

The aim of this project is to analyze the three-stage sport and its contribution to the development of children and adolescents in citizenship formation and social inclusion



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ABSTRACT

This is a research on the investigation of the Sport in Three Times Project of the Secretariat of Sport of Ceará, in which we want to know the contribution of the project to the development of children and

adolescents in citizenship formation and social inclusion. In addition, to know the perception of teachers and parents/guardians of students in relation to the project and suggestions for improvement for it. Thus, it aims to strengthen the understanding of the participants taking as reference the experience of implementation and practice of this project in the Areninhas of the State of Ceará. The research is exploratory in nature, with a qualitative approach, where thirty people who are involved in the project were interviewed and answered a questionnaire proposed by the researchers. The research was built from the answers of the students, teachers and guardians/parents of the students of the Areninhas where the interviews were made. The contribution of the project to the lives of its participants was positive, as several physical, psychological, social and cultural benefits were identified, favoring the formation of the individual as a whole. In addition, it plays an important role in keeping practitioners away from crime and social vulnerability.

Keywords: Design, Arenas, Soccer.

1 INTRODUCTION

The Sport in Three Times Project is offered in several cities in the state of Ceará. Fortaleza is one of the cities contemplated. It takes place in arenas maintained by the state and the city hall. There are professionals trained to teach young people between 7 and 17 years of age. Each center is formed by 01 Physical Education professional, responsible for planning, monitoring and carrying out sports activities in compliance with the project proposal through the guidance of the pedagogical coordination. Each nucleus is composed of 100 participants, who are distributed in groups by age groups between: 07 to 10 years old (Learn), 11 to 13 years old (Develop) and 14 to 17 years old (Overcome). The main modalities are soccer, society soccer, functional training and recreation. In each center, at least 02 collective and/or individual sports modalities/activities are offered to the beneficiaries in the Learning and Development classes (07 to 13 years old). In the Overcome class (14



to 17 years old) there is the possibility of offering at least 01 (one) sports modality/activity. More sports modalities/activities may be developed in all classes, according to the interest of the participants, skills and competencies of the professional. The classes are organized with a minimum of 25 students and a maximum of 35 students, that is, a minimum of 02 classes per nucleus, divided into their respective age groups. It is established that participants have a minimum frequency of 02 or 03 times a week, with a minimum of 50 minutes of daily activities. In addition, there are professionals who organize the entire project, that is, the managers. According to the Secretariat of Sport of Ceará (2022), the Sport in Three Times Project boils down to: creation and implementation of sports centers for the development and promotion of sport and leisure for children and adolescents in the age group of 07 (seven) to 17 (seventeen) years, in the municipalities of the State of Ceará through sport. According to Cotta (1998), a program is the set of projects that aim at the same purposes, which establishes the main points of the intervention, identifies and orders the projects, in addition to defining the institutional scope and allocating the resources to be used. Project, on the other hand, is an integrated set of activities that aims to transform a portion of reality, filling a need or changing a problem-situation. And it is in this context that the Sport in Three Times Project comes in, as this work realizes that it has the potential to transform people's lives, and complementary characteristics of the society in which sport is studied may emerge because, according to Cunha (2022), the project aims to promote the dissemination of sport in the municipalities of Ceará, through democratization and guarantee of access, as a stimulus to social coexistence, the formation of citizenship, quality of life and the socialization of knowledge, contributing to the integral development of children and adolescents. According to section III of the Federal Constitution of 1988, which speaks of sport in its art. 217, **IT IS THE DUTY OF THE STATE TO PROMOTE FORMAL AND NON-FORMAL SPORTS PRACTICES, AS A RIGHT OF EACH INDIVIDUAL, OBSERVING: II - THE ALLOCATION OF PUBLIC RESOURCES FOR THE PRIORITY PROMOTION OF EDUCATIONAL SPORTS AND, IN SPECIFIC CASES, FOR THE PROMOTION OF HIGH-PERFORMANCE SPORTS; IN ITS ITEM § 3,** the Government shall encourage leisure as a form of social promotion. Thus, the constitution established that it is the duty of the State to promote actions that guarantee access to sports and leisure for the entire Brazilian population. As a legal framework, the notion that sport and leisure are "social rights" is inaugurated. These elements are essential for society from their playful character of a practice of citizenship endowed with social meaning that mobilizes men, women, children and society in general, serving as an example for other states. Therefore, we seek to reflect, identify and understand these aspects present in the activities practiced during the class hours of the project, in which soccer is the main modality taught.



