112 - TERRITORIAL SCHOOL PHYSICAL EDUCATION: THE DISTANCE BETWEEN THE CLASSROOM AND THE COURTS IN HIGH SCHOOL OF STATE SCHOOLS IN THE TOWN OF CAUCAIA - CE

RAPHAELL MOREIRA MARTINS;
MARIA ELENI HENRIQUE DA SILVA.
UNIVERSIDADE FEDERAL DO CEARÁ (UFC), FORTALEZA, CEARÁ, BRASIL.
raphaell_martins@hotmail.com

doi: 10.16887/85.a1.112

INTRODUCTION

This study speaks on the objectives and contents of the physical education curriculum component are being treated in this current climate of classroom (classroom) and practical classes (blocks, courtyards and fields) and what are its consequences in everyday life in schools state of the town of Caucaia - CE . This research is the result of concerns that arise to understand what impacts are to contribute, or limit the pedagogical practice of teachers of physical education in the secondary school level1.

For Rangel-Betti (2001, p 29), the lectures are a must in the area, that cannot be denied. However, it is still the subject of much controversy. It is clear that there is a knowledge that needs to be conveyed to students at any level. You can no longer see people believing in "miracles to lose weight and stay wonderful" running wrong activities, copied from magazines, using plastic bags to "eliminate belly" or dying of a heart attack while performing strenuous physical activity once a week. Also you can no longer leave to care the choice of the best exercises to individuals. The physical education teachers could provide this and other information through teaching in schools. The way to share is so it can be decided by each.

The discussion about the objectives of Physical Education already has a long history, Castellani Son (1998) was already critical to the objectives of physical education by the official school system, analysing the character purely practical without the need for a theoretical reflection. As Bracht (1990) cites that the objectives of physical education are determined by different institutions; medical, military and sports. But in recent years has been occurring changes on the objectives for Physical Education. To Darido (2005), the objectives are: to democratize access to physical education, all students are entitled; the quest for autonomy; critical reflection as one of the possibilities of Physical Education; health as important possibility; and leisure as one of the possibilities of physical education. According to Betti and Zullani (2002, p. 76), “in high school, one must emphasize the acquisition of knowledge about the culture of body movement and improve the experience of bodily practices, taking into account the interests of students”.

Study objectives and content of physical education has its complexity by the aspect of the plurality of approaches that currently exist in the area featuring objects of study, specific objectives and different purposes. To enable objectivity and clarity on the intentions of this brief study, we use the classification of Veiga (2008), for open, provocative and behavioural goals. An open goal describes an educational encounter. An encounter that can be created to allow a situation to surface so that the individual characteristics of the students, a problem that students must face or a task to perform. The behavioural objectives are closed and define performance, condition and criteria. Provocative objectives are to provide the student with a well-defined problem, but with multiple possible solutions.

About contents of systematization there are COLLECTIVE AUTHORS (2009), which points as elements of physical culture: the game; sport; poultry; gymnastics and dance. A widely used is the systematization of the National Curriculum Parameters that divides content into blocks of knowledge: a) games, sports, gymnastics and wrestling; b) rhythmic and expressive activity; and c) knowledge of the body (BRAZIL, 1997). However, there are already more specific systematizations on content such as Darido (2007, 2011), citing sports; water activities; sports and games; gymnastics; struggles; rhythm and dance movement; poultry; alternative body practices; health and active lifestyle; physical abilities; emergency aid; physical education and inclusion.

This content will be viewed from its nature, the conceptual, procedural and attitudinal dimensions. This classification, based on Coll (2000), brings the following questions: What one should know? It is related to the conceptual dimension. What you should know how to do? It targets a procedural dimension. And how it should be? It is the attitudinal approach (Zabala, 1998).

In this perspective the central issue of this study is how the goals and content of physical education are being addressed at this juncture of lecture and practical class-level High School in State schools in the town of Caucaia - CE? Is there some overall goal that occurs across all classes to understand the physical education? Which dimension of content is most evident in physical education classes?

A relevant for this study and has not yet been clarified aspect is how teachers mobilize the objectives and content of physical education in this structure of lecture and practical class. This new environment presents new procedures and understandings to practice of Physical Education.

