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| **The enfleshed body and movement pleasure for wellbeing and health promotion** |
| **Background/Objectives**  Despite literature pertaining to the importance of the intrinsic value of movement for meaning, ongoing participation, wellbeing and health promotion; there is a paucity of research on movement pleasure. Consequently, the aim of this research was to understand the nature of movement pleasure and how this is experienced in physical education.  **Methods**  This study used an Epicurean theoretical framework and a hermeneutical research approach. Purposive sampling was used to capture a range of perspectives. A total of 21 participants were observed for 8 months in their physical education programmes. Data generation included: Observation, field notes, video and image analysis alongside recurrent conversations with participants.  **Results/Discussion**  The participants experiences in physical education were enfleshed. Experiencing pleasure in movement was not seen as a state of mind or a feeling, but a combination of physiological and psychological factors that are shaped by the space, time, context, and social and political parameters in which they occur. The way we come to know and understand movement shapes our interpretation and preconceptions of these into the future. Findings showed that wellbeing was required before additional movement pleasures were experienced. Participants enfleshed movement was directed at achieving pleasure and avoiding pain. This was not isolated to physical sensations, rather is best understood holistically with respect to the initial finding of the enfleshed body. This was particularly evident in unfamiliar or risky social movement situations where participants prioritised the pleasure of belonging to the group or discourse, rather than the ‘physical’ pleasure they could have received from a movement. Participants placed more meaning on a movement when they had experiences of pleasure from ‘being in the zone’. Within physical education, there were individual enfleshed experiences of being in the zone; however these enfleshed experiences of pleasure in physical education primarily resulted from socially being in the zone with others. If participants were able to experience opportunities to be in the zone, they viewed the movement experience as more pleasurable and meaningful. This resulted in an optimistic interpretation of repeating the movement, and pushing social boundaries by trying new movement. These findings could support educators or health professionals wanting to use physical activity programmes, physical education lessons or sporting contexts for health promotion or wellbeing.  **Keywords**  Physical education | movement pleasure | wellbeing | enfleshed | joy of movement |