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Empowered lives. Resilient nations.
The history of research, whose first results we present now, started in mid-2014, when UNDP, Ministry of Education and INEP found themselves faced with the common motivation to influence the official mechanisms of research related to the theme of sport and education, as well as public policies related to them.

The United Nations act strongly in promoting sport and physical activities as vectors of human development. At the international level, the United Nations Office on Sport for Development and Peace (UNOSDP) advocates for the use of these practices in development cooperation. Currently, more than 20 UN agencies develop coordinated programs based on sports and games in several countries. At the national level, several UN agencies work in a coordinated theme through the implementation of campaigns and projects throughout the country, in addition to conducting research on the subject.

In the case of this initiative, it was important to establish a Technical Committee, responsible for guiding the work in terms of their methodological approach, consisting of the Ministries of Education, Health and Sport, as well as representatives of the IBGE and the Sports Network for Social change (REMS). Set out the basic guidelines, a high quality technical team was assembled under the University of São Paulo and the Federal University of Santa Catarina, to undertake the investigation.

As a result, today we have a conceptual proposal about what it could mean to designate a school as active and, in addition, elements that allow an approach to the measurement of this phenomenon. All the relevant data national bases were visited and analyzed, a national telephone approach, with representative sample for the country, was held (reaching around 600 schools) and ethnographic works in all regions are nearing completion.

The goal of this whole effort is one: collaborate in the reflection always current on how to make the school a space conducive to human development, improving the understanding of the role of physical and sports activities in this context and, consequently, the educational policies in the area. We hope to be contributing to the debate and, at the same time, collect subsidies for the final phase of this initiative, which will culminate in the proposal of a set of policies capable of Brazilian schools, most active schools.
INTRODUCTION

The development of people, even if it seems a regular process of unveiling traces and characteristics which allow baby, child, adult and elder to conduct their lives in a minimally competent manner, means above all else building, creating, innovating, recreating from already built. If, at a first impression, we are object of development with its moving walkway of phases and stages, a closer look at this process presents another perspective: we are subject of our own development.

The school as human intervention comes from Antiquity, but school as we currently know is established between 7th and 9th Century. If school from Antiquity was the space of creative idle-ness, free thought, notwithstanding guided by doctrines of wise men and masters, the modern school is the space of development by electing a child as its pedagogical subject by excellence. At school, it is not worked on what it is, but what might be. Nevertheless, the modern school has not escaped conflicts of human thought that set up opposition between natural and cultural. Thus, on one hand, pedagogical trends align themselves, and on the other hand, in detriment to a more dynamic school, beyond dichotomous views. Not rarely, the child and young at school were treated as being object of development, and their bodies as strange objects to education, except for approaches seen in the body as a mean to educate the individual.

In this booklet, we present, discuss and bring illustrative data for a concept of Active School. A school is considered as Active while organizing a personal, social and institutional space intended to Human Development, understood as process of increasing capacity and, consequently, possibilities of people’s choice. There are three key issues for this concept. Firstly, the school is the place to build the civilization process of a society, and in this way, children, young people and teachers interact and make themselves as subjects of knowledge, subjects which recognize themselves within a culture, embrace and promote values which are precious to them. Secondly, the school may be the space to take advantage of making children and young people physically move, strengthening actions to know and transform the world. Just watch the arrival at school, students leaving classroom, breaks between lessons, and then we see the alive, latent and pulsating movement of child’s body. In its dynamics, the body movement is not connected to this or that public policy or school’s pedagogical proposal, given that it is essential for children and young people living, as well as all individuals. It may be limited, but never extinguished. The body movement, being present and constant part of children and young people’s lives, needs to speak loudly in the school routine. The movement covers the routine of all, and then ensures from the most basic interactions of the life, such as expressions which produce culture in the human being. Above all, the movement enables knowing in movement, process by which the individual tries and processes a tacit knowledge with impacts on its perceptions of the development.
world and in the world on its transactions and competencies to act and transform its surroundings. The movement is systematized under body practices with impacts on all individual dimensions, biologically, psychologically and socially. Thirdly, school is meeting. Meeting with the other, meeting with itself, meeting of body and mind, meeting as an exercise of otherness, meeting as an exercise of self-knowledge, the meeting as convergence from natural and cultural, biological and social.

The Active School sets up a civilizing process of meetings: children, young people and teachers as subjects of knowledge; movement with knowing; individual with its development, discovering the development as the building of itself. This idea of Active School will be presented and discussed as a concept making sense in philosophic terms – given that it dialogues with long lasting issues concerning our existence – and scientific terms – to be guided by what is known from multi-causal relations between movement and brain, movement and health, movement and education, and biopsychosocial development.

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The foundations for an Active School; The possibilities of operationalizing the concept of Active School for collection and analysis of its presence in Brazilian schools. The characteristics of the school routine while providing a culture of Active School. The challenges to become the school into an Active School.
Development may mean many things, but we want to highlight here the sense that it has for the life of any individual: changes that occur over people’s life, common to the most of them and allowing them to act competently and transform the environment in which they live. This sense is essential and brings closer the development of living itself. In fact, living is development. In this way, the development is distinguished by universality, given that it is common to all people. However, the development is also characterized by major variations, since it is guided by life history of each person. But what does it imply in building a deeper look of development, being directed to guidelines of encouraging Human Development in the world, basic premise on United Nations Development Program (UNDP)? As mentioned previously, the human development is understood as the process of increasing capacities and, consequently, possibilities of people’s choice. Notwithstanding, many people still understand development as a gradual process whose changes in baby and children’s life naturally occur, without effort from those who take care and especially develops itself. Although the development of an individual may seem an album of chronological portraits of its life, the pictures capture moments of a process in which the person needs to act effectively in its environment. In the beginning of life, the person needs support of parents and relatives, caregivers in general, to perform its role on the development, but the person is always active in the process. An assessment in the photographic album of that person will denote that its expressions as a baby change not only over the time, but with situation. The posture in which it is kept also varies its clothing and objects which are around and within easy reach demarcate the situation. The newborn denotes in its expression much ability to copy the face of who finishes up the image. The 8-month baby already “abstracts” the act of taking a picture using hands. At a certain time, the parents do not take the picture anymore, but child does itself, like self-portrait, a “selfie”, as called nowadays. There are changes from a portrait to another, but they do not surrender by a ruler tamed in the progression. Each portrait is a table of composition in which parents and children interact to announce not only a time, but their history. Thus,
changes do not simply happen, but are made from a network of relations: individual-physical environment; individual-social environment; individual-individual; individual-caregiver; individual-group, etc. This conception means what we refer as process in which individual is subject of development. The Active School, as we will see further, is based on this possibility for individual performing the role on its development.

In the conception of individual as subject of development, it is considered that processes of change occur as the individual acts - we highlight as an active way - in the social and physical environments. The individual explores its degrees of freedom (set of biopsychological elements) when taking action and achieving results, it explores the means and ends influencing those in their surroundings (parents, caregivers, siblings, relatives, friends, teachers, etc.), but also being influenced by them. Also, their actions bring internal consequences, changing the flow of generic and neural influences. The development corresponds to transitions whose individuals go through from building its own experience in the social and personal space, and that is why it is subject of development.

It is important to highlight that in this conception, it does not make sense to talk about a sequence of development, but development paths (MANOEL, 2008). The paths are made step by step towards a certain state of development. There is more than one path for the same development state. Specific cases illustrate paths coming to dead ends or uncommon paths which we may consider as innovative. Whereas cases of virtuous individuals in arts (including here music, dance, body expression, theater and sports) are example of those who run along similarly uncommon and harder paths. However, there are still paths which are friendly - easy to follow, not requiring much effort, focus on economy - provide great views (experiences). These tend to be followed by many people and are those that get closer to the concept on the sequence of development in a traditional view of this phenomenon.

There is a set of elements, including what is genetically and culturally inherited, which may contribute so that many people follow the same path, or actually, very similar paths, whose distance seems to be the only and main avenue. In this conception, it may be contemplated the idea of phases and stages associated to age groups in childhood and adolescence. But these - phases and stages - are references, starting points for a deeper analysis on the context of development where individual - baby, child, young, adult and elder - runs along the own process of development.

From the development concept in which the individual is subject of its own development, we find out the concept of Human Development conceived by the Indian Economist Amartya Sen, materialized by the Pakistani Mahbub ul Haq and proposed by UNDP in order to idealize public policies that focus on promoting quality of people’s life around the world:

Such conception made a major change in the debate on developing countries, moving focus from analysis of economic indicators to the effort to improve socio-economic indicators as a path to development. Amartya Sen defines human development as “a process of increasing actual freedom that people enjoy” (SEN, 2000, p. 17) and, therefore, “the condition of free and sustainable agent emerges as key driver for the development” (SEN, 2000, p.19). Two ideas are the central issues in this conception and it is relevant for discussion proposed here: the sense of freedom as mean and end of development and the role of the people as development agents.

At Sen’s perspective, increasing people’s freedom understands both the essential end as the main mean of development. Freedom as ultimate purpose of development represents from the individual freedoms expressed by economic facilities, political freedoms, social opportunities, guarantees of transparency and protective security. These, in turn, are also social provisions as instrumental freedoms – means of development – which mutually complement themselves and are capable of directly increasing the capacities of people to live more freely. According to the author, success or failure of a society is related to the degree of freedom whose its members enjoy, as they have more freedom, it is increased the potential of people to take care of themselves and influence the world around them, effectively acting
on the process of development, under condition of development agent:

Thus, the freedom proposed as mean and end of the development recommends that the scope of development intended - increasing people’s freedoms - cannot provide another way but the guarantee of practising these freedoms throughout the process, precisely when recognizing people as agents of it. It is important to note that it is not established a simple cause-effect relationship in which more freedom generates more development. It is defended a dynamic and reciprocal interaction among freedom gains to act on their own development - increasing the capacity of people - and the rise of freedom to act on its social environment.

This is the matter in which Sen seeks to clarify when social opportunities are discussed, such as health and education. For example, the process of education affects the capacity of people to live better and have a healthy life, while impacting on freedom of participating in political and economic activities. Therefore, both of them impact on development of a society.

