

**THE PARTICIPATORY REPRESENTATION OF THE TEACHER IN PHYSICAL
EDUCATION MANUALS**

***A REPRESENTAÇÃO PARTICIPATIVA DO PROFESSOR NOS MANUAIS DE
EDUCAÇÃO FÍSICA***

***LA REPRESENTACIÓN PARTICIPATIVA DEL PROFESOR EN LOS MANUALES DE
EDUCACIÓN FÍSICA***



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ABSTRACT: The objective of the present work focuses on the analysis of the representation of the teacher in the Physical Education Teacher's Manual, approved under the National Book and Didactic Material Program (PNLD 2019). The study used Content Analysis to interpret data from the selection of images within eight manuals from four publishers: Boreal, Terra Sul, FTD and Moderna. The specific sample selected is formed by 32 images, that is, 3.7% of the total, demonstrating the poor visibility of the teacher, however, the predominant images represent participatory teachers during Physical Education classes. We conclude that this characteristic represents a process of change, in an attempt to break with the reproduction of authoritarian and excluding stereotypes, long awaited within public policies – imperative values in Human Education, as well as an imposed factor in today's society.

KEYWORDS: Images. Physical Education. Teacher's Manual.

RESUMO: O objetivo do presente trabalho concentra-se na análise da representação do docente no Manual do Professor de Educação Física, aprovadas no âmbito do Programa Nacional do Livro e do Material Didático (PNLD 2019). O estudo utilizou a Análise de Conteúdo para interpretar os dados a partir da seleção das imagens no interior de oito manuais de quatro editoras: Boreal, Terra Sul, FTD e Moderna. A amostra específica selecionada é formada por 32 imagens, ou seja, 3,7% do total, demonstrando a pouca visibilidade do professor, entretanto, as imagens predominantes representam professores participativos durante as aulas de Educação Física. Concluímos que essa característica representa um processo de mudança, na tentativa de rompimento com a reprodução de estereótipos autoritários e excludentes, muito aguardado no interior das políticas públicas –, valores imperativos na formação humana, bem como fator que se impõem na sociedade hodierna.

PALAVRAS-CHAVE: Imagens. Educação Física. Manual do Professor.

RESUMEN: El objetivo del presente trabajo se centra en el análisis de la representación del profesor en el Manual del Profesor de Educación Física, aprobado en el Programa Nacional de Libro y Material Didático (PNLD 2019). El estudio utilizó el Análisis de Contenido para interpretar datos de la selección de imágenes dentro de los ocho manuales de cuatro editoriales: Boreal, Terra Sul, FTD y Moderna. La muestra concreta seleccionada consta de 32 imágenes, es decir, el 3,7% del total, demostrando la escasa visibilidad del profesor, sin embargo, las imágenes predominantes representan a los profesores participativos durante las clases de Educación Física. Concluimos que esta característica representa un proceso de cambio, en un intento de romper con la reproducción de estereotipos autoritarios y excluyentes, largamente esperados dentro de las políticas públicas, valores imperativos en la formación humana, así como un factor que se impone en la sociedad actual.

PALABRAS CLAVE: Imágenes. Educación Física. Manual del profesor.

Introduction

The intrinsic relationships of the body with society at different times, cultures, spaces and institutions have motivated researchers from different areas of knowledge to focus on this instigating theme. Considering that the body represents the expression of human totality and integrity, permanently constructed and reconstructed, through the transformations that directly impact its multiple aspects (biopsychosocial), the Laboratory of Body Studies (LEC/UNESPAR) and the Study and Research Group on Body Language and Diversity (GEPL/UFPA)¹, in the course of 2020, promoted the "Body Extension Course, Human Education and Society", with the objective of stimulating dialogues and interinstitutional reflections about the different conceptions of the body and their consequences in contemporary body practices.

From the reflexive processes triggered during the participation of the modules in the "Body Extension Course, Human Education and Society" associated with the author's previous experiences in relation to physical education teaching materials, it was asked how physical education teachers are represented in the printed physical education curriculum materials.

Thus, the production of this article emerged, which has as main focus to analyze the representation of the teacher in the Manual of the Professor of Physical Education, approved under the National Program of Book and Didactic Material (PNLD 2019). We focus specifically on the images of physical education teachers in the books contemplated in Edict 01/2017/CGPL, aimed at teachers working in the Early Years of Basic Education. | 3

When emphasizing the discourses impregnated and reproduced by the images of teachers, it is worth reflecting on the interior of the context of their production and consumption. Thus, we will present a brief discussion about textbooks, specifically physical education in the Brazilian context, as well as materiality of the Common National Curriculum Base (BRASIL, 2018a), methodological paths, results and discussions and, finally, the final considerations of the study.

