72 - HIGH SCHOOL PHYSICS EDUCATION NIGHT: FORWARD OR BACKWARD

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I - INTRODUCTION

The paper entitled Physical Education in Secondary Education: progress or retrogression, was guided to understand the pedagogical proposal for the area of physical education published and disseminated by the State Board of Education of São Paulo in 2008.

To improve our theoretical understanding on the Teaching of Physical Education, made a cut from the same texts published in these past two decades the issue of education for this stage of school learning. So do not historicize the proposed area, but rather to understand the assumptions from this crop.

Physical Education as a curriculum component has undergone several definitions in the schooling process over the past days. Since the nineteenth century, permeating the twentieth century, physical education is projected for this millennium as an area that has suffered and suffers profound changes as the time and the web of interests of various social groups and institutions. (Correa, p.81).

By tradition the school culture and curriculum, physical education played a minor role in the formation of school-age youth in high school several times. It was delegated to the area of Physical Education and it was clear decrees and laws where the student attendance at classes was optional as required of them before the school. It can be seen that even today, especially in night courses are denied the right of students attend physical education classes.

In this line of discussion is to understand that physical education is developed as a curriculum component, so it is engendered in the final step in the curricula of basic education, ie, in high school. Thus, some studies indicate that understanding, demonstrating the specificity of the area in relation to this stage of development, proposing alternatives to the teaching of Physical Education and its role in training in the context of school culture.

Correa, 2008 notes that:

The school practices, as well as dynamic curriculum implies the socialization of knowledge from many different human genes, which, in turn, conditions very different conceptions of the world, society, culture, teaching and learning. The development of curricular components that seek its legitimacy in the social process of education takes shape within a curriculum (CORREA, 2009, p. 85).

Note that these last two decades, the official organ of Public Education in Brazil, has been trying to support degree of the area with the release of several documents emphasizing the need to reorganize or restructure the school in Brazilian public schools.

Both the National Curriculum (1999) as the Law of Guidelines and Bases of National Education, No 9394 to 1996 of the Federal Government has demonstrated this trend in a north to propose Professor, School Curriculum and Components.

As a premise of this new perspective, the person's formation, the development of values required for the fruitful relationship between the individual and the collective project of society, must be anchored on a solid transformation, involving one or several areas of human knowledge.

In the area of Physical Education was no different. In several documents produced, including, texts, opinions, articles and curriculum proposals were launched in recent years, aiming to rearrange the actions in the area of Physical Education, both in content and in relation to educational activities. Thus, the development of society and the transformations that is, the teaching of physical education also face this new reality.

II - PROPOSED STRUCTURE FOR THE STATE OF SÃO PAULO.

The proposal was implemented in the state using as action strategies, the use of two workbooks. The first addressed to the Professor of the second specifies and directed the student to attend classes. The two books were didactically designed to tie the contents worked in class. The specifications allow the students to understand the role of physical education in their lives. And the dynamics of action allows for contact with the various aspects of the sport, such as the origin, history, techniques, tactics, social, media and cultural dimension of it.

This is not the only proposal in effect in the State in relation to the school. In 1992, through the Coordination of Pedagogical Standards Schools had an official document that guided the area of Physical Education and a new vision that enabled the development of this final stage of basic education.

1992 document's points that the starting point for understanding the reality of physical education in high school is the understanding of adolescent development as a life stage where profound changes occur in physical, cognitive, emotional and cultural.

Adolescence is considered a transition period of two distinct phases, the period of life is situated between childhood and adulthood, which involves physical, emotional, cognitive and cultural characteristics. At this stage of life the body changes and metabolic alterations of a place, symbolic and psychic define the personality of the person.

The rapid change of the teenager's body because, often, some motor clumsiness, a harmony of movements. Teens have a new body, which requires a reordering of all movements in relation to space, materials and others. The new size of the legs requires a new relationship between the body-space, muscle strength increased demand a different control of movements, the higher body weight leads to a new relationship with the materials. The teenager needs to know what this new body can and can not do, what are your chances and what are its limits, he needs to test his new physical potential. (SEE-SP Cenp, 1992, p. 23).

At this stage of life, teens are bombarded with images transmitted by the media and filled with programs that reinforce the idea of a body beautiful, healthy, strong performance and improving the quality life. The young teenager is called upon to face the most varied styles, which makes it almost essential to the presence of other young people in their social life, enabling the group specific solutions at this stage of development.