The education, as one of social opportunities, is focused on discussion in a more detailed way, and, in the perspective presented, it is also planned in a dialectical relationship, both as one of the development measures, and as a driver of it. It is assumed that education - to act by increasing freedom towards this development and result in the expansion of opportunities - must itself assume the centrality of the people in educational practices and policies, such as subjects of development.

At this point, it is important to think of relation that is the title of this section: Human Development is Movement. The current perspective and proposition of UNDP Brazil is that the relation between development and human movement are close. We refer here to human movement as the set of motor actions which all of us undertake to live. This set understands both actions of daily lives as walking, eating, washing, dressing, as well as occupational actions - body movements from working environment, and also actions that we undertake during our free time. UNDP Brazil recognizes this last set of actions as an essential role in Human Development, because of these actions, each individual can make options and choices that will greatly contribute to its development. It is understood here physical and sporting activity carried out under the purpose of health, culture and leisure. Let us see three scenarios so that we can better express the understanding enmeshed between Human Development and Human Movement.

9 AM, Sunday, Emergency Service of Hospital das Clínicas da Universidade de São Paulo (Medicine Clinics Hospital for University of São Paulo), São Paulo

Maria das Mercedes arrives together with her grandson, a strong and tall young man. Maria das Mercedes walks with her grandson’s help. She complaints about feeling discomfort and back-ache. The screening team evaluates her case as not being a case of emergency and she gets a round green label on the clothing. It means that she will wait up to four hours to be assisted. In the first moment, Maria dos Mercedes does not understand the reason for waiting so long, and asks for help to all attendants who pass by. All of them explain to her that her case is not serious and she needs to be a bit more patient. Gradually, Maria das Mercedes calms down and starts to talk to a person next to her. After telling her story, pain and discomfort seem to disappear and Maria das Mercedes reveals us that she lives in the District of Mooca, but she came to São Paulo when she was very young, traveling many days from countryside of Piauí to be here. She was 20 years old when she arrived here. And since then, she has been living in the District of Mooca about 70 years. Then, we found out that Maria das Mercedes is 90 years old. It does not look like. At this point, she is already standing up, talking and giving advises to everyone sitting and waiting their turn. And again she says: “I am 90 years old, but I do not keep sitting at home. I do everything like cleaning, washing and cooking. I go to street market and I do not remain sitting down. People who remain sitting down shrink. And Maria das Mercedes continues over there without pain or complaints and was “healing” a lot of people who were less than half of her age. 

SCENARIO #1

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Two women in their mid-thirties walk quickly, protecting themselves from the cold falling on the street with a lot of trees. They are domestic workers going to the houses where they work for. One of them complaints about her boss to the other. She says: “I told my boss that I needed to leave at 5 on Wednesday and Friday to have enough time to get at the gym before aerobics class gets started. And imagine that she told me that I do not need doing gymnastics because I already exercise all day at work! What does it mean? - asks her friend. And she answers: “My boss said that sweeping, washing, cleaning, scrubbing and everything else that I do all day are already enough to exercise for the day! This is to tell me that I do not need to leave at 5 or lose my time at the gym! Imagine! As if these things we do at work were like gym activities! Do you believe it?"

I STAYED THERE WATCHING FROM THE WINDOW THEY PLAYING FOR SIX MONTHS. GRADUALLY, THE FIELD WAS TURNING INTO AN ACTUAL FIELD, EVERY WEEK A NEW MARK USED TO APPEAR, GETTING CLOSE TO A VOLLEYBALL COURT”.

1983, Muzambinho, Minas Gerais

I shared my time between São Paulo and Muzambinho. In São Paulo, I was focused on studying and obtaining master’s degree. In Muzambinho, I used to work as a professor at Escola Superior de Educação Física (Higher School of Physical Education). Classes used to take place mostly at evening shifts, but I was always at school, staying at the library, meeting with students who wanted to do research. In the late afternoon, I used to going back home at Rua 7 de setembro, not sure about the house number, but I remember that next to me there was an empty lot. From the bedroom window where I used to sleep, I had an outstanding view of this lot, empty as I said and flat, great for a soccer field; but do you believe that a group of 9-11 year old children decided to make this space as a volleyball court?! I was ready to witness something amazing. It is important to remember that volleyball was the sport of the moment, the team that later became known as the silver generation had media attention and was on TV. Children wanted to play volleyball. And almost every afternoon, they used to go there and play “volleyball”. There was no marking on the floor, there was a crooked line made from tree branch dividing “court” into two approximately equal parts. The children divided themselves and started the game. Someone hit the ball using hands and hitting is best verb to describe the action. The ball was not delivered, it was splashed, but it did not matter, since the ball was in its air path where all was trying to make it stay in the air, as much as possible, and tried to send it to the other side of the court. And over there, in that world of hands trying to make the ball challenges the law of gravity, it was possible to hear screams like “William” tosses the ball to “Renan” who passes to “Bernard” or “Bernard” tosses the ball to “Xandro” and... Score!!! There was also a “net judge” who was in charge of judging the hidden movements and ensuring the proper conduct of the tilt. For the experienced spectator, that was anything but volleyball, but the kids did not care. The ball could touch the floor, twice, three times, there could be conduction, all was fair and the game was happening. I stayed there watching from the window they playing for six months. Gradually, the field was turning into an actual field, every week a new mark used to appear, getting close to a volleyball court. Slowly, hitting the ball gave way to touch the ball, bump and spike. And the game did not stop. No pedagogical sequence, no queues, no educational exercises, only the game and, gradually, the block was appearing, as well as feint, and then people like Bernard, William, Renan, Xandro, among others, were in the court and taking positions, each one at your pace and individuality. All of this without influence of an adult. Within six months, children built their own sport pedagogy.
For each of these scenarios, we see different situations which set why the thesis on the relation between Human Development and Human Movement. In the Scenario 1, we see a madam who must have certainly faced, and perhaps she will face, prejudice for being woman. According to description from where she came and how she came to São Paulo, the district where she lives, there are signs that she possibly had few opportunities or degrees of freedom of choice with respect to their development. However, it is important to note that before the obstacles which she faced during her lifetime, before social mishaps that could have affected her path, she recognizes that in her experience of living the movement was essential so that in its 90 years of existence, she is still active. This capacity of moving seems to be source of resilience, as she denotes in her final speech: “life is movement,” which could be the title of this document. This sentence is almost an aphorism that would join to another: life is development. So by deduction: Development is Movement.

In the Scenario 2, the domestic worker who claims about her boss also shows an understanding of physical activity that goes beyond what is prescribed, including academic means concerning physical activity and health. It is common to see actions to promote health through physical activity indicating the need to have a daily energy expenditure of at least thirty minutes of vigorous activity, which may be walking to the bakery (instead of going by car), or fix the house’s yard. The worker shows that physical activity is more than energy expenditure! Physical activity is a specific context in which our characters, nevertheless, seek within so many strings the right to exercise what life offers them at first: the capacity to move. So even within limits, the reported cases illustrate how physical activity can be an important instrument to enlarge people’s choices. This possibility directly affects the concept of Human Development and in the approach of capabilities. In both situations, people make possible choices in their socioeconomic and cultural reality, and fight for them by judging them important to their lives and their development.

The first two scenarios were reported here on purpose because they reflect personal, social and cultural deprivation contexts in which our characters, nevertheless, seek within so many strings the right to exercise what life offers them at first: the capacity to move.

It is important to note that these choices have in physical activities a centrality that makes them an end and a mean for development. Physical activity is a mean because people can personally and socially progress in capacity and skills (biological, psychological, social and cultural) that transcend the physical activity itself. Physical activity is a mean because people gain sense and private meanings for each one and this is only possible by those who move it. It allows a non-transferable and personal experience, a pleasure for pleasure of moving.

The last scenario includes a long-term experience of children and also denotes the role of the agency in developing. Children in this case, boys - opt for a sporting practice unknown to them, and not typical of its kind (in the 1970s and 1980s, volleyball was considered a “girl” sport). They organized or self-organized in an example of pedagogy of independent agent, as registered in the definition of Human Development: a process of increasing choices, so that there is the capacity to wish and perform what they want to and if they can be. The school environment is essential to the scenarios reflected here. The school as educator of persons in their individuality and their sociability can, and above all, must be the place where the child and the young people learn your agency in the development supported and regulated by the school, and can build the capabilities to exercise that agency. The possibility of building and exercising the agency in their own development is what can make a truly Active School. Before moving forward in the treatment of how we envision a school which can be active, we will highlight a few points about the term activity from the expression of physical activity.

Activity is a generic term used to denote movement, behavior or action of an organism and, that is why it is usually followed by an adjective to better qualify it: motor activity, physical activity, sports activity, among others. Activity, and also development, is a multifaceted concept (biological, psychological, social and cultural) and the qualified adjective is referring to different purposes and various concepts. All physical activity needs energy and information: The energy results from a number of metabolic processes that facilitate muscle contractions with intensities and varying durations, according to the direction (intentionality) and the context in which they are held. Direction and context involve the dimension of the activity information. The information controls the system energy, optimizing their spending as far as possi-
ble. It consists of a number of processes called execu-
tives: attention, perception, decision making, memory, programming, control and evaluation. Although the terms activity, physical activity, motor activity or physical exercise are often used as if they were synonyms, there are important implications in the sense that they assume and the epistemological bases sustained (Table I).

The association of the term physical activity to the energy dimension is given by classical definition of the term, such as any body movement produced by skeletal muscles which results in energy expenditure. From this definition, it is noted that concepts that are getting closer to the body’s senses given by proprioception, which gives the measure of all things and thus giving subjects their own measures, telling the person who it is and giving sup-
tport to their identity.

The informational dimension of the activity recognizes that, what defines an action is not the movements carried out, but the purpose wanted, the intention desired. When the means to carry out the action necessarily involve movements, we can call it motor action. It is mo-
tor action because the means for achieving such purpose consist of body movements, and how they are implemented has direct influence on the success of the action. The notion of motor action, similar to the concept of Human Development, involves the degree of freedom of choice that broads the practice by experimentation.

