 2011.
- ALVES, M. L. T.; DUARTE, E. A percepção dos alunos com deficiência sobre a sua inclusão nas aulas de educação física escolar: um estudo de caso. **Revista Brasileira de Educação Física e Esporte**, São Paulo, v. 28, n. 2. p. 329-338, abr./jun. 2014.
- ANGROSINO, M. V. Recontextualizing Observation: Ethnography, Pedagogy, and the Prospects for a Progressive Political Agenda. In N. K. Denzin & Y. S. Lincoln (Orgs.). **The Sage handbook of qualitative research**. Thousand Oaks: Sage Publications, 2005.
- ARIÈS, P. **História social da criança e da família**. 2. ed. Rio de Janeiro: Guanabara. 1981.
- BAIN, L.L. A critical analysis of the hidden curriculum in physical education. In: KIRK, D; TINNING, R. (Orgs) **Physical Education, Curriculum and Culture: Critical Issues**. 1990.
- BEGGIATO, C. L.; SILVA, S. A. P. D. Educação Física Escolar no ciclo II do ensino fundamental: aspectos valorizados pelos alunos. **Motriz**, v. 13, n. 2, p. S29-S35, 2007.
- BELTRÃO, J. A. A educação física na escola do vestibular: as possíveis implicações do ENEM. **Movimento**, Porto Alegre, v. 20, n. 2, p. 819-840, abr./jun. 2014.
- BENELLI, S. J.; COSTA-ROSA, A. Geografia do poder em Goffman: vigilância e resistência, dominação e produção de subjetividade no hospital psiquiátrico. **Estudos de Psicologia**, Campinas, v. 20, n. 2, p. 35-49, maio/ago. 2003.

BEREDAY, G. Z. **Método comparado em educação**. São Paulo: Nacional. 1972.

BETTI, M.; LIZ, M. T. F. Educação física escolar: a perspectiva de alunas do ensino fundamental. **Motriz**, Rio Claro, v.9, n.3, p.135–142, set./dez. 2003.

BOGDAN, R; BIKLEN, S. **Qualitative research for education: an introduction to theory and methods**. 5. ed. New York: Pearson, 2007.

BRACHT, V. et al. A educação física escolar como tema de produção de conhecimento nos periódicos da área no Brasil (1980-2010): parte I. **Movimento**, Porto Alegre, v. 17, n. 2, p. 11-34, abr./jun. 2011.

BRANDOLIN, F.; KOSLINSKI, M. C.; SOARES, A. J. G. A percepção dos alunos sobre a educação física no Ensino Médio. **Revista da Educação Física/UEM**, Maringá, v. 26, n. 4, p. 601-610, 4. trim. 2015.

BRASIL. **Constituição da República Federativa do Brasil**. Disponível em: http://www.planalto.gov.br/ccivil_03/constituicao/constituicao.htm. Acesso em: 22 ago. 2019.

_____. Lei 8.069, de 13 de julho de 1990. **Estatuto da Criança e do Adolescente**. Brasília: Ministério da Justiça, 1990.

_____. **Lei n. 9.394. Estabelece as Diretrizes e Bases da Educação Nacional**. Diário Oficial da União, Brasília, 20 de dezembro de 1996.

_____. **Lei no 13.145, de 16 de fevereiro de 2017**. Altera a Leis no 9.394, de 20 de dezembro de 1996, que estabelece as diretrizes e bases da educação nacional. Disponível em: http://www.planalto.gov.br/ccivil_03/ato2015-2018/2017/lei/113415. Acesso em: 17 de ago. 2019.

_____. Secretaria de Educação Fundamental. **Parâmetros Curriculares Nacionais: terceiro e quarto ciclos: apresentação dos temas transversais**. Brasília: MECSEF, 1998.

BRINKMANN, S. Unstructured and semi-structured interviewing. In: Leavy, P (Org.). **The Oxford Handbook of Qualitative Research**. New York: 2014.

- BRITO, L. M. Percepção da educação física em escola de 1º e 2º graus em Belo Horizonte M/G (um estudo exploratório). **Revista Brasileira de Ciência e Movimento**, Brasília, v. 4, n. 04, p. 08-17, 1990.
- BROUGÈRE, G. A criança e a cultura lúdica. In KISHIMOTO, T. M (Org). **O brincar e suas teorias**. São Paulo; Cengage Learning. 2008.
- _____. **Brinquedo e Cultura**. São Paulo: Cortez. 2000.
- BUSS-SIMÃO, M. Antropologia da criança: uma revisão da literatura de um campo em construção. **Revista Teias**, v. 10, n. 20, p. 53-69, jun./dez. 2009. In: ROCHA, E. A. C.; KRAMER, S. **Educação Infantil: enfoques em diálogo**. Campinas: Papyrus, 2011.
- BUSS-SIMÃO, M. **Relações sociais em um contexto de educação infantil: um olhar sobre a dimensão corporal na perspectiva de crianças pequenas**. 312 f. Tese (Doutorado em Educação) – Centro de Ciências da Educação, Universidade Federal de Santa Catarina, Florianópolis, 2012.
- BUSS-SIMÃO, M.; GOMES-DA-SILVA, E. Pesquisa com crianças na educação física: questões teóricas e desafios metodológicos. **Inter-Ação**, Goiânia, v.33, n. 2, p. 395-416, jul./dez. 2008.
- BUSSAB; V. S. R.; SANTOS, A. K. Reflexões sobre observação etnográfica: a cultura de pares em ação. In: MÜLLER, F.; CARVALHO, A. M. A. (Orgs.). **Teoria e prática na pesquisa com crianças: diálogos com Willian Corsaro**. São Paulo: Cortez, 2009
- CAMPBELL, D. et al. Inclusive and exclusive masculinities in physical education: A Scottish case study. **Sport, Education and Society**, v. 23, n. 3, p. 216-228, 2018.
- CARDOSO, A. G.; NUNEZ, P. R. M. Percepção dos alunos do Ensino Médio em relação às aulas de educação física. **Coleção Pesquisa em Educação Física**, Várzea Paulista, v. 13, n. 4, p. 125-132, 2014.

- CARRASCO, I. C. G.; PAIANO, R.; FREIRE, E. F. Perspectiva docente e discente sobre as atitudes nas aulas de educação física: um estudo de caso. **Pensar a Prática**, Goiânia, v. 14, n. 1, p. 1-16, jan./abr. 2011.
- CARLAN, P.; KUNZ, E.; FENSTERSEIFER, P. E. O esporte como conteúdo da Educação Física escolar: estudo de caso de uma prática pedagógica "inovadora". **Movimento**, Porto Alegre, v. 18, n. 04, p. 55-75, out/dez de 2012.
- CARVALHO, M. R.; NUNES, A. Questões metodológicas e epistemológicas suscitadas pela Antropologia da Infância. In: **31º Encontro Anual da Associação Nacional de Pós-Graduação e Pesquisa em Ciências Sociais – ANPOCS**, Anais... Caxambu, MG, 2007.
- CASTRO, A. Percepções de professores e alunos de educação física em relação à aprendizagem de tarefas motoras. **Movimento**, Porto Alegre, v. 3, n. 5, p. 25-37, 1996.
- CELLARD, A. A análise documental. In: POUPART, J. et al. **A pesquisa qualitativa: enfoques epistemológicos e metodológicos**. Petrópolis: Vozes.
- CHRISTIANS, C G. A ética e a política na pesquisa qualitativa. In: DENZIN, N; LINCOLN, Y (Orgs.). **O planejamento da pesquisa qualitativa – teorias e abordagens**. Porto Alegre: Artemed, 2006.
- COELHO, J. M. S.; PORTELA, B. O. A visão discente a partir das aulas teóricas de educação física escolar. **Coleção Pesquisa em Educação Física**, Várzea Paulista, v.6, nº 2, p. 33-38, set. 2007.
- COFFEY, A. Analysing documents. In: FLICK, U. (Org.). **The SAGE handbook of qualitative data analysis**. Londres: SAGE, 2014. p. 367-379.
- COHN, C. Concepções de infância e infâncias. Um estado da arte da antropologia da criança no Brasil. **Civitas**, Porto Alegre, v. 13, n. 2, p. 221-244, maio/ago. 2013.
- CORSARO, W. Reprodução interpretativa e cultura de pares. In: MULLER, F.; CARVALHO, A. M. A (Orgs.). **Teoria e prática com crianças: diálogos com William Corsaro**. São Paulo: Cortez. 2009.