2 METHODOLOGY

Once the research has had a practical application, it is classified as applied in nature, with a qualitative approach and statistical analysis.

According to Arango (2009), quantitative research can use statistical analysis resources to be effective.

Based on its objectives, we can define it as an exploratory research. According to Gil (2006), exploratory research has as its main objective the improvement of ideas or the discovery of intuitions.

The technical procedures used in the research were information collections. According to Gil (2006), research of this type is characterized by the direct questioning of people whose behavior one wishes to know.

As it is an investigation that is related to the project (scenario of action of children, adolescents and teachers), the research was carried out in two Arenas. The researchers contacted the teachers and arranged the visit. Arriving at the place, they were welcomed by the teacher and the students and soon after explained why they were there, as well as whether the research he was going to carry out would take place.

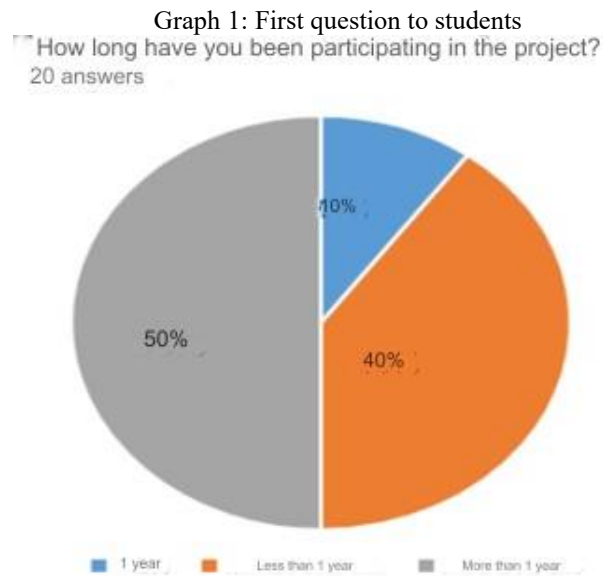
The first Areninha that was visited is located on Av. Alberto Craveiro, S/N – Castelão, Fortaleza – CE. The date of the visit was 05/09/2023 at 9:00 am. Eight children (six boys and two girls), six parents/guardians (one man and five women) and one teacher were interviewed. The second Areninha visited is located at R. Santa Terezinha, 188 – Bom Sucesso, Fortaleza – CE. The date of the visit was 05/12/2023 at 6:00 pm. Twelve children (eleven boys and one girl), two parents/guardians (two women) and one teacher were interviewed. In all, thirty participants of the project were interviewed, twenty students, eight parents/guardians and two teachers from the visited Areninhas who participated in the research regardless of gender or age. Only participants who agreed to the terms of the survey were allowed to take part in the study. The choice of sample was accepted by convenience or intentional, as it was chosen for accessibility by the participants themselves, who were interviewed to participate in the research according to availability of schedules and agreement.

Data collection was carried out in the Areninhas, where the sports practices take place, through an interview structured by the researchers containing open questions that met the proposed objectives of the research. According to Gil (2006), a structured or formalized interview is based on a list of questions and the interviewer follows a previously established script. It is not allowed to adapt to a given situation, reverse the order or elaborate other questions for the interviewees.

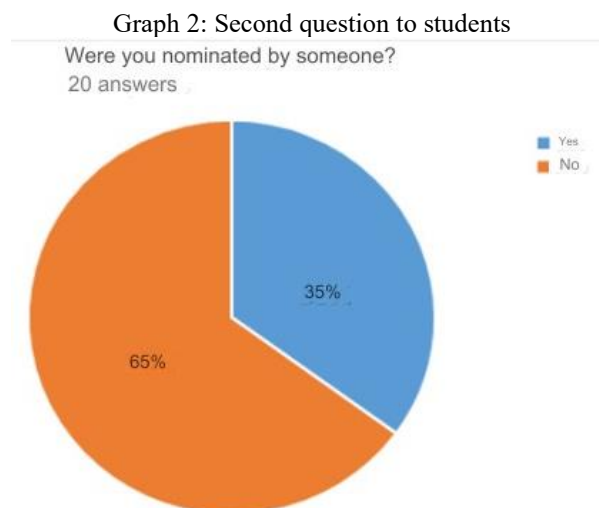
As the research approach will be qualitative, the treatment will be statistical, through descriptive statistics and production of graphs, with the help of the EXCEL *software* of the company Microsoft Corporation.



