

Erratum: Somatic Education as an Inclusive Perspective in School Physical Education Lessons

In the article “Somatic Education as an Inclusive Perspective in School Physical Education Lessons” DOI: 10.1590/2237-266079769 published in Revista Brasileira de Estudos da Presença, v. 9, n. 1, e79769, 2019, in pages 15-16:

Where it reads:

The development of the movements is guided by twelve pillars that are presented next:

1. *Observing*: to develop the capacity to invest your attention in raw observation; that is, an interest in what is observed as a bare phenomenon, without the drapery of judgment, analysis, or interpretation.

2. *Preparing*: to adopt a proper posture before doing the exercises.

3. *Varying the rhythm*: to slow or accelerate the time of birth-development-death of the movement.

4. *Feeling*: to descend to the Realm of Sensations.

5. *Recognizing the motor impulse*: to realize the initiation of the gesture, from where the movement is born and where it arrives, in my body and out of it.

6. *Modulating the tone*: to adjust the tonus to the type of effort to be performed.

7. *Becoming aware of 'how'*: to focus your attention on the process of movement.

8. *Reorganizing*: what paths do I find to make unusual moves?

9. *Making connections*: Are there connections between my way of moving and my aches, complaints, emotions, thoughts, social relationships, and values?

10. *Integrating*: to learn how to differentiate the pre- and the postlesson.

11. *Expressing*: take ownership of the experiences and communicate them to the others.

12. *Transferring*: to acknowledge the transfer of learning and to observe possible shifts in the quality of daily gestures linked to the learning of the lesson.

Please read:

The development of the movements is guided by twelve principles, which are presented as follow (BOLSANELLO, 2016, p. 102):

1. *Observing*: to develop the capacity to focus attention on raw observation; that is, an interest in what is observed as a bare phenomenon, without making mention of judgment, analysis, or interpretation.

2. *Preparing*: to arrange the body appropriately before performing the exercises.

3. *Varying the rhythm*: to vary the duration of the acceleration-stabilization-deceleration motion of the movements performed.

4. *Feeling*: "to descend into the Realm of Sensations".

5. *Recognizing the motor impulse*: to realize when the gesture starts, that is, the beginning and the end of the movement, inside and outside the body.

6. *Modulating the tonus*: body toning adequacy to the type of effort.

7. *Becoming aware of 'how'*: in the movement, direct your attention to the process.

8. *Reorganizing*: "What alternatives do I have to make unusual movements?"

9. *Making connections*: questioning the relationship between the way I move, and the discomfort caused, complaints and emotions I feel, my thoughts, social relations, and values.

10. *Integrating*: to differentiate the before-and-after stages of the classes.

11. *Expressing*: learn and share experiences with others.

12. *Transferring*: to understand how learning exchange occurs, witnessing the qualitative changes of everyday gestures learned during class.

In the references include:

BOLSANELLO, Débora Pereira. **Educação Somática**: ecologia do movimento humano – pensamentos e práticas. Curitiba: Juruá, 2016.

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