The approach between Human Development and the motor action converges toward a process in which action is a right and an act of knowing about what it acts and how to act. It is important to remember the concept of activity proposed by Leonštev (apud Valser, 1988) is about every activity involving an afferent-efferent circular structure, in which the individual acts on ob-
jects and their representation, is not a reflection of the object properties, but the result of individu-
al’s activity on it. Along with this conception, there is the conception of incarnate cognition by Francisco Varela, remembering that one of the great contributions by Jean Piaget was to show that “cognition is based on the concrete activity of all organism, i.e., the sensory motor coupling” (VARELA 1999, p.8).

Individual and environment are inseparable, even they are distinct by a biological fact: The or-
ganism exists only because there is environment, and vice versa. It was only possible to a body turns into several directions thanks to the trans-
action history - experiences - between it and its physical and social environment. Our body emerges from several transformations from such experiences, and this is the origin of an incarnate cognition. Our retina is not a physical structure without life that simply responds to light stimulation: the retina processes infor-
mation with biological value (value of life, survival) to the organism. Proprioception is about the body posture from actions, i.e., by evaluating tensions made in a minimum magnitude, but strong enough to give the body position indicators and parts of it. Perception and action make a cycle without one preceding the other. To notice it, it is necessary to act and to act is necessary to notice. So perception cannot be separated from action. Physical activity cannot be separated from mental activity. Physical and mental activities are insepa-
able elements of the same system that is recognized in body experiences.

The circularity between perception and action, between action and percep-
tion, makes it possible to learn notions and concepts about facts and events,

### TABLE I. DIMENSIONS OF PHYSICAL ACTIVITY

<table>
<thead>
<tr>
<th>CHARACTERISTICS</th>
<th>ENERGY DIMENSION</th>
<th>INFORMATIONAL DIMENSION</th>
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<tbody>
<tr>
<td><strong>ACTIVITY</strong></td>
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<tr>
<td>Physical Activity</td>
<td>Motor Activity</td>
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<td>Physical Exercise</td>
<td>Motor Task</td>
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<td>Movement</td>
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<td>Training</td>
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<td>Focus</td>
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<td>Physical Capacity</td>
<td>Motor Skills</td>
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<td>Physical Fitness</td>
<td>Body Practices</td>
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<td>Mechanism</td>
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<td>Metabolic Functions</td>
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<td>Analysis Level</td>
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<td>Biochemical/Physiologic</td>
<td>Psychological/Sociocultural</td>
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<tr>
<td>Philosophical Orientation</td>
<td>Mind-Body</td>
<td>Incarnate Cognition</td>
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</tbody>
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2 The activity is only possible for the body if there is free energy for work and available information to mediate the energy processes, cf Manosc, E. de J. (1988). Development of human motor behavior: a
things and objects through motor action, which many people call learning by movement. The place of body and body movements in school has been and continues to be defended from that perspective. The physics teacher at school can make use of body movement of his students so that they learn concepts of classical mechanics. However, it is important to highlight the learning arising from own body movement. During the presentation of this booklet, we call “knowing in movement.” It provides a non-transferable and personal knowledge to the other (different from concepts of Mechanics which once learned by a person may be transmitted to someone else). It is an experience in every sense of building a personal meaning of itself and the world. The experience of movement has outlines from an aesthetic experience and, as such, may be liberating (BRACHT, 2012). Without prejudice to the learning movement, we highlight here the learning or knowing in movement.

The concept of experience can be treated either as a product of a process and the own process itself. The experience as a process is the dynamics established between an organism and the environment in which it acts (in this sense, the concept of activity by Leontiev is mixed with experience). This dynamics involves exploration, but also the use and transformation of the environment and the agent (the individual). Thus, the experience as a product refers to the results of this dynamic and they consist of an effects class ranging from psychological to biochemical processes, of which a specific class of result is what is called learning. The experience is both a function of external environmental conditions and the organism nature experiencing it.

For all this, it is important to consider that experience gives the sense and context for sporting and physical activities. In this logic, the term activity or motor action is most relevant as it does not determine the development, nor the development determines it, both co-act together, having experience as the tissue that surrounds and makes them influencing reciprocally. It is within this multifaceted relationship that it can envision how to establish links between activity and Human Development.

At this point, we turn to the school space in order to reflect the extent to which this space can feature an Active School, achieving the notion of physical activity in the field of body experience as a fundamental axis for an active pedagogy.
The proposition for an Active School from an appreciation of what is considered as one of the problems of industrial society: the sedentary lifestyle. Throughout the history of humanity, the life of individuals and communities has always been supported by physical activity: search and production of food, transportation, construction and use of tools and the house itself. Subsistence and survival of human beings depended on their capacity to move. However, with the changes that began because of emergence of agriculture (about 10,000 years ago) and especially with the Industrial Revolution (about 300 years ago), there was a growing urbanization of human conglomerates, followed by changes of ways and means of production and consumption. Technological advances have caused, and continue causing changes in the relation between human being and environment, resulting in a drastic decrease in the need to move in order to perform actions in daily life.

Etymologically, the term sedentary derives from Latin sedere, which means sitting. In other words, sedentary is a person who performs much of their daily activities sitting. And a person sitting - looking at a monitor both at work and at home, moving around and sitting in a vehicle, could easily be a caricature of the contemporary human being. This shows that, in recent centuries, on a scale not previously known, the economic and technological development has had great success in avoiding the need to do physical activities in various contexts, including in the school environment.

Evidences that a sedentary lifestyle is associated with the increase of chronic degenerative diseases in the world population are very compelling and it is said that this lifestyle can negatively impact on human health. Currently, on the one hand people live longer and suffer less with hunger and infectious diseases, on the other hand, the occurrence of the civilization diseases has increased, such as diabetes and cardiovascular disorders strongly related to new habits. According to World Health Organization (WHO), health is “(...) a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity” (WHO, 2015) and, in its report Global Recommendations on Physical Activity for Health, it is affirmed that physical inactivity has been identified as the fourth leading risk factor for global mortality in the world and indicates physical activity as a factor to prevent diseases:

(…) REGULAR MODERATE INTENSITY PHYSICAL ACTIVITY REDUCES THE RISK OF CORONARY AND CARDIOVASCULAR DISEASES, DIABETES, HYPERTENSION, COLON AND BREAST CANCER, AND DEPRESSION. MOREOVER, PHYSICAL ACTIVITY IS A KEY DETERMINANT OF ENERGY EXPENDITURE, AND THUS IT IS FUNDAMENTAL TO ENERGY BALANCE AND WEIGHT CONTROL (OMS, 2010, p.10).
In the search to understand and intervene on this issue, which has been increasing over the last few centuries of human history, it is that the term physical activity ceases to be considered as merely accomplishments of body movements, and started to be seen as a systematic process of personal exercising, making a possible response for the problem of sedentary lifestyle.

**THE CHALLENGE OF PROMOTING AN ACTIVE LIFESTYLE AND THE ROLE OF SCHOOL**

Any body movement produced by skeletal muscles which results in energy expenditure, ranging from daily actions like walking to go to work or carry shopping, or doing gymnastics or practicing sports, is considered a physical activity. Many times, physical activity expression is confused with physical exercise characterized by a planned sequence of movements that is systematically repeated in order to raise the efficiency and physical fitness, such as improvement of cardiorespiratory resistance, strength or body composition (BOUCHARD, SHEPHARD, 1994). Physical exercise, as well as sport, dance or active transport (walking or cycling) are categories of physical activity. The contribution of regular involvement with physical activities for the individual’s health is pungent and it has presented issue of sedentary lifestyle on the world agenda. On the forefront of this movement, which has been strengthening since its emergence in the second half of the last century, there are global initiatives to promote a more active lifestyle, as an example of Designed to Move platform (DTM), launched in Brazil in 2013 called Designed to Move. Similar to other initiatives, DTM has a multi-sectoral character and seeks to mobilize organizations to collectively act, based on two major actions: making children more active and reintegrating physical activity in the people’s daily lives.

As main strategy to promote physical activity among young people, this platform presents a document published in 2015 with guidelines for planning and development of Active Schools – a growing trend in many countries – defined as those that integrate options of physical activity to the school routine: before, during and after school.

Propositions for health policy, in fact, have gone through school context, as an example of WHO report launched 15 years ago with notes for effectiveness of educational policies that promote active life in schools, supported by assumptions that:

- The practice of physical activities in the early years of life is essential to be willing, necessary skills and favorable experiences to maintain a regular habit of physical exercises throughout life. In addition to that, this participation helps to maintain the health condition acquired during adult life and contribute to healthy aging;

- The opportunities for physical activity are an essential right of every child and youth and its provision is of responsibility of parents, local community, educational system and society as a whole;

- An active school is a healthier school and with better performance and a better place to work, study and be (WHO, 2000).

Such initiatives recognize in the school an opportunity to scale a long-term policy aimed at changes in the involvement of children and young people with physical activity. In this policy, the Active School is seen both as a place to practice systematic physical activity by children and youth, as a place to learn about physical activity related to health and especially to make sense in its practice, plan your practice and understand how it can and should be part of their daily lives. Based on evidence, there is a consensus that routine involvement (and pleasant) with physical activities during this stage of life, connected to the understanding of relation between physical activity and health promotion, may positively impact on the relations of these young people with physical activity when becoming adults and in their capacity to make appropriate decisions about what to do and how to adopt and maintain an active lifestyle.

In Brazil, as in the rest of the world, physical inactivity rates have not decreased despite the comprehensive body of knowledge produced in recent decades have proven the benefits of physical activity. DIESPORTE (BRAZIL, 2015), research conducted by the Ministry of Sport presented in 2015, revealed that 45.9% of Brazilians are sedentary and, among these, 48% of sedentary people recognized that started practicing regular physical activity at school, indicating the potential of Brazilian school in influencing to adopt an active and lasting lifestyle in the adult life.