3 RESULTS



In this first question, as we can see through the answers, fifty percent of the students of the project have already been participating for more than a year. For more than a year, receiving many benefits that the project provides. And in addition, many develop with it, bringing part of these benefits to family life. Corroborating with Silva (2012), the main benefits that are found in sports projects are fun, the development of physical and mental motor skills, peace, tranquility, friendships, challenge and overcoming limits. Many of these benefits were found in the project.

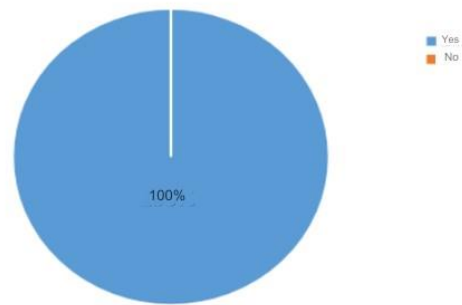


In the second question, many participants (65%) answered that they were not recommended by someone, hence the importance of spreading and expanding the project throughout the state of Ceará.



Graph 3: Third question to students

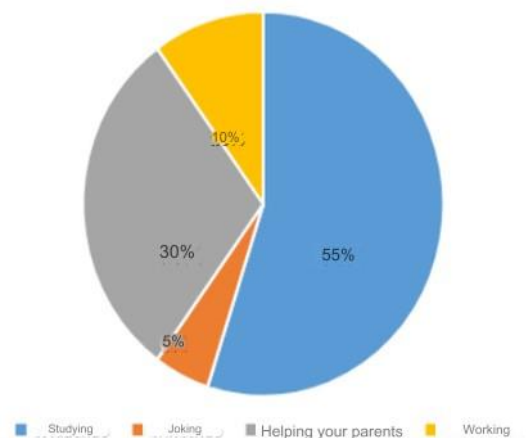
Do you think it's cool to participate in the project?
20 answers



In the third question, one hundred percent of respondents answered that they think it's cool to participate in the project. Let's see how many young people can be kept away from crime and social vulnerability.

Graph 4: Fourth question to students

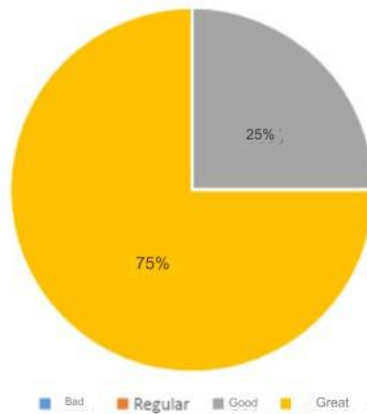
If you weren't in the project, what would you be doing?
20 answers



In the fourth question, they answered that if they were not in the project, most of them (55%) would be studying. However, we may think that these answers were only obtained by the fact that they had a change in mentality and perspective on life. Because they had a notion that even though they are in conditions of social vulnerability, they have good paths to choose from.

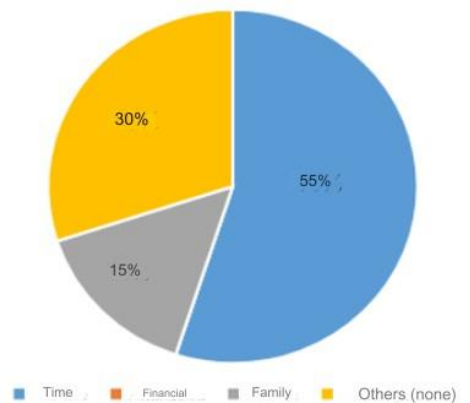


Graph 5: Fifth question to students
How do you consider the teacher's class?
20 answers



