
THE ADVENTURE AS A THEME IN UNDERGRADUATE CURRICULUM IN PHYSICAL EDUCATION IN PARANÁ STATE, BRAZIL

A TEMÁTICA AVENTURA NOS CURRÍCULOS DE FORMAÇÃO INICIAL EM EDUCAÇÃO FÍSICA NO ESTADO DO PARANÁ, BRASIL

Denise Corrêa da Luz¹, Ana Luíza Barbosa Anversa¹, and Amauri Aparecido Bássoli de Oliveira^{1,2}

¹State University of Maringá, Maringá-PR, Brazil.

²Catholic University of Maule, Chile.

RESUMO

A pesquisa tem como objetivo apresentar a implementação das experiências que envolvem a temática Aventura nos cursos de formação inicial em Educação Física das Instituições de Ensino Superior (IES) públicas do estado do Paraná (PR). A pesquisa caracteriza-se como uma análise documental de caráter descritivo. A coleta de dados se deu no Sistema Eletrônico *e-MEC* e nos sites oficiais das IES. Os resultados indicaram que nas 10 IES públicas do PR, existem 23 cursos de EF, sendo 13 habilitação em licenciatura e 12 bacharelado. Foram identificadas, na leitura dos Projetos Pedagógicos de Curso (PPCs), 35 disciplinas relacionadas à temática aventura, além de três projetos de extensão e um conteúdo de estágio obrigatório. A predominância do ensino está nos cursos de Licenciatura. Os programas das disciplinas apontam conteúdos que abordam aspectos teórico-metodológicos, concepções, conceitos, classificações, educação ambiental, risco, segurança e educação física escolar. Conclui-se que a temática Aventura, está presente nas disciplinas dos cursos de formação inicial em Educação Física nas IES públicas do PR, com espectro amplo de abordagem atendendo às possibilidades de intervenção do futuro profissional.

Palavras-chave: Educação Física, Formação Inicial, Currículo, Aventura.

ABSTRACT

The research aims to present the implementation of experiences involving the theme of Adventure in the undergraduate curriculum in courses of Physical Education at public Higher Education Institutions (HEIs) in the state of Paraná (PR). The research is characterized as a descriptive documentary analysis. Data collection was conducted on the electronic *e-MEC* System and on the official websites of HEIs. The results indicated that in the 10 public HEIs in PR, there are 23 Physical Education courses, with 13 offering licensure programs and 12 offering bachelor's degrees. Upon reviewing the Course Pedagogical Projects (PPCs), 35 disciplines related to the adventure theme were identified, along with three extension projects and one mandatory internship content. The teaching predominance lies in the Licensure programs. The course syllabi indicate content covering theoretical-methodological aspects, conceptions, concepts, classifications, environmental education, risk, safety, and school physical education. It is concluded that the Adventure theme is present in the undergraduate curriculum in courses of Physical Education at public HEIs in PR, with a broad spectrum of approaches meeting the intervention possibilities of future professionals.

Keywords: Physical Education, Undergraduate, Curriculum, Adventure.

Introduction

The initial training in Physical Education consists of pedagogical, technical, academic, scientific and ethical processes that legitimize professional practice¹, meeting the qualifications established by the guidelines² of the course curriculum.

The university, as a formal structure of education, must contribute through actions in initial training that connect students with their future field of work. This makes certain that the contents proposed in the disciplines become objects of reflection and action, guided by a systematization of knowledge so that future physical education teachers and professionals can engage in organized³, systematized, and contextualized pedagogical practices.

The possibilities for professional intervention expand in response to diverse social demands, requiring adaptation to school knowledge, market expectations, and comprehensive actions for health, including alternative spaces⁴.

Through initial training subjects and their curriculum programs, educators express how they wish to shape or teach future professionals. This objective requires contributions to the collective construction of the implementation or reform process of a Course Pedagogical Project (CPP), adapting it to legal normative aspects and the reality of Higher Education Institutions (HEIs).

In a virtual meeting organized by the Body and Mind Channel⁵, to discuss and clarify the operationalization of Resolution CNE/CES No. 06/2018, Dr. Luiz Roberto Liza Curi, president of the National Council of Education, explains that the implementation process of a new National Guideline raises legitimate concerns. However, he emphasizes that the process is innovative and participants should strive to enhance the framework with autonomy and commitment, moving beyond content-focused learning to develop a broader range of abilities.