METHODOLOGY

Based on the proposed analysing how the objectives and content of physical education goal being treated at this juncture of lecture and practical class-level secondary education in State schools in the town of Caucaia - CE, the methodological approach used for the development of this research and to better define the research instruments was the qualitative approach. The use of qualitative methods brought a large and varied contribution to the advancement of knowledge in education, allowing better understanding of school processes, learning, human relations, institutional and cultural processes of socialization and sociability, everyday school in its multiple implications , forms of change and resilience present in educational activities (ANDRÉ; GATTI, 2010).

Anchored in Freire (1996), citing that there is no teaching without research and research without teaching-doings that these are one in the body of another. Research is to observe noting intervened to intervene, to educate educating yourself. Therefore, the characteristic of this research is descriptive and exploratory. A qualitative, exploratory nature, enables familiarize themselves with the people and their concerns. A descriptive study raise the question of mechanisms and actors (the "how" and "what" of phenomena) through the accuracy of the details; it will provide contextual information that could form the basis for explanatory and further developed studies (POUPART, 2008).

The study setting was the town of Caucaia, part of the first Regional Coordinator of Educational Development, the Department of Education of the State of Ceará (CREDE - 1), currently has sixteen state schools being: regular thirteen, and two professional and one Indigenous. By territorial proximity to the capital Fortaleza, and with it do limit the nuances and contingencies are similar as regards training and the practice of physical education teachers, students and the characteristics of the structural conditions of the state schools.

The collaborators of the research, chosen within the sample field should be part of some preliminary criteria: Be a teacher formed or in process of formation in the Bachelor's Degree in Physical Education, be Professor at the State Schools of the State of Ceará, be on duty in the same school at least one year, have at least 100 h/y in a state school in the town of Caucaia. Be

on duty in at least one class of high school; submit availability to accompany the teacher-researcher on visiting days.

In consultation with CREDE2 on the box crowded teachers for the school year 2014, seventeen teachers appeared on the official list of the Institution was held up with all but sixteen answered the initial questionnaire, is a significant group, almost totality of physical education teachers from state schools in the town of Caucaia, being thirteen males and three females. For this questionnaire, four teachers were selected for a deepening of the study.

Collaborating teachers3 who shared their group to carry out the observations in three meetings, i.e., 12 hours of classroom observation was conducted. The participant-observation has as a prerequisite the constant presence of the observer / researcher in the field, living with informants in your environment for some time. The social interaction causes changes produced in the context observed at the same time makes the observer receptacle influences the context (E GUALDA HOGA, 1997).

The field diary and record of observation were necessary to give meaning to the experience. The strategy was as follows: a) attend the classes fitted field journal; b) talk to the teacher at the end of meetings to learn the purpose and content of the lesson worked; c) transcribing field diary, underlining relevant aspects; d) answer sheet observation. The analysis will be based on the thematic analysis technique for the determination of categories (MINAYO, 2013).

RESULTS AND DISCUSSION

Begins the moment to understand the findings of this study, after a month of visiting schools and meeting different realities, from indigenous schools to schools where all the students live near the school and has a family atmosphere. These results are relevant fragments to achieve and not lose sight of the purpose of the study to analyse how the goals and content of physical education are being addressed at this juncture of lecture and practical class-level secondary education in state schools in the town of Caucaia - CE. The analysis strategy will raise a larger issue with the general behaviour of the four teachers and discuss specific positions when necessary.

About the goals in physical education classes, some behaviours were common to all four teachers (Professor Potira; Professor Tabapua; Professor Icaraí, and Professor Cumbuco). Goals of the organization, one existed directivity goal developed with the specific class, it was not possible to identify a goal of long or middle term that crosses across all classes, is the dimension of health, sport, motor development, culture, the critical perspective of human values, dialogue, context, among others. It is worth noting that did not have access to annual and bimonthly planning to expand this analysis. However, when asked about the lesson plan, teachers informed of new recommendation SEDUC - CE, describing the lesson plan into a single document for all teachers, called the Class diary. Even so, as a relevant aspect for the study, asked teachers to define the goals developed in class.

Observations on a point discussed were the relationship of the aim of the lesson with the strategies adopted to achieve them. All teachers showed satisfactory proposals both to reach the goal, as well, are compatible goals for middle school and youth that is part of this. However, there was an appreciation of behavioural goals. Professors Potira, Tabapua Cumbuco in a school questionnaire applied to the students respond in order to review the contents worked. Behavioural objectives represent little and are poor in relation to the whole process of personal discovery that education provides (Veiga, 2008).