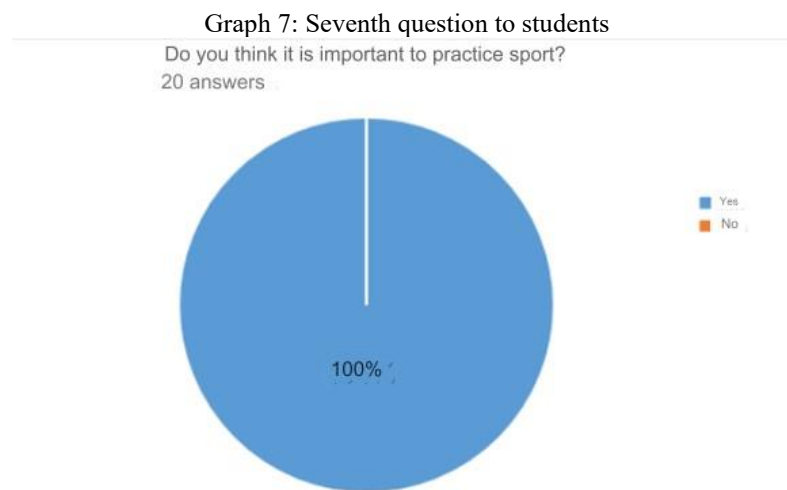
In the fifth question, one third (75%) of the interviewees answered that they consider the teacher's class to be excellent, hence the importance of the search for professional qualification is increasingly present in the lives of teachers and other professionals. Continuing education should be for teachers one more support for them to be able to work and exercise their function in society, able to perceive how to act so that their students' time in front of their class is a moment of learning (MILEO, 2009). Teachers, like all professionals, must be constantly updated, since society is undergoing transformation due to the advancement of technology and human development. Teachers, after maintaining a process of qualification and updating, may feel more secure to develop a reflection on their pedagogical practice, analyzing all the events during their class, rethinking positive and negative points presented during this period. So, in order for the project to continue to be of great value and contribute positively to the lives of the participants, a change and a constant improvement of the physical education teachers are necessary so that they seek other moments of reflection on the practice, not only in the moments made available by the project to which they are part.

Graph 6: Sixth question to students
What difficulties do you encounter in participating in the project?
20 answers





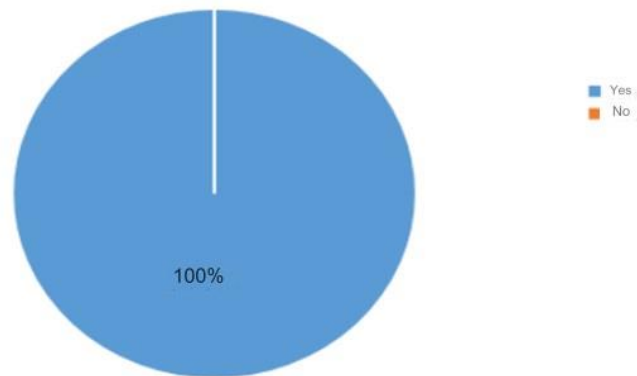
In the sixth question, they answered that the biggest difficulty they face in participating in the project is the time available. I believe that they are shocked by the schedules of going to school, so they end up going to the project in another shift, but without ceasing to participate. At night, I believe it is due to some risk of robbery, violence, etc., but this may be a topic to be investigated in future research. A curiosity was that no one answered that they had financial difficulties to participate in the project. The project is free of charge offered by the municipalities in partnership with the state government. But if they had to spend on transportation to get to the Arena, maybe they would pose this difficulty. For this reason, the government of Ceará expanded the project to the entire state and built Areninhas in several neighborhoods of the capital of Ceará. In this way, bringing social inclusion and equal opportunity for all.



In the seventh question, one hundred percent answered that they think it is important to play sports. In addition to others, these are points to reflect the size of the impact that the project has on the lives of the participants, so it can be deduced that they have a mentality that sport can positively transform their lives. Therefore, knowing what students think, like and expect, and trying to demonstrate the usefulness of the contents developed by the professional, becomes increasingly indispensable if we want the project to have a high level of success and a contextualized Physical Education that respects children as active subjects of the teaching-learning process (FILGUEIRAS, 2007).

