

Scars of the pandemic: New perspectives on school physical education



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ABSTRACT

The present study aims to address some reflective aspects that show the scars left by the COVID 19 pandemic on students in the years 2020 to 2021 in order to discuss the challenges faced in pedagogical practice during physical education classes, through remote and hybrid teaching. Strengthening a bond between teacher and student, showing that it is possible to work with different classes where everyone feels good and learns together in this

exchange of experience. Thus, some objectives a) to become aware of the reality of each student; b) what access to the technologies each one has available; c) provide support to students, investigating and monitoring changes in their emotions; d) offer dynamic and relaxed classes to face this moment together. This research was carried out through the qualitative-descriptive methodology, through experience reports, making use of bibliographic analysis for this purpose. The technique used was participant observation. The reflections from the analysis ensure that there are several challenges to be overcome, the presence of the teacher is of great importance in the lives of these adolescents to provide support, each adolescent/student has their own story and we teachers have the responsibility to show the way and only by knowing each one can we make the appropriate intervention. We are sure that we have learned and will continue to learn a lot, even with these times we are going through, with care and respect we go further working on the aspects that involve the health and well-being of everyone to promote socialization and a healthy routine in daily life.

Keywords: Physical education, Adolescents, Pandemic.

1 INTRODUCTION

Currently, the practice of physical activity has been a major problem in daily school life. Thus, it is perceived that school Physical Education has the role of offering basic education students the possibility of being motivated to perform physical activities, passing on to students the knowledge about the importance with regard to health. In view of this, since the beginning of the 2020 school year, this aspect has been intensely affecting the lives of all of us, changing the routine of schools from one moment to another: fear has spread in society, the doors of schools have closed with no prospects of reopening. It was the arrival of a totally invisible enemy, named COVID-19 by the World Health Organization (WHO), which devastated the dreams, the joys, the eagerness to experience a new school year.



According to the World Health Organization (WHO) (2021), COVID-19 is an infectious disease caused by the recently discovered Coronavirus, which, in December 2019, caused an outbreak in the city of Wuhan, China, later spreading around the world, due to its high contagion, generating a pandemic. Between February and March 2020, the disease arrived in Brazil and soon the authorities decreed a state of emergency, according to national ordinance No. 1881 of February 3, 2020, published in the Official Gazette of the Union. This ordinance aimed to create measures for the prevention, control and containment of risks, damages and injuries to public health.

Many ordinances and decrees for the care of human life were part of this context and, at the end of September 2021, the authorities of the Government of the State of Rio Grande do Sul, through State Decree No. 55,465ii, of September 5, 2021, authorized the reopening of schools. However, safety and health measures were essential to ensure that children remained in school. In the scope of this research, the school belongs to the public school system of the municipality of Caxias do Sul-RS. This educational institution offers Basic Education in the courses of Early Childhood Education, Elementary School I and II and High School. The school does not have the military molds with strict protocols, but with principles to follow. There were no changes in the school's bylaws. The school has 980 students enrolled, 289 in the Initial Grades, 335 in the Final Grades of Elementary School and 356 in High School. In the morning shifts with Elementary School from 6th to 9th grade and High School, in the afternoon shift with Elementary School from 1st to 7th grade and at night with High School. In the educational environment, the School is always open to changes to act in a dynamic and creative way to face the constant transformations of society, always counting on the collaboration of everyone so that there is harmony in the school.

Thus, this work is characterized as qualitative-descriptive, developed through an experience report that aims to describe the experience lived during the participation in the pedagogical residency program,¹ using analysis with bibliographic review for this purpose. The technique used was participatory observation and attentive listening during practical experiences in physical education classes. According to Marconi and Lakatos (2002), this technique of informal observation allows the researcher to record facts of reality on an occasional basis, without the need to have previously elaborated planning or control. From this perspective of studies, experiences and observations based on the pedagogical practice carried out in physical education classes, of a first-year class of night high school, at the Alexandre Zattera State High School, ²located at Rua Romano Zattera, 1077 Bairro Desvio Rizzo in Caxias do Sul RS, during the month of April to December of the year 2021, while

¹ The Pedagogical Residency Program is one of the actions articulated with the other Capes programs that make up the National Policy has as basic premises the understanding that the training of teachers in teaching courses must ensure to its graduates skills and competencies that allow them to carry out quality teaching in basic education schools.