¹ The course was developed in five (05) modules, and one of the modules was conducted by the Study and Research Group on Childhood, Gender and Body in Education (GEINC/UFFS), with the aim of exchanging experiences and research carried out with the theme proposed by the course.

Physical Education textbooks

The origin and qualification of the textbook occur in parallel to the process of mass schooling adopted by the States since the beginning of modernity (ESCOLANO-BENITO, 1997; VARELA-MALLOU, 2008; VENEZKY, 1992), although its analysis may go back to the Year 900, when the Talmudists counted words and ideas in texts (MIKK, 2000).

Since the school's origin, teachers have used different types of resources to develop their teaching work. Among the curricular materials that have always been part of school culture, the textbook stands out, even before the invention of the press by Gutemberg in the 15th century, because "[...] at a time when books were rare, European university students themselves produced their textbooks" (GATTI JÚNIOR, 2004, p. 36, our translation). The printed version brought rapidity to the production of books, but the importance of these materials had an increasing gradient with the extension of mass schooling that modern countries have adopted since the 19th century. In the government of Getúlio Vargas (1934) the INL was highlighted due to the elaboration of a dictionary and an encyclopedia, concomitant with the creation of public libraries in the country.

At the same time, the textbook is a consolidated line of research, especially in the fields of mathematics, social sciences and languages (JOHNSEN, 1996; REMILLARD, 1999; WENINGER, 2018). It is also observed the proliferation of themes and possible approaches for the study of textbooks, demonstrating that "printed curricular materials" are traditional elements of educational technology, imbued with innovative potential (DEVÍS-DEVÍS *et al.*, 2001). | 4

However, according to Martínez-Bonafé (2008), the school's hegemonic culture continues to reproduce the textbook in the image of a necessary and irreplaceable resource for teaching, thus exerting an enormous cloistered power, based on a traditional scheme of technocratic rationality, imposing limitations on innovation in teaching work. In this sense, in a careful analysis, one must differentiate the books that provide everything done exclusively (it is only possible to do what is proposed and as proposed) and uniform (the same content, activities and approach for all), of other materials, allowing teachers to adapt the teaching and learning processes to the needs and characteristics of their students (ZABALA-VIDIELLA; PARCEDISA-ARA, 1995).

The globalizing and interactive treatment of the curricular material (MARTÍNEZ-BONAFÉ, 2008) depends on the methodologies used by the teacher, but in this regard, the researcher argues that this is a double discursive trap of pedagogical reductionism, after all the problem is not didactic, but epistemological. It is not a theory of activity in the classroom, but

a theory of knowledge and its consequent translations in the curriculum; and also, because it is not possible to attribute to the voluntary initiative of teachers what the curricular system itself prescribes, making it difficult to present the content. Such structuring exerts double influence in the school. On the one hand, in the coloniality of knowledge, with its different mechanisms of supervision and control; on the other hand, in the economics impregnation of curriculum definition criteria, at their different levels of implementation.

The textbook is a key mediator to favor, guide or evaluate the teaching and learning process, and the meaning of its existence is to communicate contents. It follows the historical trajectory of most curricular components; with the exception of Physical Education. In this case, the Physical Education Teacher's Manual emerges as an element of innovation, however much it can be questioned or even discredited. It is important to highlight that the curricular materials that predominate in Physical Education are physical-sports equipment, which can be classified according to their function, as curricular materials to support the planning, development and value of teaching (directed to the faculty), and curricular materials to support learning (aimed at students). Moreover, it cannot be lost on the view that Brazilian Physical Education was traditionally focused on the teaching of body movements (procedural dimension of the contents). The practical character of the area answered the purpose of learning to do, thus, the textbook was dispensable as a curricular material, therefore, little used.