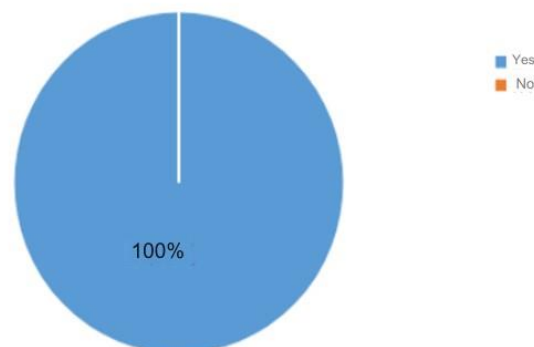


Graph 8: Eighth question to students
Does your family think it's important for you to participate in the project?
20 answers



The eighth question indicates that one hundred percent of the interviewees answered that their families think it is important to participate in the project.

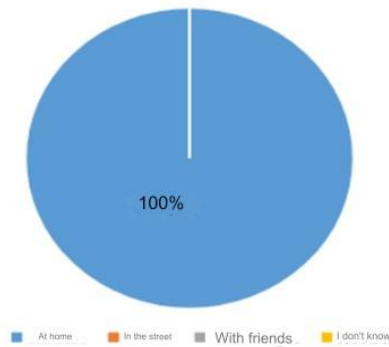
Figure 9: First question to parents or guardians
Are you satisfied with your child participating in the project?
8 answers



In this first question, parents were asked if their children are satisfied with the project, and one hundred percent of respondents answered yes. This answer makes us think that parents realize that the project protects their children against street evils such as bad company, drugs and avoidance of crime (CASTRO, 2011).



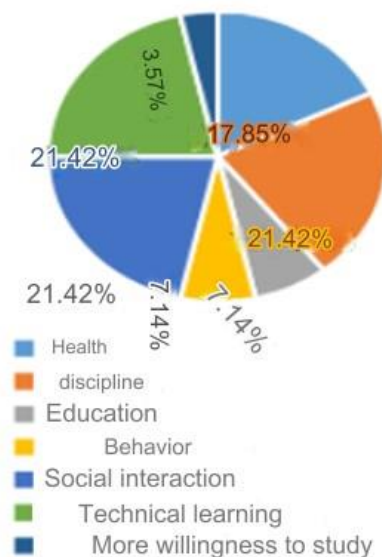
Figure 10: Second question to parents or guardians
If your child was not participating in the project, where would they be at that time?
8 answers



In the second question, all parents answered that their children would be at home if they had not participated in the project, because, as Castro (2011) says in his research:

According to all the professionals, mothers and several students, the project protects from a possible "negative" socialization on the streets where children and adolescents can get involved with "bad influences" and learn "things that are no good".

Figure 11: Third question to parents or guardians
What benefits does playing sports bring?
28 answers



In this third question, parents/guardians could answer more than one option. Regarding the benefits that sports brings, among several of them that parents mentioned, discipline (21.42%), technical learning (21.42%), social interaction (21.42%) and health (17.85%) stood out. The researcher Castro (2011) in his studies says that family members perceive the sports project as a space capable of promoting "positive socialization" and different types of learning and as a space that helps in the



performance of school tasks. In addition, friendships and interaction with other participants are important factors for the involvement of students in social projects. This means that the subject is valued and co-responsible for the teaching-learning process and the desired transformation can be achieved (FILGUEIRAS, 2007). These statements reinforce aspects that can be apprehended from the project throughout this research.

Figure 12: Fourth question to parents or guardians
What can be done to improve the project?
11 answers