This search for new identity leaves the tormented adolescent, full of doubts and uncertainties of what they want and

they pose to others. Often feel the need to break with the family, with old ways, with the authority of parents and teachers with the required standards in schools, with the means of life they lead and want to discuss and propose solutions to certain problems that are important in society.

Accordingly, to better understand this phase of life, use it as didactic approach to understand and relate to the area of Physical Education, the four steps mentioned above to understand adolescent development in a concrete human in its entirety.

In 1992, the Coordinator of Studies and Pedagogical Standards of Education Department of the State of São Paulo published a document entitled "Proposed Curriculum for the Teaching of Physical Education in the 2nd. Grade "- and in this draft document appears a chapter that is an approach to adolescent development which I think is useful for the physical education teacher understands this universe teenager with more property.

Correa, citing Becker (l981) states that adolescence is a social category that differs from context to context, and is considered a twentieth-century phenomenon. Social expectations and demands on individuals also differ teenager's second issues of class, gender and culture. There are a number of occurrences and phenomena of physical, mental, cognitive, emotional, sexual and social pervade the lives of teenagers in general. (Correa, p. 105/106).

III - ASPECTS OF THE DEVELOPMENT OF YOUNG ADOLESCENTS.

The Cultural Aspect

The first approach discussed refers to the cultural aspect of adolescence, stating that this phase of life the young child can understand and be influenced by different cultures and different historical moments. At this stage of life, the teenager discovers new situations and behaviors that leads him to believe in a new social configuration in relation to the expectations of life that society begins to offer. Thus, we have certain attitudes of adolescents in relation to physical education in schools. Many do not want and do not participate in classes and have a negative view of it, but these same young people reveal affinities with certain manifestations of the culture of the movement in other environments and seek their implementation, as in gyms and dance or other sites not appear to pertain to the school.

It is within this cultural dynamic that the purpose of physical education should be understood, with a corresponding change in its educational activities. In this sense, sports, dances, martial arts fights, gymnastics and physical exercises become increasingly products of mass culture by widely publicized pictures, linking them to particular significance and meaning of life. In this tangle of consumer calls, young adolescents are affected in the search for a model of life is considered appropriate.(Proposed curriculum of the State of Sao Paulo for the discipline of Physical Education, 2008).

These new elements of human culture, sports activities, recreational, physical, gradually turning into a phenomenon of universal culture and are now present in various stages of the world civilization. (Pereira, P. 27 - 1998) and from the earliest historical records of the Asian continent, where swimming, bow and arrow, martial arts, horse riding, the first gymnastics, won the ancient world that gradually developed some advances in these modalities until modern times. (Pereira p.27)

Daolio (2009) states that the process in which man interacts actively with nature in its transformation, using the body practices can be termed a process of "inCORPOration" (p.39). The author states that the word is significant and therefore.

The individual incorporates some new behavior in all of their actions, or a new word to his vocabulary, or even a new knowledge to their cognitive repertoire. Even more than an intellectual learning, the individual acquires a cultural content, which installs itself on your body, in all its expressions. In other words, man learns the culture through his body. (DAOLIO, 2009, p.39-40)

Thus, it is argued that physical education and the contents of it gleaned from the physical culture are analyzed and understood beyond the biological skills, emphasizing the importance of reasoning in the area in relation to knowledge in the humanities, such as anthropology, philosophy, sociology and psychology. So, is based on a physical education that rescues cultural values of the popular sports that historically built its base in human movements related to a time of life in the past.

Thus, understanding the culture in the whole body of historical development, related to social aspects in the society in which it was built, valuing the set of postures and body movements, means fining also about the society in which the body is inserted.(Daolio, p.42, 2009), understood in this way, the dialectical relationship between body and social movement.