The evolution of the system implies continuous transformation, where the organization of initial training courses in Physical Education requires a complex relational dynamic established among teachers, researchers, administrators, HEIs, professional councils, unions, student movements, scientific societies, and other participants¹.

Initial training encompasses the period during which future professionals could engage with the foundational knowledge, skills, and attitudes required by the profession. This enables them to chart their professional path, exercise autonomy, and structure their propositions of intervention.

Curricula need to adapt to the ongoing demands and changes in society⁵, requiring updates to educate students who are up-to-date, critical, creative, and bold⁶, in line with educational policies.

However, it is known that empirical and/or scientific advancements and innovations occur constantly, causing apprehension across various fields and their educational processes, demanding curricular updates to meet new requirements. Specifically in Physical Education, overcome barriers entrenched over time, such as traditional approaches to sports practices in both initial and continuing education, requires appropriate proposals to consolidate learning.

In the development of a CPP, it is crucial to present a solid theoretical foundation for the desired professional preparation, fostering critical and reflective possibilities, as well as a systematic organization of knowledge to be included⁵. Thus, expanding intervention fields with a corresponding diversity of competencies becomes fundamental to the educational process. In this regard, it is noteworthy to include a contemporary theme endorsed by official documents in the field's education and intervention—namely, the presence of courses addressing Body Practices of Adventure^{7,8}.

The literature on professional training is scarce in supporting discussions regarding the inclusion of adventure sports in initial training in Physical Education, and there is a lack of specific courses on the subject⁹. However, recent studies have shown that teachers who teach adventure-themed courses demonstrate a strong affinity to these practices and possess the necessary knowledge to integrate them with several contemporary themes¹⁰. Moreover, courses focusing on adventure themes are gaining legitimacy in the curricula of Physical Education undergraduate programs across the country¹¹.

From this perspective, there is a growing trend towards integrating Body Practices of Adventure into initial training curricula in Physical Education, especially in the context of teaching degrees. This trend is emphasized by its inclusion as a thematic unit in the approval of the National Common Curricular Base (BNCC) in 2017¹³, followed by curriculum reforms in state education networks, such as in Paraná, gaining significance within the academic, scientific, and school communities.

The integration of Body Practices of Adventure, as outlined in national and state curriculum documents, prompts changes, and proposes challenges to Physical Education professionals who will work in school settings, such as teaching new content that requires

attention to specific equipment and techniques⁹. For bachelor's degree holders, it implies intervening in line with environmental education, environmental preservation, sustainability, and the relationship between humans and nature, encompassing natural and urban environments^{11,14}.

Providing academics with opportunities to expand their knowledge, gain experiences, and make choices through teaching Body Practices of Adventure, appears to be suitable for their advancement, then are unique practices that offer significant experiences, enabling students to surpass limits and face challenges¹⁵. However, it is crucial to avoid superficially incorporate trendy themes without depth or substance¹⁶.

Given this scenario, the objective of this research is to present the functioning of experiences involving the Adventure theme in initial training courses in Physical Education at public HEIs in Paraná (PR), Brazil, aiming to identify elements indicating the dimensions and formative concerns of future teachers and professionals.

We consider that through empirical investigation, we can present this compilation of information. The research begins with a survey of Physical Education courses offered at public HEIs in PR, detailed as follows: 1) Mapping the profile of Physical Education courses at public HEIs in PR and their Course Pedagogical Projects (CPPs); 2) Investigating the presence of the Adventure theme in curricular proposals; and 3) Analyze the subject programs related to the Adventure theme.

Methods

The research is characterized as documentary with an exploratory and descriptive bias. For the investigation and analysis of data, only public State, Municipal, and Federal HEIs in the state of Paraná were considered. A search was conducted using the National Registry of Higher Education Courses and Institutions, managed by the Ministry of Education through the electronic system known as e-MEC. This system handles processes related to the regulation of higher education in Brazil. Accessible to the public, the system allows searches to gather information about all operating HEIs in the country and the courses they offer. The search was conducted in July 2023.

When accessing the e-MEC electronic system in the "advanced search" tab, we searched for: "Undergraduate course," specifying the term Course: "Physical Education," with the "exact search" box selected. The filters applied were: a) State: "Paraná"; b) Course gratuity: "Yes"; c) Status: "active."

