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Physical Activity, Body Culture and Safety of Learning: A Systematic Review in Physical Education

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Abstract: *In the current study we analyses: 1) body culture in physical education and their relationships with students' society; 2) Produce a creative approach for physical education tendency to have an effective learning of safety in sport exercises. Research methodology deals with a qualitative review of previous empirical studies. Results identified types of perceived risk in physical activities, safety climate of learning and body culture by internal logic and varied forms of sport practice. Our finding improved the influence of safety on mobility decisions while exercising, highlighting how understand learn to be safe through learning by taking risk. Also the strategic decision to run, jump or acting in sport exercises, could explain the factors of risk perception, or to describe how it is formed. In addition, the behavior prediction should be changed at the tactical derived one, underlining the role of motivation in sport exercises.*

Keywords: *Didactic Approach, Physical Activities, Body Culture, Perceived Risk, Safety Learning*

1. INTRODUCTION

The sport presents an orthopedics for body and another for person soul. This postulates a concordance between the situation of the body and the state of the mentality. However, the development of the sociology of sport, called to meet the specific challenges of the body in *'ludomotrices'* and sports practices.

According to the expectancy-value theory (Meyer et al., 2019; Derbali et al., 2015a; Eccles & Wigfield, 2002) achievement related behavior is associated with perceived competences, motivation and value beliefs, and in learning field (Bourgeois, 2006), a study indicates that pleasure is linked to success and different trends. Students may have different sensitivities that will be determined by their commitment, and thus by a particular type of sensitivity to competitive practice and sensitivity to a technical mastery of other sport. Therefore, learn and succeed a project within reach, that's the challenge. What counts is to reach the goal we have set for ourselves and the desire to achieve a personal project of motor learning. It is added that having sensitivity to accomplish sporting achievement motivates students to practice new sports activities. Also, to succeed a difficult tests or a remarkable performance, mobilizes some students. However, the pleasure and desire to be recognized, to be proud of body image, even to impress friends and have a to have culture of new amazing sports and pleasure in practice gymnastics, swimming, athletics or other explored activities.

Moreover, an author states that what is carved in the human pulpit is an image of society (Douglas, 1985) explaining risk accessibility according to social sciences. But, is the confrontation of the body with a problem situation at risk part of learning? If learning in physical education and sport (PES) requires security, it can also be added that risk can be a catalyst for physical activity and sport (PAS). And if school failure can be due to insecurity, it can't be said that insecurity stops at the doors of the classroom despite the necessary protective measures. However, the implementation of these two principles (security and risk) is difficult to access and to be susceptible. Several difficulties prevent it, including the incursion of schools by the phenomenon of judicialization of civil society and the inadequacies of training image. Since learning about safety is one of the most interesting objectives in PES projects, it is most often realized through the programming of risky PAS. In a systematic review (Saw, et al., 2016) of monitoring the athlete training response the subjective self-reported measures trump

commonly using objective measures. Therefore, it should be added that too much security is detrimental to security itself, an idea also corroborated by Delignieres (1993) who emphasizes that « the improvement of the precision in the evaluation of the risk passes by the confrontation of the subjects to situations with real risk and by the acquisition of significant competences in their control » (Delignieres 1993, pp. 84). Nevertheless, the analysis of teaching practices (e.g., gymnastics and climbing, Ski or particulars ports) shows that physical education teachers often make the choice of a sanitized practice (inspired) of PAS at risk. But, it is time for teachers to overcome these difficulties, beyond programming, to offer concrete content adapted to educational projects by implementation of sports activities in educational environments. In this sense, how can one overcome the contradiction between educational projects and the safety context through learning with risk-taking context?

For the development of the present work, we focus on the following objective which aims to analyze: 1) body culture in physical education, and their relationships with students' society. 2) Produce a creative approach for physical education tendency to have an effective learning of safety in sport exercises.