According to some authors of the current literature on studies of physical education, culture body is defined as the set of bodily practices (games, plays, gymnastics, sports, wrestling, martial arts, dance and others) are historically constructed by man, in times spaces and historically determined, systematic or not, and that are passed from generation to generation. (DAOLIO, TAFFAREL, TEIXEIRA, BETTE, NEIRA, BRACHT, PEREIRA)

THE COGNITIVE ASPECT

The second approach refers to the cognitive phase of the teenager. This period is what Piaget called formal logical-operative period. During this period the adolescent is able to understand the world and their social relations in a comprehensive way and the adolescent begins to be interested in issues so far out of context, such as politics, sports, art, philosophy, religion and sexual preferences. Moreover, is to question, criticize and propose solutions, since the hypothetical level, anything is possible. At this stage we see that the attitude of the adolescent is essential to define choices in life. And for the area of Physical Education, can be varied repertoire from the knowledge that students have about different bodily manifestations, and seek to broaden them, deepen them and qualify them critically. (Proposed curriculum of the State of Sao Paulo for the discipline of Physical Education, 2008)

During this period of life is expressed in the young student the various facets of human knowledge and scientific where it is to identify and decide how to act in the face of new challenges encountered during this period and school, the young can become aware of knowledge that permeates social relations and understand the complexity of the same in your life when it comes to “making the right decisions”.

In the area of physical education the young student may know the possibilities of real life sports, or engage in a particular manner and from it be your choice sports body about its manifestation.

Physical education can be an important area in the life of high school student so that it can mediate the relationship between physical activity and academic life as a concept for their future through knowledge and physiological, metabolic, physical, sexual, they may fill gaps in current society.

THE AFFECTIVE ASPECT / SEXUAL

Sexuality is present in human life from birth to death and as a human being develops, sexuality takes a variety of ways to demonstrate emotional, psychological and social. Sexuality is linked to reproductive condition of life and therefore relates to the pursuit of pleasure and emotional satisfaction of the people.

Sexuality refers to a set of behaviors related to the experiences of body, from the name of each individual to the game of seduction, which has a goal of relationship.

Currently, sexuality has been treated with more emphasis on various segments of society. The media somehow uses elements of sexuality to seduce people and resources with the image of beauty and sensuality, usually female, seeks to provide means for sexuality is touched on in the crowd. (Gallo, 1997, p. 49).

It appears that the manifestations of sexuality in school occur when contact between students is more acute in classrooms at the times of intervals in play in the body and even closer physical contact between males and females. In this sense, sexuality has a dimension of plasticity, that is, not to be confused with the reproductive instinct. (Gallo, pg. 71)

Adolescence is a period of discovery and physical, psychological, emotional and social aspects and accordingly are in search of new identities and new rapprochement with groups and lifestyles. They live in challenging the ways and thinking of the older and sometimes unpredictable ways, and challenge actions of parents and educators looking for new attitudes and behavior, a new company or even a new slang.

At school age teen happens to manifestation of the body changes and discoveries in this sense, caressing, touching, hugging, arouse curiosity about the body and the body of another. Thus also, it appears that through the hormonal changes of puberty, masturbation, in games with peers, the jokes about the body, the sexualized lyrics and dance styles joking, that certain attitudes may reflect the lack of sexuality time and affection while in healthy human development.

During this period the person becomes increasingly aware of their sexuality, which highlights the importance of parental attitudes in relation to the dialogue open and caring about the changes underway and their meaning. It's important also to sexual orientation, because at this age is already developed the sense of being male or female, but may still have doubts about it. Because each person has their own pace of development, latest by comparison with their more mature, have been very concerned, you need to reassure them, showing that each person is a person and it does not escape the natural (BRANCATTI, 1998, p.11).

The shutdown of the family causes the adolescent search for new groups. This demand is important for these adolescents live with their peers, using the same language, follow the same standards body and exercise the same formal logic. But this search for new groups can happen what we call a risk, it may appear undesirable people, who belong to the world of drug addiction, and even petty theft. Therefore, dialogue is essential and must be open and frank among parents, educators and teenagers, as enlightening as to the dangers and consequences.

The adolescent must help to parents and educators, acquiring this new maturity in a natural and harmonious in relation to thinking, feeling and acting. "One thought driven by wanting a quiet, want a tamed by an intelligent discrimination, all complemented by strong feelings, but not selfish." (Brancatti, p. 17). The same should be able to remain integrated into the group, respecting them and respecting it, so that it can promote peace and well-being wherever you are.

The school as educational institution, it shall inform, problematize and discuss issues related to different social taboos, various forms of prejudice, certain types of beliefs and social attitudes, not seeking a total exemption, which is impossible, but a greater distance of reviews and personal aspects of teachers to undertake this task.