Based on this initial delineation, the information collected in the e-MEC System included: name and acronym of the higher education institution (HEI), administrative category, academic degree/qualification (Teacher Education or Bachelor), modality (in person or distance learning), and status of the courses (Chart 1). Courses in "Not Started" and "Extinction" status were excluded from the study using the aforementioned criteria.

Public HEIs in PR, Brazil		Degree and teaching modality
1	Instituto Federal do Paraná – IFPR (Palmas)	Teacher Education and Bachelor's Degree
2	Universidade Estadual de Londrina – UEL (Londrina)	Teacher Education and Bachelor's Degree
3	Universidade Estadual de Maringá – UEM (Maringá)	Teacher Education and Bachelor's Degree
	Universidade Estadual de Maringá – UEM (Ivaiporã)	Teacher Education and Bachelor's Degree
4	Universidade Estadual do Norte do Paraná – UENP (Jacarezinho)	Teacher Education and Bachelor's Degree

Public HEIs in PR, Brazil		Degree and teaching modality
5	Universidade Estadual de Ponta Grossa – UEPG (Ponta Grossa)	Teacher Education and Bachelor's Degree
		Teacher Education (Distance Learning)
6	Universidade Federal do Paraná – UFPR (Curitiba) Universidade Federal do Paraná – UFPR (Matinhos)	Teacher Education and Bachelor's Degree
		Teacher Education
7	Universidade Estadual do Paraná – UNESPAR (Paranavaí)	Teacher Education and Bachelor's Degree
8	Universidade Estadual do Centro-Oeste – UNICENTRO (Guarapuava) Universidade Estadual do Centro-Oeste (Irati)	Teacher Education and Bachelor's Degree
		Teacher Education and Bachelor's Degree
9	Universidade Estadual do Oeste do Paraná – UNIOESTE (Marechal Cândido Rondon)	Teacher Education and Bachelor's Degree
10	Universidade Tecnológica Federal do Paraná – UTFPR (Curitiba)	Bachelor's Degree

Chart 1: Public HEIs of Paraná and Initial Training Offerings in Physical Education

Source: Organized by the authors.

At this stage, the total number of eligible initial training courses in Physical Education was 23 (twenty-three), with 13 offering a licentiate degree and 12 a bachelor's degree. These courses were offered by 10 (ten) public HEIs in Paraná. It is worth noting that the Universidade Federal do Paraná (UFPR) has a campus in the capital city of Curitiba and another on the coast in the city of Matinhos. The Universidade Estadual do Centro-Oeste (UNICENTRO) has a campus in the city of Guarapuava and another in Irati, and the Universidade Estadual de Maringá (UEM) has a campus in Maringá and another in the Vale do Ivaí region, in the city of Ivaiporã. Additionally, the Universidade Estadual de Ponta Grossa (UEPG) offers a Distance Learning modality for the Teacher Education.

From the analysis of the courses selected for the theme of Adventure in Physical Education, through accessing the institutions' websites, 35 courses were found where the theme is among the main contents developed. The data was organized after a complete reading complete program discipline, with the respective universities identified in an Excel spreadsheet (Excel for Windows®).

After identifying the courses, searches were conducted on the official course pages to access the CPPs. When these were not available for download, contact was made with the course coordinators via email and messaging apps to request them.

Performed the reading of the CPPs, the presence of the Adventure theme (or related subject) was identified in the course programs. To analyze this information, content analysis was adopted, following the different stages as guided by Bardin: 1) Organization; 2) Coding (thematic analysis); and 3) Categorization.

Results

The courses included in this research are offered by public administrative category HEIs, with 3 federal and 7 state institutions. Among the federal HEIs, 2 are universities, and 1 is a Federal Institute of Education. Regarding the degree of training, the qualifications offered continuously, free of charge, and in-person are: Licentiate (13) and Bachelor (12), with 1 Licentiate qualification offered in the distance learning modality (EaD). It is noteworthy that the HEIs offering courses in different cities use distinct CPPs (UFPR, UEM, and UNICENTRO), and both were considered for the analyses.

It is also worth mentioning that some HEIs have more than one PPC in progress due to

the recent need for curriculum reorganization. Therefore, the current curricula were analyzed, with some potentially being phased out as early as the 2024 academic year.

