

### 39 - THE SPORT LIKE SOCIAL PRACTICE IN AREAS OF PALAFITA: THE CHALLENGES OF THE SYSTEM OF PUBLIC EDUCATION IN THE MUNICIPALITY OF LARANJAL OF THE JARI/AP

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#### INTRODUCTION

It disciplines in Physical Education (EF) comes constituting as practical pedagogical, from different interests and methodological conceptions to the long of the history. In different moments, the varied conceptions of Man, Society and of Education has done of the school a favourable environment to develop a series of inherent skills to the field of the physical Education, as we can mention, the practice of the sport in the school.

Directly of the process, or was, as they think students and professors that observe, understand and live the sport in the public school amapaense, taking like base a group of 12 teenagers that represented the state of the Amapá to national level in the School Games of the Youth, in Fortress, the year of 2015.

The current context of the Education defends that the school has to present notable appearances of the do pedagogical, in accordance with the social reality where this was inserted. Like this, voucher highlight, that the venue had like lócus of the investigation, is a region of a peripheral neighbourhood of the municipality of Laranjal of the Jari, that how a lot of Brazilian cities, arise without planning, It did a full municipality of structural and social problems.

Of this form, the way of life of this population, that lives in palafitas, exerts big influence in this region. This agglomerate of houses built to the margins of the river Jari did this region known by "Riba" or "Beiradãor", considered "the greater favela fluvial of the world". Without infrastructure, the population suffers constantly with two extremes: alagamentos and fires.

It is of this singular environment that comes good part of the students of the Provincial School Sônia Henriques Barreto. To portray the opinion of the students were chosen twelve students that formed part of the selection of futsal sub 12 to 14 years, and that represented the school in sportive events inside and out of the Municipality of Laranjal of the Jari.

With few spaces for leisure and practical of sports in the municipality of Laranjal of the Jari, this school did reference, for being the only of the "Riba" that possesses a sportive apple. We look for to comprise the content deport in this school, so that it could show by means of the vivencias of the own students to the local reality. The proposal is to use the boarding condizente with the diverse interests of the school community.

The idea is to show that the sport, inside the school environment justifies like a component curricular important for the process education-learning, in the measure in that, this practice achieves, from among the diverse contents of the corporal culture, a big implication of the young public of this region, being an instrument impar in the rescue of youngsters that coexist in the daily of poverty, marginalidade and violence. We share the vision of Viegas et al "that the sport constitutes one of the social phenomena with elder hit our time, and his properly developed practice, It represents an important source of valorisation of the people and of his quality of life" (VIEGAS, 2009, p.02).

The sportive practice in all his forms of performance has to be a permanent action and addressed, of form to guarantee that the sport promote sure enough the participation, interaction, inclusion, cooperation, citizenship, performance, leisure and the social rescue of the students. Imergimos In a concept of sport that transcende the estereótipo conventional, that plants it like a content alienante, selective and excluyente. The intention is to argue like a work addressed can carry these boys and young, that are to the margin no only of a river, but to the margins of the society, to feel prestigiados and motivated in the school, in spite of the adversities that surround them.

It can not deny that the sport, collaborates in the sense to add to the theoretical knowledges, the vivencias practical, that express values, feelings and experiences that forms part of the cycle of learning and of the daily of the educating.

#### METHODOLOGY

This study was made in a public school of the network provincial education of the municipality of Orange of the Jari/Amapá/Brazil. It is a social investigation, as it "works with people and with his realisations, comprising the people or groups like social actors in relation his expectations" (MINAYO, 2016, p.57). The study has like sample the masculine team of futsal, composed by twelve (12) students, being able to be identified in the work like student A, B, C, D, E, F, G, H, I, J, K and L, with rank etária comprised between 12 to 14 years of age, that represented the Provincial School Sônia Henriques Barreto, in 2015, in the School Games of the Youth, winning the Municipal and Provincial stages, end doing the representative amapaense in the national phase, made in the city of Fortress in the State of the Ceará, this same year, unpublished fact, for the Municipality.

They form part of the investigation, four professors of physical education, identified in the work like professor A, B, C or D, that accompanied this selection. For recolección of data were used like instruments the observation and the open interviews, where "the informant is invited to speak freely on a subject and the questions of the researcher, when they are done, buscam give more depth the reflections" (MINAYO, 2016, p.59). From the speeches and of the bibliographic investigation of books, official documents and scientific articles delineate perspectives on the value of the school sport in the public school.