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Since the beginning of the 20th century, Physical Education has been part of the Brazilian school scene. During a long period, especially at the height of the gymnastic movement, it was unlikely to think about school education without considering specific times and spaces for physical education. "Exercise for [...] the improvement of race, the discipline of conducts, the expansion of sports fitness, the improvement of the health of students functioned [...] as the main justification for the permanence of space and time allocated to physical education classes since their schooling" (GONZÁLEZ; FRAGA, 2012, p. 41, our translation). Only in the early 1980s emerged a "renewing movement" of Physical Education, leveraged by the "cultural turn", in an attempt to break with the logic centered on physical-sports performance. Physical Education assumes, then, the condition of curricular component of Basic Education, made official through the Law of Guidelines and Bases of National Education (LDB n. 9,394/96). From this milestone, it is possible to discuss in depth dilemmas and challenges of the critical pedagogy of Physical Education – considering, for this, the contemporary cognitive and political landscape (BRACHT; ALMEIDA, 2019) –, and think of a Physical Education project committed to democratic and republican issues (FENSTERSEIFER; GONZÁLEZ; SILVA, 2019).

Physical Education was traditionally directed to the teaching of body movements, linked to the purpose of learning to do, characterizing the procedural dimension of the content, thus being dispensable the textbook. This type of teaching instrument is in recent expansion in Physical Education, compared to the other curricular components, because body practices are characteristic of the area, that is, in this discipline there is a predominance of the use of sports materials or technical means related to physical activities.

In the Brazilian context, the analysis of physical education curriculum materials, including textbooks, is a timid line of research that collects specific contributions. On these issues, the theme diversity stands out, which characterizes us as individuals and society, a factor of plurality, richness and legitimation of difference. Diversity coexists with cultural homogenization phenomena produced and disseminated by the mass media, although it has become a common and prominent place in the contemporary world. This is a clear example of the ambiguous nature of postmodern cultural processes, which demonstrate that it is not possible to separate cultural issues from power issues. In this perspective, the relationship between education, citizenship and Physical Education reports the intrinsic articulation between rights and duties, as well as to the legitimate and recognized ideas of belonging and participation | 6 in a school community.

The analysis of physical education textbooks, as curricular material, has increased in the last decade on different aspects. Gomes *et al.* (2008, p. 90, our translation), when referring to Lusitanian textbooks, state that teaching materials are pedagogical products that mediate the teaching and learning process, capable of contributing to the socialization and formation of identities, encouraging the civic-democratic formation of students, since the "[...] diversity is what best characterizes us as individuals and society, and thus a factor of plurality, wealth and legitimation of difference." Still, Gomes *et al.* (2008, p. 99, our translation) state that the manuals have not contributed to the alteration of the hegemonic narrative of sport (despite the real world to belie): "men", "white" and "perfect", contrary to an education in citizenship, the socialization of boys and girls in the school context and the sports-body training of all). This means that physical education textbooks should stimulate principles of citizenship and diversity, reinforcing the need to combat stereotypes / prejudices and to question "naturalized" representations of common sense, reproduced in them.

Studies by Molina-Alventosa (2015) indicate that the curricular materials most used in Physical Education are those dedicated to physical-sports practice, whether small and manipulated or large, prevailing the predominance of motor activities. The material resources for the development of these activities (the facilities and their equipment and, mainly, the

materials for physical and sports practice) are the curricular materials of primacy in this discipline. An antagonistic situation compared to the other curricular components, where we find the daily use of certain printed materials, such as the textbook, which in Physical Education is of recent diffusion.

The textbook can also be understood as a specific and dominant form of presence and realization of the curriculum. On this type of curricular material, Martínez-Bonafé (2008, p. 62, our translation) refers as follows:

[...] artifact or material resource specific to teaching work in class situations in the institutional scope s and schooling, used, therefore, by a teacher in the process of organizing teaching-learning work with a collective group of students, and which has been thought, designed, written, edited, sold and purchased for this purpose of institutionalized education.

Textbooks are instruments used in the school context to facilitate the teaching and learning process, with the purpose of communicating content or even to favor, guide or evaluate this process. These printed materials have been widely disseminated in schools of contemporary educational systems, so that an expressive part of homework and school time is intended for the use of this material, which refer to texts, representations or adaptations of texts in combination with icons or images. This means that the text is the essential way that these materials have to elaborate, store and retrieve information, that is, to treat cultural and school knowledge (MOLINA-ALVENTOSA; PEIRÓ-VELERT; DEVÍS-DEVÍS, 2004). | 7

The Manual of the Professor of Physical Education - developments of BNCC

The production of the Physical Education Teacher's Manual is an offshoot of the approval of BNCC (BRASIL, 2018a) by the National Council of Education (CNE), through Resolution No. 2 of December 22, 2017². The document has a normative character, therefore defines the organic and progressive set of essential learning that all students must develop throughout the stages and modalities of Basic Education, as well as determines the "minimum content for elementary school, in order to ensure common basic training and respect for cultural and artistic values, national and regional" (BRASIL, 1988).