On the broad goals identified in any class was such an intention on the part of teachers. According to Veiga (2008) open goals lead students to define their own problems and propose their own solution. Already provocative goals occurred in Professor Tabapua's lesson, when asked the group of students to prepare seminars on degenerative diseases, with some criteria, for example, relate to the pathology community where they live, making visits to the Health Center site. However, how to present the seminar was at the discretion of each group. Icaraí professor in s particular lesson hosted a football game of doubles to discuss behaviours of solidarity. And at various times of the activity students should be positioned on the phenomena occurring in the activity. Provocative goals specify the problem and the function must be solved, but leave room for many solutions (Veiga, 2008).

It is emphasized that the three types of goals should be part of every teacher program. The important thing is to be clear of what you want and know what is working in every situation. When the teacher is positioned towards the goals, he shows its limits, determines how far will your knowledge of the subject they intend to teach, aware of what is working in every situation (Veiga, 2008).

Regarding the nature of the content and its dimensions to be considered a relevant aspect of this study is the predominance of conceptual dimension in Physical Education the four professors showed caution with the timing of the classroom observations apparently allowed to do such consideration from the following situation. Professor Potira only has one hour weekly class, to develop physical education combined with the students that one week class would be in the classroom and the next on the court. Professor Tabapua's has two hour, weekly lessons, but the court is under renovation, for this reason the gatherings are in the classroom, so it became evidently a predominant conceptual class, the few requested procedures was to solve quizzes. Professor Icaraí has two weekly lessons, the lessons are in a row and it starts in the classroom and it terminates on the court. In moments when the classroom was able to identify a suitable teaching procedure (beginning, middle and closing of the gathering). In the court the activities were decided there and then, and according to the professor "was a way to move students to not spend class stationary." The professor Cumbuco had the same condition of the former teacher with two classes in a row, but an alternated structure, one day began in the field and finished the classroom the other day _ was started in the classroom and carried over to the field and some days students got the two classes in the room.

To Coll (2000), there is a common claim that should be taught in school and learned other skills considered equally or more important than facts and concepts. This preliminary analysis indicates a direction for cognitive Physical Education, in an effort to become science, being in the classroom would be the solution. In Ceará state-level high school, is increasingly difficult to find physical education classes two hours classes per week on court, courtyard, fields or spaces dedicated to physical exercise. The teachers observed appear to be at ease with this theoretical framework and practical class.

Analysing the procedural dimension of the four professors in the classroom, one aspect generates considerable concern in the findings of this study. The class experienced on the court had a negligible relationship or, in most respects, no relation to what was being treated in the classroom. It should be remembered that the classes were in a row, yet not occurred an educational unit or thematic continuity on the court, or vice versa. What are the risks of this approach found in the observations, a 'territorial Physical Education "occur, given that the site is defined as a classroom. And advocates to achieve proposed goals regardless of the venue, the court, classroom learning environments are to discuss the world and the human being through the prism of Physical Education. There should be no differences in the relationships with content by changing territory. The severity of this fact is to observe a small commitment with the moment of experiencing physical education, the observations whenever opportunity arises, practical classes had a great interest in the students, contradicting current research on exercise in disinterest in physical education classes. The summary of the problem of physical education at the high school level second Darido (2009), is the immense number of layoff, classes outside of school time, competition with the entrance exam and fitness centers point to anything exciting scenario, this requires political action and a better understanding of the current aspects of this level of education. Warns that as the student progresses in basic education, it increases the disincentive for bodily practices in school.

The high school students often question the strategies employed by professors (Darido, 2004).

More interesting is how the shift from a logic that dominated the Physical Education classes historically, merely practical activity. According Darido (2011), the procedural contents dealt almost exclusively in physical education classes, restricting the teaching techniques of sporting gestures and tactics, usually with the aim of achieving the same standards.

The attitudinal dimension when using observation as a data collection instrument is obscure to their perception. On this aspect, it was just accepted as a development of postures and attitudes that moment when teachers need to adopt or recognize certain attitude to the group of students. And coincidentally three professors were discussing various topics of health. Professor Tabapua's theme was degenerative diseases. Professor Icaraí's theme was the sources of energy contained in food. But Professor Cumbuco discussed the importance of physical activity. In these meetings the professors warned the risks of physical inactivity and advised the students to take an active lifestyle and healthy habits.