- _____. **Sociologia da infância**. Porto Alegre: Artmed, 2011.
- CRONIN, L. D. et al. An investigation of the relationships between the teaching climate, students' perceived life skills development and well-being within physical education. **Physical Education and Sport Pedagogy**, v. 23, n. 2, p. 181-196, 2018.
- CRUM, B. J. A crise de identidade da educação física. Ensinar ou não ser, eis a questão. **Boletim Sociedade Portuguesa de Educação Física**, n. 7-8, p. 133-148, 1993b.
- _____. Conventional thought and practice in physical education: Problems of teaching and implications for change. **Quest**, v. 45, n. 3, p. 339-356, 1993a.
- CRUZ, E. O.; FIAMENGHI JUNIOR, G. A. O significado das aulas de educação física para adolescentes. **Motriz**, Rio Claro, v.16 n.2 p.425-431, abr./jun. 2010.
- CUNHA, M. V. John Dewey: filosofia, política e educação. **Perspectiva**, Florianópolis, v.19, n.2, p. 371-388, jul./dez. 2001.
- DAGKAS, S.; HUNTER, L. 'Racialised' pedagogic practices influencing young Muslims' physical culture. **Physical Education and Sport Pedagogy**, v. 20, n. 5, p. 547-558, 2015.
- DANTAS, H. Brincar e trabalhar. In KISHIMOTO, T. M (Org). **O brincar e suas teorias**. São Paulo: Cengage Learning. 2008.
- DARIDO, S. C. Os conteúdos da educação física escolar: influências, tendências, dificuldades e possibilidades. **Perspectivas em educação física escolar**, Niterói, v. 2, n. 1, p. 05-25 (suplemento), 2001.
- DEWEY, J. **Democracia e educação**: introdução à filosofia da educação. São Paulo: Companhia Editora Nacional, 1979.
- _____. **Democracia e Educação**. 4. ed. São Paulo: Companhia Editora Nacional, 1979.
- _____. **Vida e educação**: a criança e o programa escolar: interesse e esforço. São Paulo: Melhoramentos, 1978.

DUARTE, C. P.; MOURÃO, L. Representações de adolescentes femininas sobre os critérios de seleção utilizados para a participação em aulas mistas de educação física. **Movimento**, v. 13, n. 1, p. 37-56, 2007.

ELLIOTT, D.; HOYLE, K. An examination of barriers to physical education for Christian and Muslim girls attending comprehensive secondary schools in the UK. **European Physical Education Review**, v. 20, n. 3, p. 349-366, 2014.

EU. **Sweden. Overview**. Acesso em 15 de maio de 2021. Disponível em: https://europa.eu/european-union/about-eu/countries/member-countries/sweden_en

FERNANDES, F. **Folclore e mudança social na cidade de São Paulo**. 3. ed. São Paulo: Martins Fontes. 2004.

FERREIRA, F. M.; DAOLIO, J.; ALMEIDA, D. F. Da cultura do corpo das crianças: diferenças e significados produzidos nas aulas de educação física. **Movimento**, Porto Alegre, v. 23, n. 4., p. 1217-1228, out./dez. de 2017.

FERREIRA, I. V. **Brincadeiras infantis: uma comparação entre a Escola Classe e a Escola da Ponte**. 2017. 140 f. Dissertação (Mestrado em Educação Física) - Universidade de Brasília, Brasília, 2017.

FERREIRA, I. V.; WIGGERS, I. D. Brazilian key-thinkers on education. **Society Register**, v. 2, n. 2, p. 107-130, 2018.

FERREIRA, M. L. S.; GRAEBNER, L.; MATIAS, T. S. Percepção de alunos sobre as aulas de educação física no Ensino Médio. **Pensar a Prática**, Goiânia, v. 17, n. 3, p. 734-750, jul./set. 2014.

FISSETTE, J, L.; WALTON, T. A. ‘If you really knew me’... I am empowered through action. **Sport, Education and Society**, v. 19, n. 2, p. 131-152, 2014.

FLICK, U. **Introdução à pesquisa qualitativa**. 3. ed. Porto Alegre: Artmed. 2008.

_____. Doing Qualitative Data Collection – Charting the Routes. In: FLICK, U. **The SAGE handbook of qualitative data collection**. London: SAGE, 2018.

FONTANA, A.; FREY, J. H. The interview: from neutral stance to political involvement. In: DENZIN; N. K.; LINCOLN, Y. S. (Orgs.). **The SAGE handbook of qualitative research**. Thousand Oaks: SAGE, 2005.

FOUCAULT, M. “What is Critique?”. In LOTRINGER, S. (Org). **The Politics of Truth**. Cambridge: Semiotext, 2007.

FREIRE, J. O.; WIGGERS, I. D.; BARRETO, A. C. O currículo em movimento: a Educação Física nos anos iniciais do Ensino Fundamental em Brasília. **Currículo sem Fronteiras**, v. 19, n. 3, p. 1305-1323, 2019.

_____. **Vigiar e punir: o nascimento das prisões**. Petrópolis: Vozes, 2014.

FREIRE, P. **Pedagogia da autonomia: saberes necessários à prática educativa**. 25. ed. São Paulo: Paz e Terra. 2002.

_____. **Pedagogia do oprimido**. 50. ed. Rio de Janeiro: Paz e Terra, 2011.

FROEMEL, K. et al. Secular trends in pupils’ assessments of physical education lessons in regard to their self-perception of physical fitness across the educational systems of Czech Republic and Poland. **European Physical Education Review**, v. 20, n. 2, p. 145-164, 2014.

FURLANETTO, B. H. Da infância sem valor à infância de direitos: diferentes construções conceituais de infância ao longo do tempo histórico. In: **VIII Congresso Nacional de Educação- EDUCERE**, 2008, Curitiba. Formação de professores. Curitiba: Champagnat, 2008. v. viii.

GERDIN, G. ‘It’s not like you are less of a man just because you don’t play rugby’—boys’ problematisation of gender during secondary school physical education lessons in New Zealand. **Sport, Education and Society**, v. 22, n. 8, p. 890-904, 2017.

_____. The disciplinary and pleasurable spaces of boys’ PE—The art of distributions. **European Physical Education Review**, v. 22, n. 3, p. 315-335, 2016.

GOBBI, M. Desenho infantil e oralidade: instrumentos para pesquisas com crianças pequenas. In: FARIA, A. L. G.; DEMARTINI, Z. B. F.; PRADO, P. D.

- (Orgs.). **Por uma cultura da infância: metodologia de pesquisas com crianças**. Campinas: Autores Associados, 2002.
- GOFFMAN, E. **Manicômios, prisões e conventos**. 9. ed. São Paulo: Perspectiva. 2015.
- GOLDBERG, L; FROTA, A. M. M C. O desenho infantil como escuta sensível na pesquisa com crianças: inquietude, invenção e transgressão na elaboração do mundo. **Revista de Humanidades**, Fortaleza, v. 32, n. 2, p. 172-179, jul./dez. 2017.
- GONÇALVES, É. P. et al. Estilo de vida, saúde e bem-estar de escolares: percepção do ambiente escolar e da educação física em uma escola municipal de Novo Cabrais-RS. **Cinergis**, Santa Cruz do Sul, v. 12, n. 2, p. 38-42 jul/dez. 2011.
- GONZÁLEZ, F. J.; FENSTERSEIFER, P. E. Entre o “não mais” e o “ainda não”: pensando saídas do não lugar da educação física escolar I. **Cadernos de Formação RBCE**, Florianópolis, p. 9-24, set. 2009.
- GRAUE, M. E.; WALSH, D. J. **Investigação etnográfica com crianças: teorias, métodos e ética**. Lisboa: Fundação Calouste Gulbenkian. 2003.
- GREGÓRIO, L. V. **Representações sociais de corpos femininos: a perspectiva de crianças**. 2014. 145 f. Dissertação (Mestrado em Educação Física) - Universidade de Brasília, Brasília, 2014.
- GRIX, J. Introducing students to the generic terminology of social research. **Politics**, v. 22, n. 3, p. 175-186. 2002.
- HANSON, N. R. Copernicus' role in Kant's revolution. **Journal of the History of Ideas**, p. 274-281, 1959.
- HERTTING, Krister; KARLEFORS, Inger. Entrance into Swedish Children's Sports: newly-migrated children's perspective. In: **Idrottsforum. org/Nordic sport science forum**. Malmö högskola, 2016. p. 1-21.
- GUIMARÃES, J. S. **Mãos à máquina: um estudo sobre mídia-educação e infância**. 2016. 138 f. Dissertação (Mestrado em Educação Física) – Universidade de Brasília, Brasília, 2016.

HENRIQUE, J.; JANUÁRIO, C. Educação física escolar: a perspectiva de alunos com diferentes percepções de habilidade. **Motriz**, Rio Claro, v.11 n.1 p.37-48, jan./abr. 2005.