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4 Designed to Move is a platform of global action, led in Brazil by United Nations Development Program (UNDP). Available at: http://pt.designedtomove.org/

Despite the school being a place where a significant number of individuals systematically began the practice of physical activities, the school also presents an ambiguous setting that, on the other hand, it ends up valuing sedentary behavior. Almost all the developed countries, children and young people spend much of their lives at school, a trend that is beginning to be observed also in Brazil, with the implementation of policies for full time education and extension of the school shift. However, the physical architecture and didactic and pedagogical routines of school, in its current format, give priority to an organization of its spaces and times, reinforcing, and often, determining a sedentary lifestyle in their students. The image that best represents the educational institution, for several centuries, is students sitting at desks during long periods, either listening to the teacher, writing, participating in a discussion, or making assessment exams, among others.

Added to this, the report on the status of school Physical Education in the world published in 2014 by UNESCO reveals that in most countries, despite the existence of legal provisions and general rules, offering the subject is not something universally ensured during the school years, not for all students. According to the document, the Physical Education classes present an increased attendance of cancellations than other subjects, besides teachers reporting that they do not have the same professional status as those of the most prestigious subjects in school, such as Languages or Mathematics (UNESCO, 2014).

Notwithstanding, the document also presents criticism to curricula related to subjects in which prevail sporting characteristic content with competitive emphasis. The said report is concerned because the curricular nature of Physical Education in school would ensure contact and access to some kind of systematic physical activity for all students. However, the document reveals the reality in which these classes are not guaranteed and nor their quality.

The evidences pointing out toward that commitment to practice physical activity during the school age would be positively associated with general improvement of physical health has not been sufficiently compelling for reflecting changes in the school routine. It is noted that there are still gaps among propositions of public policies intended to encourage physical activity in school, its implantation and generation of effective impacts. Most recently, aiming to strengthen this movement, new researches have been presented in support of physical activity in schools, due to advances in neuroscience, which have found positive relationships between physical activity, cognitive functions and school performance. These results bring new elements to the discussion, so far very focused on its impacts on the dimension of biological health.

If we consider the notion of a school that encourages an active lifestyle, we see that such school is Active School becomes a rich context for Human Development whose axis (not exclusive) is physical and sporting activities. The debate about Active Schools involves some controversies that are at the core of the discussions on the education field for over a century. One of them, if not the most important, refers to the concept of full-time education at school, but mind-body dichotomy so strongly in Western thoughts made the body marginalized in the school, and thus, physical and sporting activities became mere objects in the school environment. As if it was something that brings joy or passion, but never knowledge to children and youth. This is one of the reasons why, even today, the idea of an Active School runs into obtuse thinking of some educators and education managers who see the body as a machine, even tricky to transport minds. Below, we present the results of our conceptual and documentary research on Active School in the Brazilian pedagogical thinking, in order to seek a conceptual and pedagogical alignment for proposition of a vision of Active School in line with Brazilian scenario.
For education experts, the term Active School refers originally to the movement of progressive education, also known as New School, which arose in America and Europe in the late nineteenth century and gained strength in Brazil in the early twentieth century. Several pedagogical proposals set out this movement under the influence of teachers as Maria Montessori and Célestin Freinet, and philosophers like John Dewey. In Brazil, these ideas were introduced at the same time by Rui Barbosa and gained strength in 1932 with the release of Manifesto of the Pioneers of New School, written by Fernando de Azevedo and signed by Anísio Teixeira, among other intellectuals of that time. The Manifesto defended the universalization of a public, lay and free education and suffered harsh criticism from Catholic Church and the government with the institution of New State.

In brief, this movement proposed pedagogical approaches so that students learn to live in a democratic society from experiences within school contextualized in daily life, in contrast to models of traditional education based on teacher’s exclusive authority, students’ passivity and information transmission.

Currently, there are references to Active School based on similar conceptions, in which the educational process is focused on students and meaningful learning. This learning happens in pedagogical actions contextualized for students to experience and discover knowledge in order to ensure that they learn what they need to live outside school. Experiences, especially with mixed grade school and in rural areas, arise from Colombia (MOGOLLÓN; SOLANO, 2011) and influence in Brazil in creating Active School Program (BRASIL, 2010) by Ministry of Education in 1997 still in force as one of the actions of FUNDESCOLA Program, primarily assisting the Center-West, North and Northeast. Therefore, the term “active” to qualify the school referred to, and still refers to as above mentioned examples, a vision of education in which students have a key role as learning agents/subjects, recognizing the inseparability between theory and practice, and which emphasizes learning through concrete actions based on finding solutions to real and daily issues of the school community. Among many thinkers who influenced such educational chain, John Dewey (2011) is analyzed with further details, because their propositions exhibit relation to the concept of Human Development of Mubbul ul Haq and Amartya Sen by semantic construction of their ideas.

As ul Haq and Sen set out freedom as a key issue - mean and end - of development, Dewey (1979) considers freedom as a fundamental element in education, defending the exercise of freedom both in the learning process: mean; as a purpose: formation of free subjects. According to Dewey, freedom is fundamental so that student is subject in educational experiences and its own development. He recognizes that “education is a social process, is development” It is not preparation for life, it is life itself” and therefore, anything that is expected from young people as adults should be experienced in school. Similarly, it reaffirms the centrality and active role that students should have in the educational process as agents of their own development, in contrast to the passivity prevailing in the most traditional models in school, reinforcing the appeal for a school founded on democratic relations. The active school organizes space and time for children and young people (and their parents and families) to have experiences which provide building their autonomy, capacity to choose, their reflexive thought about their human and social condition in a group and in a society. Thus, active school is a development context, but it should not be confused with human development.

The expression Active School, which originates from John Dewey’s thought, highlights students as subjects of educational experience, keeping close relationship with democracy. It is even more
interesting to note that Dewey reflected on the importance of physical activity for school learning. By explaining the centrality of experiences in education, he dealt with relationship between freedom of movement and freedom of thought:

**THE LIMITATION WHICH WAS IMPOSED ON EXTERNAL ACTIONS BY STRICT ARRANGEMENTS OF TYPICAL TRADITIONAL CLASSROOM WITH ROWS AND FIXED DESKS AND MILITARY REGIMENTATION OF THEIR STUDENTS WHO COULD ONLY MOVE FROM PERMISSION SIGNS ESTABLISHED; THEY STRICTLY RESTRICTED MORAL AND INTELLECTUAL FREEDOM**

(DEWEY, 1979, P.63)

Dewey defended students’ freedom of movement as a necessary condition to exercise freedom of thought. Moreover, he highlighted the importance of movements by own nature of the learning process:

**Of course, there are moments when intellectual activity is so intense, not necessarily demanding a physical activity or visible body movements. However, the capacity for this kind of intellectual activity arises later [...]. Therefore, it is necessary to provide younger people brief intervals of time for silent reflection that may only be considered as periods of true reflection, if occurring after more concrete actions that are used to organize what was obtained during periods of activity, using hands and other parts of the body, besides the brain.**

(DEWEY, 1979, P.65)

...In short, he plead in favor of practicing freedom in education field, from learning by experience that happens in the dynamic relationship between individual and environment, and students are individuals and learn concepts, attitudes and techniques by making, moving. In the conception of the individual as subject of development is considered that processes of change occur as the individual acts – we highlight as an active way – in the social and physical environments. The individual explores its degrees of freedom (set of means available to solve a certain situation) when taking action and achieving results. The development corresponds to transitions whose individual goes through from building its own experience in the social and personal space, and that is why it is subject of development in the educational process. Thus, if education is one of the constituent elements for development as instrumental freedom (mean) which expands individual freedom (end), some manners of education should be more consistent with this view of development and, in this case, the philosophical principles premised by the movement of Active School and their authors in the late nineteenth century seem to get closer to the educational approach in line with approach of Human Development, a century later. Interestingly, it is also in the late twentieth century that new proposals for educational policies will be nominated as “Active School” and on this occasion centrally focusing on promoting physical activity which sedentary lifestyle started to be considered as a primary and independent risk factor for cardiovascular disease by American Heart Association (AHA). Thereafter, evidences in favor of an active life were rapidly accumulating and forced the proposition of public policies to promote physical activity in many countries, as the document Physical Activity and Health – A Report of the Surgeon General, from US, considered the most important one of the decade by experts (NAHAS; GARCIA, 2010).

Specifically, with respect to children and young people of school age, the WHO report (2000) that issued a warning to schools to take responsibility for promoting an active life may be seen as a synthesis of the movement that had been maturing over the end of the last century, with a positioning which highlighted the urgent need to ensure opportunities of physical activity and knowledge on physical activity for children and young people in school and outside of school. From researches about physical activity and health in childhood and adolescence, and also notes to organize health promoting schools. It originated several educational programs for their development. In general, these proposals emphasized the health dimension, concerned with the total number of physical activity practiced by children and young people under the influence of WHO recommendations for school children, at least, 60 minutes of daily physical activity from moderate
to vigorous intensity, preferably aerobics; add-
ed to practice of physical exercises at least three
times a week to improve muscle resistance and
bone strength. Curricular reforms proposing the
increase of weekly hours for Physical Education
classes (AUSTRALIA, 2015) and the inclusion of
regular physical exercises as compulsory curric-
ular component and health education as a cross-
cutting issue are examples of strategies used to
promote physical activity at school that assign
a key role to Physical Education as a curricular
component capable of causing changes desired
to increase the quantity of physical activity prac-
ticed by students (CALE, 1997).

In a review of several studies (CALE; HAR-
RIS, 2006) on the issue, there are evidences of
curriculum changes in Physical Education that
were really important to raise the level of phys-
ical activity practiced by students in the school
evironment and improve physical fit-
ness of them, but there was no evidence
for increasing levels of physical activity
outside school. No positive relations were
found consistent between offering classes
on health education and increase of prac-
ticing physical activity, a fact that seems
to be related, at least in part, to the model
of theoretical class usually used with em-
phasis on the information transmission,
instead of an approach that combines ex-
perience with decision-making, accord-
ing to the authors.