It was for this alert tone of concern of teachers was disconnected this analysis. Starting from the difficulty of finding time to live this active lifestyle in schools is why practical classes should be something primal in the Physical Education curriculum component. This study does not advocate a Physical Education for the physical fitness and health. The analysis emerged from the observation itself, because if teachers warn of an active and healthy body, the gateway should be the Physical Education classes. Even for students would be lovely to make this link between theory and practice. One way is to be thought of as rediscover this missing link between thinking and acting in Physical Education. By an education perspective, it would be essential to consider the procedures, facts, concepts, attitudes and values as content, all on the same level of importance (Darido, 2007).

Therefore, the study can analyse the goals and content of physical education at the high school level in state schools in the town of Caucaia at this juncture of lecture and practical classes, occur in disconnected fashion. It was not able to identify a transversal aim to all classes, but the study recognizes the need to have larger elements to consider more accurate conclusions. A predominance of a conceptual dimension of the contents was observed.

FINAL THOUGHTS

The latter considerations come to emphasize the preliminary findings of this study. We use the primary term, the apparent and superficial aspect of the results are presented. It is a study in continuity and other instruments to collect some points raised in this paper can be confirmed or refuted. Increasing the observation time, while using document analysis for planning and especially the interview. However, already recognizes a new framework on physical education at high school level imposed by this new conjuncture of theoretical and practical classes.

When it senses a physical education level of high school that is developed in the classroom and on the court and is not an educational dialogue between objectives and content that leverages the curriculum component as a whole in these spaces. What drives teachers to maintain this structure, even though the state of Ceará this does depend on _ school's teacher. But, it is assumed that this way of doing classes does not allow the quality of teaching. Side effects may be different. The growing strength of a cognitive Physical Education. The denial of the moving body in school. The preference by teachers and students to be in class by feel formalized as scientific curricular component in these spaces.

The look is hopeful and encouraging the study provides some elements for the training of teachers reflect. How training should behave for a teacher who will work most of your time in classroom. Initial training should make future teachers understand the importance of physical education in different spaces (living room, court, computer lab, field, hall, patio, library, gyms). The training elements should enable teachers to mobilize bodily praxis in search of a body conscious. For students also find the location of a body conscious at school and in society.

REFERENCES

ANDREW M; GATTI, B. Methods of qualitative research in education. Petrópolis, RJ: Editora Vozes, 2010.

BETTI, M; ZULLIANI, L. R. School physical education: a pedagogic proposal guidelines. Revista Mackenzie of Physical Education and Sport. São Paulo, v. 1, no. 1, p. 73-81, 2002.

BRACHT, V. Physical education: the pursuit of pedagogical autonomy. Revista de Educação Física, Maringá, v Education. 1, no. 0, 1989.

BRAZIL. National curricular parameters: physical education. Brasilia: MEC / SEF, 1997.

CASTELLANI FILHO, L. Physical Education in Brazil: a story that isn't told. Campinas, SP: Papyrus, 1998.

COLLECTIVE OF AUTHORS. Methodology of teaching physical education. São Paulo: Cortez, 2009.

COLL, C. The contents of the reform. Porto Alegre: Artmed, 2000.

Darido, S. C. Physical education in school and the process of not physically active. Brazilian Journal of Physical Education and Sports. São Paulo, v. 18, no. 1, p. 61-80, Jan. / Mar. 2004.

Darido, S. C; RANGEL, I.C. A physical education at school: implications for pedagogical practice. Rio de Janeiro: Guanabara Koogan, 2005.

Darido, S. C. In order to teach physical education. Campinas, SP: Papyrus, 2007.

Darido, S. C.; SOUZA JR, O. M. Exemptions from physical education classes: pointing ways to minimize the effects of archaic legislation. Think of this Practice, vol. 12, no. 2, p. 1-12, May / August, 2009.

Freire, P. Pedagogy of autonomy: knowledge necessary for educational practice. São Paulo: Paz e Terra, 1996.

GUALDA, D.M.R; HOGA, L.A.K. Ethnographic research in nursing. Rev.Esc.Enf.USP, v.31, n.3, p.410-22, mar. 1997.

MINAYO, M. C. S. The challenge of knowledge. São Paulo: Hucitec, 2013.

