



1st Academic Week of the Physical Education Program at the Federal University of Northern Tocantins (SAEF)

**1^a Semana Acadêmica do Curso de Licenciatura em Educação Física da
Universidade Federal do Norte do Tocantins (SAEF)**

**April
8 to 10
2026**

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Abstract

The Practice of Beach Tennis in the School Context: An Experience Report

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Introduction: The Institutional Program for Teaching Initiation Scholarships (*Programa Institucional de Bolsa de Iniciação à Docência – PIBID*) represents a major public policy aimed at enhancing and strengthening initial teacher education in Brazil, fostering the integration between pedagogical theory and practice. Within the scope of school Physical Education, there is a clear need to diversify curriculum contents and adapt bodily practices to the structural conditions of schools, particularly given the constraints of specialized spaces and materials. In this scenario, the pedagogical adaptation of sports disciplines emerges as a relevant strategy to expand students' access to diverse manifestations of body culture (*cultura corporal*). **Objective:** To describe the practice of adapted beach tennis with lower secondary school students (*ensino fundamental II*), analyzing its potential as a pedagogical strategy in Physical Education classes. **Materials and methods:** This is a qualitative, descriptive study characterized as an experience report. The pedagogical intervention was conducted in 6th to 9th-grade classes of lower secondary education at *Colégio Cívico Militar Professor José Carneiro de Brito* in 2025, carried out in partnership between a Physical Education student teacher (*estagiário*) and PIBID scholarship holders. Activities took place on the multi-sport court due to the lack of a sand-based space, requiring structural and procedural adaptations to the sport. Specific equipment was utilized (beach tennis rackets and low-compression balls), and students were organized into a 3-versus-3 format to accommodate the high number of participants. Initially, historical aspects and basic technical fundamentals of the sport were introduced, followed by guided practices. Observations were documented in field notes and analyzed descriptively, considering student engagement, active participation, and interpersonal interactions. **Results:** High levels of student interest and participation was observed across all proposed activities, including among pupils with no prior exposure to the sport. The adaptation

Received: September 4, 2026

Accepted: September 4, 2026

Published: September 4, 2026



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fostered collective engagement, contributing to the development of motor coordination, teamwork, and social interaction. Furthermore, an increased interest among students in diversified sports practices was evidenced during Physical Education lessons. **Conclusion:** It is concluded that adapted beach tennis proved to be an effective pedagogical strategy in the school context, enabling the experience of net/wall sports in an inclusive and accessible manner. The intervention fostered active student participation, strengthened social relationships, and expanded the motor and sporting repertoire in Physical Education classes, underscoring the importance of adapting bodily practices to real school conditions and highlighting its potential to enhance instructional quality.

Keywords: Net sports; Inclusion; Adaptation.

Abstract

Analysis of the Profile of Graduates of the Undergraduate Program in Physical Education at the Federal University of Northern Tocantins

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Introduction: The role of the Federal University of Northern Tocantins (UFNT) extends beyond the provision of academic degrees, as the institution plays a strategic role in regional development. However, to maximize the impact of higher education, it is essential for the University to gain an in-depth understanding of the realities faced by its graduates. Understanding how higher education influences their living conditions, professional trajectories, and integration into the labor market is a crucial step toward improving the educational pathway of currently enrolled students. **Objective:** To assess the profile of undergraduates Program in Physical Education at UFNT and, based on the findings, propose actions to strengthen the program and benefit current students. **Materials and methods:** This is a cross-sectional, quantitative, observational research project. The sample will comprise two groups: graduates (estimated $n = 114$) and current students (estimated $n = 185$) of UFNT. A structured questionnaire, intended exclusively for graduates, was developed and divided into four thematic sections: (i) sociodemographic profile; (ii) undergraduate academic trajectory; (iii) professional integration and income; and (iv) perceptions of the program. Data will be collected online using Google Forms. Initial contact with graduates will be made via email and telephone. Participants who agree to take part in the study will be required to sign the Informed Consent Form. Following data analysis and based on the diagnosis of graduates' profiles and the gaps identified, a career and labor market workshop will be planned and conducted for current students. **Results:** It is expected that the Physical Education Teacher Education program will be able to restructure teaching methodologies to meet the actual demands of local professional practice alongside the student body. By analyzing this graduate profile, it becomes possible to design more assertive institutional actions that will benefit current students as future professionals. **Conclusion:** The study will provide an unprecedented assessment of the impact of higher education in Physical

Received: September 4, 2026

Accepted: September 4, 2026

Published: September 4, 2026



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Education in the region, generating concrete evidence to support the restructuring of the Program's Pedagogical Project (PPC) and the implementation of graduate follow-up policies, with the aim of enhancing the social effectiveness of the public university.

Keywords: Professional training; Curriculum; Teaching.

Abstract

Experiences in Physical Activity for Older Adults in a Senior Fitness Center: An Experience Report

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How to cite: APA: Letieri R.V. (2026). Diretrizes e perspectivas: rumos e desafios do novo ciclo editorial. *Arq. Bras. Educ. Fis.*, 9, exxx26, <https://doi.org/10.70860/abef00126>

ABNT: LETIERI, R. V. Diretrizes e perspectivas: rumos e desafios do novo ciclo editorial. *Arq. Bras. Educ. Fis.*, Tocantinópolis, v. 9, exxx26, 2026.