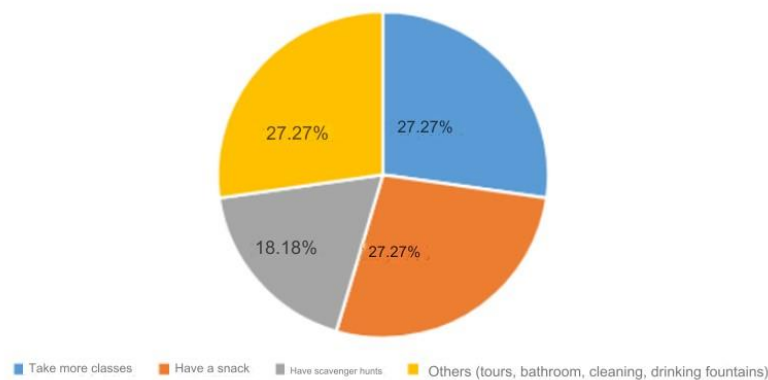
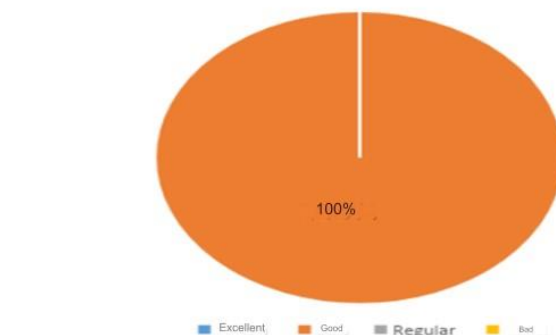


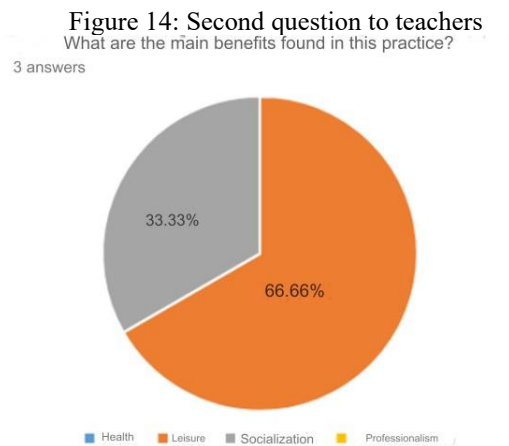
Figure 13: First question to teachers
What is your perception about sports here in the arena?
2 answers



In the fourth and final question, parents/guardians could also answer more than one option. He was asked what can be done to improve the project. The opportunities for improvement are visible when the interviewees were asked about this subject. Among the options provided by the questionnaire and those suggested by the parents, most answered that they should have more classes (27.27%), have snacks (27.27%) and have scavenger hunts (18.18%). Through these answers, we can see that parents are engaged in the project and find classes scarce. Perhaps because most of them were people from poor communities, they replied that they should have a snack. Food can serve as an incentive for children to continue in the project and for new children to become part of it. Not to mention that being well fed they can yield more.



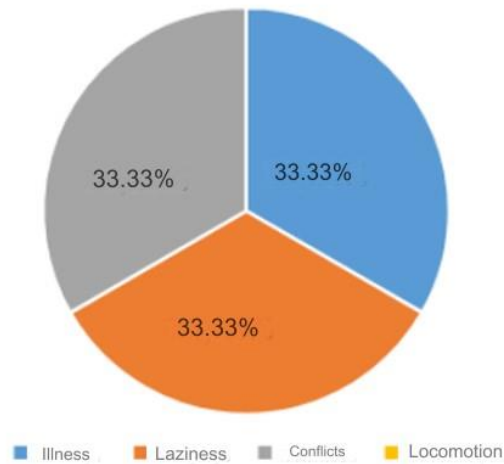
In the first question, when we asked what is the perception of the teachers in relation to the sports practice in the Areninha where they teach, all answered that the perception is good, that is, there is a level of satisfaction, but it can improve, because they had the option of answering that the perception is great. The teachers answered the good option of the first question, perhaps not because of the fact of the class itself, but because of their perception of the students, since the quality of the class depends on both parties.



In the second question, you could answer more than one option. One of the teachers answered two options and the other answered one option. We wanted to know from the teachers what benefits they found in the project. Of the options, the one that stood out the most was leisure (66.66%). In terms of health, although not mentioned by the teachers, it is something that the practice of sports promotes by itself, as the participants mostly demonstrate physical, mental, social well-being, etc. The students' joy, companionship, social respect, solidarity and the reduction of anxiety and depression on their part are also benefits acquired directly and indirectly. says Pereira (2013). It also says that the related health benefits are improved mental health and increased academic performance. Socialization was followed by 33.33%. The Sport in Three in Times Project, agreeing with Souza (2020), promotes sports activities carried out within social projects, although they do not exclude the discovery of future athletes, have the purpose of encouraging discussion and critical reflection, developing awareness of rights and duties, promoting values of social coexistence among students and contributing to citizenship.

