

About the values: curricular analysis of physical education at secondary schools in different countries Sobre los valores: análisis curricular de la educación física en escuelas secundaria en diferentes países

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Abstract. Education in general and Physical Education (PE) is a time and space where the dimensions of knowledge are taught and learned, as well as issues of human behavior and relationship, both individually and collectively. We are talking about human values and virtues. PE as a curricular subject is undoubtedly a place where values can be taught and lived. The aim of this theoretical curricular study was to analyze the secondary school curricula of six different countries: Brazil, Costa Rica, Guatemala, Spain, Portugal, England. These countries were deliberately chosen according to a basic criterion i) being from different continents, ii) the PE curriculum must be a National public policy, iii) different languages (Spanish, English, Portuguese) and iv) access to the curriculum document to carry out the analysis. We assumed that countries with different cultures, languages, traditions, politics, religions - traditional and new religions - could present different or the same values/axiological perspectives. The results showed that the values most taught in PE classes are respect, tolerance, fair play, teamwork and cooperation - values common to all countries. There seems to be a common feature of what is human (regardless of the region of the globe). There are desirable values that are inscribed in human being, in living individually and together.

Keywords: Human Values, Physical Education, High School, Curriculum Assessment.

Resumen. La educación en general y la Educación Física (EF) es un tiempo y un espacio donde se enseñan y aprenden las dimensiones del conocimiento, así como cuestiones de comportamiento y relación humanas, tanto individuales como colectivas. Hablamos de valores y virtudes humanas. La Educación Física como materia curricular es, sin duda, un lugar donde enseñar y vivir valores. El objetivo de este estudio teórico curricular fue analizar el currículo de secundaria de seis países diferentes: Brasil, Costa Rica, Guatemala, España, Portugal e Inglaterra. Estos países fueron elegidos deliberadamente según un criterio básico: i) ser de diferentes continentes, ii) el currículo de EF debe ser una política pública Nacional, iii) diferentes idiomas (español, inglés, portugués) y iv) acceso al documento curricular para realizar el análisis. Supusimos que países con diferentes culturas, lenguas, tradiciones, política, religiones -tradicionales y nuevas religiones- podrían presentar valores/perspectivas axiológicas diferentes o iguales. Los resultados mostraron que los valores más enseñados en las clases de educación física son el respeto, la tolerancia, el juego limpio, el trabajo en equipo y la cooperación, valores comunes a todos los países. Parece existir un rasgo común de lo humano (independientemente de la región del globo). Hay valores deseables que están inscritos en el ser humano, en la vida individual y en la vida en común.

Palabras clave: Valores humanos, Educación Física, Secundaria, Evaluación de Currículo.

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Introduction

The school ecosystem is a place of education par excellence, and, in this sense, values take pride of place. The values (axiological dimension) as structuring pillars of human life either individually or collectively (living together). Physical education (PE) as a subject is, undoubtedly, a time and a space where values may be taught and lived by the students. There are studies and authors who examine at values in Education, but in PE these studies and reflections are still limited. Previous studies have focused their interests on philosophical perspectives (Mujica Johnson & Orellana Arduiz, 2022), the establishment of specific PE interventions for teaching values at school (Cañon Salinas & Villarreal Angeles, 2022; Monjas Aguado, Ponce Garzarán, & Gea Fernández, 2015; Smith-Palacio & Acebes-Sánchez, 2022) or just mentioned briefly in literature reviews (Bailey, 2006; Bailey et al., 2009). However, none of the previous studies have analyzed a PE curriculum and specifically which human values are included inside him. The aim of this study was to analyze the secondary school (PE) curricula of six different countries: Brazil, Costa Rica, Guatemala, Spain, Portugal, England. The development of complete individuals is a concern that comes since the beginning of Western culture - Ancient Greece - with the famous Paideia (integral formation) (Jaeger, 1986) and Areté (excellence in all fields of

human life, including body and movement).

PE was part of the Hellenic educational project, which beyond the physical and sportive training, did not neglect the sense of human relationship and with it the values (Cunha, 2008). This value sense reached modernity, in particular education, whether informal, non-formal and formal. In the formal sense, it will be mirrored in the school curriculum and particularly in PE. In fact, it seems that in the school curriculum are found the foundations for the modern philosophy of sport (Frías & Isidori, 2018) and PE is historically recognized for teaching desirable values to children and young people (Milani & Darido, 2016). Government policies have made PE compulsory in most countries around the world (Hardman & Marshall, 2015) because human values are important psychological variables to be studied through social sciences and humanities and understood as desirable attitudes of an individual (Berger, Ginciene, & Leonardi, 2020), in their individual and collective conduct. There are timeless or structural values the behaviors and decisions of individuals are influenced and change continuously (do Prado & Miranda Ribeiro, 2010) according to the response of individuals - of students - to their social environments (Antunes & Da Silva, 2018).