#### SPORTAND HIS SOCIAL FUNCTION

The concept of sport is wide, in each social segment can be used of diverse purposes and forms. Of this way, will tackle in the school the content deport like integral part of the corporal culture of the movement, In a "conception of school curriculum linked to a political project-pedagogical, where stands out the social function of the Physical Education of the school" (SOUND et al, p.23).

The contents of the corporal culture, particularly the sport, to the long of his insertion curricular in disciplines it Physical Education, remains in constant transformations and adaptations in the pedagogical action to teach in the school. For Kunz (2012), this construction of the action educacional has to be socially reglamentada by the interaction between educators and educandos, where both have to be considered subjects in this action.

To our see these conceptions are not antagonistic or owners of a truth inquestionável, by the contrary, this variety of ideas and pedagogical instruments is to the disposal of the institutions educacionais no like magic formulas to resolve the daily clashes of the schools, but for nortear the process of education-learning of form individualizada and contextualised in accordance with the reality.

From among the conceptions that orient the EF, will tackle the Critical conception-Emancipatória defended by Elenor Kunz. This author comprises the sport standing out the "world lived" of the subjects wrapped in the process educacional. It does not matter only the technician and the sportive talent, other appearances like "the house, the field of vivencia social of the family, of the friends, of the work are, while determinants in the understanding of human being and movement" (Kunz, 2014, p.69). By means of a didactic communicative between professor and student, the sport would have the function to cause the autorreflexão, as with more freedom, explanations, knowledge, autonomy and initiative this student would have viable conditions to do a critical student and emancipado.

Of this form, the construction of the knowledge in disciplines it physical education is continuous and no a smart product and finishing that can be determined to all the institutions of the same form. For the boarding emancipatória the student has to be stimulated to create-go back to create-take part-have a conversation-solve situations problem inside the practical corporais, since for this are him given pedagogical subsidies that stimulate this association society-culture-deport-education.

We split of the principle that "be critical is to be able to question, to have a conversation and to offer different answers to the own cuestionamiento, and only it can really question and answer on that in that it is corporally wrapped" (GONÇALVES apud KUNZ, 2006, p.84). The big question is how do this emancipação sportive viable in the public schools in front of so many clashes and problematic? When a professor devotes a time, in addition to the his schedule of file, to boost the school sport, what could happen despercebido by diverse look institutional and bureaucratic, treats implicitly of a professional call.

The how do the practice emancipatória go out well in the classes of EF is a process that requires time and investments. Due to the fact that still with the changes curriculares the last years, little was debated and esclarecido to the professors, like applying to the new didactic conceptions for an education of excellence. The improvisação and the comodismo still constitute big obstacles so that the EF can do "a pedagogical practice really important in the school field, so that it can occupy sure enough his space while component curricular" (GONÇALVES, 2006, p.78).

Value the corporal culture of movement requires planning, commitment, work in team between educational-students-pedagogical coordination, according to Gonçalves "the actions planned have to be continuous, or was, need to be seen again and again planned. The planning can not be separated of the action, having to always respect the state of maturação and experience of the students" (2006, p.178).

The students of the public school of the provincial network, focus of this study, are how a lot of boys and young of all Brazil, humble, dreamy, dynamic, talentosos and full of hope by a better life, and the competitive sport in the school is a stair on the way of a lot of dreams.

The problematização of the education evidenciada by the author favours important appearances like the meaning of the individual and community, the responsibility in the process, The vivencias and subjective experiences of the participants with problems that have to be confronted in the learning engine, mediated by the "act communicative" (KUNZ, 2014, p.76).

Of this form, appears then a commitment of the Physical Education with the social appearance and politician of the sport. This understanding expands the conception of sport further of the four lines of the apple. In the measure in that it approximates the school community, and carries them to expand his horizons and to prepare them no only for sportive life, as also to know and problematizar situations of the own life in society.

#### THE CHALLENGES OF THE SCHOOL SPORT IN FRONT OF THE REALITY AMAPAENSE

One of the big national investments to discover young talents in the schools, calls School Games of the Youth, where the institutions of public and private education contest diverse sportive modalities, with the aim to "promote the wide mobilisation of the youth estudantil Brazilian around the sport" (BRAZIL, 2017, p.06). It is a magnificent program that has like aim "boost the practice of the sport in institutions of education" (BRAZIL, 2017, p.06).