HILLAND, T. et al. Origins of perceived physical education ability and worth among English adolescents. **European Physical Education Review**, v. 24, n. 2, p. 165-180, 2018.

INAF. **Indicador de Alfabetismo Funcional 2018**: Resultados preliminares. 2018. Disponível em: << <https://drive.google.com/file/d/1ez-6jrlrRRUm9JJ3MkwxEUffltjCTEI6/view>>>. Acesso em: 3 abr. 2019.

JAMES, A. Giving voice to children's voices: practices and problems, pitfalls and potentials. **American Anthropologist**, v. 109, n. 2, p. 261-272. 2007.

JESUS, M. L.; DEVIDE, F. P. Educação física escolar, co-educação e gênero: mapeando representações de discentes. **Movimento**, v. 12, n. 3, p. 123-140, 2006.

JOBIM, S. J. Ressignificando a psicologia do desenvolvimento: uma contribuição crítica à pesquisa da infância. In: KRAMER, S.; LEITE, M. I. **Infância**: fios e desafios da pesquisa. Campinas: Papirus, 2011.

KANT, I. **Textos seletos**. Petrópolis: Vozes, 1974.

KJELSDOTTER, A. What matter (s)? A didactical analysis of primary school teachers' ICT integration. **Journal of Curriculum Studies**, v. 52, n. 6, p. 823-839, 2020.

KIRK, D. **Physical education futures**. Routledge. 2009.

KISHIMOTO, T M. Salas de aula de escolas infantis: domínio da fila, tempo de espera e falta de autonomia da criança. **Nuances**, São Paulo, v. 5, n. 5, p. 1-7, jul. 1999.

_____. Brinquedos e brincadeiras na educação infantil. In: **I Seminário Nacional: Currículo em movimento: perspectivas atuais**, 2010, Belo Horizonte. Anais do I Seminário Nacional: currículo em movimento. Perspectivas atuais. Belo Horizonte: Universidade Federal de Minas Gerais, 2010. v. 1. p. 1-20.

- KOEKOEK, J.; KNOPPERS, A. The role of perceptions of friendships and peers in learning skills in physical education. **Physical Education and Sport Pedagogy**, v. 20, n. 3, p. 231-249, 2015.
- KOHAN, W. O.; KENNEDY, D. **Filosofia e infância: possibilidades de um encontro**. 2. ed. Petrópolis: Vozes. 2000.
- KRAVCHYCHYN, C.; OLIVEIRA, A. A. B. Educação física escolar e esporte: uma vinculação (im)prescindível. **Revista Mackenzie de Educação Física e Esporte**, São Paulo, v. 11, n. 1, p. 61-70, 2012.
- KUHN, T. S. **The Copernican revolution: Planetary astronomy in the development of Western thought**. Harvard University Press, 1995.
- KUNZ, Elenor. **Transformação didático-pedagógica do esporte**. Ijuí: Unijuí, 1994.
- LAMB, P. Ritual associated with participation in physical education: The power of excuse notes. **European Physical Education Review**, v. 20, n. 1, p. 120-139, 2014.
- LAMB, P.; FIRBANK, D.; ALDOUS, D. Capturing the world of physical education through the eyes of children with autism spectrum disorders. **Sport, Education and Society**, v. 21, n. 5, p. 698-722, 2016.
- LARSSON, H.; REDELIUS, K. Swedish physical education research questioned—current situation and future directions. **Physical Education and Sport Pedagogy**, v. 13, n. 4, p. 381-398, 2008.
- LARSSON, H.; KARLEFORS, I. Physical education cultures in Sweden: fitness, sports, dancing... learning? **Sport, Education and Society**, v. 20, n. 5, p. 573-587, 2015.
- LE BRETON, D. **A Sociologia do Corpo**. 4. ed. Petrópolis: Vozes, 2007.
- LEAVY, P. Introduction. In: Leavy, P (Org.). **The Oxford Handbook of Qualitative Research**. New York: 2014.
- LIBÂNEO, J. C. **Didática**. São Paulo: Cortez.1999.

- LIND, Tommy. Upper secondary schools and sparsity: The case of northern Sweden. **Scandinavian Journal of Educational Research**, v. 63, n. 3, p. 333-346, 2019.
- LOPES, A. C.; NABEIRO, M. Educação física escolar e o contexto inclusivo: o que pensam os educandos sem deficiência? **Motriz**, Rio Claro, v.14 n.4, p.494-504, out./dez. 2008.
- LUCCHESI, F. M.; FERREIRA, L. A. A transição da 4ª para a 5ª série na educação física. **Revista Mackenzie de educação física e esporte**, São Paulo, v. 8, n. 2, p. 111-122. 2009.
- LUNA, S. V. **Planejamento de pesquisa: uma introdução**. São Paulo: Educ, 1997.
- LUNDVALL, Suzanne. From Ling gymnastics to sport science: the Swedish School of Sport and Health Sciences, GIH, from 1813 to 2013. **The International Journal of The History of Sport**, v. 32, n. 6, p. 789-799, 2015.
- LUNDVALL, S.; MECKBACH, J. Mind the gap: physical education and health and the frame factor theory as a tool for analysing educational settings. **Physical Education and Sport Pedagogy**, v. 13, n. 4, p. 345-364, 2008.
- MACHADO, T. S. **Sobre o impacto do movimento renovador da educação física nas identidades docentes**. 2012. 190 f. Dissertação (Mestrado em Educação Física) - Programa de Pós-Graduação em Educação Física, Universidade Federal do Espírito Santo, Vitória, 2012.
- MACHADO, T. S. et al. As práticas de desinvestimento pedagógico na educação física escolar. **Movimento**, Porto Alegre, v. 16, n. 02, p. 129-147, abr/jun. 2010.
- MACHADO, T. S.; BRACHT, V. O impacto do movimento renovador da educação física nas identidades docentes: uma leitura a partir da “teoria do reconhecimento” de Axel Honneth. **Movimento**, Porto Alegre, v. 22, n. 3, 849-860, jul./set. de 2016.
- MaCMILLAN, F. et al. Supporting participation in physical education at school in youth with type 1 diabetes: Perceptions of teachers, youth with type 1 diabetes,

- parents and diabetes professionals. **European Physical Education Review**, v. 21, n. 1, p. 3-30, 2015.
- MAFRA, A. H. Metodologias de pesquisa com crianças: desafios e perspectivas. **Zero-a-seis**, Florianópolis, v. 17, n. 31 p. 107-119, jan./jun. 2015.
- MARCHI, R. C. O ofício de aluno e o ofício de criança: articulações entre a sociologia da educação e a sociologia da infância. **Revista portuguesa de educação**, Braga, v. 23, n. 1, p.183-202, jan./jun. 2010.
- MARTINS FILHO, A. J.; BARBOSA, M. C. S. Metodologias de pesquisas com crianças. **Reflexão e Ação**, Santa Cruz do Sul, v.18, n2, p.08-28, jul./dez. 2010.
- MARTINS, J. et al. Exploring the perspectives of physically active and inactive adolescents: how does physical education influence their lifestyles? **Sport, Education and Society**, v. 23, n. 5, p. 505-519, 2018.
- MEDEIROS, A. E. C. et al. Percepção discente sobre os fatores do processo de ensino-aprendizagem das aulas de educação física. **Coleção Pesquisa em Educação Física**, Várzea Paulista, v. 15, n. 02, p. 161-168, 2016.
- METCALFE, S. Adolescent constructions of gendered identities: the role of sport and (physical) education. **Sport, Education and Society**, v. 23, n. 7, p. 681-693, 2018.
- MEYER, J. et al. The different faces of controlling teaching: implications of a distinction between externally and internally controlling teaching for students' motivation in physical education. **Physical Education and Sport Pedagogy**, v. 21, n. 6, p. 632-652, 2016.
- MIKAELS, Jonas. Becoming-place: a rhizomatic exploration of friluftsliv in the Swedish school curriculum. **Curriculum perspectives**, v. 39, n. 1, p. 85-89, 2019.
- MONTANDON, C.; LONGCHAMP, P. Você disse autonomia? Uma breve percepção da experiência das crianças. **Perspectiva**, Florianópolis, v. 25, n. 1, 105-126, jan./jun. 2007.