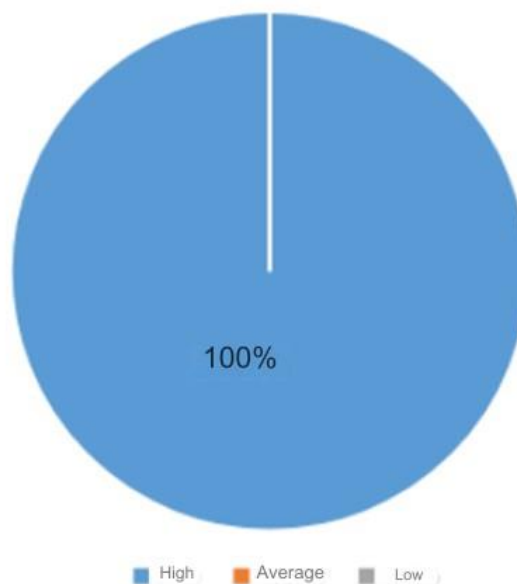


Figure 15: Third question to teachers
What are the main difficulties encountered in getting students to participate in the project?
3 answers



In the third question, they could also answer more than one option. One of the teachers answered two options and the other answered one option. The teachers answered that the difficulties encountered for the students' adherence to participate in the project are laziness, illness and conflicts (33.33% for each option).

Figure 16: Fourth question to teachers
How important is this project?
2 answers



In the fourth question, when asked about the level of importance of the project, the teachers answered that it is high. There are several social projects aimed at young people, with the aim of



improving their living conditions and providing their autonomy and protagonism in contemporary society. In addition, we have to accept that there is very strong evidence, because the teacher can lead the student in the direction of what he considers to be the picture of necessary and desired learning. We can identify that the teachers interviewed may perceive that the impact that sport had on their own education in general can also be used for the social evolution of their students. Perhaps the biggest challenge that teachers face is to ensure that all students are reached according to the project's objectives, due to the fact that there are different characteristics and needs among the participants.

4 FINAL THOUGHTS

From the data obtained, both in the questionnaires and in the observations of the activities, it is possible to understand some central answers that comply with the objectives delimited by this work.

During the analysis of the data, some issues and parallel aspects were highlighted, in addition to those that correspond to the real objective of the data. Through the answers to the questionnaires by the public served by the project, it is possible to identify its high level of importance, in addition to providing good quality sports practice, excellent classes and satisfaction of its participants.

During the development of this research, it was observed that the project has a positive impact on the lives of its participants throughout the State of Ceará, in addition to keeping practitioners away from crime and social vulnerability.

Several benefits that the practice of sports at Areninha bring were verified, such as health, social interaction, discipline, technical learning of the sport, among others. The parents' desire is for the project to have more classes and they gave suggestions for maintenance and improvement of the Arenas. The main difficulties encountered were the issue of class schedules, laziness, illness and conflicts on the part of the students.

In view of the general objective of this research, it was found that the Sport in Three Times Project has relevance in the formation of children and adolescents, as it is working on social and sports values that will be carried throughout life, in addition to the psychic-motor benefits, developing practitioners in a healthy and integral way.

There were difficulties encountered due to the limitation of the number of students interviewed, their low level of education and that of their parents/guardians to answer the questionnaire, the lack of financial resources and time to visit more Areninhas, in addition to the lack of public security in some locations where the Areninhas are located. Thus, if it were not for the need to maintain the focus of the research and the lack of more time, these aspects could be studied in more depth.

After carrying out this work, it is possible to affirm a better understanding of its study objective, that is, how the project has been developed in the State of Ceará, as well as the importance of parents or guardians and the performance of teachers in relation to their students.



There are some possibilities for deepening this research, so some proposals are launched: to specify the answer options of the students' questionnaires so that a better understanding can be obtained; visit more Areninhas in more neighborhoods of Fortaleza/CE to learn more about the reality and make appropriate comparisons; analyze what the government can contribute to maintain and improve the structure of the Arenas.



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