Received: September 2, 2026

Accepted: September 2, 2026

Published: September 2, 2026



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Introduction: With population aging on the rise, adopting healthcare models that promote participation, autonomy, and independence among older adults is fundamental to fostering active aging. In this context, the Physical Activity Guidelines for the Brazilian Population (*Guia de Atividade Física para a População Brasileira*) reinforces the importance of physical activity across all stages of life, highlighting its benefits for health and quality of life. **Objective:** To report the experience of delivering physical activity for older adults in a Senior Fitness Center (*Academia da Melhor Idade* – AMI). **Materials and methods:** This is a descriptive, qualitative study framed as an experience report, conducted in a Senior Fitness Center (AMI) from September to October 2023. Two groups of older adults participated, with sessions held twice a week for one hour per session. Data and information regarding the practices developed at the facility and their specific purposes were gathered. **Results:** The experience unfolded entirely at the Senior Fitness Center (AMI) and initially proved challenging, as it was the first direct experience in conducting physical activities specifically targeted at older adults. The initial phase consisted of a reconnaissance visit, enabling the observation of the physical space, the equipment used, and the professional staff involved. Subsequently, a dialogue was held with the Physical Education professional, who outlined the operational dynamics and organization of the activities. During sessions, participants are positioned in a circle for an opening discussion circle (*roda de conversa*), which fosters social interaction and provides an overview of the activities scheduled for the day. The physical practices predominantly consist of functional exercises involving activities of daily living, such as squatting, pushing, pulling, and walking. The frequent inclusion of dance is also noteworthy (particularly to the sound of *forró*), a regional musical rhythm widely enjoyed by the participants—which substantially heightened engagement. Working closely with this group of older adults underscored the significance of physical activity as a core strategy for

health promotion and disease prevention. The activities were observed to enhance socialization, sustain autonomy and functional independence, and promote physical, psychological, and social well-being, thereby reinforcing active aging. **Conclusion:** Physical activity delivered in Senior Fitness Centers represents a relevant strategy for promoting active aging by providing biopsychosocial benefits to older adults. Finally, there is a clear need to strengthen intersectoral public policies that ensure enhanced health conditions and quality of life for this population.

Keywords: Active aging; Health promotion; Quality of life; Socialization.

Abstract

Tele-Exercise for Brazilian Older Adults: A Systematic Review Protocol on Feasibility, Efficacy, and Adherence

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Introduction: The expansion of digital health technologies, intensified following the COVID-19 pandemic, has propelled the adoption of remote modalities such as telemedicine and, more recently, tele-exercise. This approach has shown substantial promise for populations with limited access to in-person services, including older adults facing mobility constraints, transportation barriers, or living in regions with lower healthcare coverage. Despite this exponential growth, an important gap remains regarding the systematization of evidence within the Brazilian context, particularly when considering regional disparities that may influence intervention adherence, feasibility, and efficacy. Therefore, synthesizing this evidence is essential to inform professional practice and support the formulation of new public policies aimed at promoting active aging across Brazil. **Objective:** To evaluate, via a systematic review, the adherence, efficacy, and feasibility of tele-exercise interventions among Brazilian older adults. **Materials and methods:** This research project consists of a systematic literature review. The PubMed, Virtual Health Library (VHL/BVS), SPORTDiscus, and Scopus databases will be searched. The search strategy will encompass the following descriptors in English: ("Telerehabilitation" OR telehealth OR telemedicine OR "tele-exercise" OR teleexercise OR "remote exercise" OR "virtual exercise") AND ("Aged" OR elder* OR "older adults"), and in Portuguese: (*telereabilitação* OR "*teleexercício*" OR *teleexercício* OR "*exercício remoto*" OR "*exercício online*" OR *telessaúde*) AND (*idoso* OR *idosos* OR "*pessoa idosa*" OR *geriatria*). Inclusion criteria comprise studies that: i) involve exclusively Brazilian older adults (≥ 60 years); ii) feature physical exercise as the primary intervention; iii) utilize an experimental design consisting of a controlled clinical trial with an intervention period of at least 4 weeks; and iv) were published in Portuguese or English between January 2020 and December 2025. Screening and study selection will be performed independently by two reviewers using the Rayyan software tool. **Results:** The review is expected to identify and synthesize evidence regarding adherence rates to tele-exercise interventions, as well as their effects on physical,

Received: September 4, 2026

Accepted: September 4, 2026

Published: September 4, 2026



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functional, and potentially cognitive outcomes in Brazilian older adults. Additionally, it aims to delineate feasibility parameters, including dropout rates, technological barriers, and implementation strategies adopted across studies. **Conclusion:** The findings from this review will provide critical evidence to support the consolidation of tele-exercise as a safe, accessible, and efficacious strategy within the Brazilian context, fostering wider access to physical exercise among older adults and informing evidence-based interventions tailored to national realities.

Keywords: Aging; Digital technologies; Telehealth.

Abstract

An Experience Report on the Teaching Initiation Program

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Introduction: Within the scope of the PIBID/UFNT, under the supervision of coordinating schoolteacher (*professor supervisor*) Gladson Neves Aires Gabriel, we developed the IDEB+ Tournament as a pedagogical strategy to strengthen the bond between educational institutions and students. The project addressed the need to integrate sports practice with the valorization of academic performance, using sport as a tool for comprehensive development and ethical education within the school environment. **Objective:** To report the experience of organizing a pedagogical-sporting event and to analyze how sport can be utilized to foster student attendance, academic commitment, and the development of socio-emotional skills. **Materials and methods:** The study comprised planning stages and mobilization meetings across several schools in the public school system to present the proposal. Participant selection was based on criteria of academic performance and school attendance. The event took place at *Ginásio Mucum*, involving the preparation of the physical facility and welcoming the teams for four futsal matches categorized by age/grade divisions. **Conclusion:** An increase in student interest and personal responsibility was observed, as pupils acknowledged academic effort as a prerequisite for participation. During the matches, the practical experience of core values (such as adherence to rules, cooperation, discipline, and emotional regulation among competitors) was clearly verified.

Received: September 4, 2026

Accepted: September 4, 2026

Published: September 4, 2026



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Keywords: Futsal; Attendance; Student agency; Integration; Teaching practice

Abstract

Sleep Quality and Associated Factors in Physical Education Undergraduates During Remote University Teaching