In school, the teacher constitutes an important reference for students and in this sense, the teacher can in your classes, work with the discussions with the room and help students in their questioning, uncertainty and ambivalence necessary for building their own opinion of each one. Finally, in physical education classes is that there is the possibility of containing work activities that address issues of sexuality.

THE PHYSICAL ASPECT

At this stage of development the adolescent is faced with his body transformation. There is an increase in height, muscle mass and acceleration of growth disturbs the teenager. Parallel to the physical growth has been a significant increase in weight and muscle conformation and fat, making that body next teen to adult. The boys have a widening of the shoulders and the girls have an extension of the hips.

The new physical skills not only change the experiences of adolescents as well as the way people around him respond to you. These changes in the pattern of interaction, for example, between parents and children can have an immediate and long-term for the emotional and cognitive development of adolescents.

The development of comprehensive adolescent reproductive capacity is based on a complex sequence of physical changes. Thus, the most noticeable physical changes are usually necessary foundation of behavior change.

The lack of a specific physical behavior that can limit the teenager is able to present during their growth phase.

The range of physical skills or abilities of an adolescent may also have an important indirect effect on the cognitive and social development, influencing the variety of experiences he can have.

In relation to Physical Education in the same class can have a student who has grown a lot, while the other is still just beginning. In both cases there must be an understanding of the pace of how mutations occur among one another and in that sense this body is to represent a new way of being of adolescents in society. The boy realizes that his body has a social meaning. He begins to understand what will be seen, analyzed and evaluated also for their bodily behavior, because this behavior is governed by social norms and values. (CENP, p. 24).

In high school physical education should be emphasized as a possibility to move within the culture of body movement, generating content closer to the daily lives of students. Thus we expect that physical education become more relevant to them, helping them understand the world more critical, enabling them to intervene in this world and in their own lives with more resources and more autonomous. Thus physical education must overcome the old concepts that skills in a sport better reflect the student but to raise their skills lessons that each subject has to understand that the same sport as synonymous with education, work and of leisure.

Finally, it is expected that physical education in high school is able to show this aspect of the culture of body movement, relating actively with other curriculum components and decisively in helping students' lives. In doing so, it will be expanding the role of discipline in the formation of motivating students in high school.

METHODOLOGY AND DEVELOPMENT

The project is didactic and pedagogical in nature and with the participation of students interns fellows and students of the Physical Education Course of FCT / UNESP with intent to subsidize and sensitize educators who work directly with high school. To see our intention, during 2008 we experimented with various monthly meetings with high school students from EE Night Professor Mirella Pesce Desideri City of Presidente Prudente in which we perceive the lack of content of physical education for this population in relation to the themes proposed by the State Department of Education (2008) which discuss different themes such as the corporeal, media, work , consumption, leisure and sports. In this sense, the trainees students of Physical Education FCT helped immensely in the context found and acted in an integrated manner in which they relate to the proposed methodology and objective regarding physical education in high school.

In 2009 we continued our study by entering discussions with students of Physical Education in the study and understanding of curriculum proposals from the State Department of Education of St. Paul and sought to verify the adequacy of the same in your current reality.

In 2010 with the approval of the project by the Education Core, officially announced the starting of the same with bi-weekly meetings including nine classrooms Middle School Night.

Participate in meetings of three hundred students enrolled and are accompanied by two scholarship students and two volunteers who conduct the classes as methodological procedures provided by the Journal of Physical Education activities provided by the State Department of Education.

The contents are divided by two months and include the three years of high school.

To work in sequences, we choose some content in the terms proposed and developed classes to the halls of the school. The subjects chosen were: contemporary, media, health and embodiment.

The themes were discussed according to the availability of time frame established by the School classes and not to harm some teachers and also some disciplines, it has been in attendance two nights with different criteria for each room worked.

The major topics proposed were subdivided according to the schedule of the curriculum in 2008 and among them, the issue of health has shown more interest students of the School to study and understand this theme related to the modern way of life today. The theme of the sport also had great acceptance, for the second curriculum proposals, the issues should be dealt with comprehensively, contextualizing the subject at all possibilities, from its history to its current role in modern society.

To illustrate this point, we prepared a meeting with the theme of the team sport of basketball. To streamline the lessons, students present a video of street basketball and the social implications and from this, the development of the sport in other ways such as basketball veterans, wheels, street, three, etc...

