



SERVIÇO PÚBLICO FEDERAL  
**UNIVERSIDADE FEDERAL DE SANTA CATARINA**  
**CENTRO DE DESPORTOS**  
**PROGRAMA DE PÓS-GRADUAÇÃO EM EDUCAÇÃO FÍSICA**  
CAMPUS REITOR JOÃO DAVID FERREIRA LIMA - TRINDADE - CEP 88040-970 - FLORIANÓPOLIS / SC  
TELEFONE +55 (48) 3721-4774  
ppgef@contato.ufsc.br | ppgef.ufsc.br

## *TEACHING PLAN*

### **1. IDENTIFICATION**

Course: **Socio-philosophical and Pedagogical Foundations of Physical Education**  
(Fundamentos Sociofilosóficos e Pedagógicos da Educação Física)

Code: **DEF3123-000**

Number of Credits: **03 Theoretical Credits**

Workload: **45 hours/class**

Level: **Master and Doctorate**

Professor: **Michel Milistetd, PhD.**

**Invited Professor: Fernando F. Santos, PhD. (Instituto Politécnico do Porto – Portugal)**

### **2. SYLLABUS**

The theoretical basis of Physical Education through the Humanities and Social Sciences; The body and the movement through philosophical and sociocultural perspectives. Foundations of education sciences: Teaching knowledge, school culture and didactic-pedagogical approaches; Paradigms of pedagogical research in Physical Education.

### **3. OBJECTIVES**

- 3.1. Discuss the different paradigms of pedagogical research in Physical Education.
- 3.2. Address the philosophical and sociocultural foundations of the body and the movement in Physical Education.
- 3.3. Stimulate the debate regarding didactic-pedagogical approaches to Physical Education from the perspective of school culture and teaching knowledge.

### **4. CONTENT**

#### **UNITY I - Defining positive youth development and life skills**

- Situating sport as a context for development
- Reviewing the empirical evidence for development in sport
- Examining current models/frameworks of development in sport

#### **UNITY II - Positioning the coach (and coach education) as a catalyst for development**

- Presentation of the Coaching for Life Skills training program
- Examining best practices for coaching for PYD and life skills
- Concrete strategies on PYD and life skills

#### **UNITY III - Future directions in PYD and life skills research**



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- Methodological and epistemological considerations
- Positioning PYD and life skills in the Brazilian context
- Social, cultural, and historical considerations

## 5. TEACHING STRATEGIES

The course will be conducted through lecturing, practical sessions, discussions and round table with students and professors.

## 6. ASSESSMENT

Classes activities..... (5,0)

Scientific article or research project..... (5,0)

## 7. SCHEDULE OF CLASSES

November 7<sup>th</sup>, 2022 (Monday): 08.30 – 12.00 / 14.00 – 17.30

November 8<sup>th</sup>, 2022 (Tuesday): 08.30 – 12.00 / 14.00 – 17.30

November 9<sup>th</sup>, 2022 (Wednesday): 08.30 – 12.00 / 14.00 – 17.30

November 10<sup>th</sup>, 2022 (Thursday): 08.30 – 12.00 / 14.00 – 17.30

November 11<sup>th</sup>, 2022 (Friday): 08.30 – 12.00 / 14.00 – 17.30

## 8. REFERENCES

BEAN, C., et al. The Implicit/Explicit Continuum of Life Skills Development and Transfer. *Quest*, v. 70, n. 4, p. 456-470, 2018.

BRONFENBRENNER, U. The bioecological theory of human development. In: BRONFENBRENNER, U. (Ed.). **Making Human Beings Human: Bioecological Perspectives on Human Development**. Thousand Oaks: SAGE, 2005. p. 3-15.

CAMIRÉ, M. Reconciling competition and positive youth development in sport. *STAPS*, v. 109, n. 3, p. 25-39, 2015.

CAMIRÉ, M., et al. Strategies for helping coaches facilitate positive youth development through sport. *Journal of Sport Psychology in Action*, v. 2, n. 2, p. 92-99, 2011.



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CAMIRÉ, M.; TRUDEL, P. High school athletes' perspectives on character development through sport participation. **Physical Education and Sport Pedagogy**, v. 15, n. 2, p. 193-207, 2010.

CHINKOV, A. E.; HOLT, N. L. Implicit transfer of life skills through participation in Brazilian jiu-jitsu. **Journal of Applied Sport Psychology**, v. 28, n. 2, p. 139-153, 2016.

HOLT, N. L., Ed. **Positive youth development through sport**. Abingdon Routledge, p. 137, 1 ed. 2008.

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HOLT, N. L., et al. A grounded theory of positive youth development through sport based on results from a qualitative meta-study. **International Review of Sport and Exercise Psychology**, v. 10, n. 1, p. 1-49, 2017.

LERNER, R. M., et al. Positive youth development, participation in community youth development programs, and community contributions of fifth-grade adolescents: Findings from the first wave of the 4-H study of positive youth development. **The Journal of Early Adolescence**, v. 25, n. 1, p. 17-71, 2005.

PIERCE, S.; GOULD, D.; CAMIRÉ, M. Definition and model of life skills transfer. **International Review of Sport and Exercise Psychology**, v. 10, n. 1, p. 186-211, 2017.

PIERCE, S., et al. Strategies for coaching for life skills transfer. **Journal of Sport Psychology in Action**, v. 9, n. 1, p. 11-20, 2018.

TURNNIDGE, J.; CÔTÉ, J.; HANCOCK, D. J. Positive youth development from sport to life: Explicit or implicit transfer? **Quest**, v. 66, n. 2, p. 203-217, 2014.