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Introduction: Sleep is essential for proper physiological functioning, acting in physical and psychological recovery while directly influencing health, cognitive performance, and well-being. The COVID-19 pandemic intensified disruptions in sleep patterns due to changes in daily routines, social isolation, and heightened stress levels. During quarantine, declines in physical and mental well-being were observed, frequently associated with worsening sleep quality. Among university students, this scenario was further exacerbated by the adoption of emergency remote teaching, which increased screen time exposure and disrupted sleep-wake cycles, leading to daytime sleepiness and sleep-related difficulties, configuring a critical issue from scientific, educational, and social standpoints. **Objective:** To analyze sleep quality and associated factors among Physical Education undergraduate students during remote teaching at a public university in northern Tocantins. **Materials and methods:** This is a descriptive, cross-sectional study with a quantitative approach. The convenience sample comprised undergraduate students enrolled in the Physical Education Teacher Education Course (*Licenciatura*) at a public university in northern Tocantins. Data collection utilized a sociodemographic questionnaire and the Pittsburgh Sleep Quality Index (PSQI), administered online via Google Forms. Statistical analysis was performed using the Statistical Package for the Social Sciences (SPSS) software, with participants categorized into two groups: good sleep quality and poor sleep quality/sleep disorders, in accordance with the PSQI cutoff criteria. **Results:** Among the 68 undergraduates, 73.5% exhibited poor sleep quality/sleep disorders, comprising 24 (35.3%) males and 26 (38.2%) females, with no statistically significant sex differences. The mean age was 25.5 (± 6.58) years in the good sleep quality group and 24.78 (± 5.89) years in the poor sleep quality/disorders group. Regarding children, 41 (82.0%) students without children presented worse sleep quality, showing a statistically significant difference between groups ($p=0.02$). Regarding the academic

Received: September 4, 2026

Accepted: September 4, 2026

Published: September 4, 2026



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semester/year, third-year undergraduates (5th and 6th terms) exhibited the highest frequency of poor sleep (44.0%), whereas half of fourth-year students exhibited good sleep quality. A higher prevalence of inadequate sleep was observed, particularly among third-year students. **Conclusion:** A high prevalence of poor sleep quality was verified among the students, indicating an urgent need for institutional attention within the university setting. Early screening and the implementation of non-pharmacological interventions, such as sleep hygiene practices, are emphasized to improve restorative rest, optimize academic performance, and prevent sleep disorders.

Keywords: COVID-19; Online learning; College students; Student health; Sleep-wake disorders.

Abstract

Quality of Life of Older Adults Participating in the University of Maturity in Northern Tocantins

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Introduction: Population aging has accelerated globally, bringing forth critical challenges related to the health and quality of life of older adults, particularly given the high prevalence of chronic non-communicable diseases. In this context, quality of life serves as an essential indicator for understanding health conditions, well-being, and autonomy within this demographic. Thus, investigating the quality of life of older adults enrolled in outreach initiatives such as the University of Maturity (*Universidade da Maturidade* – UMA) is relevant to support targeted interventions aimed at promoting active aging. **Objective:** To evaluate the quality of life of older adults participating in the University of Maturity in northern Tocantins. **Materials and methods:** This is a cross-sectional, analytical study with a quantitative approach, conducted at the University of Maturity at UFNT, in Tocantinópolis, during the 2023.2 academic semester, comprising older adults (≥ 60 years) selected via convenience sampling. The Mini-Mental State Examination (MMSE) was administered for cognitive screening, alongside a sociodemographic questionnaire and the WHOQOL-BREF and WHOQOL-OLD instruments for quality-of-life assessment. Data were analyzed using SPSS software through descriptive and inferential statistics, adopting a significance level of $p \leq 0.05$. The study was approved by the Institutional Research Ethics Committee (CAAE No. 76204223.0.0000.0342; Protocol No. 6,574,645). **Results:** A total of 100 older adults participating in UMA/BICO (2023.2) were evaluated, comprising 60 females and 40 males, with a predominance of individuals aged 60 to 79 years and a significant association between sexes ($p=0.04$). In the WHOQOL-BREF, the "social relationships" domain demonstrated the highest mean score, while the "physical domain" presented the lowest, with no significant differences across sexes. In the WHOQOL-OLD module, the "intimacy" facet yielded the highest overall mean, whereas "death and dying" yielded the lowest; among females, the lowest mean was observed in "sensory abilities," whereas for males,

Received: September 4, 2026

Accepted: September 4, 2026

Published: September 4, 2026



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"death and dying" remained the lowest-scoring facet. **Conclusion:** The quality of life of older adults participating in UMA/BICO did not differ between sexes, exhibiting higher scores in the social relationships and intimacy domains, and lower scores in specific WHOQOL-OLD facets. These findings highlight the importance of assessing quality of life to guide interventions and optimize institutional programs designed for older adults, emphasizing health promotion through interdisciplinary approaches. Finally, this underscores the necessity of strengthening intersectoral public policies and conducting further research, especially longitudinal investigations, to foster active aging and improve overall living conditions for this population.

Keywords: Social conditions; Healthy aging; Health surveys; Health promotion; Health of the elderly.

Abstract

The Humanized Giant Board Game as an Interdisciplinary Strategy in PIBID: An Experience Report

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Introduction: The Institutional Teaching Initiation Scholarship Program (PIBID) provides undergraduate teaching students with opportunities to engage in everyday school settings and develop innovative educational practices. Within the elective course *"Between Languages, Numbers, and Movements,"* the need to integrate knowledge from Portuguese Language, Mathematics, and Physical Education was identified. The challenge addressed was how to combine the logical reasoning involved in chess, which had already been explored in the course, with a playful and collective bodily activity. **Objective:** To report on the experience of developing and implementing a humanized giant board game aimed at promoting interdisciplinary learning and student protagonism. **Materials and Methods:** This was a qualitative, descriptive experience report. The participants were elementary school students enrolled in the elective course *"Between Languages, Numbers, and Movements"* at Escola Estadual Girassol de Tempo Integral Professora Aldenora Alves Correia, in Tocantinópolis, Tocantins, Brazil. As part of the procedures, a *Humanized Giant Board* was collectively constructed over two classes. Nonwoven fabric (TNT) and adhesive tape were used to create board spaces, while a cardboard die was used to determine the players' movement. Students acted as the game pieces themselves, moving across the board and solving challenge cards involving reading tasks, mathematical calculations, and physical exercises, such as jumping jacks, squats, and push-ups. The variables analyzed were student participation in the board construction and the integration of the three subject areas during gameplay. Data was analyzed through observations made by the scholarship students during the construction process and the final presentation at the culminating event. **Results:** The students demonstrated considerable curiosity and enthusiasm throughout the activity. The dynamics promoted cooperation, as students with difficulties in Mathematics received assistance from their peers in solving the challenges presented on the cards. Combining enjoyment with bodily movement facilitated engagement and enabled

Received: September 4, 2026

Accepted: September 4, 2026

Published: September 4, 2026



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students to experience different areas of knowledge in an accessible and enjoyable manner. During the culminating event, members of the external audience also actively participated, demonstrating the functionality of the material developed. **Conclusion:** This experience demonstrated that playful learning could facilitate integration across different areas of knowledge. From a pedagogical perspective, the humanized giant board proved to be an effective tool for combining logical reasoning with bodily activity while strengthening student protagonism. Furthermore, the experience contributed to the development of the scholarship students' teaching skills through collaborative practice.