Examining the context of PE, findings highlighted that participants learn through intrinsic and extrinsic values. Intrinsic values are related to individual pleasure by practicing

an activity for its own sake, and extrinsic values are those that lead to something other than oneself (Breivik, 1998; Culbertson, 2008). PE has become an effective space for teaching values considering the evidence from studies in controlled environments that guarantee long-term learning and outcomes (Lyras, 2003, 2012, 2020, 2021) and the failure to control these conditions (teaching and apprehension) generates negative relations in the individual's moral and ethical reasoning (Shields & Bredemeier, 2007). This generates a diminishing participants' sense of sportsmanship (Clifford & Feezell, 2009) and when participants have learned negative attitudes, they can situate themselves in and out of sport, turning into violent, dangerous, inhumane actions (banditry and corruption) (Sugden & Tomlinson, 2017). Schools are ideal to establish educational conditions to teach an individual values and attitudes through a pedagogical curriculum (Souza & Tavares, 2021). The curriculum should integrate pedagogical strategies to achieve the goal of teaching values (Ginciene & Matthiesen, 2018) because as mentioned above, values are not transmitted to individuals automatically - they are taught either theoretically or through practice, through lived experiences. School and PE are a site where the participants learn values through the experience of teachers (and e.g., coaches) who implement the learning strategies in school (Lee, 2004).

Current trends emphasize the utilization of the personal pedagogical characteristic of PE and avoid traditional sport structures as much as possible (Galatti, Rodriguez Paes, Collet, & Montero Seoane, 2018). This can be explained because sport is related to high performance - and with it issues such as yield, effectiveness, production, performance, often unethical - while PE for altruistic and universal purposes (Lee, 2016). For PE to fulfill its purpose of educating youth through physical activity, it is necessary to train teachers who understand that it is an autonomous science and not only pedagogical or biological tool as it is usually perceived in their profession; but also, that it has a mission of human development (Moreira, Chaves, & Rovigati Simoes, 2017). PE teachers should prioritize making physical activity accessible to all participants, with a view to promoting human values through a pedagogical approach in the community (Galindo, 2021). PE responds to the developmental goals of equipping participants with psychological, social/relational and health skills (Bailey et al., 2009; Ponciano Núñez, Portela-Pino, & Martínez-Patiño, 2022; Pringle, 2010). One of the objectives of sport practices through PE should be to prevent drug use, violence and promote continuous improvement of human values within communities (Cardoso Nogueira, 2016). Based on the previous statements, the purpose of this study is to systematize a comparison of six secondary school PE curricula to establish and know the types of human values in their contents and what are the countries where values are most through PE.

Methodology

The present study utilizes a qualitative and interpretive

methods of the analysis of curricular data that can sustain and respond to the purpose of the research. The researchers selected six countries and two continents for conducting a comparison of them based on a PE curricula analysis in this study. The countries are the following: Brazil, Costa Rica and Guatemala (America); Spain, England and Portugal (Europe). These countries were deliberately chosen according to the following criterion: i) being from different continents, ii) the PE curriculum must be a National public policy, iii) different languages (Spanish, English, Portuguese) and iv) access to the curriculum to carry out the analysis. We assumed that countries with different cultures, languages, traditions, politics, religions - traditional and new religions - could present different or the same values/axiological perspectives.

Data collection and instruments of analysis

Six PE curricula at secondary education (National Policy) were selected for the empirical implementation of the study based on the criteria of been legal documents used in the educational reality of the students in their learning cycles. The six are the following: i) Brazil (Ministério Da Educação, 2016), ii) Costa Rica (Ministerio de Educación Pública, 2009), iii) Guatemala (Aguilar González, Ovando Escobar, & Pelaez Argueta, 2021), iv) Spain (Ministerio de Educación y Formación Profesional, 2022), v) England (Department of Education, 2014) and vi) (Direção-Geral da Educação (DGE), 2018). The PE curriculum was manually recovered from the official governmental websites of each country.