From critical analysis of these initia-
tives, more robust ecological models of Ac-
tive School (NORTHERN IRELAND, 2015),
(FINLAND, 2015) started to be proposed
by understanding the behaviors related to
physical activity are influenced by intrap-
ersonal (biological and psychological), interper-
sonal (partners, family, etc.) and environmental
(infrastructure, institutional policy, legislation
etc.) factors. The basic premise is that not only
the curriculum, but everything that happens in
school may enhance or inhibit physical activity:
teaching-learning strategies used in classroom;
what students do in their free time during breaks
and recreation; availability, security and main-
tenance of facilities, equipment and materials for
students and school community; the conditions
for active school transport; partnerships with
other organizations promoting physical activity
as clubs and community centers, as well as pol-
ices promoting physical activity.

It is important to highlight that these more
recent approaches of Active School are not ex-
clusively based on arguments in order to en-
courage health, even though they are import-
ant. Proposals and programs has sought
support for their premises in the progress
of researches on Neuroscience suggest-
ing positive effects of physical activity
on cognitive functions and school per-
formance (FINLAND, 2012). The guide of
guidelines itself for Active Schools pub-
lished in 2015 by Designed to Move brings
such advances among their main argu-
ments. Investigations on this relation-
ship have analyzed physical activity at
school in four different situations: phys-
ical activities located at school; studies on
recreation; physical activity in the class-
room; physical activity in extracurricular
activities. In all cases, it seeks evidence
that physical activity may positively im-
pact on students’ intellectual perfor-
mance in general or specifically in the
academic performance. And, in fact, the
results are positive to denote convergence
between physical activity and the vari-
ous dimensions of intellectual activity in
school (TOMPOROWSKI; LAMBOURNE;
OKUMURA, 2011). A word of caution is
in order to highlight that these results
should be treated with consideration to
the extent that it is also recognized that
there is no simple cause-effect relations,
when it is about understanding the role
of physical activity in intellectual activ-
ities of children and youth. Several fac-
 tors need to be considered as psychoso-
cial factors, level of physical fitness and
health factors, and other mediators such
as age, gender and culture.

Some points may be highlighted here.
First, it is that there is a tendency to sus-
tain physical activity as an important el-
ement of people’s development based on
their energy dimension (metabolic). This
beneficial effect of the physical activity in
the energy dimension has been declared
by researchers from the Public Health
area in view of its direct relationship to
combat metabolic problems of a seden-
Education is not an individual property, but belongs in essence to community (...) it is the principle by which the human community preserves and transmits its physical and spiritual peculiarity

(Jäger, 2000)

In the specific case of curricular component of Physical Education, adopting and maintaining an active lifestyle, for all that have been stated over this document, it is essential issue in educational policies and public health, and the school has been assigned a key role in promoting knowledge and skills focused on the issue of the active life in our society. Therefore, a demand is currently identified for the Physical Education purposes that a few decades ago have not been constituted as an imperative issue.

The etymological meaning of the word curriculum, curriculum in Latin, is progressive movement, race track, path to be completed. In the educational context, the notion of curriculum has covered several propositions encompassing curriculum standards proposed by school systems, syllabus with courses and activities, set of education plans for teachers, things that happen in lessons and experiences lived by students in school, among others. This process comes from the fact that curriculum is a historical and cultural construction, suffering influences from different directions given by process of education in general terms and, specifically, to the different roles of curriculum components (Ferraz, Correia, 2012). From reflections on human nature, culture, society, conception of learning and development, different curriculum theories have been differentiated in the proposition of what is considered as valid and important to deserve the label of learning content (Silva, 2009). (Lopes, Macedo, 2011). Curriculum theories in Physical Education have influenced the elaboration of official curriculum of the federal, state and municipal public networks, in addition to publications that express the theoretical and methodological advancement of School Physical Education which, in turn, guide teaching practice in schools.
Therefore, it may be identified and analyzed different perspectives of structuring curriculum programs in Physical Education which will create opportunities to practice physical activities for their students and learning of knowledge related to physical activity, health and well-being in different ways.

In the current situation for these curriculum theories, three proposals are identified: traditional theory, critical and post-critical theory (FERRAZ, CORREIA, 2012). (NEIRA, NUNES, 2019). The relevance of the analysis of these different curriculum perspectives is to seek understanding how each of them reinforces, denies or ignores the central ideas included in the vision desired for Active School, in which is understood as a physical and social space offering body experiences by its cultural value as an end in itself, as well as its functional and occupational relevance, considering as elements: curriculum, environment and community. This commitment to physical activity should cover students, families and community surrounding the school.

TRADITIONAL CURRICULUM THEORIES IN PHYSICAL EDUCATION

In traditional curriculum theory, the main focus is on Physical Education curriculum is related to the object of curriculum subject study: human movement and body culture of movement - from the premise that, throughout its existence, the human being built knowledge and practices related to the body and its movement - should be treated in Physical Education. Thus, the decision about what to teach limits the knowledge on this object (human movement and body culture of movement) that are expressed in body practices of game, sport, dance, gymnastics and wrestling. Besides basic motor skills and physical capacities that support these expressions of body culture of movement. This curriculum perspective highlights for pedagogical treatment through organization and development of the content.

In traditional curriculum theories, an important issue for the dialog with the Active School is encouraging the adoption of a physically active life and the importance of knowing its relationship to health and well-being. However, this category of analysis - traditional curriculum theory - has many aspects. This stems from the fact that Physical Education, throughout its history, has been influenced by movements arising from specific social needs in different historical moments. In spite of importance of these social movements in the consolidation of different perspectives related to Physical Education considered nowadays, a detailed historical analysis is beyond the purpose of this document. In this way, under the scope of said traditional curriculum theory, some current aspects of School Physical Education will be presented below, and its relationship with the notion of Active School will be considered.

Physical education focused on health - one of these traditional aspects derived from movement protecting physical activity in the 1990s and fostered the current notion of Active School - emphasizes the content strictly related to the notions of physical activity and physical exercise focusing on physical fitness. The classes are discussed theoretical and practical knowledge related to physical activity and physical exercise as cardiorespiratory resistance, strength, muscular resistance, body composition and flexibility. As a result, it is possible to identify classes that promote to practice physical activity through various practices on gymnastics, game, sport, among others, in order to stimulate the development and maintenance of physical fitness consistent with functional capacity and health encouragement (NAHAS, CORBIN, 1992).

Another aspect related to traditional curriculum theory is called sporting Physical Education, which uses biological dimensions for pedagogical practice, but expands the perspective of action. In regard to sporting performance expressed by mechanical efficiency and control of movements, its focus on content is directed to techniques, tactics and strategies that include the various sporting modalities and pre-sporting games and enhancement of biological systems to support these activities. As a result of the assumptions adopted in this aspect, it is possible to identify classes whose level of moderate and intense physical activity is quite contemplated. However, researches have shown that intense participation in the activities do not happen with all students; less-skilled students need special attention from teachers.

As of 1980s, approximately, other curriculum aspects emerged, in which may also be considered in the range of traditional theories, since its focus of attention is on the content related to human movement, body culture of movement or culture of movement. In this way, it is proposed the basic objective of disseminating systematized knowledge so that at the end of school, the student is able to participate and take advantage of programs for gymnastics, dance, sport, game, wrestling, among other corporal practices, being evaluated their suitability and quality in order to promote health and well-being. In addition to that, it is aimed to contribute to the formation of a critical consumer of sporting events and the information conveyed by media, through conceptual and perceptual elements that enable it to assess and reflect on aesthetic, techniques and social and economic implications of these expressions (FERRAZ, 2003). In this respect, information, knowledge and movements are learned in Physical Education classes so that students may increase their repertory of movements related to the culture of movement, as well as meeting their wishes, mobilizing their potentialities and becoming aware of socio-cultural connections of body practices from individual and collective point of view.

The fundamental difference between this and other aspects previously presented is in the fact that, even recognizing the presence of expressions for movement of culture as content in School Physical Education, does not justify their choices due to simple cultural tradition (sport) or a biological need of human being (health). In essence, it is argued to be essential considering body practices as human and cultural constructions with meanings inherent to the various social groups that produce and transform them. In other words, gymnastics is part of School Physical Education, not only because it is good for the body (health), but because it was created in a specific historical moment that should be pedagogically addressed as a school knowledge. A telling example may be found on the issue “Body, Health and Beauty” pointed out in guidelines from curriculum proposal of the Physical Education in the State of São Paulo (SÉE-SP, 2008), which deals with content such as different standards of beauty conveyed by media; various practices of physical exercise; eating habits; diseases resulting from physical inactivity; prejudices related to gender, ethnicity, physical performance; appeal to the consumer and market interests in the body producing the right to leisure in the corporate world. In this way, these contents are analyzed and problematized, indicating possibilities to implement students’ lives. The adoption of this perspective for Physical Education curriculum results in time division between physical activity itself and exhibition activities, analysis and discussion of concepts and theories, research papers and seminars. As a result, the class period is divided between practice of physical activity and theoretical reflection.

The second perspective of curriculum theory in Physical Education is the one guided by critical theories in education. It is argued that the concept of class has a fundamental and central role for curriculum programs, arguing that it is an essen-
tial factor for the socioeconomic understanding of individuals and, thereby, benefitting the un-
derstanding of justice and social conflicts. In re-
gard to the connections between power, ideology, social class and body practices, the main focus of the curriculum attention is directed to relations of power, especially, relations of socio-econom-
ic class. In this way, the emphasis of content falls on these implications about expressions of body culture of movement to form a critical citizen of existing social arrangements, enhancing capital instead of labor, benefiting an economically priv-
ileged minority and excluding the majority of the population to access material and cultural goods for well-being and quality of life.

The criticism from society based on the val-
ues of capitalism, the market logic, profit above all, belief in the need for product consumption and modes of body practices for a “beautiful and healthy” body constitutes the focus on Educa-
tion Physical. As an example, this approach re-
fers to physical activity to health defined as the result of life conditions (food, employment, lei-
sure, access to health services, transportation, education, etc.) and argues that these aspects are arising from social organizational manners of the production. It is focused on the main content in the process of community empowerment to act and intervene in society in order to improve health and, therefore, quality of life. Therefore, it is argued that the subject may not be indi-
vidually liable for sedentary lifestyle, without considering the social and economic conditions that make it difficult or impede the commit-
ment in a physically active life. It also points out that changes in individual behavior to increase the level of physical activity contribute slightly to obtain the necessary conditions to promote health, i.e., social justice, income, equity, sus-
tainable economy, among others. Therefore, it is identified that this approach reduces the time spending physical activity in Physical Education class, emphasizing the need to reflect on how, why and from which interests, the knowledge of the body culture of movement was produced and validated.