Keywords: Elementary Education; Play-Based Learning; Bodily Activity.

Abstract

Contributions of Cultural Event Organization to Professional Practice: An Experience Report

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Introduction: Among the stages involved in organizing cultural events, event setting is directly related to visual identity and overall experience, as appropriate design and decoration can make an event more attractive, organized, and welcoming. In this context, this paper reports experiences related to the logistical planning and decoration of the first Gymnastics Festival at the Federal University of Northern Tocantins (UFNT), organized by fifth-semester undergraduate students in the Bachelor's Degree Program in Physical Education, highlighting the strategies developed and the challenges encountered. **Objective:** To report the experiences gained throughout the planning and development of the event setting for the UFNT Gymnastics Festival, highlighting the contributions of this process to the students' professional development. **Materials and Methods:** This was a qualitative experience report. Data was collected through participant observation throughout the process of designing and constructing the festival setting. The analysis was descriptive and reflective, focusing on student autonomy among those actively involved in the logistical planning and management of the event. **Results:** To facilitate the management of the different stages of the festival, students were organized into teams, each responsible for essential tasks involved in the event's development, including fundraising and the production of decorative materials for the event setting. Thus, the activities performed by the different teams were interconnected. As part of the fundraising strategy, raffle tickets were sold, with the drawing held on the day of the event, and sponsorships were sought from local businesses. Following the fundraising stage, efforts focused on planning and producing decorative elements aimed at creating an attractive environment for spectators. During this process, the collective work of the entire decoration team was essential to the successful completion of this stage. The use of a broad color palette expanded the possibilities for producing decorative materials and allowed the students to explore visual elements from different cultures, creating a colorful and engaging environment. All decorative materials

Received: September 4, 2026

Accepted: September 4, 2026

Published: September 4, 2026



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were produced in advance at the university, which created additional challenges, including transporting the items to the event venue and assembling the setting under adverse weather conditions. These circumstances required students to develop strategies to address unexpected situations. **Conclusion:** The experience was significant for developing skills such as planning, organization, creativity, and adaptability. These competencies are highly relevant to the diverse professional contexts of Physical Education and are essential for effective professional performance.

Keywords: Event setting; Management; Student autonomy.

Abstract

Between Experience and Reflection: Autobiographical Narratives of PIBID Scholarship Students in Physical Education

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Introduction: Initial teacher education in Physical Education involves challenges related to integrating theoretical knowledge with pedagogical practice in the school context. In this scenario, the Institutional Teaching Initiation Scholarship Program (PIBID) represents an important teacher education policy, as it enables undergraduate teaching students to engage with the reality of public schools and develop situated pedagogical knowledge. **Objective:** To report and analyze the experiences of undergraduate Physical Education teaching students participating in PIBID, with an emphasis on pedagogical challenges and the teaching knowledge developed within the school context. **Materials and Methods:** This is a qualitative, descriptive-reflective experience report based on the autobiographical narratives of two undergraduate Physical Education students participating in PIBID during the second semester of 2025 at Escola Estadual Paroquial Cristo Rei, where we had the opportunity to accompany the supervising teacher and conduct teaching activities. Data were generated through monthly and semester reports produced throughout participation in the program and were analyzed interpretively, focusing on identifying the challenges and learning experiences arising from pedagogical practice. **Results:** The experiences reported here stem from our participation in the program, which is still ongoing. Challenges related to classroom management, teacher-student relationships, and student indiscipline were identified, as well as the need to constantly adapt lesson planning to the actual conditions of the school environment. On the other hand, the experience contributed to the development of teaching knowledge, particularly regarding pedagogical mediation, decision-making in unforeseen situations, and the development of more context-sensitive teaching strategies. These strategies included the implementation of school-based team sports methodologies through theoretical study and practical activities involving Basketball and Handball, as well as bat-and-ball sports and martial arts, with an emphasis on Jiu-Jitsu. **Conclusion:**

Received: September 4, 2026

Accepted: September 4, 2026

Published: September 4, 2026



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Participation in PIBID contributes to the development of a critical and situated understanding of Physical Education teaching by bringing undergraduate teaching students closer to the concrete demands of the school environment. The findings highlight the importance of integrating theory and practice, as well as systematic reflection as a central component of professional teacher development.

Keywords: Teacher education; Learning experiences; Challenges.

Abstract

Inclusive Physical Education in the Northern Region of Tocantins: Challenges and Possibilities for Pedagogical Practice

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Introduction: Inclusive Physical Education involves pedagogical practices that consider adapted motor activity as a guiding principle, in addition to interculturality, thereby promoting opportunities for collective learning and the recognition and appreciation of others and oneself. When reflecting on Inclusive Physical Education in public schools in the northern region of Tocantins, it is necessary to consider, analyze, and investigate the challenges and barriers faced by teachers in implementing effective inclusion. **Objective:** To understand the perceptions, challenges, and pedagogical possibilities identified by Physical Education teachers regarding the inclusion process in public schools in Tocantins. **Materials and Methods:** This study is characterized as qualitative exploratory research. Data were collected through an online questionnaire administered to four Physical Education teachers working in public schools in the northern region of Tocantins. The information was analyzed using content analysis. **Results:** The results were organized into two thematic categories: (1) "Lack of continuing education, materials and infrastructure, and attitudinal barriers"; and (2) "Participation of students with disabilities and the development of pedagogical practice." In the first thematic category, participating teachers reported challenges related to the lack of continuing education, inadequate materials and infrastructure, and attitudinal barriers encountered in the development of pedagogical practices within inclusive school settings. In the second category, teachers addressed issues related to the participation of students with disabilities during Physical Education classes and the development of pedagogical practices, as well as lesson planning and the use of active learning methodologies to enhance learning and promote inclusion. **Conclusion:** It was concluded that the participating teachers rely on principles of motor adaptation when modifying activities to promote the participation of students with disabilities, in addition to using active learning methodologies to facilitate the implementation of inclusive practices.