After identifying the PPCs, the "find words" search tool was individually applied to the documents, looking for the term: "adventure." The initial analysis aimed to interpret the context in which the word was used and, more specifically, whether it referred to the offered course or the context of the course program.

After reading the 14 PPCs, 35 courses related to the Adventure theme were identified (Chart 2), along with four extension projects and one mandatory internship content.

ID	HEIs	Degree	Discipline	Offer Condition	Workload
1	IFPR	Teacher Education and Bachelor's Degree	Body Practices of Adventure	Common Nucleus	40 hours
		Teacher Education	Teaching Project: Body Practices of Adventure	Elective	40 hours
		Bachelor's Degree	Teaching Project: Radical Sports	Elective	40 hours
		Teacher Education	Complementary Body Practices	Elective	40 hours
2	UEL	Teacher Education*	Theory and Methodology of Sports and Alternative Modalities	Specific	30 hours
		Teacher Education*	Theoretical Methodological Aspects of Alternative Sports Modalities	Specific	34 hours
		Teacher Education and Bachelor's Degree	Alternative Modalities	Common Nucleus	30 hours
		Bachelor's Degree	Adventure Activities	Specific	30 hours
3	UEM Maringá	Teacher Education	Body Practices of Adventure	Specific	34 hours
		Bachelor's Degree	Body Practices of Adventure	Specific	34 hours
		Teacher Education and Bachelor's Degree	Project Adventures School	Extension	Until 68 hours
	UEM Ivaiporã	Teacher Education and Bachelor's Degree	Urban and Nature Sports and Adventure	Common Nucleus	88 hours
4	UENP	Teacher Education	Complementary Sports and Activities in Contact with Nature	Specific	30 hours
		Bachelor's Degree	Complementary Sports and Activities in Contact with Nature	Specific	30 hours
5	UEPG	Teacher Education	Complementary Sports	Elective	45 hours
		Teacher Education	Extension Practices and Integrated Curricular Projects I	Extension	68 hours
		Teacher Education	Extension Practices and Integrated Curricular Projects II	Extension	68 hours
		Bachelor's Degree	Sports and Leisure	Elective	68 hours
		Bachelor's Degree	Complementary Sports	Elective	68 hours
	UEPG EAD	Teacher Education	Complementary Sports	Elective	45 hours
		Teacher Education	Extension Practices and Integrated Curricular Projects I	Extension	45 hours
6	UFPR	Bachelor's Degree	Body Practices of Adventure	Elective	30 hours
	UFPR Matinhos	Teacher Education	Body Practices of Adventure and Environmental Education	Specific	60 hours
		Teacher Education	Environment and Professional Performance in Sport and Leisure	Elective	60 hours
		Teacher Education	Active Leisure on the Beach	Elective	60 hours
7	UNESPAR	Teacher Education	Adventure Sports	Specific	72 hours
		Teacher Education	Physical Education in Elementary School and High School	Specific	108 hours
8	UNICENTRO Guarapuava	Bachelor's Degree	Adventure Activities	Elective	68 hours
		Bachelor's Degree	Ecotourism and Leisure	Elective	68 hours
	UNICENTRO Irati	Teacher Education and Bachelor's Degree	Body Practices of Adventure	Common Nucleus	68 hours

		Teacher Education	Alternative Body Practices at School	Specific	68 hours
		Bachelor's Degree	Sports Initiation Schools	Mandatory internship	Within 640 hours
9	UNIOESTE	Teacher Education	Body Practices of Adventure	Specific	68 hours
		Bachelor's Degree	Adventure Physical Activity in Nature	Specific	34 hours
10	UTFPR	Bachelor's Degree	Alternative Adventure Sports	Specific	60 hours

Chart 2 – Courses with the Adventure Theme

Notes: *Curriculum to be phased out in 2024 and/or 2025.

Source: The authors based on the PPCs.

Regarding the Offering Condition, the 35 courses are presented as follows: a) 18 courses are mandatory (4 Common Nucleus and 14 Specific); b) 12 courses are Electives (6 Teacher Education and 6 Bachelor); c) 4 Extension Projects; and d) 1 Mandatory Internship content (Bachelor), as indicated in the table below.