In this work, will be given emphasis to the school Games, like example of the complexity to work the sport in the public schools amapaenses. The insertion of the school to the School Games depends basically of the interest of the professional of Physical Education, still not being compulsory task, it is quite perceivable the interest of the students in participating of such competitions, what, of some form, motivates the professor to encarar such challenge. It IS important to highlight, that the educational does not receive specific resource for this work, therefore it is a voluntary work.

Afterwards, in periods of sportive events, gone back for students of the Municipal public network or Provincial, the professors remain sobrecarregados by this time load elder of work, as well as it can observe in the related of a data professor A, that accustoms to organise esquipes of students to compete in the School Games of the Youth, mentioned previously: "to darse need to use my hour of rest to train the boys, included the ends of week", and adds in another speech "generally use the time that leftover between my turns of work".

Another point that deserves stand out refers to the lack of specific resources for compraventas of material and trips. In addition to being responsible by the training of the students, it competes to the own professional of EF achieve the necessary resources for the trip of the students of the municipality until the headquarters (Macapá). In this sense, in accordance with the professor A, "many times removed money of my own pocket to buy balloon for the trainings, game of shirt for the team compete and until paid taxi to carry the boys for the venue of the event".

In spite of the difficulties related, this article proposes to present an example, very sucedido of the school sport in the Provincial School Sônia Henriques Barreto, situated in an area that presents high index of social vulnerability, where according to data supplied by the own school, the big majority of his students are from families carentes. The selection chosen was to of masculine futsal, category that comprises students between 12 to 14 years of age.

This team shows with clarity the difficulty that is to develop a work differentiated of sport in the public school. However, in this team in particular, what prevailed was to the superación of the difficulties, sobressaindo the aprendizaje that these boys had in the pass of all the vivencias inside and out of the school.

For the most move# away municipalities of the Capital, the obstacles are still greater, as in addition to the financial difficulties, of the fault of pedagogical support and of criticisms to the competitive sport inside the school, to the distance and the access the Capital do the still greater challenge. To be able to carry the selection of futsal for the capital, in this case Macapá, all a

logistics needs to be thought and planted in practice. Finally, they are twelve boys that remain some days out of his domiciles, under the responsibility of the school and of the professor of EF. So that the passages, medicines, feeding and too many needs, during the trip and the event, remain by account of the school, only in the capital that the Office of Sports assumes with the costs of accommodation and basic feeding of the students.

In spite of the a lot of obstacles, what prevails is the *aprendizado*. The sport provides the emotional narrowing between the educational, students and familiar of these students. Then, to the long of the process are built bows of friendship, confidence and respect between the wrapped, as it mentions another professor identified like B, that was accompanying all the path of the team of athlete/students mentioned in this work: "like having a look indifferent, when we see so much obstinacy and so much dedication of these boys" and more "converse with each father and mother of these boys, and are so many histories of *superación*, does not have as not to wrap" this type of feeling *ultrapasa* the walls of the school, in the measure in that, as very well finalises his speech do "not educate only for the sport, but for the life".

The team did not go national champion, would be a happy end for this history. However, these students are more than victorious, as had the opportunity to expand his knowledge of life and of experiences of *convivencia* that will remain saved in his memory *afetiva*. He event goes in addition to the proposal to identify sportive talents, as it gives the opportunity to develop the cultural exchange and provide *vivencias* until then *impensadas* for the boys, as it says the professor A: "see his idols in the sport so of *pertinho*, travel of aeroplane, know people of diverse places and realities, see the beach". This speech shows the fan of opportunities that these boys had and that the aim is not only win a trophy, the victory surfaces of the experiences *vivenciadas* during the School Games.

In this context, each school has autonomy to orient his plannings "but fits to the professor to the responsibility to do his educational classes, *motivantes* and *prazerosas* to the students. It is precise to observe the methodology that is being used, considering all the possible means" (FINCK, 2011, p.44).

In half to so many challenges, of lack and fault of materials for the own planning of the professor, the sport plants how alternative of an able content to provide experiences that can serve to form youngsters more autonomous, critics, responsible, *perseverantes*, *solidarios* and conscious of his paper of citizen.

#### THE YOUNGSTER HOW PROTAGONIST IN THE SCHOOL SPORT

In this context of changes and improvement of the curriculum, in that if research form a national common base, remains evident, that the student can not be a mere viewer, on the contrary, has to be given to this voice and time in the *edificação* of this new proposal.