POUPART, J. Qualitative research: epistemological approaches. Petrópolis, RJ: Editora Voices, 2008.

RANGEL-BETTI, IC Physical Education in high school: analyzing a process of professional learning. Motives Magazine. Rio Claro, v. 7, no. 1, p. 17-22, Jan. / June, 2001.

Veiga, A. P. I. Rethinking teaching. Campinas, SP: Papyrus, 2004.

Zabala, A. Educational Practice: How to teach. Porto Alegre: Artmed 1998.

TERRITORIAL SCHOOL PHYSICAL EDUCATION: THE DISTANCE BETWEEN THE CLASSROOM AND THE COURTS IN HIGH SCHOOL OF STATE SCHOOLS IN THE TOWN OF CAUCAIA - CE.

ABSTRACT

This study deals with how the objectives and contents of the Physical Education curriculum component are being treated in this current conjuncture of theoretical and practical classes and what are its consequences in the daily state schools in the town of Caucaia - CE. The intention of this study is to analyse how the objectives and content of physical education are being treated in the theoretical and practical level of secondary education in state schools in the city of Caucaia - CE. As well as identify whether there are any general objective that occurs across all classes to understand the physical education. We aim to further verify which content dimension is most evident in physical education. The methodological approach used for the development of

this research was the qualitative approach. The study setting was the town of Caucaia - CE. Four teachers were selected for a deepening of the study. The field diary and record of observation were necessary to give meaning to the experience. The analysis was based on thematic analysis technique for the determination of categories. The study could examine the objectives and content of physical education at the level of secondary education in state schools in the town of Caucaia at this juncture of lecture and practical class, occurring in an unconnected way. It was not possible to identify a transversal to all classes aim, but the study recognizes the need to have larger elements to consider more accurate conclusions. Predominance of a conceptual dimension of the contents in lectures was observed. The study presents some elements for the training of teachers reflect. As the training must include in its context, this new situation that arises when a Physical Education teacher, to work much of his time in class room.

KEYWORDS: physical education, classroom instruction, dimensions of content.

TERRITORIALES ÉCOLE ÉDUCATION PHYSIQUE : LA DISTANCE ENTRE LA SALLE DE CLASSE ET LES COURS AU LYCÉE D'ÉTAT ÉCOLES DANS LA VILLE DE CAUCAIA - CE.

RÉSUMÉ

Cette étude traite de la façon dont les objectifs et le contenu de l'élément de programme d'études éducation physique est traités dans cette conjoncture actuelle des classes théoriques et pratiques et quelles sont ses conséquences dans les écoles publiques quotidiennes dans la ville de Caucaia - CE. Le but de cette étude est d'analyser comment les objectifs et le contenu de l'éducation physique sont traités dans le niveau théorique et pratique de l'enseignement secondaire dans les écoles publiques dans la ville de Caucaia - CE. En plus de déterminer s'il existe un objectif général qui se produit dans toutes les catégories de comprendre l'éducation physique. Notre objectif est de vérifier quel contenue dimension est plus évidente en éducation physique. L'approche méthodologique utilisée pour le développement de cette recherche était l'approche qualitative. Le cadre de l'étude était la ville de Caucaia - CE. Quatre enseignants ont été sélectionnés pour un approfondissement de l'étude. Le journal de champ et le compte rendu d'observation ont été nécessaires pour donner un sens à l'expérience. L'analyse se fonde sur la technique d'analyse thématique pour la détermination des catégories. L'étude pourrait examiner les objectifs et le contenu de l'éducation physique au niveau de l'enseignement secondaire dans les écoles publiques dans la ville de Caucaia à ce stade de la Conférence et la classe pratique, survenant de manière non-connectée. Il n'était pas possible d'identifier un transversal à toutes les classes but, mais l'étude reconnaît la nécessité d'avoir des éléments plus grands pour tenir compte des conclusions plus précises. Prédominance d'une dimension conceptuelle du contenu de conférences a été observée. L'étude présente quelques éléments pour tenir compte de la formation des enseignants. Que la formation doit comprendre dans son contexte, cette nouvelle situation qui survient lorsqu'un enseignant de Éducation Physique, de travailler une grande partie de son temps dans la salle de classe.

MOTS-CLÉS: éducation physique, magistraux, dimensions du contenu.