- MONTEIRO, C. M. V. R.; DELGADO, A. C. C. Crianças, brincar, culturas da infância e cultura lúdica: uma análise dos estudos da infância. **Saber & Educar**, Porto, v. 19, n. 1, p. 106-115, jan./dez. 2014.
- MORENO, A. A propósito de Ling, da ginástica sueca e da circulação de impressos em língua portuguesa. **Revista Brasileira de Ciências do Esporte**, v. 37, n. 2, p. 128-135 abr/jun. 2015.
- MOURATIDIS, A.; BARKOUKIS, V.; TSORBATZOUKIS, C. The relation between balanced need satisfaction and adolescents' motivation in physical education. **European Physical Education Review**, v. 21, n. 4, p. 421-431, 2015.
- MÜLLER, F. Infâncias nas vozes das crianças: culturas infantis, trabalho e resistência. **Educação e Sociedade**, Campinas, v. 27, n. 95, p. 553-573, maio/ago. 2006.
- MÜLLER, F.; HASSEN, M.N.A. A infância pesquisada. **Psicologia**, São Paulo, v. 20, p. 465-480. jul./set. 2009.
- MUÑOZ, L. G. La nueva sociología de la infancia. Aportaciones de una mirada distinta. **Política y Sociedad**, v. 43, n. 1, p. 9-26, 2006.
- NEIRA, M. G. Incoerências e inconsistências da BNCC de Educação Física. **Revista Brasileira de Ciências do Esporte**, v. 40, n. 3, p. 215-223, jul./set. 2018.
- NIVEN, A.; HENRETTY, J.; FAWKNER, S. 'It's too crowded' A qualitative study of the physical environment factors that adolescent girls perceive to be important and influential on their PE experience. **European physical education review**, v. 20, n. 3, p. 335-348, 2014.
- NYBERG, G.; LARSSON, H. Exploring 'what' to learn in physical education. **Physical education and sport pedagogy**, v. 19, n. 2, p. 123-135, 2014.
- OCDE. **Sweden**. Acesso em 17 de maio de 2021. Disponível em: <https://www.oecd.org/sweden/>

- OLIVEIRA, J. G. M. Educação física no ensino fundamental: a percepção de alunos e alunos referente a alguns aspectos de suas aulas na sétima e oitava séries. **Caderno de Educação Física**, Marechal Cândido Rondon, v. 2, n. 2, 2000.
- OLIVEIRA, L. C. P. et al. A percepção dos alunos do Ensino Médio da rede pública em relação às aulas de educação física. **Coleção Pesquisa em Educação Física**, Várzea Paulista, v.7, n. 1, p. 81-86, 2008.
- OLIVEIRA, N. R. C. Concepção de infância na educação física brasileira: primeiras aproximações. **Revista Brasileira de Ciências do Esporte, Campinas**, v. 26, n. 3, p. 95-109, maio 2005.
- OLIVEIRA, S. M. P.; REIS, M. Democracia e a participação da criança. **Revista @rquivo Brasileiro de Educação**, Belo Horizonte, v.1, n. 2, p. 76-90, jul./dez. 2013.
- OLIVEIRA, V. J. M.; MARTINS, D G.; PIMENTEL, N. P. O cotidiano da educação infantil e a presença da educação física na poética de ser criança. **Pensar a Prática**, Goiânia, v. 16, n. 1, p. 1319, jan./mar. 2013.
- ONU. **Convenção sobre os Direitos da Criança**. Genebra: ONU, 1989.
- PANG, B.; HILL, J. Rethinking the ‘aspirations’ of Chinese girls within and beyond Health and Physical Education and physical activity in Greater Western Sydney. **Sport, Education and Society**, v. 23, n. 5, p. 421-434, 2018.
- PASSOS, E. R. A. P. **A mídia nas entrelinhas da cultura corporal infantil**. 2013. 157 f. Dissertação (Mestrado em Educação Física) - Universidade de Brasília, Brasília, 2013.
- PENNINGTON, C. G.; CURTNER-SMITH, M. D.; WIND, S. A. Influence of a physical education teacher’s perceived age on high school pupils’ perceptions of effectiveness and learning. **European Physical Education Review**, 2018.
- PEREIRA, C. F. M. **Tratado de educação física, problema pedagógico e histórico**. Lisboa: Bertrand, 1966.

- PERFEITO, R. B. et al. Avaliação das aulas de educação física na percepção dos alunos de escolas públicas e particulares. **Revista da Educação Física/UEM**, Maringá, v. 19, n. 4, p. 489-499, 4. trim. 2008.
- POWELL, D.; FITZPATRICK, K. 'Getting fit basically just means, like, nonfat': children's lessons in fitness and fatness. **Sport, Education and Society**, v. 20, n. 4, p. 463-484, 2015.
- POWELL, E. et al. 'We have to wait in a queue for our turn quite a bit' Examining children's physical activity during primary physical education lessons. **European Physical Education Review**, 2018.
- PRAÇA, T. R. M. **Práticas corporais infantis em campo: a relação infância e corpo em uma escola do campo no distrito federal**. 2016. 154 f. Dissertação (Mestrado em Educação Física) – Faculdade de Educação Física, Universidade de Brasília, Brasília, 2016.
- QI, J.; WANG, L. Social interaction between students with and without disabilities in general physical education: a Chinese perspective. **Physical Education and Sport Pedagogy**, v. 23, n. 6, p. 575-591, 2018.
- QUENNERSTEDT, M.; ÖHMAN, M. Swedish physical education research. **Physical education and sport pedagogy**, v. 13, n. 4, p. 295-302, 2008.
- QUINO. **Toda Mafalda**. 2. ed. São Paulo: Martins Fontes, 2017.
- QVORTRUP, J. A infância enquanto categoria estrutural. **Educação e Pesquisa**, São Paulo, v. 36, n.2, p. 631-643, maio/ago. 2010.
- _____. tentação da diversidade. **Educação e sociedade**, Campinas, v. 31, n. 113, p. 1121-1136, out./dez. 2010.
- RAPLEY, T.; REES, G. Collecting documents as data. In: FLICK, UWE (Org.). **The SAGE handbook of qualitative research**. Londres: SAGE, 2018. p. 379-391.
- REDELIUS, K.; LARSSON, H. Educational Challenges Facing Swedish Physical Education Teaching in the 2020s. Porto Alegre, **Movimento**, v. 26, 2020.

- REDELIUS, K.; QUENNERSTEDT, M.; ÖHMAN, M. Communicating aims and learning goals in physical education: part of a subject for learning? **Sport, education and Society**, v. 20, n. 5, p. 641-655, 2015.
- RHODEN, S. A pesquisa com crianças: a criança como sujeito de pesquisa. **Seminário nacional de Arte e Educação**, Montenegro, v. 23, n. 1, p. 398-409, jan./dez. 2012.
- RICA, R. L.; BOCALINI, D. S.; FIGUEIRA JUNIOR, A. Percepção das aulas de educação física por adolescentes de alto índice socioeconômico. **Revista Brasileira de Ciência e Movimento**, Brasília, v. 24, n. 3, p 139-145, 2016.
- ROCHA, E. A. C. Por que ouvir as crianças? Algumas questões para um debate científico multidisciplinar. In: CRUZ, S. H. V. (Org.) **A crianças fala: a escuta de crianças em pesquisas**. São Paulo: Cortez. 2008.
- ROCHA, M. T. L. et al. A percepção do deficiente visual sobre a educação física escolar. **Coleção Pesquisa em Educação Física**, Várzea Paulista, v. 13, n. 1, p. 07-14, 2014.
- ROSA, S.; LETA, J. Tendências atuais da pesquisa brasileira em Educação Física. Parte 2: a heterogeneidade epistemológica nos programas de pós-graduação. **Revista Brasileira de Educação Física e Esporte**, São Paulo, v.25, n.1, p.7-18, jan./mar. 2011.
- ROULSTON, K.; CHOI, M. Qualitative Interviews. In: FLICK, U (Org). **The SAGE handbook of qualitative data collection**. London: SAGE, 2018.
- SACRISTÁN, J. G. **O aluno como invenção**. Porto Alegre: Artmed, 2005.
- SÄFVENBOM, R.; HAUGEN, T.; BULIE, M. Attitudes toward and motivation for PE. Who collects the benefits of the subject? **Physical Education and Sport Pedagogy**, v. 20, n. 6, p. 629-646, 2015.
- SAMPAIO, R. F.; MANCINI, M. C. Estudos de revisão sistemática: um guia para síntese criteriosa da evidência científica. **Revista Brasileira de Fisioterapia**, São Carlos, v. 11, n. 1, p. 83-89, jan./fev. 2007.

SANTOS, M. A. R.; BRANDÃO, P. P. Base Nacional Comum Curricular e currículo da Educação Física: qual o lugar da Diversidade cultural? **Horizontes**, v. 36, n. 1, p. 105-118, jan./abr. 2018.

SANTOS, V. F. et al. Educação física e o processo de escolarização: uma análise sob a perspectiva do aluno. **Journal of Physical Education**, v. 25, n. 4, p. 539-553, 2014.