Thus, the meetings were significant for students of the School, since the dynamics adopted favored the interest and motivation was important in understanding the lessons.

RESULTS AND DISCUSSION

The work started in academic year 2010 comes in three series of the regular Medium level of basic education available in E. E. Prof. Mirella Pesce Desideri Presidente Prudente. There are two weekly meetings, with three sessions / day, covering the first two years of classes with 70 students, three classes of second year with 118 students, four third-year classes with 139 students, with a total of 327 students.

The purpose of this project calls for the work using the Proposed Structure for the State of São Paulo (2008), even though access to the materials is restricted. The proposal is to work the issues raised are fundamental to this age group, with different classes than is understood by most (sports), without losing the specificity of the area and taking the opportunity to high school students in the evening to participate in such discussions and learning.

During the classes, work has shown great performance in relation to students, trainees and staff. The pedagogical coordinator of the School has shown great interest in developing the project. Teachers noted the need of the unit of physical education classes at night and collaborate emphatically when asked the room to perform the activities.

In relation to students, there is still very rooted connection between physical education and sports, especially in times of desportivization developed what was happening in our country.

In the first lesson we did a survey of what students would like to be taught in class. The result was not too surprising, since approximately 80% of them asked to be taught football or other sports. Obviously the content of the sports are an integral part of Physical Education and Culture of Body Movement, however, the Physical Education is not just sports, and so this is one of the project objectives: to show other content of physical education.

Although this idea of physical education and sports allow students to get a little apprehensive in the participation of classes in the classroom, the reception was great of them, both in terms of participation and about the prospects for future meetings.

This year so far, the themes discussed in class were related to the rhythmic activity and body expression, since this content is included in the curriculum in 2008. The theme was approached with information about its importance and also used some activities on the court of expression and body awareness. For the second semester, the school has scheduled in his calendar, a cultural scavenger hunt with all series of the School and our project by the students, will attend the event, and helping contribute to its development.

Trainees will demonstrate great scholarship and dedication in preparing to develop the lessons, to conduct research, engage students and ministers classes. Thus it is expected that the work is accomplished during this school year and it has continued in subsequent years, expanding the possibilities of increasing the high school surveys, especially in relation to the concepts of sports and experience the same body in this period academic maturity.

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HIGH SCHOOL PHYSICS EDUCATION NIGHT: FORWARD OR BACKWARD

SUMMARY

Working with physical education for the Night School began in 2009 when a group of students of Physical Education FCT wanted to develop activities in this period and thereafter, with the support of a High School, implemented a service project to this layer of young students. From 2010, the project was approved by the Center for Teaching and looked Unesp with two scholarships for students to develop activities at the school. The main objective of this work is to provide opportunities for physical education classes in context with the proposal of the State Department of Education (2008), which launched the Network for teaching grants methodological teaching physical education from the design theory of the culture of body movement. The strategy of action was drawn up a roadmap of activities according to the needs of each classroom and the meetings were twice a week. At each meeting was applied a different theme of the Curriculum Proposal, using resources such as videos, photos, images, texts and explanations of educational activities. Attending these meetings was nine rooms School Night. As a result it appears that the participation of the rooms was satisfactory and the students interacted with the activities. Among the participating students, had a different repertoire and demonstrated knowledge of sports activities. The project is well accepted in the school which enables us to understand the needs of physical education classes at night.

KEYWORDS: body culture, movement and participation.

ÉDUCATION PHYSIQUE POUR L'ÉCOLE SECONDAIRE DU SOIR: EN AVANT OU EN ARRIÈRE

RÉSUMÉ

Le travail avec l'éducation physique pour l'école du soir a commencé en 2009 quand un groupe d'étudiants d'éducation physique CFPI a voulu développer des activités dans cette période et par la suite, avec le soutien d'une école secondaire, mis en place un projet de service à cette couche de jeunes étudiants. A partir de 2010, le projet a été approuvé par le « Núcleo de Ensino da UNESP" avec deux bourses pour les étudiants à développer des activités à l'école. L'objectif principal de ce travail est de fournir des occasions pour les classes d'éducation physique dans le contexte de la proposition de la « Proposta da Secretaria Estadual de Educação (2008) » qui a lancé aux écoles subventions méthodologiques d'enseignement d'éducation physique basés sur la théorie de la conception de la culture du corps du mouvement. En tant que stratégie d'action a été élaboré une feuille de route des activités selon les besoins de chaque classe et les réunions ont été deux fois par semaine. Lors de chaque réunion on a exploré un thème de travail de la proposition de programme d'études, utilisant des ressources telles que vidéos, photos, images, textes et des explications sur les activités éducatives. Participent a ce programme neuf classes d'éducation physique pour l'école du soir. En conséquence, il semble que la participation des classes a été satisfaisante et les élèves interagissent avec les activités. Parmi les étudiants participants, beaucoup avaient un répertoire différent et connaissance démontrée des activités sportives. Le projet est bien accepté dans l'école, ce que nous permet de comprendre les besoins des classes d'éducation physique pendant la nuit.