2. THE INTERNAL LOGIC OF PHYSICAL ACTIVITY AND SPORT (PAS)

The foundation on which a physical and athletic activity is based is closely linked to the relationship between the initial and the own principles of its practice, which determines its specific internal logic. In addition, this logic makes it possible to assimilate the fundamental structure of motor action, in order to explore and identify its practice through improved didactic processes and pedagogical methods. However, Parlebas, (1999) defines the internal logic as a system of indices adequate to a motor situation and the consequences they generate when performing a specific motor action. This representation shows that internal logic is a system of affirmations, the result of functional interactions of the basic principles of each activity. She also states that « The concept of a report is the relation between terms essentially determined by each other and by the unit they constitute » (Sève, 1980, p.704). Thus, the internal logic of such an activity resides in an association of indispensable reports of operation and particular development of this object. For Parlebas (2016), any PAS would have an internal logic that reflects some of the fundamental principles of its culture of belonging society and stemming from the same structure of the PAS (regulation, roles of actors and forms).

2.1. The internal logic of the pole vault sport

To jump to achieve a performance is to gain speed and then organize to produce an impulse to overcome a high obstacle using a pole. It is also a jump while keeping his balance by orienting himself in the space and forming part of his pole during the different phases of the action. In addition, pole vaulting is a psychomotor activity carried out in a certain environment and practiced in an institutional setting according to rules adapted to the desired objectives (competitions or games). It is therefore a formal and institutionalized activity.

In favor of a playful, cultural, educational and spectacular physical practice, we find as an example; gymnastics which represents a high level sport. But its institutional framework and the high difficulty of its practice did not prevent it from being integrated into the school environment, especially at school. Following this evolutionary logic, the pole vault can be integrated into educational setting. Only its practice needs to be organized and codified with improved didactic and scientific tools (qualified educator, organized space, active and passive safety, varied teaching methods and a well-developed curriculum.

3. BODY CULTURE THROUGH PES

For Sabiston et al. (2019), a positive body image was related to greater participation in physical activity and sport. To identify the body culture, it seems useful to us to define and delimit this concept in the context of the physical education that concerns us the most. In a broad sense, body culture is the set of bodily techniques shared and recognized as legitimate in a given society. In the specific sense, body culture can be formed through the learning of body techniques resulting from sports activities, leisure or competition. In this sense, the legitimate presence of physical education in the school environment is a privileged means of emergence and dissemination of physical techniques through sports activities. And as the sense of body culture is linked to the popularization, distribution and conformity of practices (sporting activities), it turned out that technical sports in schools can build an

important part of the body culture that is currently remarkable: The PES is a compulsory school discipline, related to the development of physical and sporting leisure, legitimized by the social value it represents.

According to the cultural approach, body culture is studied through different positions. Thus, the humanistic conceptions give a particular place to the maintenance, the solicitation and the enrichment of the human nature and the development of the resources of the individual (the pupil) and his capacities of reaction. Culturalist conceptions aim at the appropriation of corporeal culture as a historical and social consequence (especially sporting, artistic) of human dynamism. In this case, the body culture is expressed in the most finite, most distributed, mediatized, public, vibrant and diffused body techniques. From this perspective, the importance of the representativeness of a practice lies in the process of cultural appropriation. Generally, the fear of accomplishment and stability exists. It is a question of access to the assimilation, accommodation and adaptation of culture by releasing the primordial concepts of cultural results. Also, body culture could be understood as a passage of great works indicated by sports techniques and artificial systems (internal logic, regulations, and materials) that have awakened their appearance?

At the end, utilitarian conceptions to the formation of citizenship lead to the valorization of not only motor acquisitions, through the situations of motor learning and physical exercise, but also affective accompanied by the pleasure conveyed through physical activities and sports.

In a more generalized way, these three conceptions fit well with the three aims currently requested by the PES. At the same time, these three complementary trends are usually accepted by official texts and curriculum. These goals refer to the nature of the preferred objective in our didactic access, that is to say the objective which will mainly arrange the programming of the practices, their didactic treatment and the contents of teaching.

In addition, these conceptions have long been the majority in physical education, especially in gymnastics, or various proposals that can be grouped under the protocols of psychomotricity, or psycho-socio-motor skills. At present, this meta-conception considers jointly the development of students' resources by the confrontation with adapted motor tasks (Famose, 1990) and an education of motor behaviors by the confrontation with the internal logic of motor situations (Parlebas, 1999). It is a question of seeking a complete and balanced physical education by developing, in a harmonious and properly finished way, the set of potential resources of the pupil. There remains the fundamental criterion of the choice of practices and tasks which is the purported wealth of the solicitations that these practices prescribe to the system. To recall here, for example, the ideas of Parlebas (1976) that the seating ball is richer than handball, since it imposes on practitioners a more complex internal logic. So, can we then consider that the pole vault is richer than the long jump?