SARMENTO, M. J. Gerações e alteridade: interrogações a partir da sociologia da infância. **Educação & Sociedade**, Campinas, vol. 26, n. 91, p. 361-378, maio/ago. 2005.

_____. Uma agenda crítica para os estudos da criança. **Currículo sem fronteiras**, v. 15, n. 1, p. 31-49, jan./abr. 2015.

SARMENTO, M. J.; PINTO, M. As crianças e a infância: Definindo conceitos, delimitando o campo. In: PINTO, M.; SARMENTO, M. J. (Orgs.). **As crianças: Contextos e identidades**. Braga: Instituto de Estudos da Criança da Universidade do Minho, 1997.

SEEDF. **Currículo em Movimento da Educação Básica do Distrito Federal**. Brasília: SEEDF, 2018.

SEIDMAN, I. **Interviewing as qualitative research: a guide for researchers in education and the social sciences**. 3 ed. New York, Teachers College Press, 2006.

SI. **Swedish Institute. Education in Sweden**. Acesso em 17 de maio de 2021. Disponível em: <https://sweden.se/society/education-in-sweden/>

SILVA, A. M. Entre o corpo e as práticas corporais. **Arquivos em Movimento**, Rio de Janeiro, v. 10, n. 1, p. 5-20, jan./jun. 2014.

SILVA, R. R. V.; SOARES, A. N. Educação Física Escolar sob diferentes olhares: um estudo de caso. **Caderno de Educação Física e Esporte**, v. 8, n. 15, p. 21-28, 2009.

SILVA, M. S.; BRACHT, V. Na pista de práticas e professores inovadores na educação física escolar. **Kinesis**, Santa Maria, v.30, n.1, p. 80-94, jan./jun. 2012.

- SILVA, R.; MACIEL, P. B. Características da educação física do Ensino Médio noturno. **Motriz**, Rio Claro, v.15, n.2, p.247-256, abr./jun. 2009.
- SIROTA, R. Emergência de uma sociologia da infância: evolução do objeto e do olhar. **Cadernos de pesquisa**, São Paulo, n. 112, p.7-37, mar. 2001.
- SMYTH, J.; MOONEY, A.; CASEY, M. Where has class gone? The pervasiveness of class in girls' physical activity in a rural town. **Sport, Education and Society**, v. 19, n. 1, p. 1-18, 2014.
- SNAE. Curriculum for the upper secondary school 2011. Stockholm: Author, 2011.
- SOARES, C. L. Educação Física Escolar: Conhecimento e Especificidade. **Revista Paulista de Educação Física**, São Paulo, supl.2, p.6-12, 1996.
- _____. Educação do corpo. In: GONZÁLEZ, F.J.; FENSTERSEIFER, P. E (Orgs.). **Dicionário Crítico de Educação Física**. Ijuí: Unijui, 2014.
- _____. **Educação física: raízes européias e Brasil**. 4. ed. Campinas: Autores Associados. 2007.
- SPYROU, S. The limits of children's voices: From authenticity to critical, reflexive representation. **Childhood**, v. 18, n. 2, p. 151-165, 2011.
- STAVISKI, G.; SURDI, A.; KUNZ, E. Sem tempo de ser criança: a pressa no contexto da educação de crianças e implicações nas aulas de educação física. **Revista Brasileira de Ciências do Esporte**, Florianópolis, v. 35, n. 1, p. 113-128, jan./mar. 2013.
- STOCKHOLM STAD. Education. Acesso em 15 de Maio de 2021. Disponível em: <https://international.stockholm.se/governance/education/#:~:text=There%20are%20approximately%2020%20primary%20and%20secondary%20comprehensive%20schools%20in%20Stockholm>
- STIRRUP, J. Performance pedagogy at play: pupils perspectives on primary PE. **Sport, Education and Society**, p. 1-13, 2018.

- TAY-LIM, J.; LIM, S. Privileging younger children's voices in research: Use of drawings and a co-construction process. **International Journal of Qualitative Methods**, v. 12, n. 1, p. 65-83, 2013.
- TEIXEIRA, F. A.; FOLLE, A. Percepção de alunos do Ensino Fundamental sobre as aulas de educação física ministradas por estudantes estagiários. **Caderno de Educação Física**, Marechal Cândido Rondon, v. 10, n. 18, p. 39-45, 1. sem. 2011.
- THE WORLD BANK. **Government expenditure on education, total (% of GDP) – Sweden**. Acesso em 16 de maio de 2021. Disponível em: <https://data.worldbank.org/indicador/SE.XPD.TOTL.GD.ZS?end=2017&locations=SE&start=2017&type=shaded&view=map>
- THORJUSSEN, I. M.; SISJORD, M. K. Students' physical education experiences in a multi-ethnic class. **Sport, Education and Society**, v. 23, n. 7, p. 694-706, 2018.
- TUDOR, K.; SARKAR, M.; SPRAY, C. Exploring common stressors in physical education: A qualitative study. **European Physical Education Review**, v. 25, n. 3, p. 675-690, 2019.
- VALENÇA, V. L. C. Contribuições filosóficas e sociológicas sobre a infância. **Perspectiva**, Florianópolis, v. 33, n. 2, p. 689-705, maio/ago. 2015.
- VASQUES, C. M. et al. Superquadra de Brasília: preservando um lugar de viver. **Instituto do Patrimônio Histórico e Artístico Nacional**, Brasília. 2015.
- VEIGA, I. P. A. (org) **O projeto político-pedagógico da escola: uma construção possível**. 24. ed. Campinas: Papirus. 2008.
- VIANNA, J. A.; LOVISOLO, H. R. Desvalorização da aprendizagem técnica na Educação Física: evidências e críticas. **Motriz**, Rio Claro, v.15, n.4, p.883-889, out./dez. 2009.
- VOLTARELLI, M. A. Contribuciones en el campo de la Sociología de la Infancia: diálogos con Lourdes Gaitán Muñoz. **Educar em Revista**, Curitiba, n. 65, p. 267-282, jul./set. 2017.

WALSETH, K.; AARTUN, I.; ENGELSRUD, G. Girls' bodily activities in physical education How current fitness and sport discourses influence girls' identity construction. **Sport, Education and Society**, v. 22, n. 4, p. 442-459, 2017.

WANDERLEY, E. S.; CEZAR, E. H. A. A educação física como disciplina formadora no Ensino Médio/Técnico: investigando a sua relevância. **Caderno de Educação Física e Esporte**, Marechal Cândido Rondon, v. 11, n. 2, p. 49-59, jul./dez. 2013.

WÄSTERFORS. D. Observations. In: FLICK, U. **The SAGE handbook of qualitative data collection**. London: SAGE, 2018.

Weitzenfeld, A.; Joy, M. An overview of anthropocentrism, humanism, and speciesism in critical animal theory. In: Nocella A, Sorenson J, et al. (Orgs) **Defining Critical Animal Studies: An Intersectional Social Justice Approach for Liberation**. New York: Peter Lang Publishing, 2014.

WIGGERS, I. D. **Corpos desenhados**: olhares de crianças de Brasília através da escola e da mídia. 2003. 326 f. Tese (Doutorado em Educação) - Centro de Ciências da Educação, Universidade Federal de Santa Catarina, Florianópolis, 2003.

_____. Cultura corporal infantil: mediações da escola, da mídia e da arte. **Revista Brasileira de Ciências do Esporte**, Campinas, v. 26, n. 3, p. 59-78, maio. 2005.

_____. Educação física escolar em Brasília, na década de 1960. **Movimento**, Porto Alegre, v. 17, n. 1, p. 137-157, jan./mar. 2011.

WIGGERS, I. D. et al. Um “raio-x” da produção do conhecimento sobre educação física escolar: análise de periódicos de 2006 a 2012. **Movimento**, Porto Alegre, v. 21, n. 3., p. 831-845, jul./set. de 2015.

WIGGERS, I. D.; OLIVEIRA, M. S.; FERREIRA, I. V. Infância e educação do corpo: as mídias diante das brincadeiras tradicionais. **Em Aberto**, Brasília, v. 31, n. 102, p. 177-190, maio/ago. 2018.

WILTSHIRE, G.; LEE, J.; EVANS, J. 'You don't want to stand out as the bigger one': exploring how PE and school sport participation is influenced by pupils and their peers. **Physical Education and Sport Pedagogy**, v. 22, n. 5, p. 548-561, 2017.

ZABALA, A. **A prática educativa: como ensinar**. Porto Alegre: Artmed, 2010.

ZHU, X. Student perspectives of grading in physical education. **European Physical Education Review**, v. 21, n. 4, p. 409-420, 2015.