Received: September 4, 2026

Accepted: September 4, 2026

Published: September 4, 2026



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Keywords: Adapted Motor Activity; Teacher Education; Inclusive Physical Education.

Abstract

Choreographic Creation Process in the UFNT Gymnastics Festival: An Experience Report

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Introduction: Based on the principles of Gymnastics for All (GfA), a non-competitive modality that enables participants to experience different forms of gymnastics combined with diverse bodily expressions, the first Gymnastics Festival of the Federal University of Northern Tocantins (UFNT) was held in 2025. The event was organized by fifth-semester students of the Bachelor's Degree Program in Physical Education and featured dance performances based on freely chosen themes, with the choreographies created and performed by the students themselves. **Objective:** To report the experiences gained during the festival, describing the strategies used in the choreographic development of the event and discussing how these experiences contributed to the students' academic education. **Materials and Methods:** This is a qualitative experience report on the organization of the UFNT Gymnastics Festival. The procedures involved the active participation of students in the creation of choreographies, integrating experiences and knowledge acquired in the *Fundamentals of Gymnastics* course. Data was collected through participant observation throughout the creative process. The analysis was descriptive and reflective, focusing on the students' experiences and the development of student autonomy. **Results:** During the choreographic creation process, themes such as Yanomami culture, capoeira, and popular culture of the 1950s were explored. The process involved collaborative work in the development of movements intended to convey relevant cultural elements through corporeal expression, highlighting the potential of GfA to address historical, social, and cultural aspects of society as a means of sharing ideas and values. To facilitate the performance of complex movements, specific methodological strategies were employed, including a gradual progression in the level of movement complexity. During the development of the performances, another notable aspect was the willingness of students to contribute to their peers' work, even when they were not members of the same group, highlighting another important characteristic of GfA: cooperation. Ultimately, the sense of fulfillment associated with participating in the event was shared by all

Received: September 4, 2026

Accepted: September 4, 2026

Published: September 4, 2026



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those involved, as the festival fostered values such as respect and empathy. **Conclusion:** This experience was enriching, as exploring the principles of GfA proved highly effective in expanding the knowledge developed throughout the students' education. During the choreographic creation process, students faced challenges and addressed problems through methodological strategies that contributed to improved learning and the acquisition of skills essential for professional practice.

Keywords: Movement; Choreography; Culture.

Abstract

Dance and Active Aging: Promoting Health and Cognitive Function in Older Adults Through Dance

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Introduction: Population aging has increased the need for strategies that promote health, autonomy, and quality of life among older adults. In this context, dance has emerged as a physical activity that integrates physical, cognitive, and social dimensions, contributing to active aging. Evidence indicates that regular participation in dance can improve motor coordination, balance, cognitive function, and emotional well-being, while also promoting social interaction. However, systematic initiatives using dance as an intervention strategy for older adults in community settings remain limited. **Objective:** To assess the effects of a dance program on the functional capacity, cognitive performance, and quality of life of older adults participating in a university extension project. **Materials and Methods:** This is a descriptive study with a quantitative and qualitative approach, involving approximately 30 older adults aged 60 years or older, of both sexes. The program will last 12 months, with two sessions per week, each lasting 60 minutes and including warm-up, dance activities involving different rhythms, and cool-down and relaxation. Functional capacity will be assessed using the Rikli and Jones Senior Fitness Test battery, cognitive performance will be evaluated using the Mini-Mental State Examination, and quality of life will be assessed using the WHOQOL-BREF and WHOQOL-OLD instruments. Data will be analyzed using descriptive statistics and qualitative interpretation of participants' reports. **Results:** Participants are expected to demonstrate improvements in functional capacity, particularly in balance, coordination, and endurance, as well as improvements in cognitive performance and perceived quality of life. Positive effects on social interaction, reduced social isolation, and increased self-esteem are also expected as a result of participation in the proposed activities. **Conclusion:** Dance has the potential to serve as a health promotion and active aging strategy, contributing to physical, cognitive, and social improvements among older adults. In addition, the project may contribute to academic education and provide support for university

Received: September 4, 2026

Accepted: September 4, 2026

Published: September 4, 2026



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extension initiatives and public policies aimed at the older adult population.

Keywords: Functional capacity; Quality of life; Cognition; Older adults; University extension.

Abstract

Acute Effects of Static and Dynamic Stretching on Muscular Endurance During the Barbell Back Squat

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Introduction: Resistance training is commonly preceded by preparatory activities, such as stretching. Stretching can be performed statically or dynamically and may influence performance depending on the nature of the task. However, findings regarding this topic remain contradictory, particularly concerning the acute effects of stretching on subsequent muscular endurance tasks. Furthermore, few studies have investigated the acute effects of stretching with a focus on external validity, that is, under conditions that reflect what commonly occurs in fitness facilities. **Objective:** To assess the acute effects of static and dynamic stretching on muscular endurance performance during the barbell back squat. **Materials and Methods:** This research project is a quantitative study with a crossover design. Volunteers of both sexes, aged 18 to 35 years, will be recruited. Participants must not use any medication, have any neurological or musculoskeletal condition that could be aggravated by the experimental procedures, and have at least one year of experience in resistance training. Participants will be invited to attend the Human Movement Teaching Laboratory of the Federal University of Northern Tocantins (LEMHU/UFNT) on four separate days, with a minimum interval of 24 hours between visits. The first visit will be dedicated to familiarization procedures and sample characterization. The subsequent visits will consist of the randomized experimental conditions: (i) static stretching + squat; (ii) dynamic stretching + squat; and (iii) control + squat. The primary outcome will be the maximum number of repetitions performed with a load corresponding to 50% of participants' body mass. In all experimental conditions, a general warm-up will be performed beforehand, consisting of five minutes of treadmill walking at an intensity corresponding to 9–11 on the 6–20 Rating of Perceived Exertion scale. In the control condition, participants will perform only the treadmill walk followed by the squat exercise. To standardize the experimental conditions, the total duration of the activities will be used to estimate training volume. A one-way repeated–

Received: September 4, 2026

Accepted: September 4, 2026

Published: September 4, 2026



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measures ANOVA will be used to compare the experimental conditions, with statistical significance set at $p \leq 0.05$. This research project was approved by the Research Ethics Committee of UFNT (approval No. 8.262.974). **Results:** It is expected that the stretching conditions will influence the maximum number of repetitions performed during the squat exercise, with a possible reduction in performance following static stretching compared with the control condition, and maintenance or improvement of performance following dynamic stretching. **Conclusion:** The findings may indicate that the type of stretching performed prior to resistance exercise has an acute influence on subsequent performance.

Keywords: Performance; Resistance Training; Strength Training.

Abstract

Profile of Preference and Tolerance for High-Intensity Physical Exertion Among Young and Older Adults

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Introduction: Physical exercise is considered a fundamental component of health promotion and quality of life. However, many individuals still experience difficulties in remaining engaged in exercise programs over extended periods. This may be related to subjective factors associated with preferences for, or aversion to, certain types of physical activities. Furthermore, it remains unclear whether these preference and tolerance profiles differ across age groups. **Objective:** To describe and compare preferences and tolerance for high-intensity physical exertion among young and older adults. **Materials and Methods:** This was a quantitative, cross-sectional study. A total of 51 volunteers participated, including 24 older adults (mean age: 66.5 ± 4.0 years) and 27 young adults (mean age: 24.4 ± 5.0 years). All participants were recruited through convenience sampling. Participants were informed about the study objectives and signed an informed consent form before enrollment. The Preference for and Tolerance of the Intensity of Exercise Questionnaire (PRETIE-Q) was used to assess preferences and tolerance for high-intensity exercise through 16 items. The PRETIE-Q uses a five-point Likert scale, in which 1 represents “strongly disagree,” 3 represents “neither disagree nor agree,” and 5 represents “strongly agree.” Descriptive statistics were used to present the results, and independent-samples t-tests were used to compare the means between groups. Statistical significance was set at $p \leq 0.05$. This study was approved by the Research Ethics Committee of the Federal University of Pará (approval No. 7.203.428). **Results:** Young adults demonstrated greater preference (older adults = 20.3 ± 4.2 vs. young adults = 26.0 ± 6.6 , $p < 0.001$) and greater tolerance (older adults = 20.8 ± 4.0 vs. young adults = 25.0 ± 6.0 , $p = 0.005$) for high-intensity exercise compared with older adults. **Conclusion:** Young adults demonstrated greater preference and tolerance for high-intensity physical exertion compared with older adults. These findings suggest that personalized exercise programs should account for differences in subjective responses and enjoyment during exercise. Considering individual preferences when prescribing

Received: September 4, 2026

Accepted: September 4, 2026

Published: September 4, 2026



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exercise may contribute to greater engagement and adherence to training programs.

Keywords: Personalized Training; Training Adherence; Physical Activity.

Abstract

Factors Associated with the Mental Health of Public-School Teachers During Hybrid Teaching

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Introduction: The mental health of Basic Education teachers has been widely discussed, particularly following changes in educational models resulting from the COVID-19 pandemic. Hybrid teaching, by requiring technological adaptation and pedagogical reorganization, may affect the psychological well-being of these professionals. In this context, investigating factors associated with teachers' mental health is relevant from scientific, educational, and social perspectives, considering its potential implications for teaching quality and teachers' quality of life. **Objective:** To analyze factors associated with the mental health of high school teachers during hybrid teaching. **Materials and Methods:** This was a descriptive study with a quantitative approach and cross-sectional design. The target population consisted of high school teachers from two public schools in Tocantinópolis, Tocantins, Brazil. The initial sample comprised 36 teachers, of whom 17 participants were considered eligible according to the established criteria. Inclusion criteria were: teachers of either sex; active employment at the institution, either through a temporary contract or permanent appointment; and willingness to participate in the study. Teachers who provided incorrect responses and/or submitted incomplete questionnaires were excluded. Data were collected using a sociodemographic questionnaire. Anxiety symptoms were assessed using the Beck Anxiety Inventory, while depressive symptoms were assessed using the Beck Depression Inventory; both instruments were administered through interviews. The variables analyzed included sex, skin color, and marital status, in relation to the presence of anxiety and depressive symptoms. Data were analyzed using descriptive statistics and frequency distributions. The study followed established ethical principles and was approved by a Research Ethics Committee. **Results:** Among the 17 participants, most were female, identified as mixed-race (parda), and were single. Data analysis showed no significant differences in the frequency distributions of sociodemographic variables (skin color, sex, and marital status) between teachers with and without symptoms of anxiety and depression.

Received: September 4, 2026

Accepted: September 4, 2026

Published: September 4, 2026



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Conclusion: Although no significant associations were observed between sociodemographic variables and symptoms of anxiety and depression, some teachers presented indications of these conditions, highlighting concerns regarding mental health in the context of hybrid teaching. Limitations related to low participation and the cross-sectional design restrict causal inferences but do not diminish the relevance of the findings. This study reinforces the need for greater attention to teachers' mental health and highlights the potential role of Physical Education as a strategy for promoting well-being, while also providing a basis for future studies with larger samples.

Keywords: Anxiety; Depression; Teachers; Burnout; Occupational Health.

Abstract

Contributions of Physical Education During Pregnancy, Childbirth, and the Postpartum Period

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Introduction: Physical exercise is a planned, structured, and repetitive form of physical activity performed with the purpose of improving or maintaining one or more components of physical fitness, such as cardiovascular endurance, muscular strength, flexibility, and body composition. Examples of physical exercise include weight training at a fitness facility, running in a park with a specific time or distance goal, swimming, participating in yoga or Pilates classes, and engaging in sports intentionally and regularly. However, physical exercise should be adapted to the specific needs of different populations, including people with disabilities, pregnant women, older adults, individuals with diabetes or hypertension, and people with mental disorders, among others. This constitutes an important area of study and professional practice within Adapted Physical Education. **Objective:** This study investigated the contributions of Physical Education to the management and monitoring of women during pregnancy, childbirth, and the postpartum period. Specifically, it aimed to identify the types of physical exercise recommended during these periods, the precautions and contraindications associated with exercise, and the health benefits for women. **Materials and Methods:** A qualitative bibliographic study with exploratory objectives was conducted. Fourteen (14) scientific publications addressing physical activity, adapted physical activity, pregnancy, childbirth, and the postpartum period were selected from Google Scholar, the CEHS Library, and the Digital Library of the Federal University of Northern Tocantins (UFNT). The publications were published between 2017 and 2024 and belonged to the fields of Medicine, Psychology, and Physical Education. **Results:** Regular and supervised moderate-intensity physical exercise during pregnancy, for approximately 150 minutes per week, provides health benefits for the mother, helping to prevent complications such as gestational diabetes, preeclampsia, and low back pain, as well as contributing to body weight management. Regarding childbirth, the studies suggest that physical fitness and pelvic muscle strengthening may contribute to shorter labor and fewer interventions. During the postpartum period, regular physical

Received: September 4, 2026

Accepted: September 4, 2026

Published: September 4, 2026



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activity, emotional support, and the sharing of caregiving responsibilities may contribute to improved self-esteem and the prevention of postpartum depression. Exercise selection, duration, and intensity should be adjusted according to whether pregnant women are physically active or sedentary.

Conclusion: Based on the bibliographic review, it was concluded that regular moderate-intensity physical exercise during pregnancy, tailored to individual needs and performed under the supervision of Physical Education professionals and other health professionals, provides important health benefits for women.

Keywords: Adapted Physical Activity; Pregnancy; Childbirth; Postpartum Period.

Abstract

Adapted Target Shooting Game for Students with Visual Impairments in the School Setting

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Introduction: The Institutional Teaching Initiation Scholarship Program (PIBID), developed by the Coordination for the Improvement of Higher Education Personnel (CAPES), aims to enhance teacher education by encouraging undergraduate teaching students to develop pedagogical skills, critical thinking, and sensitivity toward the teaching and learning process. The program serves as a bridge between academic education and the reality of schools, allowing future teachers to experience the challenges, dynamics, and social impact of education.

Objective: This abstract presents an experience report from PIBID, conducted in pairs, using a descriptive qualitative approach. The intervention took place at G.T.I. Aldenora Alves Correia State School with ninth-grade students, based on the theme of games. The proposed activity consisted of adapting a game for individuals with visual impairments through a target shooting game in which participants, while blindfolded, had to orient themselves using auditory stimuli.

Materials and Methods: The activity was planned based on knowledge acquired during academic training, with priority given to the use of recyclable materials produced with the participation of the students. Cardboard boxes were used as targets, along with paper balls, bottles containing stones to produce sound, and blindfolds. The activity was conducted on the school court, with groups positioned at different locations to minimize auditory interference. The blindfolded participant first explored the space and, guided by a sound produced by a classmate, attempted to hit the target. **Results:** We observed that the experience was unprecedented for the students. We identified ableist attitudes and beliefs, particularly skepticism regarding the abilities and potential of people with disabilities. The activity contributed to challenging and deconstructing these perceptions and promoted greater understanding of inclusion. It also highlighted the development of the attitudinal dimension, with an emphasis on values such as respect and empathy. **Conclusion:** In summary, the PIBID experience achieved its objective by demonstrating that inclusive practices can transform students' perspectives through pedagogical experiences. It reinforces the

Received: September 4, 2026

Accepted: September 4, 2026

Published: September 4, 2026



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importance of adapted teaching methodologies and highlights how practical experiences contribute to students' social, emotional, and critical development, thereby strengthening a more inclusive educational environment.

Keywords: PIBID; Adapted Teaching Methodologies; Elementary Education.

Abstract

Jiu-Jitsu as a Potential Strategy for Improving Body Composition and Strength in Adolescents

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Introduction: Participation in sports during adolescence is essential for maintaining and promoting health, as well as improving physical fitness. In this context, jiu-jitsu stands out as a potential modality capable of improving body composition parameters and contributing to strength gains in adolescents. **Objective:** To analyze the contribution of jiu-jitsu to body composition parameters and overall strength in adolescents. **Materials and Methods:** This observational field study was conducted with adolescents participating in an extension project affiliated with the Federal University of Northern Tocantins (UFNT/PROLUTAS). Nine adolescents participated in the study, including two females (age: 15.4 ± 1.5 years; body mass: 69 ± 23 kg; height: 172 ± 10.5 cm). Assessments were performed before and after a 12-week jiu-jitsu training period, with three sessions per week. Waist circumference was used as an indicator of body composition and was measured twice using a non-elastic measuring tape with a precision of 0.1 cm. The same evaluator performed the measurements at both assessment time points, reducing the potential influence of intra-rater measurement error. The evaluator was positioned in front of the participant in a squatting position and placed the measuring tape at the midpoint between the last rib and the iliac crest, identified by palpation. Handgrip strength (HGS) was assessed in both hands. For this test, participants were instructed to keep their arm alongside the body and their palm in a neutral position. Upon the evaluator's signal, participants performed a maximal isometric contraction for 3 seconds. Four trials were performed for the HGS test, and the mean value was included in the statistical analysis. Data were statistically analyzed using a paired-samples t-test, with a significance level of $p \leq 0.05$. The study was approved by the Research Ethics Committee of UFNT (approval No. 8.262.974). **Results:** Regarding waist circumference, a statistically significant difference was observed between assessment time points (pre: 74.6 ± 12.8 cm vs. post: 71.3 ± 9.3 cm; $p = 0.05$). In contrast, no significant difference was observed in HGS ($p > 0.4$). **Conclusion:** We conclude that 12 weeks of jiu-jitsu practice may

Received: September 4, 2026

Accepted: September 4, 2026

Published: September 4, 2026



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contribute to improvements in body composition parameters, such as reductions in waist circumference, among adolescents. However, no differences were observed in HGS. This finding may be related to (i) the maturational stage of the participants, as more substantial strength gains are associated with more advanced stages of pubertal development, and (ii) an insufficient duration of the training stimulus. It should be noted that the absence of a control group limits the generalizability of the findings and the assessment of intervention efficacy.

Keywords: Body Composition; Strength; Sports Training.