LA EDUCACIÓN FÍSICA ESCOLAR TERRITORIAL: LA DISTANCIA ENTRE EL AULA Y LOS TRIBUNALES EN LAS ESCUELAS DE SECUNDARIA DEL ESTADO EN LA CIUDAD DE CAUCAIA - CE.

RESUMEM

Este estudio aborda cómo los objetivos y contenidos del componente curricular de educación física son tratados en esta coyuntura actual de clases teóricas y prácticas y cuáles son sus consecuencias en las escuelas estatales diariamente en la ciudad de Caucaia - CE. La intención de este estudio es analizar cómo se tratan los objetivos y contenidos de la educación física en el nivel teórico y práctico de la educación secundaria en escuelas públicas en la ciudad de Caucaia - CE. Así como identificar si hay algún objetivo general que se produce a través de todas las clases de entender la educación física. Nuestro objetivo es verificar más que contenido dimensión es más evidente en la educación física. El enfoque metodológico utilizado para el desarrollo de esta investigación fue el enfoque cualitativo. El ajuste del estudio era el pueblo de Caucaia - CE. Cuatro profesores fueron seleccionados para una profundización del estudio. El registro de observación y diario de campo eran necesarias para dar sentido a la experiencia. El análisis se basó en la técnica de análisis temático para la determinación de las categorías. El estudio podría examinar los objetivos y contenidos de la educación física en el nivel de educación secundaria en escuelas públicas en la ciudad de Caucaia en este momento de la Conferencia y clase práctica, que ocurre de forma inconexa. No fue posible identificar una línea transversal a todas las clases de objetivo, pero el estudio reconoce la necesidad de tener mayores elementos a considerar conclusiones más precisas. Predominio de una dimensión conceptual del contenido de conferencias fue observada. El estudio presenta algunos elementos para reflejar la formación de maestros. Como el entrenamiento debe incluir en su contexto, esta nueva situación que se presenta cuando un profesor de educación física para trabajar mucho de su tiempo en la sala de clase.

PALABRAS CLAVE: educación física, instrucción en el aula, dimensiones del contenido.

EDUCAÇÃO FÍSICA ESCOLAR TERRITORIAL: A DISTÂNCIA ENTRE A SALA DE AULA E A QUADRA NO ENSINO MÉDIO NAS ESCOLAS ESTADUAIS NO MUNICÍPIO DE CAUCAIA – CE.

RESUMO

O presente estudo versa sobre como os objetivos e conteúdos da componente curricular Educação Física estão sendo tratados nessa conjuntura atual de aulas teóricas e aulas práticas e quais são os seus desdobramentos no cotidiano das escolas Estaduais do Município de Caucaia – CE. A intenção desse estudo é analisar como os objetivos e conteúdos da Educação Física estão sendo tratados nas aulas teóricas e práticas em nível de Ensino Médio nas escolas Estaduais do Município de Caucaia – CE. Bem como, identificar se existe algum objetivo geral que ocorre transversalmente a todas as aulas para se compreender a Educação Física Escolar. É nosso intuito ainda, verificar qual dimensão de conteúdo é mais evidente nas aulas de Educação Física. A perspectiva metodológica utilizada para o desenvolvimento dessa pesquisa foi o enfoque qualitativo. O cenário do estudo foi o Município de Caucaia – Ce. Quatro professores foram selecionados para um aprofundamento desse estudo. O diário de campo e a ficha de observação foram necessários para dar significados à experiência. A análise dos resultados foi realizada com base na técnica de análise temática para determinação de categorias. O estudo pode analisar que os objetivos e conteúdos da Educação Física Escolar em nível de Ensino Médio nas escolas Estaduais no Município de Caucaia, nessa conjuntura de aula teórica e aula prática, ocorrem de forma desconectada. Não foi possível identificar um objetivo transversal a todas as aulas, mas o estudo reconhece que é necessário ter maiores elementos para considerar conclusões mais precisas. Foi observado um predomínio de uma dimensão conceitual dos conteúdos nas aulas teóricas. O estudo apresenta alguns elementos para a formação de professores refletir. Como a formação deve incluir no seu contexto, esta nova realidade que se coloca ao professor de Educação Física, no sentido de trabalhar boa parte de sua hora aula em sala.

PALAVRAS-CHAVE: educação física escolar, aula teórica, dimensões de conteúdos.