Content analysis: steps and procedures

An in-depth analysis of the six documents was carried out, using a qualitative and interpretive methodology through the content analysis technique. The content analysis allows to observe the values included in the curriculums from a calculation of frequencies resulting from the documents analyzed. The content analysis allowed us to search, process and store the information contained in the documents that can be coherently organized to result in a new scientific document (Bowen, 2009; Kayesa & Shung-King, 2021; Morgan, 2022) in this case based on a set of values previously established by the researchers. This made it possible to gather information analyzing it in a methodical, objective and systematized manner to infer knowledge (Ñaupas Paitán, Mejía Mejía, Novoa, & Villagómez, 2014). Then a qualitative analysis of the data was carried out through the selection of the data focused on the interests of the researchers (Flick, 2015).

The content analysis procedure of the curricula followed two stages: first, the data was condensed to be able to compare them, and then the search criteria were applied to detect the existence of similarities and differences (Krippendorff, 1997). Therefore, a pre-analysis was carried out, determining the specific objectives of the study and selecting and determining the elements of analysis. For the elaboration of the data, the search units were determined by

means of keywords (human values). The identification of a set of keywords (N=14) through categorization allow to establish the precision of the distribution of variable values in specific sections of the curricula (Table 1). An operational definition was established for each of the variables for its subsequent use in the interpretation of results. The

curricula were divided into four sections i) justification, ii) objectives, iii) content and iv) evaluation for conducting the process of measure the frequencies of keywords at each of them. Then the documents were read and studied in detail and the data obtained was processed and interpreted.

Table 1.
Human Values

Value	Definition
Cooperation	The act of working together with someone or doing what they ask you.
Discipline	Training that makes people willing to obey or more able to control themselves in certain activity.
Equality	Right of different people to have similar social position and treatment.
Fair play	Playing according to the rules without other unfair advantage.
Human Development	Standard of health and education of the citizens.
Overcoming	Succeed in controlling difficulties or problems.
Perseverance	Continued effort to achieve a goal event when this takes a long time.
Respect	Feeling show when someone accept different customs or cultures.
Responsibility	Ability to act correctly and make decisions.
Rules	Instruction that states the way things are or should be done.
Solidarity	Agreements between the members of a group.
Teamwork	Working as a group together in a specific activity with other people.
Tradition	Way of acting that people in a particular group have practice for a long time.
Tolerance	Willingness to accept behaviors and beliefs that are different from your own

The objective was to identify through the frequency the level of importance designated to each of the human values in PE curriculum. Second, an analysis of the content of each curriculum were carried out using Atlas.ti22 to isolate quotations of information from each section of the PE curriculum to highlight the presence of human values. To maintain a high level of reliability in the interpretation of the quotations extracted from each section of the curriculum, meetings were held through the ZOOM platform with one PE teacher (N=6) from each country participating in the study. To facilitate the processing of the information, a code (Table 2) was assigned to the curriculum of each country, as follows:

Table 2.
Category and Country

Country	Justification	Objective	Content	Evaluation
Brazil	BC-J	BC-O	BC-C	BC-E
Costa Rica	CCR-J	CCR-O	CCR-C	CCR-E
Guatemala	CG-J	CG-O	CG-C	CG-E
Spain	CS-J	CS-O	CS-C	CS-E
Portugal	CP-J	CP-O	CP-C	CP-E
England	EC-J	EC-O	EC-C	EC-E

Results

The presentation of results was organized in two categories: i) the curriculum of PE and values and ii) importance of values of PE in the curricula of different countries. It is important to mention that some of the values analyzed are not at each category because were not represented or identified inside as part of a PE curriculums.

The PE curriculum and values

The descriptive results showed the frequency analysis of values in six PE curricula and four categories were used to conduct the analysis: i) justification, ii) objectives, iii) content and iv) assessment. To measure frequency, a list of values that emerged most in the curricula was established: i)

equality, ii) solidarity, iii) cooperation, iv) teamwork, v) human development, vi) fair play, vii) tradition, viii) respect, ix) tolerance, x) rules, xi) perseverance, xii) overcoming, xiii) responsibility and xiv) discipline (Figure 1). The justification category concerns the development of each country's physical education curriculum to achieve certain educational outcomes. The results showed that the social value of cooperation had eleven repetitions in Portugal; respect, nine repetitions in Portugal and eight in Costa Rica; human development seven repetitions in Portugal and four in Spain; responsibility six repetitions in Costa Rica and tradition with five repetitions in Guatemala. The remaining values are expressed with minimum values or no values in this category. The category of objectives refers to the outcomes pursued through the educational process and the basis for shaping the curriculum. The results showed that human development had eighteen repetitions in Portugal; teamwork with nine repetitions in Portugal; respect with six repetitions in Costa Rica; tradition with four repetitions in Brazil and tolerance with four repetitions in Costa Rica. The remaining values are expressed with minimum values or no values in this category.