BNCC (BRASIL, 2018a) is an educational project that aims to train an individual throughout Basic Education, ensuring the "general competencies", which embody, in the pedagogical scope, the rights of learning and development. The document will therefore guide

² Available on the Ministry of Education Portal. Available: <http://portal.mec.gov.br>. Access: Feb. 25 2021.

the systems, education networks and schools to build curricula with pedagogical proposals that consider the needs, possibilities and interests of students, as well as their linguistic, ethnic and cultural identities, focusing on equality, diversity and equity. However, it should be noted that, since the elaboration phase, the BNCC is not a consensual document in the area of Physical Education, being addressed to it constant criticism scans in several studies³, usually due to its inconsistencies and inconsistencies (NEIRA, 2018).

In congruence with BNCC (BRASIL, 2018a) the National Book and Educational Material Program (PNLD) (Decree 9,099/2017)⁴ is being run, via the Secretariat of Basic Education (SEB). PNLD is one of the largest book distribution programs in the world. In 2017 alone, the program benefited 117,690 schools and 29,416,511 students, 152,351,763 copies were distributed, moving the amount of RS 1,295,910,769.73⁵. It is an educational policy linked to the National Fund for the Development of Education (FNDE), aimed at evaluating and making available didactic, pedagogical and literary works, among other materials to support educational practice, in a systematic, regular and freeway.

To meet the demands, the Call Notice 01/2017 by the General Coordination of Book Programs (CGPLI)⁶ became public for the process of registration and evaluation of didactic works for the National Program of Books and Didactic Material PNLD 2019. The objective was to convene editors to participate in the process of acquiring didactic works specifically aimed at students and teachers from the initial years of elementary school (1st to 5th grade) and early childhood education teachers.

Following, another movement made by the Ministry of Education was the opening of registration for specialists who wanted to act as evaluators of the didactic works registered in the PNLD 2019 (corresponding to The Notice 01/2017 - CGPLI). For this, the main activity was the issuance of "technical advice on textbooks and dictionaries"⁷. Once approved, the manuals begin to be selected by the Departments of Education and, then, for teachers from the initial years of elementary school (1st to 5th grade) throughout the country.

³ Among the productions dealing with the subject, *Motrivivência Magazine* (UFSC) published a dossier (2016) during the preliminary discussion period of BNCC. Available: <https://periodicos.ufsc.br/index.php/motrivivencia/issue/view/2427>. Access: Aug. 14. 2021

⁴ Brazilian Law Portal. Available: <http://www.planalto.gov.br>. Access: 28 Jan. 2021.

⁵ Portal of the National Fund for The Development of Education (FNDE). Available: <https://www.fnde.gov.br>. Access: 20 Mar. 2021.

⁶ Portal of the National Fund for The Development of Education (FNDE). Available: <https://www.fnde.gov.br>. Access: 20 Mar. 2021.

⁷ The work schedule of the evaluators required participation in the "Seminar of Face-to-Face Training of PNLD Evaluators 2019 - Evaluators of Physical Education, Integrator Projects and Early Childhood Education, in Brasília-DF" and the evaluation of the didactic work at a distance via the Evaluation System - SIMEC.

A characteristic of the Physical Education Teacher's Manual is that it has general guidelines at the beginning of the volume and the proposal of activities that contribute to the achievement of specific competencies. Such competencies should be developed through the objects of knowledge and skills. This means that the conceptions presented in this type of material are in close relationship with the BNCC (BRASIL, 2018a), with a view to meeting the purpose of establishing teaching and learning processes focused on the development of the specific skills of the curricular component for the initial years of elementary school.

The publication of Ordinance No. 20 of July 20, 2018 (Official Gazette, No. 126, Tuesday, July 3, 2018)⁸ made public the four works approved in the PNLD 2019, among the five participating publishers: Terra Sul, Boreal, FTD and Moderna, each of which launched two volumes, totaling eight (8) Manuals of the Physical Education Teacher. According to data provided by the Textbook Team / Coordination of Support to Education Networks / General Coordination of Book Programs / National Fund for Education Development (COARE/CGPLI/FNDE)⁹, the four publishers approved in PNLD 2019 (Terra Sul, Boreal, FTD and Moderna) reached the total circulation of 340,416 copies, distributed throughout the country.

