



# Health and Physical Education: one pretext, diverse realities

## Call for Papers for late August 2011

### Presentation:

Health has always been one of the main justifications of Physical Education existence in the educational system. Nevertheless, Health definition in Physical Education has always depended on historical, cultural and social contexts. Becoming more and more wider, the global notion of Health has widened Physical Education's horizons. Health is often a pretext which justifies the practice of all physical activities with a single aim which is "to move". However precise, ambitious and innovative contributions for health education have emerged recently.

This congress will not focus on the obvious relation between Physical Education and Health but on the role that Physical Education could play in health education. The development of new cultural practices such as well-being and the importance of social integration, of success at school, while taking into account the local institutional and social contexts in which teachers, trainers, and educators operate, involve the need to define more precisely the concept of Health.

By clarifying some definitions about Health, the scientific studies exposed here will also help us reshape the definition of Physical Educational teaching.

Finally and above all, Health will be a pretext for thinking about the new Physical Educational concept we would like to teach nowadays.

### The reflections will be organized around four axes:

**First axis:** The different aspects of Health in Physical Education for an individualized approach

Health can be defined through several dimensions: physiological, emotional, social .... Teachers have to face this diversity. But which dimensions of Health should be taken into account in Physical Education?

In this axis, the expected contributions should:

- emphasize the existence of the multiple definitions of health in Physical Education,
- illustrate the impact of Physical Education for one specific health dimension,
- describe examples of health improvement through PE in specific subpopulations of pupils (girls/boys, obese, disables, asthmatics...)

**2<sup>nd</sup> Axis:** The particular cultural definition of health in Physical Education

New concepts of health in Physical Education have emerged from the introduction of new well-being practices, putting into question the sport's culture. But which cultural references should be used for educating on health issues in Physical Education? Do the new well-being practices really bring something new? Isn't Health a pretext for cultural changes? Or isn't Health defined in correlation with a new way of conceptualizing Physical Education?

In this axis, the expected contributions should:

- explain the emergence of the new Health concept and its cultural determinants
- describe the causal link between the Health concept and the change in cultural references in Physical Education
- focus on the relevance of using new well-being practices in Physical Education
- reflect about different ways to teach traditional practices through the new concepts of "self-

managing and physical well-being”.

### 3<sup>rd</sup> Axis: The contextual dimension of health in Physical Education.

The definition of health depends on political, institutional and cultural contexts. The comparisons between institutions, the differences between the levels of education (primary school, secondary school and superior) and between public, private or associative institutions reveal diverse realities concerning health. A comparative analysis could let us understand the specific substance of the concept of health.

In this axis, the expected contributions should:

- underline how health depends on different institutional contexts (historical, social or cultural) and how it influences Physical Education definition
- explain the common interests and divergences in conceptualizing health
- describe how health is taught in Physical Education in French-speaking or other countries
- explain how the concept of Health and the concept of Physical Education are evolving

### 4<sup>th</sup> Axis: Tools for constructing and managing a healthy and active lifestyle

Health is taught in Physical Education thanks to the transmission of knowledge. But what kind of knowledge could help pupils for managing their physical life today and at a later stage? The construction of “self-milestones” in the environment is nowadays institutionally expected and allows pupils to organize their motor skills. But what is a “milestone” and how could we make pupils build them? Milestones just make sense through a meaningful motor movement implying different significations (social, psychological, physiological and emotional). Finally, adopting a healthy, active lifestyle means also seeking a quality of life characterized by an overall well-being and autonomously identifying the many factors that influence health.

In this axis, the expected contributions should:

- focus on pedagogical tools allowing the construction of milestones, postural positions or specific knowledge on self-managing health issues
- consider ergonomics movement from the pupils and the teachers point of view while taking into account professional risks and the necessity for professionals to take care of their own health.

Half a day will be allotted to each axis, in which contributions will take place at conferences (in the auditorium for all participants), oral communications (in workshop) or posters. An invited lecturer will introduce each axis. Whatever the form of the presentation, a discussion and a debate will be organized with participants. A workshop will be allotted to English participants.

#### **Scientific committee:**

Céline Clément (PU, IUFM d'Alsace), Philippe Clermont (MCF, IUFM d'Alsace), Sabine Cornus (MCF, FFS de Strasbourg), Didier Delignières (PU Université de Montpellier), Viviane Ernwein, (MCF, FSS de Strasbourg), Fabrice Favret (PU, FFS de Strasbourg), William Gasparini (PU, FSS de Strasbourg), Aggée Lomo (MCF, FSS de Strasbourg), Christelle Marsault (MCF, IUFM d'Alsace), Bernard Michon (PU, FSS de Strasbourg), Michel Pradet (PRAG, Université de Montpellier), Yves Travaillet (MCF, Université de Pau), Christian Vivier (MCF, Université de Besançon).

#### **Contacts:**

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## ABSTRACT REQUIREMENTS

The call for papers will be widely diffused throughout professional and scientific national and international networks.

### Abstract requirement for the call for papers:

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Abstract should not exceed one page references included. This version must be sent by mail to [cornus@unistra.fr](mailto:cornus@unistra.fr) and [sante.et.eps@free.fr](mailto:sante.et.eps@free.fr) in a file attached before the **31th of August 2011**. Please save it as a Microsoft Word (\*.doc) document (Word 97-2003).

The title must be typed using 12-points Times New Roman, bold, followed after a jump line, by the forenames and last names of the authors and their affiliation in single-spaced format using 11-points Times New Roman. All is centered. Just the mail of the first author is indicated.

The type of the communication chosen must be indicated, followed, after a jump line by the text organized in four parts. The abstract must be in typed, single-spaced format using 11-points Times New Roman. The text is justified, with automatic hyphenation. Boards and figures must be inserted in the text.

**Type of communication:** Oral communication, posters, conference

### Introduction

#### Study (experimental research or field work)

Research Plan (subjects, task, variables, statistical analysis...), Methods and Results

Or

Description of the field work (type of pupils, objective and description of the task, instructions, material organization) and behaviors observed.

### Discussion

### References

The redaction must follow APA standards, in particular for the bibliography.

After acceptation, a final version of the abstract accounting for experts notes will be requested for being inserted **as it is**, in the conference proceedings.