The content category refers to the knowledge that is expected to be transmitted through the teaching of human values to students. The results highlight that respect was the most relevant, measured in repetitions, with one hundred and twenty-two in Costa Rica and twenty in Portugal; fair play with forty-three in Costa Rica; cooperation with twenty-one in Portugal and fifteen in Costa Rica; teamwork with eighteen in Costa Rica and eleven in Portugal and tradition with ten repetitions in Costa Rica. The remaining values are expressed with minimum values or no values in this category. The assessment category intended to measure the level of learning that the student acquired because of their learning process. The results emphasized that rules had thirteen repetitions in Guatemala and three in Costa Rica; solidarity with ten repetitions in Portugal;

responsibility with nine repetitions in Portugal, six repetitions in Spain and four repetitions in Costa Rica; cooperation with nine repetitions in Portugal, six repetitions in Guatemala and four repetitions in Spain; respect with eight repetitions in Portugal, six repetitions in Guatemala; teamwork with seven repetitions in Guatemala and three repetitions in Spain tolerance with five repetitions in Guatemala and three repetitions in Costa Rica. The remaining values are expressed with minimum values or no values in this category.

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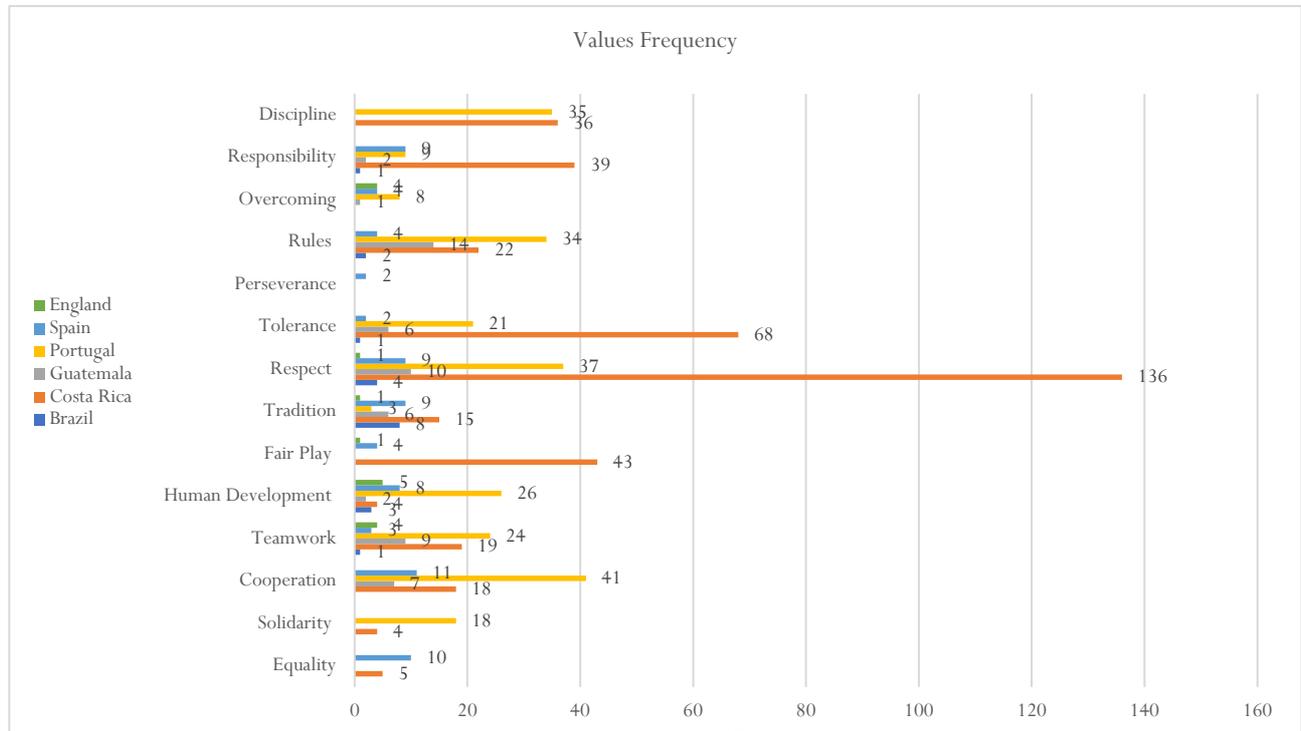