The professors of EF that wish to do *transcender* in his professional action can not *prenderse* only to the that learnt in the University. In fact, the professional maturity and security for *ministrar* the classes and confront the challenges of the daily school come to a large extent of the experiences and daily learnings.

The social context in which the youngster is inserted supplies values, rules, spaces, senses and meanings that *influencia* the training and construction of the young culture of each place. The municipality of Laranjal of the Jari, as so many others, has countless structural challenges, that *inciden* directly in the quality of life of the population, that *coexist* daily with the violence and poverty, being common, youngsters lose in the *marginalidade*.

The fact is that during a sportive competition, the *aprendizado* of these boys goes very in addition to the four lines *demarcatórias* of the apple of futsal. When asked on what does a team be champion, the majority answered "the union, the harp, the effort and confidence in the mates, the work of team", or was, the answers were not gone back for only individual skills of the players.

In the speeches can perceive his feelings when knowing that they would go to form part of the team of the school. The majority, represented by 9 of the 12 students, answered "that it felt happiness", another that "felt important", and the captain of the team related "that it lived a dream, that never thought that it would go to achieve a vacancy, because the school has very good student of balloon". In this way, can perceive that the sport finds in the school with values that reproduce the *seletividade* of the sport of high level, The fault of support and the pedagogical strategies finish benefiting only a quota of students that long for to participate of this modality; It does with that the sport do not achieve to attend the expectations of the subject student like one everything. Afterwards, school and the discipline EF finish not fulfilling his paper to abet more students to the practice of the corporal culture.

When the students spoke on his dreams of life and perspective of future, one of the components of the team identified like student A, commented "want to give pride my family and have a good profession to help my family, I do not want to be a *malandro* like which have on the runway that I alive". We reach in the speech, the social paper of the sport in waking up in this student his responsibilities and interests, doing it protagonist of his own elections.

For the PCN'S "The student is not only citizen of the future, but already is citizen today" (BRAZIL, 1998, p.23). It is with this thought that have to work, with the perspective to do our best now, Knowing our student and *oferendo* to east a worthy education and of quality, expanding his horizons, his participation in the society, providing the intellectual development and, especially, human, for the full exercise of the citizenship.

#### FINAL CONSIDERATIONS

The challenge imposed to the physical education to adapt to this new society is immense. It longs for that the students are able to develop qualifications to participate and interact in a world *globalizado*, highly competitive, that values the be flexible, creative and able to find innovative solutions. In this context, comprise that the learning is not a static process, but something that has to become to the long of all the life of the individual, and in that walk the school has a paramount paper, as has the *comprometimento* and the responsibility with the process education-learning.

Through this study *buscou*- abet the debate and the reflection on the way whereby the sportive practice is sight by the student and by the professor, in the critical context and *emancipatório*, relating it with the social reality *amapaense*, especially in the municipality of Laranjal of the Jari. It perceived that the educational confront a lot of difficulties in the development of a work like east, because of the fault of investments, inherent of the public schools in Brazil and in concrete in the State of the Amapá. I improvise it still it remains like a constant in the education of disciplines it physical education.

The lack of material resources, infrastructure, pedagogical and didactic support constitute big lacks and obstacles for an education of quality. But, in this context, have the professor that in spite of the difficulties struggles fiercely in the daily of the school to legitimate his actions and apply his knowledges.

The fact is that the changes in the EF can not remain *restrictas* the theory, they have to *influenciar* the practice in room of class. Voucher highlight, the importance of the strategies and innovative methodologies, that are gone back to form this profile of critical student, autonomous, *engajado* socially, able to create/go back to create/act in his reality.

The different sports and his vivencias produce a gamma of experiences in the school and social life of the student and, therefore, have to be explored and incentivados, like form to allow the social inclusion and the citizenship.

The boarding of the subjects gone back for the corporal culture, wrapping the practice of the sport in the school, has to be emphasized of wide and significant form to the student. This paper fits to the professors that have to be respected so that they can exert an only function in the school environment that is to to promote the corporal knowledge, forming subject conscious, critics, free and autonomous.

Of the contrary, will be cumplices of an education fragmentada and acrítica, that little adds to the real aprendizado of the student. The sport forms part of the young culture and has to be treated like important content, that can wake up and motivate in the student important knowledges for his sportive life and, mainly, for his life in society.

