

**Title: Using narratives to foster meaningful experiences in Physical Education in early primary school – an embodied perspective**

With this workshop, I wish to present a tentative analysis of an embodied approach to early primary school pupils' meaningful experiences in Physical Education (PE).

The analysis draws on a currently running PhD. project that employs a qualitative approach, using action research as the methodology (Kemmis et al., 2014), together with four Danish teachers and pupils from their respective classes from 1<sup>th</sup> -3<sup>th</sup> grade.

The analysis is informed by theory of Enactivism (Gallagher, 2017) and phenomenology of the body (Böhme, 2010) suggesting that pupils' meaningful experiences in PE arises not only out of their active bodily engagement with the world but also out of how the world passively affects the pupils in bodily ways. Furthermore, the analysis is informed by a theory of enactive cognition (De Jaegher & Di Paolo, 2007) that suggest sense-making processes in social encounters are founded on a regulated coupling at the level of direct bodily engagement. This proposes that teachers and pupils in bodily ways mutually affect each other, co-creating novel meanings that were not available to them on their own.

The analysis indicates that narrative teaching approaches such as creating scenic descriptions or using enactive metaphors (Gallagher & Lindgren, 2015) have a particular emphasis on early primary school pupils and appeal them to engage in PE. The narrative approach offer the pupils an opportunity to co-create experiences and reveal new meaning in PE.

The workshop will first present the phenomenological and enactive theoretical lens and second offer a tentative analysis of PE-teachers use of narratives to attend early primary school pupils to reveal new meaning in and with the world of PE at the level of direct bodily engagement. Finally, the workshop provides a few practical examples of narrative teaching approaches in early primary school PE from the present action research study.

References:

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- Gallagher, S., & Lindgren, R. (2015). Enactive metaphors: Learning through full-body engagement. *Educational Psychology Review*, 27(3), 391–404. <https://doi.org/10.1007/S10648-015-9327-1>
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