Figure 1. Values per country in PE curriculum

Importance of values of PE in the curricula of different countries

In this dimension, exploring the importance of values of PE in the curricula of different countries, the findings shows that values appear in almost all countries (curricula) analyzed, although there are differences when it comes to the importance of some in relation to others. For a better presentation we will make a frequency analysis of values by country and call key values and their associated qualities per country in the PE curriculum (Figure 2). The performed

analysis of the curriculums allows the researchers to highlight the internal weakness in their conceptions related to values in PE classes per country. This process is necessary considering that some values does not appear with the same emphasis at every section of the curriculums which is a result of the cultural differences that exist between each of them. The research elaborates a series of descriptions for each value based on the quotations of the qualitative analysis that represent relevant examples of each curriculum.

Country	Category	Equality	Solidarity	Cooperation	Teamwork	Human Development	Fair Play	Tradition	Respect	Tolerance	Rules	Perseverance	Overcoming	Responsibility	Discipline	Total Per Values	Total Per Country
Guatemala	Justification	0	0	0	1	1	0	5	1	0	0	0	0	0	0	8	57
Guatemala	Objectives	0	0	0	0	0	0	1	1	1	0	0	0	1	0	4	
Guatemala	Contents	0	0	1	1	0	0	0	2	0	1	0	0	1	0	6	
Guatemala	Evaluation	0	0	6	7	1	0	0	6	5	13	0	1	0	0	39	
Brazil	Justification	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	20
Brazil	Objectives	0	0	0	0	1	0	4	0	0	0	0	0	0	0	5	
Brazil	Contents	0	0	0	1	2	0	4	4	1	2	0	0	1	0	15	
Brazil	Evaluation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Costa Rica	Justification	0	2	0	0	0	0	2	8	4	1	0	0	6	2	25	409
Costa Rica	Objectives	3	1	2	0	2	0	3	6	4	1	0	0	2	1	25	
Costa Rica	Contents	2	1	15	18	2	43	10	122	57	17	0	0	27	33	347	
Costa Rica	Evaluation	0	0	1	1	0	0	0	0	3	3	0	0	4	0	12	
Spain	Justification	2	0	1	0	4	0	1	1	0	0	0	0	0	0	9	75
Spain	Objectives	1	0	3	0	1	1	3	2	0	1	1	1	2	0	16	
Spain	Contents	5	0	3	0	2	1	3	4	2	1	1	3	1	0	26	
Spain	Evaluation	2	0	4	3	1	2	2	2	0	2	0	0	6	0	24	
England	Justification	0	0	0	0	2	1	0	1	0	0	0	0	0	0	4	16
England	Objectives	0	0	0	0	1	0	0	0	0	0	0	1	0	0	2	
England	Contents	0	0	0	4	2	0	1	0	0	0	0	1	0	0	8	
England	Evaluation	0	0	0	0	0	0	0	0	0	0	0	2	0	0	2	
Portugal	Justification	0	3	11	4	7	0	3	9	0	6	0	0	0	0	43	252
Portugal	Objectives	0	0	0	9	18	0	0	0	0	0	0	0	0	0	27	
Portugal	Contents	0	5	21	11	0	0	0	20	21	28	0	8	0	34	148	
Portugal	Evaluation	0	10	9	0	1	0	0	8	0	0	0	0	9	1	38	

Figure 2. Frequency analysis of values per country

Respect

Costa Rica emphasizes the need for students to learn to respect their peers (CCR-J: forming citizens with a deep sense of responsibility and respect for human dignity) through the rules of PE (CCR-C: respect for the rules governing sport games and activities). Portugal promotes respect for the personal beliefs of others (CP-C: promote strategies that encourage respect for differences in characteristics, beliefs and opinions) in their school environment (CP-J: cordiality and respect in relationships with classmates and teachers). Guatemala promotes respect for gender equity through indigenous PE (GC-C: respect for gender equity for participation in technical and motor development of Pelota Maya). Spain emphasizes respect for the environment (CS-J: coexist respectfully with the environment and the living beings that inhabit it). Brazil teaches respect for public spaces and safe spaces (BC-C: urban adventure body practices, respecting public heritage, using safe practice alternatives in different spaces) in peaceful coexistence with other social groups (BC-C: valuing and respecting the meanings attributed to it by different social groups).