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#### THE SPORT LIKE SOCIAL PRACTICE IN AREAS OF PALAFITA: THE CHALLENGES OF THE SYSTEM OF PUBLIC EDUCATION IN THE MUNICIPALITY OF LARANJAL OF THE JARI/AP

The article has the aim to do reflections on the look of the students that form part of the selection of futsal of the Provincial School Sônia Henriques Barreto, located in the Municipality of Laranjal of the Jari/Amapá, on the value of the sport in the school, presenting his the experiences in the School Games. The study after the perspective of the professors of physical education that work with the sport in this school, and aim the difficulties confronted in the daily practice in the public schools amapaenses and what still motivates them to invest in this modality. The importance of the work is in abetting debates on the praxis of the physical education in schools located in regions of palafitas in the Valley of the Jari, of form to do it transformative and engaged with the new realities and subjects. This type of study does necessary to boost discussions in relation to the way to think, act and to confront the daily of the pedagogical work in disciplines it physical education, going in addition to the vision estereotipada of sport, as we will have in the perception of the student his feelings, values, opinions and, especially the vivencias that were shared in team, end that they can viabilizar significant and concrete learnings to the student. The methodology consisted in a qualitative investigation, through a study of case, with twelve students of the fundamental education in the School Sônia Henriques Barreto and four professors of the effective picture of physical education, that form part of the network of provincial education amapaense. For recolección of data were employed questionnaires semiestructurados and glimpsed with the students and professors. Concomitant was used the technician of the observation of the trainings, meetings, friendly, classes of physical education that became during the period that the students were participating of the School Games. For the embasamento theoretical buscou-if articles, seen again, photos and videos of the championships that could esclarecer and direct the direcionamento of the facts.

Keywords: Physical Education; Sport; Learning by vivencias.

#### LE SPORT COMME PRATIQUE SOCIALE EN DES ZONES DE PALAFITA: LES DÉFIS DU SYSTÈME D'ENSEIGNEMENT PUBLIC DANS LA COMMUNE DE LARANJAL DU JARI/AP

L'article a l'objectif de faire réflexions sur le regarder des élèves que font partie de la sélection de futsal de l'École Provinciale Sônia Henriques Barreto, localisée dans la Commune de Laranjal du Jari/Amapá, Sur la valeur du sport dans l'école, en présentant ses les expériences dans les Jeux Scolaires. L'étude après la perspective des professeurs d'éducation physique qu'ils travaillent avec le sport dans cette école, et ils visent les difficultés faites face à dans la pratique quotidienne dans les écoles públicas amapaenses et ce que encore les motive à investir dans cette modalité. L'importance du travail est en instigar débats sur la praxis de l'éducation physique en des écoles localisées en des régions de palafitas dans la Vallée du Jari, de forme à la faire transformadora et engagée avec les nouvelles réalités et des sujets. Ce type d'étude se fait nécessaire pour promouvoir discussions en relation à la façon de penser, agir et de faire face au quotidien du travail pédagogique dans la discipline éducation physique, En allant outre la vision estereotipada de sport, donc aurons dans l'aperçu de l'élève ses sentiments, valeurs, opinions et, surtout les expériences qui ont été partagées en équipe, et qu'ils puissent viabilizar apprentissages significatifs et concrets à l'élève. La méthodologie a consisté à une recherche qualitative, à travers une étude de cas, avec douze élèves de l'enseignement fondamental dans l'École Sônia Henriques Barreto et quatre professeurs du tableau effectif d'éducation physique, qu'ils font partie du réseau d'enseignement provincial amapaense. Pour recolección de données ont été des employés questionnaires semiestructurados et entrevues avec les élèves et des professeurs. Concomitante A été utilisée la technicienne de l'observation des entraînements, réunions, amicaux, classes d'éducation physique qu'ils sont devenu pendant la période que les élèves ils étaient en train de participer des Jeux Scolaires. Pour l'embasamento théorique buscou-si articles, revues, photos et vidéos des championnats qui pussent il tirer au clair et acheminer le direcionamento des faits.

Mots clef: Éducation Physique; Sport; Apprentissage par des expériences.