⁸ Available on the National Press Portal: < <http://www.in.gov.br>>. Access: Aug. 28 2021.

⁹ Data provided by the Textbook Team (COARE/CGPLI/FNDE) on April 15, 2019.

Table 1 – Covers of the Physical Education Teacher's Manual

Terra Sul Publishing House		Boreal	
FTD		Moderna	

Source: Brazil (2018b) - adapted by the author

The selection of materials took place virtually during the period from August 23 to September 10, 2018 by the Departments of Education. Printed guides (BRASIL, 2018b) were sent to the institutions, assisting teachers in choosing the works. The publishers, as determined in the notice, prepared collections with a maximum limit of 320 pages for the teacher's book, added to the two volumes: a book for 1st year and 2nd year (maximum of 120 pages) and a book for 3rd year to the 5th year (maximum of 200 pages).

Methodological decisions

Methodologically, we used Content Analysis (KRIPPENDORF, 2003; NEUENDORF, 2017). The images were analyzed through direct observation of the Teacher's Manual, having as inclusion criteria in the study those that contained representation of physical activity and body. In the warm stage, the sample was described from the publishers and volumes.

The approach examined the images represented in the textbooks, adapted from the model proposed by Moya-Mata *et al.* (2018). To do the data collection and analysis, an instrument was elaborated – a system of categories capable of scoring dimensions that

connected to the focus. In this work, specifically, we delimit as a clipping the characteristics of the teacher.

From the sampling we organize subcategories related to the performance of the teacher: participant, observes and evaluates, command, sportsman, others and is not distinguished:

Table 2 – Category system for image analysis in the Teacher's Manual

DIMENSION	CATEGORIES	SUBCATEGORIES	DESCRIPTION
Characteristics of the teacher	Acting	Participant	The teacher actively participates/performs the activities together with the students.
		Observes and evaluates	The teacher checks the activities at a distance; notes for the purpose of evaluating learning.
		Command	The teacher orders/ explains /guides the activities.
		Sportsman	Performance represented by clothing and practices involving physical activities.
		Other	Activities related to the teacher, which do not appear in the previous categories.
		It is not distinguished	By observing the images, the teacher's performance is not appreciated.

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Source: Prepared by the authors - adapted from Moya-Mata *et al.* (2018)

Teacher representation - results and discussions

Regarding the type of images, it was found that the sample is composed of figures and colored photographs. Collections rarely feature paintings. In the case of figures, it is possible to identify mention of the productions of the illustrator of the publisher and / or hiring professional advertising agencies, such as the Secret Studio¹⁰. On the photographs, the publishers have a collection composed of their own database of images and/or use image repositories and other types of free and/or paid multimedia, such as Shutterstock¹¹, Pixabay.com¹², Wikimedia Commons¹³, Pulsar Imagens¹⁴ and Gettyimages.¹⁵

The general sample consisted of the selection of 854 images, not being counted and evaluated the covers. Although the analysis of the covers is not the focus of the study, it was pointed out that in none of the eight (8) manuals is represented the professor of Physical Education. The insertion of images of the teacher stamped on the cover is not mandatory, however, it is through it that usually occurs the first contact of the reader with the material, issuing in an introductory way messages related to the theme.

Table 1 – Description of the general sample of images by publishers and volumes

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EDITORIAL	VOLUME/CYCLE	YEARS	IMAGES BY BOOK
South Land	1st cycle	1st and 2nd Year	93
	2nd cycle	3rd to 5th Grade	211
Boreal	1st cycle	1st and 2nd Year	77
	2nd cycle	3rd to 5th Grade	60
FTD¹⁶	1st cycle	1st and 2nd Year	62
	2nd cycle	3rd to 5th Grade	98
Modern	1st cycle	1st and 2nd Year	94
	2nd cycle	3rd to 5th Grade	152
TOTAL IMAGES			854

Source: Prepared by the author

¹⁰ Available: <https://estudiosecreto.com.br/>. Access: 31 May 2021.

¹¹ Available: <https://www.shutterstock.com/>. Access: 31 May 2021.

¹² Available: <https://pixabay.com/pt/>. Access: 31 May 2021.