MOTS-CLÉS: culture du corps, le mouvement et la participation.

LA ENSEÑANZA DE LA EDUCACIÓN FÍSICA EN LA ESCUELA SECUNDARIA A LA NOCHE: HACIA ADELANTE O HACIA ATRÁS

RESUMEN

El trabajo con la educación física para la Escuela Nocturna se inició en 2009 cuando un grupo de estudiantes de Educación Física de la FCT quería desarrollar actividades en este período y, posteriormente, con el apoyo de una escuela secundaria, ha implementado un proyecto de servicio a esta capa de jóvenes estudiantes. A partir de 2010, el proyecto fue aprobado por el « Núcleo de Ensino da UNESP", con dos becas para los estudiantes a desarrollar actividades en la escuela. El objetivo principal de este trabajo es proporcionar oportunidades para las clases de educación física en el contexto de la propuesta del Departamento de Estado de Educación (2008) que puso en marcha para la Red para la Enseñanza subvenciones metodológicas de educación física de la teoría del diseño de la cultura del cuerpo de movimiento. Como una estrategia de acción se elaboró un plan de actividades de acuerdo a las necesidades de cada salón de clases y las reuniones eran dos veces a la semana. En cada reunión era un tema de trabajo de la propuesta de plan de estudios, utilizando recursos tales como videos, fotos, imágenes, textos y explicaciones de las actividades educativas. Participaron en este proyecto nueve clases. Como resultado de ello se desprende que la participación de las habitaciones fue satisfactoria y los alumnos interactúan con las actividades. Entre los estudiantes participantes, muchos tenían un repertorio diferente y demostraron conocimiento de las actividades deportivas. El proyecto es bien aceptado en la escuela, lo que nos permite entender las necesidades de las clases de educación física en la noche.

PALABRAS CLAVE: cultura del cuerpo, el movimiento y la participación.

EDUCAÇÃO FISICA NO ENSINO MEDIO NOTURNO: AVANÇOS OU RETROCESSOS

RESUMO

O trabalho com educação física para o Ensino Médio Noturno iniciou-se no ano de 2009 quando um grupo de alunos do Curso de Educação Física da FCT queria desenvolver atividades nesse período e partir de então, com apoio de uma Escola de Ensino Médio, implantamos um projeto de atendimento a essa camada de jovens estudantes. A partir de 2010, o projeto foi aprovado pelo Núcleo de Ensino da Unesp e contemplou com duas bolsas para alunos desenvolverem as atividades na Escola. O objetivo principal desse trabalho é oferecer oportunidades de aulas de educação física contextualizada com a Proposta da Secretaria Estadual de Educação (2008) que lançou para a Rede de Ensino subsídios metodológicos de ensino de educação física escolar a partir da concepção da Teoria da cultura corporal de movimento. Como estratégia de ação, foi elaborado um roteiro de atividades de acordo com as necessidades de cada sala de aula e os encontros foram duas vezes semanais. Em cada encontro foi trabalho um tema da Proposta Curricular, utilizando-se como recursos vídeos, fotos, imagens, textos e explicações didáticas das atividades realizadas. Participam desses encontros nove salas de Ensino Médio Noturno. Como resultados verifica-se que a participação das salas foi satisfatória e os estudantes interagiram com as atividades. Dentre os alunos participantes, vários possuíam um repertorio esportivo e demonstravam conhecimento das atividades desenvolvidas. O projeto tem boa aceitação na Escola o que nos possibilita entender as necessidades das aulas de educação física no período noturno.

PALAVRAS CHAVE: cultura corporal, movimento e participação.