If humanist conceptions seek to develop the individual in a spirit of adaptability, conceptions of body culture favor the appropriation of a cultural heritage. Social conceptions, on the other hand, covet the training of future citizens in order to prepare students to play an active and positive role in society. In addition, sports practices are considered as societal. In this perspective, sports culture is no longer conceived as only a set of concepts, internal logic detached from real practices, but also as a social legacy of activities (physical and sporting leisure). So, to ensure sportsmanship, is to train sports citizens. The aim is to train students so that they are able to regularly benefit from their physical and sports activities, in order to be well educated, active and collaborative. This is how we can recognize the great interest in physical education and sports that brings together recreational activities motivating our students who engage voluntarily, actively and massively in physical and sports. However, the goal of training a sportsman not only promotes fun, but also a healthy body for a well-trained, positive and responsible citizen. This makes PAS a rich and legitimate school discipline, thanks to its social value and its beneficial effect on the individual. It should also be noted that the subjects of self-educated, associative life, and the consumption of sports entertainment, favor the development of physical and sporting leisure activities (Delignières & Garsault, 1993). In this context, we can evoke that we are no longer trying to create students open to body culture, but to access what they are artists of the sports culture of their daily lives. However, training educated and educated students is not limited to body culture, but also extends to engaging in physical and sports associative and spectacular practice based on physical and sports recreation.

4. ENCOURAGEMENT TO PRACTICE SPORT AND PLEASURE ACHIEVEMENT

The crucial problem in the conceptions of body culture is the development of behavioral, psychosocial and sensory-motor potentials, as well as motor learning. Indeed, the training of a general public open to sportivisation is a real

problem that leads to several axes. First of all, basic skills developed at school system, provided learners to be active and appropriated them physical and sporting leisure (Eisenbeis & Touchard, 1995) and education of security among adolescents could be happened with taking risk (Michel, 2001). Then, it's coming the acquisition of standards management, hygiene values and the principle of safety. In this perspective, the learner must have the ability to manage his physical and sporting life in a reasonable way so that he can express himself positively through practice. Thus, pleasure is not a value to be sought by body culture, but rather a means or gift that promotes learning. To mobilize it, it is recommended that the learner voluntarily engage in physical and sporting leisure, not to acquire knowledge but rather to open up to the construction of a relationship between pleasure to physical and sports activities (Biddle & Goudas, 1994).

It appears that the PES must be sufficiently inspired by the knowledge that identifies an overall assessment of skills, abilities and motor skills through the motor learning conveyed by the teaching of these PAS. The practice of PAS is accompanied by pleasure, which is not sufficiently taken into consideration as much as a certain pleasure effloresce in the individual during the sport and arouses in him a certain satisfaction. It is therefore recommended to develop teaching methods and means, to encourage solutions proposed by a teacher to optimize the attainment of physical and psychological well-being. In addition, some studies focus on improving the perception of competence and self-esteem as decisive factors for well-being. Others support the idea that the founding and creation of mastery and perfectionism that, by accommodating the learner with learning and groping toward personal success, promotes the improvement of self-esteem and the burst of pleasure (Goudas & Biddle, 1994).

The practice of PAS can build new skills and improve achievements in a climate of pleasure and quite rich joy. In this perspective, the link that is built between practice and pleasure can be a satisfaction with the PAS, and with us.

According to the principle that promotes academic success through learning, it is interesting to face the learner in difficult situations. Thus, by giving him the necessary time to build new skills and motor skills, the student will build his own knowledge and become satisfied. Therefore, he will invest in the task voluntarily which will lead to improvement, progression and success in PES. Thus, we believe that, according to logic of progression to change learning situations, it would be promising to progress from complicated to complex in the choice of situations.

In order to envisage a motor learning of fundamental interest, it is necessary to conceptualize the practices. As an indication, it would not be easy to allow students to learn anything in the field of security, if they are not allowed to acquire a significant skill in risky activities (Delignières, 1993).