Offering Condition	Number of Subjects	Percentage
Mandatory	18 4 Common Nucleus 9 Specific Teacher Education 5 Specific Bachelor's Degree	51.4%
Elective	12 6 Specific Teacher Education 6 Specific Bachelor's Degree	34.3%
Extension	4 4 Extension Projects	11.4%
Mandatory Internship	1 1 Mandatory Internship	29%
Total	35	100%

Chart 3. Number of Courses regarding Offering Condition

Source: Organized by the authors based on the PPCs.

Among the 35 courses, 15 explicitly address the theme in their titles, while the other 20 include the theme within the course content using more generalized terms such as: alternative modalities or complementary body practices. Information regarding the course hours for these disciplines was also analyzed.

According to the course programs, half of the total hours are allocated to theoretical activities and the other half to practical experiments. Of the 15 courses that explicitly address the theme, 8 have an average course load of 68 hours, 5 have an average course load of 30 hours, and 2 have 40 hours. Regarding the offering condition, most of these courses are specific to the bachelor's degree modality (Table 1).

Table 1. Course Hours of Disciplines Explicitly Addressing the Theme

Workload	Number of Subjects	Percentage
30 h/class	5	33.3%
40 h/class	2	13.3%
68 h/class	8	53.4%
Total	15	100%

Source: authors based on the PPCs.

Among the 20 courses that include the theme within the course content, 6 have an average course load of 30 hours, 7 have an average course load of 68 hours, 5 have an average

course load of 40 hours, 1 has 108 hours, and 1 is within the hours allocated for the internship. It is noteworthy that most of these courses (43%) are elective (Table 2).

Table 2. Course Hours of Disciplines Including the Adventure Theme in the Course Content

Workload	Number of Subjects	Percentage
30 h/class	6	30%
40 h/class	5	25%
68 h/class+	7	35%
+ de 70	1	5%
+ de 100	1*	5%
Total	20	100%

Note: *Mandatory Internship

Source: authors based on the PPCs.

Eight courses were identified as including specific hours dedicated to Practice as a Curricular Component (PCC), ranging from 6 to 24 hours. Thirteen other courses allocate between 6 and 30 hours of the course's total hours to Practical Extension Activities, with its form of instruction representing up to half of the total course hours.

Regarding evaluation criteria, only two course programs provided such information, with both programs from the same institution presenting identical evaluation criteria: "class participation, theoretical assessments, and presentation of papers and seminars."

Basic and supplementary reference materials were found in 17 course syllabi. Among the five most frequently cited theoretical references are: Ricardo Ricci Uvinha (12 citations), Alcynes Marinho (individual and collaborative works, 10 citations), Vera Lucia de Menezes Costa (8 citations), Luciano Andrade Bernardes, Dimitri Wuo Pereira, and Heloísa Turini Bruhns (7 citations), and Eleonor Kunz and Manoel José Gomes Tubino (3 citations).

The 35 identified, separated, organized, and categorized course programs highlight the formative dimensions and concerns for future teachers and professionals in the field, focusing on: a) Theoretical-methodological aspects of PCA (Physical Cultural Activities); b) Concepts and theories about Adventure; c) Classifications of Adventure Activities, Adventure Sports, Extreme Sports, or Non-conventional Activities; d) Technical and tactical fundamentals; e) Adventure and Environmental Education; f) Study of PCA concerning safety, equipment use, and risk management; g) Pedagogical foundations of PCA diversification in school Physical Education.

Based on the collected data, it is evident that the Adventure theme is incorporated into the training process for Physical Education professionals. Adventure is recognized and integrated both as a distinct focus and as part of related curricular components, demonstrating compliance with current legal and professional requirements for intervention in this area.

Discussion

Initial training in Physical Education programs is predicated on the autonomy of the graduate concerning the profession, aiming at the acquisition of specific competencies, knowledge, attitudes, and skills necessary for professional practice. Given the importance of quality in professional practice, Physical Education graduates should engage in activities that discuss contemporary societal themes. In this context, analyzing the proposals regarding the Adventure theme as a discipline in initial Physical Education training is justified.

Due to the broad field of professional activity, current Physical Education graduation guidelines do not detail how academic activities should be distributed, as long as the common

and specific nucleus guidelines are respected, which is positively left to the discretion of the institutions. Therefore, for students to engage with the Adventure theme even in the common phase of education, it will depend on the collective construction of the curriculum and the interest of the stakeholders.