Tolerance

Costa Rica promotes tolerance by establishing awareness-raising spaces for students to become local leaders (CCR-J: sensitivity as agents of change for the creation of tolerant environments) who value the abilities and needs of those around them (CCR-C: behaviors that show tolerance towards the abilities and needs of others). Portugal encourages students to learn to accept their mistakes and those of their peers (CP-C: accepting the mistakes and successes of their peers). Spain has integrated the need to provide teaching to increase students' tolerance for participation in physical and sporting activities (CS-C: tolerance to frustration in PE contexts). Guatemala incorporates tolerance into the teaching of physical activity with other values in the classroom (CG-E: evidence of tolerance, self-control, cooperation in the development of different learning activities in PE).

Rules

In Portugal, in order of importance, it is prioritizes teaching the student to comply with the rules of arbitration (CP-C: comply with and enforce the rules of arbitration), to propose rules for environmental preservation (CP-C: know and apply rules for the preservation of material and environmental resources) and individual or collective safety (CP-C: rules for personal safety and that of colleagues). Costa Rica establishes a teaching-learning process that allows students to learn the rules of coexistence (CR-J: an education that uses play as a situation and instrument for coexistence, for learning the rules). Spain, using play in the classroom to teach rules through physical activity (CS-C: respect for the rules of the game as an element of social integration). Guatemala conceptualizes rules as the understanding of a technique, regulation and sporting rules (CG-C: applies the correct technique and respects the rules).

Responsibility

The value of responsibility in Costa Rica aims to teach to live in harmony with their own environment and those around them (CCR-J: the responsibility to live in harmony with our environment and ensure its sustainability). This value can only be learned through the student's conscious practice (CCR-J: responsibility and rights are only learned when their conceptualization is accompanied by practice and practice is conceptualized) and must be mindful of their personal behavior and decisions (CCR-J: responsibility for our actions, decisions and personal behavior). Spain focuses its efforts on individual and collective health education through PE (CS-O: adoption of a sustainable and eco-socially responsible lifestyle through the application of individual and collective safety measures in physical-sport practice). In addition, Spain highlights the importance of injury prevention as a responsibility in the student's sports practices (CS-C: adopt responsible and autonomous general measures for injury prevention before, during and after physical activity, learning to recognize risk situations to act preventively). Guatemala promotes learning this value with a sense of community through sport (GC-C: sporting practices that promote responsibility and communication in the community).

Overcoming

In Portugal, students are taught overcoming through accepting or giving support to their peers (CP-C: accepting the support of their peers in the effort of personal improvement) recognizing their efforts and those of their peers (CP-C: valuing their performance and that of others, giving and accepting suggestions for improvement). England focuses on building sporting excellence (EC-O: developing the competence to excel in a wide range of physical activities) and promoting students to achieve their best sporting performance (EC-C: demonstrating that they have improved to achieve their personal best). Spain focuses its educational efforts on providing students with tools to face a variety of motor challenges (CS-E: overcoming challenges in motor situations) and improving their capacity for emotional self-regulation around their sporting experiences (CS-C: mood control and strategies for managing failure in motor situations. Volitional skills and ability to overcome).

Tradition

In Costa Rica students learn about tradition via the importance of becoming a sustainable nation through education and human rights (CCR-J: we educate for culture, for human rights and so we call it sustainable development). Guatemala educates for a culture of peace, human rights (CG-J: it practices values in its individual, family and community environment within the framework of human rights to promote a culture of peace) and recognizes the local languages of its culture (CG-J: it communicates effectively and assertively in different languages valuing them as an important element of the culture). Spain fosters this value through physical and artistic activities that educate about

national and international folklore (CS-J: traditional motor culture can be addressed through traditional and popular games, traditional folk dances, multicultural games or world dances, among others). Brazil includes urban dances for motor instruction (BC-C: plan and use strategies to appropriate the constitutive elements of dances) and becomes a space to discuss traditional stereotypes of its nation (BC-C: discuss stereotypes and prejudices related to dances).

Human Development

Building an active and healthy life is emphasized in Spain through promoting students physical, mental and social development for the prevention of undesirable behaviors in society (CS-J: active and healthy life" addresses the three components of health - physical, mental and social - by developing positive relationships in functional contexts of physical-sports practice, rejecting antisocial, discriminatory or unhealthy behaviors that may occur in these areas). Portugal includes risk prevention and health promotion education by improving students' hygiene habits (CP-J: knowing and interpreting risk and health factors associated with physical activity and applying hygiene and safety rules). The curriculum in England reinforces that psychological aspects influence students' habits to practice physical activity and sport throughout their lives (EC-J: for students to acquire physical confidence to improve their health and physical fitness). Costa Rica adds the need not only to promote physical health, but also to train students with a high intellectual and innovative level for community development (CCR-J: aims at the integral development of the person, with emphasis on critical, reflective and creative capacity).