APPENDIX A

Physical activity, body and health

Title	Authors	Year
An examination of barriers to physical education for Christian and Muslim girls attending comprehensive secondary schools in the UK	Elliott; Hoyle.	2014
'Getting fit basically just means, like, nonfat': children's lessons in fitness and fatness	Powell, Fitzpatrick.	2015
'Racialised' pedagogic practices influencing young Muslims' physical culture	Dagkas; Hunter.	2015
Exploring the perspectives of physically active and inactive adolescents: how does physical education influence their lifestyles?	Martins et al.	2018

Representations of PE

Title	Authors	Year
Where has class gone? The pervasiveness of class in girls' physical activity in a rural town	Smyth; Mooney; Casey.	2014
'It's too crowded' A qualitative study of the physical environment factors that adolescent girls perceive to be important and influential on their PE experience	Niven; Henretty; Fawkner.	2014
Secular trends in pupils' assessments of physical education lessons in regard to their self-perception of physical fitness across the educational systems of Czech Republic and Poland	Frömel et al.	2014
Ritual associated with participation in physical education: The power of excuse notes	Lamb.	2014
Attitudes toward and motivation for PE. Who collects the benefits of the subject?	Säfvenbom; Haugen; Bulie.	2015
'Getting fit basically just means, like, nonfat': children's lessons in fitness and fatness	Powell, Fitzpatrick.	2015
The relation between balanced need satisfaction and adolescents' motivation in physical education	Mouratidis; barkoukis; tsorbatzoudis.	2015
'It's not like you are less of a man just because you don't play rugby'—boys' problematisation of gender during secondary school physical education lessons in New Zealand	Gerdin.	2017
Girls' bodily activities in physical education How current fitness and sport discourses influence girls' identity construction	Walseth; Aartun; Engelsrud.	2017
Exploring the perspectives of physically active and inactive adolescents: how does physical education influence their lifestyles?	Martins et al.	2018

Rethinking the ‘aspirations’ of Chinese girls within and beyond Health and Physical Education and physical activity in Greater Western Sydney	Pang; Hill.	2018
Students’ physical education experiences in a multi-ethnic class	Thorjussen; Sisjord.	2018
Performance pedagogy at play: pupils perspectives on primary PE.	Stirrup.	2018
An investigation of the relationships between the teaching climate, students’ perceived life skills development and well-being within physical education	Cronin et al.	2018
Origins of perceived physical education ability and worth among English adolescents	Hilland et al.	2018
Exploring common stressors in physical education: A qualitative study	Tudor; Sarkar; Spray.	2019

Teachers’ acting

Title	Authors	Year
Ritual associated with participation in physical education: The power of excuse notes	Lamb.	2014
Secular trends in pupils’ assessments of physical education lessons in regard to their self-perception of physical fitness across the educational systems of Czech Republic and Poland	Frömel et al.	2014
Girls’ bodily activities in physical education How current fitness and sport discourses influence girls’ identity construction	Walseth; Aartun; Engelsrud.	2017
Exploring the perspectives of physically active and inactive adolescents: how does physical education influence their lifestyles?	Martins et al.	2018
Rethinking the ‘aspirations’ of Chinese girls within and beyond Health and Physical Education and physical activity in Greater Western Sydney	Pang; Hill.	2018
Origins of perceived physical education ability and worth among English adolescents	Hilland et al.	2018
Influence of a physical education teacher’s perceived age on high school pupils’ perceptions of effectiveness and learning	Pennington; Curtner-Ssmith; Wind.	2018
‘We have to wait in a queue for our turn quite a bit’ Examining children’s physical activity during primary physical education lessons	Powell et al.	2018
Students’ physical education experiences in a multi-ethnic class	Thorjussen; Sisjord.	2018

Children with special needs

Title	Authors	Year
Supporting participation in physical education at school in youth with type 1 diabetes: Perceptions of teachers, youth with type 1 diabetes, parents and diabetes professionals	Macmillan	2015
Capturing the world of physical education through the eyes of children with autism spectrum disorders	Lamb; Firkbank; Aldous.	2016
Social interaction between students with and without disabilities in general physical education: a Chinese perspective	Qi; Wang	2018

Body and gender

Title	Authors	Year
Where has class gone? The pervasiveness of class in girls' physical activity in a rural town	Smyth; Mooney; Casey.	2014
'It's too crowded' A qualitative study of the physical environment factors that adolescent girls perceive to be important and influential on their PE experience	Niven; Henretty; Fawkner.	2014
Attitudes toward and motivation for PE. Who collects the benefits of the subject?	Säfvenbom; Haugen; Bulie.	2015
The different faces of controlling teaching: implications of a distinction between externally and internally controlling teaching for students' motivation in physical education	Meyer et al.	2016
Girls' bodily activities in physical education How current fitness and sport discourses influence girls' identity construction	Walseth; Aartun; Engelsrud.	2017
'It's not like you are less of a man just because you don't play rugby'—boys' problematisation of gender during secondary school physical education lessons in New Zealand	Gerdin.	2017
Inclusive and exclusive masculinities in physical education: A Scottish case study.	Campbell et al.	2018
Students' physical education experiences in a multi-ethnic class	Thorjussen; Sisjord.	2018
Exploring the perspectives of physically active and inactive adolescents: how does physical education influence their lifestyles?	Martins et al.	2018
Adolescent constructions of gendered identities: the role of sport and (physical) education	Metcalf	2018
Exploring common stressors in physical education: A qualitative study	Tudor; Sarkar; Spray.	2019

Peer interaction

Title	Authors	Year
Where has class gone? The pervasiveness of class in girls' physical activity in a rural town	Smyth; Mooney; Casey.	2014
'If you really knew me' ... I am empowered through action	Fisette; Walton	2014
Student perspectives of grading in physical education	Zhu.	2015
The role of perceptions of friendships and peers in learning skills in physical education	Koekoek; Knoppers	2015
'You don't want to stand out as the bigger one': exploring how PE and school sport participation is influenced by pupils and their peers	Wiltshire; Lee; Evans.	2017
Exploring the perspectives of physically active and inactive adolescents: how does physical education influence their lifestyles?	Martins et al.	2018
Students' physical education experiences in a multi-ethnic class	Thorjussen; Sisjord.	2018
Origins of perceived physical education ability and worth among English adolescents	Hilland et al.	2018
Rethinking the 'aspirations' of Chinese girls within and beyond Health and Physical Education and physical activity in Greater Western Sydney	Pang; Hill.	2018
Exploring common stressors in physical education: A qualitative study	Tudor; Sarkar; Spray.	2019

APPENDIX B

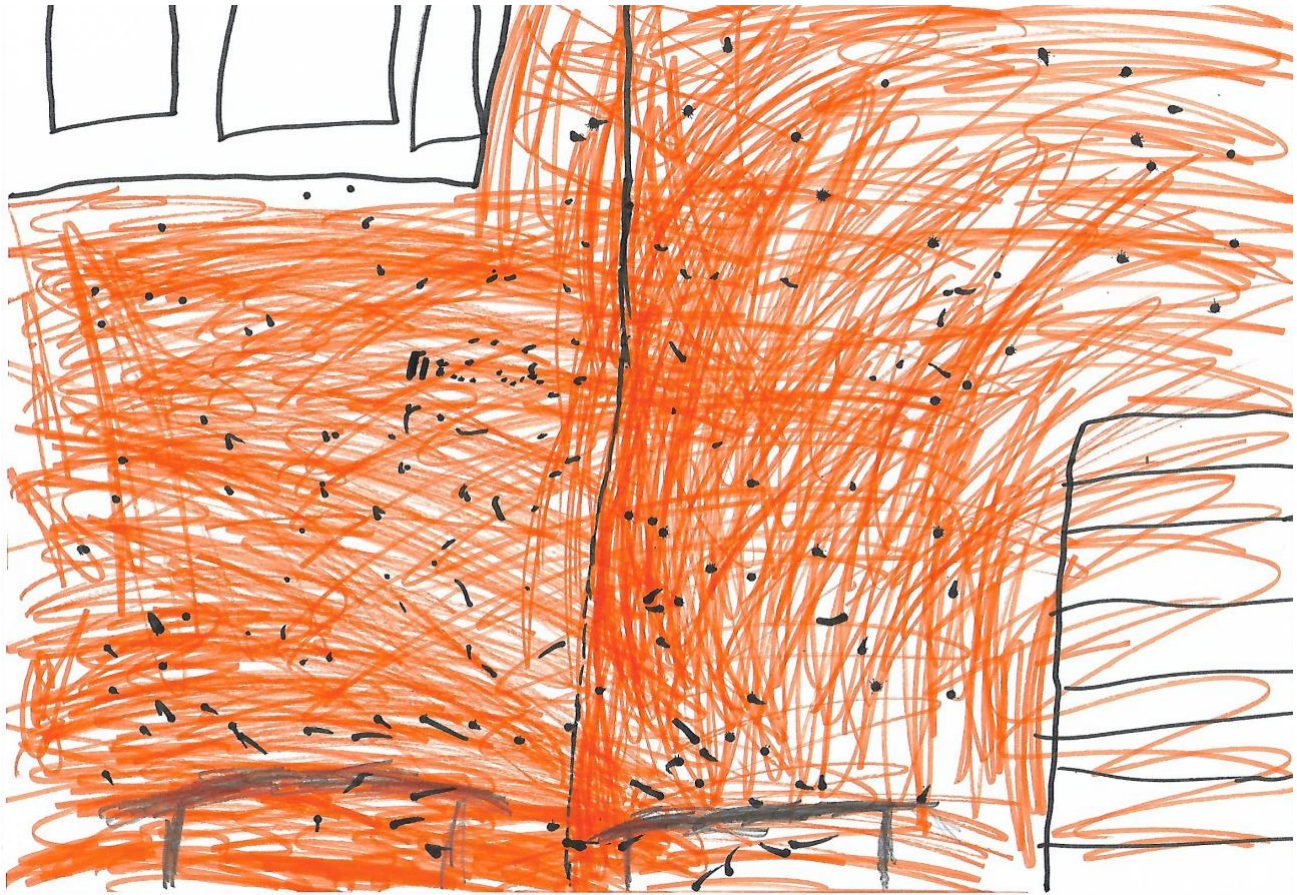
What is PEH?