The first design envisions culture as one way, among others, to develop students' resources; the second puts body culture at the center of its approach, which is most often conceived as scholarly and decontextualized, centered on motor techniques. The third approach is closely adhered to the reality of physical and sporting leisure and inspired by a culture socially popularized through the practice of physical activities and through sports of performance.

5. LEARNING ABOUT SAFETY THROUGH RISK TAKING

5.1. Method of psychometric measure on risk perception

The risk perception and attitudes towards risks were measured by means of psychological scaling (Fischoff et al., 2000).This study used psychological questionnaire to assess perceived risks approach which is influenced by a large community selection of, cultural and individual factors. there is a questionnaire with nine scales of 7 points reflecting features of the hazards hypothesized to influence the perception of risk: - was the risk voluntary, - was the effect of the risk immediate, - was the risk known to science, - was the risk known to those exposed, - was the risk controllable, - was it a new risk, - was the risk chronic or catastrophic, - was it common or dreaded, - to what degree were the consequences severe. After that, these the nine risk characteristics were reduced to two factors (technological risk and severity), later renamed ‘unknown risk’ and ‘dread’. Furthermore, grounded on this risk perception factors, all kind of risks were located in a mental map of all the risks or hazards.

Nevertheless, safety in PES, might take advantage on learning about taking risks, with presenting different natures of risk (emotional, competitive, artistic, etc.) through the implementation of PAS. This can highlight several approaches safety education in PES. However, we can distinguish several types of risks: Subjective risk and objective risk.

5.1. Subjective risk and safety perception

A subjective risk means a perceived safety while engaging in risk sport. This identifies representations about activity, the situation and oneself. This type of risk in turn presents two forms, a preferential defined as the subjective level of risk where the subject considers that the ratio between the expected benefits and the foreseeable costs related to the behavior is maximal. It is an anticipation of the costs and benefits of future behavior. The second form concerns the perceived risk that identifies the current dangerousness of the situation. Note that the feeling of risk is a subjective estimate of meeting an accident and its subjective valence. Perceived risk is largely dependent on the unprecedented or habitual nature of the situation as well as skills that refer to a safe motor response.

5.2. Objective risk and learners' potential drivers

An objective risk refers to the real risk of the situation. This is the risk actually perceived or perceived by the learner in relation to available resources. Since the risk may be related to the uncertainty of the environment; it generally refers to the gap between the learners' potential drivers and the problems confronted by the exercises involved. It is for this reason that climbing, gymnastics and pole vaulting in particular represent three practices to explore. Indeed, it should be added that too much security is detrimental to security itself, an idea also corroborated by Delignieres (1993) who emphasizes that:

> « The improvement of the precision in the evaluation of the risk passes by the confrontation of the subjects to situations with real risk and by the acquisition of significant competences in their control » (Delignieres 1993, pp. 84).

Risk taking derives from a confrontation caused by the student between a 'preferential risk' and a 'perceived risk'. The resulting behavior has the effect of reducing the gap between these risks. The resulting process is especially preferential by consciousness and intuition. Indeed, an important goal of safety learning would be to enable subjects to evaluate as objectively as possible the characteristics of the situations they face. According to Wild (1988), risk taking depends on several personality factors for the satisfaction of a primary need of a biological nature. Bort (1995) adds that risk is related to the satisfaction of our desires and the assertion of self in a security context. In the controlled risk there is pleasure in addition to the feeling of competence, the self-esteem. This size is one of the important components of the preferential risk in adolescents. If school failure can be due to insecurity, it can't be said that insecurity stops at the doors of the classroom despite the necessary protective measures.

5.1. Safety Education in Pole Vault

The concepts of risk and safety according to an educational approach can be inseparable: there is no learning of security if there is no sensation of the presence of risk. The safety context of pole vaulting at school should allow teachers to better design teaching skills that are useful for their design and implementation to produce student-friendly content. Thus, such an educational approach allows the learner to benefit from the learning of well-calculated risks and a progressive self-control. It also promotes the development of all its physical potential and its patriotic sense so that it can, in life in society, defeat and control by itself, its own autonomy. In this same logic, Develay pointed out, all learning is risk taking because it is a state of balance and destabilizes the learner:

> « If the student does not put anything in challenge and if he does not take any risk, he will not learn anything. It will remain in its routine activity ... to learn, the individual engages in situations where he does not know the outcome. This is where the risk is, but that is also where its future lies » (Develay, cited by Castagnino J-C, 2004, pp.7).