Cooperation

Cooperation is a value in Portugal through which students in PE class are taught to achieve certain results (CP-C: cooperate, fostering a relational climate favorable to personal improvement and the pleasure provided by the activities). Moreover, in Spain, the curriculum combines specific sport training, where students can work individually and cooperate with their peers to enrich their learning process (CS-E: develop individual, cooperative or collaborative motor projects, establishing mechanisms to redirect work processes).

Teamwork

Teamwork is a value where students understand the importance of their peers to achieve a result, Portugal integrates in its education a set of teamwork activities through pedagogical tools to teach students to learn to achieve results (PC-C: providing training activities, in homogeneous and heterogeneous groups). Costa Rica encourages students to collaborate with each other and support each other's individual skills (CCR-O: valuing teamwork and solidarity during teamwork). Guatemala pursues the goal that students demonstrate a desire to work in teams (GC-E: demonstrates attitudes and values in teamwork) and to be leaders in promoting these attitudes in their peers (GC-E:

interested in actively participating in promoting teamwork). England teaching focuses on motivating students to work in teams for better problem solving (ENG-C: be encouraged to work in teams, building confidence and developing problem solving skills, either individually or in groups).

Solidarity

The value of solidarity in Portugal promotes its students to support each other to become the best version of themselves in their daily lives (CP-J: taking an interest in and supporting the efforts of peers with opportunity, promoting mutual help to foster self-improvement and satisfaction of themselves and others) and recognizing the efforts of their peers and accepting feedback from them to improve their learning process (CP-C: valuing their performance and that of others, giving and accepting suggestions for improvement). Costa Rica aims for students to acquire a sense of meaning in life through solidarity and other human values (CCR-J: we seek affection, respect, solidarity and recognition of others).

Fair Play

The value of Fair play in Costa Rica was one of them in which the games and sporting activities exalted this value (CCR-O: governing games and sporting activities, practicing the spirit of fair play) through their individual practices and collective actions (CCR-C: attitudes and behaviors that manifest the personal and collective exercise of fair play). Spain, trains students emphasizing the balance between winning and losing, avoiding the unethical actions of sporting competition (CS-C: Valuing the ethical implications of unsportsmanlike attitudes, avoiding excessive competitiveness and acting in a sporting spirit when assuming the roles of audience, participant or others).

Equality

The value of equality in Spain instructed students on gender equality (CS-C: avoid possible gender stereotypes or sexist skills or behaviors linked to such manifestations). Although equity should be an implicit value in the curricula previously, it is still not highlighted with importance in the same compared to Spain who have advanced in the subject in recent years.

Perseverance

The value of perseverance in Spain trained students to overcome contexts of frustration in sporting spaces (CS-E: perseverance and frustration tolerance in physical-sporting contexts). The remainder of the curriculums did not have a frequency in the use of this term to identify a value in the curriculums.

Discipline

This value in the six curricula is a limited element, used as a reference to the sports activities that students should practice during their educational process through the PE

class. This could have different explanations but probably this is a result that probably culturally this value is considered part of others. The only curriculum that emphasizes this value is Portugal specifically in the content section of PE class, however, it is not mentioned in other sections of the document. The expression discipline could even be ceasing to be used because of its relationship with traditional education and changing contemporary educational trends towards other conceptions of values in sport.

Discussion and Conclusion

Prior studies of this topic point out the importance in other fields of science (Gouveia et al., 2010; Maio, 2016; Schwartz, 1992) however, in PE these human values had received differentiated importance at each country. The differentiated level starts from the culture of the social groups of each of the countries, they assign a different meaning to specific behaviors, even if other behaviors that represent a value are not different (Hanel et al., 2018; Maio, 2010). Each social group in their specific contexts give a concrete meaning to a behavior (value) practiced by a person (Hanel et al., 2017); this is known in cognitive psychology as instantiations (Anderson et al., 1976) moving from abstract ideas based on general actions to specific ones of a determinate behavior (Hanel et al., 2017). This explains why values are an important variable in PE because of their meaning and importance vary from a cultural background of each country and specifically they are evidenced in a concrete meaning in the curricula of their countries. Through this study an analysis, description and comparison of frequency of values in six PE curricula was conducted (see Figure 2) combined with an interpretative qualitative technique to highlight quotations that point out relevant examples of their content.