Figure 18. Stina (What is PEH?)



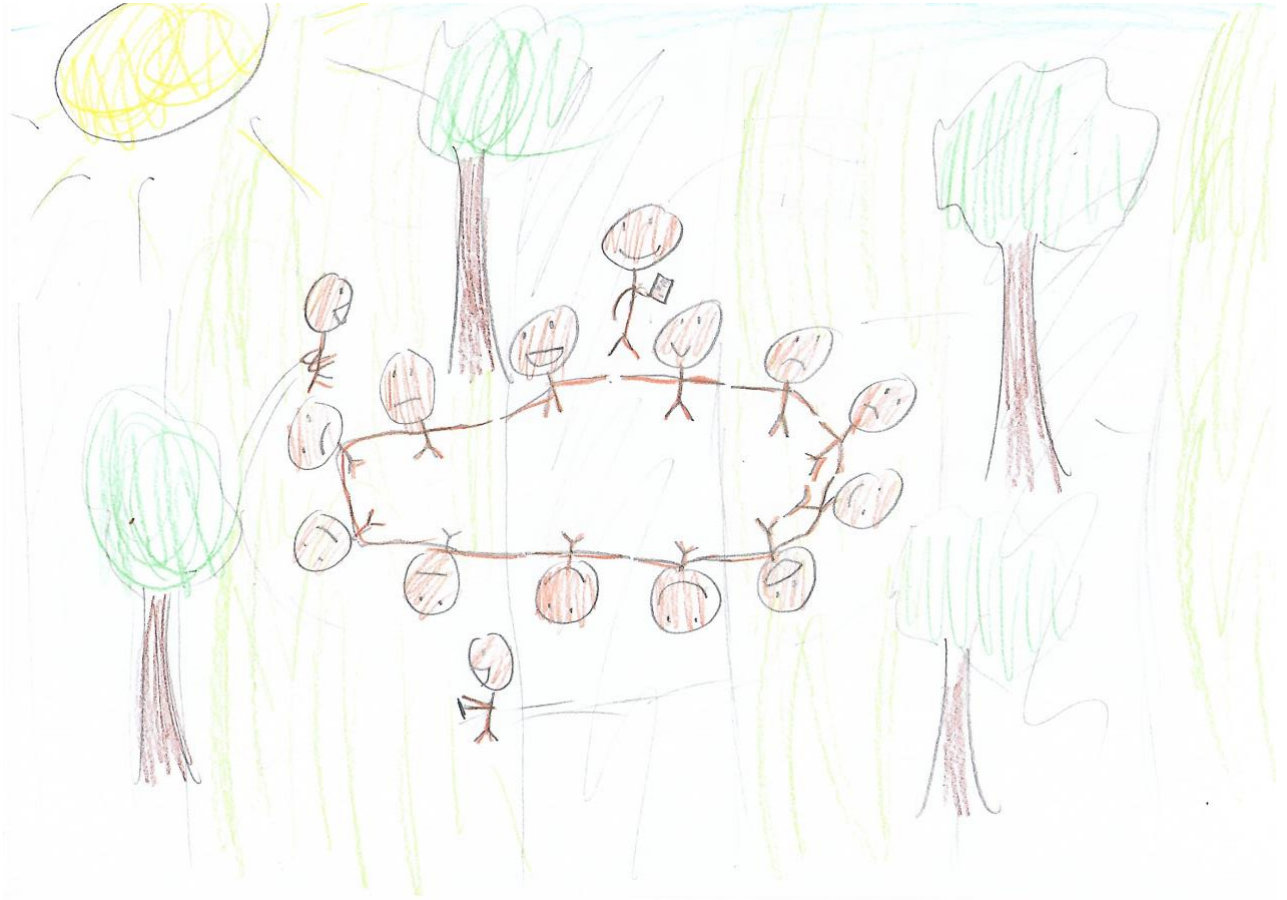
Stina (9-year-old girl): “I drew people playing tag in the square in front of the just like in the lessons”.

Figure 19. (What is PEH for me?)



Carlsson (10-year-old boy): “I drew the empty sport hall, and I am seated on the bench in front of it. That was the first thing that came to my mind when I thought about PEH”.

Figure 20. Silvia (What is PEH for me?)



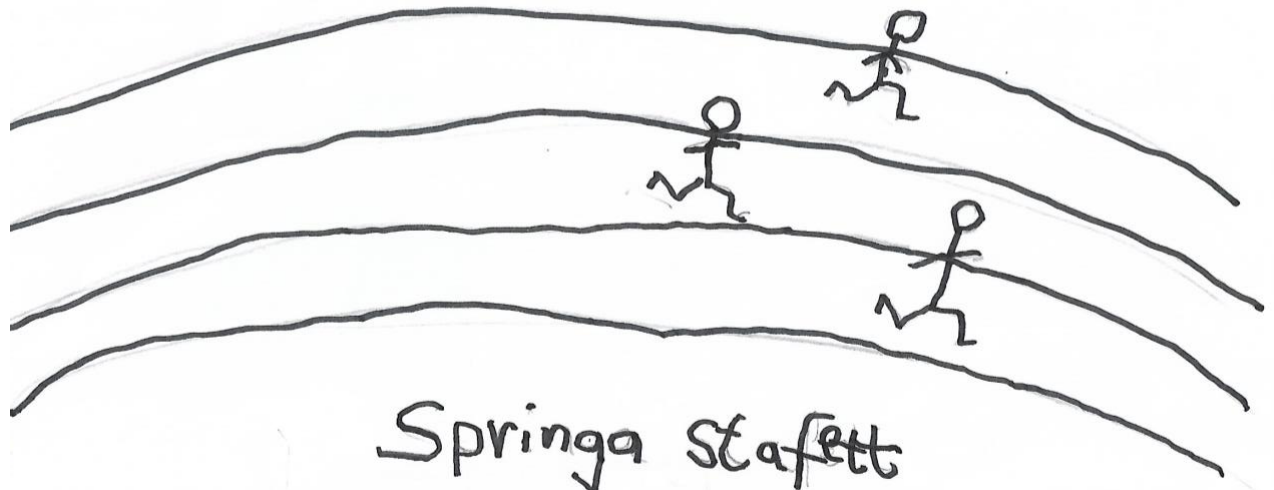
Silvia (10-year-old girl): “We are playing together in the square in front of the school. That is the teacher with her notebook. Some of them are happy, but others are not because they got caught in the game.”

Figure 21. Layla (What is PEH for me?)



Layla (10-year-old girl): “I drew different balls, because I like ball games. PEH for me is ball games”.

Figure 22. Márcio (What is PEH for me?)