To understand the reality of the presence of the theme Adventure in Physical Education curricula, we analyzed the distribution of courses and their respective programs, seeking to understand how this theme is proposed in the curricula of initial formation of Physical Education at public institutions in Paraná. The data indicate that, of the 35 courses, 4 are offered in the Common Nucleus of the "new" Physical Education graduation, showing alignment with guiding educational documents and fields of growth in Physical Education. This indicates a recent dynamic between adventure elements and the preparation and action of Physical Education professionals in contemporary society¹⁴.

In the specific phase of the Licenciature program, according to CNE/CES Resolution No. 6/2018, the objective is to develop program content while respecting the diversity and autonomy of the institutions, to cover various levels of basic education². Of the 14 courses found in the Specific Nucleus, 8 are part of the Licenciature. Body Adventure Practices in attitudinal, conceptual, and procedural dimensions appear as relevant content for Physical Education classes in schools, provided they are addressed systematically, critically, and reflectively²¹.

In Licenciature Physical Education curricula, the presence of courses addressing Body Adventure Practices is influenced by various factors, such as the media promotion and popularization of modalities like skateboarding, surfing, and climbing, which have become new Olympic sports in the 2020 Tokyo Olympics, and the need to align with the National Common Curricular Base and Basic Education curricula in teaching networks²².

Offering the opportunity to experience behaviors of respect and preservation of the natural environment, expanding experiences, and enabling new encounters, thereby moving beyond the predominance of conventional sports in school practices, aligns with the teaching of Body Adventure Practices in schools¹⁹. Among the reasons for this application is the students' interest in Body Adventure Practices, which, when provided in classes, fosters a connection with nature, encourages the development of courage, and promotes self-discovery²³. Body Adventure Practices in schools allow students to explore and expand their repertoire of experiences through the variety of activities in the body movement culture²⁴.

On June 15, 2012, further enhancing the value and potential of Body Adventure Practices, the National Education Council (CNE), through Resolution N^o. 02, established the National Curriculum Guidelines for Environmental Education. This legal framework references the promotion of Environmental Education in Brazil at all levels and modalities of formal education. The objectives include systematizing advancements in the field to contribute to human development, stimulating critical reflection on the theme, and guiding teacher training courses for Basic Education²⁵.

Additionally, Chapter II, Article 6 of Resolution No. 06/2018² addresses the specific training of students for their future profession, including procedural and ethical knowledge concerning the environment and sustainability. Consequently, the discussion of Physical Education training can be enriched by considering the Sustainable Development Goals, which are part of the global agenda adopted by the UN to address social, economic, and environmental challenges by 2030. Integrating the SDGs into Physical Education training can promote a responsible approach to both personal and planetary health, contributing to environmental awareness and the promotion of sustainable lifestyles. This can be significantly enhanced through the teaching of Body Adventure Practices.

Curricula of Physical Education Licenciature programs that do not offer courses on the Adventure theme are neglecting content mandated by law (the BNCC) that gives practical and legitimizing meaning to all school content¹².

Regarding the specific training in the Bachelor's degree, the Adventure theme was identified in six mandatory courses. This offering indicates an advancement in the discussion and knowledge related to higher education courses in Physical Education, which seek diversification of professional skills, market demand fulfilment, exploration of different environments and experiences, as well as the development of socio-emotional skills and the promotion of health and well-being.

A recent study carried out in Brazil¹⁴ identified 203 Bachelor's degree programs in Physical Education that offer courses related to the Adventure theme, which may demonstrate recognition of a recent and expanding reality. Undoubtedly, this is a multifaceted field of training and professional activity with various intervention possibilities, significantly enhancing the insertion of Physical Education professionals into the job market.

The focus on the Adventure theme, whether as a named subject or within the content of programs, demonstrates that Adventure is being (re)signified as a field of knowledge for the training and practice of Physical Education professionals. Present in initial training curricula from various perspectives and interests (formal education, extracurricular activities, courses and training, leisure, and sports, in nature or urban spaces), these approaches have cultural, political, economic, touristic, and geographical specificities, constituting the context and reality of HEIs.

A positive aspect related to the objective of this research is the identification of the specific theme of Body Adventure Practices (7 courses) in current curricula, aligning with the structuring content presented by the BNCC, regardless of whether the training is in a Teacher Education or Bachelor's degree.

In organizing the curriculum, the HEI and its agents must coordinate and distribute the hours of each course and unit of knowledge based on the skills and competencies they aim to develop in the professionals they wish to train. In this regard, a variety of hours dedicated to the theme has been identified. This variability may be due to the diversity of interpretations of these relationships and applications. The novel always causes some discomfort and challenges for its acceptance and inclusion, a fact natural to almost all processes, and educational training is no different.

In this research, the courses with semester loads exceeding 68 hours are those with extensive coverage, such as: Physical Education in Elementary and Secondary Education, with a load of 108 hours, suggesting that the theme is integrated into many contents and practices of School Physical Education. On the other hand, the Mandatory Internship course, while a practical proposal, has the highest load found (640 hours), but in both cases, it is not possible to determine how much of this time is dedicated to discussions, practices, and experiences related to the Adventure theme.

It was also observed that most courses propose both theoretical and practical classes. Students could learn about the theme and then experience actions, behaviors, and techniques that they will use in their professional intervention. Additionally, through the proposed CPP and extension practices, students can apply the relationships between content and context in real-world settings. The different knowledge acquired during the training and the experiences provided are interrelated, expanded, and mutually influential. This possibility enriches initial training.

Some CPPs, upon closer examination, present evaluation methods in the teaching and learning process and anticipate that teachers use diagnostic, formative, and summative assessments. These assessments can be expressed through grades (A, B, C, and/or D) and attendance. However, within the eligible disciplines for this research, only two syllabi explicitly present evaluation criteria. Both are from the same institution and state: "class participation, theoretical assessments, and presentation of papers and seminars."

Considering participation as an evaluation criterion appears to be valuable. However, caution is necessary to avoid technicist or moral judgments²⁶. A combination of methods that assess both theoretical knowledge and practical skills enhances this phase of pedagogical planning and facilitates the development of skills and competencies throughout the course.

Indicating evaluation tools, such as self-assessment or collaborative creation of a “work sheet” or “experience report,” for instance, allows the involvement of the student in the learning process, and constitutes a formative evaluation²⁶.

As expected, the course programs approach the theme in several ways. The organization and structure focus on different aspects, with some common points, such as: the historical, sociocultural dimensions; modalities; concepts; differentiation and classification of adventure activities; rules, risks, safety, and care in practice; Body Adventure Practices as part of school Physical Education; and the relationship between adventure and nature or adventure and Environmental Education, addressing space conservation, appropriation, and the man-nature relationship.

This variety of topics addressed in the course programs is not necessarily a limitation; often it provides a summary to guide the instructor in organizing the course, while still considering the allocated hours for the course.

Initial training is not solely the responsibility of higher education systems, and there is no single model for professional training²⁷. The inclusion and teaching of the Adventure theme in initial training are relevant due to the pedagogical values they offer, whether through unique learning opportunities or significant academic contributions. This theme involves aspects of human, educational, and social development, which are fundamental for the formation of conscious and engaged citizens with the world around them.

In the analysis of the fragments from course syllabi, we observed the following focuses, dimensions, and formative concerns:

Focus of the Discipline Program	Number of Subjects	Propositions Regarding Dimensions and Educational Concerns
a) Theoretical-methodological Aspects of Body Adventure Practices	8	“Experience and work with the theoretical-methodological elements of these sports in various contexts of Physical Education.”; “Characteristics and specificities in different urban and/or natural environment .”
b) Concepts and views about Adventure	7	“Characteristics, techniques, safety, modalities, applications, principles, fields of application.”, “Study of adventure sports, their characteristics, techniques, safety, modalities, and applications. Concept, sources, principles, fields of application, and environmental education.”
c) Classifications of Adventure Activities, Adventure Sports, Extreme Sports, or Non-conventional Activities	6	“Understanding the internal and external logics of Body Adventure Practices addressing general aspects of various practices such as Padel and Beach Tennis, as well as specific PCA like Skate and Slackline.”, “Physical activities in nature, adventure, and balance in environmental education: classification and intervention perspectives.”
d) Technical and Tactical Fundamentals	3	“General aspects of fundamentals, practice, and rules.” “Study of unconventional sports modalities. Knowledge of technical, physical, and tactical components.”
e) Adventure and Environmental Education	22	“The relationship between humans and nature, and the implications of Environmental Education in sports experiences.”, “Fundamentals of Environmental Education.”, “Environmental Education in teacher training for Physical Education from the perspective of interdisciplinarity and transversality.”
f) Study of PCA Regarding Safety,	7	“Study of the risk management process.”, “Perception and