Six countries share some common values: respect, tradition, human development and teamwork, this matches with previous results that demonstrate that human values share similarities across the globe (Bilsky, Janik, & Schwartz, 2011; Schwartz et al., 2012). These common values had been used for different purposes (Bailey et al., 2009) such as preventing antisocial behaviors (Sugden, 1991; Sugden & Tomlinson, 2017), human development of their nations for building better societies (Lyras, 2021; Lyras & Welty Peachey, 2011), using traditional artistic activities to create conditions that influence positively the students (do Prado & Miranda Ribeiro, 2010) to create a social environment of acceptance (Burns, Chaurasia, Carson, & Leatherdale, 2021; Jorquera García, Leiva Arcas, Molina Morote, & Sánchez Pato, 2017) and respect through PE. Three values were common in five countries: responsibility, rules and tolerance referring to the need for students to learn to accept the conditions inherent in PE (guidelines) to understand the responsibility of caring the teaching facilities, learn to accept the level of skills of their peers and how their personal decisions can benefit them personally or in a group. Four countries share two common values: self-

improvement and cooperation as a need to teach the students the importance of continuous improvement in their lives and PE can serve as a platform for pursuing a common goal with their peers. PE teachers can serve as role models for students (Lee, 2004; Lee, 2016) promoting a ripple effect that multiplies the impact of teaching strategies at school. This is consistent with previous studies that have shown that an empowered professional can impact participants' peers and family members (Sánchez & Rubio, 2011).

The remaining analyzed values can be found across the curricula: discipline, perseverance, fair play, solidarity and equality, however, this does not mean that are less important as the analysis revealed a high frequency of discipline associated with a specific sport practice and fair play is associated with respect for rules and peer performance. Solidarity, perseverance and equality can culturally be included in the values previously described considering that their meaning could be different according to the cultural context. The specific case of equality points out that there is still a need to continue working for the promotion of the participation of women in PE and sport activities (Goellner, 2006). The curricular analysis based on the sections of justification, objectives, content and assessment make relevant the need building more balanced curricula to achieve the planned competences (Coalter, 2007) and is necessary to increase the presence of non-sport content (a recommendation) to increase the possibility that long-term assessment can highlight significant impacts on learners (Lyras, 2020; Petitpas, Cornelius, Van Raalte, & Jones, 2005). This is a responsibility of the interested stakeholders to rethink why these values are included in the curriculum and fulfill the ideal conditions for teaching values through PE (Ginciene & Matthesen, 2018). Considering the results of this study, policy makers and education officers can establish the status of the inclusion of human values and make decisions to improve them with the objective of preparing the students for the challenges of daily life.

Perhaps we can say - in terms of a conclusion - that although there are specific values (most referred to) in each of the countries (and continents) there seems to be a common trait that had already emerged in ancient Greece: the value of Education (Greek *Paideia* - integral formation) and the idea of Man as a whole (Jaeger, 1986) Man - The Whole is sensible, intelligible, immanent and transcendent. We notice that PE (we recall that Physical Education was already part of the Greek/Hellenic Educational Project) will be, nowadays, a "meeting place/synthesis" of "internal" values: the moral law inside me (as Kant refers), ethics, friendship, solidarity, respect, tolerance, empathy, alterity, discipline, rules, cooperation, health, among others; or "external" the environment, ecology, tradition, memory, community, politics, civility, participation, safety, among others; or also the specific values of Physical Education itself - the body, the movement, the technique, the tactic, the performance, the aesthetics, the competition, the victory (affirmation), the defeat (overcoming). PE must continue to be an educational and formative environment for this to be

archive is necessary to training teachers, educators and students - where the human is present and where values are present (Coalter, 2010, 2015; Korsakas, Rizzi, Tsukamoto, & Galatti, 2021). Using PE as a space to connect some values with others (Schwartz, 1992), so that they can interpret their specific meaning and instantiation by including real situations where values are transformed into relevant behaviors (Hanel et al., 2018). The results based on the analysis of the frequency in PE curricula are not enough to indicate the need to focus on training in values, although they do allow establishing a baseline of its theoretical status in terms of its content in their educational public policies. Future research should be based on qualitative research techniques that make it possible to integrate PE teachers' perceptions and beliefs about the importance of including or not training in human values through PE. This will be important to complement if the promotion of human values through PE should be a pillar of human life, coexistence between peoples and the path of peace.

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