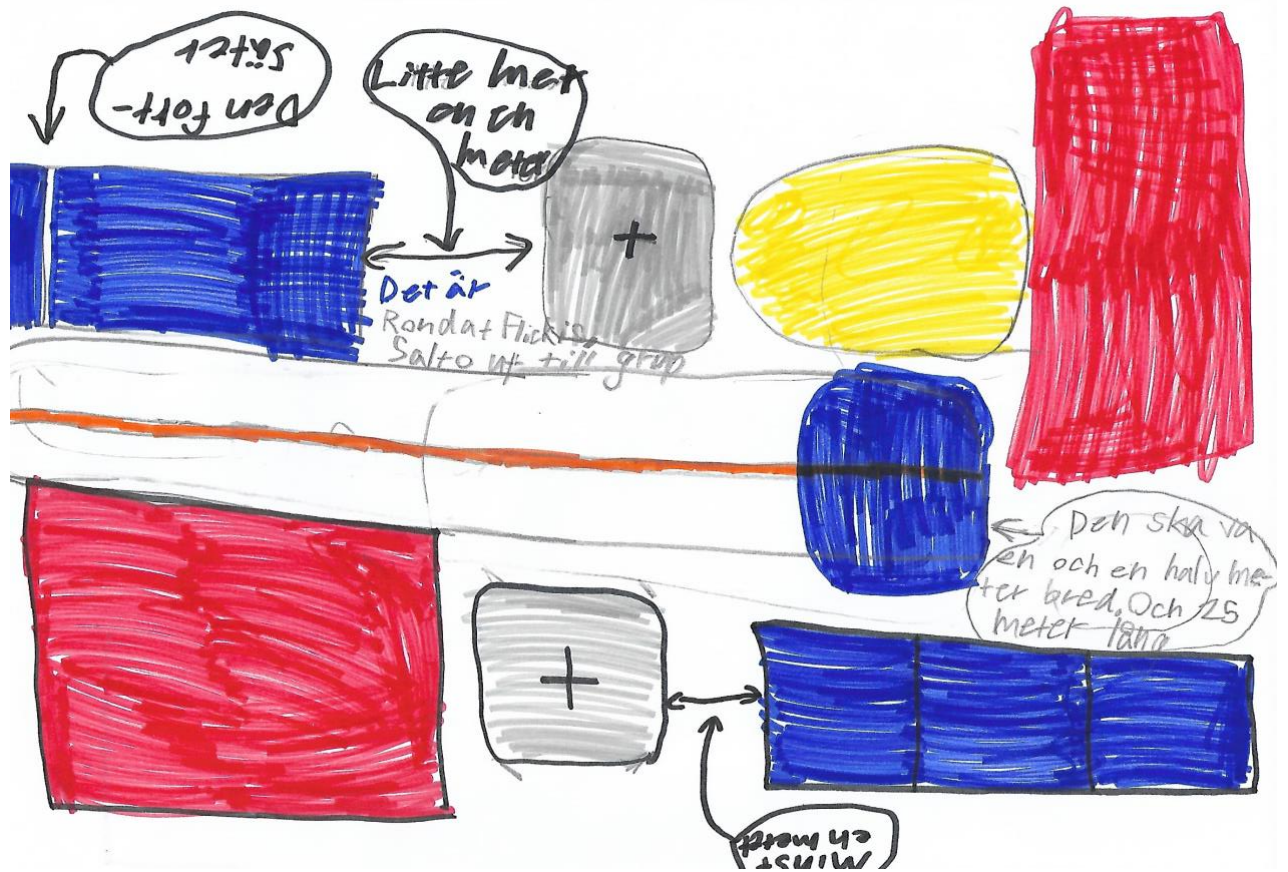


Márcio (10-year-old boy): “We are in a relay race. We are running outdoors”.

APPENDIX C

How PEH should be?

Figure 23. Agnetha (How PEH should be?)



Agnetha (9-year-old girl): "I drew myself doing a gymnastic lesson. I am doing a floor exercise. I have to run and do a backflip, but I fell. There is a 25x1,5m mattress. Then, there is that activity in which we have to run and jump."

Figure 24. Ling (How PEH should be?)



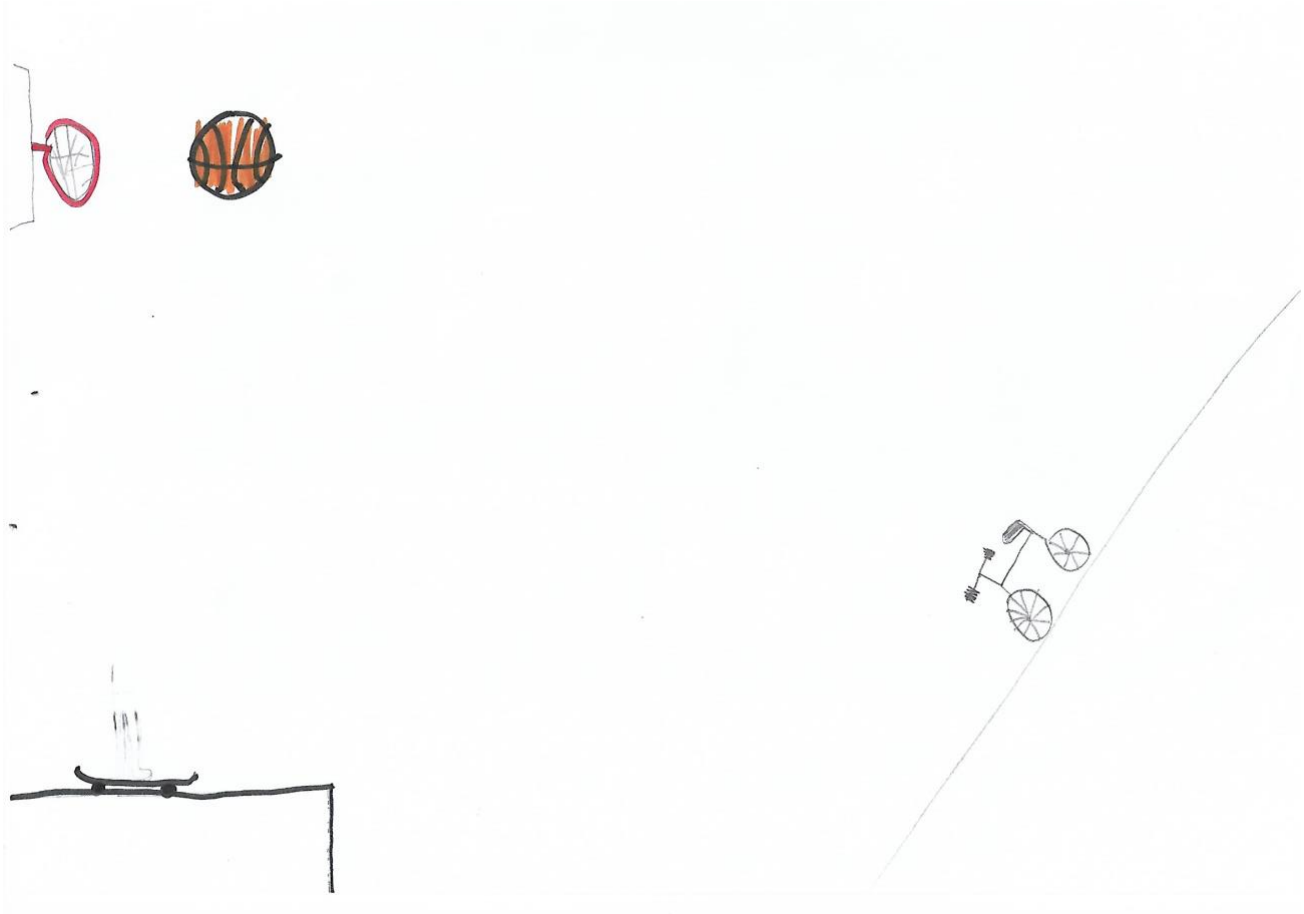
Ling (10-year-old boy): “I am running. We practice the outdoor running. I am running by myself”.

Figure 25. Therese (How PEH should be?)



Therese (10-year-old girl): “I wish we could have cheerleading lessons, and that it could be mixed with gymnastics.”

Figure 26. Layla (How PEH should be?)



Layla (10-year-old girl): “I like to skateboard and mountain bike in my spare time. But we never had biking lessons.”

Figure 27. Márcio (How PEH should be?)

Jag önskar leka mera lekar.



Márcio (10-year-old boy): “I want to play more games, like hide-and-see and playing in the forest. I like it, and it is fun.”

Figure 28. Edson (How PEH should be?)



Edson (10-year-old boy): “We are running outdoor. We run at every lesson.”

Figure 29. Karla (How PEH should be?)



Karla (9-year-old girl): “I wish to play *Harmamman* more often. I like to play it, but we seldom do it.”

Figure 30. Jefferson (How PEH should be?)



Jefferson (10-year-old boy): “I drew myself playing football. I train it in a football sport club. It is my favorite sport. I wish we could play it more often”.