Most recently – by incorporating as-
sumptions of the curriculum critical the-
ory in Physical Education – it has been proposed a third perspective called as post-critical curriculum theory, based on cultural studies in critical multicultural-
ism, feminist studies, philosophy of dif-
ference, among others. It is increased the focus on relations of economic power and social class for matters of gender, race, ethnicity, sexuality, among other issues. In brief, the expectation seeks to analyze matters of identity and difference, rela-
tions of local and global power, and the own dynamics of multicultural societies. Therefore, questioning of knowl-
edge hegemony and culture of dominant groups, at the expense of minorities and les-
privileged groups from the cultural, economic and social point of view, is emphasized in the contents. The funda-
mental issue for this curriculum theory is the analysis and reflection on “why” certain content is important to the school education, and not another. What are the interests, from the point of view of power relations between different groups (social class, gender, race, ethnicity, sexuality) that make this knowledge is in the cur-\nriculum? Therefore, dialog, respect and understand-
ning among different cultures of many or multicultural societies have been constituted in an important educa-
tional challenge to fight against violence and social conflicts.

In short, the capacity of education to the acceptance of diversity is what at stake. For school, that is a challenge, because their operating standards tend to homogenization and standardization (SACRISTAN, 2001). The main focus is related to struggle for meanings. In the specific case of physical activity and re-
lations with health, physical inactivity is recognized as a current and characteris-
tic phenomenon of certain social groups; however, it argues that practices of hegemonic physical activity to combat physical inactivity, for example, exercising at gyms or sporting prac-
tice may not be identified as “the best” coping possibilities of the problems arising from phys-
ical inactivity. Therefore, it is proposed to expe-
rience and analyze the different body practices and their struggles for meaning in the universe for the culture of movement, i.e., it indicates the need to problematize the overvaluation for prac-
tices of dominating culture, showing market in-
terests linked by mainstream media.

It is our perspective that building a proposal of Active School may not be attached to one or another system, since these systems are formed from a dichotomy between nature and culture. The systems mentioned here have been made in the scope of gym and sought to build world views, true paradigms to format a way of look-
ing at reality. Nonetheless, the reality is multi-
faceted and, therefore, it requires several view-
points. By building a conception of Active School (as may be interpreted below), we work on the logic of complementarity between systems from the idea that it is not possible to understand and promote Human Development with a unique viewpoint, the nature or culture. The attention to look itself from different angles, look through microscope, look using opera glasses and also look through telescope, it provides us a deeper look on the reality in which we seek to act.

REDEFINING THE ACTIVE SCHOOL FOR BRAZIL

Body practices are the object of intervention in different curriculum theories in Physical Education. Some emphasize their energetic dimension in the classroom, focusing on practicing and encouraging physical activity; others, in a more comprehensive way, highlight the understanding in the role of physical activity in cultural dynamics, in the development of people and quality of life, at the expense of body experience itself, others still seek to balance action and reflection, approaching the idea of learning by experience, defended in this document. Clearly, educational researches are still needed to identify the potential to change the students’ behavior to adopt an active lifestyle, from each curriculum theory in Physical Education.

As stated above, in essence, the curriculum expresses the path to be completed and, in this sense, the curriculum of the School Physical Education has a key role in defining conditions that benefit or limit the configuration of an Active School for beyond classes, and also influencing design of extracurricular programs, recreation free time between students’ classes, as well as activities with family and community, at school and its surroundings.

The Law of Guidelines and Bases of National Education (LDB) (BRASIL, Law No. 9394, 1996; Law No. 10.793, 2003) defines Physical Education as a compulsory curriculum component, integrated into school’s pedagogical proposal and adjusted to different age groups and conditions of students. The law text is clearly intended to overcome the traditional disconnection between Physical Education and school’s pedagogical project that often places it as an activity established in school, instead of a subject with its own school knowledge inserted within the framework of school culture. In view of LDB, the publication of the National Curriculum Parameters (PCNs) that guided educational reforms of School Physical Education in the country states that the purpose of Physical Education in school is “to ensure the access for students to the practices of body culture, contribute to the building of a personal style to exercise them and provide tools so that they are able to enjoy them critically” (BRASIL, 1998, p. 24).

The critical curriculum theory is the prevailing instruction of the School Physical Education in Brazil, and one of his main works (COLETIVO DE AUTORES, 1992) states that as a school subject:

It may be deducted that physical activity for Brazilian School Physical Education overcomes a restrictive intentionality to health benefits. It assumes the influence and knowledge to the adoption of an active lifestyle in the later stages of development, the stimulus for development of executive functions and, allied to that, academic performance. It also takes responsibility for human traditions named body culture, that as traditions from other nature, their roots remind a variety of practices, knowledge and values inherited and re-created, mostly in historical existence for centuries. Their meanings derive from the diversity of social and economic demands, but also in political projects and conceptions of man/woman and the world. 6

As a result of our research, we present a conception of Active School that provides its students with a set of body experiences at school: by Physical Education classes and other subjects, school holidays and extracurricular activities; and from the school: in its relations with other institutions and moments of students’ life. This set of body experiences have as basic assumptions:
he process of building conception of Active School was designed in complementary stages, from quantitative analysis of aspects related to physical activities - infrastructure, curricular and extracurricular activities, human resources - contained in the national databases. Such analyzes provided important references for building the sample of the national telephone approach carried out with 572 schools, which reveals many potentials and also current challenges of education in Brazil, to ensure opportunities of physical activity in the school routine and promote an active lifestyle among students and the school community.

In addition to descriptive analysis, the results of telephone survey were also treated by Item Response Theory (IRT) in a first attempt to build a “ruler”, being able to measure how active the Brazilian schools are. The created ruler allowed that schools were classified into high, medium or low levels of “activism”. From this classification, 20 schools were selected to carry out an ethnographic field research in order to reveal elements capable of bringing a greater understanding on culture of physical activity present in several schools in the national country. This last step is still ongoing.

With the conceptual-theoretical and systematized documentary research in previous sections, we found signs of what it would be a human training space that may be named as Active School. We identified twelve actions that would characterize this space and the challenge was to find a tool that would allow us to gauge the dimension of schools potentially or effectively active in Brazil.

Measuring is one of the dearest human acts. Measuring means, before and above all, an act of knowing what is measured. And this is the link with epistemic act that makes measuring something so dear to science. Measuring involves the quantification of objects, events and processes and, because of that, we come across numerous expressions of the same issue. However, the numbers are expressed in accordance with certain trends, denote relations, enabling to the science, not only describing it, but also find regularities in the diversity of nature. Regularities that, once described, reveal patterns. Our purpose was to find a scale that could show us Active Schools, and that also could potentially identify Active Schools or with few conditions to be active.

For any case, we face the challenge of finding a “ruler” for something not well defined or not considered as directly observed, even though, we conceptually have our object defined. The dilemma was to measure something, before knowing it. Considering the dimension we learned about what an Active School is, but keeping in mind that we are not sure how to measure it, because it is not presented as directly observable entity; we chose to use
a relevant theory to gauge systems or states characterized by what is called as latent traits. We mainly used TRI (ARAÚJO; ANDRADE; BORTOLOTTI, 2009) to characterize these traits that are indicators of a mode to operate or state organization, such as proficiency in a particular field of knowledge, level of quality of life, or in our case, the degree to which a school is active.

TRI was developed as a way to deal with the limitations of the Classical Theory of Measures in which indicative result of a state is skewed, because there is a dependency relation between the measuring instrument and characteristics under examination. TRI provides, firstly, to consider each item in a particular way without arrangements attached to the questionnaire or test from which it was generated. This makes it possible to evaluate various and different databases among themselves, since TRI works with the “item” and not with the test of which is resulted. Secondly, TRI estimates parameters of items and individuals in a measuring scale, and from there, we may say that there is a ruler and power expectation to submit a “school” to a test and gauge it in a continuous way from Active School to Non-Active School.

However, TRI or any tool will not measure the degree to which a School is Active without first knowing what an Active School is. To find out what we wanted to measure, we did an exercise to use the results of our conceptual-theoretical research as glasses (criterion) to view in existing databases on Brazilian schools related to which could be an indicator for the degree of activism in this universe. After this identification, we would have a set of questions or data that, once analyzed, it could have the results submitted in the application of TRI.

In this way, we access databases offered about Brazilian school, specifically “Prova Brasil in 2013 (Brazilian Enam in 2013)” and the School Census 2013. The three levels of basic education were considered, comprising nearly 120 thousand schools analyzed, as follows:

<table>
<thead>
<tr>
<th>Type of School</th>
<th>Number of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Childhood Education</td>
<td>33,000</td>
</tr>
<tr>
<td>Elementary School</td>
<td>82,000</td>
</tr>
<tr>
<td>High School</td>
<td>4,400</td>
</tr>
</tbody>
</table>

According to data obtained, we were able to reflect on what material goods and non-material goods would be that support and make an Active School. For material goods, it was considered that each school presented in terms of appropriate locations and facilitators of body practices such as indoor or outdoor courts or courtyards, and the availability of these locations on weekends. For non-material goods, the data collection focused on the presence or absence of Physical Education as a component in the curriculum, in addition to the offering of physical activities and extra-curricular sports on the weekends, promotion of sporting events for community, among others.

It should be noted that it is our understanding that material goods are necessary condition, but not enough for an Active School. The presence of non-material goods would be the main catalyst to generate previously systematized actions in the twelve actions that make an Active School. Due to the combined use of Classical Theory of Measures for building indicators and Item Response Theory to create scales in these indicators, it was possible to define a methodological path to identify potential information on the data to qualify non-material goods and material goods in relation to an Active school.