The excerpt from the text focuses on the importance of using risky activities for adaptation and social rehabilitation purposes. These risky activities can increase the gain self-concept, self-esteem and perceptions of competence. Thus, in order to reduce the social cost of sports accidents, particularly related to the recent popularization of certain physical practices, the contribution of safe education through risk taking in PES must be a priority issue for the school and become the central objective of the EPS. Learning to take risks is a contribution to the bias of a real democratization of the school (Castagnino, 2004).

6. THE INFLUENCE OF SAFETY ON MOBILITY DECISIONS WHILE EXERCISING

According to Delignières (2016), physical education and sport conducts citizenship education. Moreover, recent studies (Derbali et al., 2018a, 2017c, 2015b) show that students perceive some sports (pole vault and gymnastics exercises) as a risky practice, but they can protect themselves and develop new skills with motivational climate in physical education. As part of the practice of physical activity exercises, it is essential to transmit to each learner :

- To know how to estimate, to accept and to assume the test of the pole vault, that is to say to put oneself into play in a well calculated risk-taking.
- The ability to create favorable conditions for solving the problems posed, through the development of the appropriate pole vault technique.
- To know how to protect oneself by ensuring one's own safety without forgetting that of others.

The introduction of passive safety is also mandatory. However, the risk is a transgression of passive safety: the security imposed by the educational environment. It refers to all the safety devices managed by the teacher, intended to avoid the occurrence of accidents, and active safety, referring to the management by the student of the security of his own practice.

Thus, according to an educational approach, it is a matter of developing an attitude that would be generalizable, beyond the APS and in particular through the pole vault. The practice of this activity allows acquiring a significant competence by "at risk" learning; the student will benefit from a real education in safety in physical practices. As a result, the learner will be able to distinguish skills specific to this practice and safety skills.

From this perspective, knowing how to take risks safely lies at the interface of the problems posed by the practice of pole vault and resources available to the student to cope. This assumes various types of knowledge. First, it is the development of attitudes among learners through the ability to manage the difficulty of the task autonomously. In order to raise the level of vigilance, control, adaptability, balance, decision, autonomy, etc.

In the second place, through the practice of pole vaulting, the student can develop this knowledge at the level of the objective risk factors, the rules of codification of the difficulties. He can also develop self-knowledge by realizing the evolution of his level of performance. He can also learn about motor action, rules and principles of effective action to deal with given categories of problems as well as specific skills through the practice of pole vaulting. These have a methodological aspect: - knowing how to organize in relation to the materials, how to make a body with the pole.

- Be able to check the security status of the device used. The student must know how to warm up and prepare his equipment. As it will be important to read the execution scene and calculate the preferential risk.
- For pole vault specific motor skills, students will be able to learn a new jumping technique after facing a number of problems: uncertainty will become a lesser risk.
- Finally, the student will learn how to develop safety and avoidance skills by controlling the suspension with the pole, the crossing of the bar and the fall on the feet (and on the back for the performers).

The influence of safety and security on mobility decisions while jumping was based on a theoretical risk perception which may influence student's behavior while practicing sport, at a tactical level. Also the strategic decision to run or jump, could explain the factors of risk perception, or to describe how it is formed. In addition, the behavior prediction should be changed; at the tactical derived one, highlighting the role of motivation in sport exercises.

7. CONCLUSION

The purpose of this work was to analyze body culture in physical education and their relationships with students' society and to produce a creative approach for physical education tendency to have an effective learning of safety in sport exercises. The overviews show that educating for safety means having didactical approach of teaching and learning, well managing the environment of exercises and learning with flexible mobility decisions while exercising physical activity. To achieve body culture from PES was based on new logic of physical activity practice such as (gymnastics, swimming, circus, acrosport, skiing, climbing, pole vaulting or boxing). Each sport has its own internal

logic which reflects the principles of its society culture of belonging or acculturation through new school practice otherwise different forms of physical practices. Body culture was related to the development of physical and sporting leisure, legitimized by the social value that it represents. Subsequently, there is no learning of security if there is no sense of the presence of risk with none danger to his students at the same time. So taking preferential risk might be necessary for learning security. Should we then integrate sports practices that respect many of these sensitivities in physical education?

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