² The Alexandre Zattera school is a Civic Military school, but not in the military mold, it has its principles to follow without strict protocols, there have been no changes in the school regiment.



caused by COVID-19. Between stoppages, gradual returns and the face-to-face return to school with concerns and countless reflections, what to do? How to act during the situation to reassure both families and students who have never experienced such a situation. In this sense, through the bibliographic reference, I bring in this study the objective of showing how it is possible to work and provide students with relaxed classes where everyone participates and learns new knowledge in physical education classes.

1.1 FROM SCARS TO THE BONDS OF PHYSICAL ACTIVITIES

The great impact that the pandemic has caused is reflecting on the lives of students and we will live with this ghost for a long time. The distancing of people causing many health problems in the entire population and in students could not be different, the lack of socializing with friends, distancing, the distance from classrooms has been generating and causing serious health problems among adolescents, depression, anxiety, discouragement, problems that may take time to be solved, Because we are going through an atypical moment, this affects groups of adolescents throughout society, but those who suffer the most are those who have greater social vulnerability, the reason for all this is in social differences, no one goes through the problems of others, we may be in the same boat but we are not in the same storm, groups of adolescents from the middle to upper class participate in clubs or have their own personal trainer, There is the family psychologist, there are family members to help, there are several resources to look for and somehow they have continued to train or practice their sports, the young person is a set of potentialities and risks, depending on the environment where he lives. Our lower class students do not have many resources and much less access to any type of good quality sport where they can be helped, this is where the lack of school comes in, because it is at these times that they look for the teachers and we have the responsibility to show the way to these students who entrust us with their daily problems, Our reality is this: not everyone has support at home. And the lack of physical education classes, lack of teachers encouraging them every day to seek outdoor sports where somehow everyone can practice seeking a better quality of life made a lot of difference in the lives of these teenagers.

He talks about students between breaks or during the practical classes we had during that year where I approached them and showed them that they could count on me if they needed help: Sora, I want to be a loan shark, I don't want to continue studying, my uncle has several weapons and is a loan shark and has never studied. Report of a student from the outskirts of the city.

Prof. I can't continue studying, I had a daughter and I have to take care of her, I don't have anyone to leave with to continue my studies, I got pregnant during the pandemic. Report of a student during practical classes.



Teacher! I'm not able to pay attention or participate in all the classes, I'm working during the day and to come to classes at night is very difficult. Student's report during practical classes.

Sora! I'm not going through a very good phase, I live with my mom and stepdad and I don't get along very well with him, and I've ended my relationship and I'm not seeing the point in life. Report of a student via social network.

Teacher! Can I go without taking physical education classes today? I'm not feeling very well, I have constant fights with my mom, I live with her and my stepdad and now she's pregnant and the problems have only gotten worse, sometimes I come to school just to distract. Report of a student during classes.

In this sense, I seek to discuss the relevance of physical education inside and outside the school, working on aspects that involve the health and well-being of all in order to promote socialization and a healthy routine in daily life.

1.2 THE SCARS IN PHYSICAL EDUCATION CLASSES IN REMOTE AND HYBRID LEARNING

Students returned to school more discouraged, unwilling to study, without wanting to look to the future. On the other hand, they cry out for changes for an education that calls them to look with more love at the figure of school and not a simple pastime or a meeting with friends, going to school out of obligation.

It's time to make changes, bet on creative and different classes and I'm not just talking about physical education classes, but about all the contents, work on the most diverse ways of teaching, where everyone feels involved and motivated to participate with more enthusiasm, take to practices beyond the classroom, show what we have in the world of sports, for example, in the greatest modalities and ways of teaching and learning. The changes are clear in the lives of these adolescents since the beginning of the pandemic, they have been without meetings of friends, without contact with school and their classmates, many have had to change schools and how many in this environment who unfortunately lost people close to them all this has touched strongly on the feeling of the students.

It affected even more for the girls, where many of them began to participate more in the housework and help take care of their siblings, with the changes we had many parents were forced to leave their younger children at home and this overloaded the older ones where they take on the tasks, and how these girls will be able to pay attention in an online class when you have a lot of household chores, And so there is more and more lack of motivation and lack of interest in doing work and attending a class properly.

If we believe that education exerts a strong influence on the transformations of society, then we believe that education reinforces the critical capacity of the individual and attests to the degree of development of this same society (DIAS; PINTO, 2019). In our view, with intelligence, integrity,



competence and planning, we can learn from this crisis and, in the future, transform society, form conscious citizens, and improve Education in Brazil and in the world.

Education is no longer the same, we have three phases of education: before the pandemic, during the pandemic and the post-pandemic, it is up to us professionals and future education professionals to fight to change this return to schools, seek to help each student in their own way and see where we can help in everything we can. We can say without a doubt that the scars were great in the lives of students with the stoppage of classes, the best was done at the time, so now we are going to chase the damage by learning to deal with it and look for alternatives to make a change in school life. Seek to know the reality of each family, know how far the knowledge and reach of technology goes at home, support students by investigating and monitoring changes in emotions, offer very dynamic classes so that they feel pleasure in being there again.

Work on this return to face-to-face classes, thinking of solutions to captivate these students, so that they understand that education is the basis of everything, make them feel excited to participate, each one in their own time helping to face this moment working on the emotional side of each one and walk day after day to face the concern as if they will be left behind in terms of learning. Many of the students are talking about giving up studying, stating that they need to work and that they are not able to work during the day and study at night, and they also talk about not trying to take the ENEN, they say that it is not only a matter of access to the internet, but the lack of time and not knowing if they want to continue studying. It is clear that we need urgent changes in our Brazilian education, seeking to understand the reality of each one in order to work on changes leading to more enthusiasm and joy in being there in the classroom. In physical education classes the word of the moment is transformation, if there is no way to work in gymnasiums and larger places, let's adapt materials and work in the classroom, let's go out the door and take these students to experience and see physical education with different eyes, get out of people's heads that physical education is seen as a second recess the so-called (largo bol where the teacher drops a ball of soccer for the boys and a volleyball for the girls). Physical education goes far beyond that, making our students create healthy habits that see physical education as a language of our body as a means of expression and communication.

Through this article, I will present the work I developed during the months that returned to face-to-face classes, leading students to reflect better and get to know in practice some modalities that they have not yet experienced and said they do not know. Let's start by taking a walk around the Olympics since this year is the year of the Olympic Games, and Paralympic Games, presenting them with themes related to the Olympics working different modalities such as; athletics, volleyball, dances, fights, rowing, canoeing, and adapted games, show the importance of physical education in the lives of students that it is no less important than other disciplines and has the duty to provide knowledge on the different themes of body culture, lead students to experience something new outside the classroom.



Working on the Paralympics with them, a subject that is not much covered that students have very little knowledge of, making them feel involved and get to know better and understand the differences we have. Our sport is so broad, we cannot continue only in football, Brazil is not only the country of football, but the Brazil of diversities, make students see sports with different eyes and that with willpower and adapting we can practice and enjoy what each one has best.

If our rulers thought more about forming good citizens by implementing more after-school classes, or betting more on projects aimed at adolescents of all classes where they had more stimuli to practice sports or even school reinforcement, surely our Brazil would have a different face. The best investment is the one made in learning in studies so that students become adults who know how to value their achievements and cultures, who feel the desire to study and think about a better and quality future and not study out of obligation but out of love.

All the classes worked were well accepted, the experiences exchanged here were the best. Classes experienced and well accepted by all students, on the first day of face-to-face classes to get to know the students better I used the dynamics of the gift box, I will leave it as an attachment at the end of the work, for the athletics classes, we worked the relay race and obstacle race, at the end with medals and a colorful dry ice cream symbolizing the bouquet of flowers of the Olympics, in this practice I used as a stick the cardboard roll that comes inside the plastic film used in the kitchen at home, the medals printed on A4 paper and glued to a cardboard to stay firm and a thread to hang around the neck of the athletes, 1st, 2nd and 3rd place medals written Zattera's Olympics, The goal is socialization, involvement of everyone and that they understand that the important thing is not to compete but to participate.

Continuing with athletics we worked with shot put and discus throw, for these practices, I made the weights at home with a handful of stone dust and plastic bags and a lot of tape around, so we made a fun class and with materials that can be made at home, for the practice of discus throw, We adapted it with plastic plates and CDs, it worked very well and it was fun with everyone's participation. A sport that can be practiced by a group of friends in the community field or in the courtyard of the house, and each one making their own material and making healthy experiences for the socialization of adolescents.

To work with the theme of the Paralympics, we worked on sitting volleyball adapted within the classroom and our network was the tables in the room, remembering that if it is practiced on a court or field in the community, a rope can be used as a net, the rules that must be seated with the buttocks on the floor this game dispute people with disabilities of the lower limbs, This game was an experience for these adolescent students to understand that it is possible to adapt a game where everyone can play and have fun when we have a friend or family member with a disability in our midst. We also worked with table tennis that the participating athletes are wheelchair users, the rackets were a volunteer



carpenter who made and gifted me with them, the balls not to buy I used the roll on deodorant ones, we also adapted them in the room with six classes, the game was accepted and fun, so the students experienced what an adapted game is like, Remembering that if you are going to play this game at home with friends and family, you can use the table at home and the rackets can be made of cardboard. We experienced a class for visually impaired people, wearing a piece of cloth as a blindfold, blindfolded they walked around the classroom and with music in the background, when the music stopped everyone stopped and talked randomly with their classmates to find out who was nearby, returning to the music they continued to walk around the room. At the end of the experience, I asked questions about how was the experience blindfolded? What did they feel? What's the biggest obstacle? *Answers: the difficulty in moving in space; the fear of hitting oneself; a lot of distress and despair, feeling in total darkness. The difficulty of locomotion in all experiences. And positive points that everything can be executed as long as you plan and do it with love, adapting the subjects and spaces, so everyone can participate without exclusion in the classroom or in the circle of friends.*

In the adapted practice provided to the students, also in the classroom, we experienced a game of goalball. The objective of this game is to show the value of equity, where we must put ourselves in the other's shoes and adapt and not exclude, so it was proposed to them to experience this game to understand that the fact of having one disability or another does not give them the incapacity of everything, of course the disability prevents them from developing some movements, But each person carries with them a gigantic potential that can be developed, enabling many discoveries. Those who practice this game are visually impaired, the game requires levels of tactile, auditory and spatial awareness, blindfolded three players and a goalkeeper from each team made this experience, try to score the goal in the opponents' goalkeeper where the ball had to bounce once in the opponent's court to then enter the goal using a 5-a-side soccer ball with the rattle inside, Another adapted practice that had 100 percent participation of the students present. In the practice of 5-a-side football we used the ball with a bell the experience was in pairs, one student blindfolded and the other without the blindfold, we adapted it in the classroom where the student with the blindfold was driving the ball with the help of the colleague who was without the blindfold, who gave coordinates such as: left, right, forward and the shot on goal, then swapped the pairs until everyone experienced it.

These experiences were of great value and knowledge to these students, where they commented that they never imagined that it was so difficult to be blindfolded without knowing where they were and how to reach the goal that would be to score the goal, even listening to the noise of the ball and having knowledge of the space they found it difficult, they questioned how strong and enlightened people with disabilities are for going ahead in search of something that provides them with joys of living and socializing with people who are sometimes the same or totally different from them. And how desperate it was to be blindfolded for a few minutes.



They "will learn the same as all other children and receive the same preparation" (VIGOTSKY, 1989, p.181).

Inclusive education is an educational paradigm based on the concept of human rights, which combines equality and difference as inseparable values, and which advances in relation to the idea of formal equity by contextualizing the historical circumstances of the production of exclusion inside and outside school (BRASIL, 2008, p.1).

To celebrate the date of September 7th I prepared two activities with the students, the first was with balloons filled with the colors of the Brazilian flag and inside these balloons questions related to the date of September 7th, each of the participants with a balloon tied to their ankle protected their own while trying to pop their colleague's, whoever had the balloon popped answered the question that was inside, for the second activity I made prints of two Brazilian flags and formed two rows of students where the first in line had the flags in hand, they went to a certain marked point marching they dropped the flag and ran back and touched the hand of the next colleague who was running and came back with the flag marching, and so on until all the students participated. Note: He only marches when he has the flag in his hand. In this activity, they recalled the events of the seventh of September, moved around the courtyard, ran and marched, socialized among colleagues.

As we are in Rio Grande do Sul, we celebrate the month of the Farroupilha revolution and with that the Farroupilha week that is much celebrated by the Gauchos in all corners, with that I elaborated older games to work on this week, we adapted in the classroom the Fut tire, with a car tire leaning against the wall the students had three chances to score, Whoever got it right the most won the game. We also remember the bocce ball game, but as it had to be in the classroom we adapted it to the bocce ball game of the Paralympic games where the players were seated on the chairs to play, this game has six bocce in red and six in blue and the white bocce ball that is the target of the game, The points are scored during the match, the pair that has the most boules close to the target adds the points up to 30, the students played several times and loved the experience and finally remembering the old games we played the game of the 5 marys with pebbles thrown into the air and their game phases. Thus, everyone interacted and recalled childhood games, socializing among their classmates. The game of bocce boules I taught them that they can be making with sand and old socks, make the bocce ball of the measure of your hand and you can play with friends and family at home, the pebbles can be 5 gravel or other stones that you have at home of small size, the tire can be an old bicycle tire, car or even an arch that affirms on some wall and there makes the dispute of the game.

We had an extracurricular class this September, we went to experience in practice Rowing and Canoeing classes, together with the Caxias Navegar Project, the objective of this ³class was to show

³ Caxias Navegar Program: this project aims to provide social inclusion and integration among participants, providing knowledge of the nautical modalities of rowing, sailing and canoeing. The classes are theoretical and practical, those interested in participating should contact the program's coordination.



the importance of practicing and knowing the various sports modalities that we have and this can be accessed by everyone in the community as long as they register, It is offered free of charge to the population, it was not a simple to leave home and go to the project, but to get out of the routine of the classroom and practice this sport that few knew is great the importance of socialization among colleagues, teachers. The knowledge that each one acquired during the explanations that the instructors gave us with a lot of experience and care, we were very well received on site, they dedicated hours of explanations to the students so that everything came out perfect. It was a different class where the participants were very interested in the sport and loved the experience.

Of the 14 students who participated, only one knew the project and had already practiced rowing and canoeing, in this experience, it was noticed on the face of each participant the happiness of being there and having this knowledge, some have already sought information on how to participate in the practices that the project develops and all liked and practiced the proposed exercise asking to come back more often. One of the students was already interested and wanted to know if he could go back and practice with his parents and that he would like to practice at least twice a week since there is no cost and he has this free time between work and studies. Another student reports that it is very important for him to have this access, because if he had to pay he would not be able to practice the sport and would not even have the chance to get to know it.

To end the month of September and close the month of the Farroupilha Revolution, we had the presence in the class of the singers of traditional gaúcho music, the brothers Jonny and Robson Boeira went to the school to make a cultural presentation for all the students, In this activity the students were able to sing, dance and rescue the traditions that gaúcho music offers us, It was unforgettable for both the guests and the school.

We continued with interesting content, with the dance teacher Emerson, invited to work a very dynamic class with the students, with choreographies in groups where each group chose how to present its own and each group after rehearsing danced showing it to the rest of the class, everyone presented and at the end of the class they were all asking for an encore, in this choreography we use the music of Enrique Iglesias, (dancing). We started with the fighting modalities, the first modality was capoeira with Mestre Macaco who gave a gingado show to the students, in the end they were interested in starting to practice this sport so full of ginga, some had already heard of the modality, but had never practiced it, in this class they had the opportunity to know a little about capoeira, They learned some steps and got to know the instruments used in the classes. Then we had master Rodrigo showing us how wonderful it is to learn new things with three classes in a row with different modalities, karate, maythai, and judo each class with a brilliant presentation and attention of the students, where each one can ask their questions and curiosities about the modalities, throughout the class while the master explained the students accompanied making the passes and getting to know each instrument that is



used. On December 2nd, we closed with the class, thanking them for the experiences and learnings we had during this residency. And so I ended a year of many learnings and incredible experiences.

2 CONCLUSION

I learned a lot during this year of exchange of experiences, where the teacher is in constant learning and who, together with the student, learns and teaches. I can say that I concluded successfully, because I was able to show them how great and important our Physical Education is, both in school and outside of it with differentiated classes where they can be practicing in the community where they are inserted, making their subjects without much cost. The Pedagogical Residency provided me with a huge learning experience that I will carry with me for the rest of my life.

Maybe I won't be able to change much, but if one or more of these 28 students I had contact with during this year start to enjoy exercising more or see physical education with different eyes, for me it will already be a great victory and will give me more strength to continue looking for new challenges. There are countless difficulties to be overcome, but education is like a building to be built, from brick to brick we arrive at the final construction with the participation of all. Each class experienced so far has been of great importance, where we have had different coexistences even with care and restrictions, we have been able to finish a work with a lot of love and learning that will leave a legacy of exchanges of experiences, both for those who teach and for those who learn.

ATTACHMENTS

This dynamic can be used at the beginning of the school year so that everyone socializes and gets to know each other on the first day of school. Make a circle and choose someone to start with, so you go through and each one chooses someone to move on while you read.

DYNAMICS: GIFT BOX TECHNIQUE

- 1: Congratulations on being that extroverted person, you were chosen to start the game! Don't keep the gift, offer it to a **SHY person**;
- 2: Being a shy person also has its advantages, it allows you to draw great conclusions, because the fact of keeping quieter gives you opportunities to pay attention to everything. The gift is not yours either, give it to a **PRUDENT person** ;
- 3: Prudence is a great quality. You never board a leaky canoe. But don't forget that a pinch of impulsiveness and boldness is indispensable. So, an impulsive person without thinking too much, give the gift to a **TALKING person** ;



4: The talkative person doesn't let anything pass without giving their opinion. Care! The fish dies through the mouth, in addition, the speaker is always attentive not to miss anything. Despite talking a lot, give this gift to a **CHEERFUL person;**

5: Joy is contagious! The cheerful ones are always welcome. It's good to have high-spirited people around. Keep it up! Too bad this gift isn't yours either, pass it on to a **FRIEND;**

6: "A friend is something to be kept in the chest..." A faithful friend is a powerful refuge, and whoever finds him has found a treasure! A loyal friend is priceless, and nothing equals their value. Show all your friendship and give the gift to a **SENSITIVE person .**

7: The sensitive person gets involved easily, goes deep and suffers a lot. Always be alert, your participation is very important in big decisions, due to your sensitivity. Good decision tip: decide to give this gift to a **CREATIVE person ;**

8: Oh good, you've been considered a creative person! This often facilitates the resolution of problems in an unprecedented way, breaking paradigms. Use your creativity and give this gift to a **THOUGHTFUL person;**

9: Weighting reflects balance. And in a group, the presence of someone balanced is always necessary. So, stay welcome among us and balanced as you are, however, pass this gift on to a **HELPFUL person ;**

10: It's good when you discover the value of being "in service." Care! The other does not always understand your proposal and sometimes a process of exploitation is triggered. As this is not the case of exploitation, be helpful and give this gift to an **OPTIMISTIC person;**

11: The optimist believes in himself and in others around him. He is cautious in his dealings with others. He believes in the ability to succeed in life, because triumph is always the result of conscious and effective effort. With all your optimism, transfer this gift to a **GOOD person ;**

12: Being good is so easy, too bad few give up your goodness! Why not be good? After all, being good, we spread around the subtle perfume of good will, which makes life better. With a lot of kindness, pass the gift on to a **SOCIABLE person;**

13: The sociable person makes a lot of friends and facilitates the chemistry of the group. Keep it up, because it's great to live with you! Forward the gift to an **IMPULSIVE person;**

14: It is with this characteristic that true emotions and often hidden feelings are revealed. Is there much better than living the true emotions and letting the feeling go? On impulse, give this gift to a **GENEROUS person ;**

15: You were considered a generous person. It's beautiful to give, but when asked, it's even more beautiful! The generous speak to us of love, respect for others, solidarity, understanding, sharing and forgiveness, so the **GIFT IS YOURS!** Make of it what you will!

Note: Gift suggestion: a box of chocolates, encores, lollipops that can be shared among the class.



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