As databases had limits to inform us about the indicators for an active school, it was decided to build a questionnaire with questions directed to indicators who could provide elements to characterize school’s latent trait concerning the degree to which it may be considered active. Eight items were defined in order to best represent the twelve actions that ideally characterize an active school.

**Material Goods**
- Infrastructure dedicated to the practice of physical and sporting activities;
- Existence and availability of materials to be used in activities beyond the curriculum component in Physical Education;
- Availability of physical space to practice physical and sporting activities on weekends;
- Sufficient human resources and proper training.

**Non-Material Goods**
- Policy of encouraging physical activity at school (curriculum);
- Extracurricular sporting and physical activities;
- Opening for using school facilities on weekends;
- Possibilities to practice and perform physical and sporting activities during breaks and recreation;
- Existence of short breaks for physical activity during classrooms;
- Regular Physical Education classes with annual learning expectations;
- Opportunities to participate in sporting events;
- Relations with other institutions (sporting clubs).
and to classification of proxy (from the data obtained in the School Census and Prova Brasil, both in 2013). In this sense, the exchange of a full school for a substitute one could not be simply made by educational level. For each full school, 4 substitute ones were selected, whose characteristics were similar to all requirements presented above. Below an idea of the universe for schools interviewed.

The telephone survey was a first approach to the universe of schools. That is why, it is not be considered as definitive. It is important to declare and recognize that such sample, although its size, may not be considered as representative in the strict sense for the universe of Brazilian schools. Nonetheless, care was taken to ensure lato sensu representation, for example, using IDEB indicators to ensure in the sample schools in different emphases, including socioeconomic, given the good correlation between both (IDEB and socioeconomic indicators). It is also sought to balance about sampling errors, keeping them in values that would not make it impossible these interpretations on the scope and implications of data. Its purpose was to know potentialities from schools to be considered Active Schools in structural, organizational and pedagogical terms, analyzing the opportunities given and the conditions available for encouraging physical activity through telephone interviews of their managers. According to the results found, disparities in social and economic development among Brazilian regions seem to affect the opportunities and conditions offered by schools so that students and school community commit themselves in physical activities. Such fact is featured in the differences found in relation to various items surveyed: conditions offered for development of Physical Education as a subject - attendance and weekly class hours, specialist teacher responsible for the subject, offering of extracurricular activities, and available infrastructure.

The universe of surveyed rural schools also proved as very different from urban public and private schools, generally indicating less opportunities and precarious conditions to practice physical activity. The cross-linking data on the regions and type of school draws attention. If rural schools are those that have a lower percentage of Physical Education teachers responsible for the subjects, these schools in the North (11.7%) and Northeast (24.8%) are those with the worst scenarios. It is important to highlight, however, that understanding the analysis of regional differences is more complex than data may suggest. There are excellent schools in regions that have achieved low values in some results, as there are very precarious schools in areas that showed better results in the research. Therefore,
any understanding of Active School must necessarily consider the particularities of the local context of schools in relation to opportunities and available conditions, but also with regard to the needs and interests of these populations by physical activities, once the way of life and the body culture of territories - geographical or rural/urban regions - are also different. The study also shows a trend of school’s educational process value body movements at the beginning of basic education instead of final years. The data showed that physical activity is more present in the early years, especially in childhood education, and gradually decreases towards the high school. Probably, this is because the movement, plays and body games are considered important resources for learning and development of children, including language acquisition and mathematical reasoning, while the educational process in the final years of basic education seem to benefit cognitive dimension by traditional methods that predominantly emphasize intellectual and not very active activities.

On the other hand, opportunities to practice outside the curriculum increase as progressing in levels of education, in a higher level in Elementary II and Middle. Therefore, the establishment of parameters of an Active School must assume analysis for the set of opportunities to practice physical activity in different cycles of basic education due to differences identified.

The legal framework also seem to be relevant to execute actions in favor of practicing physical activities at schools, provided that attendance and quantity of Physical Education classes and the presence of specialist teachers seem to be related to requirements provided in legislation about these issues. The results of this study reveal the schools’ potential to be more or less active; and the findings offer some degree indications to which approach or distance itself from concept of an Active School. The data show which aspects considered as parameters of an Active School are more or less frequent in the reality of schools surveyed, pointing out those that affect positively most of them, and others still are as challenges for educational policies that wish to value physical activity in a comprehensive and integrated manner to the school’s political-pedagogical project.

As already mentioned, it was possible to make a “rules”, i.e., a measure of Active School calculated using the TRI, according to data obtained. The issues, that included the tool for telephone survey, were positioned on an average scale 0 and standard deviation 1. A “new score” was also made, based on only 17 items that calibrated. The first school at the “ruler” obtained the score by TRI of 2.24 (the maximum would be the value 5). In this way, knowing the School’s score and according to items placed on the scale, we can check which items are performed/met by this or any other school.

The Table 2 presents the issues from telephone survey tool with the respective values (the higher the value, the greater the importance of such issue), indicating the contribution of a given item for a composition of Active School.

Our expectation was that Active Schools would be highlighted in the set
of indicators we refer to school’s non-material goods. However, the results shown in Table 2 show us that this marking was given by factors that are linked to infrastructure. The trend of this result does not change due to the building of ruler calculated by TRI (Figure 1).

The results of applying the ruler indicate that an element from infrastructure such as having athletics track (Q31D) or swimming pool (Q31E), are important for a school to have a higher degree of activism. It is interesting to note that the analysis of the frequency response, we note that many schools have indicated not having a protagonist attitude to defend the importance of practicing physical and sporting activity, considered by us a non-material good of an Active School (Chart 1).

The frequency of positive response about the existence or absence of policies to promote physical activity at the school indicated that fewer than half of schools surveyed have such policies (44.9%). For only two regions in Brazil, more than half of schools reported having promoting policies in the Southeast with 50.1% and in the South with 59.3%. Even so, it is revealed that the absence of a policy or specific guidelines to promote physical education denotes that the presence of Active Schools is an exception, instead of a rule in Brazil, from the perspective adopted by us.

The telephone survey helped us to oppose the systematization of the concept of Active School (conducted in conceptual and theoretical research) with data from a profile made by the existing national bases. This opposition allowed us to balance on the most appropriate indicators to characterize the degree of activism in schools. The own-

<table>
<thead>
<tr>
<th>QUESTION - DESCRIPTION</th>
<th>ITEM</th>
<th>Q18A</th>
<th>Q19A</th>
<th>Q20A</th>
<th>Q29A</th>
<th>Q30A</th>
<th>Q31B</th>
<th>Q31D</th>
<th>Q31E</th>
<th>Q31F</th>
<th>Q31G</th>
<th>Q31H</th>
<th>Q33A</th>
<th>Q34A</th>
<th>Q35A</th>
<th>Q36A</th>
<th>Q37A</th>
<th>Q38A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are movement activities/physical education classes taught by a physical education teacher?</td>
<td>Q18A</td>
<td>-0.82</td>
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<td>Does school have learning expectations every year during movement activities/physical education classes?</td>
<td>Q19A</td>
<td>-1.70</td>
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<td>Does school offer regularly extracurricular sporting/physical activities?</td>
<td>Q20A</td>
<td>0.24</td>
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<td>Do students attend the school on weekends to practice sporting/physical activities?</td>
<td>Q29A</td>
<td>0.69</td>
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<tr>
<td>Does school offer sporting/physical activities programs for students on the weekends?</td>
<td>Q30A</td>
<td>0.91</td>
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<tr>
<td>Outdoor courtyard / Outdoor court</td>
<td>Q31B</td>
<td>-1.39</td>
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<tr>
<td>Athletics track</td>
<td>Q31D</td>
<td>4.52</td>
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<td>Swimming Pool</td>
<td>Q31E</td>
<td>3.14</td>
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<tr>
<td>Rooms (muscle strengthening / gymnastics / wrestling / dance)</td>
<td>Q31F</td>
<td>2.27</td>
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<tr>
<td>Changing room</td>
<td>Q31G</td>
<td>1.64</td>
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<tr>
<td>Bicycle stand</td>
<td>Q31H</td>
<td>2.41</td>
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<tr>
<td>Does school organize events that promote sporting/physical activities?</td>
<td>Q33A</td>
<td>-1.65</td>
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<tr>
<td>Does school participate in extern events of sporting/physical activity?</td>
<td>Q34A</td>
<td>-0.71</td>
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<tr>
<td>Does school open on the weekends for using physical activity/sporting facilities by students’ parents or residents in surroundings, besides students?</td>
<td>Q35A</td>
<td>0.65</td>
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<tr>
<td>Is there any participation of parents and guardians in planning and managing sporting/physical activities for the community?</td>
<td>Q36A</td>
<td>1.31</td>
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<tr>
<td>Does school have a specific guideline to promote physical activity in your daily life?</td>
<td>Q37A</td>
<td>0.46</td>
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<tr>
<td>Is there any school partnership with other institutions in order to facilitate or make it possible the practice of sporting/physical activity by its students?</td>
<td>Q38A</td>
<td>0.97</td>
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</tbody>
</table>

**TABLE 2**

**SURVEY**

**QUESTIONS ON TELEPHONE SURVEY TOOL**

**FIGURE 1: POSITIONING OF THE MEASURE ITEMS OF ACTIVE SCHOOL BY TRI**

**CHART 1: EXISTENCE OF SPECIFIC GUIDELINES**

<table>
<thead>
<tr>
<th>REGION</th>
<th>ESTIMATE</th>
<th>YES</th>
<th>NO</th>
<th>STANDARD DEVIATION</th>
<th>ERROR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Center-West</td>
<td>44.5%</td>
<td>45.5%</td>
<td>5.2%</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Northeast</td>
<td>42.2%</td>
<td>57.8%</td>
<td>5.4%</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>North</td>
<td>23.6%</td>
<td>76.4%</td>
<td>6.1%</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>Southeast</td>
<td>50.1%</td>
<td>49.9%</td>
<td>4.1%</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>South</td>
<td>59.3%</td>
<td>40.7%</td>
<td>4.7%</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td>BRAZIL</td>
<td>44.9%</td>
<td>55.1%</td>
<td>2.6%</td>
<td>5%</td>
<td></td>
</tr>
</tbody>
</table>
an indicator of Active School. On the contrary, it indicates that having an athletics track at school will result in having several other important indicators for an active school. That is, athletics track or swimming pool represents an epiphhereon rather than a cause of an Active School. The trace of latency that we seek to identify is not static. It is characterized by trends and, not rarely, trends are misinterpreted or confused by cause and effect relations.