¹³ Available: https://commons.wikimedia.org/wiki/Main_Page. Access: 31 May 2021.

¹⁴ Available: <http://www.pulsarimagens.com.br/>. Access: 31 May 2021.

¹⁵ Available: <https://www.gettyimages.com.br/>. Access: 31 May 2021.

¹⁶ The FTD publisher presents in both volumes the same introductory chapter with "general guidelines for the collection". These contain three (3) images of the teacher, that is, the images were counted twice (6 images).

The sample represents the teacher's exercise in the school context, being excluded, therefore, images of adults representing parents or coaches, these inserted in the context of professional sport (elite/performance), images of artists, the elderly and the general population, in the context of public spaces.

Images in the context of festivals, concerts, parades, among others, were also not considered, as well as paintings in historical contexts and photographs of sculptures. There is also an incidence of popular culture's body practices, such as dances, fights and traditional games, for example. Because these are not images of the teacher in school Physical Education, they were not counted and analyzed in the sample, although we emphasize that these images reveal an important data: the teaching and learning environments and the perspectives of the practices proposed by the publishers.

Preliminary, it is evident that the works are quite illustrated, being widely explored the visual dimension. However, the specific sample selected is small – consisting of 32 images of eight (8) Manuals of the Physical Education Teacher, published by the four publishers contemplated in PNLD 2019: Terra Sul, Boreal, FTD and Moderna. That is, in a first analysis it is noticeable the little representativeness of the teacher in the manuals: it corresponds to 3.7% of the total. Of these, in relation to the percentages of the teacher's performance, the participant teacher was more representative:

Table 3 – Dimensions and percentages of images from the Physical Education Teacher's Manual

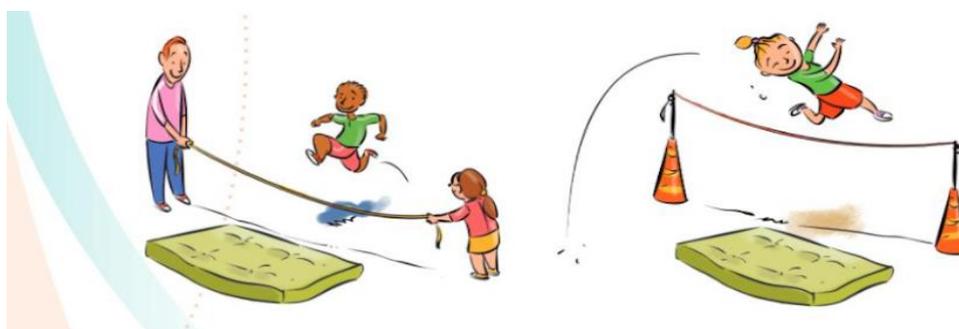
CATEGORY		FREQUENCY	PERCENTAGE
Subcategory	Participant	17	2,0%
	Observes and evaluates	4	0,5%
	Command	8	0,9%
	Sportsman	1	0,1%
	Other	2	0,2%
	It is not distinguished	-	-
	Total	32	3,7%
TOTAL IMAGES		854	100,0%

Source: Prepared by the author

The Teacher's Manual is an instrument regulating the design and development of teaching and, therefore, an artifact of work, on how a technocratic-scientific-instrumental rationality is implemented in the conception of how teaching theory and practice should be related. In this bias, the predominant images in the Physical Education Teacher's Manual represent teachers involved in the action tasks, practices, that is, they have active participation during classes. This characteristic is sometimes essential, represented by images that deal with an initial conversation, assisting in the execution of movements, organizing and explaining the activity or about evaluation at the end of the class.

Considering that Physical Education is a theoretical-practical field, it seems important to identify some characteristics of images in a textbook, such as the teacher's posture; verify whether the objective to be achieved in the explanation of a given concept will be achieved; if it has graphic readability; the values and attitudes conveyed; the suitability of the reader's profile (in this case, the teacher); the adequacy of the approaches used; references and sources. These attributes can be easily identifiable already in the presentation of the work or even in the abstract, inside the text, in the proposed activities and, of course, in the illustrations.

Figure 1 – Image of the teacher who actively participates in the class - Sports



Source: Teacher's Manual for Physical Education - Editora Terra Sul (STALLIVIERI, 2017a, p. 100)

In the Manual of the Professor of Physical Education of Editora Terras Sul (Figure 1), for example, we find images that express the multiple facets of school Physical Education, among which the teacher develops activities with the objective of promoting the human movement in an educational, participative and coeducational perspective, favoring interactions. Creating an environment of trust, understanding and desire to help enables students to develop self-esteem and responsibility.

Figure 2 – Image of the teacher who actively participates in the class - Dance



Source: Body Practices in School Physical Education - Boreal Publishing House (BOOG; URIZZI, 2017b, p. 60)

Among the numerous functions that the teacher performs, one of them is to find solutions to the challenges, since the educational system and students are in constant transformations – as a trainer, teaching requires continuous updating and integrated change. In this perspective, the thematic unit dance in school Physical Education is a historical gap, and constant improvement in the area is necessary, sometimes supplying the needs of the initial training process. For dance knowledge to be developed satisfactorily in school, and content is significant for students, teacher engagement is essential, as illustrated by Boreal Publishing House (Figure 2). By teaching dance as a creative part of a meaningful action in the learning process and developing skills and competencies, the teacher will also enable their integral development.

Figure 3 – Image of the teacher who actively participates in the class - Initial conversation



Source: Encontros Educação Física - Editora FTD (ENCONTROS... , 2018a, 2018b)

When the teacher is intended to act methodologically, the teacher prepares teaching situations in such a way that the students feel stimulated to act, and that the questions can be solved by them, based on their condition of knowing how to do and their previous experiences. The dialogue wheels, so characteristic at the beginning of physical education classes, as illustrated by FTD (Figure 3), are significant for students to learn how to organize and decide autonomously on their procedures and other measures. In this sense, the teacher should plan learning situations that enable such processes.

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Figure 4 - Image of the teacher who actively participates in the class – Gymnastics



Source: Body Practices: physical education - Editora Moderna (DARIDO *et al.*, 2017a, p. 40)

Historically, the forms of organization and transmission of contents were characterized by a vertical relationship of power between teacher-student. This situation placed the student in a situation of passivity, as a mere receiver of knowledge. Traditionally, in the school environment, the physical education teacher's attitude was that of ordering, correction, evaluation, or even represented by a sportsman, but this perspective is often dissociated when

we think of education as a process of (re)social construction and formation of the human being. Thus, the active participation of teachers during their work, which is collective, perspective to people become agents responsible for the common good that help to build, highlighting some elements that are not trivial, such as the representation of gender diversity, body pattern (somatotype) and ethnic, as illustrated by Editora Moderna (Figure 4).

The social imaginary consists of multiple views of the teacher of school Physical Education, inserted in certain times and contexts, influencing the plurality of representations. Moreover, considering that the Physical Education Teacher's Manuals are loaded with symbolic power, they print a way to select, present and order the content, constituting a certain understanding of what is the culture and knowledge that the school considers relevant to produce and transmit.

Considering that the body does not cease to be (re)manufactured over time, we highlight the pertinence of analyzing it permanently as an object of research, because the representations change, according to the period and the sociocultural context, having inscribed the "changing memory of the laws and codes of each culture, registration of the solutions and scientific and technological limits of each epoch (SANT'ANNA, 1995, p. 03).

This means that textbooks are specified in a complex set of structural relationships between knowledge and power. The teacher, being predominantly participatory and engaged with theoretical-practical activities, transmits a representation of a more engaged society, since it is in human interactions that processes are established, and interlocutors are encouraged to adopt specific functions. However, we know that the simple regularity of images that represent teachers interacting with students in the Physical Education Teacher's Manuals are not enough to overcome social asymmetries, yet it has the merit of being in tune with a set of guidelines, which deserve to be further analyzed and deepened.

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Final considerations

Analyzing how Physical Education teachers are represented in the manuals is, at the same time, ascertaining how certain teachers do not appear. Assuming the limitations of the study, other aspects may be considered in future studies in the analysis of bodies that did not have a place of image and representation in these manuals, such as the temporal dimension (age), color or race, somatotype, sex, seized and valued in the editorial line.

The images analyzed represent a process of change, in an attempt to break with the reproduction of authoritarian and exclusionary stereotypes, long awaited within public policies

– imperative values in Human Education, as well as a factor that is imposed in today's society.

Ultimately, we can conclude that the most relevant changes in relation to these materials are in the adoption by teachers of new conceptions about curricular materials and their use, which consists of many other criteria for their selection, in addition to those that, perhaps, have been discussed in this article.

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