#### EL DEPORTE COMO PRÁCTICA SOCIAL EN ÁREAS DE PALAFITA: LOS DESAFÍOS DEL SISTEMA DE ENSEÑANZA PÚBLICA EN EL MUNICIPIO DE LARANJAL DEL JARI/AP

El artículo tiene el objetivo de hacer reflexiones sobre el mirar de los alumnos que forman parte de la selección de futsal de la Escuela Provincial Sônia Henriques Barreto, localizada en el Municipio de Laranjal del Jari/Amapá, sobre el valor del deporte en la escuela, presentando sus las experiencias en los Juegos Escolares. El estudio tras la perspectiva de los profesores de educación física que trabajan con el deporte en esta escuela, y apuntan las dificultades enfrentadas en la práctica cotidiana en las escuelas públicas amapaenses y lo que aún los motiva a invertir en esa modalidad. La importancia del trabajo

está en instigar debates sobre la praxis de la educación física en escuelas localizadas en regiones de palafitas en el Valle del Jari, de forma a hacerla transformadora y comprometida con las nuevas realidades y sujetos. Este tipo de estudio se hace necesario para fomentar discusiones en relación al modo de pensar, actuar y de enfrentar el cotidiano del trabajo pedagógico en la disciplina educación física, yendo además de la visión estereotipada de deporte, pues habremos en la percepción del alumno sus sentimientos, valores, opiniones y, sobre todo las vivencias que fueron compartidas en equipo, y que puedan viabilizar aprendizajes significativos y concretas al alumno. La metodología consistió en una investigación cualitativa, a través de un estudio de caso, con doce alumnos de la enseñanza fundamental en la Escuela Sônia Henriques Barreto y cuatro profesores del cuadro efectivo de educación física, que forman parte de la red de enseñanza provincial amapaense. Para recolección de datos fueron empleados cuestionarios semiestructurados y entrevistas con los alumnos y profesores. Concomitante fue utilizada la técnica de la observación de los entrenamientos, reuniones, amistosos, clases de educación física que acontecieron durante el periodo que los alumnos estaban participando de los Juegos Escolares. Para el embasamento teórico buscou-si artículos, vueltas a ver, fotos y vídeos de los campeonatos que pudieran esclarecer y encaminar el direccionamiento de los hechos.

Palabras clave: Educación Física; Deporte; Aprendizaje por vivencias.

#### O ESPORTE COMO PRÁTICA SOCIAL EM ÁREAS DE PALAFITA: OS DESAFIOS DO SISTEMA DE ENSINO PÚBLICO NO MUNICÍPIO DE LARANJAL DO JARI/AP

O artigo tem o objetivo de fazer reflexões sobre o olhar dos alunos que fazem parte da seleção de futsal da Escola Estadual Sônia Henriques Barreto, localizada no Município de Laranjal do Jari/Amapá, sobre o valor do esporte na escola, apresentando suas as experiências nos Jogos Escolares. O estudo trás a perspectiva dos professores de educação física que trabalham com o desporto nesta escola, e apontam as dificuldades enfrentadas na prática cotidiana nas escolas públicas amapaenses e o que ainda os motiva a investir nessa modalidade. A importância do trabalho está em instigar debates sobre a praxis da educação física em escolas localizadas em regiões de palafitas no Vale do Jari, de forma a torná-la transformadora e comprometida com as novas realidades e sujeitos. Este tipo de estudo torna-se necessário para fomentar discussões em relação ao modo de pensar, atuar e de enfrentar o cotidiano do trabalho pedagógico na disciplina educação física, indo além da visão estereotipada de esporte, pois teremos na percepção do aluno seus sentimentos, valores, opiniões e, sobretudo as vivências que foram compartilhadas em equipe, e que possam viabilizar aprendizagens significativas e concretas ao aluno. A metodologia consistiu em uma pesquisa qualitativa, através de um estudo de caso, com doze alunos do ensino fundamental na Escola Sônia Henriques Barreto e quatro professores do quadro efetivo de educação física, que fazem parte da rede de ensino estadual amapaense. Para coleta de dados foram empregados questionários semiestructurados e entrevistas com os alunos e professores. Concomitante foi utilizada a técnica da observação dos treinamentos, reuniões, amistosos, aulas de educação física que aconteceram durante o período que os alunos estavam participando dos Jogos Escolares. Para o embasamento teórico buscou-se artigos, revistas, fotos e vídeos dos campeonatos que pudessem esclarecer e encaminhar o direccionamento dos fatos.

Palavras-chave: Educação Física; Esporte; Aprendizagem por vivências.