Focus of the Discipline Program	Number of Subjects	Propositions Regarding Dimensions and Educational Concerns
Equipment Use, and Risk Management		analysis of risk and safety in nature sports and leisure activities.”, “Special safety measures for participants and equipment maintenance.”, “Safety instruments and techniques in the several activities in contact with nature.”
g) Pedagogical Fundamentals of Body Adventure Practices Diversification in School Physical Education	5	“Adaptations of rules and materials for applicability in the school environment.”, “Teaching-learning and training prescription in the context of adventure physical practices with emphasis on the school environment.”, “PCA as a Thematic Unit in the BNCC.”, “Pedagogical-methodological fundamentals for the inclusion of PCA in the school environment.”

Chart 4. Excerpts from Discipline Programs with the Adventure Theme

Source: authors.

The trend in the investigated curricula, within the discipline programs, is the implications and relationships with Environmental Education. In summary, the other focuses are aligned with professional practice perspectives, through knowledge of PCA that occur in natural and urban environments.

However, it is important to note that due to data collection and analysis procedures, broader discipline titles that may relate to PCA, such as: Emerging Themes, Complementary Body Practices, Leisure Studies, Alternative Sports, Extreme Sports, among others, may have been excluded.

Thus, it is possible to observe that the implementation of experiences involving the Adventure theme in the researched courses may vary according to the pedagogical approach expressed in the PPCs, as well as the established learning objectives and their teaching processes.

However, some common practices can be highlighted based on the surveys and analyses: the IES are providing opportunities for students to experience adventure activities in practice; the introduction of concepts, classification, risk management techniques, among others, can engage students to reflect and analyze their experiences and strategies used to face challenges, as well as how to act in the future in the field, applying acquired knowledge to provide meaningful practices with the use of PCA.

Conclusion

The inclusion of disciplines with the Adventure theme in the initial training of Physical Education in public IES in Paraná (PR) is real and highlights the potential of this content. There is a positive and relevant effort in the field to legitimize PCA, contributing to the increasing representation of the theme in academic research, demonstrating the formative concern with the current professional's practice.

By mapping the presence of the Adventure theme in the curricula of these IES, we find a wide spectrum of course offerings, both in the common and specific Nucleus, with a predominance of PCA in Licensure training courses. It is believed that this scenario reflects the BNCC's guidelines regarding PCA in Basic Education, but it is necessary to investigate whether the offerings are still focused on theoretical issues, lacking a perspective that enhances its pedagogical and interdisciplinary aspects.

The variation in the theme's offerings, in terms of workload and content, indicates the possible and broad transition of these practices and activities through different realities (of the

educational institution), paths, or contexts (of training and practice), such as: education, leisure, recreation, sports, among others.

Given the opportunities and regulations set forth by Resolution CNE/CES N°. 06/2018², one can foresee a movement towards offering courses that connect the training provided with the expected practice of future teachers. That is, providing students with diversified and innovative practices for intervention in their professional field (school).

In the established scope, limited to initial Physical Education training courses in public IES in Paraná (PR), we found that there are offerings of experiences through systematized disciplines that consolidate the important and emerging agenda on PCA.

In conclusion, it is emphasized that the public IES offering initial Physical Education training in PR are in accordance with the legal requirements for the Adventure theme in their curricula, reflecting not only legal compliance but also the appreciation of this social practice in the academic training process and future professional intervention in Physical Education. It remains to investigate whether there is a systematization of this content in schools, or if this study signals such demand.

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ORCID:

Denise Correa da Luz: <https://orcid.org/0000-0002-9434-0115>

Ana Luiza Barbosa Anversa: <https://orcid.org/0000-0003-4363-3433>

Amauri Aparecido Bássoli de Oliveira: <https://orcid.org/0000-0002-2566-1476>

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Corresponding author: Denise Corrêa da Luz, e-mail: denise_cluz@hotmail.com