While the way as telephone survey was structured by a set of views on what an active school is, we believe that it is necessary to “calibrate” the view focusing on the particular: the school entity. We do not speak about perspective of case study, but from understanding that such view on a school allows to learn school as a unique single entity. Although each view—general and particular one—seem inconsistent in relation to the other, taken together allow a broader view of our object: the Active School in Brazil. We will deal with that below when talking about the following steps concerning investigation on Active School and Human Development.

There are still other indicators that allow to locate schools as a “location of physical activity” from the standpoint of Active School. Understanding how the activities are performed and what objectives are, who participates and why, which level of quality happens these body experiences and results caused; it is still necessary to build a more comprehensive conception of Active School. The potential of schools, represented by the cover of this book, will result in having several other important indicators for an active school. That is, athletics track at school will constitute the development of each one.

A SCHOOL IS ACTIVE WHEN IT PROVIDES CHILDREN AND YOUNG PEOPLE WITH SPACE AND TIME SO THAT THEY BUILD, PREPARE AND EXERCISE WAYS OF ACTION IN EXPANDING AND CHOOSING PATHS THAT WILL CONSTITUTE THE DEVELOPMENT OF EACH ONE.

denotes the history; and all being structured around individual expectations and marks and goals that express the prospective.

The implementation of an Active School benefits from numerous human activities established in the dimension of technique, science, daily life and art. Among this set of possible activities, we highlight the body activities of expression and introspection, sports and adventure, plays and games. We do this by an focus, and then, without prejudice to the other.

In this way, an Active School is a physical and human space where children and young people understand and incorporate body practices, not only in the present times, time lived and history of Human Development, but also in the prospective time. Body practices correspond to physical activity, but go beyond to the extent that its systematization is not based on criteria of energy expenditure, but also and especially, by senses and meanings that movement acquired and acquires in a historical context and, according to the individual intentionality.

It is worth highlighting that motor activity, including body practices, is auxiliary and, therefore, it is a mean of Human Development when properly practiced, as this activity is an end in itself, i.e., the practice provides senses, meanings, unique personal knowledge. Movement provides personal experiences that are the basis of living. When we move, we perform processes to imagine, realize, want, decide, plan, carry out and evaluate, and these processes are expanded when considering the physical and social context, and so other processes take place: reconcile, cooperate, challenge, invest, overcome, compete. The development occurs to the extent that the individual acts—highlight as an active way—exploring its degrees of freedom (a set of bio-psychological factors), taking action and achieving results.

Thus, the individual acts with itself and with others, explores means and ends, influencing those in their surroundings (parents, caregivers, siblings, relatives, friends, teachers, etc.) and being influenced themselves under development by the same means. Thus the individual develops when searching, preparing, creating and recreating new ways of acting to exercise its choices and expanding them. And, therefore, we say that the individual builds its experience, which is the tissue from which the development is made. A School is Active when it provides children and young people with space and time so that they build, prepare and exercise ways of action in expanding and choosing paths that will constitute the development of each one.
Knowing Active Schools in Brazil
When knowing means transforming before what is known

When we know something, we operate on it and, therefore, we turn it into object. The act of revealing the Active School, and then, to know it, it will allow us to act on and change it. However, the change is not unmistakable: knowing, operating and changing the object, it impacts and also changes those who know. We began the journey of this survey by reading the concepts of Active School already established and then, we made our own building of Active School concept as a reference to the concept of Human Development and the concepts of Activity and Experience. What may we conclude and what do we know?

**THE CONNECTION ACTIVE SCHOOL AND HUMAN DEVELOPMENT:**

Active School is a privileged space to promote Human Development. The children and young people may prepare and try actions:

- **Allowing them** to deepen in their culture universe of its time;
- **Providing them** the means to incorporate and change habits which also promote their welfare;
- **Extending them** the capacities to obtain, select, manage information in troubleshooting;
- **Giving them** the exercise of the agency in their own development in tune with the society in which they live, but also with the capacity to contribute to its change.

**THE CONNECTION ACTIVE SCHOOL AND ACTION:**

- A school is Active when action is incarnate, understands and promotes the knowing to move;
- A school is Active when the action is structured in significant body practices at a time and place, but also meaning and changing time and place of the subject.
12 ACTIONS WHICH MAKE SCHOOL AN ACTIVE SCHOOL

1. IT DEFENDS
   - Proper physical structure for body practices in different times in the school life
   - Appropriate educational materials and sufficient quantity to meet with educational needs of all students

2. IT INVOLVES
   - All the community in planning and executing policy of physical activity/ body practice in the school life

3. IT HAS:
   - Sufficient human resources and proper training to plan and execute promoting actions of body practices inside and outside the school curriculum
   - Proper physical structure for body practices in different times in the school life
   - Appropriate educational materials and sufficient quantity to meet with educational needs of all students

4. IT GIVES OPPORTUNITY
   - To diversified body practices in Physical Education classes and in other times different from school term (other classes, holidays periods, after/before school)

5. IT REGULARLY
   - Assesses the quality and quantity related to involvement of its students with body practices in school and outside

6. IT ESTABLISHES
   - Goals for quantity and quality of body practices in the Pedagogical Political Project; Relations with other institutions in order to enhance opportunities of body practices for their students (sporting clubs, events)

7. IT EXPRESSES
   - In its program the commitment with learning various body practices, both its organic knowledge (practical) and knowledge concerning its historical meanings

8. IT ENSURES
   - On its curriculum and outside opportunities for learning of a range of body practices which allow autonomy and freedom in the current and future involvement of students with an active life
The implementation of an Active School benefits from numerous human activities established in the dimension of technique, science, daily life and art. Among this set of possible activities, we highlight the body activities of expression and introspection, sports and adventure, plays and games.

Body practices correspond to physical activity, but go beyond to the extent that its systematization is not based on criteria of energy expenditure, but also and especially, by senses and meanings that move -

what is an Active School? That was the question that triggered the whole investigative process that we reported and that is still ongoing. It was revealed to us that Active School is a space and a time that is to mediate the acquisition of knowledge, foster skills and structure opportunities to children and young people (pedagogical subject by excellence) in order to increase their choices in the present, but above all, to give them conditions of understanding and effective exercise of building meaningful experiences from a perspective to become what they want to be, continuously and progressively. Thus, Active School promotes the Human Development, at the same time in which Human Development enhances the degree of activism of a school. The Active School highlights itself, going beyond an institutional place where it transmits knowledge systematized in a curriculum. It involves this too, but it is structured in a physical and human space with axis for development in all its physical, psychological, intellectual, social, cultural and political dimensions. The established spaces will regulate several times of development: the present where the action is implemented in a context that denotes what was lived in ethos or habits of the place; both embedded in the cultural imagination that denotes the historical time, and all being structured around individual expectations and marks and goals that express the prospective time.

The Active School is structured in a physical and human space with axis for development in all its physical, psychological, intellectual, social, cultural and political dimensions.

What now?

As mentioned previously, it is necessary to practice the look, the eyes, and change it. Our perspective is to embrace the Active School from two looks: a wide look and another focused look, one of them general and the other one, particular/local/ideographic. For this, we are going now to some schools throughout Brazil. Guided by telephone survey and criteria already practiced in the sample definition for survey, we elect twenty schools from different regions in Brazil that have been visited by our researchers. The purpose is to conduct a qualitative research having as reference anthropology and ethnography tool. We will make an immersion in these schools: feeling them, experiencing them, living them, but above all learning its dynamics as Human Development contexts that may be model of Active School in their identities and peculiarities. A group of ten researchers were selected to conduct ethnographies, having spent a period of training and alignment concerning what it seeks to learn in the scope of this research on Active School and Human Development.
ment acquired and acquires in a historical context and, according to the individual intentionality.

It is worth highlighting that motor activity, including body practices, is both auxiliary for people’s development and as an end in itself. Movement provides personal experiences that are the basis of living. When we move, we perform processes to imagine, realize, want, decide, plan, carry out and evaluate, and these processes are expanded when considering the physical and social context, and so other processes take place: reconcile, cooperate, challenge, invest, overcome, compete.

The development occurs to the extent that the individual acts in an active way, exploring its degrees of freedom, taking action and achieving results. The individual acts with itself and with others, explores means and ends, influencing those in their surroundings (parents, caregivers, siblings, relatives, friends, teachers, etc.) and being influenced themselves under development by the same means. The whole process still happens by transitions in the way of acting from building of experiences by individual in the physical and social space, thus highlighting the individual as the subject of its development.

The Human Development, in turn, finds in this scenario the primary context to be made effective a process of real expansion of people’s freedoms. An individual who is subject of development and free and sustainable agent of this process may act as driver of the Human Development. It is possible to experience the expansion of their capacities and opportunities and, consequently, freedom of choice arising from them. The two main ideas of this conception: the notion of freedom as an end and mean of development and, the role of people as agents of development are so reinstated and interlocked with the centrality of body movement as a vital aspect in the life of any person.

Therefore, a School is Active when it is in this space which provides the context for Human Development, being the individuals as subjects of their own development.

BIBLIOGRAPHIC REFERENCES


How many Active Schools there are in Brazil? What to do, to implement policies and programs, so that the schools be more active? How to improve the data collection instruments to understand and monitor with quality what happens in terms of physical and sports activities in schools? What is the relationship, after all, between human development, while expanding the freedom of choice of individuals, and active schools?

These are some of the issues that gave rise research whose results are presented in this publication. The intention is to contribute to the debate, bring elements to construct a vision about active schools and, of course, point out possible directions of change. All so that, increasingly, schools set up as spaces that encourage the movement of children and young people, and the whole community attached to it, enriching their lives now and in the future.

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WHAT IS AN ACTIVE SCHOOL?

Empowered lives. Resilient nations.

Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira