

CONTENT DIVERSIFICATION IN SCHOOL PHYSICAL EDUCATION: STRATEGIES USED BY ELEMENTARY TEACHERS

DIVERSIFICAÇÃO DE CONTEÚDOS NA EDUCAÇÃO FÍSICA ESCOLAR: ESTRATÉGIAS UTILIZADAS PELOS PROFESSORES DO ENSINO FUNDAMENTAL

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RESUMO

A Educação Física, enquanto componente curricular obrigatório no contexto escolar, possui diversos conteúdos que necessitam ser contemplados nos planejamentos dos professores. Nesse sentido, o objetivo do estudo foi analisar as estratégias utilizadas pelos professores do ensino fundamental para proporcionar a diversificação de conteúdos nas aulas de Educação Física Escolar. Foram entrevistados sete professores de Educação Física que mais diversificam os conteúdos na Rede Municipal de Ensino de São José/SC. Utilizou-se a análise de conteúdo nos dados das entrevistas semiestruturadas, complementada pela análise documental dos planejamentos de ensino. Os resultados revelaram que os professores adotam diferentes estratégias para diversificar os conteúdos, utilizam recursos tecnológicos e realizam adaptações de materiais e espaços. Além de estimularem relações de confiança com os estudantes e conexão com a comunidade, fomentam a interdisciplinaridade e o protagonismo dos estudantes nas aulas. Conclui-se que há diversas estratégias que os professores utilizam para proporcionar tempo e espaço aos mais distintos conteúdos, garantindo o direito de acesso dos estudantes a essas experiências.

Palavras-chave: educação física, conteúdos, estratégias.

ABSTRACT

Physical Education, as a mandatory curricular component in the school context, has several contents that need to be included in teachers' plans. In this sense, the objective of the study was to analyze the strategies used by elementary school teachers to provide content diversification in School Physical Education classes. Seven Physical Education teachers who most diversify content in the Municipal Education Network of São José/SC were interviewed. Content analysis was used on data from semi-structured interviews, complemented by documentary analysis of teaching plans. The results revealed that teachers adopt different strategies to diversify content, use technological resources and adapt materials and spaces. In addition to stimulating trusting relationships with students and connection with the community, they encourage interdisciplinarity and student leadership in classes. It is concluded that there are several strategies that teachers use to provide time and space for the most diverse content, guaranteeing students' right of access to these experiences.

Keywords: physical education, content, strategies.

Introduction

The National Common Curricular Base is a normative document for Brazilian education that seeks to guide the development and implementation of curricula, comprising general and specific competencies in areas of knowledge and a progression of essential learning for the comprehensive education of students. In this sense, it establishes the thematic units, objects of knowledge, skills and content to be developed by each curricular component.

Physical Education, as a compulsory component of the school curriculum, has a range of content that needs to be included in the lesson plans of teachers working in elementary education. the contents of the National Common Core Curriculum, understood as thematic units, the following stand out: dances, sports, games and play, adventure physical activities,

sports fights, and gymnastics². Although educational guidance documents explicitly state the need for planning and implementing these contents in the school context, the scientific agenda has revealed the predominance of certain contents to the detriment of others, such as sports³⁻⁵.

The hegemony of sports content in School Physical Education, as well as the non-implementation of other content included in this component, has often been justified by the lack of willingness to change pedagogical practices⁶; the resistance of students and teachers to other contents⁷; lack of familiarity, security and knowledge of other contents^{7,8}; teachers' interest and satisfaction with sports and the most favorable context for carrying out these practices⁹. Regardless of the reasons given for not implementing the various contents in School Physical Education, Darido¹⁰ and González and Fraga¹¹ argue that it is the teacher's duty to provide students with diverse experiences, just as it is the students' right to learn about and experience the manifestations of body movement culture through this curricular component.

Some studies show that, despite the difficulties and challenges faced, there are teachers who seek to structure, plan, and implement different content in school physical education, including dances^{12,13}, sports fights^{14,15}, gymnastics^{16,17} and adventure sports^{18,19}.

Although the efforts of teachers who take risks and explore the various manifestations of physical culture in schools are reported in the literature^{20,21}, few studies are concerned with detailing the strategies used so that they can be adopted in other contexts. Thus, in an attempt to help teachers and future teachers provide similar time and space to the different contents of Physical Education, the objective of this study was to analyze the strategies used by elementary school teachers to diversify the contents of School Physical Education classes.

Methods

This study is characterized as being qualitative in approach²², descriptive in nature, and cross-sectional in design, given that it describes the facts that are occurring in the context in an interpretive manner²³. The project was submitted to the Human Research Ethics Committee of the Federal University of Santa Catarina (UFSC), obtaining approval through Opinion 3,911,361.

Participants

The selection of participants was carried out by applying an online questionnaire to Physical Education teachers who work in elementary education in the Municipal Network of São José/SC about the structuring of the contents in the curricular component. For this first stage of the study, the following inclusion criteria were established: teacher trained in the area of Physical Education and with professional registration with the São José Department of Education, and who works in elementary education in the São José Municipal Education Network. Exclusion criteria: teachers who are away from classroom activities, that is, who are working in administrative positions or on leave (leave of absence, health, etc.) and teachers who only work on school projects.

Subsequently, the teachers who most diversified the content were invited to participate in the second stage of the investigation, according to the following criteria: Physical Education teacher who participated in the first stage of the study; minimum professional experience of one year in elementary education; and who presents a higher level of content diversification in their pedagogical practice. Content diversification is understood as a context in which time and space are provided for experimenting with the different thematic units of Physical Education in the dimensions of knowing how to do, knowing how to be and knowing about. In this sense, valuing sports, dance, sports fights, adventure sports, gymnastics, and games and play fairly and

equally, beyond their practical application, providing opportunities for reflection and discussion on the concepts, values, and attitudes present in these activities. That said, seven Physical Education teachers participated in the second stage of the study, five women and two men. The seven participants were named with the consonant P followed by the order in which they participated in the interview (P1, P2, P3, P4, P5, P6, and P7).

Collection Instruments

To achieve the proposed objectives, the following instruments were used sequentially: a questionnaire and an interview. All instruments were developed by the researchers themselves and underwent validation.

The questionnaire was evaluated by 20 experts in the field. Subsequently, a reliability analysis was performed (test-retest method), involving the participation of ten Physical Education teachers not working in the São José Municipal Education System, who took the test-retest within a fifteen-day interval. After these steps, the questionnaire was structured with 35 open and closed questions, distributed across six dimensions. They were: personal characteristics (date of birth, gender); educational characteristics (initial training course, year of completion, nature of the course, postgraduate degree); professional characteristics (years of teaching, employment in the Municipal Education Network of São José, years of teaching in elementary school, work experience in elementary school years, years of teaching in the Municipal Education Network of São José, weekly workload, other profession); content (planning, content, content dimensions, organization); learning situations (initial training, training activities, research groups, dialogue with colleagues, self-direction) and content implementation (overlapping of content, facilities, barriers).

The interview script was prepared based on three generating themes: 1. content planning; 2. content implementation and 3. learning situations. The script was evaluated by four experts (three doctors and one doctoral student in the area of Theory and Pedagogical Practice of Physical Education), who identified that the script was adequate and capable of achieving the proposed objectives.

Procedures

Data collection took place through individual semi-structured interviews, remotely, according to the availability of the Physical Education teachers. The decision to conduct the interview remotely was made due to restrictions caused by the COVID-19 pandemic. The interviews were conducted synchronously via the Google Meet platform, namely when the researcher and the interviewee interacted in real time²⁴. The interviews were conducted by a single researcher. The interview guide and the link to access the online platform were sent to the teachers via email in advance. The interviews were recorded on two mobile devices and a computer, and the duration ranged from 1 hour and 45 minutes to 3 hours and 10 minutes.

Data analysis

The transcriptions were carried out in a naturalistic manner, thus presenting a detailed transcription of the realization of this process²⁵. The Microsoft Office Word text editing program, contained in the Google Docs platform, was used in this stage, using the voice typing tool. It is worth noting that the interview transcripts were sent to the participants for validation of the statements, in order to ensure the study's credibility criteria through the participant checking technique²².

To complement the information obtained in the interviews, a documentary analysis of plans, photos, and videos of the content implemented and shared by the participants was

conducted. Almost all participants (P1, P2, P3, P4, P6, and P7) provided their plans, and P1, P2, P3, P4, and P6 also shared photos and videos of the classes.

Data analysis was performed using content analysis²⁶, with the support of NVivo 9.0 software. The content analysis comprised three phases: pre-analysis based on reading the transcripts, plans, photos, videos and clipping of the information necessary for the study; exploration of the material, in which the information and word frequency were coded, seeking to identify the indicators for the elaboration of categories; and treatment of the results that included the triangulation between the different sources of information, as well as the interpretations of the data. Interpretative validity procedures²⁴ were used, with the review of the same set of data and its interpretations by two researchers with experience in qualitative research.

Results

Seven Physical Education teachers participated in the study, five women and two men. One is up to 29 years old, three are between 30 and 39 years old and three are between 40 and 49 years old. Among them, four completed a lato sensu postgraduate course and one completed a stricto sensu postgraduate course. Regarding the type of employment relationship in the Municipal Education Network of São José, four teachers are permanent and three are hired on a temporary basis. Among the teachers, five work simultaneously in the initial and final years of elementary school, only one works only in the initial years and one works only in the final years. Regarding the years of teaching in elementary school, three teachers had between 5 and 9 years of experience, and four had between 10 and 19 years of experience. The seven participants were named by the consonant P followed by the order of participation in the interview (P1, P2, P3, P4, P5, P6 and P7).

The results revealed that teachers use different strategies to implement the content, such as curiosity in the search for updating (P1, P2, P3, P4, P5, P6 and P7); building an affective and trusting relationship with students (P1, P2, P3, P4, P5, P6 and P7); making adaptations of materials and spaces (P1, P2, P3, P4, P5, P6 and P7); using technological resources (P1, P2, P3, P4, P5, P6 and P7); creating connections with the external community (P1, P2, P3, P4, P5, P6 and P7); the presence of interdisciplinarity (P1, P2, P3, P4, P5, P6); encouraging student protagonism (P1, P3, P4, P5, P7); the holding of theoretical classes (P1, P2, P3, P4, P5); and the guarantee of security through authorizations requested from the students' guardians (P1).

To diversify the content, the teachers investigated reported valuing their curiosity, as they are always updating themselves and seeking new knowledge to teach in Physical Education classes. On this topic, some statements stand out: "I also understand that I am curious too, I love studying, [...] what I value most is the teacher's curiosity, I think that is an internal motivation" (P5). "I am very curious, I like it. And it is good because this, using this excitement about the new things we learn, helps to excite the student too, right?!" (P4).

Among the teachers investigated, curiosity and the search for updating permeates readings (P1, P2, P3, P4, P5, P6 and P7), dialogue with peers (P1, P2, P3, P4, P5, P6 and P7), participation in courses and continuing education (P1, P2, P3, P4, P5, P6 and P7) and video consultation (P1, P2, P3, P4, P6). Participation in experimental fighting classes at gyms was also mentioned by teachers P4 and P6. They revealed that their objective was to address the lack of experience with this content, and then share the knowledge they gained with students in Physical Education classes: "[...] I have even looked at gyms and stuff. I am quite curious, I have taken a jiu-jitsu class, I have taken a boxing class, I went to a Muay Thai class, so sometimes I just go for a trial class to at least understand a little bit of it, you know?! [...] I am

really curious, like, "Can I take a class to see what it is like so I can do it in Physical Education class?" (P4). "[...] I have already practiced some fighting, capoeira was one where I was looking to improve. And then after a while I went to Chinese boxing [...] looking like, well, I will learn a little more so I can teach. I think this is the best process there is" (P6).

The relationship between the teacher and the student, mentioned by the study participants, comprises a space for dialogue (P1, P2, P3, P4, P5, P6 and P7), affection (P1, P2, P3, P4) and trust (P1, P4, P5). Regarding the importance of dialogue in the relationship between teacher and student, the report of teacher P3 stands out, related to the moments of resistance of students in the face of some content:

[...] I like to get closer to my students, I like to talk to them [...]. Sometimes students are sitting there, why? Because there is something they are resistant to. If I do not go there and talk to my student who is sitting there to find out why they are resistant to that activity, how am I going to evaluate them if I do not go there and understand why they are unmotivated? (P3).

Regarding affection, the report of teacher P2 highlights the positive involvement with students favored by the spaces provided in Physical Education classes, which, in most cases, other curricular components fail to establish: "[...] you end up developing this involvement, it is almost like a bond that you create, it is a family, your school is a family, the students, the entire team, so wow, this is extremely enriching" (P2).

On this subject, some teachers commented: "[...] after the class approaches you, you can ask them anything and they will agree to it. So it was very much like that relationship, little by little, creating my territory with them" (P1). "[...] they are great like that, they are troublemakers, but they accept everything because I also accept everything with them. So sometimes when they say, "Oh, let's do this?" And I am also up for it, so I also know how to balance leadership [...]" (P5).

Regarding the adaptations of spaces and materials, important strategies used by teachers were used to ensure that experiences could be made possible for students:

[...] we really depend on factors and situations, this issue of space, of material, but on the other hand, we can always adapt because what is an adapted sport? They are adaptations of what we have, of what already exists, [...] so if we do not have it, we are not going to do it? Oh, if every time we do not have the material we do not do the modality and we do not work, then basically we will work very little because there is almost none, so the vast majority of things have to be adapted, we have to go after it and make it happen (P2).

When materials were not available or were insufficient, teachers resorted to different coping strategies, including: using the few materials available, adapting them to carry out the activities (P1, P2, P3, P4, P5, P6 and P7); buying or bringing their own materials (P1, P2, P3, P4, P5, P6); building new materials together with students (P1, P2, P3, P4, P5, P6); and carrying out campaigns, mobilizing donations and/or borrowing materials (P1, P2). Although there was a predominance of using materials provided by the school, teachers adapted and created new possibilities according to the needs of their practices.

Regarding spaces, teachers (P1, P2, P4, P5, P6) used to take advantage of the school's structure, not limiting themselves to just the sports court, as well as adapting the available spaces according to the needs of the content (P5, P6). On this subject, they commented: “[...] I do not just use the court, so I use, we have a dance room, but if I did not have the dance room I would use the cafeteria, I would use the entrance hall, I would use the front of the school, I would use the back of the school [...]” (P4). “So today when I go to the computer lab, I go to the library, when I do something on the court or I do it on the grass, or I do it on the playground, or I go, wherever I go, all spaces are Physical Education spaces and I tell this to the children, video room, all are Physical Education spaces” (P5).

According to the shared statements and plans, the teachers studied appear to use some form of technological support to diversify their content. In this regard, P2's statement stands out: “[...] Technology is always advancing and we have to keep up, if we do not keep up we will be left behind” (P2).

Teachers reported using several audiovisual resources during classes, such as videos (P1, P2, P3, P4, P5, P6 and P7) and among them videos of technological games such as just dance (P1, P3, P5, P6) and videos exemplifying the practice of the contents (P1, P2, P3, P5); films (P3, P6); documentaries (P1, P4); cartoons (P7); slides (P1, P2, P6); images (P1, P2, P6); interactive technological games such as kahoot (P1, P6); and technological games simulating aquatic activities (P2). Some also reported using the computer room (P1, P2, P4, P5) to carry out activities. Among the technological resources mentioned, videos are the most used by the teachers investigated as important allies in the process to reinforce the topics discussed in class.

Another strategy perceived was the connection with the community, which includes field trips/study trips, as well as the presence of professionals from certain disciplines within the school at the invitation of teachers. Regarding field trips, teacher P6 mentions that this is a way to change the routine, take advantage of resources that the school sometimes does not have, and it is also an opportunity to record successful experiences in the students' memories:

[...] I try to take the classes on trips like this, study trips, because I think these are things that stay in their memory, they are things they will remember for many years, and getting out of the routine is also interesting for us, sometimes you get very tired, stressed, I would say too. So these field trips, let's say, they bring resources that you do not have at school, within the school [...] (P6).

The places visited mentioned by the teachers investigated were parks and squares (P1, P4, P5, P6), universities (P3), aquatic complexes (P6), football stadiums (P6) and athletics tracks (P1). In addition to the field trips, teachers P1, P2, P3, P6, and P7 also sought to invite experts from some modalities to share their experiences with the students, seeking to present a different perception of the content, as reported by teacher P3: “[...] Sometimes I tend to do this, bringing colleagues of mine [...] from outside so they can see that there are people who also have other experiences, who have a different vision from mine, into the classroom, so they can see that it is broader than it often seems.” In addition, P1, P2 and P3 receive specialists at school with the aim of making up for the lack of knowledge and familiarity with certain content.

Another strategy adopted by teachers is interdisciplinarity, when two or more disciplines interact with each other. Thus, some teachers surveyed (P1, P2, P3, P4, P5, P6) mentioned valuing collaboration with other disciplines and highlighted the importance of interdisciplinarity, as reported below:

[...] we can not work individually, on the contrary, I believe that interdisciplinarity in school is very important and sometimes it ends up being a little left aside precisely because of this issue that sometimes only the practical part is worked on, and when we start to work a little more on these issues of theoretical classes, we can see, we can relate it to any subject at school [...]. So it is possible to do some really cool joint work (P2).

In an attempt to diversify the content, some teachers mentioned seeking to value students' prior knowledge (P1, P3, P4, P5, P7), enabling role reversal (P3, P4, P5) so that students were, in fact, more active in this process:

[...] I also know how to balance leadership, this leadership in the classroom, I can not do this in the area where I am the one who holds everything [...] in my classes they (students) see themselves in this place of the protagonist, so every week they bring suggestions, so I think this is really cool within this perspective that I want them to be protagonists in this time in the class, so I think this is cool (P5).

Teacher P5 has sought to use the students' movement repertoire and allowed space for role reversal, giving students protagonism:

[...] Some of my students participated, I do not know if it is a project that exists in the neighborhood, where it is, they participated in this place, in this project that had parkour. Then one day I asked them, "Oh, how do you do it? And so on..." Then they showed me, so it was from the children's experience that we lived this the first time [...]. And then it was cool because I like this space where students are the protagonists [...]. I think it is even cooler because within the four walls of a classroom, students do not always take on this protagonist role (P5).

In the planning of teacher P4 and teacher P7, the possibility of spaces for students was also observed, as in the following excerpts: "[...] the student puts into practice what was learned in class and/or has cultural baggage of movement, exercising autonomy and creating rules" (P4). "Dialogue about the experiences of adolescents and the integration of the information offered by them [...]" (P7). Therefore, it was found that teachers provide spaces for students to take a leading role, encouraging active roles and corroborating the guiding educational documents.

Another point highlighted by teachers is the theoretical classes. Reports from some teachers surveyed (P1, P2, P3, P4, P6, P7) indicate that they teach theoretical classes on the content, seeking to build a meaningful relationship between the student and the content. When it is not possible to experience some content in practice, they try to approach it theoretically (P1, P2, P3), although they encounter some resistance from some students (P2, P3), and the admission of the need and importance of theoretical classes from others (P2).

Regarding student resistance to theoretical classes, Teacher P2 and Teacher P3 reported that they are sometimes questioned for adopting this perspective. Corroborating this, Teacher P2 emphasized that as the process progressed, some students recognized the need and relevance of these classes:

[...] at first, they thought, "Oh, this theoretical class is a waste of time. Why aren't we out on the court?" Well, that was the comment at the beginning, you know?! Until they related this issue, theoretical classes are important to get to know the modality, to see the whole historical issue, to learn about it, to like it. They liked it. Some students said "Teacher, I like the theoretical classes, I like to learn before going down to the court!"

Teacher P4 highlighted the use of different spaces to hold the theoretical class "[...] sometimes the theoretical class is sat on the floor in the entrance hall, sometimes we leave the room and go to do a theoretical class somewhere else because we are movement, right?!"

To implement the different contents, teacher P1 reported adopting some strategies that seek to ensure greater safety in his/her intervention. By mentioning the importance of basing planning on guiding documents, he/she reinforces that this practice works as a way of ensuring the right to implement different contents. Furthermore, when creating certain content considered less traditional, he/she mentioned the importance of sending authorization to parents or guardians informing them about the content and its risks, in order to avoid questions and protect against possible problems that may occur:

And I usually also sent authorizations home when I did some activity, slacklining. I said, "Look, we are going to have a class whose theme is adventure and balance activities." [...] I sent authorization to the families precisely to prevent any problems. We know that children fall and can get hurt or something, but it is like: they got hurt in Physical Education playing soccer, "Oh, okay, soccer hurts." Oh, they got hurt doing slacklining: "What did the teacher do slacklining in class?"

Therefore, when considering the guiding documents for the implementation of the content, organized planning and the forwarding of authorizations to families, teacher P1 states that "there is no way they (families) can question you anywhere. But, that is why there is this support, I think it helps us to have confidence in this issue of having everything registered, having the planning, having this document."

Discussion

One of the strategies teachers point to is the pursuit of new knowledge driven by curiosity. Freire^{27,44} points out that "as a teacher, I must know that without the curiosity that moves me, that disturbs me, that engages me in the search, I neither learn nor teach". In certain cases, initial training that is superficial or focused on sports^{7,28} limits teachers' mastery and knowledge of some content. Therefore, as an agent of their own transformation, the teacher must seek new knowledge and updates through continuous training, becoming a constant student^{29,30}.

The investigative and updating attitude for good professional performance comprises one of the skills inherent to teaching in Physical Education³¹, as well as demonstrating that there is no teaching without research and much less research without teaching²⁷. Thus, "in-service training" encourages the search for knowledge to introduce into Physical Education classes, as teachers, while working, spend time and space acquiring knowledge³². Therefore, even in the

absence of mastery and confidence to implement certain content, the teachers in this study sought to fill these gaps, valuing research and study time to feel able to plan and implement the various contents.

Regarding the strategy of maintaining a good relationship with students to facilitate the diversification of content, it is clear that, in fact, mutual respect, affection and care are indispensable elements for a good relationship³³. When implementing different content, dialogue becomes essential, as evidenced in the study by Farias³⁰ in the face of situations of resistance and devaluation of the discipline. Dialogue becomes fundamental, not limited to the transmission of knowledge, but constituting a social relationship³⁴ and necessary in the teaching and learning process.

From this perspective, it is understood that there is room in teaching practice for the construction of an affective bond between teacher-student, student-teacher, student-student, in order to facilitate the development of pedagogical activities and the achievement of the objectives of the teaching and learning process^{35,36}. Furthermore, the implementation of different content in Physical Education classes is facilitated when trust is present in the relationship between teacher and student, marked mainly by the dynamic balance of power that promotes spaces for discussions and approaches that go beyond the classroom context.

The lack of materials and adequate spaces for Physical Education classes are difficulties frequently highlighted in the literature^{20,21,37}. Therefore, it was possible to verify that the seven teachers interviewed sought, based on facing these same realities, to adapt the materials and spaces for the implementation of the content. Thus, adaptation is an essential aspect in Physical Education classes, considering the weaknesses of Brazilian public schools¹⁹.

The use of different spaces, such as libraries, video rooms, computer rooms, open spaces and others, expands possibilities and diversifies experiences³⁸. However, even though the reality of Brazilian public schools presents such scenarios and induces teachers to create the best and most appropriate strategies to face such reality, it is argued that Physical Education has its place, its space and its materials within the school. Therefore, teachers are expected to adapt when necessary, but also to not get used to this situation, fighting for better conditions and the right to have adequate space and materials available for their classes^{27,39}.

Regarding the use of technological resources to help diversify content, it is found that such resources encourage student motivation during classes^{40,41}, enable more active student participation and also contribute to student integration with technology^{40,41}. However, Nardon and González⁴⁰ emphasize that using such resources requires a lot of preparation and planning time from the teacher, which in most cases becomes infeasible due to the long working hours of teachers who do not have this time. Also, it is important to emphasize the importance and need for educational networks to provide training in the area of technology applied to education, as a way to improve teaching practices and provide support to enrich and facilitate the approach to diverse content.

Regarding community connection, studies highlight the use of other locations outside of school for content development, such as dance schools, gyms, visits to state games taking place in the city, and the use of public leisure areas^{38,42,43}. The importance of teachers going beyond the school walls and building new and different bridges for their pedagogical practices promotes a meaningful relationship with the context in which students find themselves^{15,19,43}. To this end, teachers need to leave their comfort zone and be open to new challenges, as Freire^{44:264}, reports, "it implies that the scholar, the subject of the study, takes risks, ventures out, without which he neither creates nor recreates".

Regarding interdisciplinarity, in general, we can see the initiative to overcome a fragmented and isolated scenario, in which teachers sometimes act in an isolated and

independent way, with limited spaces for dialogue for the construction and elaboration of interdisciplinary practices²⁰. Thus, interdisciplinarity sometimes becomes unfeasible due to lack of interest, lack of space and time for teachers inside and outside the school. However, when adopted, it promotes a field of expansion of discussions, connections and deepening, causing real changes in the teaching and learning process¹².

Nardon and González⁴⁰ reported the presence of interdisciplinarity in the joint work developed by the Physical Education teacher with the class teacher, who contemplated regional games and explored, through them, customs, typical foods and geographic location. Another possibility is pointed out for the final years in the study by Alves²¹, in which the Physical Education teacher investigated sought to work together with the Geography teacher on the development of dances, aiming to contextualize them with the regions of the country. Such actions facilitate deeper discussions and insights into the topics covered.

Regarding the active role of the student, the reports seem to follow the principles of the theory of learner-centered teaching⁴⁵, which, in addition to prioritizing the protagonism of students, recognizes the importance of sharing decisions between teacher and student, fosters the dynamic balance of power, the appreciation of students' prior knowledge, and sees the teacher as a facilitator of the teaching and learning process. Corroborating this, Zabala⁴⁶ highlights the need to value students' knowledge when implementing classroom activities. To identify this prior knowledge, the teacher needs to provide moments of dialogue so that students can comment and express their opinions, and it is also up to the teacher to associate the content that is being developed with what the students already know, in order to update their knowledge⁴⁶.

Some studies^{13,15,47} sought to value students' prior knowledge, allowing them to demonstrate what they knew about the content and, subsequently, teachers addressed the content by adding and/or reinforcing knowledge, making the process more meaningful and providing students with a more active role in acquiring their learning.

Regarding theoretical classes, it is clear that teachers aim to contextualize and establish a relationship of meaning and significance between the student and the content. From this perspective, it becomes important to employ different strategies in carrying out theoretical classes, such as the use of videos, electronic games, analysis of works of art, research in magazines, newspapers, websites, making drawings and others, changing the traditional theoretical class^{40,41}.

Some studies in the literature consulted point to students' resistance to this approach^{48,49}, as observed in the teachers' reports in this study. However, although theoretical classes can sometimes be discouraging, the implementation of theoretical content is facilitated when students begin to perceive meaning in the classes in understanding the evolution of the rules and principles of the game⁵⁰. The use of different spaces breaks with the idea that theoretical Physical Education classes should always be held in classrooms, as well as that discussions and reflections on the content would "steal" movement time^{20,49}.

Regarding the safety strategy, more specifically regarding the act of forwarding authorizations to parents for the completion of certain content, Franco⁵¹ emphasizes that when students are injured in activities that deviate from traditional content, a much greater burden falls on the teachers' responsibility. Therefore, the action of forwarding authorizations and having planning in accordance with the guiding documents can provide greater security for students and teachers. Still on this subject, Franco⁵¹ (p. 268) reinforces that the teacher must be bold and implement diverse content, because "[...] the teacher must be firm in what they intend to achieve. You must base your goals, provide security, take risks, communicate with your boss, and do it. But never, *ever* stop daring."

Conclusions

This study investigated teachers from the Municipal Education Network of São José, who diversified the content in School Physical Education classes, with the aim of analyzing the strategies used by elementary school teachers to provide content diversification. Different strategies were revealed by the participants, such as: constantly seeking updates, building positive relationships with students, adapting materials and spaces, using technological resources, creating connections with the community, developing interdisciplinarity, fostering student protagonism, conducting theoretical classes, and ensuring the safety of addressing certain content through authorizations requested from students' guardians.

Teachers valued solutions to the problems and difficulties they encountered in order to diversify the content. However, there is a need for education networks to organize training to provide support, ideas and strategies to assist teaching in the face of difficulties in the school context. Meeting with other teachers and sharing their actions can encourage and help other colleagues in the field.

The restrictions caused by the COVID-19 pandemic made it impossible to observe classes taught by teachers and also made it difficult for teachers to access and participate in face-to-face interviews. Therefore, further studies are recommended to deepen, through qualitative procedures, the methodologies and strategies adopted by teachers and the students' perception of the strategies used by teachers.

It is hoped that Physical Education teachers, especially future teachers and those entering the career, will be inspired by the strategies shared by the participants of this study to dare to implement a “new” Physical Education in Schools, with more balanced times and spaces to allow for greater diversification of content throughout the nine years of elementary school.

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