Abstract

Physical Activity and Violence in School Physical Education Classes

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Introduction: This study investigated the possible associations between physical activity in the school environment and aggressive behaviors among adolescents, considering the increasing incidence of violence in schools and its impacts on interpersonal relationships and the teaching and learning process. Physical Education, as a curricular component, represents a privileged setting for promoting values such as respect, cooperation, and empathy, and may either reproduce or mitigate aggressive behaviors depending on the pedagogical strategies adopted. **Objective:** The study aimed to analyze the relationship between physical activity and aggressive behaviors among adolescents during Physical Education classes, as well as to evaluate the effects of a pedagogical intervention based on Cooperative Games on reducing such behaviors. **Methods:** The study employed a qualitative-quantitative approach with exploratory and descriptive objectives, involving a literature review, documentary analysis, and field research conducted during the third compulsory curricular teaching internship at a state school in Tocantinópolis, Tocantins, Brazil. The observations involved students from the final years of elementary education. Field diaries, interns' reports, and discussions with teachers and the pedagogical team were used as data sources. Physical and verbal aggressive behaviors were analyzed, as well as their frequency and contexts of occurrence. **Results:** The results demonstrated a predominance of verbal aggression, including name-calling, racism, homophobia, and misogyny, which accounted for the majority of the observed occurrences. Aggressive behaviors were more frequent among male students, particularly during competitive activities such as futsal. The intervention using Cooperative Games, implemented over six weeks, contributed to improved interpersonal relationships, increased cooperation, and reduced disciplinary problems, although factors such as the large number of students partially limited its effects. **Conclusion:** It is concluded that pedagogical practices centered on cooperation and purposeful

Received: September 4, 2026

Accepted: September 4, 2026

Published: September 4, 2026



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educational approaches can significantly contribute to mitigating behaviors in Physical Education classes, promoting socioemotional development and the construction of a more ethical, inclusive, and collaborative school environment.

Keywords: Adolescents; Aggressiveness; Teaching; Supervised Teaching Internship; Games.

Abstract

Female Bodily Practices of the Guajajara People in the Menina Moça Festival

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Introduction: My name is Maria José Guajajara Brito. I was born in February 2003 in Amarante do Maranhão, in the state of Maranhão, Brazil. I am of mixed ancestry, the daughter of a non-Indigenous father and a mother who belongs to the Guajajara people and is also of mixed ancestry, being the daughter of a *Caraiw* (non-Indigenous man) and a Tenetehara woman. My mother tongue is *ze'egete*, which means "good speech," and belongs to the Tupi-Guarani linguistic family. My second language is Portuguese. Since childhood, I have been interested in studying. I never repeated a school year. However, because there was no school in my village providing education from early childhood through high school, I had to attend several different schools outside the Indigenous community. The **general objective** of this study is to describe the female bodily practices incorporated into the Menina Moça Festival, also known as the Moqueado Festival, among the Tenetehara/Gujajajara people. Specifically, we describe the meaning of the Menina Moça Festival within our culture; the preparation of the young woman for the festival; and the bodily practices performed before, during, and after the ritual. We used ethnographic and autobiographical research approaches, describing the culture of my people and establishing a dialogue with Physical Education. We describe the customs of my people in Almesca Village, located within the Araribóia Indigenous Territory in the state of Maranhão. Our community is led by a female Indigenous chief, and we women actively participate in community activities, including raising children, producing food in the fields, building houses, making handicrafts, preparing traditional medicines, among others. Within Tenetehara culture, we have customs and rituals throughout the life cycle, from birth to death, in which the body and movement are emphasized through body painting, adornments such as necklaces, headbands, headdresses, bracelets, and armlets, as well as singing and dancing. The Menina Moça Festival introduces the young woman to the community, symbolizing her transition into adulthood. Understanding bodily culture is essential for comprehending bodily expressions across different spaces and periods.

Received: September 4, 2026

Accepted: September 4, 2026

Published: September 4, 2026



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Keywords: Tenetehara/Guajajara; Women; Physical Education.

Abstract

Effect of Resistance Training on Sleep Quality Among Physical Education Undergraduate Students During the Covid-19 Pandemic

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Introduction: The COVID-19 pandemic brought about significant changes in the population's lifestyle habits, negatively affecting aspects of physical and mental health, particularly among university students. Among these, Physical Education undergraduate students experienced changes in their routines and practical activities, contributing to reduced physical activity levels and impaired sleep quality. Sleep, in turn, is an essential component of physiological recovery, cognitive functioning, and quality of life. In this context, resistance training stands out as an effective strategy for health promotion and may contribute to improving sleep quality. Therefore, investigating its effects is relevant from both scientific and educational perspectives. **Objective:** To investigate the effect of resistance training on improving sleep quality among Physical Education undergraduate students at a public university in Northern Tocantins during the COVID-19 pandemic. **Materials and Methods:** This case-control study included 50 Physical Education undergraduate students. Participants were divided into two groups: a case group ($n = 25$), consisting of resistance training practitioners, and a control group ($n = 25$), consisting of non-practitioners. Initially, all participants completed a sociodemographic questionnaire, the short version of the International Physical Activity Questionnaire (IPAQ), and the Pittsburgh Sleep Quality Index (PSQI). In the second stage, participants in the case group underwent a resistance training program based on weight training for four weeks, with a frequency of five sessions per week and 60 minutes per session, totaling 22 sessions. At the end of the intervention period, both groups were reassessed. Data analysis included descriptive and inferential statistics, with multivariate analysis of variance for repeated measures and Wilks' Lambda test. Statistical significance was set at $p \leq 0.05$. The study was approved by the Research Ethics Committee under approval No. 5.117.581 and CAAE No. 52981121.7.0000.8023. **Results:** A significant reduction in PSQI scores

Received: September 4, 2026

Accepted: September 4, 2026

Published: September 4, 2026



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was observed in the case group after the intervention, indicating an improvement in sleep quality. In contrast, the control group showed an increase in scores, suggesting a deterioration in sleep quality. Between-group comparisons revealed a statistically significant difference ($p < 0.001$), confirming the positive effect of resistance training. **Conclusion:** Resistance training was effective in improving sleep quality among Physical Education undergraduate students during the COVID-19 pandemic. These findings reinforce the importance of regular physical exercise as a strategy for promoting health and well-being, with relevant implications for the academic context and public health interventions.

Keywords: Sedentary Lifestyle; COVID-19 Pandemic; Health Promotion; Student Health; Sleep-Wake Disorders.